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Virginia Commonwealth University

VCU

Graduate
1999-2000
Bulletin

Volume XXXI

July 1999

Contacting the School of Graduate Studies

In Person **On the Academic Campus**
901 W. Franklin St.
Ginter House, Room B-1

On the MCV Campus
1101 E. Marshall St.
Sanger Hall, Room 1-016

World Wide Web www.vcu.edu/gradweb

View information about graduate study at Virginia Commonwealth University. You also will find information about the university, the city of Richmond, and the commonwealth of Virginia.

By Telephone **(804) 828-6916**

By Fax **(804) 828-6949**

By Mail **School of Graduate Studies**
Virginia Commonwealth University
P.O. Box 843051
Richmond, VA 23284-3051

By E-mail vcu-grad@vcu.edu

Graduate Bulletin **The Graduate Bulletin, in its entirety, can be found on the Web at the location indicated above or may be ordered from VCU Outreach Publications by calling 1-877-574-0529.**

Information **Refer to the directory below and to the Graduate Curriculum Requirements chart in the appendices for school and department listings and other frequently requested phone numbers.**

Directory

TDD: 1-800-828-1120
(Area Code 804)

Admissions (Bulletins, applications, testing information, etc.)		Information (General)	
Graduate	828-6916	University	828-0100
Dental School	828-9196	MCV Hospitals	828-9000
Honors Program/Guaranteed Admissions	828-1803	International Programs, Center for	
International	828-1829	English Language Program	828-2551
Medical School (M.D.)	828-9629	International Admissions	828-1829
Pharmacy (Pharm.D.)	828-3000	Parking	
Undergraduate	828-1222	Academic Campus	828-8726
Assistantships/Fellowships		MCV Campus	828-0501
Contact graduate program directors at phone numbers listed in the Graduate Curriculum Requirements chart.		Off-Campus Credit Instruction	828-0013
Career Center	828-1645	Registration	
Services for Students with Disabilities		Academic Campus	828-1349
Academic Campus	828-1139	MCV Campus	828-9800
MCV Campus	828-9782	Residency Information	828-0366
EEO/AA Services	828-1347	Student Accounting	828-2341
Financial Aid Information/Applications		Student Activities	828-3648
Academic Campus	828-6669	Testing Information	
MCV Campus	828-0523	GRE, GMAT, and LSAT	828-6916
Housing Information		PRAXIS	828-1927
Academic Campus	828-7666	MAT	828-6277
MCV Campus	828-1800	Veterans Affairs	828-6166
Off Campus	828-6492		

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**Virginia Commonwealth University
Division of University Outreach
Outreach Publications**

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Limitations on Bulletin Provisions: All rules set forth in this bulletin will apply until further notice. The university reserves the right to make changes in course of study, fees, rules and regulations governing the conduct of the work in all schools and programs, faculty and staff, and classification of students whenever university authorities deem it expedient or wise to do so.

Academic Calendar 1999-2000

AUGUST 1999

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

23-25

Advising and registration for new undergraduate students – Academic Campus

23-25

Orientation and registration – MCV Campus

26

Registration for new graduate and new certificate students – Academic Campus

26

Fall classes begin at 8 a.m. – MCV Campus

26-28

Orientation for new freshmen, transfer and readmitted students – Academic Campus

26-Sep 3

Add/drop and late registration – MCV Campus

27

Registration for continuing students – Academic Campus

28

Official date for certifying August diplomas

30

Fall classes begin at 8 a.m. – Academic Campus

30-Sep 3

Add/drop and late registration – Academic Campus

SEPTEMBER 1999

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3

Deadline for submission of all approved change of major requests effective for the fall 1999 term

6

University closed

8

Faculty Convocation

10

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays*

24

Last day for fall degree candidates to submit graduation applications to their advisers for December degrees – Academic Campus

Fall degree candidates should follow departmental deadlines – MCV Campus

28

Last day for undergraduate students to submit work for removal of incomplete grades from spring term or summer sessions – Academic Campus

OCTOBER 1999

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

22

Last day to withdraw from a course with a mark of "W" – both campuses (except for courses not scheduled for the full term)

25-29

Advising for spring term – Academic Campus

Students should follow departmental schedule – MCV Campus

NOVEMBER 1999

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1

Spring term advance registration begins for all students

25-28

University closed – evening classes (classes beginning at 4 p.m. or later) do not meet on Nov 24

DECEMBER 1999

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4

August and December Graduation Reception

10

Final date for graduate dean's approval signature on completion of graduate thesis/dissertation for December degree candidates (check with graduate program director regarding internal schedules for submission of copy, defense and school/college dean approval)

10

Last day of classes for fall term – both campuses; Saturday classes meet Dec 11

13-17

Final examinations for fall term – MCV Campus

13-18

Final examinations for fall term – evening classes

13-21

Final examinations for fall term – Academic Campus

24

University closed

25

Official date for certifying December diplomas

27

University closed – holiday intersession classes begin

29

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – holiday intersession*

31

University closed – holiday intersession classes meet

* Reasonable accommodations for completion of work missed should be made for students observing religious holidays. A partial list of major religious holidays is provided on the Web.
--- www.vcu.edu/hr/communications/major%20holidays.htm

Academic Calendar 1999-2000

JANUARY 2000

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3
University closed† – holiday
intersession classes meet

4-6
Advising, registration and
orientation for new
undergraduate students –
Academic Campus

6
Registration for new graduate
and new certificate students –
Academic Campus

7
Registration for continuing
students – Academic Campus

8
Holiday intersession classes end

10
Spring classes begin at 8 a.m. –
both campuses

10-14
Add/drop and late registration
for all students

14
Deadline for submission of all
approved change of major
requests effective for the spring
2000 term

17
University closed†

21
Last day for spring degree
candidates to submit graduation
applications to their advisers for
May degrees – Academic
Campus

Spring degree candidates should
follow departmental deadlines –
MCV Campus

21
Deadline for students to provide
advance written notification to
instructors of intent to observe
religious holidays*

FEBRUARY 2000

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

8
Last day for undergraduate
students to submit work for
removal of incomplete grades for
fall term – Academic Campus

MARCH 2000

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3
Last day to withdraw from a
course with a mark of "W" –
both campuses (except for
courses not scheduled for the
full term)

4-12
Spring break for both campuses –
Saturday classes meet on Mar 4

13
Summer advance registration
begins

20-24
Advising for fall term –
Academic Campus

Students should follow
departmental schedule – MCV
Campus

27
Fall term advance registration
begins

APRIL 2000

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

25
Final date for graduate dean's
approval signature on completion
of graduate thesis/dissertation
for May degree candidates
(check with graduate program
director regarding internal
schedules for submission of
copy, defense and school/college
dean approval)

25
Classes end for spring term –
Academic Campus; evening
classes continue through Apr 29

26
Study day – Academic Campus

27-May 5
Final examinations for spring
term – Academic Campus

28
Last day of classes for spring
term – MCV Campus

MAY 2000

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-5
Final examinations for spring
term – MCV Campus

1-6
Final examinations for spring
term – evening classes

13
Commencement (including 1999
August and December graduates)

* Reasonable accommodations for completion of work missed should be made for students observing religious holidays. A partial list of major religious holidays is provided on the Web.
--- www.vcu.edu/hr/communications/major%20holidays.htm

† Subject to approval

Academic Calendar Summer 2000

MAY 2000

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22-Jun 9

3-week session

22-Jun 22

5-week session

24

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 3-week session*

26

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 5-week session*

29

University closed†

30-Jul 20

8-week evening session

JUNE 2000

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 8-week evening session*

19-Jul 19

4 ½-week session

19-Jul 27

6-week session

19-Aug 10

8-week evening session

23

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 4 ½-week, 6-week and 8-week sessions*

26-Jul 27

5-week session

30

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 5-week session*

30

Last day for summer degree candidates to submit graduation applications to their advisers for August degrees – Academic Campus

Summer degree candidates should follow departmental deadlines – MCV Campus

JULY 2000

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4

University closed†

20-Aug 18

4 ½-week session

28

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 4 ½-week session*

31-Aug 18

3-week session

AUGUST 2000

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 3-week session*

18

Final date for graduate dean's approval signature on completion of graduate thesis/dissertation for August degree candidates (check with graduate program director regarding internal schedules for submission of copy, defense and school/college dean approval)

18

Summer sessions end

* Reasonable accommodations for completion of work missed should be made for students observing religious holidays. A partial list of major religious holidays is provided on the Web.
--- www.vcu.edu/hr/communications/major%20holidays.htm

† Subject to approval

Academic Calendar 2000-2001

AUGUST 2000

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21-23

Advising and registration for new undergraduate students – Academic Campus

21-23

Orientation and registration – MCV Campus

24

Registration for new graduate and new certificate students – Academic Campus

24

Fall classes begin at 8 a.m. – MCV Campus

24-26

Orientation for new freshmen, transfer and readmitted students – Academic Campus

24-Sep 1

Add/drop and late registration – MCV Campus

25

Registration for continuing students – Academic Campus

26

Official date for certifying August diplomas

28

Fall classes begin at 8 a.m. – Academic Campus

28-Sep 1

Add/drop and late registration – Academic Campus

SEPTEMBER 2000

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1

Deadline for submission of all approved change of major requests effective for the fall 2000 term

4

University closed†

TBA

Faculty Convocation

8

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays*

22

Last day for fall degree candidates to submit graduation applications to their advisers for December degrees – Academic Campus

Fall degree candidates should follow departmental deadlines – MCV Campus

26

Last day for undergraduate students to submit work for removal of incomplete grades from spring term or summer sessions – Academic Campus

OCTOBER 2000

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20

Last day to withdraw from a course with a mark of "W" – both campuses (except for courses not scheduled for the full term)

23-27

Advising for spring term – Academic Campus

Students should follow departmental schedule – MCV Campus

30

Spring term advance registration begins for all students

NOVEMBER 2000

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

23-26

University closed† – evening classes (classes beginning at 4 p.m. or later) do not meet on Nov 22

DECEMBER 2000

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

TBA

August and December Graduation Reception

8

Final date for graduate dean's approval signature on completion of graduate thesis/dissertation for December degree candidates (check with graduate program director regarding internal schedules for submission of copy, defense and school/college dean approval)

8

Last day of classes for fall term – both campuses; Saturday classes meet on Dec 9

11-15

Final examinations for fall term – MCV Campus

11-16

Final examinations for fall term – evening classes

11-19

Final examinations for fall term – Academic Campus

23

Official date for certifying December diplomas

25-26

University closed†

27

Holiday intersession classes begin

29

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – holiday intersession*

29

University closed† – holiday intersession classes meet

* Reasonable accommodations for completion of work missed should be made for students observing religious holidays. A partial list of major religious holidays is provided on the Web.
 --- www.vcu.edu/hr/communications/major%20holidays.htm

† Subject to approval

Academic Calendar 2000-2001

JANUARY 2001

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1**
University closed[†]
- 9**
Holiday intersession classes end
- 9-11**
Advising, registration and orientation for new undergraduate students – Academic Campus
- 11**
Registration for new graduate and new certificate students – Academic Campus
- 12**
Registration for continuing students – Academic Campus
- 15**
University closed[†]
- 16**
Spring classes begin at 8 a.m. – both campuses
- 16-19**
Add/drop and late registration for all students
- 19**
Deadline for submission of all approved change of major requests effective for the spring 2001 term
- 26**
Last day for spring degree candidates to submit graduation applications to their advisers for May degrees – Academic Campus
Spring degree candidates should follow departmental deadlines – MCV Campus
- 26**
Deadline for students to provide advance written notification to instructors of intent to observe religious holidays*

FEBRUARY 2001

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

- 13**
Last day for undergraduate students to submit work for removal of incomplete grades for fall term – Academic Campus

MARCH 2001

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 9**
Last day to withdraw from a course with a mark of "W" – both campuses (except for courses not scheduled for the full term)
- 10-18**
Spring break for both campuses – Saturday classes meet on Mar 10
- 19**
Summer advance registration begins
- 26-30**
Advising for fall term – Academic Campus
Students should follow departmental schedule – MCV Campus

APRIL 2001

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2**
Fall term advance registration begins

MAY 2001

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1**
Final date for graduate dean's approval signature on completion of graduate thesis/dissertation for May degree candidates (check with graduate program director regarding internal schedules for submission of copy, defense and school/college dean approval)
- 1**
Classes end for spring term – Academic Campus; evening classes continue through May 5
- 2**
Study day – Academic Campus
- 3-11**
Final examinations for spring term – Academic Campus
- 4**
Last day of classes for spring term – MCV Campus
- 7-11**
Final examinations for spring term – MCV Campus
- 7-12**
Final examinations for spring term – evening classes
- 19**
Commencement (including 2000 August and December graduates)

* Reasonable accommodations for completion of work missed should be made for students observing religious holidays. A partial list of major religious holidays is provided on the Web.
--- www.vcu.edu/hr/communications/major%20holidays.htm

† Subject to approval

Academic Calendar Summer 2001

MAY 2001

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21-Jun 8

3-week session

21-Jun 21

5-week session

23

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 3-week session*

25

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 5-week session*

28

University closed†

29-Jul 19

8-week evening session

JUNE 2001

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

8

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 8-week evening session*

18-Jul 18

4 ½-week session

18-Jul 26

6-week session

18-Aug 9

8-week evening session

22

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 4 ½-week, 6-week and 8-week sessions*

25-Jul 26

5-week session

29

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 5-week session*

29

Last day for summer degree candidates to submit graduation applications to their advisers for August degrees – Academic Campus

Summer degree candidates should follow departmental deadlines – MCV Campus

JULY 2001

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4

University closed†

19-Aug 17

4 ½-week session

27

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 4 ½-week session*

30-Aug 17

3-week session

AUGUST 2001

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1

Deadline for students to provide advance written notification to instructors of intent to observe religious holidays – 3-week session*

17

Final date for graduate dean's approval signature on completion of graduate thesis/dissertation for August degree candidates (check with graduate program director regarding internal schedules for submission of copy, defense and school/college dean approval)

17

Summer sessions end

* Reasonable accommodations for completion of work missed should be made for students observing religious holidays. A partial list of major religious holidays is provided on the Web.

--- www.vcu.edu/hr/communications/major%20holidays.htm

† Subject to approval

Letter from the President

It is my pleasure to welcome you to Virginia Commonwealth University.

With more than \$96 million in annual research funding, VCU has been ranked by the Carnegie Foundation as one of the nation's top research universities and is one of only three such universities in the Commonwealth. More than 22,700 undergraduate, graduate, professional, and doctoral students pursue 157 degree programs, including post-graduate certificate programs, at the university's Academic and Medical College of Virginia campuses in downtown Richmond. Forty-four of the university's programs are unique in Virginia, and a number of its professional and graduate programs have been nationally ranked for excellence by U.S. News & World Report.



VCU is in progress with Phase II of A Strategic Plan for the Future of Virginia Commonwealth University, the goal of which is to enhance the university's stature as one of the nation's leading research universities. Strategic projects have included establishing a new School of Engineering, which has been an important factor in attracting the microelectronics industry to the state. The university also is developing the Virginia Biotechnology Research Park in collaboration with business, civic, and government leaders. When it is fully developed, the Research Park will cover 34 acres in downtown Richmond and employ an estimated 3,000 professional and technical personnel.

VCU's MCV Campus supports MCV Hospitals, an authority of the commonwealth and the academic health center's major clinical teaching and research facility. In 1998, MCV Hospitals was ranked in the annual study, 100 Top Hospitals: Benchmarks for Success, which identifies U.S. hospitals that deliver the highest quality and most cost-efficient health care.

VCU is an extraordinary institution, and we are proud that you are part of the excitement here. Best wishes with your graduate program of study.

Sincerely,

A handwritten signature in cursive script that reads "Eugene P. Trani".

Eugene P. Trani
President

Graduate Studies at Virginia Commonwealth University

The university

Virginia Commonwealth University is a state-supported institution with an enrollment of more than 23,000 undergraduate, graduate and health professions students studying on its two campuses in Richmond, Va. The Medical College of Virginia Campus is located near the financial, governmental and shopping areas of downtown Richmond; the Academic Campus is two miles west in Richmond's historic Fan District, a residential area which dates from the 19th century.

The university takes its founding date as 1838, the year in which the Medical College of Virginia was created as the medical department of Hampden-Sydney College. MCV became an independent institution in 1854 and state affiliated in 1860.

VCU's Academic Campus was established in 1917 as the Richmond School of Social Work and Public Health. In 1925, it became the Richmond Division of the College of William and Mary; and in 1939 its name was changed to the Richmond Professional Institute of the College of William and Mary, from which it separated in 1962 to become an independent state institution.

In 1968, the two schools merged to form VCU: undergraduate, graduate and professional programs of Richmond Professional Institute joined with one of the largest and most comprehensive medical centers on the East Coast to create a major state university.

VCU enrolls a diverse student body and has one of the largest evening colleges in the United States. The university's level of funded research places it among the top 81 colleges and universities in the country in attracting research grants. Its faculty, representing the finest American and international graduate institutions, enhances VCU's position among the important institutions of higher learning in the United States via their work in the classroom, the laboratory, the studio,

the hospital and as published in scholarly journals. VCU maintains active communications with its growing cadre of alumni and enjoys a cooperative and stimulating relationship with the city of Richmond which encompasses the arts, the business community, the architectural community and local government. Today, VCU operates a major teaching hospital and is composed of one college, 10 schools and the School of Graduate Studies. These academic units offer 50 undergraduate, 14 post-baccalaureate certificate, three first-professional, 57 master's, five post-master's certificate and 20 doctoral programs. The university also offers first professional degrees in medicine, dentistry and pharmacy.

VCU's location in historic Richmond affords its students the benefits of living in one of the South's most cosmopolitan cities. Located in central Virginia, Richmond is a two-hour drive from the Atlantic seashore to the east, Appalachian Mountain recreational sites to the west, and Washington, D.C. to the north. A wide range of cultural, educational, and recreational facilities and activities is available in the Richmond area, including a full performance schedule at VCU's own Performing Arts Center. VCU's proximity to downtown Richmond, which is Virginia's capital and a major East Coast financial and manufacturing center, provides students with opportunities for internships, part-time employment and student housing in a variety of settings.

Mission of Virginia Commonwealth University

VCU is a public, urban, research university, supported by the commonwealth of Virginia to serve the people of the commonwealth and the nation. The university provides a fertile and stimulating environment for learning, teaching, research, creative expression and public service. Essential to the life of

School of Graduate Studies
827 W. Franklin St. • P.O. Box 843051
Richmond, VA 23284-3051
(804) 828-8856 • Fax (804) 828-9025
www.vcu.edu/gradweb

Dr. Jack L. Haar
Dean

Graduate Admissions
901 W. Franklin St. • P.O. Box 843051
Richmond, VA 23284-3051
(804) 828-6916 • Fax (804) 828-6949

Dr. Sherry T. Sandkam
Associate Dean

the university is a faculty actively engaged in scholarship and creative exploration activities that increase knowledge and understanding of the world, and inspire and enrich teaching.

The university is dedicated to educating full and part-time students of all ages and diverse backgrounds in an atmosphere of free inquiry and scholarship, so they may realize their full potential as informed, productive citizens with a lifelong commitment to learning and service.

The university serves the local, state, national and international communities through its scholarly activities, its diverse educational programs, and its public service activities. As an institution of higher learning in a metropolitan center that is also the capital of the commonwealth, the university enjoys unique resources that enrich its programs and offer special opportunities for contributing its intellectual and creative expertise in the development of innovative approaches to meet the changing needs of our society.

The goals of VCU in carrying out its mission are to:

- provide undergraduate education that includes a broad and rigorous

- foundation in the arts, sciences, and humanities and explores the ideas and values of humankind,
- offer nationally and internationally recognized professional and graduate programs leading to doctoral, master's, and other terminal and advanced degrees in the professions, the sciences, the humanities and the arts,
 - foster a scholarly climate that inspires creativity, a free and open exchange of ideas, critical thinking, intellectual curiosity, freedom of expression and intellectual integrity,
 - expand the boundaries of knowledge and understanding through research, scholarship and creative expression in the sciences, arts, humanities and the professional disciplines,
 - value and promote racial and cultural diversity in its student body, faculty, administration and staff to enhance and enrich the university,
 - develop and sustain a faculty of the highest quality by providing an environment conducive to their achieving and maintaining national and international stature and by continuing to attract both recognized scholars and outstanding individuals with a high potential for scholarly achievement and excellence in teaching,
 - provide an optimal environment for educating and training health care professionals, for conducting research to improve health care and delivery and for meeting the needs of patients and the community in a comprehensive health care setting,
 - use the urban environment as a laboratory for studying and developing new approaches to problems pertaining to the public and private sectors,
 - support, through its commitment to public exhibitions, performances, and other cultural activities, the imaginative power of the liberal, visual and performing arts to express the problems and aspirations of humanity and to enrich the lives of individuals,
 - develop innovative programs for continuing education that establish permanent intellectual connections between the university

- and its constituents, enhance professional competence and promote dialogue on public issues,
- offer diverse opportunities for individuals to benefit from higher education through a variety of avenues to include flexible scheduling for part-time undergraduate and graduate students, open admission for nondegree-seeking students with appropriate preparation, advanced degree programs for working professionals, selected programs in diverse locales, admission for graduates with appropriate associate degrees of arts or sciences and support programs for specially admitted students,
 - promote interdisciplinary studies within the university to bring new perspectives to bear on complex problems, and
 - mobilize its creative energies and its expertise to meet the needs of society and individuals in its unique role as Virginia's major urban university.

Accreditation

VCU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master's, doctoral and first professional degrees. Additionally, individual programs may be accredited by discipline-specific professional accrediting organizations.

Oak Ridge Associated Universities Consortium

Since 1963, students and faculty of VCU have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 87 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tenn. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship and research appointments and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education, the DOE facility that ORAU operates, undergraduates, graduates, postgraduates as well

as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the numbers of underrepresented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines and details on locations and benefits can be found in the Resource Guide, located on the Web or by calling either of the contacts listed below.

— — — www.orau.gov/orise/resgd.htm

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry and major federal facilities. Activities include faculty development programs such as the Ralph E. Powe Jr. Faculty Enhancement Awards, the Visiting Industrial Scientist Award and various services to chief research officers.

For more information about ORAU and its programs, contact:

Dr. William L. Dewey, ORAU Councilor for VCU
(804) 828-0732

Ms. Monnie E. Champion, ORAU Corporate Secretary
(423) 576-3306

or visit the ORAU Web site

www.orau.org

School of Graduate Studies

VCU is composed of the following academic units:

School of Graduate Studies

Center for Environmental Studies

Center for Public Policy

College of Humanities and Sciences

(including the School of Mass Communications)

School of Allied Health Professions

School of the Arts

School of Business

School of Dentistry

School of Education

School of Engineering

School of Medicine

School of Nursing

School of Pharmacy

School of Social Work

The Center for Environmental Studies and the Center for Public Policy also

house graduate academic programs. Graduate programs are administered by the individual departments, schools and centers with assistance from the School of Graduate Studies. Major coordination of the various degree programs is performed by the University Graduate Council and the Graduate Dean's Advisory Committee which are chaired by the dean of the School of Graduate Studies. The University Graduate Council is comprised of one elected faculty member from each school. The Graduate Dean's Advisory Council includes directors of graduate study from each school.

Graduate programs

The following graduate degree programs are offered at the university. Refer to the Graduate Curriculum Requirements chart in the reference section of this bulletin for a complete listing of curricula, specializations and tracks as well as application deadline dates and special admission requirements. Applicants are encouraged to contact the school/department sponsoring the intended program of study at the telephone numbers listed in the curriculum chart. Other important phone numbers are provided in the directory of this bulletin.

School of Graduate Studies

Master of Interdisciplinary Studies
 Biotechnology (under development)
 Environmental Studies
 Interdisciplinary Off-Campus Arts
 Individualized Programs of Study (including cooperative ventures with Virginia State University)

Center for Environmental Studies

Master of Interdisciplinary Studies
 Environmental Studies

Center for Public Policy

Doctor of Philosophy
 Public Policy and Administration

College of Humanities and Sciences

Doctor of Philosophy
 Chemistry
 Psychology – Clinical
 Psychology – Counseling
 Psychology – General

Master of Arts
 English
 History

Master of Fine Arts
 Creative Writing

Master of Public Administration

Master of Science
 Biology
 Chemistry
 Computer Science
 Criminal Justice
 Mass Communications
 Mathematical Sciences
 Physics
 Sociology

Master of Urban and Regional Planning

Post-Baccalaureate Graduate Certificate Programs

Applied Social Research
 Criminal Justice
 Planning Information Systems
 Public Management
 Urban Revitalization

Cooperative, Interdisciplinary and Combined Degree Programs

Dual Degree Program in Criminal Justice and Divinity with the School of Theology of Virginia
 Union University and the Union Theological Seminary in Virginia
 Dual Degree Program in Urban and Regional Planning and Law with the University of Richmond, T. C. Williams School of Law

School of Allied Health Professions

Doctor of Philosophy
 Health Related Sciences
 Health Services Organization and Research

Master of Health Administration
 Health Services Administration

Master of Science
 Clinical Laboratory Sciences
 Gerontology
 Occupational Therapy (Post-Professional Program)
 Physical Therapy – Entry Level
 Physical Therapy – Advanced
 Rehabilitation Counseling

Master of Science in Health Administration
 Executive Master's Program

Master of Science in Nurse Anesthesia

Master of Science in Occupational Therapy
 (Entry-Level Program)

Post-Baccalaureate Graduate Certificate Programs

Aging Studies
 Patient Counseling

Post-Master's Graduate Certificate Program
 Rehabilitation Counseling/Professional Counseling

Cooperative, Interdisciplinary and Combined Degree Programs
 Anatomy/Physical Therapy Track in Anatomy Doctoral Program

Dual Degree Program in Health Services Administration and Law with the University of Richmond, T. C. Williams School of Law

Geriatric Physical Therapy Track in the Master of Science Degree Program in Physical Therapy with the Department of Gerontology

Joint Master of Social Work/Certificate in Aging Studies Program with the Department of Gerontology and the School of Social Work

Physiology/Physical Therapy Track in Physiology Doctoral Program

School of the Arts

Doctor of Philosophy
 Art History

Master of Art Education

Master of Arts
 Art History

Master of Fine Arts
 Design
 Fine Arts
 Theatre

Master of Music

Cooperative, Interdisciplinary and Combined Degree Programs
 Off-Campus Interdisciplinary Arts Track in Master of Interdisciplinary Studies Program

School of Business

Doctor of Philosophy
 Accounting
 Information Systems
 Management and Organizational Behavior

Master of Accountancy
 (Admissions suspended until fall 2001)

Master of Arts
 Economics

Master of Business Administration
 Fast-Track MBA
 MBA with Concentration
 MBA without Concentration

Master of Science
 Decision Sciences
 Finance
 Human Resource Management and Industrial Relations
 Information Systems
 Marketing
 Real Estate Valuation

Master of Taxation
Academic Track
Professional Track

School of Education

Doctor of Philosophy
Education

Master of Education
Administration and Supervision
Adult Education and Human Resource Development
Counselor Education
Curriculum and Instruction
Reading
Special Education

Master of Science
Physical Education
Recreation, Parks and Tourism

Master of Teaching
Early Education
Middle Education
Secondary Education
Special Education

Post-Baccalaureate Graduate Certificates
Human Resource Development
Teaching (admissions only in shortage areas)

Post-Master's Certificates
Principalship
Reading Specialist

School of Engineering

Doctor of Philosophy
Biomedical Engineering

Master of Science
Biomedical Engineering

Cooperative, Interdisciplinary and Combined Degree Programs
M.D./Ph.D. Combined Degree Program

School of Medicine

Doctor of Philosophy
Anatomy
Biochemistry and Molecular Biophysics
Biostatistics
Human Genetics
Microbiology and Immunology
Pathology
Pharmacology and Toxicology
Physiology

Master of Public Health

Master of Science
Anatomy
Biochemistry and Molecular Biophysics
Biostatistics
Genetic Counseling

Human Genetics
Microbiology and Immunology
Pharmacology and Toxicology
Physiology

Post-Baccalaureate Graduate Certificates
Pre-Medical Basic Health Sciences

Cooperative, Interdisciplinary and Combined Degree Programs
Anatomy/Physical Therapy Track in Anatomy Doctoral Program
Biotechnology Track in Master of Interdisciplinary Studies Program (under development)
Clinical Research Track in Master of Science Degree Program in Biostatistics
M.D./M.P.H.
M.D./Ph.D.
Molecular Biology and Genetics Track in Microbiology Doctoral Program
Neuroscience Track in Pharmacology Doctoral Program
Physiology/Physical Therapy Track in Physiology Doctoral Program

School of Nursing

Doctor of Philosophy
Nursing

Master of Science
Accelerated B.S.-M.S. Program
Regular M.S. Program

Post-Master's Certificate in Nursing

School of Pharmacy

Doctor of Philosophy
Pharmaceutical Sciences

Master of Science
Pharmaceutical Sciences

Cooperative, Interdisciplinary and Combined Degree Programs
Pharm.D./Ph.D.

School of Social Work

Doctor of Philosophy
Social Work

Master of Social Work
Advanced Standing
Regular Standing

Cooperative, Interdisciplinary and Combined Degree Programs
M.S.W./Certificate as School Social Worker in State of Virginia with the School of Education
M.S.W./Certificate in Aging Studies with the Department of Gerontology
Dual Degree Study in Social Work and Law with the University of Richmond, T. C. Williams School of Law

Off-campus graduate instruction

VCU is dedicated to serving the needs of Virginians by providing off-campus graduate credit instruction when and where it is needed. Courses are offered in response to an expression of need from various locales and groups.

Off-campus instruction features the same course work available on campus, and most off-campus courses are fully degree-applicable within the admission standards of the School of Graduate Studies. Tuition for most off-campus classes is the same as other university classes; however, students in off-campus credit classes are not charged university or activity fees.

For additional information on off-campus credit instruction, write Edward Howard, Coordinator of Off-Campus Credit Instruction, Office of Community Programs, Division of University Outreach, 827 W. Franklin St., Richmond, VA 23284-2041 or telephone (804) 828-8819.

Admissions

The Board of Visitors, the administration and the faculty of VCU are committed to a policy of equal opportunity in education and employment without regard to race, color, religion, gender, national origin, political affiliation, veteran's status, age or disability.

Students with disabilities

VCU complies with the requirements of the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 and its subsequent amendments and provisions. The university does not discriminate against otherwise qualified applicants for admission or matriculants solely on the basis of a disability.

VCU is committed to a policy of equal opportunity and accessibility for qualified students. The university seeks to provide academic adjustments and reasonable accommodations as needed.

Students with disabilities enrolled in courses on the Academic Campus should contact Dr. Shyla M. Ipsen at (804) 828-2253 (VCU-ABLE). Persons with disabilities enrolled in courses on the MCV Campus should contact Mr. Donald G. Roebuck at (828) 828-9782.

Admission requirements

General admission requirements for graduate study in the university are:

1. graduation from an accredited college or university or its equivalent,
2. except in very unusual cases approved by the graduate dean, a minimum undergraduate GPA of 2.7 on a 4.0 scale for at least the last two years of undergraduate work,
3. satisfactory scores from a current (less than five years old) standardized test commonly used and deemed appropriate by the particular discipline,
4. three letters of recommendation,
5. applicant's written statement of intent for pursuing graduate studies in a particular discipline, and
6. such additional requirements as may be established by individual programs and schools. These may include personal interviews, auditions, submission of a portfolio or other materials.

An exception to the general admissions requirements is made for students entering through the Guaranteed Admissions Program of the University Honors Program. (See the section regarding admissions through honors.)

Types of admissions

Students may be admitted to graduate studies under one of the following classifications:

Degree-seeking student. An applicant who meets all requirements for admission to a degree program and who has been recommended by the department or school in which the applicant proposes to study may be admitted as a degree-seeking student.

Provisional student. An applicant who has not fully met the requirements of the program or school to which admission is sought may be admitted to that program or school as a provisional student. Reasons for requesting a provisional admission are evaluated by the department/program and the school, and documents supporting a request of provisional admission are forwarded to the dean of the School of Graduate Studies with a request for admission. The student must remove, within a time period specified by the department or school, any and all conditions of the

provisional admission. Failure to meet department/school conditions will result in the student's being dropped from the program. No prerequisite courses taken as a provisional student may be applied towards a graduate degree.

Nondegree-seeking student. An individual who wishes to take graduate courses without formal admission to a degree program is classified as a nondegree-seeking student. There is no limit to the number of credits a nondegree-seeking student may take as long as the student's academic performance is credible. In courses where enrollment is limited, first priority is given to students admitted to the program, followed by other VCU graduate degree-seeking students. Nondegree-seeking students are not exempt from any prerequisite which may be specified for a course. A nondegree-seeking student who is later admitted as a degree-seeking student will not be allowed to apply toward a degree more than six credits earned as a nondegree-seeking student.

Application information

A printed copy of this bulletin may be purchased from the VCU Bookstores or phone ordered by calling toll free 1-877-574-0529 or locally (804) 827-0466. The Graduate Bulletin, in its entirety as well as additional information on graduate studies at VCU, may be accessed via the Web.

— — — www.vcu.edu/bulletins

Application forms and materials may be obtained in person at the School of Graduate Studies offices at Ginter House, 901 W. Franklin St., Room B1, (804) 828-6916 and at Sanger Hall, 1101 E. Marshall St., Room 1-018, (804) 828-0732. Mail requests should be sent to the School of Graduate Studies, Virginia Commonwealth University, P.O. Box 843051, Richmond, VA 23284-3051. A \$30 nonrefundable application fee must accompany each application. This fee will not be credited toward tuition payment. Some schools require special fees as indicated in individual sections of this bulletin.

An application cannot be given final consideration until all required credentials have been received. These include the following:

1. two official transcripts or the equivalent from each college or university previously attended,

2. three letters of recommendation, and
3. report of current (less than five years old) scores achieved on the Graduate Record Examination (GRE) or other entrance examinations required by the particular department or school.

These credentials should be considered as minimal. Parts II through XIII of this bulletin include detailed information concerning further admission requirements to specific programs and schools. Refer to the Graduate Curriculum Requirements chart and Directory in the reference section of this bulletin for a complete listing of curricula, specializations and tracks as well as application deadline dates and special admission requirements.

Entrance examinations

To supplement other evidence of preparation for graduate work, the University Graduate Council has stated that all programs at VCU must consider in their admissions the scores from a current (less than five years old) standardized test commonly used and deemed appropriate for a given discipline. Common examinations used at VCU are the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), the Law School Admissions Test (LSAT), and the Miller's Analogies Test (MAT). These examinations will not replace other records of achievement as a basis for admission to the School of Graduate Studies, but they will offer additional evidence concerning the qualifications of students desiring to undertake graduate work.

Admission through honors

VCU students participating in the University Honors Program may apply for guaranteed admission to certain graduate programs before matriculation at VCU or early in their undergraduate studies. (The specific deadline for applying is set by each program.) Honors students who receive guaranteed admission may enter the program of their choice without submitting additional application material or test scores (in some programs, test scores are required for statistical purposes only) provided they fulfill University Honors Program requirements and satisfy the curricular

prerequisites of the program they plan to enter.

To be granted guaranteed admission to any graduate program, a student must submit a completed application form with three letters of recommendation to the School of Graduate Studies, Virginia Commonwealth University, P.O. Box 843051, Richmond, VA 23284-3051. To be accepted into a Guaranteed Admission Program, a student must be accepted by the university, by the University Honors Program and by the admissions committee of the program the student wishes to enter. The admissions committee may require an interview. Final notification of guaranteed admission is made by the dean of the School of Graduate Studies. For additional information, refer to the Undergraduate and Professional Programs Bulletin.

Programs which offer guaranteed admission through the University Honors Program are:

Doctor of Philosophy

Anatomy
Biochemistry and Molecular Biophysics
Biomedical Engineering
Biostatistics
Human Genetics
Microbiology and Immunology
Pharmacology and Toxicology
Physiology
Psychology

Master of Arts

Economics
History

Master of Business Administration

Master of Public Administration

Master of Science

Anatomy
Biochemistry and Molecular Biophysics
Biomedical Engineering
Biostatistics
Business
Clinical Laboratory Sciences
Computer Science
Criminal Justice
Gerontology
Human Genetics
Mathematical Sciences
Microbiology and Immunology
Occupational Therapy
Pharmacology and Toxicology
Physical Therapy
Physics

Physiology
Recreation, Parks, and Tourism
Rehabilitation Counseling

Master of Science in Occupational Therapy

Master of Urban and Regional Planning

Master of Taxation

Master of Teaching

Application procedures

Completed applications and supporting materials must be submitted to the School of Graduate Studies.

Applications submitted by mail should be addressed to the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051. Applications submitted in person may be delivered to the Academic Campus School of Graduate Studies office at Ginter House, 901 W. Franklin St., Room B-1, or to the MCV Campus School of Graduate Studies office at Sanger Hall, 1101 E. Marshall St., Room 1-018. Completed applications and supporting materials are reviewed by the faculty of the intended program, and final notification of acceptance is made by the dean of the School of Graduate Studies. Admission to a graduate program may be contingent upon the successful completion of undergraduate courses, degree or other prerequisites that may be specified by the program or school. Remedial courses will not apply toward a graduate degree. Applications and supporting materials should be received before the deadlines specified throughout this bulletin. Late applications will be considered when possible but may require provisional admission.

Students who do not apply at least one month prior to the beginning of any term risk their financial aid eligibility in the event that the admission process is not completed prior to the first day of classes.

Multiple admissions

Students may not be admitted to degree-seeking status in more than one graduate program without petitioning and receiving written permission from the program director or graduate committee of the school(s) in which the student is enrolled.

Undergraduate students

VCU undergraduates may enroll in 500-level courses with approval of their advisers and consent of the program offering the courses. Highly-qualified undergraduates approaching their last term of study may apply for admission to a graduate program. If accepted, they may enroll in two graduate courses during the last term of undergraduate study. Their total load should not exceed 16 hours of combined credit. Credit for any course can be applied only to one degree.

International students

The university encourages qualified international students, both nonimmigrant and immigrant, to seek admission to VCU. Complete information and application materials for international students may be obtained on written request from CIP/International Admissions, Virginia Commonwealth University, Richmond, VA, United States 23284-3043.

English Language Proficiency Requirement. To ensure maximum benefit from academic study at VCU, all nonnative English-speaking applicants regardless of immigration status must provide evidence of English language proficiency before admission and/or enrollment in the university.

Evidence of English language proficiency is evaluated based on factors such as length of stay in the United States, amount and type of formal U.S. education, Test of English as a Foreign Language (TOEFL) scores and other standardized test scores. The School of Graduate Studies reserves the right to require additional testing and study in the VCU English Language Program prior to full-time enrollment in university courses. The university offers a full-time English-as-a-Second-Language noncredit program. For information on this program, including fees, contact the Center for International Programs, Virginia Commonwealth University, Richmond, Virginia 23284-3043, United States; (804) 828-2551.

Nonimmigrants (Students with temporary U.S. visas). Due to the time constraints involved in processing applications from international students and in obtaining visas, prospective students should apply well in advance of the international application deadlines. The deadlines are April 1 for

fall term, Oct. 1 for spring term and Feb. 1 for summer term. Students must meet specific program deadlines. The graduate dean must authorize any exception to application deadlines. All required admission documents must be submitted no later than eight weeks prior to registration if appropriate immigration documents are to be issued. Applicants who are unable to meet this credential deadline will need to defer the intended term of entry.

Both U.S. government regulations and VCU admission policies require nonimmigrant applicants to demonstrate:

- satisfactory academic achievement,
- adequate English language proficiency, and
- ability to finance all educational and living expenses.

Refer to university and program admission requirements in this bulletin for other information requested of all applicants. Applicants must have earned a bachelor's degree from an accredited institution in the United States or an equivalent degree from a recognized foreign institution. Official academic records must be submitted.

International applicants must provide evidence of proficiency in the English language prior to admission and/or full-time enrollment in the university. An applicant may satisfy university English proficiency requirements by obtaining a satisfactory score on the Test of English as a Foreign Language (TOEFL). The university minimum TOEFL score requirement is 550; however, most graduate programs prefer a minimum TOEFL score of 600.

As VCU generally does not provide financial support for graduate international students, applicants needing a student (F-1) visa or a visiting scholar (J-1) visa also must present documented evidence of available financial support to cover annual living and educational expenses while studying at VCU.

U.S. Immigration and Naturalization Service regulations usually do not allow nonimmigrant students to study at VCU as special (nondegree-seeking) students. Proof of current visa type must be submitted with the application for applicants who are in the United States on student visas. F-1 students and J-1 visiting scholars admitted to VCU must submit copies of all immigration documents to the international student adviser prior to enrolling in classes.

Immigrants (Permanent residents, resident aliens and asylum applicants). Because immigrant applicants usually are in the United States at the time an application is submitted, these students are required to meet the same application deadlines as U.S. citizens.

If educated in the United States, immigrant students will be considered for admission under the same academic policies as those applied to U.S. citizens. If educated outside the United States, the same academic records are required as those for nonimmigrant students.

VCU requires detailed information concerning U.S. immigration status. Proof of permanent residency must be submitted with the admission application.

Financial aid

Current information on financial aid programs, policies and procedures are available on the VCU Web site.

— — — www.vcu.edu/enroll/finaid

To obtain printed materials or additional information, call or visit the appropriate financial aid office listed below.

Academic Campus:

Ginter House
Shafer Street Entrance
901 W. Franklin St.
P.O. Box 843026
Richmond, VA 23284-3026
(804) 828-6669
e-mail: faidmail@vcu.edu

MCV Campus:

Schools of Allied Health Professions,
Nursing and Pharmacy
Sanger Hall, Room 1-055
1101 E. Marshall St.
P.O. Box 980244
Richmond, VA 23298-0244
(804) 828-9800

School of Dentistry
Lyons Building, Room 309
520 N. 12th St.
P.O. Box 980566
Richmond, VA 23298-0566
(804) 828-9196

School of Medicine
Sanger Hall, Room 1-008
1101 E. Marshall St.
P.O. Box 980565
Richmond, VA 23298-0565
(804) 828-4006

Financial aid eligibility

Most students are eligible for some type of financial aid regardless of family financial circumstances. However, to be eligible for aid, a student must:

- be a United States citizen or an eligible noncitizen,
- be admitted to or enrolled in an eligible degree or certificate program,
- be making reasonable academic progress (defined later in this section),
- not owe a refund on a federal student grant or be in default on a federal student loan, and
- be enrolled at least half time (five or more graduate credit hours).

Applying for financial aid

Students do not need to receive an admissions decision before applying for financial aid. To apply, submit a Free Application for Federal Student Aid (FAFSA) designating VCU (school code 003735) to receive the FAFSA results. The FAFSA must be completed annually and is available at VCU, high schools, colleges and most public libraries. FAFSA also is available on the Web.

— — — www.fafsa.ed.gov

In order to reduce problems, errors and omissions on the FAFSA, students are recommended to apply electronically using FAFSA on the Web; however, applicants may apply using the paper FAFSA application.

Students should complete the FAFSA using data from their completed federal tax returns if at all possible. However, applicants may use estimated tax return data to file the FAFSA in order to meet the VCU priority filing date but should be prepared to submit a completed tax return and W2 forms to VCU at a later date. Students will receive their award letter after the application data has been verified.

Health profession students (dentistry, medicine, nursing or pharmacy) must provide both student and parental information to apply and receive consideration for Title VII grants and loans from the Department of Health and Human Services.

Priority filing date

Graduate students are encouraged to submit the FAFSA and have the results sent to VCU no later than June 1. In

order to meet the June 1 priority filing date, graduate students should mail the FAFSA by April 15 if they complete the paper FAFSA, or submit the FAFSA by May 1 if they file electronically. Completed applications received after June 1 will be processed in the order received. If students have not applied for financial aid in a timely manner, they may want to contact Student Accounting at (804) 828-2228 to request the VCU Installment Payment Plan which budgets each term's bill over four payments.

Financial aid for summer terms

Financial aid may be available for the summer term if the student applied and was eligible for aid during the previous academic year. Information about the summer aid application form, deadlines and processing schedule is published in the summer schedule of classes (available in March). Although summer financial aid applications are due earlier, Academic Campus processing usually occurs during the third week of April, and MCV Campus processing begins during the first week in April and continues through the beginning of May.

Financial aid for study abroad

In most cases, financial aid is available to eligible students enrolled in approved study-abroad programs. All study abroad programs must be coordinated through the VCU Center for International Programs available at (804) 828-8471.

Quality assurance

To ensure that information provided on the FAFSA is accurate, applications may be selected for review at any time during an enrollment period. The student, parent and/or spouse will be requested to provide documentation that supports the FAFSA information. When the FAFSA is signed, the applicant agrees to furnish such documentation. If the student fails to provide documentation when requested to do so, the student's financial aid will be canceled and any funds already disbursed must be repaid.

Financial aid and the university bill

Bills for tuition, fees and other university charges are mailed by the Student

Accounting Department to the student's permanent address. When financial aid awards are not enough to pay the university bill, the remaining balance must be paid from the student's personal funds. The student may choose to participate in the VCU Installment Payment Plan. Federal Work-Study awards may not be deducted from the university bill since work-study awards must be earned throughout each term.

Financial aid appeals

Financial aid eligibility decisions are made using federal, state and institutional regulations and policies. Students may appeal their award offers if special circumstances warrant a review. Reasons for an appeal might include:

1. Documented unusual circumstances including:
 - loss or reduction of employment earnings,
 - disability or death of parent or spouse,
 - separation or divorce,
 - loss or reduction of untaxed income,
 - losses due to natural disaster,
 - unusually high educational program costs,
 - unusual medical expenses, or
 - dependent and child care expenses
2. Considering all options, not having enough money for educational expenses.
3. Inaccurate information or delayed financial aid service.

Any financial aid staff member can advise you about the procedures to follow for an appeal.

Federal refund policy

Students who receive Title IV Federal Financial Aid and withdraw from classes may qualify to have a portion of their financial aid returned to the various programs (thereby reducing amounts refunded to the student) through the eighth week of the term. This policy is subject to an administrative fee that does not exceed the lesser of \$100 or five percent of the charges.

When the certified date of withdrawal falls during the federal refund period, financial aid eligibility is recalculated. This recalculation may reduce financial aid eligibility resulting in a partial or complete return of aid funds

to the aid program(s). When funds are returned to the aid programs, it may be necessary for the student to repay funds from an earlier living expense refund(s) for which the student is no longer eligible.

Reasonable academic progress

To be eligible to receive financial aid at VCU, students must make Reasonable Academic Progress (RAP). RAP is a combination of qualitative and quantitative components and is measured by grade point average, number of credit hours earned divided by the number of credit hours attempted, and number of credit hours attempted divided by the number of credit hours necessary to complete the degree or certification program. The Financial Aid Office will perform a periodic RAP review for students who receive or apply for financial aid. RAP critiques are typically performed at the end of the spring term and must be completed at least once per academic year.

Students will be alerted with warning letters, whenever possible, to provide them with notice that their financial aid may be in danger of being suspended. When students fail to meet RAP requirements, they will receive suspension letters indicating that they are ineligible to receive financial aid. Students whose eligibility for financial aid has been suspended may submit an appeal if mitigating circumstances prevented the student from maintaining RAP.

All students must have at least a 2.0 cumulative GPA, successfully complete at least 67 percent of all credit hours attempted (withdrawals, incompletes and repeated courses are considered attempted credit hours), and attempt no more than 150 percent of the hours required to complete their graduate degree or certificate program.

Types of financial aid

There are three basic types of financial aid: loans, grants and work-study. Each type has different features and advantages.

- **Loans.** In terms of total dollars available, long-term federal loan programs provide the most dollars. Federal loans must be repaid after the grace period and/or deferment periods have expired. Students must generally remain

enrolled at least half-time (five credit hours for graduate students). Multiple repayment plans may be available for most federal loans. Selected loan programs include.

- Federal Direct Student Loan (subsidized and unsubsidized)
- Health Professions Student Loan
- Loans for Disadvantaged Students
- Nursing Student Loan
- Primary Care Loan
- **Grants.** Contact individual academic departments for information about grant or scholarship programs.
- **Work-study.** Work-Study is a form of financial aid that pays wages for work performed through employment. Work-study positions are located on-campus and in approved off-campus locations. Hourly wages will vary depending on skills and experience. Job listings are posted at the Career Center. When interviewing for work-study positions, students should take a copy of their award letter to show prospective employers. Students usually work 10 to 20 hours per week.

Graduate assistantships and fellowships

University graduate teaching and research assistantships and fellowships are awarded to continuing and newly admitted graduate students. Eligibility is based on a variety of criteria. Students interested in these awards should inquire directly to the school or department of enrollment. Students in the process of applying for admission should indicate their interest in such support. Some programs include a separate application for support with the application for admission.

Special rules, contained in the VCU School of Graduate Studies Policies and Procedures Statement on Graduate Fellowships and Assistantships, apply to graduate assistants. A copy of this publication is included with the graduate dean's official assistantship/fellowship award letter. Such awards must be coordinated with any other financial aid. Any stipend support is reported to

the Internal Revenue Service and is subject to IRS rules.

A university graduate assistant is precluded from any other type of employment and forgoes the normal student academic vacations for the period of the appointment. Graduate program directors and prospective graduate assistants should agree upon the specific conditions of employment before finalizing appointments.

Inquiry about such awards should be made directly to the school or department in which the student intends to enroll. Students in the process of applying for admission should indicate their interest in such support. Some programs include a separate application for support with the application for admission. Refer to Part IV of this bulletin for additional information on graduate student support for students in the College of Humanities and Sciences.

Veterans and reservist educational benefits

For information Veteran and Reservist Educational Assistance eligibility, contact:

Office of Veteran Services
Financial Aid Department
901 W. Franklin St., Room 107
Richmond, VA 23284-3026
(804) 828-6166
e-mail: faidmail@vcu.edu

Eligible veterans must comply with the following requirements to receive educational benefits as students.

1. The veteran must apply or be accepted into a degree- or certificate-seeking program.
2. The veteran must request certification after registering for courses each term and each summer session from the Office of Veteran Services.
3. The veteran must be eligible for benefits for only those courses applied toward a degree or certificate program.
4. The veteran is not eligible for benefits for courses taken on an audit basis. If repeating a course or taking a course with no credits, the veteran must notify the Office of Veteran Services.
5. The veteran is responsible for ensuring that his/her transcripts are evaluated for transfer credits to be accepted by

VCU. The veteran must submit this information to the Office of Veteran Services for transmittal to the Veteran's Administration Regional Office.

6. The veteran must notify the Office of Veteran Services if planning to drop or withdraw from classes or stop attending VCU.

Graduate tuition and student fees

The tuition and fees for 1999-2000 are as listed. Additional fees may be assessed by individual programs. A complete listing of all university charges is published annually in the VCU Schedule of Tuition, Fees, and Other Expenses. A copy of this publication may be obtained from the Student Accounting Department on the Academic Campus, 827 W. Franklin St., (804) 828-2341, or on the MCV Campus, Lyons Building Basement, (804) 828-0749 or online.

– – – www.students.vcu.edu/studentacct

All charges are subject to change by decision of the Board of Visitors.

Academic Campus	In-state	Out-of-state
Full time per term (9-15 credit hours) Fall 1999, spring 2000		
Tuition	2,015.50	5,973.50
University fee	436.00	436.00
Health fee	71.00	71.00
Activity fee (AC)	13.00	13.00
Technology Fee	20.50	20.50
	\$ 2,556.00	\$ 6,513.00
Part time (per credit hour) Fall 1999, spring 2000		
Tuition	224.00	664.00
University fee	36.00	36.00
Activity fee (AC)	1.50	1.50
Technology fee	2.00	2.00
	\$ 263.50	\$ 703.50
Full time (9-15 credit hours) Summer 2000		
Tuition	2,016.00	5,973.50
University fee	279.00	279.00
Activity fee (AC)	12.00	12.00
Technology fee	13.00	13.00
	\$ 2,320.00	\$ 6,277.50

Part time

(per credit hour)

Summer 2000

Tuition	224.00	664.00
University fee	23.00	23.00
Activity fee (AC)	1.00	1.00
Technology fee	2.00	2.00
	<hr/>	<hr/>
	\$ 250.00	\$ 690.00

MCV Campus

In-state

Out-of-state

Full time per term

(9-15 credit hours)

Fall 1999, spring 2000

Tuition	2,015.50	5,973.00
University fee	436.00	436.00
Health service fee	71.00	71.00
SGA fee (MCV)	14.00	14.00
Technology fee	20.50	20.50
	<hr/>	<hr/>
	\$ 2,557.00	\$ 6,514.50

Part time

(per credit hour)

Fall 1999, spring 2000

Tuition	224.00	664.00
University fee	36.00	36.00
SGA fee (MCV)*	5.00	5.00
Technology fee	2.00	2.00
	<hr/>	<hr/>
	\$ 267.00	\$ 707.00

Full time per term

(9-15 credit hours)

Summer 2000

Tuition	2,016.00	5,973.00
University fee	279.00	279.00
SGA fee (MCV)	9.00	9.00
Technology fee	13.00	13.00
	<hr/>	<hr/>
	\$ 2,317.00	\$ 6,274.00

Part time

(per credit hour)

Summer 2000

Tuition	224.00	664.00
University fee	23.00	23.00
SGA fee (MCV)*	5.00	5.00
Technology fee	2.00	2.00
	<hr/>	<hr/>
	254.00	694.00

* SGA fee is a flat rate of \$5 per term for part-time students.

Full-time and part-time graduate study

Graduate students registered for nine to 15 credit hours are considered full-time. Graduate students registered for more than 15 credit hours during any term will be charged an overload tuition fee on a per credit hour basis above the

full-time tuition rate. Graduate students fully funded as graduate assistants or graduate fellows with tuition remission must register for at least nine credit hours per term (six credit hours during the summer if funded on a 12-month stipend). Departmental requirements may vary; therefore, students should verify expected course loads with their graduate program directors.

In-state residency

Eligibility for in-state tuition benefits is determined by Section 23-7.4 of the Code of Virginia. Refer to "Appendix B" of this bulletin for the complete code.

All applicants to VCU who want to be classified as Virginia residents must complete the Application for Virginia In-State Tuition Rates included in the graduate application. The residency determination of the applicant will be conveyed at the time of admission.

New students who have been classified initially as non-Virginians for tuition purposes may request a review of the initial residency determination by contacting Records and Registration/Residency, (804) 828-0366. The residency officer may request that the applicant complete a Student Supplemental Application for Virginia In-State Tuition Rates and submit supporting documents for additional clarification. Continuing students desiring a change of residency status to in-state tuition rates must submit the supplemental application along with supporting documentation. Requests and applications for a second review must be submitted to the residency officer by the last day of add/drop week for each term; however, it is strongly recommended that applications be submitted by the appropriate deadline: fall term, Aug. 1; spring term, Dec. 1; summer term, May 1.

Students will be notified by mail of decisions regarding residency status. The Financial Aid and Student Accounting departments also will receive official notification of residency decisions. Any denial for a change in residency status will include procedures for appeal of the intermediate decision. Students who submit fraudulent applications, falsify documentation or conceal information will be subject to reclassification, payment of all nonresident fees owed and university discipline.

Academic Common Market

The state participates in the Academic Common Market, an interstate agreement for sharing uncommon academic programs at both the baccalaureate and graduate levels. Other states which participate in the ACM are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, South Carolina, Tennessee, Texas and West Virginia. Schools in these states are able to make arrangements for residents who qualify for admission to specific programs in other states to enroll on an in-state tuition basis. A student who has been accepted for admission into a program for which the student's state of residency has obtained ACM access must obtain certification of residency from the higher education authority of the student's state of residency. Inquiries about the Academic Common Market also should be directed to the higher education authority of the student's state of residency. Questions also may be directed to VCU's School of Graduate Studies, (804) 828-6916.

Refund of paid tuition

Full-time and part-time students canceling or reducing their academic course load will be entitled to the following prorated refund percentages.

- 100 percent refund of tuition and fees for students dropping/withdrawing through the first week of class each fall or spring term.
- 80 percent refund of tuition and university fee for students withdrawing through the second week of class each fall or spring term.
- 60 percent refund of tuition and university fee for students withdrawing through the third week of class each fall or spring term.
- 40 percent refund of tuition and university fee for students withdrawing through the fourth week of class each fall or spring term.

No amount will be refunded for withdrawal after the fourth week of classes.

Please note: student activity, government, health and private music fees are not prorated after the first week of class. Dormitory and board prorations of charges continue to be determined by

University Housing, (804) 828-7666, and Food Services, (804) 828-1148.

The actual date of withdrawal will be certified by Records and Registration, and a refund, when appropriate, will be computed based on that certified date. Not attending classes without having completed the withdrawal procedure does not constitute grounds for a refund. To be eligible for a refund, students must officially drop or withdraw from their classes through Records and Registration.

Exceptions to this refund policy are made only in rare instances. Written application for an exception must be filed in the Student Accounting Department and will be forwarded to the Refund Waiver Appeals Committee for review. Students will be notified in writing of the committee's decision.

Students in off-campus classes are subject to the same refund policy as all other university students if the class is scheduled on the regular term schedule. If the off-campus class is shorter or longer than the academic term, the refund dates are adjusted accordingly.

If the refund reduction results in an overpayment on the account, a completed Refund Request Form must be submitted to the Student Accounting Department. Refund Request Forms are available in the Student Accounting Department on both campuses. Refunds resulting from overpayments and/or changes in registration will not be processed until after the add/drop late registration process is complete. Total processing time is approximately two to three weeks.

Statement of student financial responsibility

Students who fail to meet payments when due will be assessed late payment penalties and will be denied registration for future classes until they have paid all accrued amounts owed. Students with balances owed to the university will not be issued degrees, transcripts of grades, or graduate reports until all charges are paid in full.

Any communication disputing an amount owed, including an instrument tendered as full satisfaction of a debt, must be submitted to the Director of Treasury Services, Office of the Treasurer, P.O. Box 843031, Richmond, VA 23284-3031.

Pursuant to Section 2.1-732 et seq., of the Code of Virginia, and in accordance

with rules and regulations promulgated by the State Comptroller and Attorney General of the commonwealth of Virginia, VCU will charge interest, costs and fees on all accounts past due.

VCU is participating in the Virginia Set-Off Debt Collection Act of 1981. Under the provisions of this act, a Virginia individual income tax refund will be subject to the university's claim for unpaid balances of tuition and fees. A charge of \$20 will be levied for all dishonored checks.

General academic regulations

University rules and procedures

Each member of the VCU community has certain responsibilities, rights and privileges. These are stated in some detail in the VCU Rules and Procedures, and all students are responsible for being familiar with provisions of this document. The rules and procedures are printed in the campus calendar and are also available at the Office of the Dean of Student Affairs. This document also provides for the process whereby disciplinary action, including separation from VCU, may be taken against a member of the university community as a result of behavior which is in violation of the prohibited conduct as stated in the Rules and Procedures.

All students enrolled in courses on the MCV Campus are subject to the Honor System of the MCV Campus and, as such, are required to sign an Honor Pledge Card. Copies of the Honor Code and Pledge Cards are available in University Records and Registration, Sanger Hall, Room 1-055.

In addition to those standards of conduct described in VCU Rules and Procedures and the MCV Campus Honor Code, which applies to all students enrolled on the MCV Campus, a student enrolled at the university may be dismissed from the school in which enrolled for failure to meet prescribed academic program requirements.

VCU seeks to foster insight, imagination, creativity, resourcefulness, diligence, honesty and responsibility as well as the education of the men and women enrolled in its graduate programs. Such an enterprise can take place only where the highest standards of academic integrity exist.

Academic dishonesty is the giving, taking or presenting of information or material by students with the intent of unethically or fraudulently aiding themselves or others on any work that is to be considered in the determination of a grade or the completion of academic requirements. Students in doubt regarding any matter related to the standards of academic integrity in a given course or on a given assignment should consult with the faculty member responsible for the course before presenting the work.

Effective bulletin

The bulletin of record for a graduate student is the Graduate Bulletin in effect at the time of the student's official admission to the degree program (as specified in the student's official letter of admission). The effective bulletin contains the official requirements that the student must complete to earn the degree. A student who does not maintain continuous enrollment (as defined in Part I of the effective bulletin) must reapply to the program and will be subject to the requirements of the bulletin in effect at the time of readmission. Exception to this policy must be approved by the student's graduate program director, dean and dean of the School of Graduate Studies.

Degree requirements

The minimum course requirements, rules of admission to degree candidacy, language requirements, thesis or dissertation requirements, comprehensive examinations, transfer of credits and the like are specified for each program in Part II through XIII of this bulletin. Many schools, programs and departments print special brochures, student manuals and program guides which may be requested from the appropriate dean or program director.

Advising program

Students are responsible for the proper completion of their academic programs. They must be familiar with the Graduate Bulletin including general academic regulations promulgated by individual schools and departments. The offices of the deans and department chairs, in cooperation with the advisers and faculty, endeavor to follow each student's academic progress, and

students are encouraged to seek counsel whenever there is a need. If advisers are unable to resolve problems satisfactorily, they will refer students to others as deemed appropriate and necessary. In order to aid advising, students have the responsibility to keep a current mailing address on file with Records and Registration, as well as with the school and department in which they are enrolled.

Exceptions

Exceptions to graduate policies must be approved by the dean of the School of Graduate Studies. Appeals for exceptions to graduate school policies are to be made in writing by students to their graduate advisers. The advisers will forward their recommendations along with copies of the students' appeals to the dean of the School of Graduate Studies, who represents the University Graduate Council.

Student load

Student load is the total number of credits for which students are enrolled in any term. Degree-seeking students may be either full time or part time, dependent upon program rules. Students who are fully funded as VCU graduate assistants with tuition remission are classified as "full time" during any term in which they enroll for nine or more credits (six during the summer if funded on a 12-month stipend).

Departmental requirements vary; therefore, funded students should verify expected course loads with their graduate program directors.

The maximum number of credits for which students may enroll in any term without special permission is 15. More than 15 credits is an overload and may result in increased tuition and fees. Permission to enroll for more than 15 credits will be granted upon the written recommendation of the adviser, through departmental governance procedures, to the dean of the School of Graduate Studies.

Attendance and continuance policies

Any person engaged in any form of study at VCU which involves use of university facilities, laboratories/studios, libraries or who is supervised by or consults regularly with a faculty

member concerning graduate work on a project, work of art, thesis or dissertation must register formally for a course while engaged in these activities. A graduate student who has completed course requirements for a degree must register at VCU each term until the degree is awarded. Departments or schools will determine the number of hours for which students must register for each term as part of their continuous registration policies.

Once admitted to a degree program, a graduate student is expected to enroll each term. A student admitted to a program or track not requiring a project, work of art, thesis or dissertation must register for at least three term hours each calendar year.

Instructors are responsible for clearly informing the student in writing of the attendance requirement for each course and the consequences of poor attendance. A student must abide by the requirements as announced in each separate class even though the requirements may vary widely among courses.

Residence for Ph.D. programs

For all Ph.D. programs, a period of residence of at least two consecutive terms is required. Residency is defined as at least nine credits per term. The specific requirements for residency will be detailed by the individual programs.

Change in registration

Once a student has registered for classes, changes in registration must be made according to the procedures listed below. Whenever a student makes any change in registration, the student should keep a copy of the new schedule as verification of the change.

During the add/drop period.

Exact dates for add/drop periods before and during the first week of classes are listed in the schedule booklet each term. Changes in registration during the add/drop periods can be made by completing a Course Request Form and submitting it to Records and Registration. Courses dropped during add/drop periods do not show on a student's permanent record.

After the add/drop period.

Students may not add courses after the add/drop period. Students may not withdraw from courses after the eighth week of classes. See the calendar in this

bulletin for the exact date. Students may withdraw from courses only in accordance with the following procedures.

- After the first week of classes and until the end of the eighth week of classes, withdrawal forms may be obtained only in the Records and Registration and must be filed with that office before the student officially is withdrawn. Students should retain a copy of the corrected schedule for record purposes.
- Withdrawals after the add/drop period and before the end of the eighth week of classes will become part of the permanent academic record and will be indicated by a mark of withdrawal ("W").
- Students who do not complete withdrawal forms when ceasing to attend a class will be assigned failing grades.

Cancellation of registration

A cancellation of registration must be made prior to the end of the add/drop period by notifying, in writing, Records and Registration. Refunds will be issued in accordance with procedures set forth under "Request for Refund in the Graduate Tuition and Student Fees" section of this bulletin.

Immunization requirements

VCU requires that all full-time students have a validated immunization record on file at the University Student Health Service. This is a requirement which must be completed prior to matriculation. Failure to meet these state law requirements will result in a hold placed on the student's second term registration. The hold can be removed only upon receipt of the student's documented records.

The immunization record must be completed fully and accurately and also must be accompanied by documentation that the vaccines were given. This completion may be done in several ways. For example:

1. students may have their physicians transfer the information from their medical records and sign the forms verifying their accuracy, or
2. students may complete the forms using information received from their local health departments or from the armed services, but they

then must attach validated copies of supporting documentation.

Many middle schools and high schools require validated immunization records from all students. If students recently have graduated from high school, their immunization records may still be available. They may request that the high school provide them with a copy of their immunization records.

If students cannot provide documented evidence of full immunization according to VCU guidelines, then the students must see their family physicians or health departments and receive updated immunizations. Most city and county health departments offer immunization clinics (Richmond City Health Department, 500 N. 10th St., Room 114). Some clinics require a small service fee.

Immunity to the following diseases must be documented as specified on the forms supplied by the School of Graduate Studies with the formal offer of admission.

Tetanus. Documentation of both 1 and 2 is necessary: (1) Primary immunization series, including month/day/year of each dose, and (2) Tetanus/diphtheria (Td) booster (month/day/year) within the past 10 years.

Diphtheria. Documentation of both 1 and 2 is necessary: (1) Primary immunization series, including month/day/year of each dose, and (2) Tetanus/diphtheria (Td) booster, including month/day/year within the past 10 years.

Polio. (1) Primary immunization with a total of three doses of OPV (oral Sabin) or (2) primary immunization with a total of four doses of IPV (injected Salk). Note: Documentation of prior vaccination against polio, including month/day/year of each dose, is required; however, if not completed in the past it is not recommended that the student complete the primary polio series unless the student is less than 18 years old or is planning travel to an area endemic or epidemic for polio.

Rubeola (Measles). Documentation of one of the following is necessary: (1) Born before 1957 and, therefore, considered immune, (2) two doses of the measles vaccine both administered after 1967 and given after the first birthday at least one month apart (document month/day/year), (3) physician's certification of diagnosis of measles including month and year of

occurrence, or (4) documentation of immune titer proving immunity. Note: Measles vaccine given before 1968 is not acceptable.

Mumps. Documentation of one of the following is necessary: (1) mumps vaccine given after age one, month/day/year documented, (2) report of immune titer, proving immunity, (3) physician's certification of diagnosis of mumps, including month and year of occurrence, or (4) birth prior to 1957 (presumption of immunity).

Rubella (German Measles). Documentation of one of the following is necessary: (1) Rubella vaccine given after one year of age (document month/day/year) or (2) Report of immune titer proving immunity. If an immune titer is used to prove immunity, a copy of the laboratory sheet must be sent as documentation. Note: A history of disease is not acceptable. Rubella vaccine given before June 9, 1969 is not acceptable.

Students with questions should contact the immunizations staff of University Student Health Service.

Academic Campus

Suite 159, Gladding Residence Center
711 W. Main St.
Richmond, VA 23284-2022
(804) 828-8828

Withdrawal policies

Leave of absence. Students may request a leave of absence from a program through written appeal to their advisers. The adviser will forward the request, following departmental governance procedures, along with a recommendation to the dean of the School of Graduate Studies who will respond for the university. Students who do not register for courses for more than one calendar year and who have not been granted a leave of absence must reapply for admission to VCU and to the graduate degree program.

Withdrawal from the university. To withdraw officially from VCU, a student must submit a complete Official Withdrawal Form to Records and Registration before the end of the eighth week of classes. The Official Withdrawal Form is obtained from Records and Registration, 827 W. Franklin St., Room 104. Failure to complete this form may result in the assignment of failing grades in all or some of the courses.

The student's permanent academic record will indicate a grade of withdrawn ("W") for all courses in which the student was enrolled.

Health-related withdrawals.

While graduate students are expected to work toward completion of their degrees without interruption, health-related problems may necessitate withdrawal from the university.

- Some schools require a statement from a physician indicating the nature and severity of the condition, when a student should stop attending classes, and the estimated date of return to school.
- In the event that a student's health problem poses a danger to the student, to patients or to others with whom the student may come in contact and the student is unable or refuses to initiate steps to withdraw as stated above, administrative withdrawal of the student may be made by the dean of the School of Graduate Studies upon consultation with the appropriate faculty and a qualified physician.
- Because curricular and course content changes may occur and a student's progress toward a degree may be affected adversely because of an extended absence, specific time periods may be imposed by individual schools with respect to the length of time allowed for absence from school. If there is a delay in return beyond the allotted time period without written consent of the dean of the School of Graduate Studies, the student may petition for return with advanced standing.
- Some schools require that prior to return to school, the student must submit to the dean of the School of Graduate Studies a statement from a physician. This statement should document that the condition that necessitated the withdrawal has been corrected to a point where the student can complete successfully all curriculum requirements with reasonable accommodation including classroom, laboratory, clinical and fieldwork experience.

Change of discipline

Students wishing to change to a graduate discipline outside their present

programs should obtain new application forms from the School of Graduate Studies. Generally, they will have to submit new applications to the new program with all material required of new applicants. The dean of the School of Graduate Studies will work with the administrators of the two disciplines to facilitate the admission process for eligible students.

Transfer credit

Generally, a maximum of one third of the didactic hours required for a master's degree may be transferred from another VCU program or outside institution and, if not applied previously towards another degree, may be applied towards a degree. A maximum of 25 percent of course work other than research applied toward all doctoral programs at VCU may be transferred from another VCU program or outside institution if not previously applied toward another degree. Acceptance of transfer credit is made at the school level. (Various schools may have more stringent requirements.)

All transfer work must be at the "A" or "B" grade level from an accredited institution or university. "Credit" or "pass" grades can be accepted only if approved by petitioning the Graduate Advisory Committee or equivalent of the student's school or college. Students must be in good standing both at VCU and at the institution from which the credits were earned. Some programs will not accept credits earned as a non-degree-seeking graduate student for transfer. VCU will not accept credits which do not apply to a graduate degree at the offering institution for transfer nor will it accept credits from unaccredited institutions for transfer.

Thesis/dissertation examinations

General regulations applying to thesis/dissertation committees and competency examinations are as follows.

A graduate advisory committee shall be appointed for each candidate for a master's degree from whom there is a requirement to produce a thesis or its equivalent in the form of a research project, performance, exhibit or other production. The committee will coordinate and supervise the preparation of the thesis or its equivalent. The committee shall have a minimum of three faculty, one of whom should be from a

discipline other than the discipline of the candidate. The chair of the committee will be designated as the candidate's faculty adviser. Master's candidates for whom a thesis or its equivalent is not required will have an adviser appointed by the department.

A graduate dissertation committee shall be appointed for each doctoral candidate. The committee will have a minimum of four faculty members, including a chair, who will serve as the candidate's faculty adviser. At least two members must be from within the candidate's discipline and at least one from another discipline.

Upon satisfactory completion of all program requirements for admission to candidacy, the doctoral matriculant will take written and/or oral comprehensive examinations administered by the student's major department or school. Successful completion of the examinations shall entitle the student to advance to doctoral degree candidacy status. The candidate is then allowed to proceed with the research and preparation of the dissertation and any other doctoral degree requirements designated by the department.

In the event of failure, the student may be permitted to retake the comprehensive examination one time only. The re-examination requires the approval of the appropriate graduate program committee.

All research, thesis and dissertation credits taken as part of the final project (thesis/dissertation/project) for awarding a graduate degree are to be graded each term as "S," "U" or "F." An individual department may terminate a student who does not progress satisfactorily as indicated by a "U" grade in research, thesis/dissertation/project course work. A student who receives a final grade of "F" in the thesis or dissertation will be terminated from the graduate program.

The final date for completion of a graduate thesis/dissertation is the last day of classes of the term for which the student has applied to graduate. (See the calendar in the front of this bulletin for exact dates.) By this day, final copies of the thesis/dissertation with all appropriate signatures must be submitted to University Library Services for binding. The graduate degree will not be awarded nor will the graduate diploma be released until this material has been submitted to the

library for binding. Students should contact their graduate program directors regarding internal schedules for submission of copy, defense and approval.

Satisfactory academic progress

Students must continue to make satisfactory progress toward their degrees. Unsatisfactory grades and unprofessional conduct are areas that may warrant review for possible termination from the program.

Specifically, a student will receive no credit for a course in which a grade of less than a "C" is given.

A student who receives a grade of "C" or less on six term hours or 20 percent of the term hours attempted (whichever is greater), or a student who receives a grade of "D" or "F" will be reviewed for possible academic termination by their graduate program faculty. The term hours used in this computation do not include courses graded on a "S/U" basis.

Graduation requirements

Candidates for degrees are eligible for graduation upon completion of all academic requirements in effect at the time of the first registration, provided the students are continuously enrolled and provided the requirements are met within the time limit specified by the school or program. Students failing to satisfy the time requirement and who are readmitted to a program shall satisfy requirements in effect at the time of reacceptance into the degree program.

All degrees are conferred by the VCU Board of Visitors upon recommendation of the graduate faculty. Degrees are granted at the close of the term or summer session in which students complete their work. Degrees will not be granted unless all financial obligations have been resolved with VCU's accounting office. No degrees will be conferred unless students make formal application for graduation. **A student must be enrolled at the time of application (i.e., the term in which the student graduates).**

Application forms may be obtained from Records and Registration. Some schools require additional forms which must be cleared through the dean's office of the school in question.

Graduation applications must be submitted by students to their advisers or deans no later than the dates indicated

on the calendar appearing in the front of this bulletin. Students should schedule conferences with their advisers well ahead of the deadline and should note that the application requires the approval of the adviser, the department chair or the school director of graduate studies, and the dean. Students may not apply the same credits towards two master's degrees.

Graduate credit hours earned towards a VCU certificate may be applied to degree requirements for master's or Ph.D. programs. The determination of the acceptability of specific courses to be used for both the certificate and the graduate degree will be the responsibility of that master's or Ph.D. program or school.

At least one half of the required courses in a program will be those designated as exclusively for graduate students. The grade-point average for graduation must be based on all graduate courses attempted after acceptance into the program.

In addition to the specific requirements listed by department, the following general requirements must be met for graduation. Degree applicants:

- must apply for graduation by the dates specified in the University Calendar, and
- must have achieved an overall grade-point average of 3.0 ("B").

The total number of term credits required for graduation depends upon the major. Specific information may be found under the degree program descriptions.

Reapplying for graduation

Candidates who do not graduate at the end of the term for which they have made applications must re-register and reapply.

Students must be enrolled at the time of application/reapplication (i.e., the term in which the student graduates).

Time limit for completion of degree requirements and eligibility of courses

The time limit for a graduate degree will not extend beyond a period of seven years, which, at the master's level, includes five years with two possible one-year extensions which may be granted, upon written petition through the adviser

or graduate program director, by the dean of the School of Graduate Studies.

Course work completed before matriculation and applied toward the degree, including course work at VCU and that transferred from other institutions, will be evaluated by the program/department to determine whether it can be used to fulfill degree requirements. For course work which was taken more than seven years prior to the completion of the VCU degree, the program/department will evaluate the course work for acceptability and report those courses deemed acceptable to the dean of the School of Graduate Studies.

Grade reports

Final grade reports are sent to students at the end of each term. Grade reports are mailed to the official mailing address on file. Students must submit in writing any change of address to Records and Registration, P.O. Box 842520, Richmond, VA 23284-2520.

Transcripts

Official transcripts of a student's academic record will be issued only by Records and Registration upon written request of the student. Transcripts given directly to students do not carry the university seal and are not official. The seal is attached when the transcript is mailed directly from the university to the receiving party.

Repeated courses

Students receiving grades below "B" shall repeat a course only upon the advice of their program directors. Both the original grade and the repeat grade shall be included in the calculation of the grade-point average.

Grade review procedure

If a student thinks that a grade is inaccurate, the situation should be discussed with the faculty member. This will allow the faculty member to explain how the final grade was determined and, if an error is detected, to submit a change of grade.

If the student still thinks that the grade was assigned unfairly, a written appeal should be submitted to the department chair. Upon receipt of the written appeal, the department chair shall provide the student with a copy and explanation of the Grade Review

Procedure and shall ensure that the requirements of the Grade Review Procedure are followed.

If the department chair is unable to resolve the complaint, then the dean of the school in which the course was offered will form a grade review committee as described in the Grade Review Procedure policy and will submit its decision to the dean of the school. The decision communicated by the dean of the school in which the program resides is the final decision and will be distributed to the student, faculty member(s) and department chair.

In cases concerning grades awarded for the fall term, the written appeal must be submitted to the department chair no later than 30 calendar days after the beginning of the following spring term. In cases concerning grades awarded for the spring term or summer sessions, the written appeal must be submitted no later than 30 calendar days after the beginning of the following fall term.

Grading system

Work quality is measured by the four-point grade system with the following equivalents:

Grade symbol and meaning	Grade-point value per term credit
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
P/F (Pass/Fail)	0.0
PR	0.0
S/U (Satisfactory/Unsatisfactory)	0.0

All other grades are temporary, carry no credit and are not used in the computation of a grade-point average. Refer to the following pages for an explanation of the use of the grades of satisfactory and unsatisfactory in relation to thesis/dissertation/research classes.

The number of grade points earned is computed by multiplying the grade-point value for the letter grade by the number of term credits for the course. As an example, a student receiving an "A" (i.e., four grade points) in a three-credit course receives 12 grade points.

The grades of accepted transfer courses are not included in the computation of the VCU grade-point average. Graduate students are not designated

as special honors graduates (i.e., cum laude, magna cum laude, summa cum laude) on transcripts or diplomas upon completion of their programs.

No graduate student shall be awarded degree credit for remedial work. Students advised to take any level course for remedial work should be notified in writing that the course credit shall not apply to the degree they are pursuing. Other bodies may rule later, should the student wish to apply the credit to some other degree.

Grade of audit (AU)

Class size permitting, students may register for courses on an audit basis. A student may register for audit only during add/drop and late registration periods as a new registration and not as a change from credit to audit. Auditing a course means a student enrolls in a course, but does not receive academic credit upon completion of the course. A student who registers on an audit basis is subject to attendance regulations of that class and may be administratively withdrawn by an instructor for a violation of class requirements for audit students, before or after the normal eight-week withdrawal deadline. A student who registers for audit may be subject to other course requirements at the discretion of the instructor. Audit students are charged the regular rate of tuition and fees. An audit course is counted as part of the student's term load in terms of classification as a full-time student. Courses taken for audit, however, do not satisfy minimum enrollment requirements for students receiving graduate teaching or research assistantships, graduate fellowships, or university graduate scholarships.

Grade of continued (CO)

The grade of "CO" may be assigned as an interim grade for those courses which run over several grade reporting periods. The "CO" indicates that the course is not expected to be completed in a single term and that students must reregister for the course. Upon completion of the course, a final grade will be assigned to the current term, and the previous "CO" grade(s) will remain. This grade may be assigned only in courses approved for such grading.

Grade of incomplete (I)

If because of circumstances beyond their control, students are unable to meet all the requirements of a course by the end of a term, the mark of incomplete ("I") may be given. The awarding of a mark of "I" requires an understanding between instructor and student as to when and how the course will be completed. This understanding must be recorded on an Incomplete Grade Assignment Form which is submitted instead of a final course grade. The maximum time limit for submission of all course work necessary for removal of an incomplete is the end of the last day of classes of the next term following the term in which the incomplete was incurred (i.e., an incomplete awarded in the fall term must be converted by the last day of classes in the spring term, and an incomplete awarded in the spring or summer term must be converted by the last day of classes in the fall term). At that time, an unrecovered grade of incomplete is changed automatically to a failing grade. Individual departments and schools may have more stringent time limits. An extension of the time limit is possible, but must be approved, prior to the expiration date stated above, by the instructor and the dean of the school through which the course is offered. Written approval indicating the new time limit must be filed with the dean of the School of Graduate Studies.

Grade of pass (P)

This grade is awarded for certain courses to denote satisfactory completion of requirements. Courses assigned the grade of "P" will not be computed in the grade-point average.

Grade of progress (PR)

The mark of "PR" may be assigned only in courses approved for such grading. Unlike the mark of "I," "PR" will not automatically be changed to a failing grade at the end of the succeeding term.

Grades of satisfactory (S), unsatisfactory (U), or fail (F) in research, thesis, and dissertation courses

All research, thesis, and dissertation credits taken as part of the final project (thesis/dissertation/project) for awarding

a graduate degree are to be graded each term as "S," "U" or "F." There is no limit to the number of these credits a student may take while pursuing completion of the degree as long as the student receives a grade of "S" for each credit. An individual department may terminate a student who does not progress satisfactorily as indicated by a "U" grade in research, thesis/dissertation/project course work. A student who receives a final grade of "F" in the thesis or dissertation will be terminated from the graduate program.

Grade of withdrawn (W)

The grade of "W" indicates that the student has officially withdrawn from a course or has been dropped for nonattendance. No student who has officially withdrawn from a course or who has been dropped for nonattendance may attend subsequent meetings of the course.

Course listings

Identification of symbols

I	A course offered in the first term
II	A course offered in the second term
I, II	A course offered in each term
I and II	A course continued through two terms
S	A course offered in summer sessions

Course interpretation

A single number listing for a course, such as MGMT 648, indicates that it is a one-term course and may be offered each term or only one term each year.

Courses listed with a double number, such as THEA 603, 604 and designated as term courses, consist of two one-term courses, either term of which may be taken without the other.

Courses listed with a double number, such as APPM 575-576, are designated as continuous courses and consist of two one-term courses, the first of which can be taken without the second, but the second of which cannot be taken without the successful completion of the first.

The university reserves the right to withdraw any course or program.

Course numbering

All schools and programs within VCU use the following course numbering system. All course numbers consist of

three digits (XXX). The first digit relates to the course level as follows:

0XX Noncredit courses

Such courses are offered for students to make up deficiencies in previous training or to improve certain basic skills prior to full-time enrollment in undergraduate credit courses.

1XX and 2XX Undergraduate, lower level

Courses with these numbers are offered primarily for undergraduate students and may not be used for graduate credit, although graduate students may be required to register for courses at this level to gain a necessary foundation for other course work.

3XX and 4XX Undergraduate, upper level

Courses offered for advanced undergraduates and usually constitute the major portion of specific program work leading to the baccalaureate degree. On occasion, students will be advised by their graduate advisers to enroll in a 4XX course.

5XX Introductory graduate courses

Graduate students enroll for credit in these courses through the normal graduate advising system. Departments may limit the number of 500-level courses applicable to a graduate degree program. Advanced undergraduates may enroll in these courses for credit with consent of the offering department. Credit is applicable toward only one degree.

First year, first professional (medicine and dentistry). Courses normally open to students enrolled in the M.D. and D.D.S. programs. Certain courses of this group may be designated by the department and approved by the Graduate Council for graduate credit.

6XX, 7XX, and 8XX Graduate courses

Graduate students enroll for credit in these courses through the normal graduate advising system.

6XX Second year, first professional (medicine, dentistry, and pharmacy). Courses normally open only to students enrolled in the M.D., D.D.S., and Pharm.D. programs. Certain courses of this group may be designated by the department and approved by the Graduate Council for graduate credit.

7XX Third and fourth year, first professional (medicine, dentistry, and pharmacy). Courses normally open only to students enrolled in the M.D., D.D.S., and Pharm.D. programs. Certain courses of this group may be designated by the department and approved by the Graduate Council for graduate credit.

University resources and services

Bookstores

For convenience, VCU supports two bookstores and a technology store. For services, hours and locations, see the VCU Resource Guide.

— — — www.students.vcu.edu/rg

Campus Police

The VCU Campus Police Department consists of professionally trained men and women who provide police and patrol responsibilities for the university community. All officers are sworn and certified in the state of Virginia and have passed state mandated training requirements prior to becoming VCU Police Officers. The department is open 24 hours a day, 365 days a year.

The Medical College of Virginia Hospital Security Department is a non-sworn, twenty-four hours a day, 365 days a year program. It is committed to the security and safety of the populace to enhance the hospital's continuous mission for patient care. The VCU Police Department augments the MCV Hospital Security.

The VCU Police Department has a University Security Department, which is non-sworn and consists of part-time employees, student auxiliary and volunteer students who participate in the COPS (Corps of Prevention Specialist) program. These security guards wear a blue uniform that displays a security patch on the sleeve, and work inside the buildings and assist with escorts. They are assets to the VCU Police Department and assist as extra eyes and ears for the department.

The following specific programs are available to the members of the VCU community:

- tailor-made safety awareness or crime prevention oral presentations,
- rape awareness talks and a self-defense course designed for women called RAD (Rape Aggression Defense),
- physical security surveys, upon request, with accompanying recommendations and suggestions,
- escort services are available for both the MCV campus and the Academic campus. Call 828-WALK for a walking or riding escort,
- a Local Management Group (LMG) program. This program is similar to local "Neighborhood Watch" programs across the nation,
- bicycle registration,
- individual security consultations,
- Operation Identification which is a program to engrave property,
- McGruff the Crime Dog is available for special functions,

- emergency telephones throughout both campuses,
- a robbery prevention handbook designed by representatives of the Campus Police Department,
- Campus-On-Watch brochures and handbooks,
- Campus Watch publication which is sent to employees monthly. Campus Watch addresses crime prevention tips and is designed by representatives of the Campus Police Department, and
- Victim/Witness Assistance.

The above services are available by contacting the Crime Prevention Section of the VCU Police. Call (804) 828-1214 for assistance in setting up a program.

Career services

The University Career Center assists students in identifying and achieving career goals. The center's library offers computerized career search programs, a complete career information system (books, videos, cassettes), and information on employers (annual reports, recruiting brochures, directories) and on educational opportunities.

Students have the opportunity to participate in career planning groups and to meet with staff members for career counseling and skills/interests assessments. Two popular topics for individual sessions are resume reviews and referrals to the Alumni Career Advisers Network. The network allows students to talk with VCU alumni already active in their career fields. Students learn job search skills by participating in mock interviews and small-group workshops on such topics as interviewing techniques. An extensive video collection also is available for individual viewing.

The center maintains a job bank of both part-time and full-time openings. Students can gain full-time and part-time job listings and campus interview sign-ups and become part of a referral database by registering with the 1stPlace! registration system and résumé writing program.

Students graduating within the academic year use the University Career Center to interview with business, industry, government, and education representatives who visit VCU seeking prospective candidates for anticipated openings in their organizations. To take full advantage of this service,

graduating students need to register early for the Campus Interview Program, as the first visits are scheduled for October and some recruiters visit the campus only once a year. The center sponsors an annual campus-wide career fair, a part-time employment and summer jobs fair, and an Education Job Fair.

All graduate students are urged to use the resources of the University Career Center located at the University Student Commons, First Floor, (804) 828-1645. For additional information and resources, you can locate the University Career Center's Web page. — — — www.students.vcu.edu/careers

Dining Services

Meal plans, dining halls and food courts are available to students through Food Services. For a complete listing of services and their rates, refer to the VCU Resource Guide. — — — www.students.vcu.edu/rg

Housing

Requests for on-campus housing information should be addressed to University Housing, Virginia Commonwealth University, Gladding Residence Center, 711 W. Main St., Room 103, Richmond, VA 23284-2517, (804) 828-7666. Graduate housing is available primarily on the MCV Campus, although a few spaces are designated for graduate students in Academic Campus residence halls.

In general, most graduate students live off campus because of VCU's limited amount of available on-campus student housing. Off-Campus Housing offers assistance in the location of non-university controlled residences that rent to students on a nondiscriminatory basis; however, the university does not control or monitor privately operated off-campus housing facilities. This service provides free listings of available housing for VCU students, faculty and staff via computer-generated lists of rental apartments, rooms and houses; roommate requests; and houses for sale. Most listings are in the residential Fan District near the Academic Campus. Off-Campus Housing also provides a selection of brochures on topics ranging from tenants' rights to Richmond apartment guides as well as information concerning telephone and utilities services. It is advisable for the

student to inspect off-campus accommodations before leasing. Good quality apartments and rooms are limited, and students should make arrangements early. Because the listings are updated constantly, requests should be made no more than four to six weeks prior to beginning a search for housing. Address requests to Off-Campus Housing, University Student Commons, 907 Floyd Ave., Richmond, VA 23284-2032, (804) 828-6492. For more information regarding Housing Services, refer to the VCU Resource Guide.

— — — www.students.vcu.edu/rg

Parking and transportation

Limited on-campus parking is available to students on a first-come, first-served basis. For information, students should contact the University Parking Offices: Academic Campus, (804) 828-8726; MCV Campus, (804) 828-0501.

In addition, limited street parking is available to the VCU community through metered or time-limit restrictions. Because of this limited parking available to students, VCU, in cooperation with the Greater Richmond Transit Company, offers students free shuttle and bus transportation with the presentation of a VCUCARD.

For more information concerning the parking and transportation services for the VCU community, refer to the VCU Resource Guide. — — — www.students.vcu.edu

Preparing future faculty initiatives

The School of Graduate Studies, in conjunction with the Office of the Vice President for Research and Graduate Studies and the graduate faculty at the university, offers ongoing opportunities for academic and professional development. Students should check the School of Graduate Studies Web site for upcoming events.

— — — www.vcu.edu/gradweb

In cooperation with the School of Education, the School of Graduate Studies also sponsors a series of short courses for graduate students interested in pursuing careers as college and university faculty. This series of courses introduces graduate students to the roles and responsibilities of faculty members in institutions of higher education; addresses teaching and learning issues in the college classroom;

and provides supervised internship opportunities.

Courses in graduate studies

GRAD 601 The Academic Profession

Short course; 1 credit. This short course is designed to introduce graduate students to the roles and responsibilities of faculty members in institutions of higher education. Through readings, discussion, and conversations with faculty members from a variety of settings, students will learn about the changing social expectations for higher education, the diverse settings in which faculty work, and strategies for developing and presenting marketable academic skills.

GRAD 602 Seminar in College Teaching

Short course; 1 credit. This short course will focus specifically on the act of teaching. Graduate education in this country has only recently begun to address college teaching issues. While mastery of the discipline and of the research skills necessary to contribute to that discipline have long been a staple of graduate training, mastery of the knowledge and skills necessary for teaching the discipline are often neglected.

GRAD 603 Externship in College Teaching

1-3 credits. Provides graduate students interested in academic careers with supervised experience in an academic environment different from that of a research university. Places students with individual faculty mentors in area colleges and universities; learning experiences are determined by mutual agreement between student and mentor.

Printing Services

VCU provides printing services to students, faculty, and staff. These services include, but are not limited to, photocopying, color printing, document preparation and assistance, offset printing and finishing services. Refer to the VCU Resource Guide for service descriptions and locations. — — — www.students.vcu.edu/rg

Recreational facilities

The Cary Street Recreation Complex includes a gymnasium which features basketball, volleyball, badminton, fitness equipment, free weight and machine weight room, racquetball courts, a multipurpose field and jogging track, and outdoor basketball courts. Numerous recreational activities are offered, including instructional sessions in aerobics, weight training, open recreation and tournaments.

The MCV Campus Recreation and Aquatic Center houses two basketball courts, two volleyball courts, one indoor tennis court, one outdoor tennis court, four handball/racquetball courts, two

squash courts, a fitness center, a multi-purpose room and a 25 meter swimming pool with a spa.

The new \$27 million Stuart C. Siegel Center includes more than 34,000 square feet for the recreation component and when the main arena is used for recreation, another 45,400 square feet will be available. This center also includes an aerobic/multipurpose studio, weight/cardiovascular fitness center, a multipurpose gym for indoor soccer and floor hockey, and a Wellness Resource Center. The main offices for Recreational Sports are located to this facility.

Camping and other wilderness recreation equipment can be rented at the Outing Rental Center. In addition, students can participate in a variety of outdoor adventures through the outdoor adventure program located at the Outing Rental Center. Call (804) 828-6219 for details.

Students from both campuses may use the university swimming pools located in the Franklin Street Gymnasium on the Academic Campus and the MCV Campus Recreation and Aquatic Center on the MCV Campus. University identification is required. Graduate students also are eligible to participate in numerous intramural and club sports activities on either campus. For specific information, students should contact the Recreational Sports staff on the Academic Campus: (804) 828-6219, or on the MCV Campus: (804) 828-6100.

Research

While VCU is one of the leaders in teaching among institutions of higher education in the state, it is also an institution which commits a significant portion of its resources to research and scholarly activities. VCU is fully committed to the proposition that a broad-based program of research investigations enhances the teaching mission of the university, while, at the same time, it improves the quality of services provided to the community. During the fiscal year ending on June 30, 1997, the university received more than \$96.1 million in sponsored program support from a variety of federal agencies, industries, and private organizations. The extensive and diverse nature of VCU's research programs is directly related to the excellence of the university's

faculty. Prospective graduate students can anticipate working in a lively intellectual environment. Many faculty who are directly involved in graduate education programs are recognized nationally and internationally in their fields of endeavor.

University Computing Services

Computing support is provided by three primary centers: University Computing Services-Academic Campus, University Computing Services-MCV Campus, and University Computing Services-University Computer Center. Basic services from these centers include counseling help in the use of all university computing resources (from personal computers to mainframes), Help Desk assistance via telephone or e-mail, teaching short courses, advice on acquisition of computer systems, operation of local computer facilities and data networks. In addition, University Computing Services-Academic Campus and University Computing Services-MCV Campus provide optical scanning for test grading, faculty evaluation and other surveys, and microcomputer software site licensing for their respective campuses. A university-wide information service is available electronically using the World Wide Web, which also provides access to information from academic, government and private sources world wide.

University Computing Services-Academic Campus. University Computing Services-Academic Campus (UCS-AC) operates UNIX multi-user computer systems, UNIX servers for client-server applications, numerous SUN and SGI workstations, an Origin 2000 ANB SGI Challenge XL Supercomputer, and four public access terminal facilities which are strategically located around the campus: the James Branch Cabell Library, the School of Business Building, the Hibbs Building, and the General Purpose Academic Building. UCS-AC also supports the Faculty Center for Instructional Technology (FCIT), located in Cabell Room B-43, and a training facility located in Cabell Room 320.

UCS-AC provides a range of services, including direct end-user support, network support services, UNIX support services, training, and consulting services.

The Student Lab in Cabell Room B-8, the telephone Help Line, the Customer Service Window in Cabell Room B-9, and UCS-AC's Reception Desk in Cabell Room B-30 comprise the hub of our direct end-user support services. The Student Lab currently contains 46 Macintosh and PC microcomputers connected to the campus network, 27 terminals connected to the Academic Campus data network, and three laser printers, as well as equipment for the physically challenged. The Help Line receives an average of 850 calls per month. Customer Service Window staff assist users with optical scanning services (e.g., test grading); computer systems backups; computer account management for all VCU systems; licensed software distribution; and IBM mainframe telephone Help Line support.

Network support services include the installation and configuration of network cards, network software, and/or network application software, as well as training and support for the above.

UNIX support services include support for AIX, IRIX, HP-VX, Solaris, SUNOS, computer systems and applications, such as maintaining the user databases and mailing lists, maintaining the VCU connection to the World Wide Web, providing electronic mail, and USENET resources, available from an easy-to-use menu system. The department also provides a WWW server with FrontPage Extensions on the main VCU Web server for departmental Web pages and on the faculty/staff AIX system for individual pages.

Finally, the department provides a broad range of consulting services, including configuration, installation, and troubleshooting support for Windows/DOS, Macintosh OS, microcomputer hardware and software, UNIX, IBM MVS, Softswitch, computer procurement, optical scanning. Lotus Smartsuite and Lotus Notes are two of the newer products supported by the department. UCS-AC is also actively involved in the design, development and upkeep of VCU's World Wide Web sites.

A variety of software packages are available on the UNIX multi-user computers. The more popular packages include the following TCP/IP (Telnet/FTP), Lynx (a Web browser), Zmodem (communications); USENET (electronic conferencing, newsgroups); WordPerfect (text processing); SAS, SPSS, SPLUS (statistical data analysis);

SAS/CALC (spreadsheets) and UNIFY (databases). The programming languages include FORTRAN, C, C++, FORTRAN 77, FORTRAN 90, Lisp, and Pascal. Also, the time sharing systems are widely used for electronic mail and access to the Internet which provides entry to information and library resources throughout the world. A menu interface is maintained on these machines for easy use.

The SGI supercomputer is reserved for numerically intensive research. Software currently available includes C, C++, FORTRAN, GAMESS, Gaussian 94, Sybyl and MATLAB.

Application for access to the UNIX multi-user systems as well as for accounts on the IBM Mainframe and VAX systems operated by other offices of the Office for Information Technology may be made at the UCS-AC Customer Service Window, Cabell Room B-9 or on-line via Web kiosk pages. For AIX accounts, apply via the Web.

— — — www.vcu.edu/cgi-bin/reqacct

University Computing Services - MCV Campus. University Computing Services - MCV Campus (UCS-MCV) manages a VAXcluster (VMS) consisting of multiple VAXs and UNIX servers, including IBM RS/6000 and SGI devices, that provide interactive computing to public and private workstations around the campus. The VAXs provide a rich variety of software packages for statistical analysis (SAS, SPSSX, GLIM), molecular modeling (CHEMX, FRODO, SYBYL), DNA sequence analysis (GCG), simulation (SPICE), numerical methods (IMSL, NAG, LINPACK) and graphics (SAS/GRAPH, GKS). Computer languages include FORTRAN, SAS, Pascal, BASIC, C and COBOL. Other areas include database (INGRES, Datatrive), forms management (FMS), data entry (EasyEntry), word processing (WordPerfect) and text processing (TeX). In addition, the VAXs are used extensively for electronic mail (connected to BITNET and the Internet) and information dissemination for the academic community.

A microcomputer lab with IBM-compatible and Apple Macintosh systems is available. External devices such as optical scanners, slide-makers, plotters, and digitizers are connected to these microcomputers. IBM/AIX and SGI graphics workstations are also available. Many departments and schools

maintain their own microcomputer labs and graphic stations (SGI and SUN).

A fiber-optic backbone supporting FDDI and Ethernet protocols connects 25 buildings on campus. This backbone interconnects Ethernet and Token Ring networks supporting Novell, TCP/IP and DECnet protocols.

Application forms for access to the VAX and UNIX systems, as well as for accounts on the IBM mainframes (at the University Computer Center) and the DECsystems (at University Computing Services - Academic Campus) are available from UCS-MCV.

University Computer Center. The University Computer Center (UCC) operates as a centralized computer services utility that provides mainframe computer resources to all students, faculty, and staff (both academic and administrative) within the university. Located between the Academic and MCV campuses in the Richmond Plaza Building, 110 S. 7th St., the UCC provides many services to administrative staff, including personal computer support.

The UCC provides computer utility services on IBM MVS/XA and VM mainframe computers for administrative and academic functions of the university. The UCC also has two RISC computers running the UNIX operating system to support the University Library interconnections. The MVS/XA runs on a 3090 CPU, and the VM runs on a 4381 dual processor. Services provided include large data-storage capacity (200 gigabytes), mainframe processing power, extensive networking facilities (Telnet, Internet, BITNET, Profs, VCU e-mail), batch processing and online systems. These online systems include TSO (a versatile programming tool) and CICS (providing access to hundreds of application programs used extensively throughout the university). A partial list of programming languages and products available at the UCC includes FORTRAN, COBOL, SAS, PL/1, C, Pascal, Assembler, Mantis, DYL280, SPSS, SQL, QMF, IMAGINE and Prolog. The VCU Library System, NOTIS, is one of the many application systems currently running on the MVS/XA mainframe. Access to UCC facilities is available at more than 1,500 terminals located throughout the university. Dial-up and Telnet facilities are also available.

The UCC maintains a public access INFO system. This is an electronic

package of information about VCU. It is accessible to everyone, including university visitors. The INFO package is menu driven, available 24 hours a day, and requires no computer ID.

Communications. The fiber-optic backbones on the Academic and MCV Campuses, and the UCC are linked using the TCP/IP suite of protocols to form the VCUnet. VCUnet provides access to BITNET, VERnet, (the Virginia Education and Research Network) and the Internet.

University Counseling Services

University Counseling Services (UCS) provides a wide range of services that meet the psychological, social, vocational, and educational needs of students. The mission of UCS is to provide assistance to the VCU community in such a way that students can meet their academic goals while also having the opportunity to develop personally, emotionally, and socially. Our intent is to enable students to live productive, responsible, and satisfying lives.

To fulfill this mission, UCS provides services to promote student self-understanding and positive growth, as well as to assist students who are experiencing stress or crisis in their daily living. Staff is committed to rendering quality care in a multicultural context. Education and prevention services such as the Academic Success Program, workshops offered to resident halls and student organizations, as well as consultation to faculty and university departments are central to the services offered at UCS. Expertly lead group counseling, individual counseling as well as couples counseling is offered by the UCS staff.

To better understand the needs of students, UCS is committed to research that will provide evaluative data regarding its service delivery and information about student needs. UCS is committed to training graduate students in psychology, social work, rehabilitation and medicine to function as competent professionals in their chosen field.

University Counseling Services is located on the second floor of the Student Commons, room 226 on the Academic Campus as well as on the third floor of Hunton Hall on the MCV Campus. The Academic Campus office is open Monday - Thursday from 8 a.m. until 6 p.m. and Friday from 8 a.m.

until 4:30 p.m. The MCV Campus office is open Monday - Friday from 8 a.m. until 4:30 p.m. For information, call (804) 828-6200 (Academic Campus) or (804) 828-3964 (MCV Campus).

University Library Services

University Library Services (ULS) is a vibrant community where ideas are generated, engaged, and shared. It is a dynamic center of culture and knowledge, serving as a conduit for recorded information in all its forms.

ULS administers the major research libraries on both campuses and provides numerous electronic resources, federal and state documents, patents, and a wide variety of microform and media resources. The combined collections in James Cabell Library on the Academic Campus and Tompkins-McCaw Library on the MCV Campus total more than 1.23 million volumes. Cabell Library's growing collections support the programs of the Academic Campus. The library houses more than 940,000 volumes and 6,900 journal titles. The comprehensive collections of Tompkins-McCaw Library is a designated resource library for the Southeastern states in the National Network of Libraries of Medicine.

A selective depository for U.S. government documents and a state depository for the commonwealth of Virginia, Cabell Library is also the only United States Patent and Trademark Depository Library in Virginia. The combined Government Documents collections include items available in print, microform and electronic formats.

ULS is extensively automated, with almost 900 databases available for searching and more than 100 public access workstations. A large collection of microform and audiovisual materials round out the libraries' collections.

Both libraries provide an assortment of services, including reference assistance from professional librarians, library orientation tours and bibliographic instruction, computer-assisted literature searches, brown bag lunches and seminars on Internet navigational tools and resources, self-service photocopiers and microform reader-printers.

The online catalog serves as the gateway to both print, nonprint, and electronic resources. Electronic databases, and a broad array of CD-ROMs covering all disciplines, constitute the backbone of

ULS's electronic resources. Increasingly, many of the databases are available through the Web. The catalog links both libraries and enables patrons to determine the status of library materials. Except for the basement of Cabell Library, computer workstations are located on all floors of both libraries.

Through interlibrary loan, students may borrow books and obtain photocopies of articles not owned by ULS from the collections of academic and public libraries throughout the country. VCU students also may borrow specific books from other Richmond academic libraries by inquiring at the Cabell Library Reference Desk and Tompkins-McCaw Library Service Desk for a special borrower's pass.

ULS document delivery, a free-based service to retrieve, photocopy, and deliver articles owned by ULS, is available to VCU students, faculty, and staff.

Media resources, located in Room 301 of Cabell Library and on the second floor of Tompkins-McCaw Library, consist of nonprint resources, including cassette tapes, compact discs, computer software, models, slides, and video and laser discs. Media Resource Services at Cabell Library also houses music scores. Additionally, films and videos from the Richmond Area Library Consortium Film/Video Library Cooperative are available to VCU faculty.

There are many services for persons with disabilities. Cabell Library has wheelchair ramp to enter the building on the first floor through automatic doors. Accessible restrooms are in the basement and second floor levels, and elevators provide access to all floors. Special audio and visual equipment is available to aid in using library materials, including the Kurzweil "Reading Edge," a synthesized-voice reading machine; the Voyager/Visualtek Reader for enlarging printed text; a large-print microfiche reader; and a personal computer with screen magnification and synthesized voice screen reader. Staff at the Reference Desk can provide special research assistance and orientations by appointment. ULS will waive the fee for document delivery service and provide assistance with retrieving and photocopying materials from the collection within 48 hours of the request.

Tompkins-McCaw Library has a wheelchair ramp with a monitored entrance. Accessible restrooms are available on the first floor. Elevators

provide access to all floors. Specialized equipment includes a personal computer with a braille printer, software for screen magnification and scanning, and synthesized voice for screen reading. A Voyager/Visualtek Reader and large-print microfiche reader also are available. Staff at the document delivery service will waive the fee and provide assistance with retrieving and photocopying materials from the collection within 48 hours of the request for the physically challenged patron.

Most of ULS's reprographics and printing equipment is VCUCARD-compatible. The VCUCARD also can be used for checking out library materials.

ULS is a member of the Center for Research Libraries, the Richmond Area Library Consortium, the Association of Southeastern Research Libraries, the Richmond Area Film/Video Cooperative, the Southeastern/Atlantic Regional Medical Library Services and the Virtual Library of Virginia (VIVA) initiative. Visit the Web site for more information.

— — — www.viva.lib.va.us

ULS strives for excellence in all of these endeavors, keeping uppermost in mind at all times the importance of the highest quality service to the students, faculty, and staff of the university.

For more information about ULS, please visit the Web site.

— — — www.library.vcu.edu/

University Mail Services

The United States Postal Service (USPS) provides self-service postal vending machines in the lobby of the Mail Services office at 1000 E. Marshall St. on the MCV Campus and in the University Student Commons on the Academic Campus. Students may mail packages through the USPS from the Student Commons Postal Center. A full-service USPS Station at Eighth and Marshall streets supports MCV Campus students. All students living in residential housing have dormitory mail boxes. Use of a nine-digit zip code is important and should be included on all mail. Mail for dormitory residents should be addressed as follows:

Student's Name
Room Number and Dormitory Name
Street Address
Richmond, VA and nine-digit Zip Code

University student centers and activities

University Student Commons and Student Activities. The University Student Commons is the gathering place for students, faculty and staff on the Academic Campus. Located at 907 Floyd Ave., the University Student Commons provides an array of programs, facilities and services to meet the needs of daily life on campus. All the facilities and services in the student commons are conveniently accessible to persons with mobility impairments.

The lower level of the University Student Commons houses the Student Activities Center, Break Point games room and the Common Ground, a place to eat, visit with friends and access computers for a quick Web search or e-mail check. The first floor of the student commons houses online@vcu, the University Career Center, as well as McDonald's and Ukrop's Fresh Express, and a satellite office for the VCUCARD Office. Ballrooms and other meeting rooms, as well as offices for the University Student Commons, New Student Programs and Health Promotions are located on the second floor of the building.

In addition, the student commons houses Commuter Student Services, the Off-Campus Housing Office, a theater area that is used regularly for showing films on Friday and Saturday evenings, as well as two Wachovia ATM machines.

Larrick Student Center. A variety of activities and social opportunities are offered to students on the MCV Campus at the Jonah L. Larrick Student Center. The lower level of the circular building houses a cafeteria which provides food on a contractual basis for students living in the dormitories and for off-campus students who elect to be on the meal plan. Upstairs, a large central lounge which can accommodate up to 350 people for dances, social mixers, lectures, and other functions is surrounded by smaller meeting rooms which include offices of the student center director and the MCV Student Government Association. Additional upstairs space houses a computer room, billiard tables, table tennis, television, and an area for listening to music. Reservations for use of the activities areas should be made with the director of the Larrick Student Center, (804) 828-3438.

Organizations. More than 170 student clubs and organizations exist on campus, reflecting the social, cultural,

recreational, educational, political, and religious interests of the student body. Various types of organizations include fraternities and sororities, departmental professional and interest groups, service-oriented groups, and numerous special interest organizations representing a wide variety of activities and interests.

A list of registered student organizations, policies affecting these groups, and information and materials necessary to form new organizations are available in the Student Activities Center, Virginia Commonwealth University, 907 Floyd Ave., Room 018, P.O. Box 842035, Richmond, VA 23284-2035, (804) 828-3648.

Student identification cards.

Students should carry their graduate VCUCARD with them at all times and should be ready to show them to any authorized university official who might request their identification. Students may obtain or validate their VCUCARD cards during registration. The cards are required for numerous university functions, including borrowing books from the library and use of the university shuttle system. Any student who loses a VCUCARD should contact the VCUCARD Office for a replacement. There will be a charge for replacement. See the Web site at for additional information.

— — — www.vcu.edu/vcucard

University Student Health Services and health insurance

The University Student Health Services (USHS) offers quality primary health care for the treatment of acute and chronic illness. In addition to diagnosis and treatment, the service emphasizes prevention of illness through screening, counseling, and health education. Full-time students are required to participate and pay the student health fee. Part-time students electing to participate in the service must pay the full student health fee.

The service is staffed by physicians, physician assistants, nurse practitioners, registered nurses, pharmacists and health educators. Services offered by USHS include general medical, allergy, and gynecology clinics, pharmacy and laboratory services, after-hours emergency care, and health education and public health programs.

All educational activities sponsored by USHS are available to students,

including educational literature, video cassettes, weight reduction classes, and health-related programs on topics of interest to students.

Accidental injury and hospitalization are not covered by USHS, and students are urged to take advantage of the university-sponsored health plan. Information on this insurance program, which provides benefits to students at group rates, may be requested from USHS.

Virginia law requires that full-time students submit immunization records prior to enrollment for the first time at VCU. The immunization record is mailed to students upon acceptance and should be returned to the Academic Campus Student Health Services.

The USHS office on the Academic Campus is located in Suite 159, Gladding Residence Center, 711 W. Main St. The USHS office on the MCV Campus is located on the third floor of the VMI Building at 1000 E. Marshall St., Room 305. For information, call (804) 828-8828 (Academic Campus), or (804) 828-9220 (MCV Campus).

Virginia Center on Aging

The Virginia Center on Aging, established at VCU by the Virginia General Assembly in 1978, is a statewide resource for aging-related research, education, service, training, and technical assistance. It serves as a focal point for the collection, assessment, and maintenance of data on elders in the commonwealth; designs and tests innovative demonstration projects in education and service delivery; and assists public and private organizations in meeting the needs of older citizens.

The Virginia Center on Aging and the Department of Gerontology maintain the Information Resources Center, a broad collection of print and audiovisual materials on aging that is available on loan or to rent. Short reports, training manuals, and vertical files may be obtained at cost. The Virginia Center on Aging also administers the Alzheimer's and Related Diseases Research Award Fund which provides seed grants of \$16,500 each to researchers in Virginia in order to investigate biomedical, psychosocial, clinical, public policy, and other aspects of dementing illnesses.

Interdisciplinary and Cooperative Graduate Study

Master of Interdisciplinary Studies Program

Sherry T. Sandkam

Associate Dean, School of Graduate Studies and
Director, Master of Interdisciplinary Studies Program
Ph.D. Virginia Commonwealth University
Higher education; credentialism.

The Master of Interdisciplinary Studies Program offers students a coherent method of combining regular graduate studies in two or more selected disciplines. It is intended for students who wish to pursue a clearly defined, multidisciplinary program rather than a professional curriculum or a specialization in a traditional discipline. The Master of Interdisciplinary Studies (MIS) Program offers a variety of opportunities for interdisciplinary study, including, but not limited to, cooperative ventures with Virginia State University, off-campus interdisciplinary study in the arts and environmental studies. A proposed interdisciplinary curricula in biotechnology, when implemented, will incorporate disciplines in basic health sciences with local research centers.

Individualized programs of study

Before entering the program, students identify two or more disciplines in which to pursue graduate study. They then complete regular graduate courses within each of the chosen disciplines plus additional electives in other fields. When regular course work is completed, they select a special project for additional study and complete three to six credits of approved independent study, special topics, directed study or thesis.

Administration

At VCU, the on-campus MIS Program is administered by the associate dean of graduate studies who works closely with graduate faculty advisers from relevant disciplines. The

off-campus interdisciplinary arts program is administered by the School of the Arts. The interdisciplinary track in environmental studies is administered by the Center for Environmental Studies.

Admission

To be admitted to the MIS Program at VCU, students must provide the following specific requirements in addition to the general requirements for graduate admissions stated in Part I of this bulletin:

- an overall minimum 2.8 GPA (on a 4.0 scale) in the last 60 credits of undergraduate work or, in some cases, a minimum 3.0 GPA in at least nine hours of graduate work, and
- a statement explaining the kind of interdisciplinary curriculum desired and specific areas of study intended.

Applications for admission may be obtained from the School of Graduate Studies, Virginia Commonwealth University, 901 W. Franklin St., Room B-1, P.O. Box 843051, Richmond, VA 23284-3051, or in the Office of Academic Advising and Nontraditional Studies, 812 W. Franklin St., Room 1, P.O. Box 842002, Richmond, VA 23284-2002.

Degree requirements

In addition to the general requirements stated in Part I of this bulletin, Master of Interdisciplinary Studies Program students must complete a minimum total of 39 graduate term credits, including:

- three six-term credits of approved directed research, independent study, special project, or thesis work, and
- at least nine and not more than 15 graduate-level term credits in each of at least two disciplines. No more than 15 credits in any one discipline (exclusive of the

School of Graduate Studies
901 W. Franklin St. • P.O. Box 843051
Richmond, VA 23284-3051
(804) 828-6916 • Fax (804) 828-6949
www.vcu.edu/gradweb

Dr. Sherry T. Sandkam
Associate Dean

directed research, independent study, special project or thesis requirement) may be applied toward an MIS degree.

Transfer credits

Up to six term credits of graduate courses may be transferred into the MIS Program from institutions other than VCU. All such transfer credits, however, must conform to the regulations stated in Part I of this bulletin.

Interdisciplinary Track in Environmental Studies

The Center for Environmental Studies was created in 1993 as a focus for the growing number of multidisciplinary environmental initiatives at VCU. The center's objectives complement the broader university mission of teaching, research and community outreach, and provide the commonwealth with a unique academic resource. The interdisciplinary graduate program in environmental studies is administered by the School of Graduate Studies and the Center for Environmental Studies.

Program description

The Center for Environmental Studies offers students the opportunity for advanced, graduate-level training in Environmental Studies for full-time and part-time students. The program offers studies in environmental planning, environmental science, environmental health and environmental technology.

The unique curriculum is designed to provide graduates with the ability to communicate effectively across traditional discipline boundaries, while fully developing specific areas of expertise. Graduates of the center's academic programs hold positions as environmental professionals in government and in the nonprofit and private sectors.

As part of the requirements of the Master of Interdisciplinary Studies, students must successfully complete:

- three credits of ENVS 590 or ENVS 591,
- ENVS 601 Survey in Environmental Studies,
- ENVS 603 Environmental Research Methods,
- one statistics course (500-level or above), and
- three to six credits of ENVS 692, ENVS 697 or ENVS 698 to satisfy thesis/project requirements of the MIS.

Admission requirements

Applicants should have successfully completed undergraduate training and hold a baccalaureate degree. Admissions to the program are drawn generally from applicants with an undergraduate grade-point average above 2.8 (on a 4.0 scale or equivalent), satisfactory scores on a current (less than five years old) standardized graduate admissions test deemed appropriate by the Center for Environmental Studies. Applicants holding an undergraduate degree from recognized foreign institutions should display an acceptable level of English proficiency by achieving a score of 600 or above on the TOEFL examination.

To apply

Applicants for admission to the program must complete forms provided by the School of Graduate Studies and indicate Master of Interdisciplinary Studies – Environmental Studies as the curriculum. Graduate applications can be requested from the School of Graduate Studies. A limited number of merit-based university graduate fellowships and assistantships are available to applicants on a competitive basis. Inquiries should be addressed to the Center for Environmental Studies, Virginia Commonwealth University, P.O. Box 843050, Richmond, VA 23284-3050

or the School of Graduate Studies, Virginia Commonwealth University, P.O. Box 843051, Richmond, VA 23284-3051. For more information about the Center for Environmental Studies, browse the center's Web site. – – – www.vcu.edu/cesweb/

Graduate Courses in environmental studies

Core environmental studies courses

ENVS 590 Research Seminar in Environmental Studies

An interdisciplinary examination of problems and issues related to environmental studies.

ENVS 591 Topics in Environmental Studies

Variable credit, 1-3 credits per term; may be repeated with different topics for a maximum of six credits. An in-depth study of a selected environmental topic. Prerequisites vary by topic; see the Schedule of Classes for specific prerequisites.

ENVS 601 Survey in Environmental Studies

Provides a foundational understanding of issues central to environmental studies. Lectures will address the theoretical and scientific basis for a variety of pertinent issues, including: and water quality and quantity, pollution prevention, environmental law and policy, population growth, global climate change, conservation, and human and ecological health.

ENVS 602 Environmental Technology

This course gives students the opportunity to develop skills not available in the traditional academic setting. Students will take 2-4 workshops offered by the Center for Environmental Studies in its Environmental Technology Training Workshop series. Students will complete an additional project related to each workshop or series of workshops for evaluation purposes.

ENVS 603 Environmental Research Methods

Provides students with an understanding of statistical and research methods as they apply to environmental research. Students will complete projects on available data sets (Virginia Water Quality Data - DEQ, Virginia Air Quality Data - DEQ). This course would emphasize the application of current data analysis methodologies, including the graphical display of summary data, statistical modeling and prediction, and Geographic Information Systems (GIS).

ENVS 691 Topics in Environmental Studies

Provides an in-depth study of a selected environmental topic. Potential topics include: environmental epidemiology, remote image sensing, geographic information systems, ecological assessment.

ENVS 692 Independent Study

Variable credit, 1-3 credits per term; may be repeated with different topics for a maximum of six credits. An in-depth study of a selected environmental topic.

ENVS 693 Internship in Environmental Studies

Each credit hour represents 60 clock hours of work. Provides students with a workplace experience in a public or private agency related to Environmental Studies. Possible Internship Opportunities: Virginia Economic Development Partnership, Department of Environmental Quality, Department of Game and Inland Fisheries, Department of Conservation and Recreation, Virginia Environmental Endowment, Alliance for the Chesapeake Bay, Chesapeake Bay Foundation, James River Association, Virginia Power, James River Corporation.

ENVS 697 Research

Planning, preparation, completion, and presentation of research in environmental studies.

ENVS 698 Thesis

Planning, preparation, completion, and presentation of research in environmental studies.

The following course groupings represent examples of courses students may take in fulfillment of program requirements. The three groupings are representative of course work and serve only as suggestions. Students will determine their own course of study under the supervision of the graduate program coordinator. Please consult the Schedule of Classes for current course offerings and this bulletin for current curriculum guidelines and course prerequisites.

Environmental planning

URSP 621/GEOG 621 Introduction to Geographic Information Systems
URSP 626 GIS Applications for Planners
URSP 628 Land Use Planning
URSP 635 Legal and Legislative Foundations of Planning
URSP 650 Environmental Planning
URSP 652 Environmental Analysis
MATH 639 Studies in Operations Research
MATH 647 Multiattribute Utility Theory
RECR 601 Foundations of Recreation
PADM 601 Principles of Public Administration

Environmental science

BIOL 502 Microbial Biotechnology
BIOL 503 Fish Biology
BIOL 510 Conservation Biology
BIOL 514 Stream Ecology
BIOL 518 Plant Ecology
BIOL 522 Evolution and Speciation
BIOL 591 Special Topics in Biology
BIOL 606 Quantitative Ecology
BIOL 626 Physiological Ecology
BIOL 691 Special Topics in Biology
CHEM 504 Advanced Organic Chemistry I
CHEM 507 Introduction to Natural Products
CHEM 532 Advanced Analytical Chemistry
CHEM 591 Special Topics in Chemistry
CHEM 605 Physical Organic Chemistry

CHEM 620, 621 Advanced Inorganic Chemistry I, II
 CHEM 691 Special Topics in Chemistry
 PHYS 507 Materials Characterization
 PHYS 591 Topics in Physics

Environmental health

PMCH 511 Basic Industrial Hygiene I
 PMCH 512 Basic Industrial Hygiene II
 PMCH 571/NURS 571 Principles of Epidemiology
 PMCH 600 Introduction to Public Health
 PMCH 617 International Health
 EGRB 511 Fundamentals of Biomechanics
 EGRB 613 Biomaterials
 EGRB 635 Modeling for Biomedical Engineers
 PHTX 535 Introduction to Toxicology

Post-Baccalaureate Certificate in Environmental Studies

Andrew D. Lacatell

Program Coordinator (1993)
 B.A. 1993 University of Richmond
 M.S. 1995 Virginia Commonwealth University
 M.P.H. 1997 Medical College of Virginia, Virginia
 Commonwealth University

Environmental crises and discussion of environmental issues are central features of modern industrial societies.

Continuing technological advancement and economic growth demand increased public understanding of environmental constraints and the effects of human activity on the environment. When environmental questions are explored in depth, scientific knowledge, policy considerations and ethical questions are necessarily joined. The curriculum in environmental studies is structured to provide a multidisciplinary introduction to biophysical and social factors which affect the quality of life on earth.

The environmental studies certificate is for students who already hold a bachelor's degree in another field and wish to pursue studies in the environmental field. The certificate can help prepare students for work in such fields as industrial pollution control, municipal water treatment, environmental planning and analysis, biological monitoring, and science writing and reporting.

The Post-Baccalaureate Certificate in Environmental Studies requires 36 credits, which includes four environmental courses and two statistics courses. Electives to complete the certificate may be selected from courses in environmental studies and from courses in related departments. Consult the environmental studies program coordinator or adviser for course approvals. At least

one course must be taken from the natural sciences, and one from the social sciences. Of the 36 credits, 24 credits must be at the 300 level or above. A maximum of 11 of the environmental studies-related credits and all six of the statistics credits may be transferred from course work completed before or after receiving the bachelor's degree. At least 18 approved credits must be taken at VCU.

Post-baccalaureate certificate students must apply for admission using an undergraduate admission form. Normally, a GPA of 2.7 or better is required for admission. Please contact the Center for Environmental Studies for the most current curriculum guidelines.

Required courses for certificate	Credits
URSP/ENVS 331 Environmental Systems or URSP/ENVS/GEOG 332 Environmental Management	3
ENVS/POLI 311 Politics of the Environment	3
ECON 325 Environmental Economics	3
ENVS 490 Research Seminar in Environmental Studies	3
STAT 210 Basic Practice of Statistics or MGMT 301 Business Statistics	3
Three additional credits in statistics above STAT 210 (Students may not receive credit for both STAT 210 and MGMT 301.)	3
	18

Additional recommended courses

BIOL 151-152, 151L-152L Introduction to Biological Sciences and Laboratory
 CHEM 101-102, 101L-102L General Chemistry and Laboratory

Center for Public Policy

The Center for Public Policy offers a doctoral degree in public policy and administration. The center was established to serve as the focus of the university's interdisciplinary efforts in teaching, research, and service related to public policy. See Part III of this bulletin for details about the Ph.D. program.

Master of Public Health Program

The graduate program in public health is offered through the School of Medicine's Department of Preventive Medicine and Community Health and leads to a master of public health degree. The program is closely linked with local, state and national public health agencies, organizations and

professionals in order to enhance the student's appreciation and understanding of applying public principles to practice. The MPH Program provides the knowledge and skills necessary for a broad range of positions in academia, private industry, and local, state, national and international health organizations.

Graduates of the MPH Program are expected to comprehend the complex matrix of psychosocial, cultural, economic, political and biological factors which influence sick care systems, prevention activities and other health issues of our time; to be able to identify, analyze, diagnose, and interpret public and community health issues to design, implement, and evaluate community health programs; and to be able to apply specific skills and knowledge to the surveillance of disease and injury.

See Part I of this bulletin for School of Graduate Studies rules on admissions and general academic policies. For further information on the Master of Public Health program, see the program description in Part X of this bulletin.

Commonwealth Graduate Engineering Program

Thomas W. Haas

Professor and Director
 Ph.D. Princeton University
 Polymer engineering.

The Commonwealth Graduate Engineering Program is a collaborative effort of the University of Virginia, VCU, Virginia Polytechnic Institute and State University, Old Dominion University, George Mason University, and Mary Washington College. See Part IX of this bulletin for information on VCU's graduate programs in biomedical engineering.

Administration

At VCU, the director of the Commonwealth Graduate Engineering Program works closely with an advisory committee. The committee is composed of the dean of the School of Engineering at VCU, the engineering school deans at the University of Virginia and Virginia Polytechnic Institute and State University, and representatives from the State Council of Higher Education, the Department of Telecommunications, local businesses and industries, the

Richmond Chamber of Commerce and the Richmond Metropolitan Development Council.

Program description

Students who have baccalaureate degrees in engineering or strong backgrounds in the sciences may work toward a master's degree in engineering on the Academic Campus of VCU. Graduate engineering courses are taught using interactive television lectures/demonstrations from the University of Virginia and Virginia Polytechnic Institute and State University. In addition to the required engineering courses, elective courses are available in applied mathematics, mathematical statistics, chemistry, operations research, physics and computer science in classes at VCU.

Academic programs available are:

- Aerospace and Ocean Engineering
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Engineering Administration
- Industrial Engineering and Operations Research
- Manufacturing Systems Engineering
- Materials Science
- Mechanical Engineering
- Sanitary Engineering
- Systems Engineering

Degree students

Students enrolling in the program should apply for admission in a given academic area of study and may select courses from any of the participating institutions, consistent with selected degree requirements.

The degree awarded is the Master of Materials Science or Master of Engineering degree from the University of Virginia or the Master of Science or Master of Engineering, depending upon the program, from Virginia Polytechnic Institute and State University. Neither university requires a thesis nor time spent in residence for these degrees.

Nondegree-seeking students

Qualified individuals may enroll in a particular course without pursuing a formal graduate degree program of study. Admission will be based on the individual's academic preparation and the availability of space.

Admission

Students are accepted for admission either to the University of Virginia or to Virginia Polytechnic Institute and State University, depending upon their degree programs. Applicants should have a "B" average, but a successful professional experience may strengthen the admission credentials of those with marginal academic records. Three recommendations from persons who are qualified to give information concerning the applicants' probable success in the program and the completion of the Graduate Record Examination (GRE) also are required.

Master of Science Program in Geriatric Physical Therapy

Geriatric physical therapy is a joint program offered by the Department of Physical Therapy and the Master of Science in Gerontology Program culminating in a master of science degree in physical therapy with a specialty in geriatric physical therapy. The faculty includes the combined graduate faculties of physical therapy and gerontology.

Graduate students in this program may prepare for positions in teaching, administration, clinical practice or research related to the programs of the aged population, including positions as chief physical therapists in any kind of facility dealing with geriatric patients where they could provide leadership in service, research and teaching.

See Part I of this bulletin for School of Graduate Studies rules on admissions and general academic policies. For further information on the Master of Science in Geriatric Physical Therapy Program, see the program description in Part V of this bulletin.

Certificate Program in Aging Studies

The Certificate in Aging Studies Program was designed primarily to meet the needs of persons who are working already with the elderly, but who have no academic training in gerontology. The certificate program provides students with a comprehensive overview of gerontology and stimulates the application of gerontological research to problems in applied areas. The certificate program also is a minor option for graduate students in other disciplines.

The Certificate in Aging Studies Program is designed to meet the needs of those individuals who desire graduate training in gerontology, but who do not desire the full completion of the master's program. This program is complementary to the M.S. program.

Certificate students who wish to enter the M.S. program must make formal application and abide by the admission requirements outlined in this bulletin.

For further information on the Certificate in Aging Studies, see the program description in Part V of this bulletin.

MSW and Certificate in Aging Studies

The School of Social Work, in cooperation with the Department of Gerontology, provides students with a unique opportunity in social work and gerontology. Students in the MSW Program interested in working with the elderly or in gerontological programs may earn a Certificate in Aging Studies while completing Master of Social Work degree requirements.

Interested students must meet the admission requirements of the MSW program of the School of Social Work and of the Certificate in Aging Studies of the Department of Gerontology. Admission into one program does not guarantee admission into the other. In order to meet the requirements of the MSW degree and the Certificate in Aging Studies, students complete a total of 65 graduate credits. All foundation and specialization courses of the MSW program are completed, and core courses (nine credits) of the Certificate in Aging Studies are completed. Other requirements are met by (1) completion of the MSW research credits in which students undertake a project focused on aging, (2) completion of second-year field instruction practicum requirements (six credits) in a social work setting related to aging, and (3) completion of an independent study course in gerontology which integrates research and practicum courses.

Additional information may be obtained from the Department of Gerontology, 1010 E. Marshall St., Richmond, VA 23298-0228, Attention: MSW-Gerontology Certificate Adviser.

Certificate in Applied Social Research

The Department of Sociology provides limited, specialized training in the methods and techniques of applied social research. This certificate meets the needs of students who wish to acquire these skills without pursuing a graduate degree or who are enrolled in a graduate program and wish to fulfill specific job or career needs.

For further information on the Certificate in Applied Social Research, see the program description in Part IV of this bulletin.

Graduate Programs in Statistical Areas and Operations Research

See degree programs or tracks and cross-listed courses in statistics in the following areas:

- Biostatistics (M.S., Ph.D.) – School of Medicine
- Business (M.B.A., M.S., and Ph.D. concentrations in decision sciences) – School of Business
- Mathematical Sciences (M.S. in Statistics/Mathematical Sciences and M.S. in Operations Research/Mathematical Sciences) – College of Humanities and Sciences
- Psychology (Ph.D.) – College of Humanities and Sciences
- Sociology (M.S. and Certificate in Applied Social Research) – College of Humanities and Sciences

Combined M.D./Ph.D. Degree Program

Many future physicians, especially those interested in academic and research careers, need to begin in-depth training in research while still in school or residency training. This need can be met effectively by completing the requirements for the Ph.D. degree concurrently with the study of medicine. The MCV Campus medical curriculum, with free time for elective courses and research, provides an excellent opportunity for interested students to enter a combined M.D./Ph.D. program. For further information, see the program description in Part X of this bulletin.

Combined Pharm.D./Ph.D. Degree Program

The School of Pharmacy offers a combined Pharm.D./Ph.D. program in pharmaceutical sciences. Interested pharmacists should contact the program director in the School of Pharmacy for

details. Students must apply to and be accepted by each program separately.

Interdisciplinary Ph.D. programs

The Schools of Medicine and Allied Health Professions offer Ph.D. programs in Anatomy/Physical Therapy and Physiology/Physical Therapy. These research degrees are planned primarily as physical therapy faculty development programs; other needs may be met for individual students. Interested physical therapists should contact the Department of Anatomy or the Department of Physiology.

Other interdisciplinary Ph.D. programs include the Ph.D. in Urban Services, the Ph.D. in Social Work, and the Ph.D. in Public Policy. These programs are outlined in the School of Allied Health Professions, the School of Education, the Center for Public Policy and the School of Social Work sections of this bulletin.

Interdisciplinary Studies in Developmental Disabilities

The Virginia Institute for Developmental Disabilities (VIDD) promotes and facilitates interdisciplinary training of human service professionals who are preparing to work with children or adults with developmental disabilities and their families.

Through careful selection of course work and practica from one's own field of study, VIDD and other departments within the university, students work closely with their advisers to develop a nine term-hour course sequence which will provide competency in Interdisciplinary Studies in Developmental Disabilities.

For more information, contact VIDD at (804) 828-3876, Virginia Commonwealth University, P.O. Box 843020, 301 W. Franklin St., Richmond, VA 23284-3020.

Dual Degree Programs in Criminal Justice and Divinity

The dual degree program in Criminal Justice and Divinity is offered cooperatively by VCU, the School of Theology of Virginia Union University (STVU) and the Union Theological Seminary in Virginia (UTS).

The Master of Divinity/Master of Arts in Criminal Justice offer academic

and practical training to equip professionals for a highly specialized, demanding ministry within the criminal justice system.

Students must be accepted for admission to VCU's graduate program in criminal justice, and also to the Master of Divinity program at either Union Theological Seminary in Virginia or to the School of Theology of Virginia Union University. Each school has its own separate requirements and standards for admission. Tuition and other expenses also vary among the schools; payment is made to the school where the student is taking classes. All three schools offer a variety of types of financial assistance to students.

In place of electives offered at their own institutions, or through the Richmond Theological Consortium, UTS and STVU Master of Divinity students will take criminal justice courses at VCU. Academic advising for students will be cooperative, with thesis supervision provided by a VCU faculty member. Faculty teams from the cooperating schools will be used for an integrative seminar in the final term. A steering committee with representatives from all cooperating schools will monitor the quality of the program and recommend changes. A model program of study is included in this bulletin.

For more information about admission requirements, cost and financial aid, contact:

Dr. John Carroll
Dean of the Faculty
Union Theological Seminary
3401 Brook Rd.
Richmond, VA 23227
(804) 278-4230 or (800) 229-2990

Dr. Jay Albanese
Department of Criminal Justice
Virginia Commonwealth University
816 W. Franklin St.
Richmond, VA 23284-2017
(804) 828-1050
jsalbane@vcu.edu

Dr. John Kinney
Dean of the School of Theology
Virginia Union University
1500 N. Lombardy St.
Richmond, VA 23220
(804) 257-5715

Graduate course work in the medical humanities

Graduate students in the health professions or in health-related fields may be interested in taking ORPT 510 Medical Humanities. This course is sponsored through the School of Dentistry and is open to all graduate students in the health professions and health related fields. The two-credit course is offered each fall on Mondays from 6 to 8 p.m. Questions may be directed to Louis M. Abbey, D.M.D. at (804) 828-1778 or via e-mail: labbey@vcu.edu. The Medical Humanities course syllabus is available online.

— — — views.vcu.edu/dentistry/opath

The Medical Humanities course explores and interprets literature (short stories, poetry and essays). The class discusses myth, moral and ethical issues in relation to the literature assigned. Students are encouraged to keep and share a reading journal in which they reflect on their personal stories and those of the characters about whom they read. Class discussion stimulates an understanding between the health professional's daily life and the lives and situations of the characters in the readings. Medical Humanities establishes useful connections between the life of a health professional and reflective intellectual experience.

Center for Public Policy

The purpose of the Ph.D. in Public Policy and Administration Program is to prepare students for scholarly and leadership roles in government, universities, research organizations and other settings where knowledge and research skills in public policy and administration are needed. The Ph.D. program is committed to accomplishing this mission by creating an intellectually vibrant atmosphere for scholarship involving an active faculty from a broad spectrum of academic disciplines and substantial interaction with government agencies and community groups.

The Ph.D. in Public Policy and Administration is a degree program of the university's Center for Public Policy. The center was established to serve as the focus of the university's interdisciplinary efforts in teaching, research and service related to public policy. The center, as well as the doctoral program, is designed to involve faculty and academic units from across the university.

Faculty

Faculty for the Ph.D. program are drawn from graduate faculty across the university. A list of participating faculty and academic units is available from the program office.

Requirements for admission

Admission is open to qualified persons without regard to age, physical disability, national origin, race, religion or gender. Admission is competitive since it is limited by the number of places available. The admission process is intended to assure a reasonable fit between the student's professional and research interests and faculty expertise. Consequently, otherwise qualified applicants may be denied admission.

Applicants to the program must hold a master's degree or a recognized post-baccalaureate degree in one of

the professions such as law or medicine from an accredited institution of higher education. A standardized test score, less than five years old, is required. Accepted examinations include the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), the Law School Admissions Test (LSAT), and the Miller's Analogies Test (MAT). Professional experience is not required, but is considered desirable.

In order to apply for admission to the Ph.D. in Public Policy and Administration Program, prospective students must submit:

- a VCU Application for Graduate Study,
- transcripts from all previous colleges or universities,
- scores from a standardized examination (GRE, GMAT, LSAT or MAT),
- three letters of reference,
- a personal statement describing reasons for applying to the program, and
- a current professional résumé.

International applicants must submit the International Application and TOEFL scores.

All students admitted to the program must have completed prior to admission, or are required to complete during their first year, the following graduate-level courses (or their equivalent):

- research methods (equivalent of PADM 623),
- statistics (equivalent of PADM 624), and
- public policy, economics or administration/management.

The primary admissions deadline is March 15 for enrollment to begin the following fall term. A small number of special admissions may be made in the fall (Oct. 15 application deadline) for entry the following spring term. These admissions are made in exceptional circumstances only. Applicants who wish to be considered for the Oct. 15 deadline must include a letter requesting

919 W. Franklin St. • P.O. Box 843061
Richmond, VA 23284-3061
(804) 828-6837 • Fax (804) 828-6838
www.vcu.edu/cppweb

Robert D. Holsworth
Director, Center for Public Policy
B.A., Ph.D.

Melvin I. Urofsky
Director, Ph.D. in Public Policy and Administration
B.A., M.A., J.D., Ph.D.

and justifying early admission. If the request for early consideration is not accepted, the application will be held over to the March 15 application date.

While university rules allow up to nine credit hours of course work to be taken as a special student prior to formal admission, taking such courses in no way guarantees admission to the program. Graduate courses designated "doctoral students only" may not be taken prior to formal admission, although they may be taken by fully admitted doctoral students in other programs.

Application packets may be obtained from the program office or the School of Graduate Studies. International applicant materials are available from the International Admissions Office.

Requirements for the Ph.D.

The Ph.D. program is structured around a core curriculum and several areas of concentration. The curriculum is designed to provide a sound intellectual foundation for the pursuit of theoretical and applied research in administrative and policy studies. The program includes courses in public policy and administration, research methods, public policy economics, political and organizational process, and social philosophy.

In addition to the core, the program offers three concentration areas

including health policy, public management in state and local government, and urban policy.

These concentrations offer students the opportunity to build a tailored program of study within a broad area of scholarship. The range of core and affiliate faculty expertise, from both the Academic and MCV campuses at VCU, gives doctoral students considerable flexibility in designing their studies and research.

Students take a minimum of 36 credits or 12 courses in addition to any prerequisites that might be necessary. Seven of these courses are part of the core and five are concentration courses. Required courses generally will be available on an evening or weekend schedule.

Course work in the Ph.D. program has a strong orientation toward research, both applied and theoretical. Where appropriate, course work may be linked to funded university projects or to external agency based analytical work. Courses emphasize research, writing and presentation skills.

Core curriculum

PPAD 711 Seminar in Public Policy and Administration I

PPAD 712 Seminar in Public Policy and Administration II

PPAD 713/PHIL 713 Ethics and Public Policy

PPAD 715 U.S. Political Processes and Institutions

PPAD 716 Public Policy Economics

PPAD 721 Survey of Applied Research Methods in Public Policy and Administration

PPAD 722 Survey of Data Analysis Techniques for Public Policy and Administration

Concentrations

In addition to the core, all students will take five courses in their selected area of concentration. Each concentration features a required seminar as one of these courses.

Health policy: PPAD 730 Seminar in Health Policy

Public management in state and local government:

PPAD 740 Seminar in Public Management

Urban policy: PPAD 750 Seminar in Urban Policy

The remaining four courses will be selected from a list designated by the concentration committee for each area. At least one of these must be a methodologically oriented course relevant to the student's area. The concentration committee will approve the program of study for each student in the concentration.

Qualifying examinations

After completing all of the core courses in the Ph.D. program, each student takes a comprehensive qualifying examination on the core. The examination is designed to evaluate the mastery students have achieved over the body of knowledge represented by the core. It is intended to measure the ability of students to organize, integrate and creatively apply the knowledge in the field to important problems.

Although organized around the courses in the core, the examination is not restricted to material covered in those courses. It is expected that doctoral students will read well beyond the confines of individual courses.

In order to continue in the program, students must attempt the qualifying examination no later than the next regular term following their completion of the core course requirements, and they must pass the exam by the end of the second regular term after completing the core course requirements. A student may attempt the examination twice. Examinations are offered twice per year.

A student also must take a comprehensive examination in the concentration. Each student, under the direction of the adviser, will prepare a reading list on the concentration or on a significant portion thereof. The student will then take an oral examination with his or her committee based upon the reading list. A student may attempt the examination twice. Exams are scheduled at the convenience of the student and the committee. Each student must pass this second examination before defending a thesis proposal.

Dissertation

After completing the qualifying examination and course work for the concentration, students must prepare a dissertation involving original research that contributes to the body of knowledge in the field. A committee approved by the director of the program supervises the dissertation work. The chair of the committee must be a core or affiliate faculty member of the Ph.D. program. One member must be from outside the program.

The first formal step in the dissertation process is the development and defense of a dissertation prospectus that frames the problem to be studied,

provides background on the problem, presents a review of relevant literature and justifies the methodology to be used. The defense of the prospectus as well as the completed dissertation must be done orally to the dissertation committee. The dissertation defense is conducted in a forum open to other students and to faculty.

Continuous enrollment requirements and expectations

To remain in good standing, students must maintain continuous registration for each fall and spring term (except for official leaves of absence) until they have completed all requirements, including the dissertation. Students are required to enroll for a minimum of nine term hours each calendar year. Once a student has completed all course requirements and passed the comprehensive examinations, he/she may maintain continuous enrollment of three credits of dissertation research per year. A minimum grade-point average of 3.0 on a 4.0 scale must be maintained. Compliance with other relevant university regulations also is required.

While the university provides an array of computing facilities, most students find it desirable to have personal access to computing capacity, including Internet connection. The primary mode of communication between the program office and students is through the Internet and e-mail. Several classes use computer-based interactive technology such as newsgroups.

Graduate courses in public policy and administration (PPAD)

PPAD 711 Seminar in Public Policy and Administration I

Term course; 3 lecture hours. 3 credits. Doctoral students only. Provides a critical and comparative review of public policy and administration focusing on the empirical and theoretical literature in the field. Emphasizes the development of the policy studies field and its epistemological foundations. Includes alternative approaches to policy analysis, the place of analysis in the decision-making environment, and the role of policy in shaping administrative institutions.

PPAD 712 Seminar in Public Policy and Administration II

Term course; 3 lecture hours. 3 credits. Prerequisite: PPAD 711. Doctoral students only. Examines the key intellectual paradigms in public administration and their historical development. Pays particular attention to the influence of institutional and organizational design on establishing and achieving public purposes; includes the role of administration in formulating and implementing public policy. Continuation of PPAD 711.

PPAD 713/PHIL 713 Ethics and Public Policy

Term course; 3 lecture hours. 3 credits. Doctoral students only. An examination of the main theories of morality and justice. These theories' implications for public policy will be discussed.

PPAD 715 U.S. Political Processes and Institutions

Term course; 3 lecture hours. 3 credits. This course examines the operation of the major national political institutions in the United States, the processes that help to define and shape those institutions and the contexts in which these entities operate. The course familiarizes students with a broad range of scholarship and with the principal theoretical debates about U.S. politics.

PPAD 716 Public Policy Economics

Term course; 3 lecture hours. 3 credits. This course is designed to introduce students to a set of applied microeconomic models that can be used to understand and evaluate important policy issues. Students will be shown how these models can be used as tools to design, to predict the effects of and to evaluate public policies. Specific models used in this course will include consumer theory, production theory, cost theory and the theory of economic organization. Discussions of policy analysis and evaluation will rely upon theoretical approaches to welfare economics.

PPAD 720 Public Organization Design and Behavior

Term course; 3 lecture hours. 3 credits. Prerequisite: Doctoral students or permission of the instructor. An intensive examination of public sector organization design and behavior. Reviews theories, models and latest research findings as vehicles for understanding the design of effective public organizations.

PPAD 721 Survey of Applied Research Methods in Public Policy and Administration

Term course; 3 lecture hours. 3 credits. Prerequisites: PADM 623 and PADM 624 or equivalent; doctoral students only.

Research designs, including assumptions, applications and limits of various research methodologies. Includes quantitative and qualitative methods, including focus groups; probability and nonprobability sampling; mail, telephone and in-person interviewing; design of instruments; evaluation research, experiments and quasi-experiments; content analysis; observational and unobtrusive methods; cost-benefit and forecasting models; sources for secondary data analysis; and ethics of research.

PPAD 722 Survey of Data Analysis Techniques for Public Policy and Administration

Term course; 3 lecture hours. 3 credits. Prerequisites: PADM 623, PADM 624 and PPAD 721 or equivalents; doctoral students only. Levels of measurement and selection of appropriate analytical tools; creation of indexes and scales; reliability and validity of measures; univariate, bivariate and multivariate analysis; the nature of causality and statistical control; the elaboration of relationships and the logic of survey analysis; graphical presentation of data; and analysis of qualitative data. Focus will be kept on integrating data and analysis into decisions regarding research design. SPSS/PC computer software will be used to illustrate analysis techniques on General Social Survey (GSS) or other relevant data sets.

PPAD 730 Seminar in Health Policy

Term course; 3 lecture hours. 3 credits. Examines key issues and alternative policy responses in health. Presents a framework for understanding health policy in terms of the regulatory environment, developing initiatives and emerging trends. Designed to assist students to build a program of research in health policy.

PPAD 740 Seminar in Public Management

Term course; 3 lecture hours. 3 credits. Doctoral students only. Examines key theoretical and empirical literature in public sector administration with an emphasis on state and local government. Covers the management of human resource, financial and information systems. Includes the

impact of leadership, organization design and policy on the conduct of public activities. Designed to assist students to build a program of research in public management.

PPAD 745 Administrative Theory

Term course; 3 lecture hours. 3 credits. Prerequisite: Doctoral students or permission of the instructor. Explores contemporary theoretical frameworks that shape thinking, research and theorizing about public affairs and administration.

PPAD 750 Seminar in Urban Policy

Term course; 3 lecture hours. 3 credits. Doctoral students only. Examines key issues in urban policy. Explores public policy as it relates to the natural, built, social, economic and political environments of urban life. Designed to assist students to build a program of research in urban policy.

PPAD 791 Topical Seminar

Term course; 1-3 credits. May be repeated for a maximum of six credits. Prerequisites: Doctoral standing and permission of program director. Permission of the instructor. An in-depth study of a selected topic in public affairs, policy or administration.

PPAD 792 Independent Study

Term course; 1, 2 or 3 credits. May be repeated for a maximum of six credits. Prerequisites: Doctoral standing and permission of program director. Permission of the instructor. Independent study and research in selected areas of public affairs, policy and administration under the guidance of a graduate faculty member.

PPAD 898 Dissertation Research

Term course; 1-12 hours. May be repeated for credit. Prerequisite: Admittance to doctoral candidacy. Research on an approved dissertation subject.

College of Humanities and Sciences

The College of Humanities and Sciences was organized in 1966 (then the School of Arts and Sciences) as a combination of several existing departments at Richmond Professional Institute: biology, chemistry, English, foreign languages, and history and political science. The departments of Philosophy and Religious Studies, Mathematical Sciences, Physics, Psychology, Sociology and Anthropology, and Political Science were developed or added subsequently.

Arts and Sciences began its first graduate programs in 1969 with the master's programs in psychology and sociology. Master's programs in biology and mathematical sciences and a doctoral program in clinical psychology were soon to follow in 1971. In 1974, English/English education began a master's program cooperatively between the Department of English and the Division of Teacher Education of the School of Education. In that same year, the graduate program in chemistry, a cooperative venture between the departments of Chemistry on the Academic Campus and Pharmaceutical Chemistry on the MCV Campus, was transferred administratively to the School of Arts and Sciences. Beginning in 1976, a master's degree was created in mass communications while in 1978, a doctoral program in social policy and social work started in cooperation between the Department of Sociology and Anthropology and the School of Social Work.

In July 1981, the School of Arts and Sciences and the Department of Mass Communications were organized into the College of Humanities and Sciences and the School of Mass Communications. The Master of Fine Arts in Creative Writing commenced in 1983 followed by the M.S. in Physics in 1984. Three years later, the Department of Mathematical Sciences established the M.S. in Computer

Science Program, and finally, a master's degree in history was initiated in 1994 through the Department of History.

Effective July 1, 1994, the departments of Criminal Justice, Public Administration and Urban Studies joined the college from the dissolved School of Community and Public Affairs. Each department brought to the college both master's and post-baccalaureate certificate programs within their disciplines. The Public Administration Program was merged with the political science program to form the Department of Political Science and Public Administration. The Doctor of Public Administration Program was initially incorporated into the newly merged department, and now resides in the Center for Public Policy.

Graduate programs

The College of Humanities and Sciences offers the following graduate degree programs:

- M.A. in English
- M.A. in History
- M.F.A. in Creative Writing
- M.P.A. in Public Administration
- M.S. in Biology
- M.S. and Ph.D. in Chemistry
- M.S. in Computer Science
- M.S. in Criminal Justice
 - justice
 - forensic science
- M.S. in Mass Communications
 - advertising
 - mass communications
- M.S. in Mathematical Sciences
 - applied mathematics
 - mathematics
 - operations research
 - statistics
- M.S. in Physics
- M.S. and Ph.D. in Psychology
 - clinical
 - counseling
 - general
- M.S. in Sociology
- M.U.R.P. in Urban and Regional Planning

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www.has.vcu.edu

Stephen D. Gottfredson

Dean

B.A., M.A., Ph.D.

Albert T. Sneden

Associate Dean

B.S., Ph.D.

John H. Borgard

Associate Dean and

Assistant Vice Provost for Academic Affairs

A.B., M.A., Ph.D.

Laura J. Moriarty

Assistant Dean

B.C.J., M.S., Ph.D.

Post-baccalaureate certificates

- Applied Social Research
- Criminal Justice
- Computer Science
- Environmental Studies
- Planning Information Systems
- Public Management
- Statistics
- Urban Revitalization

In addition to these degree programs, the College of Humanities and Sciences offers selected graduate courses in the departments of Foreign Languages and Philosophy and Religious Studies. It does not offer graduate degree programs in these departments.

Requirements for admission

In addition to the general requirements for admission to graduate studies as stated in Part I of this bulletin, persons seeking admission to any of the graduate programs in humanities and sciences should:

1. have a bachelor's degree in the discipline in which application for graduate study is made or, in some programs as noted, a bachelor's

degree in some other appropriate area,

2. submit Graduate Record Examination (GRE) scores (some departments require the scores on the advanced GRE within the discipline; some departments accept LSAT and MAT scores in lieu of GREs), and
3. have submitted letters of recommendation which comment on the applicant's ability to undertake graduate study in the specified area.

All applications will be considered in terms of the specific requirements for admission noted in the description of the individual programs and of the applicant's ability to perform satisfactorily in the program for which he/she has applied. The judgment of that ability will be based on the supporting material submitted with the application. Some graduate programs must limit enrollment to a fixed number of the best-qualified applicants. Final action on admission is taken by the dean of the School of Graduate Studies in consultation with the College of Humanities and Sciences and the department concerned.

Applicants whose applications reach the university after July 1 for the fall term and after Nov. 15 for the spring term may not have their applications processed in time for registration. The applicant whose application arrives late may be considered for admission as a special student, but there is no guarantee that the special student will be accepted later into a degree program. Refer to the Graduate Curriculum Requirements chart in the back of this bulletin for specific deadlines for all graduate programs.

Registration

Although most students register for the first term, which begins in August, they may arrange to begin graduate work during the spring term except for the program in clinical and counseling psychology.

Scholarships, assistantships, fellowships and other financial assistance for graduate students

(Also see departmental listings.)

The College of Humanities and Sciences seeks to attract and support graduate students of the highest caliber and to prepare them, through research and instruction, to meet local and national needs for highly trained men and women. Recognizing that financial limitations may inhibit some qualified students from applying, the college attempts to inform students of the options of various loans, grants and work-study opportunities that are available to them and to assist them in financing their education by offering various forms of financial aid and by facilitating the process of seeking financial assistance from external sources. Additionally, the college believes that the experience of being a teaching or research assistant reinforces the learning that takes place in the classroom. The value of teaching assistants is also recognized as being beneficial to the college's undergraduate programs.

Types of financial aid that are available to graduate students falls into three basic categories: aid that does not have to be repaid (grants, scholarships and tuition waivers), aid that does have to be repaid (loans) and aid that enables students to earn a portion of their school costs (work-study, graduate teaching assistantships and graduate research assistantships).

Offers of financial aid are based on financial need and/or skill and competency. Financial need is determined by information contained in the Application for Federal Student Aid (FAFSA) completed by the student. Not all financial aid is based on financial need. To ascertain your eligibility for the different types of financial aid, contact the VCU Financial Aid Department at 901 W. Franklin St., P.O. Box 843026, Richmond, Virginia 23284-3026, (804) 828-6669, and the department to which you will be applying. The university library has reference books listing other types of scholarships and grants. International students should contact: Center for International Programs at 916 W. Franklin St., P.O. Box 843043, Richmond, Virginia 23284-3043, (804) 828-6016.

Graduate teaching assistantships (GTAs) and graduate research assistantships (GRAs) are forms of financial aid that provide teaching and research positions for graduate students within their field of study. These are not loans and do not have to be repaid because the student is actually earning income

for services rendered. Usually graduate assistants must work the equivalent of 20 hours per week. Assistantships are awarded to students who have demonstrated academic excellence. Individual departments award the assistantships, which usually include payment of tuition; the teaching and/or research duties of graduate assistants vary among departments. Graduate students interested in seeking these teaching and research positions are advised to contact the departments to which they will apply for admission.

Graduate students applying for financial assistance should remember to:

- apply early,
- use your federal tax forms to complete the Federal Application for Student Aid (FAFSA),
- save copies of all forms you complete, including your tax returns, and
- check with the department to which you are applying for admission regarding application requirements and deadlines.

Students should assume they are eligible; not ineligible.

The student adviser and the graduate committee

All departments offering graduate degrees in the College of Humanities and Sciences provide graduate students with advising either through a single adviser, the student's graduate committee or a departmental graduate committee. For details, students should consult the departmental director of graduate studies or the departmental chair.

Requirements for graduate degrees

- Full-time graduate status shall consist of a minimum of nine and a maximum of 16 credits per term. No more than 12 term credits may be earned in a summer term. See Part I of this bulletin for course load requirements for students awarded graduate assistantships.
- Graduate students are required to maintain an overall grade-point average of 3.0 ("B"). Students who do not maintain a "B" average during the course of their program may be dropped from the program at any time on

recommendation of the appropriate department committee to the dean of the School of Graduate Studies. If students earn less than a "B" on 20 percent or more of all attempted credits, their graduate status must be reviewed for continuation by the appropriate department committee.

- At least half of the credits required in the student's program must be those designated as exclusively for graduate students; that is, those at the 600 level or above.
- Graduate students must have earned an overall grade-point average of 3.0 ("B") in order to receive a degree.

In addition to these requirements and those set forth in Part I of this bulletin, students must meet the requirements for specific degrees set forth in the departmental listings. Students should also consult the Continuous Enrollment Policy stated in Part I of this bulletin.

Students are required to submit in advance of the date when they expect to receive a degree a Graduation Application Form to the dean of the College of Humanities and Sciences. Deadlines for the submission of the Graduation Application Form are listed in the calendar at the front of this bulletin; for departmental deadlines the student should consult the departmental adviser. Individual departments may require additional forms.

Appeal procedures

Graduate students in the College of Humanities and Sciences have the right to appeal course grades or other academic actions on the grounds of a breach of due process. See Part I of this bulletin for a summary of the Grade Review Procedure. An appeal of an academic action other than a grade review is governed by the Graduate Student Academic Appeal Procedure. A copy of this document can be obtained from department offices.

School of Mass Communications

Chumley, Timothy H., Assistant Professor
B.F.A. Southern Methodist University

Cook-Tench, Diane, Associate Professor and
Director of the VCU Adcenter

B.A. Minneapolis College of Art and Design
Advertising.

Cotzias, Constantin G., Associate Professor
M.B.A. New York University

Curran, Catherine E., Assistant Director of the VCU Adcenter
B.A. University of Richmond

Donohue, Thomas R., Professor
Ph.D. University of Massachusetts
Mass media effects.

Helm, David Jelly, Executive-in-Residence
B.F.A. University of Louisville

Kenamer, J. David, Associate Professor
Ph.D. University of Wisconsin-Madison:
Communications theory, research methodology.

Lavery, Roger, Associate Director and Associate Professor
M.S. University of Illinois

Nicholson, June O., Associate Professor
M.A. The American University
Print journalism.

Oggel, L. Terry, Associate Director and Professor, Department
of English
Ph.D. University of Wisconsin
19th century American literature and theater, bibliography.

Smith III, Ted J., Associate Professor
Ph.D. Michigan State University
Media-government relations, research methodology.

Thomas, Clarence, Associate Professor and
Director of Graduate Studies
Ph.D. University of Florida
Media history, media and society, media management,
broadcasting.

Torchia, Jerry, Associate Professor
B.F.A. University of Florida

Wirt, Wilma H., Associate Professor
M.A. University of Texas
Urban journalism reporting.

The School of Mass Communications has two programs which each lead to a master of science degree.

The first program, **Mass Communications**, allows students to select course work from a wide variety of mass communications areas. After completing four required mass communications core courses (see MASC core courses), students are allowed flexibility in the selection of MASC elective courses (see listing of MASC graduate courses). MASC elective courses cover areas such as media management, public relations, professional journalism, scholastic journalism, etc. Students also select a minor area of study outside of the School of Mass Communications (see other areas of study in this bulletin).

The second program, **Advertising**, is housed in the VCU Adcenter. (See Advertising Admission and Degree Requirements.) The Adcenter's mission is to educate extraordinary creative and strategic thinkers who can impact the

future of the advertising industry. The program provides advanced preparation in creative and strategic career development. Creative thinking concentrations include art direction and copywriting. Strategic thinking concentrations include account management, account planning and media planning. For more information, refer to the VCU Adcenter Web site. — — — www.adcenter.vcu.edu.

Admission requirements (Mass Communications Program)

The program is open to graduates of accredited colleges and universities. Applicants for this program must satisfy the general requirements for admission to graduate programs in the School of Graduate Studies and the College of Humanities and Sciences (see Humanities and Sciences guidelines in this bulletin). In addition, the following requirements represent the minimum acceptable standards for admission:

- A baccalaureate degree in an area appropriate to the mass communications degree program and a grade-point average that indicates the applicant's ability to pursue graduate work. Although the type of undergraduate degree is not critical to admission, the program requires approved undergraduate curricula or the equivalent in order to receive full admission.
- At least one course in basic statistics. Applicants who do not meet this requirement may enroll in a statistics course at VCU during their first term. The course must be approved by the School of Mass Communications' director of graduate studies.
- Micro- and macroeconomics are required. Applicants who do not meet this requirement may enroll in ECON 210-211 or ECON 600.
- At least one acceptable journalistic writing course. Additional writing courses may be required. Contact the director of graduate studies for information. Evidence of professional competence may be substituted for these requirements.
- Acceptable scores on the GRE.

Applicants must also submit:

- Three recommendations from persons who are qualified to give information concerning the applicant's probable success in graduate school.

- A letter detailing career goals and how the M.S. degree program in mass communications applies to those goals should accompany the application for admission.

Provisional admission may be granted under certain circumstances. For example:

- An applicant does not meet all minimum standards. Prerequisite course work should be completed early in the program before a candidate starts taking MASC 600-level courses.
- An applicant has marginal GRE scores.

Degree requirements (Mass Communications Program)

The master's program requires a minimum of 33 credit hours beyond the baccalaureate degree. The hours are divided as follows:

	Credits
I. MASC core courses	12
MASC 611 Research Methods in Mass Communications	
MASC 612 Mass Communications Theory	
MASC 613 Mass Media and Society	
MASC 616 Mass Communications Law	
II. MASC (internal) elective courses	9
(See listing of MASC courses)	
III. Minor (external) courses	9
(Students must select a minor which is different from their undergraduate major or minor)	
Thesis registration or additional MASC course	3

Thesis/comprehensive exam options

In the thesis option, candidates must register for three hours of MASC 699 Thesis Registration. In the comprehensive examination option, one additional three-hour approved graduate elective course is required, followed by comprehensive written and oral examinations.

All candidates must establish a three-member examination/thesis committee by the third full-time term or equivalent. The candidate must nominate a chairperson and a second member from the School of Mass Communications graduate faculty. In addition, the candidate must nominate a third member from the graduate faculty. The committee chair will advise the student and arrange the written and oral examinations.

A student may be placed on probation or dropped from the program for failing to maintain minimal academic standards (see the College of Humanities and Sciences guidelines).

Admission requirements (Advertising)

1. A baccalaureate degree in any area of study and a grade-point average that indicates the applicant's ability to pursue graduate work.
2. Three letters of recommendation from persons who are qualified to give information concerning the applicant's probable success in graduate school.
3. Ten samples of nonreturnable work reflecting the applicant's ability to develop communications work. Applicants for advertising account management, advertising account planning and advertising media planning should send writing samples. Applicants for advertising art direction and copywriting should send 8 1/2" x 11" color copies of sample ad concepts. (Applicants in the areas of copywriting and art direction are accepted largely on the basis of creative work submitted for review.) This "portfolio" package should be sent directly to the Adcenter at 1313 E. Main St., Suite 103, Richmond, VA 23219.
4. The Adcenter screening profile will further demonstrate an applicant's problem solving abilities.
5. A personal interview is strongly recommended.

Degree requirements (Advertising)

The master's program, with an emphasis in advertising, requires 36 hours of graduate level courses. (See breakdown of the 36 hour total.) To graduate, students must present a final major project in portfolio form before a committee review panel made up of three faculty members and one outside professional.

Breakdown of the advertising track (36 hour minimum total):

Account management curriculum

First term	
MASC 650 Perspectives in Advertising	3

MASC 651 Creative Thinking for Advertising	3
MASC 699 Thesis (Advanced Account Management)	3
Computer software techniques for account managers	

Second term

MRBL 570 Concepts and Issues in Marketing	3
MASC 660 Advertising Account Planning Research	3
MRBL 691 Topics in Business – Research for Advertising	3

Third term

MASC 613 Mass Media and Society	3
MASC 661 Advertising Media Research and Planning	3
MASC 617 Advanced Research Methods	3

Fourth term

MASC 655 Advertising Strategic Campaigns	3
ACCT 507 Fundamentals of Accounting	3
Elective (selected from the list that follows)	3

Electives

MASC 612 Mass Communications Theory	
MASC 616 Mass Communication Law	
MGMT 641 Organizational Behavior	
MRBL 676 Marketing Strategy	

Copywriting curriculum

First term

MASC 640 Copywriting Techniques	3
MASC 650 Perspectives in Advertising	3
MASC 651 Creative Thinking for Advertising	3
Computer software techniques for copywriters	
Video techniques	

Second term

MASC 641 Advanced Copywriting Techniques	3
MASC 652 Advertising Concept Development	3
MASC 613 Mass Media and Society	3
Video techniques II	

Third term

MASC 653 Advertising Advanced Concept Development	3
Elective (selected from the list that follows)	3
MASC 654 Advertising Radio and Television Development	3

Fourth term

MASC 655 Advertising Strategic Campaigns	3
Elective (selected from the list that follows)	3
MASC 699 Thesis (Advertising Portfolio Development)	3

Electives

MRBL 691 Topics in Business – Research in Advertising	
MASC 612 Mass Communications Theory	
MASC 616 Mass Communication Law	
MASC 617 Advanced Research Methods	
MGMT 641 Organizational Behavior	
MRBL 676 Marketing Strategy	

Art direction curriculum

First term

MASC 630 Advertising Layout and Typography	3
MASC 650 Perspectives in Advertising	3
MASC 651 Creative Thinking for Advertising	3
Computer software techniques for art directors	
Video techniques	

Second term

MASC 631 Advanced Art Direction/Advertising Layout Techniques	3
MASC 652 Advertising Concept Development	3
MASC 613 Mass Media and Society	3
Video techniques II	

Third term

MASC 653 Advertising Advanced Concept Development	3
Elective (selected from the list that follows)	3
MASC 654 Advertising Radio and Television Development	3
Multimedia/Web development techniques	

Fourth term

MASC 655 Advertising Strategic Campaigns	3
Elective (selected from the list that follows)	3
MASC 699 Thesis (Advertising Portfolio Development)	3

Electives

MRBL 691 Topics in Business – Research in Advertising
MASC 612 Mass Communications Theory
MASC 616 Mass Communication Law
MASC 617 Advanced Research Methods
MGMT 641 Organizational Behavior
MRBL 676 Marketing Strategy

Graduate courses in mass communications (MASC)**MASC 501 Journalistic Writing**

Term course; 2 lecture and 4 laboratory hours. 4 credits.
Prerequisite: School's permission. Typing skill required. See School of Mass Communications for details. A concentrated course in journalistic writing, including news, features, sports, columns and editorials.

MASC 502 Editing the News

Term course; 2 lecture and 4 laboratory hours. 4 credits.
Prerequisite: School's permission. A concentrated course in editing for journalistic publications. Course will include copy editing, headline writing, publications page make-up and design, and editorial decision making.

MASC 519 Journalism in the Schools

Term course; 3 lecture hours. 3 credits. Study of school newspapers, magazines and yearbooks: problems relating to staff selection, content of publications, copy layout, advertising and business phases.

MASC 603 Scholastic Yearbooks

Term course; 3 lecture hours. 3 credits. Prerequisite: School's permission. The organization, staffing, content, illustration

use, production techniques, typography, style, theme, advertising and business functions of a scholastic yearbook. The role of the yearbook adviser will be emphasized.

MASC 604 Broadcasting in High Schools

Term course; 3 lecture hours. 3 credits. Prerequisite: School's permission. An examination of radio and television as student media in high schools. Broadcasting principles, directing and producing high school broadcast programs, using basic broadcast equipment. Emphasis is upon the role of the adviser-teacher.

MASC 611 Research Methods in Mass Communications

Term course; 3 lecture hours. 3 credits. Fundamentals of mass communications research techniques (content analysis, survey research, experimental design, historiography), including an overview of computer applications, statistics, theory development and trends in the published literature.

MASC 612 Mass Communications Theory

Term course; 3 seminar hours. 3 credits. Nature, function, and application of mass communications theory; structure, content, and effects of media systems; social and technological events accounted for by a generalized theory of mass communications.

MASC 613 Mass Media and Society

Term course; 3 seminar hours. 3 credits. A study of the mass media of the United States, with special attention to their historical development and their impact on other institutions. Consideration of ethical and legal aspects of the media, and problems such as access, control and accountability.

MASC 614 Media-Governmental Relations

Term course; 3 seminar hours. 3 credits. Study of the interaction between the media and the government, and the role of the press in the governmental process as a disseminator, opinion-maker and adversary.

MASC 615 Depth Reporting

Term course; 3 seminar hours. 3 credits. Prerequisites: Three undergraduate reporting courses or permission of instructor. A thorough examination of one or more issues in the forefront of the news, the environment, education, health care, science and others relevant to today's readers.

MASC 616 Mass Communication Law

Term course; 3 lecture hours. 3 credits. An intensive examination of media rights and restrictions, including libel, privacy, access to information, copyright, free-press fair-trial. Attention will be given to First Amendment theory, research techniques and administrative regulation of broadcasting and advertising.

MASC 617 Advanced Research Methods

Term course; 3 lecture hours. 3 credits. Prerequisite: MASC 611. An examination of a mass medium through design and execution of a research project using one of the traditional research techniques of the field. Students will have major and minor projects for systematic study of a medium.

MASC 618 Media Economics and Management

Term course; 3 colloquium hours. 3 credits. Prerequisites: MASC 611 and 617. Advanced work in media management research based on an examination of major contemporary issues and challenges concerning media management and economics. Student interaction with faculty, media managers and each other will lead to the design and implementation of major problem-solving projects.

MASC 619 Media and Public Opinion

Term course; 3 lecture hours. 3 credits. A study of the role of the mass media in the formation and change of beliefs and attitudes, the involvement of the media with policy makers in shaping public opinion and public policy, and the interaction of media and public opinion polling.

MASC 620 Seminar in Mass Communications History

Term course; 3 credits. An examination of historical methodology and content as related to the investigation and writing of mass communication history in the United States. Special attention is placed on the adaptation and the use of historical method by mass communications historians.

MASC 621 Advanced Public Relations

Term course; 3 lecture hours. 3 credits. Students will explore a variety of case studies, decision-making analyses and advanced public relations programming in relation to private and public policy-making at the senior levels of management.

MASC 622 TVR Documentary

Term course; 3 credits. Prerequisite: Permission of instructor is required. Knowledge of documentary history and development is preferred. Research, development, and production of a television documentary. Class members will work on single theme documentary as a team. Topic will be decided by the instructor in conjunction with the schedule of the Public Broadcasting Station in Virginia.

MASC 630 Advertising Layout and Typography

Term course; 2 lecture and 2 laboratory hours. 3 credits. Utilizes in-class workshops and projects to develop students' ability to incorporate effective typography into the visual elements of advertising. Focuses on various typographic design trends and layout techniques to effectively communicate information in various print media. Introduces new computer technology that helps students address cutting-edge issues in modern advertising.

MASC 631 Advanced Art Direction/Advertising Layout Techniques

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisites: MASC 630 and MASC 651. This course explores management issues affecting advertising art directors in complex projects; that encompass more than one media. Focus is on skills needed to manage studio artists, photographers, illustrators, engravers and printers in the production of advanced advertising layouts. Problem-solving exercises will be used to address common issues.

MASC 640 Copywriting Techniques

Term course; 2 lecture and 2 laboratory hours. 3 credits. Focuses on developing ability to create well-written, creatively

focused advertising copy work. Addresses headline and body copy issues through presentation of students' work and research on major copywriters and their work.

MASC 641 Advanced Copywriting Techniques

Term course; 2 lecture and 2 laboratory hours. 3 credits.
Prerequisites: MASC 640 and MASC 651. Applies student's knowledge of copywriting to larger, more complex advertising projects that encompass more than one media. Emphasizes the fine tuning of a student's creative ability and copywriting skills. Utilizes intensive copywriting projects to show the students' growing ability to develop and present professional quality work.

MASC 650 Perspectives in Advertising

Term course; 2 lecture and 2 laboratory hours. 3 credits.
Focuses on trends in effective advertising programs throughout the twentieth century and addresses future developments that will affect the advertising business. Explores varying approaches to communication and allows students the opportunity to enhance organizational, writing and research skills through presentations and reports.

MASC 651 Creative Thinking for Advertising

Term course; 2 lecture and 2 laboratory hours. 3 credits.
Focuses on developing the creative skills necessary for solving advertising communication problems. Enables students to maximize and strengthen creative abilities through lecture, brainstorming sessions, and team-oriented strategy sessions focusing on real case projects.

MASC 652 Advertising Concept Development

Term course; 2 lecture and 2 laboratory hours. 3 credits.
Prerequisites: MASC 651, MASC 641 for copywriting majors; MASC 651, MASC 630 for art direction majors.
Develops students' ability to create visually effective work that targets specific groups of consumers, through ongoing review and discussion sessions designed to pinpoint strategies and create relevant visually oriented ideas quickly. Emphasizes a teamwork approach to art direction and concept development.

MASC 653 Advertising Advanced Concept Development

Term course; 2 lecture and 2 laboratory hours. 3 credits.
Prerequisites: MASC 652, MASC 641 for copywriting majors; MASC 652, MASC 631 for art direction majors. Focuses student toward creative solutions to communication problems. Addresses specific strategies including briefs and concept work that require extensive copy. Emphasizes a team approach to copywriting and art direction.

MASC 654 Advertising Radio and Television Development

Term course; 2 lecture and 2 laboratory hours. 3 credits.
Explores different styles and techniques used in creative radio and television advertising. Focuses on a wide range of broadcast styles including classic radio program work. Addresses headline and body copy issues through presentation of students' work and research on major copywriters and their work.

MASC 655 Advertising Strategic Campaigns

Term course; 3 lecture hours. 3 credits. Prerequisites: MASC 652, MASC 654 for copywriting majors; MASC 654, MASC 652 for art direction majors; MASC 660 for account executive majors. Involves all the skills and concepts learned in the three disciplines of art direction, copywriting and account management. Provides a culminating experience in which students are required to organize an entire advertising campaign for a particular product or service.

MASC 660 Advertising Account Research and Planning

Term course; 2 lecture and 2 laboratory hours. 3 credits.
Prerequisites: MASC 650 and MASC 651. Develops student's ability to choose the most effective research methods for determining both the correct target market for a product and specific issues most pertinent to that market, in regards to positioning the product. Research work with consumer groups will demonstrate student's ability to develop thoughtful questions that will deliver valuable insight.

MASC 661 Advertising Media Research and Planning

Term course; 1 lecture and 4 laboratory hours. 3 credits.
Emphasizes effective use of research information in the areas of media planning, buying and placement. Focuses on new techniques used in the planning and execution of effective media buying. Requires the presentation of media plans and documents that demonstrate the student's ability to both research the information and present it in the most effective manner.

MASC 691 Topics in Journalism Education

Term course; 1-3 credits. May be repeated for 6 total credits.
Prerequisite: Permission of instructor and director of graduate studies. Specialized areas of scholastic journalism will be covered, including: contemporary newspaper design, student press law rights and responsibilities, media ethics, desktop publishing, technology in the classroom, legal issues in communications, editorial writing, magazine layout and production, intensive journalistic writing, and advanced feature writing.

MASC 692 Independent Study

Term course; 1-3 credits. A maximum of three credits may be submitted toward the master's degree. Prerequisite: Permission of instructor and director of graduate studies.

MASC 693 Practicum in Mass Communications

Term course; 1-6 credits. May be repeated for credit. Credits may not be applied toward the graduate degree.
Prerequisite: Permission of coordinator of graduate studies. Student participation in planned educational experience under the supervision of mass communications faculty. The practicum may include supervision of writing, editing and broadcast laboratories, participation in faculty research, and assistance with lower-division undergraduate advising. Graded as pass/fail.

MASC 695 Fieldwork/Internship

Term course; variable; 1, 2, or 3 credits per term. Maximum total of three credits toward graduation. Prerequisite: Permission of director of graduate studies. Selected students

will receive on-the-job training under the supervision of an instructor and the employer. Internships are available in newspapers, magazines, public relations, advertising, radio and television.

MASC 699 Thesis

1-3 credits. May be repeated, but a maximum of three credits may be submitted toward the master's degree.

Department of Biology

Anderson, John, Research Assistant Professor (Center for Environmental Studies)*

Ph.D. George Mason University
Remote sensing, landscape ecology.

Blem, Charles R., Professor and Curator of the Herpetology and Ornithology Collections

Ph.D. University of Illinois
Physiological ecology of terrestrial vertebrates, ornithology.

Brown, Bonnie, Associate Professor

Ph.D. Old Dominion University
Ecological and aquaculture, genetics, vertebrate and invertebrate aquaculture, biological oceanography.

Carchman, Richard A., Associate Professor (Pharmacology and Toxicology)*

Ph.D. State University of New York, Downstate Medical Center
Cyclic nucleotide metabolism in malignant transformation, macrophage function, toxicology.

Chinnici, Joseph P., Associate Professor (Human Genetics)*

Ph.D. University of Virginia
Genetics, genetic resistance to toxins.

Conway, Carolyn M., Assistant Professor

Ph.D. University of Miami
Cellular, developmental, and reproductive biology.

Eggleston, William B., Assistant Professor

Ph.D. University of Wisconsin-Madison
Drosophila and maze genetics, transposable elements, genetics and molecular biology.

Fine, Michael L., Professor (Physiology and Biophysics)*

Ph.D. University of Rhode Island
Neurobiology, animal behavior, marine biology, fish communication.

Fisher, Robert W., Associate Professor

Ph.D. Syracuse University
Developmental biology, nitrogen fixation.

Garcia, Margot W., Associate Professor (Urban Studies and Planning)+

Ph.D. University of Arizona
Environmental planning, water policy.

Garman, Gregory C., Associate Professor and Director of Center for Environmental Studies

Ph.D. University of Maine
Ichthyology.

Gates, James E., Associate Professor and Associate Chair (Microbiology and Immunology)*

Ph.D. University of Missouri
Microbiology.

Kester, Karen M., Assistant Professor

Ph.D. University of Maryland
Insect ecology and behavior, insect-plant interactions.

Lin, Peck-Sun, Professor (Radiation Oncology)[†]
Ph.D. South Dakota State University
Radiation oncology.

Matthews, Benjamin F., Assistant Professor
(Plant Molecular Genetics Laboratory, USDA)[†]
Ph.D. Syracuse University
Plant biochemistry, tissue culture, molecular biology.

McCowen, Sara M., Associate Professor
Ph.D. Virginia Commonwealth University
Microbial physiology and genetics.

Mikulecky, Donald C., Professor (Physiology)[†]
Ph.D. University of Chicago
Theoretical biology, network thermodynamics, mathematical modeling.

Mills, Richard R., Professor and Curator
of the Invertebrate Collection
Ph.D. Virginia Polytechnic Institute and State University
Insect physiology.

Moncrief, Nancy D., Professor
(Virginia Museum of Natural History)[†]
Ph.D. Louisiana State University
Mammalogy, mammal population biology and genetics.

Pagels, John F., Professor and
Curator of the Mammal Collection
Ph.D. Tulane University
Mammalogy, ecology, and distribution of mammals.

Peters, Gerald A., Professor
Ph.D. University of Michigan
Plant physiology, biological nitrogen fixation, and symbiotic associations.

Plunkett, Gregory M., Assistant Professor
Ph.D. Washington State University
Plant systematics and evolution.

Porter, Joseph H., Professor (Psychology)[†]
Ph.D. University of Georgia
Biopsychology animal learning and behavior, behavioral pharmacology.

Ryan, John J., Assistant Professor
Ph.D. Virginia Commonwealth University
Molecular immunology and physiology.

Seidenberg, Arthur J., Associate Professor
Ph.D. University of Illinois
Parasitology, invertebrate ecology.

Smock, Leonard A., Professor and Chair
Ph.D. University of North Carolina at Chapel Hill
Aquatic ecology, aquatic entomology, wetlands ecology.

Stewart, Jennifer K., Associate Professor
(Physiology and Biophysics)^{*}
Ph.D. Emory University
Endocrine physiology.

Tombes, Robert M., Assistant Professor
(Massey Cancer Center)^{*}
Ph.D. University of Washington
Human physiology.

Webb, Stanley R., Associate Professor (Pathology)^{*}
Ph.D. Purdue University
Virology.

Wu, Fang-Sheng, Associate Professor
(Microbiology and Immunology)^{*}
Ph.D. Michigan State University
Plant tissue culture, plant genetic engineering.

Young, Donald R., Professor and Director of Graduate Studies
Ph.D. University of Wyoming
Coastal plant ecology.

^{*} Department in parentheses indicates affiliate appointment.

[†] Affiliate appointment in parentheses indicates home department.

The Department of Biology offers programs leading to a master of science degree. Areas of specialization include molecular and cellular biology, terrestrial and aquatic ecology, systematics, and physiology and developmental biology.

In addition to the courses offered by the Department of Biology, graduate students may request permission from the Department of Biology to enroll in graduate courses offered at the MCV Campus in the departments of Anatomy, Biochemistry and Molecular Biophysics, Biostatistics, Human Genetics, Microbiology and Immunology, Pathology, Pharmacology and Toxicology, and Physiology.

Admission requirements

In addition to the general requirements for admission to graduate programs in the School of Graduate Studies and the College of Humanities and Sciences, the following requirements of the Department of Biology represent the minimum acceptable standards for admission:

- bachelor's degree in biological or related science or equivalent,
- appropriate college-level background in mathematics, chemistry and physics,
- three letters of recommendation pertaining to the student's potential ability as a graduate student in biology,
- student's written statement concerning career and research interests,
- transcripts of all previous college work, and
- satisfactory scores on the GRE (both the general and the advanced test in biology).

Admission to the Biology Graduate Program is based upon undergraduate performance, satisfactory scores on the GRE and letters of recommendation. Most entering graduate students in the Department of Biology have a 3.0 grade-point average or above on undergraduate

work and a combined score of 1,000 or more on the verbal and quantitative sections of the GRE. Students who do not meet the minimum entrance requirements, but nevertheless wish to pursue an advanced degree in biology, are encouraged to contact the Graduate Committee in Biology to discuss their interests and concerns. Admission on a provisional basis may be possible for students temporarily lacking the necessary requirements for full admission. Deficiencies must be removed by the end of the first year of residence. Courses that are remedial or designed to remove deficiencies will not be accepted toward the fulfillment of the course requirements for the master's degree.

Degree requirements

Master of science degree candidates are required to take a minimum of 30 term credits of which:

- nineteen credits must be courses designated exclusively for graduate students,
- a minimum of two and a maximum of four credits must be BIOL 690 Research Seminar,
- a minimum of six and a maximum of nine credits must be BIOL 698 Thesis, and
- at least five lecture or lecture laboratory courses must be taken from at least three different instructors (excluding Thesis, Research Seminar and Independent Study).

All graduate students are required to write a thesis proposal and a formal thesis following a prescribed format. The thesis proposal must be approved by the student's graduate committee and the chair of the department to initiate thesis research. At the earliest possible opportunity, students must take STAT 543 or an equivalent statistics course approved by the chair of the department. Students entering the program with a statistics background equivalent to STAT 543 may petition the chair of the department to have this requirement waived.

A maximum of six term hour credits from graduate work taken at other institutions may be transferred if they meet approval of the department.

Receipt of a grade of "C" or lower in two courses constitutes automatic dismissal from the graduate program in

biology. Courses with a grade of “C” or lower cannot be applied to satisfying the degree requirements.

Each student will be required to pass a final examination which will be primarily a defense of the thesis.

Continuous enrollment in the graduate program is required. Interruption in continuous enrollment for any reason will require that students reapply to the Department of Biology Graduate Committee.

Graduate minor in biology

A minimum of nine term hours excluding seminar and limited to a maximum of three credits of BIOL 692 Independent Study.

Graduate courses in biology (BIOL) Courses at the 500 level listed in this bulletin are open to qualified seniors and graduate students only.

BIOL 502/MICR 502 Microbial Biotechnology

Term course; 3 lecture hours. 3 credits. Offered: I.
Prerequisites: MICR 504 or equivalent, BIOC 503-504 or equivalent. Open to qualified seniors and graduate students only. Discussion of the application of basic principles to the solution of commercial problems. The course will cover the historical principles in biotransformations as related to primary and secondary metabolism, as well as recombinant DNA technology and monoclonal antibodies and products resulting from the application of recombinant DNA technology.

BIOL 503 Fish Biology

Term course; 3 lecture and 3 laboratory hours. 4 credits.
Prerequisite: BIOL 317 or equivalent. Open to qualified seniors and graduate students only. Classification, behavior, physiology and ecology of fishes. Laboratories will emphasize field collection of fish and identification of specimens.

BIOL 504 Comparative Animal Physiology

Term course; 3 lecture and 4 laboratory hours. 4 credits.
Prerequisites: BIOL 218 and CHEM 301, 301L, 302 and 302L. Open to qualified seniors and graduate students only. Comparative physiology of animals with a molecular emphasis.

BIOL 507 Aquatic Microbiology

Term course; 2 lecture and 4 laboratory hours. 4 credits.
Prerequisites: BIOL 303 and 307 or equivalents. Open to qualified seniors and graduate students only. This course will involve a practical approach to the methods used to culture, identify and enumerate specific microorganisms that affect the cycling of elements in aquatic systems and those that affect or indicate water quality.

BIOL 510 Conservation Biology

Term course; 3 lecture hours. 3 credits. Prerequisites: BIOL 310 and 317 (or equivalents) or permission of instructor. Open to qualified seniors and graduate students only.

Explores the accelerated loss of species due to increasing human population pressure and the biological, social and legal processes involved in conserving biodiversity.

BIOL 514 Stream Ecology

Term course; 3 lecture and 3 laboratory hours. 4 credits.
Prerequisite: BIOL 317. Open to qualified seniors and graduate students only. A study of the ecology of streams and rivers. Laboratory emphasis is on the structure and functioning of aquatic communities in mountain to coastal streams.

BIOL 518 Plant Ecology

Term course; 3 lecture and 2 laboratory hours. One three-day field trip is required. 4 credits. Prerequisite: BIOL 317. Open to qualified seniors and graduate students only. A lecture, field, and laboratory course concerned with the development, succession, and dynamics of plant communities and their interrelations with climate, soil, biotic and historic factors.

BIOL 520 Population Ecology

Term course; 3 lecture hours. 3 credits. Prerequisites: BIOL 310 and 317 or permission of instructor. Open to qualified seniors and graduate students only. Theoretical and empirical analysis of processes that occur within natural populations, including population genetics, population growth and fluctuation, demography, evolution of life history strategies and interspecific interactions. Quantitative models will be used extensively to explore ecological concepts.

BIOL 521 Community Ecology

Term course; 3 lecture hours. 3 credits. Prerequisites: BIOL 317 or equivalent. Open to qualified seniors and graduate students only. Theoretical and empirical analysis of the structure and function of natural communities, ecosystems and landscapes.

BIOL 522 Evolution and Speciation

Term course; 3 lecture hours. 3 credits. Prerequisite: BIOL 310 or equivalent. Open to qualified seniors and graduate students only. Evolutionary principles, with emphasis on genetic and environmental factors leading to changes in large and small populations of plants and animals, and the mechanisms responsible for speciation.

BIOL 524 Endocrinology

Term course; 3 lecture hours. 3 credits. Prerequisites: BIOL 218 and CHEM 301, 301L, 302 and 302L, or equivalent. Open to qualified seniors and graduate students only. Hormonal control systems at the organ, tissue, and cellular level.

Although the major emphasis will be on vertebrate endocrine systems, some discussion of invertebrate and plant control systems will be covered.

BIOL 530/HGEN 501 Human Genetics

Term course; 3 credits. Offered: I. Prerequisites: BIOL 310 and CHEM 301, 301L, 302, 302L or equivalents. Open to qualified seniors and graduate students only. Emphasizes a broad approach, at an advanced level, to human genetics. Explores topics including cytogenetics, pedigree analysis, gene mapping, aneuploid syndromes, inborn error of metabolism, neonatal screening, cancer, genetic engineering,

behavior and intelligence, prenatal diagnosis and genetic counseling.

BIOL 540 Fundamentals of Molecular Genetics

Term course; 3 lecture hours. 3 credits. Prerequisite: BIOL 310 or consent of instructor. The basic principles and methodologies of molecular biology and genetics are applied to genome organization, replication, expression, regulation, mutation and reorganization. Emphasis will be placed on a broad introduction to and integration of important topics in prokaryotic and eukaryotic systems.

BIOL 541 Laboratory in Molecular Genetics

Term course; 1 lecture and 4 laboratory hours. 2 credits. Pre- or corequisite: BIOL 540 Fundamentals of Molecular Genetics or equivalent. Experiments are designed to apply advanced techniques and concepts of molecular biology and genetics using prokaryotic and eukaryotic systems. Emphasis will be placed on experimental design, integrating results throughout the term, making use of relevant published literature, scientific writing and providing hands-on experience with advanced equipment and methodologies.

BIOL 580 Eukaryotic Biotechnology

Term course; 3 lecture hours. 3 credits. Prerequisites: BIOL 310 and BIOL 310L, or graduate standing in biology or related fields. Open to qualified seniors and graduate students only. Discussion of principles, concepts, techniques, applications, and current advances in cellular and molecular biology aspects of biotechnology for animal and plant cells. The course will cover molecular construction of foreign genes; DNA cloning; technologies for DNA, RNA and protein analyses; nonvector and vector-mediated genetic transformation; gene regulation in transgenic cells; cell and tissue culture; cell fusion; and agricultural, medical and other industrial applications.

BIOL 585 Virology

Term course; 3 lecture hours. 3 credits. Prerequisites: 16 credits in biology; a “C” grade or better in BIOL 218 or equivalent; eight credits in chemistry. Open to qualified seniors and graduate students only. A comprehensive introduction to virology encompassing viruses of vertebrates, invertebrates, plants, and bacteria. Topics include physical and chemical characterization, classification, detection, replication, genetics, diseases, immunology, epidemiology and interactions of neuromotor disorders of infants and children. Critically surveys current theory and practice in neuromotor therapeutics for children and adults.

BIOL 591 Special Topics in Biology

Term course; 1-4 credits. An in-depth study of a selected topic in biology. See the Schedule of Classes for specific topic(s) and prerequisites. If several topics are offered, students may elect to take more than one.

BIOL 606 Quantitative Ecology

Term course; 3 lecture hours. 3 credits. Prerequisites: BIOL 501 and STAT 543 or equivalent. Principles and applications of mathematical ecology at the community level, including experimental design; sampling techniques, assumptions and limitations; and the use of cluster analysis, gradient analysis

and ordination to evaluate, summarize and compare large data sets.

BIOL 626 Physiological Ecology

Term course; 4 lecture hours. 4 credits. Prerequisite: BIOL 317 or equivalent. This course examines the physiological adjustments and adaptations made by organisms in response to their environment.

BIOL 630 Patterns of Mammalian Reproduction

Term course; 3 lecture hours. 3 credits. A comprehensive ecological and evolutionary study of specializations and adaptive radiation in mammalian reproductive anatomy, the reproductive cycle, seasonality of reproduction, and factors affecting litter size and developmental state of neonates. Human reproductive biology is included when pertinent.

BIOL 675 Physiology of the Cell

Term course; 3 lecture and 3 laboratory hours. 4 credits. Prerequisites: CHEM 301, 301L, 302, 302L and at least one of the following biology courses: BIOL 302, 303, 311 or equivalents. Physiological principles of cellular function in bacterial, plant, and animal cells. The lecture topics include gases, electrolytes, radiations, temperature, membrane transport, bioelectricity and cell movements. The laboratory will stress investigative techniques.

BIOL 690 Research Seminar

Term course; 1 credit. May be repeated for credit. Independent reading and study in selected areas of biology leading to an oral presentation by students.

BIOL 691 Special Topics in Biology

Term course; variable; 1-4 credits. An advanced study of a selected topic in biology. See the Schedule of Classes for specific topic(s) and prerequisites. If several topics are offered, students may elect to take more than one.

BIOL 692 Independent Study

Term course; hours to be arranged. Credits to be arranged. Determination of the amount of credit and permission of instructor, adviser and department chair must be obtained prior to registration for this course. A course designed to provide an opportunity for independent research in any area of biology outside the graduate student thesis area.

BIOL 698 Thesis

Term course; hours to be arranged. Credits to be arranged. Independent research by students in areas of systematics, environmental, developmental, behavioral, cellular and molecular biology, and comparative physiology.

Department of Chemistry

Chlebowski, Jan F., Professor

(Biochemistry and Molecular Biophysics)*

Ph.D. Case Western Reserve University

Biosynthesis and regulation of enzyme structure and function.

Crawley, Charlene D., Assistant Professor

Ph.D. University of Delaware

Analytical chemistry.

El-Shall, M. Samy, Professor

Ph.D. Georgetown University

Physical chemistry.

Farrell, Nicholas P., Professor

Ph.D. University of Sussex

Inorganic chemistry.

Fenn, John B., Research Professor

Ph.D. Yale University

Mass spectrometry.

Haas, Thomas, Professor (Director, Commonwealth Graduate

Engineering Program)* (Biomedical Engineering)*

Ph.D. Princeton University

Biomedical materials.

Hawkrigde, Fred M., Professor and Chair

(Biochemistry and Molecular Biophysics)*

Ph.D. University of Kentucky

Analytical chemistry.

Houston, Todd A., Assistant Professor

Ph.D. University of Michigan

Organic chemistry.

Muddiman, David C., Assistant Professor

Ph.D. University of Pittsburgh

Analytical chemistry.

Ottenbrite, Raphael M., Professor

Ph.D. University of Windsor

Organic chemistry, polymer chemistry.

Ruder, Suzanne M., Associate Professor

Ph.D. Washington State University

Organic chemistry, polymer chemistry.

Rutan, Sarah C., Professor

Ph.D. Washington State University

Analytical chemistry.

Shillady, Donald D., Professor

Ph.D. University of Virginia

Physical chemistry, quantum chemistry.

Silvers, Stuart J., Associate Professor

Ph.D. Yale University

Physical chemistry, molecular spectroscopy.

Snedden, Albert T., Professor and Associate Dean,

College of Humanities and Sciences

Ph.D. Brandeis University

Organic chemistry, natural products.

Turner, James, Professor

Ph.D. University of California at Los Angeles

Physical chemistry, biophysics, resonance raman spectroscopy.

Topich, Joseph, Associate Professor

Ph.D. Case Western Reserve University

Chemistry education, inorganic chemistry.

Vallarino, Lidia M., Professor

Ph.D. University of Milano

Inorganic chemistry.

Watton, Stephen P., Assistant Professor

Ph.D. Northwestern University

Inorganic chemistry.

Wright, Michael E., Professor

Ph.D. University of Arizona

Organic chemistry, polymer chemistry.

Yu, Robert K., Professor

(Biochemistry and Molecular Biophysics)+

Ph.D. University of Illinois

Chemistry and metabolism of glycoconjugates, mechanism

of auto-immune diseases; control of cellular-differentiation and proliferation; NMR spectroscopy.

* Department in parentheses indicates affiliate appointment.

+ Affiliate appointment in parentheses indicates home department.

The Department of Chemistry offers programs leading to the master of science and doctor of philosophy degrees. The programs provide opportunities for concentrated study in analytical, inorganic, organic, polymer or physical chemistry, or chemical physics. A plan of study is worked out for each student to ensure a sound basis for research. In keeping with the university's commitment as an urban institution, the department also offers part-time programs leading to these degrees.

Admission requirements

In addition to the general requirements for admission to graduate programs in the School of Graduate Studies (Part I of this bulletin) and the College of Humanities and Sciences, students are expected to have a bachelor's degree from an accredited college or university with 30 term credits in chemistry. Admission on a provisional basis is possible for a student temporarily lacking this expected chemistry background. Acceptance is based upon undergraduate performance, satisfactory scores on the GRE and letters of recommendation.

Graduate students in the Department of Chemistry may receive financial support via teaching or research assistantships or fellowships. Admission forms for graduate study and applications for fellowships and assistantships are available on request by writing to the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051.

Degree requirements

Entering graduate students are required to take proficiency examinations in analytical, inorganic, organic and physical chemistry. These examinations are at the level of sound undergraduate courses and are offered preceding the start of the school's fall term, preceding the start of the spring term and after the end of spring term. These are used to evaluate the student's strengths and weaknesses, and

the student's program is planned accordingly.

M.S. requirements

Students preparing for the M.S. degree must demonstrate competency in analytical, inorganic, organic, and physical chemistry. New students who do well on the proficiency examinations may, by decision of the chemistry faculty, be considered to have demonstrated the necessary competency. The proficiency examinations may be repeated and must be completed by the end of the second term of study. The M.S. student is expected to earn a minimum of 18 term credits in graduate courses in chemistry, not including credit for seminar, and 12 term credits in research. The credit hours must include a core course selected from each of the following four areas.

Analytical

CHEM 532 Advanced Analytical Chemistry

Inorganic

CHEM 620 Advanced Inorganic Chemistry I

Organic

CHEM 504 Advanced Organic Chemistry I

Physical

CHEM 510 Atomic and Molecular Structure

CHEM 511 Chemical Thermodynamics and Kinetics

Additional graduate courses to be taken will be determined in consultation with the faculty research adviser and the faculty of the Department of Chemistry. Graduate students may elect to take courses offered on the MCV Campus. Among the courses of interest to chemistry students taught at the MCV Campus are medicinal chemistry, stereochemistry, heterocyclic chemistry, general biochemistry, circuit design and analysis, and molecular modeling. The School of Medicine section of this bulletin should be consulted for other courses. Students are expected to participate in the department's seminar program each term and to present at least two formal talks in the seminar program. An acceptable research thesis and a final oral examination on the thesis are required. Full-time students should complete these degree requirements in two to three years.

Ph.D. requirements

Students seeking the Ph.D. degree must demonstrate competency in analytical, inorganic, organic and physical chemistry. Students who do exceptionally well in the proficiency examinations

may, by decision of the chemistry faculty, be considered to have demonstrated the necessary competency. The proficiency examinations may be repeated and must be completed by the end of the second term of study.

Students preparing for the Ph.D. degree must have a minimum of 24 credits in graduate courses, not including credit for seminar or research. Credits must include a course selected from each of the four areas listed above. Other graduate courses to be taken will be determined in consultation with the faculty research adviser and the faculty of the Department of Chemistry. Students are expected to participate in the department's seminar program and present at least two formal talks in the seminar program. In addition to course work and seminar, the Ph.D. requires a minimum of 30 credits in CHEM 697 (directed research), and the total of all credits must be at least 60.

The student is required to complete written and oral examinations in his/her major field to become a Ph.D. candidate. The oral examination includes the presentation and defense of the proposed dissertation research. The student must conduct a substantial original investigation under the supervision of his/her adviser and must prepare a dissertation reporting the results of the research and analyzing its significance in relation to existing scientific knowledge. An oral defense of the dissertation will be held. Full-time students should complete the degree requirements in four to five years.

Ph.D. in chemical physics option

Students entering the chemical physics program must pass proficiency examinations in two areas of chemistry and two areas of physics (mechanics, electricity and magnetism). Students entering with a bachelor's or master's degree in chemistry who have not taken the courses previously may satisfy the physics requirement with an "A" or "B" in PHYS 301, 302 and 376. Students entering with a bachelor's or master's degree in physics who have not taken the courses previously may satisfy the chemistry requirement with an "A" or "B" in two of the three courses, CHEM 301-302, CHEM 406 and CHEM 409.

Students in the chemical physics program are required to complete CHEM 510, CHEM 612, PHYS 576, PHYS 580 and PHYS 641 plus three courses from the following list: CHEM 504, 532, 550, 610, 611, 615, 616, 620; PHYS 550, 507, 532, 535, 635; MATH 517, 518. A minimum of four graduate courses must be in chemistry. All graduate students seeking the Ph.D. degree must complete 30 hours of CHEM 697 (research), as part of fulfilling the requirements for the degree. However, students electing the chemical physics option may substitute 15 credits of PHYS 697 for 15 credits of CHEM 697.

All other requirements are the same as those stated above.

Additional information and a more detailed description of the graduate program may be obtained from the Department of Chemistry.

Graduate courses in chemistry (CHEM)

CHEM 504 Advanced Organic Chemistry I

Term course; 3 lecture hours. 3 credits. An integrated study of certain free radical and ionic reaction mechanisms with emphasis on electronic effects and stereochemical consequences of these reactions.

CHEM 507 Introduction to Natural Products

Term course; 3 lecture hours. 3 credits. A study of the biosynthetic origins, isolation, structure elucidation, and uses of naturally occurring organic compounds. Emphasis is placed upon three major classes of compounds, carboaromatics, terpenes and alkaloids.

CHEM 510 Atomic and Molecular Structure

Term course; 3 lecture hours. 3 credits. Prerequisites: MATH 301 and PHYS 208. Survey of the pertinent aspects of quantum mechanics. Line spectra, atomic structure and molecular bonding.

CHEM 511 Chemical Thermodynamics and Kinetics

Term course; 3 lecture hours. 3 credits. The concepts and principles of thermodynamics and their application to chemical problems. The rates and mechanisms of chemical reactions including collision and transition state theories.

CHEM 532 Advanced Analytical Chemistry

Term course; 3 lecture hours. 3 credits. Theories and principles of thermodynamics and kinetics relevant to analytical methods, including acid-base, redox, and metal complexation equilibria, nonaqueous systems, kinetics and an introduction to surface chemistry.

CHEM 550 Introduction to Polymer Chemistry

Term course; 3 lecture hours. 3 credits. A study of macromolecular compounds that includes classifications, methods of preparation, mechanisms, stereochemistry and applications.

Physical characterizations, such as structure and property correlations, kinetics, thermodynamics and molecular weight determinations are emphasized.

CHEM 580 Mechanical Properties of Plastics and Polymers

Term course; 3 lecture hours. 3 credits. Prerequisites: Graduate standing or consent. This course provides a link between the more practical aspects of plastics and the fundamental properties of the polymers from which they are made. Topics covered deal with the structure of polymers with emphasis on relationships with mechanical properties; rubber elasticity; the glass transition and other secondary transitions; time and temperature dependency; yield and fracture; crystallization and morphology; influence of polymer processing on mechanical properties.

CHEM 591 Topics in Chemistry

Term course; variable; 1-6 credits per term. Maximum total of nine credits for all topics courses. An in-depth study of a selected topic in chemistry. See the Schedule of Classes for specific topic(s) and prerequisites.

CHEM 604 Advanced Organic Chemistry II

Term course; 3 lecture hours. 3 credits. An integrated study of the mechanism and stereochemistry of organic reactions and their application to organic synthesis. Emphasis is placed on addition and condensation reactions, carbanions, carbenes and other reactive intermediates.

CHEM 605 Physical Organic Chemistry

Term course; 3 lecture hours. 3 credits. The theory and application of physical methods in the study of the behavior of organic compounds. Topics covered include homogeneous kinetics, equilibria, acid-base catalysis and the quantitative correlation of structure and reactivity as they apply to the understanding of the mechanisms of organic reactions.

CHEM 606 Methods of Structural Determination in Organic Chemistry

Term course; 3 lecture hours. 3 credits. Lecture and laboratory problems illustrating the application of instrumental analytical techniques for the solving of organic structural problems.

CHEM 607 Organic Synthesis of Natural Products

Term course; 3 lecture hours. 3 credits. Prerequisite: CHEM 604 or permission of instructor. A study of the criteria for, applications of reactions to, and design of, complex organic syntheses including functional group protection and control of stereochemistry.

CHEM 610 Applied Quantum Chemistry

Term course; 3 lecture hours. 3 credits. Prerequisite: CHEM 510. Quantum mechanics applied to chemical problems in UV, IR and NMR spectroscopy and the electronic structures of atoms and molecules; development of the self-consistent field equations.

CHEM 611 Molecular Spectroscopy

Term course; 3 lecture hours. 3 credits. Prerequisite: CHEM 510. This course teaches the interaction of radiation and molecules; the rotation, vibration and electronic motion of

molecules; molecular spectra and recent developments in laser spectroscopy.

CHEM 612 Statistical Thermodynamics

Term course; 3 lecture hours. 3 credits. Prerequisites: CHEM 510 or PHYS 580. The principles of quantum and classical statistical thermodynamics with application to selected chemical and physical systems.

CHEM 615 Chemical Thermodynamics

Term course; 3 lecture hours. 3 credits. The study of the laws of thermodynamics and their application to pure phases, solutions and changes in state.

CHEM 616 Chemical Kinetics

Term course; 3 lecture hours. 3 credits. A study of the rates and mechanisms of chemical reactions, reaction rate theory, kinetic theory of gases and theories of catalysis.

CHEM 620 Advanced Inorganic Chemistry I

Term course; 3 lecture hours. 3 credits. The application of modern physical techniques for the determination of the symmetry, molecular structure, bonding and reaction mechanisms of inorganic compounds.

CHEM 621 Advanced Inorganic Chemistry II

Term course; 3 lecture hours. 3 credits. Prerequisite: CHEM 620 or permission of instructor. A coordinated study of synthetic methods, stereochemistry, and reaction mechanisms including catalysis of inorganic, organometallic and bioinorganic compounds.

CHEM 630 Electroanalytical Chemistry

Modular course; 3 lecture hours. 1.5 credits per module. Maximum of two modules per term. Prerequisite: CHEM 532 or permission of instructor. Presents the theory and application of electroanalytical techniques including cyclic voltammetry, potential step methods, microelectrode voltammetry and spectroelectrochemistry.

CHEM 631 Separation Science

Modular course; 3 lecture hours. 1.5 credits per module. Maximum two modules per term. Prerequisite: CHEM 532 or permission of instructor. Discusses theories and principles of separation science as applied to chemical problems with emphasis on current techniques, instrumentation and applications.

CHEM 632 Chemometrics

Modular course; 3 lecture hours. 1.5 credits per module. Maximum two modules per term. Prerequisite: CHEM 409 or permission of the instructor. Computer methods for experimental design and data analysis of spectroscopic, electrochemical and chromatograph data. Topics include sampling theory, detection limits, curve resolution, Fourier transform-based instruments and factor analysis.

CHEM 633 Mass Spectrometry

Modular course; 3 lecture hours. 1.5 credits per module. Maximum two modules per term. Prerequisite: CHEM 532 or permission of the instructor. Topics include mass spectrometry ionization methods, mass analyzers, theory of unimolecular decompositions and techniques used for ion structure determination.

CHEM 634 Surface Science

Modular course; 3 lecture hours. 1.5 credits per module. Maximum two modules per term. Prerequisite: CHEM 532 and 633 or permission of the instructor. Topics include types of surfaces requiring surface analysis, electron-surface scattering (AES, UPS, XPS, HREELS, LEED, STM, SEM), photon-surface scattering (IR, NMR, EXAFS), Molecule/Ion-Surface scattering (ISS, RMBS), chemisorption techniques and work function measurements.

CHEM 635 Spectrochemical Analysis

Modular course; 3 lecture hours. 1.5 credits per module. Maximum two modules per term. Prerequisite: CHEM 532 or permission of instructor. Topics include instrumental components, such as lasers, photomultipliers, array detectors, monochromators, lock-in and boxcar detection, waveguides and optical fibers, atomic spectroscopic methods, fluorescence, Raman and circular dichroism spectroscopies.

CHEM 690 Research Seminar

Term course; 1 credit. May be repeated for credit. In addition to reports presented by students, staff, and visiting lecturers, current problems and developments in chemistry are discussed.

CHEM 691 Topics in Chemistry

Term course; variable; 1-6 credits per term. Maximum total of nine credits for all topics courses. An advanced study of selected topic(s) in chemistry. See the Schedule of Classes for specific topic(s) and prerequisites.

CHEM 697 Directed Research

Term course; 1-15 credits. May be repeated for credit. Research leading to the M.S. and Ph.D. degree.

Department of Criminal Justice

Albanese, Jay S., Professor and Chair

Ph.D. Rutgers University

Organized crime, white collar crime, professional ethics.

Clement, Mary J., Associate Professor

Ph.D. Washington State University

J.D./M.S.W. T. C. Williams School of Law and Virginia Commonwealth University

Law, juvenile justice, women and criminal justice.

Geary, David P., Associate Professor

Ph.D. Marquette University

Justice policy administration, policing, international justice systems.

Gordon, Jill, Assistant Professor

Ph.D. University of Cincinnati

Research methods, juvenile justice, corrections.

Hague, James L., Professor

J.D. University of Michigan School of Law

L.L.M. University of Virginia

Criminal law, criminal procedure, jurisprudence, courts and judicial process.

Hooker, James E., Associate Professor Emeritus

M.A. Washington State University

Criminal justice management, law enforcement.

Moriarty, Laura J., Associate Professor
Ph.D. Sam Houston State University
Research methods, victimology, criminology.

Pelfrey, William V., Professor
Ph.D. Florida State University
Criminology, crime analysis.

Smith, Michael R., Assistant Professor
J.D. University of South Carolina
Ph.D. Arizona State University
Law enforcement, criminal procedure.

The graduate program in criminal justice is designed to provide advanced educational preparation for students and criminal justice professionals pursuing careers in the field of criminal justice. Such preparation includes understanding the range of theory, research and policy in criminal justice. The curriculum is directed especially toward assisting students in developing the advanced knowledge, skills and abilities required by criminal justice professionals.

The Master of Science in Criminal Justice Program (M.S.) requires 36 term hours of course work.

The curriculum provides for the group of core courses and approved electives noted on the curriculum outlines that follow.

The post-Baccalaureate Certificate in Criminal Justice (C.C.J.) Program offers an abbreviated graduate-level course sequence of 15 credit hours for individuals with an academic and/or professional background in criminal justice.

The graduate program (M.S. and C.C.J.) is designed to accommodate both full- and part-time students. Nearly all courses are offered in the evenings after 4 p.m. Internship opportunities are available for students without field experience.

M.S. in criminal justice – justice option

Students are expected to complete CRJS 501 as one of their first courses. CRJS 550, 601, 616, 620 and 641 are also required, as are four approved elective courses (12 credits) approved by the student's adviser. The criminal justice elective courses described in the following text can include up to six term hours of relevant elective courses outside criminal justice which require approval by the student's adviser. Students who do not have criminal justice experience are

encouraged to complete an approved internship (CRJS 693).

Also, the student is required to make a choice between the thesis and the comprehensive examination tracks. The thesis track is especially for students who have an interest in research or wish to increase their chances of acceptance into a doctoral program. The latter track is appropriate for those seeking greater overall mastery of the criminal justice field and includes a comprehensive examination of the field. The pattern of choice available is indicated in the curriculum outlines shown on the following pages.

M.S. in criminal justice – forensic option

The objective of the Master of Science in Forensic Science Program is to prepare students for careers as forensic scientists in government and private laboratories. Broad exposure to the specializations within the field is offered, including drug analysis, DNA analysis, trace evidence, criminalistics and legal issues. A strong emphasis on lab courses provides students with significant laboratory work prior to graduation. Required lab courses are taught at the Virginia Division of Forensic Science Lab, which is nationally accredited by the American Society of Crime Laboratory Directors.

Post-baccalaureate certificate in criminal justice

This certificate program offers specialization for individuals interested or involved in law enforcement, corrections, juvenile justice or the courts. It combines survey and theory courses with research, management and policy courses on the justice system. The courses in the C.C.J. program are the same as the master's-level courses, and are fully transferable to the M.S. program with grades of "B" or better and upon acceptance into the master's degree program.

Five courses are required for the certificate, as specified in the chart that follows. To receive the certificate, the student must achieve a "B" average in the five courses with no more than one "C" grade and complete the 15-hour certificate program within three years.

Admissions

Beyond the general School of Graduate Studies standards listed in Part I of this bulletin, admissions will be based on:

- Full admission:
 - An undergraduate grade-point average that exceeds 2.7 overall.
 - A satisfactory score on the GRE. Call 1-800-GRE-CALL for exam information.
 - Previous evidence of ability to perform graduate-level work (where applicable).
 - Professional experience in criminal justice (where applicable).
 - For admission to the Forensic Science Program, students must have completed 24 undergraduate credits in natural science lab courses, including eight credits of organic chemistry with lab. Students must have earned at least a 3.0 grade-point average in lab courses.
- Provisional admission
 - In rare cases, applicants who do not meet the requirements for full admission may be accepted provisionally upon recommendation of the departmental admissions committee. The conditions for earning full admission are stated in the provisional acceptance letter sent by the dean of the School of Graduate Studies. Conditions usually include the requirement that the student complete the first nine hours of departmental graduate courses with a grade of "B" or better in each course.
 - Provisional admission does not constitute a waiver of the requirement to submit a GRE test score.

Application deadline for receipt of all materials is April 1 each year for fall admission, and Nov. 1 for spring admission. There are no spring admissions in the Forensic Science Program.

Transfer credit

At the time of a student's acceptance into the program, a maximum of six term hours of appropriate graduate

credit may be applied toward a master of science degree in the Department of Criminal Justice. The credits to be transferred must be approved by the department.

Financial information

Information and application forms for financial aid information may be secured from the VCU Financial Aid Operations Center, 901 W. Franklin St., Room 107, Richmond, VA 23284-3026, (804) 929-7370. There often are part-time research/teaching/advisement positions within the Department of Criminal Justice for graduate students. These are hourly positions, which are posted by the department each term.

Requirements for the degree of master of science in criminal justice

In addition to general graduation requirements:

- students must complete a minimum of 36 graduate term credits, approved by the chair, with an overall grade-point average of 3.0 or above.
- forensic science students must complete 36 credits as outlined in the accompanying list. There are seven required courses, including a forensic science internship (CRJS 793).
- students without acceptable experience in administration of justice may complete a supervised field placement (CRJS 693) under the direction of the department and the immediate supervision of a qualified person in an approved agency or facility. Applications for all internships must be submitted a term in advance at department offices.

Correspondence and information

General program information can be obtained by accessing the department's home page.

-- www.has.vcu.edu/crj/

Application forms and other material may be obtained from the School of Graduate Studies, Virginia Commonwealth University, 901 W. Franklin St., Room B1, Richmond, VA 23284-3051, (804) 828-6916.

Master of science in criminal justice – Justice option

Core (6 courses)	Credits
CRJS 501 Criminal Justice Assessment	3
CRJS 550 Professional Ethics and Liability	3
CRJS 601 Research Basis of Criminal Justice	3
CRJS 616 Justice Policies and Administration	3
CRJS 620/SOC 620 Seminar in Criminology	3
CRJS 641 Jurisprudence	3

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Approved electives (4 courses)

Electives must be approved by the adviser and can include up to six credits of course work outside the department

12

Thesis research track

CRJS 798 Thesis Research	3
CRJS 799 Thesis	3

6

or

Comprehensive examination track

CRJS 684 Comprehensive Exam Writing	3
CRJS 685 Comprehensive Exam Oral Defense	3

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Master of science in criminal justice – Forensic science option

Core requirements (7 courses/21 credits)

CRJS 571 Survey of Forensic Science
CRJS 670 Forensic Evidence and Criminal Procedure
CRJS 671 Drug Analysis (lecture/laboratory)
CRJS 673 Trace Evidence (lecture/laboratory)
CRJS 675 Serology and DNA (lecture/laboratory)
CRJS 677 Expert Testimony in Forensic Science
CRJS 793 Forensic Laboratory Internship

Electives (5 courses or 15 credits)

CRJS 672 Advanced Drug Analysis (lecture/laboratory)
CRJS 674 Criminalistics (lecture/laboratory)
CRJS 676 Forensic Biology and DNA (lecture/laboratory)
CRJS 680 Forensic Psychiatry
PHTX 535 Introduction to Toxicology
PHTX 644 Forensic Toxicology
BIOL 530/HGEN 501 Human Genetics
BIOS 543/STAT 543 Statistical Methods I
CLLS 501, 502 Instrumental Methods of Analysis I, II
Other electives permitted with permission of adviser

Post-baccalaureate certificate in criminal justice

	Credits
The five courses required are as follows:	
CRJS 501 Criminal Justice Assessment	3
CRJS 601 Research Basis of Criminal Justice	3
Select three from the following courses:	9
CRJS 550 Professional Ethics and Liability	

CRJS 616 Justice Policies and Administration
CRJS 620/SOCY 620 Seminar in Criminology
CRJS 641 Jurisprudence
Graduate elective

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Graduate courses in criminal justice (CRJS)

CRJS 501 Criminal Justice Assessment

Term course; 3 lecture hours. 3 credits. Survey of the American criminal justice system, and the relationships among crime, law, police, courts and corrections. Review of contemporary criminal justice literature.

CRJS 550 Professional Ethics and Liability

3 credits. The ethical basis for decision making in criminal justice. How ethical considerations affect every important decision in criminal justice, especially as they involve the liberty interests of others. These decisions include: police stop and arrest decisions, prosecutor charging decision, defendant plea decisions, defense strategy decisions, judicial evidentiary rulings, sentencing decisions, among others. The consequences of unethical decisions on management ability, civil and criminal liability faced by criminal justice professionals.

CRJS 571 Survey of Forensic Science

Term course; 3 lecture hours. 3 credits. History and current status of forensic science as the intersection of crime, law, biology, and chemistry. Review of specialties within the field, analytical techniques employed and career opportunities in the field.

CRJS 591 Topic Seminar

Term course; 1-3 lecture hours. 1-3 credits. May be repeated for a maximum of six credits. Periodic seminar in contemporary criminal justice topics. Topics to be determined.

CRJS 601 Research Basis of Criminal Justice

Term course; 3 lecture hours. 3 credits. Examines principles of design, method and analysis in criminal justice research. Issues of reliability, validity and the applicability of research findings in practice.

CRJS 612 Criminal Justice Politics and Planning

Term course; 3 lecture hours. 3 credits. Assesses political and public policy issues as they relate to the administration of justice planning and policy strategies. Emphasizes planning implications of interagency relationships, the impact of social change in the criminal justice process, and community involvement in the control and prevention of crime.

CRJS 616 Justice Policies and Administration

Term course; 3 lecture hours. 3 credits. Analyzes the legal, philosophical, political, and management influences that shape the criminal justice policy and its administration. Organization and management principles as they apply to the justice system with emphasis on leadership and human resource development.

CRJS 620/SOCY 620 Seminar in Criminology

Term course; 3 lecture hours. 3 credits. Examination and analysis of social, psychological and economic theories and correlates of criminal behavior. Typologies of offenders.

CRJS 622 Comparative Criminal Justice Systems

Term course; 3 lecture hours. 3 credits. Study of crime, law and criminal justice from an international perspective, emphasizing their comparative aspects.

CRJS 631 Administrative Issues in Criminal Justice

Term course; 3 lecture hours. 3 credits. Application of organizational theory and administrative behavior to criminal justice policy, management and operation. Administrative concepts, program planning and development, and innovative management practices.

CRJS 641 Jurisprudence

Term course; 3 lecture hours. 3 credits. Examines the theoretical underpinnings of law and justice. Studies the evolution of theories of jurisprudence within the context of evolving concepts of responsibility and law. Systems of law will be contrasted and emphasis will be placed on contemporary developments in substantive laws.

CRJS 660 Seminar in Legal Process

Term course; 3 lecture hours. 3 credits. Studies the formal and informal procedures of various criminal justice systems. Advanced study of criminal procedure and the major legal constraints and authorizations placed upon arrest, prosecution, trial, sentencing and appeal.

CRJS 670 Forensic Evidence and Criminal Procedure

Term course; 3 lecture hours. 3 credits. Presents the law of criminal procedure and rules of evidence as applied to forensic science. Explores issues of scientific versus legal burdens of proof, legal terminology and trial procedure.

CRJS 671 Drug Analysis

Term course; 3 lecture and/or laboratory hours. 3 credits. Chemical and pharmacological aspects of commonly abused drugs. Drug classification and analysis using chromatography and spectroscopy.

CRJS 672 Advanced Drug Analysis

Term course; 3 lecture and/or laboratory hours. 3 credits. Isolation and identification of abused drugs emphasizing the analysis of unknowns, problems encountered in analysis and chain of custody issues.

CRJS 673 Trace Evidence

Term course; 3 lecture and/or laboratory hours. 3 credits. Presents the physical and chemical properties and analysis of arson and explosives, gun shot residue, paint and blood spatter analysis, and crime scene documentation.

CRJS 674 Criminalistics

Term course; 3 lecture and/or laboratory hours. 3 credits. Microscopic analysis and identification of fingerprints, questioned documents, fibers, glass fragments and hair. Evidence collection and preservation.

CRJS 675 Serology and DNA

Term course; 3 lecture and/or laboratory hours. 3 credits. Identification and analysis of blood and body fluids, species determination, electrophoresis, introduction to DNA.

CRJS 676 Forensic Biology and DNA

Term course; 3 lecture and/or laboratory hours. 3 credits. Extraction and purification of DNA, sample evaluation, analysis and interpretation of genetic testing.

CRJS 677 Expert Testimony in Forensic Science

Term course; 3 lecture hours. 3 credits. Examines forensic testimony in the courtroom, communication of scientific findings to a general audience, public speaking skills, trial preparation and cross-examination in moot court format. This course should be taken near the end of the degree program.

CRJS 680 Forensic Psychiatry

Term course; 3 lecture hours. 3 credits. Guilty mind requirements in criminal law. Competency to stand trial, insanity defense, mental disorder and crime. Behavioral profiling of serial murders and sex offenders. Issues in the use of clinical and statistical prediction methods in criminal justice.

CRJS 684 Comprehensive Exam Writing

Term course; 3 lecture hours. 3 credits or 1 credit extension. Students choosing this option will write a multiquestion comprehensive exam over a period of 10 weeks. To be taken at the completion of course work for a master's degree. Graded as pass/fail.

CRJS 685 Comprehensive Exam Oral Defense

Term course; 3 credits or 1 credit extension. Prerequisite: Successful completion of CRJS 684. A continuation of CRJS 684, the student orally explains and responds to questions on the written answers to the comprehensive exam. Graded as pass/fail.

CRJS 692 Directed Independent Study

Term course; 1-3 credits. May be repeated for a maximum of six credits. The instructor's review and approval of the study proposal must precede independent work by student. Provides an opportunity for an advanced student to pursue an independent research project or extensive literature review under the supervision of an instructor.

CRJS 693 Internship

Term course; 3 credits. Students must apply for this internship a term in advance. Provides student an opportunity to relate theory to practice through observation and experience in an approved agency. The internship should be taken near the end of the degree program. Graded as pass/fail.

CRJS 763 Seminar in Social Justice

Term course; 3 lecture hours. 3 credits. Examines the philosophical and historical underpinnings of the principles of justice and their relationship to equality, liberty, government and law.

CRJS 793 Forensic Laboratory Internship

Term course; 3 lecture and/or laboratory hours. 3 credits. Students must apply for this internship a term in advance. An

internship in a forensic laboratory where a student conducts replication, validation or other analyses in a specialization area of interest. The product of this experience will be a paper suitable for presentation at a professional conference. This capstone course should be taken near the end of the degree program. Graded as pass/fail.

CRJS 798 Thesis Research

Term course; 3 credits and 1 credit extension. Prerequisite: CRJS 601; a graduate statistics course is strongly recommended. A two-term project resulting in an advanced research paper that involves a comprehensive literature review, approved research design and an original analysis or replication study. The research proposal is approved in advance by a faculty committee. CRJS 798 involves preparation and oral defense of the thesis prospectus. Graded as "S," "U" or "F."

CRJS 799 Thesis

Term course; 1-3 credits. Prerequisite: Completion of CRJS 798. Execution of the research prospectus approved in CRJS 798. The master's thesis will be written according to university guidelines, approved by the student's faculty committee, and defended orally before the faculty committee. Graded as "S," "U" or "F."

Department of English

Armour, Robert A., Professor Emeritus
Ph.D. University of Georgia
Film.

Berry, Boyd M., Associate Professor
Ph.D. University of Michigan
Renaissance, Milton.

Browder, Laura, Assistant Professor
Ph.D. Brandeis University
Drama, creative writing, American studies.

Coppedge, Walter R., Professor
Ph.D. Indiana University
Shakespeare, English Renaissance drama, film.

Cooper, Elizabeth, Associate Professor
Ph.D. University of North Carolina
Composition and rhetoric, linguistics.

Cornis-Pope, Marcel, Professor
Ph.D. University of Timisoara (Romania)
Literary theory, modern American literature, British Victorian and 20th century literature.

Dance, Daryl C., Professor Emerita
Ph.D. University of Virginia
American literature, folklore.

DeHaven, Tom, Professor
M.F.A. Bowling Green State University
Creative writing, fiction, American studies.

Donovan, Gregory E., Associate Professor
Ph.D. State University of New York at Binghamton
20th century American and British literature, creative writing.

Duke, Elizabeth F., Associate Professor
Ph.D. University of Iowa
Linguistics.

Duke, Maurice, Professor
Ph.D. University of Iowa
American literature, editing, and professional writing.

Fine, Richard A., Professor and Department Chair
Ph.D. University of Pennsylvania
American studies, American literature.

Frankel, Nicholas, Assistant Professor
Ph.D. University of Virginia
19th century British literature, film.

Golden, Marita, Professor
M.S.C. Columbia University
Creative writing, fiction, nonfiction.

Griffin, Claudius W., Professor
Ph.D. Indiana University
Teaching composition, Shakespeare.

Harkness, Marguerite, Associate Professor
Ph.D. State University of New York at Binghamton
20th century British, nineteenth-century British literature.

Hodges, Elizabeth, Associate Professor
Ph.D. University of Pennsylvania
Rhetoric and composition.

Hummer, Terry R., Professor
Ph.D. University of Utah
Contemporary literature, creative writing.

Ingrassia, Catherine, Associate Professor
Ph.D. University of Texas at Austin
18th century British literature.

Kinney, James J., Professor
Ph.D. University of Tennessee
Rhetoric and composition, American literature.

Kuhn, Elisabeth, Associate Professor
Ph.D. University of California, Berkeley
Linguistics.

Laban, Lawrence F., Assistant Professor
Ph.D. Indiana University
British prose fiction.

Latané, David E., Associate Professor and Associate Chair
Ph.D. Duke University
19th century British literature.

Longest, George C., Associate Professor
Ph.D. University of Georgia
Southern literature, realism.

Mangum, A. Bryant, Professor
Ph.D. University of South Carolina
Early 20th century American literature.

Marshall, Paule, Professor Emerita
B.A. Brooklyn College
Creative writing.

Morse, Charlotte C., Professor
Ph.D. Stanford University
Middle English literature, Medieval studies.

Oggel, L. Terry, Professor
Ph.D. University of Wisconsin
19th century American literature and theater, bibliography.

Pendleton, James D., Professor Emeritus
M.A. University of North Carolina
Playwriting.

Perry, Patricia H., Assistant Professor
Ph.D. State University of New York at Stony Brook
Composition and rhetoric.

Priebe, Richard K., Professor
Ph.D. University of Texas at Austin
African literature, folklore.

Reynolds, Elizabeth R., Professor Emerita
Ph.D. University of South Carolina
Medieval studies.

Sange, Gary R., Associate Professor
M.F.A. University of Iowa
Poetry writing, modern poetry.

Sharp, Nicholas A., Assistant Professor
Ph.D. Ohio State University
Renaissance.

Tester, William, Assistant Professor
M.F.A. Syracuse University
Contemporary literature, creative writing.

Woodlief, Ann M., Associate Professor
Ph.D. University of North Carolina
American literature.

The Department of English offers the master of arts in English and the master of fine arts in creative writing.

Master of arts in English

The Department of English offers a program leading to a master of arts in English degree with two areas of emphasis or concentration.

The program provides maximum flexibility by allowing each student, in consultation with the student's graduate committee, to select the concentration that will best develop the student's competence in those areas most relevant to scholarly and professional objectives.

Programs leading to the master of arts in English degree are:

- **Writing and rhetoric.** Designed for the candidate who is seeking intensive work in both writing and teaching expository prose or for the candidate who plans to pursue the Ph.D. degree.
- **Literature.** Designed for the candidate who desires intensive work in English or American literature beyond the bachelor's level or for the candidate who plans to pursue the Ph.D. degree.

Admission requirements

In addition to the general requirements for admission to graduate programs in the School of Graduate Studies (Part I of this bulletin) and the College of Humanities and Sciences, the following requirements, established by the English Graduate Studies Committee, represent the minimum acceptable standards for admission:

- a baccalaureate degree in an area appropriate to the study of literature or writing,

- a grade-point average that indicates the applicant can pursue successfully a graduate degree,
- three letters of recommendation from former instructors, and
- completion of the GRE.
(Applicants for the literature track may, but are not required to submit scores for the GRE subject test in literature.)

Degree requirements

The English program consists of a minimum of 30 term credits. After these credits have been attained, students shall be examined over their courses and research as the Graduate Committee recommends. Students may wish also to present a thesis or project, credit for which shall be determined by the M.A. Committee.

Master of fine arts in creative writing

Browder, Laura, Assistant Professor
Ph.D. Brandeis University
Drama, creative writing, American studies.

DeHaven, Tom, Professor
M.F.A. Bowling Green State University
Creative writing (fiction, screenwriting) American studies.

Donovan, Gregory E., Associate Professor
Ph.D. State University of New York at Binghamton
Creative writing (poetry), 20th-century American and British literature.

Golden, Marita, Professor
M.S.C. Columbia University
Creative writing (fiction, nonfiction).

Hummer, Terry R., Professor
Ph.D. University of Utah
Contemporary literature, creative writing.

Marshall, Paule, Professor Emerita
B.A. Brooklyn College
Creative writing (fiction).

Pendleton, James D., Professor Emeritus
M.A. University of North Carolina
Creative writing (playwriting).

Sange, Gary R., Associate Professor
M.F.A. University of Iowa
Creative writing (poetry).

Tester, William, Assistant Professor
M.F.A. Syracuse University
Contemporary literature, creative writing.

The master of fine arts in creative writing is designed to attract students from diverse undergraduate backgrounds who are writers of promise. The program is suited particularly to those interested primarily in the writing of fiction and poetry; however, some emphasis also is placed on the writing

of nonfiction, playwriting and screenwriting.

Graduate students in creative writing are encouraged to develop a strong personal sense of esthetics and ethics and to pursue excellence in writing and scholarship, as well as in teaching, if they are pursuing that career option. Through the workshop experience, as well as personal conferences with the writing faculty, the program aims to help students significantly advance the quality of their writing, to enable them to become expert critics of their own and others' work, and to advise them as they seek to publish their writing.

Admission requirements

Admission to the M.F.A. program is based most importantly on the candidate's submitted creative writing portfolio (thus students who have produced little or no creative writing prior to their application would not be eligible). The deadline for application to the M.F.A. program is Feb. 1. In addition to the general requirements for admission to graduate programs in the School of Graduate Studies (Part I of this bulletin) and the College of Humanities and Sciences, the following requirements, established by the Creative Writing M.F.A. Committee, represent the minimum acceptable standards for admission:

- A portfolio of promising fiction or poetry, possibly with drama (as a minimum, approximately eight to 10 poems, or 20 or more pages of fiction, or one act from a play, or some combination of these; in all cases, applicants should submit only their strongest creative writing samples) to be submitted to the M.F.A. program director.
- Three recommendations from persons who are qualified to give information concerning the applicant's probable success in graduate school, especially in a creative writing program.
- A scholastic record that is indicative of the applicant's ability to pursue a graduate degree successfully.
- A baccalaureate degree, or its equivalent.
- Completion of the GRE (the subject test in literature is not required for M.F.A. applicants).

Degree requirements

A total of 48 term hours is required to complete the degree. The basic course of study required in the program includes: 12 term hours of graduate creative writing workshops (required), 12 hours of British or American graduate literature courses (required), and six to 12 hours of thesis work (required); the remaining 12 to 18 hours are electives, taken in literature, workshops or other graduate courses. Beyond the required courses, the student is free to work out a total program of 48 hours, with the advice of the program director or the student's thesis adviser, which is appropriate to the individual student's aims and interests. The thesis work gives students the opportunity to produce a manuscript of publishable quality. Course work also is available in the techniques of teaching creative writing, and the program is flexible enough to include studies undertaken in other departments of the university as well, including Art History, Theater, Philosophy and the School of Mass Communications.

Graduate courses in English (ENGL)

ENGL 500 Practicum in College English

Term course; 1-6 credits. May be repeated for credit. May not be applied toward degrees in English. Prerequisite: Permission of director of graduate studies. Student participation in planned educational experience under the supervision of English department faculty. The practicum may include classroom teaching, Writing Center tutoring or participation in research projects.

ENGL 528/TEDU 528 Children's Literature II

Term course; 3 lecture hours. 3 credits. May not be taken for credit toward undergraduate English major if student has taken ENGL/TEDU 351. May not be used to fulfill Literature requirement for M.A. in English or M.F.A. in creative writing, but may be taken as elective credit. A study of classic and current children's books from a variety of literary genre. Magazines and media-related reference resources and journals are reviewed. The creative use of literature, its sociocultural functions, and its contribution to the development of the oral and written expression of children from nursery to grade eight are explored. A focus on children with special problems is included.

ENGL 531 Literary Criticism

Term course; 3 lecture hours. 3 credits. A study of the fundamental concepts involved in the practice of criticism. Some attention is given to the historical development of criticism, but the primary focus is on its methods and aims.

ENGL 532/ENED 532 Applied English Linguistics

Term course; 3 lecture hours. 3 credits. May be repeated for credit. Application of linguistics theories and methods to selected teaching problems, such as teaching English grammar and usage, teaching English as a second or foreign language or teaching standard English to students who speak different dialects.

ENGL 552/TEDU 552 Teaching English as a Second Language

Term course; 3 lecture hours. 3 credits. Provides students who plan to teach English to people whose native language is not English with a variety of instructional/learning strategies. Presents and explores current approaches and methodology, as these relate to linguistic features and pedagogy.

ENGL 553 Studies in Linguistics

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A general introduction to one area of linguistic study, such as pronunciation, grammar, stylistics, dialects, usage standards, lexicography, onomastics or semantics.

ENGL 561 Medieval Literature

Term course; 3 lecture hours. 3 credits. A survey of major works of British literature in the Middle Ages with some attention to continental influences upon both Old English and Middle English works. The study will include poetry, prose, and drama from Beowulf to Morte d'Arthur. Some reading in modern English translation, some in Middle English.

ENGL 563 Renaissance Literature

Term course; 3 lecture hours. 3 credits. A survey of British poetry, prose, and drama written in the 16th and 17th centuries. Attention will be divided among major figures - such as More, Marlowe, Spenser, Shakespeare, Donne, Jonson, Milton and minor authors.

ENGL 565 Restoration and Eighteenth-Century Literature

Term course; 3 lecture hours. 3 credits. A survey of Restoration and 18th century poetry, drama, fiction, and prose. Readings in major figures of the period including Behn, Dryden, Etherege, Congreve, Steele, Defoe, Swift, Pope, Montagu, Richardson, Fielding, Johnson, Sheridan and Austen.

ENGL 567 Romantic and Victorian British Literature

Term course; 3 lecture hours. 3 credits. A survey of British literature during the 19th century. Readings in the major writers, especially poets and novelists such as Wordsworth, Shelley, Dickens, the Brownings, the Brontes, Eliot and Hardy.

ENGL 569 Twentieth-Century British Literature

Term course; 3 lecture hours. 3 credits. A survey of the literature of 20th century Britain and Ireland. Major figures of the early part of the century such as Conrad, Lawrence, Woolf, Joyce, Yeats, Shaw, Auden will be complemented by the emerging writers of the second half of the century.

ENGL 571 American Literature I

Term course; 3 lecture hours. 3 credits. A survey of the literature of the United States from the Puritan period through the Romantic period.

ENGL 572 American Literature II

Term course; 3 lecture hours. 3 credits. A survey of the literature of the United States from the Age of Realism through the Contemporary period.

ENGL 601/ENED 601 Young Adult Literature

Term course; 3 lecture hours. 3 credits. Examination of literature written for young adults, literature appropriate for young people in middle schools and high schools. Focuses on the content, characteristics and teaching of such literature.

ENGL 605 Introduction to Scholarship in English Studies

Term course; 3 lecture hours. 3 credits. Introduces the practice of research and scholarly discourse in English studies. Emphasizes scholarly resources (printed and electronic) and textual studies.

ENGL 611 The Writer in His Own Time

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A study of the biographical, intellectual, and sociological influences on a selected British or American writer and his work. The course is designed to discover how the external factors of a writer's life are absorbed and transmuted into art by drawing upon the resources of other disciplines when relevant.

ENGL 614 Major Works of Literature

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A study of the aesthetic backgrounds, composition, and continuing interpretation of a selected work of English or American literature generally regarded as a classic. The intent of the course is to comprehend as fully as possible the literary work of art through studying the aesthetic influences upon it and by applying various critical approaches to it.

ENGL 617 Major Literary Modes

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A study, through the analysis of selected literary works of several genres, of modes that are useful to understand and judge literature. The study may draw upon the literature of many nations in English translation. The following modes are examples of those that may be studied: the heroic mode, the tragic mode, the comic mode, the ironic mode.

ENGL 620 Patterns in Literary Thought

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A study of significant recurring intellectual attitudes and concepts that have found expression in literature and shaped the development of literary style and thought. The study will draw upon the literature of many nations in English translation.

ENGL 624 Literature in Society

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A study of the ways in which literature often reflects, supports, and influences political and philosophical movements

in society. Creative literature, primarily English and American, will be studied in terms of its response to or effect upon social issues.

ENGL 627 Literary Genre

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A study of a literary genre, such as poetry, fiction or drama.

ENGL 636/ENED 636 Teaching Writing

Term course; 3 lecture hours. 3 credits. Examines theories and practices of teaching writing, with emphasis on the connections between theory and practice.

ENGL 637 Theories of Rhetoric and Composition

Term course; 3 lecture hours. 3 credits. Prerequisite: ENGL 636 A study of theory and scholarship in rhetoric and writing.

ENGL 643/ENED 643 Teaching Basic Writing Skills

Term course; 3 lecture hours. 3 credits. Emphasis on developing the student's ability to teach fundamental writing skills, including such topics as diagnosis of writing problems, strategies for correcting problems and methods for evaluating progress.

ENGL 651 Topics in Teaching Composition

Term course; 1-3 lecture hours. 1-3 credits. A course for the examination of a specialized issue, topic or problem in teaching composition.

ENGL 652 Studies in Writing and Rhetoric: _____

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A study of an area or specialized issue in rhetoric and/or writing such as the history of rhetoric, theories of invention, qualitative research methods in writing or studies in style.

ENGL 661 Themes in Interdisciplinary Studies

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A study in depth of a theme, topic or concept involving two or more disciplines.

ENGL 666 Creative Writing: Fiction

Term course; 3 workshop hours. 3 credits. May be repeated for credit. Prerequisite: Graduate standing in M.F.A. program or permission of the Creative Writing Committee. All students seeking to enroll must contact the creative writing M.F.A. director. Study of the art of fiction writing, with the goal of producing professionally acceptable and publishable fiction. Workshop members shall produce a substantial amount of writing, short stories or a portion of a novel, and in addition shall be able to evaluate and articulate the strengths of their own work. Graded as pass/fail.

ENGL 667 Creating Writing: Poetry

Term course; 3 workshop hours. 3 credits. May be repeated for credit. Prerequisite: Graduate standing in M.F.A. program or permission of the Creative Writing Committee. All students seeking to enroll must contact the creative writing M.F.A. director. Study of the art of poetry writing, with the goal of producing professionally acceptable and publishable poetry. Workshop members shall produce a substantial

amount of poetry and in addition shall be able to evaluate and articulate the strengths of their own work. Graded as pass/fail.

ENGL 668 Creative Writing: Drama

Term course; 3 workshop hours. 3 credits. May be repeated for credit. Prerequisite: Graduate standing in M.F.A. program or permission of the Creative Writing Committee. All students seeking to enroll must contact the creative writing M.F.A. director. Study of the art of playwriting with the goal of creating plays that are suitable for production. Workshop members shall produce a substantial volume of writing, one-act plays, or a portion of a longer play, and, in addition, shall be able to evaluate and articulate the strengths of their own work. Graded as pass/fail.

ENGL 670 Literary Editing and Publishing

Term course; 3 lecture hours. 3 credits. May be repeated for credit. A course in which the student learns to edit fiction, poetry, drama, or nonfiction. Genre covered will vary from term to term. Attention will be paid to the ways in which editors work with writers in all the technical aspects of editing, revising, and publishing. Ethical responsibilities of editors to authors and their texts will be stressed. Questions considering the publishing world at large will be considered.

ENGL 671 Film and Television Scripts

Term course; 3 lecture hours. 3 credits. Study of the theory and practice of producing shooting scripts for television and motion pictures. Emphasis will be placed on the various kinds of scripts most commonly used by directors and cinematographers (e.g., silent, narrated and dramatized). Attention will also be paid to the ways in which script writers adapt material to audiences, and the ways in which strict time frames are imposed on scripts. Students will write scripts of various kinds and lengths.

ENGL 672 Writing Nonfiction

Term course; 3 lecture hours. 3 credits. May be repeated for credit. Prerequisite: Permission of instructor. Study and practice of writing one or more modes of nonfiction on the professional or preprofessional level, under critical supervision. Emphasis will be placed on such matters as organization, style, revision and adaptation to particular audiences and publications. Possible kinds of writing could include reports; writing based on statistics; writing textbooks; writing separate chapters of books, and writing reviews, criticism and advocacy materials.

ENGL 673 Teaching Creative Writing

Term course; 3 lecture hours. 3 credits. The course is intended for those who teach or plan to teach creative writing. A comparative analysis of different approaches to the teaching of creative writing. Attention will be paid to the different ways in which elements such as dialogue, sound pattern, scene development, line break, meter, voice and distance can be taught.

ENGL 692 Independent Study

1-3 hours. Variable credit. Maximum of six credits. Prerequisite: Permission from department chair. For students in English/English education to pursue, in depth, a particular

problem or topic about which an interest or talent has been demonstrated.

ENGL 694 Internship in Writing

Term course; 1 lecture and 6 practicum hours. 3 credits. Permission of director of M.A. program required. Analyses and practices of professional writing in settings such as business, government and industry.

ENGL 798-799 Thesis

Continuous course; hours to be arranged. Credits to be arranged; 1-3 credits per course. Preparation of a thesis or project based on independent research or study and supervised by a graduate adviser.

Selected undergraduate courses

After consultation with the student's adviser, a graduate student may take an undergraduate course listed below if the student has not previously taken a course covering the subject matter. No more than two 400-level courses from this list may be used toward the graduate degree. Consult the Undergraduate and Professional Programs Bulletin for a description of the courses.

ENGL 400 Shakespeare: The Early Works
 ENGL 401 Shakespeare: The Later Works
 ENGL 402 Chaucer
 ENGL 403 Milton
 ENGL 449/LING 449/ANTH 449 Introduction to Linguistics
 ENGL 450/LING 450 Modern Grammar
 ENGL 451/LING 451 History of the English Language

Department of History

Bendersky, Joseph W., Professor
 Ph.D. Michigan State University
 German history.

Briceland, Alan V., Associate Professor
 Ph.D. Duke University
 Virginia, early national, and military history.

Engel, Arthur J., Associate Professor
 Ph.D. Princeton University
 English history.

Fuller, Kathryn H., Assistant Professor
 Ph.D. Johns Hopkins University
 U.S. social history.

Herman, John, Assistant Professor
 Ph.D. University of Washington
 East Asian history.

Jones Jr., Norrece T., Associate Professor
 Ph.D. Northwestern University
 African-American history.

Kennedy, Susan Estabrook, Professor and Department Chair
 Ph.D. Columbia University
 Modern American and women's history.

Moitt, Bernard C., Assistant Professor
 Ph.D. University of Toronto
 African history and African Diaspora.

Mooney, Catherine M., Assistant Professor
 Ph.D. Yale University
 Medieval and Renaissance history; women's history.

Moore, James T., Professor
 Ph.D. University of Virginia
 Southern and Virginia history.

Munro, George E., Professor
 Ph.D. University of North Carolina
 Russian history.

Schwarz, Philip J., Professor
 Ph.D. Cornell University
 Colonial and American constitutional history.

Toppin, Edgar A., Distinguished Visiting Professor
 Ph.D. Northwestern University
 American and African-American history.

Trani, Eugene P., Professor and University President
 Ph.D. Indiana University
 American diplomatic history.

Tunnell, Ted, Associate Professor
 Ph.D. University of California at Berkeley
 Southern and Civil War history.

Urofsky, Melvin I., Professor
 Ph.D. Columbia University
 J.D. University of Virginia
 American constitutional and legal history.

The department offers a program leading to a master of arts in history. The program allows maximum flexibility by permitting each student, in consultation with the department's director of graduate studies, to select those courses most appropriate to the student's interests, in order to develop the student's competence in pursuit of his or her scholarly and professional objectives.

Admission requirements

In addition to the general requirements for admission to graduate programs in the School of Graduate Studies (Part I of this bulletin) and the College of Humanities and Sciences, the following requirements, established by the History Graduate Committee, represent the minimum acceptable standards for admission:

- **30 hours of undergraduate history courses, of which 18 should be at the upper-division level,**
- **a grade-point average that is indicative of the applicant's ability to pursue successfully a graduate degree,**
- **three recommendations from persons who are qualified to give information concerning the applicant's probable success in graduate school,**
- **completion of the GRE, and**
- **submission of a 500-word written statement of intent, indicating why the applicant wishes to pursue a graduate degree in history.**

A personal interview is not required, but may be requested by either the applicant or the department's Graduate Committee.

Degree requirements

The M.A. in history may be achieved through one of two options. The thesis option requires 30 term credits, including six credits of HIST 698; or the non-thesis option requires 36 term credits. Those in the nonthesis track must take a minimum of six term credits in research-level courses, and also an oral comprehensive exam. All students in both tracks must take HIST 601 as a prerequisite or corequisite for all research courses; students entering in January should take HIST 601 the next time it is offered.

Graduate courses in history (HIST)

HIST 511 Studies in American History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Study of a selected topic in American history, primarily through lectures and readings. See the Schedule of Classes for specific topic to be offered each term.

HIST 515 Studies in European History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Study of a selected topic in European history, primarily through lectures and readings. See the Schedule of Classes for specific topic to be offered each term.

HIST 519 Studies in Ethnic and Social History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Study of a selected topic in ethnic or social history, primarily through lectures and readings. See the Schedule of Classes for specific topic to be offered each term.

HIST 523 Studies in Virginia and Southern History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Study of a selected topic in Virginia or Southern history, primarily through lectures and readings. See the Schedule of Classes for specific topic to be offered each term.

HIST 527 Studies in African-American History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Study of a selected topic in African-American history, primarily through lectures and readings. See the Schedule of Classes for specific topic to be offered each term.

HIST 591 Special Topics in History

Term course; 1-3 lecture hours. Variable; 1-3 credits. May be repeated with different topics for a maximum of nine credits. An intensive study of a selected topic in history.

HIST 601 Historiography and Methodology

Term course; 3 lecture hours. 3 credits. A study of the development of history as a discipline from ancient times to the present. The course examines the evolution of historical theory and philosophy, great historians, schools of interpretation and problems of historical methodology. This course is a prerequisite for research seminars.

HIST 611 Readings in American History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of major studies and interpretative trends in a particular area of American history through readings and class discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 615 Readings in European History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of major studies and interpretative trends in a particular area of European history through readings and class discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 619 Readings in Ethnic and Social History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of major studies and interpretative trends in a particular area of ethnic or social history through readings and class discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 623 Readings in Virginia and Southern History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of major studies and interpretative trends in a particular area of Virginia or Southern history through readings and class discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 627 Readings in African-American History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of major studies and interpretative trends in a particular area of African-American history through readings and class discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 631 Research in American History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of significant problems in a particular field of American history through research, writing, in-class presentations and discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 635 Research in European History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of significant problems in a particular field of European history through research, writing, in-class presentations and discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 639 Research in Ethnic and Social History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of significant problems in a particular field of ethnic or social history through research,

writing, in-class presentations and discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 643 Research in Virginia and Southern History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of significant problems in a particular field of Virginia or Southern history through research, writing, in-class presentations and discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 647 Research in African-American History

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Analysis of significant problems in a particular field of African-American history through research, writing, in-class presentations and discussions. See the Schedule of Classes for specific topic to be offered each term.

HIST 691 Special Topics in History

Term course; 1-3 lecture hours. Variable; 1-3 credits. May be repeated for a maximum of 9 credits. An intensive study of a selected topic in history.

HIST 692 Independent Study

Term course; 1-3 credits. Maximum of six credits. Prerequisite: Permission of department chair. Requires an analysis of a historical problem or topic in depth under faculty supervision.

HIST 693 Internship in History

Term course; variable; 2-4 credits per term. Maximum of six credits. Determination of the amount of credit and permission of departmental internship coordinator must be procured prior to registration for this course. Students receive credit for work on historical projects with approved agencies.

HIST 698 M.A. Thesis

1-6 credits. May be repeated for a maximum of six credits.

Elective courses

Students may take up to six term credits of electives from an approved list. The department's graduate committee maintains the list of approved courses, and students may use these courses for credit with the approval of the graduate director. In addition, students who wish to pursue specific areas of study may, with the approval of the graduate director, substitute other courses when appropriate, but in no case shall be able to count more than six term hours of non-history courses.

**Department of
Mathematical Sciences****Division of Applied Mathematics and Mathematics**

Abay Asmerom, Ghidewon, Associate Professor
Ph.D. Western Michigan University
Topological graph theory.
Berglund, John F., Professor
Ph.D. Tulane University
Topological algebra and harmonic analysis.

Clark, Gordon W., Assistant Professor
Ph.D. University of Texas at Austin
Applied mathematics and partial differential equations.
Deveney, James K., Professor
Ph.D. Florida State University
Commutative algebra.
Farley, Reuben W., Professor
Ph.D. University of Tennessee
Topological algebra.
Haver, William E., Professor
Ph.D. State University of New York, Binghamton
Geometric topology.
Kent, Candace M., Assistant Professor
Ph.D. University of Rhode Island
Difference equations.
Lewis, Andrew M., Assistant Professor
Ph.D. University of California at Berkeley
Mathematical logic.
Lohr, C. Michael, Associate Professor
Ed.D. University of Virginia
Mathematical education.
Morris, J. Richard, Associate Professor and Department Chair
Ph.D. University of Alabama
Topology.
Raychowdhury, Pratip N., Professor
Ph.D. George Washington University
Applied mathematics and mathematical physics.
Schmeelk, John F., Professor
Ph.D. George Washington University
Applied mathematics.
Sedaghat, Hassan, Associate Professor
Ph.D. George Washington University
Difference equations and applied mathematics.
Terrell, William J., Associate Professor
Ph.D. North Carolina State University
Applied mathematics, differential equations and mathematical control theory.
Vassilev, Janet C., Assistant Professor
Ph.D. University of California, Los Angeles
Commutative algebra, tight closure, local cohomology, singularity theory.
Wood, James A., Professor and Director of Graduate Studies
Ph.D. University of Virginia
Functional analysis.

Division of Computer Science

Ames IV, James E., Associate Professor and Assistant Chair
Ph.D. Duke University
Medical applications of computer science.
Brilliant, Susan S., Associate Professor
Ph.D. University of Virginia
Software engineering.
Cheng, Chao-Kun, Associate Professor
Ph.D. University of Notre Dame
Programming languages and compilers.
Dorney, Suzanne M., Assistant Professor
Ph.D. University of Connecticut
Computer graphics, scientific visualization and computational geometry.
Murrill, Branson W., Associate Professor
Ph.D. College of William and Mary
Software engineering.

Parker, Lorraine M., Associate Professor
Ph.D. University of Wales, Great Britain
Computer science.

Primeaux, David, Assistant Professor
Ph.D. University of Tennessee
Artificial neural networks, knowledge base systems, parallel algorithms, ethics.

Resler, Daniel R., Assistant Professor
Ph.D. Queen's University, Ireland
Programming languages and compilers.

Division of Operations Research and Statistics

Bauer, David F., Professor and Assistant Chair (Biostatistics and Occupational Therapy)*
Ph.D. University of Connecticut
Mathematical statistics and nonparametric methods.

Davenport, James M., Associate Professor
Ph.D. Southern Methodist University
Statistics.

Henry, Neil W., Associate Professor (Sociology and Anthropology)*
Ph.D. Columbia University
Multivariate statistics and survey analysis.

Johnson, Robert E., Associate Professor (Biostatistics)*
Ph.D. University of North Carolina at Chapel Hill
Statistics and biostatistics.

Mays, D'Arcy P., Assistant Professor
Ph.D. Virginia Polytechnic Institute and State University
Experimental design, regression analysis, and response surface methodology.

Mays, James E., Assistant Professor
Ph.D. Virginia Polytechnic Institute and State University
Exploratory data analysis, quality control, linear models.

Merrick, Jason R. W., Assistant Professor
D.Sc. The George Washington University
Bayesian reliability modeling.

Parnell, Gregory S., Associate Professor
Ph.D. Stanford University
Design analysis, risk analysis, and operations research.

Williamson, Patricia Pepple, Associate Professor
Ph.D. Bowling Green State University
Bayesian analysis and decision theory.

* Department in parentheses indicates affiliate appointment.

+ Affiliate appointment in parentheses indicates home department.

The Department of Mathematical Sciences offers programs leading to a master of science in mathematical sciences or a master of science in computer science. The master of science in mathematical sciences offers specializations in several possible areas, including mathematics, applied mathematics, operations research, statistics, statistical computing, applied computational mathematics, discrete structures and others.

The department also offers mathematical sciences certificates in computer science and statistics.

Admission requirements for both degrees

In addition to the general requirements for admission to graduate programs in the School of Graduate Studies (Part I of this bulletin) and the College of Humanities and Sciences, the following represent the minimum acceptable standards for admission:

- 30 term credits in undergraduate mathematical sciences, computer science, or related areas of which at least 18 term credits must represent upper-level courses,
- three letters of recommendation pertaining to the student's potential ability as a graduate student in mathematical sciences, and
- general GRE scores required.

Provisional admission may be granted when deficiencies exist. These deficiencies must be removed by the end of the first year of residence, or its part-time equivalent, when the student's application will be re-examined. Courses that are remedial or designed to remove deficiencies will not be accepted for credit toward the fulfillment of the course requirements for the master's degree.

Degree requirements for both degrees

The program offers maximum flexibility by allowing students, in consultation with their graduate committees, to design a course of study which will best develop competence in those areas most relevant to their scholarly and professional objectives. This program consists of a minimum of 30 term credits of which at least half must be at the 600 level. Each student in the mathematical sciences or computer science program will select either the thesis or nonthesis option. A student who chooses the thesis option has a choice of writing a research thesis or an expository thesis. A research thesis is one which, in the opinion of the student's thesis adviser and thesis committee, contains significant original research. For this thesis, the student may count six credits of the 698 course appropriate to the discipline (mathematical sciences, statistics, computer science) in which the degree is offered. Otherwise,

a student may write an expository thesis. For this type of thesis, the student may count three credits of the 698 course appropriate to the discipline (mathematical sciences, statistics, computer science) in which the degree is offered. The student who elects the nonthesis option must pass a written examination and may be asked to take an oral examination.

Note that the following courses may not be applied to the credit requirements for the M.S. degree in mathematical sciences or the M.S. degree in computer science: CMSC 554, CMSC 555, STAT/SOCY 508, SOCY 543, STAT/SOCY 608. In addition, only one of MATH 530, 531 may be applied to the previously mentioned degrees.

Program leading to the master of science in mathematical sciences

Nonthesis option	Credits
Mathematical sciences (including both terms of a 600-level sequence)	21
Mathematical sciences or allied field*	6-9
Research seminar credits*	2-5
Directed research credits*	0-3
	<hr/>
	30
Thesis option	
Mathematical sciences (including both terms of a 600-level sequence)	18
Mathematical sciences or allied field*	6-9
Thesis credits	3 or 6
Research seminar credits*	1-3
Directed research credits*	0-3
	<hr/>
	30

* Courses selected from an allied field must be approved by the department's Graduate Affairs Committee.

+ The student who chooses the nonthesis option may receive a maximum total of four credits for 690 Research Seminar and 697 Directed Research. The student who chooses the thesis option usually will not take directed research, but he/she is not prohibited from doing so. In the thesis option, a total of seven credits for thesis, research seminar, and directed research is the maximum credit permitted.

M.S. degrees in the mathematical sciences

Students may obtain a designation on their transcripts indicating that their graduate study has emphasized one of the following graduate concentrations by completing the requirements that are listed here for that concentration. A

student who has not satisfied the requirements for one of these concentrations, but who has otherwise fulfilled all the requirements for a master's degree, will be awarded a degree of master of science in mathematical sciences without any specialty concentration designation.

M.S. in applied mathematics/mathematical sciences
MATH 517-518*, a six-credit sequence selected from MATH 617-618, 619, 620, 621 and at least six credits selected from MATH 511, 512, 515, 516, 527-528, 615, 698, STAT 513-514. Also, at least one seminar and the thesis (if chosen) must concern topics of applied mathematics.

M.S. in mathematics/mathematical sciences
MATH 507-508*, a six-credit sequence selected from MATH 601-602, 603-604, 607-608, 611-612 and at least three credits selected from MATH 505, 509, 510, 521, 525 or any other-wise uncounted 600-level course for this concentration. Also, at least one seminar and the thesis (if chosen) must concern topics of pure mathematics.

M.S. in operations research/mathematical sciences
MATH 527-528, an approved two-course sequence from 639, 641, 645, 649 and at least one course in two of the following three groups: (a) CMSC 509, 691; (b) MATH 511, 515, 516, 525; and (c) STAT 503, 533, 613-614, 691. Also, at least one seminar and the thesis (if chosen) must concern topics of operations research.

M.S. in statistics/mathematical sciences
STAT 513-514* and nine additional credits in statistics courses, including at least six credits in 600-level statistics courses. Three of the 600-level credits must be selected from STAT 613-614, STAT 645 or STAT 691* and three credits from STAT 623, STAT 626, STAT 628 or STAT 691*. Also, at least one seminar and the thesis (if chosen) must concern topics of statistics.

* If a student previously received credit for one or both of these courses or their equivalent, then one or two of the other courses mentioned for this concentration must be taken as substitute(s) to satisfy the minimum requirement of 15 credit hours of course work in the concentration.

+ Use of STAT 691 to meet this requirement must be approved by the Operations Research and Statistics Division and the Graduate Affairs Committee of the department at the time the course is scheduled.

Program leading to the master of science in computer science

Students are required to complete the following:

- A minimum of 30 credits of which at least half must be at the 600 level. Up to six of these credits may be obtained from courses outside the Department of

Mathematical Sciences with the approval of the departmental Graduate Affairs Committee.

- At least 21 credits in courses labeled CMSC, a minimum of nine which must be at the 600 level. Only three credits of thesis may count towards this requirement.
- One of the following sequences: CMSC 502, 602; CMSC 505, 605; CMSC 508, 608; CMSC 511, 611; CMSC 521, 621. Other sequences may be offered as approved by the departmental Graduate Affairs Committee.

Nonthesis option	Credits
Research seminar	2-4
Directed research	0-3

At least one credit of research seminar must concern a topic of computer science.

A total of four credits for research seminar and directed research is the maximum that may be counted toward the degree.

Thesis option	Credits
Thesis	3 or 6
Research seminar	1-3
Directed research	0-3

Other post-baccalaureate programs in mathematical sciences

For the students who hold bachelor's degrees in appropriate areas, the Department of Mathematical Sciences offers the following alternative post-baccalaureate undergraduate certificate programs.

Mathematical sciences certificates in computer science and statistics

The Department of Mathematical Sciences offers certificate programs in both computer science and statistics. These are designed for students who have received bachelor's degrees in other areas and wish to undertake a study of these subjects.

Students who gain certification through the computer science program are well suited for many professional opportunities available in the scientific community and with government agencies. Further, the certification process is designed to allow interested students to prepare for graduate study in computer science.

The certification program in statistics is designed to allow students with

undergraduate majors in various disciplines an opportunity to acquire the formal training in statistics that is currently in demand in industry and government. Some students also may find this program a useful way to prepare for graduate study in statistics.

Students seeking more information or wishing to enter these certificate programs should contact the Department of Mathematical Sciences.

Graduate courses in mathematics (MATH)

MATH 501 Introduction to Abstract Algebra

Term course; 3 lecture hours. 3 credits. Prerequisites: MATH 211 and 310 (or their equivalents). An introduction to groups, rings, and fields from an axiomatic point of view. Coset decomposition and basic morphisms.

MATH 505 Modern Geometry

Term course; 3 lecture hours. 3 credits. Prerequisites: MATH 211 and (MATH 307 or MATH 310). Topic in Euclidean, projective, and non-Euclidean geometries from a modern viewpoint.

MATH 507-508 Analysis I-II

Continuous course; 3 lecture hours. 3-3 credits. Prerequisites: MATH 211, 307 and 310 or permission of instructor. Theoretical aspects of calculus, sequences, limits, continuity, infinite series, series of functions, integration, differential geometry.

MATH 509-510 General Topology I-II

Continuous course; 3 lecture hours. 3-3 credits. Prerequisite: MATH 211 and MATH 307. Foundations and fundamental concepts of point-set topology. Topological spaces, convergence, connected sets, compactness, product spaces, quotient spaces, function spaces, separation properties, metrization theorems, mappings and compactifications.

MATH 511 Applied Linear Algebra

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 310. The algebra of matrices, the theory of finite dimensional vector spaces, and the basic results concerning eigenvectors and eigenvalues with particular attention to applications.

MATH 512 Complex Analysis for Applications

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 307. The algebra and geometry of complex numbers, analytic functions, integration, series, contour integration, analytic continuation, conformal mapping with particular attention to applications.

MATH 515 Numerical Analysis I

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 310 or (MATH 201 and MATH 185). Knowledge of a programming language recommended. Solutions of equations, interpolation and approximation, numerical integration, iterative methods for solving linear equations, calculation of eigenvalues and eigenvectors. Selected algorithms may be programmed for solution on computers.

MATH 516 Numerical Analysis II

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 515. Numerical solution of initial value problems in ordinary differential equations, two-point boundary value problems. Introduction to numerical techniques for solving partial differential equations. Selected algorithms may be programmed for solution on computers.

MATH 517-518 Methods of Applied Mathematics

Continuous course; 3 lecture hours. 3-3 credits. Prerequisite: MATH 301 and MATH 307. Vector analysis, matrices, complex analysis, special functions, Legendre and Hermite polynomials. Fourier series, Laplace transforms, integral equations, partial differential equations, boundary-value and initial-value problems.

MATH 520 Game Theory and Linear Programming

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 310. The mathematical basis of game theory and linear programming. Matrix games, linear inequalities and convexity, the mini-max theorems in linear programming, computational methods and applications.

MATH 521 Introduction to Algebraic Number Theory

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 501. Introduction to algebraic numbers and algebraic number fields with emphasis on quadratic and cyclotomic fields. Units, primes, unique factorization.

MATH 523 Discrete Event Simulation

Term course; 3 lecture hours. 3 credits. Prerequisite: STAT 212 and MATH 309 or their equivalents, or permission of instructor. An introduction to the theory and practice of discrete event simulation. Topics include random variable generation, model development and validation, variance reduction techniques, and statistical analysis of output. Applications will be taken from areas such as queuing theory and manufacturing systems. A high-level simulation language will be utilized.

MATH 525 Introduction to Combinatorial Mathematics

Term course; 3 lecture hours. 3 credits. Prerequisites: MATH 211, 310, or permission of instructor. Introduction to the problems and methods of solution in the enumeration, existence, and construction of some discrete mathematical structures. Discussion of generating functions, recurrence relations, Ramsey's theorem, matching theory, combinatorial designs, Latin squares and linear coding theory.

MATH 527-528 Mathematical Foundations of Operations Research

Continuous course; 3 lecture hours. 3-3 credits. Prerequisites: CMSC 201 or 255, MATH 310. (MATH 309 is prerequisite for MATH 528 and STAT 503 is strongly recommended for MATH 528). Introduction to the mathematical foundations of deterministic and stochastic operations research, including the simplex method for linear programming, nonlinear optimization, dynamic programming and some stochastic models. Real world applications will be discussed throughout.

MATH 530 The History of Mathematics

Term course; 3 lecture hours. 3 credits. Prerequisite: 17 credits at the 200 level or above in mathematical sciences or permission of instructor. Surveys major trends in the development of mathematics from ancient times through the 19th century and considers the cultural and social contexts of mathematical activity. Either MATH 530 or MATH 531 (but not both) may be applied to the master's degree in mathematical sciences or the M.S. degree in computer science. Both MATH 530 and MATH 531 may be applied to the M.Ed. degree in mathematics education.

MATH 531 Expositions in Modern Mathematics

Term course; 3 lecture hours. 3 credits. Prerequisite: Six credits at the 400 level or above in mathematical sciences. Studies descriptively several major ideas relevant to present-day mathematics, such as the advent of pure abstraction, difficulties in the logical foundations of mathematics, the impact of mathematics and statistics in the 20th century, and the computer revolution. Either MATH 530 or MATH 531 (but not both) may be applied to the master's degree in mathematical sciences or the M.S. degree in computer science. Both MATH 530 and MATH 531 may be applied to the M.Ed. degree in mathematics education.

MATH 591 Topics in Mathematics

Term course; 1-3 credits. May be repeated for credit with different topics. Prerequisite: Permission of the instructor. Open to qualified undergraduates. A study of selected topics in mathematical sciences. See the Schedule of Classes for specific topics and prerequisites.

MATH 601-602 Abstract Algebra I, II

Continuous course; 3 lecture hours. 3-3 credits. Prerequisite: MATH 501. A study of algebraic structures (including groups, rings, and fields), Galois theory, homomorphisms, subalgebras, direct products, direct decompositions, subdirect decompositions, free algebras, varieties of algebras.

MATH 603-604 Advanced Probability Theory

Continuous course; 3 lecture hours. 3-3 credits. Prerequisites: MATH 508 and STAT 503 or STAT 513. A measure-theoretic approach to the theory of probability. Borel sets, probability measures, and random variables. Special topics include characteristic functions, modes of convergence and elements of stochastic processes.

MATH 607-608 Real Analysis I, II

Continuous course; 3 lecture hours. 3-3 credits. Prerequisite: MATH 508. The real number system, Lebesgue measure, functions of bounded variation, differentiation and integration, the LP spaces, introduction to Banach and Hilbert spaces, general measure theory and the Lebesgue-Stieltjes integral.

MATH 611-612 Complex Analysis I, II

Continuous course; 3 lecture hours. 3-3 credits. Prerequisite: MATH 508. Elementary functions, analyticity, Cauchy's theorem and integral formula, Taylor and Laurent series, poles, residues, analytic continuation, Riemann surfaces, periodic functions, conformal mapping and applications.

MATH 615 Topics in Numerical Analysis

Term course; 3 lecture hours. 3 credits. May be taken twice for credit. Prerequisites: MATH 515-516 and permission of instructor. Special topics in computer methods for numerical analysis selected from such subjects as analysis of numerical methods for solving ordinary differential equations; elliptic, hyperbolic, and parabolic partial differential equations; solutions of large linear systems by iterative methods.

MATH 617-618 Applied Mathematics I, II

Continuous course; 3 lecture hours. 3-3 credits. Prerequisites: MATH 517 and 518. Partial differential equations; equations of Helmholtz, Laplace and Poisson; the diffusion equation, integral transforms, Green's function methods, calculus of variation, eigenvalues and eigenfunctions by variational methods, integral equations, and Fredholm and Hilbert-Schmidt theories.

MATH 619 Operational Methods

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 508. Transform methods applied to existence theory, explicit solutions to problems of mathematical physics, distributions of Schwartz and Gelfand-Silov, kernel theorems of Schwartz, mathematical framework of quantum field theory.

MATH 620 Theory of Partial Differential Equations

Term course; 3 lecture hours. 3 credits. Prerequisites: MATH 301 and 508. Classification of partial differential equations; elliptic, hyperbolic, and parabolic equation; potential theory, techniques of solving various partial differential equations; application to electromagnetism and solid mechanics.

MATH 621 Boundary-Value Problems

Term course; 3 lecture hours. 3 credits. Prerequisites: MATH 517-518. Survey of boundary-value problems, approximate analytic solutions such as Galerkin's method and the Ritz method; application to heat transfer, fluid mechanics and potential theory.

MATH 639 Studies in Operations Research

Term course; 3 lecture hours. 3 credits. Prerequisites: At least one graduate-level course in mathematical sciences pertaining to the study area and permission of instructor. Selected areas in operations research will be studied, such as integer programming, nonlinear programming, large scale systems, stochastic models.

MATH 641 Mathematical Programming

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 527. Necessary and sufficient conditions for optimal solutions. Duality theory. Theoretical and practical development of solution techniques for operations research problems. Some current algorithms will be discussed.

MATH 643 Decision and Risk Analysis

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 309. This course presents the decision and risk analysis theory and methodology. Decision analysis applies to hard problems involving sequential decisions, major uncertainties, significant outcomes, and complex values. The course includes: decision structuring with influence diagrams and decision trees; modeling uncertainty with subjective probabilities;

sensitivity analysis and the value of information; and modeling preferences with utility functions. Decision and risk analysis applications in business and government are considered.

MATH 645 Queuing Theory

Term course; 3 lecture hours. 3 credits. Prerequisite: STAT 503. This operations research course provides a development of some basic queuing systems. Such systems will include birth-death queues as well as the M/G/1 and GI/M/S queuing systems. Other topics may include the GI/G/1 queues, overflow queues and some basic queuing networks.

MATH 647 Multiobjective Decision Analysis

Term course; 3 lecture hours. 3 credits. Prerequisite: MATH 643 or permission of instructor. Introduction to the mathematical foundations of multiattribute utility theory. Topics covered include: structuring objectives; tradeoffs under certainty; unidimensional utility theory; multiattribute preferences under uncertainty; preferences over time; and aggregation of individual preferences. Real world applications will be discussed throughout.

MATH 649 Practical Optimization

Term course; 3 lecture hours. 3 credits. Prerequisites: MATH 527 and CMSC 255. The application of optimization theory toward the solution of practical problems in operations research. The use and analysis of computer programs available to solve such problems. The algorithms used in these programs will be discussed from a practical and theoretical point of view.

MATH 690 Research Seminar

Term course; 1 credit. May be repeated for credit. Prerequisite: Graduate standing. Discussion of topics in the mathematical sciences as stimulated by independent reading in selected areas and at least one oral presentation by each student.

MATH 691 Special Topics in Mathematics

Term course; 1-3 lecture hours. 1-3 credits. May be repeated for credit. Prerequisite: Permission of instructor. A detailed study of selected topics in mathematics. Possible topics include commutative rings and algebras, topological groups, special functions, Fourier analysis, abstract harmonic analysis, operator theory, functional analysis, differential geometry, Banach algebras and control theory.

MATH 697 Directed Research

Term course; variable; 1-3 credits per term. May be repeated for credit. Prerequisite: Graduate standing. Supervised individual research and study in an area not covered in the present curriculum or in one which significantly extends present coverage. Research culminates with an oral presentation and submission of a written version of this presentation to the supervising faculty member.

MATH 698 Thesis

Hours to be arranged. 1-3 credits. A total of three or six credits may be applied to the M.S. in applied mathematics/mathematical sciences or to the M.S. degree in mathematics/mathematical sciences. May be repeated for credit. Prerequisite: Graduate standing. Independent research

culminating in the writing of the required thesis as described in this bulletin. Grade of "S," "U" or "F" may be assigned in this course.

Graduate courses in computer science (CMSC)

CMSC 502 Concepts of Concurrency

Term course; 3 lecture hours. 3 credits. Prerequisites: CMSC 312 and CMSC 401. Software and hardware mechanisms for providing mutual exclusion in uniprocessor and multiprocessor environments. Concurrency problems and solutions in a distributed environment including message passing and remote procedure calls.

CMSC 504 Compiler Construction

Term course; 3 lecture hours. 3 credits. Prerequisites: CMSC 401 and CMSC 403. Review of programming language structures, translation, loading, execution, and storage allocation. Compilation of simple expressions and statements. Organization of a compiler. Use of bootstrapping and compiler writing languages.

CMSC 505 Computer Architecture

Term course; 3 lecture hours. 3 credits. Prerequisites: CMSC 301 and CMSC 311. Basic digital circuits combinational logic, data transfer and digital arithmetic. Memory and memory access, control functions, CPU organization, microprogramming, input/output interfaces.

CMSC 506 Computer Networks and Communications

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 312. Theoretical and applied analysis of basic data communication systems. Design of networks in the framework of the OSI reference model. Local and Wide Area Networks. Performance analysis of networks. Error control and security.

CMSC 508 Data Base Theory

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 401. Design and implementation of hierarchical, network, and relational data base systems. Relational algebra, normal forms and normalization.

CMSC 509 Artificial Intelligence

Term course; 3 lecture hours. 3 credits. Prerequisites: CMSC 401 and CMSC 403. Problem spaces, problem-solving methods, game playing, knowledge representatives, expert systems, natural language understanding.

CMSC 511 Computer Graphics

Term course; 3 lecture hours. 3 credits. Prerequisites: CMSC 401 and MATH 310. Presents mathematical techniques for picture development and transformation, curve and surface approximation and projections, graphical languages and data structures and their implementation, graphical systems (hardware and software).

CMSC 519 Software Engineering

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 401. Systematic approach to the development and maintenance of software and the associated documentation. Includes

software life cycle, scheduling and budgeting, configuration management, quality assurance and software tools.

CMSC 521 Introduction to the Theory of Computation

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 301. An introduction to automata theory, formal languages and computability. Topics include finite automata, pushdown automata, Turing machines, decidability and computational complexity.

CMSC 525 Introduction to Software Analysis, Testing and Verification

Term course; 3 lecture hours. 3 credits. Prerequisites: CMSC 401 and 403. An introduction to concepts and techniques used in the analysis of software for certain properties. Using analytic results to derive test data and verify the correct implementation of programs. Flow graphs, fault/failure model, theoretical and practical limitations. Control flow, data flow and error flow analyses. Testing strategies including random, structural, mutation and error flow. Software metrics.

CMSC 526 Theory of Programming Languages

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 403. An introduction to the formal semantics of programming languages, logic programming and functional programming. Topics include denotational semantics, attribute grammars, Backus Formal Functional Programming, fixed point semantics, model-theoretic semantics and PROLOG.

CMSC 535/PHYS 535 Advanced Interfacing

Term course; 3 lecture hours. 3 credits. Prerequisite: PHYS 432 or equivalent. Self-paced course in interfacing microprocessors to a variety of devices. The Motorola 6800 MPU is studied in depth with an introduction to the 6809 and 68000 16-bit MPUs. Interfacing topics include: use of the peripheral interface adapter; D/A and A/D converters; standard serial and parallel interface buses; EPROM programming; asynchronous interface adapters; video monitors; printers; MODEMS; and connecting the MPU to magnetic recording devices such as floppy disks.

CMSC 554 Applications of Computers in the Teaching of Mathematics I

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: 17 credits at the 200 level or above in mathematics or permission of the instructor. Introduction to computers and programming language, BASIC. Applications of the computer in algebra, geometry, trigonometry, statistics and calculus. Not applicable toward certificate program, B.S., or M.S. degrees in mathematical sciences or computer science.

CMSC 555 Applications of Computers in the Teaching of Mathematics II

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: CMSC 554. Continuing study of computer applications in the BASIC language to typical mathematical problems arising in practical settings. The most commonly encountered difficulties in solving scientific problems are discussed. Not applicable toward M.S. degree in mathematical sciences or the M.S. degree in computer science.

CMSC 591 Topics in Computer Science

Term course; 3 lecture hours. 3 credits. May be repeated for credit. Prerequisites may vary. Permission of the instructor required. Course is open to qualified undergraduates. Selected topics in computer sciences such as: Theory of data bases, information retrieval and artificial intelligence.

CMSC 602 Operating Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 502. A study of operating systems including those in multi-processor and distributed environments. I/O programming, resource management (including processor and memory management), security and system performance evaluation.

CMSC 605 Advanced Computer Architecture

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 505. Investigation of topics including memory design and management, pipelining and pipeline systems, multiprocessor and data flow architectures. Comparative analysis of various types of architectures.

CMSC 608 Advanced Data Base

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 508. Studies the theory of the logical structure of the relations in a relational data base and the theory of concurrency in a distributed data base system. Functional dependencies, covers for functional dependencies, representation theory, query modification, null value, concurrency and distributed data base systems.

CMSC 611 Advanced Computer Graphics

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 511. Modeling, representation of three-dimensional (3-D) shapes, displaying depth relationships, algorithms for removing hidden edges and surfaces, color, shading models and intensity.

CMSC 621 Theory of Computation

Term course; 3 lecture hours. 3 credits. Prerequisite: CMSC 521. Discussion of the complexity and computability of problems and programs. Topics will include unsolvability, universal programs and abstract complexity.

CMSC 691 Special Topics in Computer Science

Term course; 3 lecture hours. 3 credits. May be repeated for credit. Prerequisites: At least one graduate-level computer science course pertaining to the topic area, and permission of instructor. Selected topics in computer science from such areas as data base management, communications, advanced computer architecture, analysis of algorithms, program correctness, computational complexity.

CMSC 698 Thesis

Hours to be arranged. 1-3 credits. May be repeated for credit. A total of three or six credits may be applied to the M.S. degree in applied mathematics or to the M.S. degree in mathematics (a total of 3 credits for an expository thesis or a total of six credits for a research thesis). Prerequisite: Graduate standing. Independent research culminating in the writing of the required thesis. Grade of "S," "U" or "F" may be assigned in this course.

Graduate courses in statistics (STAT)**STAT 503 Introduction to Stochastic Processes**

Term course; 3 lecture hours. 3 credits. Prerequisites: MATH 307 and 309. A continuation of topics given in MATH 309. An elementary introduction to stochastic processes and their applications, including Markov chains and Poisson processes.

STAT 508/SOCY 508 Introduction to Social Statistics

Term course; 2 lecture and 2 laboratory hours. 3 credits. Introduction to statistical methods applicable in a variety of settings, with emphasis on nonexperimental data. Data description and analysis including chi-square and t-tests, using a statistical computing package. Not applicable toward M.S. degrees in mathematical sciences, sociology or computer science.

STAT 513-514/BIOS 513-514 Mathematical Statistics I-II

Continuous course; 3 lecture hours. 3-3 credits. Prerequisite: MATH 307. Probability, random variables and their properties, distributions, moment generating functions, limit theorems, estimators and their properties; Neyman-Pearson and likelihood ratio criteria for testing hypotheses.

STAT 523/BIOS 523 Nonparametric Statistical Methods

Term course; 3 lecture hours. 3 credits. Offered: II. Prerequisites: Any two courses of statistics or permission of instructor. Estimation and hypothesis testing when the form of the underlying distribution is unknown. One-, two-, and k-sample problems. Tests of randomness, Kolmogorov-Smirnov tests, analysis of contingency tables and coefficients of association.

STAT 533 Applied Linear Regression

Term course; 3 lecture hours. 3 credits. Prerequisites: Any two terms of statistics and one term of calculus. An introduction to the concepts and methods of regression analysis, including simple linear regression and correlation, multiple regression and correlation. Application of the multiple regression model to the analysis of variance.

STAT 541 Applied Statistics for Engineers and Scientists

Term course; 3 lecture hours. 3 credits. Prerequisites: MATH 200-201 or equivalent and operational knowledge of MS-DOS. An introduction to applied statistics intended primarily for graduate students in Mathematical Sciences and the Commonwealth Graduate Engineering Program. The fundamental ideas of the collection and display of information, descriptive statistics and exploratory data analysis, elementary probability theory, frequency distributions, and sampling are covered. Other topics include tests of hypothesis and confidence intervals for one or two sample problems; ANOVA, principles of one-factor experimental designs including block designs and Latin squares, fixed and random effects, multiple comparisons; correlation and linear regression analysis; control charts; contingent tables and goodness of fit.

STAT 543/BIOS 543/PMCH 543 Statistical Methods I

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing, or one course in statistics and permission

of instructor. Basic concepts and techniques of statistical methods, including: the collection and display of information, data analysis, and statistical measures; variation, sampling, and sampling distributions; point estimation, confidence intervals and tests of hypotheses for one and two sample problems; principles of one-factor experimental design, one-way analysis of variance, and multiple comparisons; correlation and simple linear regression analysis; contingency tables and tests for goodness of fit. Students may not receive degree credit for both STAT 541 and STAT 543. STAT 543 is not applicable toward the M.S. degree in mathematical sciences or the M.S. degree in computer science.

STAT 544/BIOS 544 Statistical Methods II

Term course; 3 lecture hours. 3 credits. Prerequisite: STAT 541 or STAT 543 or equivalent. Introductory treatment of the design of experiments and the statistical analysis of experimental data based on analysis of variance (ANOVA) and multiple-regression problems will be covered. Includes the use of a statistical software package for data analysis.

STAT 549 Statistical Quality Control

Term course; 3 lecture hours. 3 credits. Prerequisite: STAT 212 and MATH 309 or their equivalents, or permission of instructor. Methods of statistical quality control, with an emphasis on the probabilistic and statistical foundations used in designing and evaluating the techniques. Includes variables and attributes control charts, CUSUM charts, process capability analysis, design of experiments, and acceptance sampling.

STAT 591 Topics in Statistics

Term course; 3 lecture hours. 3 credits. May be repeated for credit. Prerequisite: permission of the instructor. Course open to qualified undergraduates. Selected topics in statistics.

STAT 608/SOCY 608 Statistics for Social Research

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisites: STAT/SOCY 508, SOCY 214, or permission of instructor. Statistical methods applied in social research. Topics include analysis of variance, correlation and regression, including stepwise methods, and the analysis of discrete data. Study of a statistical package, emphasizing manipulation of survey data sets. Not applicable toward M.S. degree in mathematical sciences or the M.S. degree in computer science.

STAT 613-614 Stochastic Processes

Continuous course; 3 lecture hours. 3-3 credits. Prerequisites: MATH 508 and STAT 514. Introduction to the theory and applications of stochastic processes. Random walks, Markov processes, queuing theory, renewal theory, birth-death and diffusion processes. Time series, spectral analysis, filter, autocorrelation. Offered in conjunction with the biostatistics department.

STAT 623 Discrete Multivariate Analysis

Term course; 3 lecture hours. 3 credits. Prerequisites: STAT 543, or permission of instructor. Methods for the analysis of contingency tables. Emphasis on social and biomedical applications of the general log-linear model.

STAT 626 Complex Sampling Designs and Variance Estimation

Term course; 3 lecture hours. 3 credits. Prerequisites: STAT 544 and 514. The analysis of data from surveys that use multistage samples, and connections to the analysis of observational studies and experiments with missing data. Computer intensive methodologies such as the jackknife and bootstrap will be introduced and applied to the problem of variance estimation in these diverse settings.

STAT 628 Advanced Regression

Term course; 3 lecture hours. 3 credits. Prerequisites: STAT 513 and one of the following: STAT 533, STAT 544, or BIOS 546. Theoretical development and advanced applications of the general linear regression model and generalizations of this model. Course material is selected from these general areas: Advanced treatment of analysis of variance (ANOVA) in balanced and unbalanced designs with regression models, including fixed, random, and mixed effects problems; nonlinear and weighted least squares, generalized linear models and maximum-likelihood estimation via iteratively reweighted least squares; and advanced treatment of selection of variables problems, and use of cross-validation and bootstrap methods in regression applications.

STAT 645 Bayesian Decision Theory

Term course; 3 lecture hours. 3 credits. Prerequisite: STAT 514. Presents statistical decision theory and Bayesian analysis, with discussions of loss functions, risk, utility, prior information; conjugate families; posterior distributions, estimation, hypothesis testing; empirical and hierarchical Bayes analysis; and robustness.

STAT 691 Special Topics in Statistics

Term course; 1-3 lecture hours. 1-3 credits. May be repeated for credit. Prerequisite: Permission of instructor. A detailed study of selected topics in statistics.

STAT 697 Directed Research

Term course; variable; 1-3 credits per term. May be repeated for credit. Prerequisite: Graduate standing. Supervised individual research and study in an area not covered in the present curriculum or in one that significantly extends present coverage. Research culminates with an oral presentation and submission of a written version of this presentation to the supervising faculty member.

STAT 698 Thesis

Hours to be arranged. 1-3 credits. A total of three or six credits may be applied to the M.S. in statistics/mathematical sciences. (A total of three credits for an expository thesis or a total of six credits for a research thesis.) May be repeated for credit. Prerequisite: Graduate standing. Independent research culminating in the writing of the required thesis as described in this bulletin. Grade of "S," "U" or "F" may be assigned in this course.

Department of Physics

Baski, Alison A., Assistant Professor (Electrical Engineering)*
Ph.D. Stanford University

Silicon surface structure and growth, scanning tunneling microscopy.

Bishop, Marilyn F., Associate Professor
Ph.D. University of California, Irvine

Transport theory for simple metals, highly-correlated electron systems, charge and spin density waves, superconductivity, polymerization kinetics of biological polymers, light scattering from polymers, semiconducting devices.

Carlisle, John A., Assistant Professor (Electrical Engineering)*

Ph.D. University of Illinois at Urbana-Champaign
Synchrotron-radiation-based materials characterization, diamond and diamond-like thin films, buried monolayers, magnetic multilayers, other thin-film systems.

Gibbs, Zane P., Affiliate Assistant Professor and Associate Research Scientist, Philip Morris, USA
Ph.D. Virginia Commonwealth University

Highly correlated electron systems and condensed matter theory.

Gowdy, Robert H., Associate Professor and Department Chair
Ph.D. Yale University

Theory of general relativity, cosmology, quantum gravity.

Jena, Purusottam, Professor

Ph.D. University of California, Riverside
Electronic structure and properties of defects in metals and small atomic clusters, metal-matrix composites, surface and interfaces, hydrogen-metal systems, cluster solids.

Khanna, Shiv N., Professor

Ph.D. University of Delhi, India
Theory of small clusters, cluster assembled materials, novel cage clusters, quasicrystals, low dimensional systems, magnetism in small clusters and low dimensions.

Lilly Jr., Armys Clifton, Affiliate Professor and Vice President, Technology Assessment and Research Fellow, Philip Morris, USA

Ph.D. Virginia Polytechnic Institute and State University
Condensed matter theory.

Morkoc, Hadis, Professor (Electrical Engineering)*

Ph.D. Cornell University
Compound semiconducting materials and devices.

Niculescu, Vasile A., Associate Professor

Ph.D. University of Cluj, Romania
Experimental solid state, surface structure and properties of alloys, magnetic and structural properties of metals and alloys.

Rao, Bijan K., Professor

Ph.D. University of California, Riverside
Electronic structure and properties of atomic clusters, conducting polymers, many-body theory.

Tait, Gregory B., Associate Professor (Electrical Engineering)*
Ph.D. Johns Hopkins University

Development of novel semiconductor devices for high-frequency and optical circuits, numerical modeling and computer simulation of electronic devices and circuits, biomedical applications of microwave and millimeterwave radiation.

* Department in parentheses indicates affiliate appointment.

+ Affiliate appointment in parentheses indicates home department.

The Department of Physics offers a program leading to a master of science degree with an emphasis on four tracks: instrumentation, the physics of materials, chemical physics or physics research.

Accelerated B.S.-M.S. Program

Students who are enrolled in the physics B.S. program may elect to take graduate courses which will count toward the physics M.S. degree. Up to six hours of graduate credit may be earned in this way without any special provision. In order to offer more than six hours of pre-admission graduate credit toward the graduate degree, a student must apply to the physics department Graduate Admission Committee for admission to the Accelerated B.S.-M.S. Program. Persons applying for admission to this program (1) should submit a curricular plan for completing the physics B.S. degree within two years or its part-time equivalent; (2) should indicate which graduate courses they intend to offer toward the physics M.S. degree; (3) should have a "B" average or better.

The M.S. Degree Completion Form should be accompanied by a memo from the physics department Graduate Admission Committee to indicate which graduate courses were taken under the Accelerated B.S.-M.S. Program.

Admission requirements

In addition to the general requirements for admission to graduate programs in the School of Graduate Studies (Part I of this bulletin) and the College of Humanities and Sciences, students are expected to satisfy the following minimum standards for admission:

- 30 term credits in undergraduate physics or engineering of which at least 18 term credits must be at the upper level. Each of the three available tracks requires the 18 credits to include particular upper-level courses:
 - Admission to the instrumentation track requires courses equivalent to PHYS 376 Electromagnetic Theory and PHYS 432 Digital Electronics.
 - Admission to the materials, chemical physics, and research tracks requires courses equivalent to PHYS 340 Statistical Mechanics and

Thermodynamics, PHYS 376 Electromagnetism, and PHYS 380 Quantum Physics I.

- Three letters of recommendation pertaining to the student's potential as a physics graduate student.
- Satisfactory GRE scores.

Applicants must state which of the four degree tracks they wish to pursue.

Provisional admissions may be granted where deficiencies exist. These deficiencies must be removed by the end of the first year of residence or its part-time equivalent, when the student's application will be reexamined. Courses which are designed to remove deficiencies will not be accepted for credit toward the master of science degree.

Students can select graduate courses in chemistry, mathematics, computer science and appropriate courses in the School of Medicine. These electives must be approved by the graduate program committee of the department to count toward degree requirements.

Students who intend to continue their studies in the Ph.D. in Chemistry Program/Chemical Physics Option should choose the Chemical Physics Track. The Department of Chemistry can waive degree requirements that are duplicated in the chemical physics track. Students enrolled in the Ph.D. program for chemical physics may earn in addition an M.S. in physics by satisfying the above requirements.

Degree requirements

Each track requires 30 term credits of approved graduate courses with at least 15 term credits at the 600 level.

All tracks require the following core courses:

- PHYS 550 Graduate Laboratory
- PHYS 571 Theoretical Mechanics
- PHYS 576 Electromagnetic Theory

Each student can elect either the thesis or nonthesis option. For the thesis option at least six term credits of PHYS 697 Directed Research are required with a satisfactory oral defense of a written thesis. However, no more than nine term credits of directed research may be counted toward the 15 credit 600-level requirement, and no more than three credits for the nonthesis option.

A student who elects the nonthesis option must pass a written comprehensive examination.

Each of the tracks requires additional courses beyond the core.

Instrumentation track

PHYS 532 Introduction to Instrumentation
PHYS 535/CMSC 535 Advanced Interfacing

Physics of material track

PHYS 507 Materials Characterization
PHYS 580 Quantum Mechanics
PHYS 641 Solid State Physics

Chemical physics track

PHYS 580 Quantum Mechanics
Six credits of additional physics chemistry or mathematics courses with at least three at the 600 level.

Research track

PHYS 580 Quantum Mechanics
Six credits of additional physics and mathematics courses with at least three at the 600 level.

Graduate courses in physics (PHYS)

PHYS 507 Materials Characterization

Term course; 3 lecture hours. 3 credits. Prerequisites: PHYS 440 or equivalent. An advanced survey of the structural and mechanical properties of materials and the methods for characterizing them. The connection between atomic and electronic structure and large-scale properties is emphasized. Topics include diffraction studies of crystals, crystal imperfections, annealing processes, magnetic interactions, optical properties and a variety of measurement techniques.

PHYS 532 Introduction to Instrumentation

Term course; 3 lecture hours. 3 credits. Prerequisites: PHYS 432 or equivalent; MATH 301, 307, or equivalent. The application of advanced electronic techniques to data gathering. Includes analysis of noise, the electronic properties of input/output transducers and signal recovery techniques.

PHYS 535/CMSC 535 Advanced Interfacing

Term course; 3 lecture hours. 3 credits. Prerequisite: PHYS 432 or equivalent. Self-paced course in interfacing microprocessors to a variety of devices. The Motorola 6800 MPU is studied in depth with an introduction to the 6809 and 68000 16-bit MPUs. Interfacing topics include: use of the peripheral interface adapter; D/A and A/D converters; standard serial and parallel interface buses; EPROM programming; asynchronous interface adapters; video monitors; printers; MODEMS; and connecting the MPU to magnetic recording devices such as floppy disks.

PHYS 550 Graduate Laboratory

Term course; 6 laboratory hours. 3 credits. Prerequisite: Four terms of undergraduate physics laboratory equivalent to PHYS 207, 208, 320 and PHYS 350. Applications of modern measurement techniques including the use of pulse-height analyzers, X-ray diffractometers, magnetometers, and mass spectrometers as well as techniques for characterizing materials

by their transport properties (including Hall effect and thermoelectric power) and by their mechanical properties.

PHYS 571 Theoretical Mechanics

Term course; 3 lecture hours. 3 credits. Prerequisites: PHYS 301 and MATH 301 or permission of instructor. An introduction to advanced dynamics involving the Lagrangian and Hamiltonian formalisms.

PHYS 576 Electromagnetic Theory

Term course; 3 lecture hours. 3 credits. Prerequisites: PHYS 376 and MATH 301 or permission of instructor. Maxwell's equations of electromagnetism, vector and scalar potentials, electromagnetic waves and radiation theory.

PHYS 580 Quantum Mechanics

Term course; 3 lecture hours. 3 credits. Prerequisites: PHYS 380, MATH 307, or permission of instructor. Theoretical quantum descriptions with emphasis upon mathematical techniques. Schrodinger equation, hydrogen atom, eigenfunctions and eigenvalues, angular momentum and spin, and perturbation theory.

PHYS 591 Topics in Physics

Term course; 3 lecture hours. variable; 1-3 credits. Open to graduate students and to undergraduate students with advanced standing. An in-depth study of a selected topic in advanced physics. See the Schedule of Classes for specific topic(s) and additional prerequisites. Applicable toward physics major requirements.

PHYS 641 Solid State Physics

Term course; 3 lecture hours. 3 credits. Prerequisites: CHEM 510, PHYS 302 and MATH 317, or permission of instructor. Study of structure and electronic properties of materials in the solid phase.

PHYS 650 Subatomic Physics I

Term course offered in cooperation with Virginia State University; 3 credits. Prerequisites: PHYS 576, PHYS 580 and CHEM 510. Studies of nuclei and elementary particles, reaction dynamics, particle accelerators, detection devices, particle classification, symmetries and conservation laws, quantum electrodynamics, the weak interaction, quantum chromodynamics, unified theories, the nuclear shell model and collective model, and nuclear reactions.

PHYS 651 Subatomic Physics II

Term course offered in cooperation with Virginia State University; 3 credits. Prerequisites: PHYS 650. A continuation of PHYS 650.

PHYS 660 Studies in Electronic Instrumentation

Term course; 3 credits. Credit for only two televised courses will count toward degree requirements. Courses televised by the Virginia Cooperative Graduate Engineering Program. See the Schedule of Classes for selected topics and prerequisites.

PHYS 661 Studies in Material Science I

Term course; 3 credits. Credit for only two televised courses will count toward degree requirements. Courses televised by

the Virginia Cooperative Graduate Engineering Program. See the Schedule of Classes for selected topics and prerequisites.

PHYS 662 Studies in Material Science II

Term course; 3 credits. Credits for only two televised courses will count toward degree requirements. Courses televised by the Virginia Cooperative Graduate Engineering Program. See the Schedule of Classes for selected topics and prerequisites.

PHYS 663 Studies in Nuclear Physics

Term course; 3 credits. Credits for only two televised courses will count toward degree requirements. Courses televised by the Virginia Cooperative Graduate Engineering Program. See the Schedule of Classes for selected topics and prerequisites.

PHYS 690 Research Seminar

Term course; 1 credit. May be repeated for credit. Examines current problems and developments in physics.

PHYS 691 Special Topics

Term course; 3 credits. Prerequisites: At least one graduate-level physics course and permission of instructor. Selected topics in physics from such areas as statistical physics, quantum field theory, semi-conductor device physics, general relativity, electronic structure of solids, thin-film fabrication techniques, superconductivity, nuclear magnetic resonance techniques, crystallography and nuclear physics.

PHYS 697 Directed Research

Term course; 1-6 credits. May be repeated for credit up to a limit of 9 credits. Prerequisites: At least one graduate-level physics course and permission of instructor. Research leading to the M.S. degree.

Department of Political Science and Public Administration

Alimard, Amin, Associate Professor

D.P.A. University of Southern California

Bureaucracy and organizational behavior, comparative public administration, human resource management.

Banks, Elliott, Associate Professor

Ph.D. University of Texas

Urban politics, political behavior, leadership studies.

Condit, Deirdre, Assistant Professor

Ph.D. Rutgers University

Public law and courts, feminist theory, women and politics.

Dolan, Julie, Assistant Professor

Ph.D. American University

Public policy, gender politics, research methods, American government.

Drake, W. Avon, Associate Professor

Ph.D. Cornell University

Race and American politics, Africa, political philosophy/social theory.

Farmer, David, Professor

Ph.D. University of Virginia

Ph.D. University of London

Bureaucracy, political philosophy and theory, public administration.

Grosenick, Leigh, Professor

Ph.D. University of Minnesota

Public law, judicial behavior, public administration, public finance and professional ethics.

Hambrick, Ralph, Professor

Ph.D. Syracuse University

Public management, public policy analysis, evaluation research and strategic planning.

Hirsch, Herbert, Professor

Ph.D. University of Kentucky

Politics of war, violence and genocide, political psychology, American government and politics.

Holsworth, Robert, Professor and

Director, Center for Public Policy

Ph.D. University of North Carolina

US politics, political theory, public policy.

Hutchinson, Janet, Assistant Professor and

Director, Public Administration Programs

Ph.D. University of Pittsburgh

Research methods, public policy, knowledge use, and social welfare.

Jackson, M. Njeri, Associate Professor

Ph.D. Atlanta University

Gender politics and policy, health care, ethnic and racial politics.

Mustafa, Husain, Professor

Ph.D. American University

American government and politics, public administration, bureaucracy and organizational behavior.

Newmann, William, Instructor

M.A. Drew University

Presidency, foreign policy, bureaucracy and organizational behavior.

Twigg, Judyth, Assistant Professor

Ph.D. Massachusetts Institute of Technology

Russia, international security, health care.

Wikstrom, Nelson, Professor and Department Chair

Ph.D. University of Connecticut

Intergovernmental relations, state and local politics, public administration.

Woodridge, Blue, Associate Professor

D.P.A. University of Southern California

Public finance and budgeting, productivity improvement, public policy.

Affiliate faculty

Gehring, Donald C., Vice President for External Relations

J.D. University of Notre Dame

Nelson, Lynn D., Professor

Ph.D. Ohio State University

Russian Studies, comparative political systems, political economy.

Wilder, L. Douglas, Distinguished Professor of Public Policy

J.D. Howard University School of Law

The Master of Public Administration (M.P.A.) Program is designed to meet the graduate educational needs of pre-service and in-service professionals for careers in public management and analysis in the public and nonprofit sectors. The program is accredited by

the National Association of Schools of Public Affairs and Administration.

Admissions

In addition to the general requirements, selection is made on the basis of prior academic performance, professional accomplishments, and other indicators of the ability to pursue successfully graduate studies and a professional career in public management. Specifically, the application for admission requires a transcript documenting the completion of a bachelor's degree, three letters of reference (including both academic and professional references if possible), a current résumé, and standardized examination scores (less than five years old). Acceptable examinations include: Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Law School Admissions Test (LSAT) and Miller's Analogies Test (MAT).

Individuals with advanced degrees

Persons holding advanced degrees from fully accredited institutions of higher education may be accepted as degree students without submitting standardized examination scores.

Special students

Without formal admission, but with departmental permission, a student may take up to nine credit hours of instruction. If appropriate, these credits may be applied to the M.P.A. degree or certificate program. Taking such courses in no way guarantees admission to the graduate program.

Transfer credit

A maximum of nine term hours of graduate credit from an accredited institution may be applied toward the M.P.A. degree. Such transfer credits will be evaluated at the completion of nine term hours of work in VCU's graduate program in public administration. These hours will not have been credited toward another degree. For special programs, additional hours may be transferred and applied to the M.P.A. degree with department approval.

Financial information

Potential students are urged to apply by March 30 for fellowships and

scholarships. Paid on-the-job internships are encouraged. The Senator Edward E. Willey Scholarship and the Virginia City Management Association/University Dr. T. Edward Temple Scholarship are available to outstanding students; preference for these two scholarships is given to those who plan public careers in Virginia. VCU graduates have a successful record in obtaining presidential management internships in the federal government, state government professional positions and local government positions.

Continuous enrollment requirements and expectations

To remain in good standing, students must maintain continuous registration for each fall and spring term (except for approved leaves of absence) until they have completed all requirements. Students who fail to register for two consecutive terms (summer sessions included) will be dropped automatically from the program and must reapply for admission in order to continue. Exceptions to this policy will be made on an individual basis by petition. Students who reapply after having been dropped for failure to register continuously will be evaluated under the bulletin requirements in effect at the time of readmittance.

A minimum grade-point average of 3.0 on a four-point scale must be maintained. Compliance with other university regulations is also required.

Requirements for the degree of master of public administration

- A student must complete a minimum of 42 term hours, as approved, with an overall grade-point average of 3.0 or above. Students who do not have at least one year of professional-level experience in the public sector or in a nonprofit agency are required to earn three additional hours of credit in a public service practicum (for a total of 45 term hours of credit for the degree).
- Students who are required to take the practicum will usually do so during the summer between the first and second years of or during the last term of course work. The practicum shall last a minimum of 10 weeks as required by the National Association of

Schools of Public Affairs and Administration. The scheduling of the practicum will be flexible enough to accommodate the needs of those students who pursue the degree on a part-time basis.

All practicums will be negotiated between VCU and the host agency in terms of the scope of work to be performed by the students, the type and extent of supervision both within the agency and from the university, and the stipend. A learning contract will be executed among the department, the agency and the student. A student “academic/experiential paper” is required to complete the internship.

- All students are required to complete the courses in the core curriculum unless competence in the subject matter can be demonstrated on the basis of previous experience or course work. The core courses described on the following pages are: 601, 602, 603, 607, 609, 623, 624, 625, 689 or 690.

Advising

After admission in either the M.P.A. or certificate program, a student will be assigned an adviser who will assist in planning the specific sequence of courses and program of study.

Core curriculum

Required courses	
PADM 601 Principles of Public Administration	3
PADM 602 Public Administration Theory	3
PADM 603 Politics and Economics	3
PADM 607 Public Human Resource Management	3
PADM 609 Financial Management in Government	3
PADM 623 Research Methods for Public Administration	3
PADM 624 Quantitative Methods for Public Administration	3
PADM 625 Public Policy Analysis	3
PADM 689 Seminar in Public Administration or PADM 690 Reading Seminar	3
	<hr/> 27

Electives	15
	<hr/> 42

Practicum (if required)	3
	<hr/> 45

Concentration possibilities

Students may develop a concentration in one of several areas from among the elective courses offered by the department or in combination with courses elsewhere in the university.

Possibilities include:

- human resource management
- public financial management
- executive management
- public policy analysis and evaluation
- local government management
- nonprofit management

Other concentrations may be developed including concentrations in other fields. These concentrations may require agreement between the Department of Political Science and Public Administration and other departments or schools at VCU such as Criminal Justice, Economics, Gerontology, Social Work, Urban Studies and Planning, Business and Health Administration.

Certificate in public management

The certificate in public management (C.P.M.) is a post-baccalaureate program designed to enable practitioners in government and nonprofit organizations to acquire knowledge and skills in public administration without pursuing a full master’s degree. The C.P.M. requires a total of 18 hours of graduate credits involving a mix of required and elective courses. The courses are the same as those offered to M.P.A. students. Admission to the certificate program requires the same application materials as the M.P.A. except a standardized examination is not required. Further details are available from the program office.

The certificate in public management is offered at several locations off campus, including Chesterfield County, Henrico County and the Virginia Department of MHMRSAS. Additionally, the C.P.M. is offered jointly with Longwood College in Farmville, Va.

Admission to the master’s program from C.P.M.

The C.P.M. is designed for persons in management positions who need a limited number of selected courses in contemporary methods, skills and models of management. On occasion, however, a person may pursue the C.P.M. and then decide that it would be desirable

to pursue the M.P.A. degree. C.P.M. course credits may be applied to the M.P.A.

Admission to and successful completion of the C.P.M. in no way guarantees admission to the M.P.A. program. Students who are enrolled in the C.P.M. or who have completed the C.P.M. must apply separately for admission to the M.P.A. and must provide standardized test scores as required by that program.

Computer competency

Familiarity with basic microcomputer applications, including word processing and spreadsheets, is essential to successful completion of both the M.P.A. and C.P.M. programs. Students lacking these skills are strongly urged to develop them prior to enrollment or early in their program of study. While access to the Internet is available on campus, it is generally advantageous for students to have access through a connection at home or work.

Graduate courses in public administration (PADM)

PADM 583 Effective Managerial Communications

Term course; 1 lecture hour. 1 credit. Describes and explains the communications process as it applies in public organizations. Acquaints students with the theoretical basis of interpersonal communications and with applied methodologies from a managerial perspective.

PADM 584 Planned Organizational Change

Term course; 1 lecture hour. 1 credit. Describes and explains strategies and tactics of planned organizational change. Emphasis is placed on the change process in organized situations and on various strategies and tactics the manager may employ to achieve desired change in his/her organization.

PADM 585 Power, Influence and Organizational Competence

Term course; 1 lecture hour. 1 credit. This course will explore the strategies and tactics of power and influence use in large-scale public organizations. A framework for use of influence strategies will be presented and tactical methodologies will be examined through case study and simulation.

PADM 591 Topic Seminar

Term course; 3 lecture hours. 3 credits. Seminar in contemporary public administration issues.

PADM 601 Principles of Public Administration

Term course; 3 lecture hours. 3 credits. Dynamics of governmental administration including administrative principles, decision making, communication, leadership, organizational models, and the social, economic, legal and political milieu of administration.

PADM 602 Public Administration Theory

Term course; 3 lecture hours. 3 credits. Examines historical and contemporary public administration theories and paradigms. Emphasizes the practical significance of such theories for both macro and micro issues in public administration.

PADM 603 Politics and Economics

Term course; 3 lecture hours. 3 credits. Examines political and economic institutions and concepts as they affect and are affected by the practice of public administration. Topics include microeconomics and the public sector; the interrelationship between the private and public sectors; macroeconomics concepts and related institutions.

PADM 604 Comparative Public Institutions

Term course; 3 lecture hours. 3 credits. Applies a comparative methodology to explore theories and models of public institutions in the United States and in selected developed and developing countries. Focuses on administrative structures and practices, with emphasis on the relationship between administrative practice and cultural, and political context. Institutions examined will be changed periodically to focus on interjurisdictional comparisons within the United States - at the local, state, and federal levels - as well as among other countries and the United States.

PADM 605/SOCY 605 Survey Research Methods

Term course; 3 lecture hours. 3 credits. Prerequisites: SOCY 601, 602, and 608 or permission of instructor. Examines all major areas of survey research methodology including sampling, design, data collection methods, questionnaire design, data analysis, and data processing. Addresses problems specific to survey research, such as telephone interviewing, constructing large representative samples, and nonresponse rates.

PADM 606 Government Management Models

Term course; 3 lecture hours. 3 credits. An examination of current thought and research on management theory and organizational design in government. Theory and research from diverse sources, i.e., political science, sociology, industrial psychology, and administrative science will be explored to provide each student with the macro conceptual framework necessary for development or refinement of effective public management skills.

PADM 607 Public Human Resource Management

Term course; 3 lecture hours. 3 credits. The general concepts, principles, and techniques of personnel administration and employee relations as applied in governmental units and agencies.

PADM 609 Financial Management in Government

Term course; 3 lecture hours. 3 credits. The general concepts, principles and techniques of financial management as they are applied in governmental units and agencies.

PADM 621 Organizational Behavior and Management in Government

Term course; 3 lecture hours. 3 credits. The general concepts, principles, and theories of management and organizational behavior as they relate to the administration of governmental

units and agencies are dealt with in lecture, discussion and workshop formats.

PADM 622 Public Sector Budgeting

Term course; 3 lecture hours. 3 credits. Prerequisite: PADM 609. Advanced theory and practice of public agency budgeting in the decision-making process and its impact on policy-making. Topics include alternative budgeting systems, capital planning and budgeting, budget execution, budgeting analysis techniques, and revenue and expenditure forecasting.

PADM 623 Research Methods for Public Administration

Term course; 3 lecture hours. 3 credits. Prerequisite for PADM 624. Introduction to the scope and methods of applied research for the public sector. Focuses on problem structuring through logical methods, exploring problems through observation and other methods of data collection, analyzing and summarizing findings using both qualitative and quantitative methods.

PADM 624 Quantitative Methods for Public Administration

Term course; 3 lecture hours. 3 credits. Prerequisite: PADM 623 or permission of the instructor. Introduction to statistical methods for use in managerial decision making, policy analysis, and social science research. Descriptive and inferential statistics are explored through computations and using SPSS/PC computer software.

PADM 625 Public Policy Analysis

Term course; 3 lecture hours. 3 credits. The examination of various methods for identifying and structuring public policy problems and issues, formulating and analyzing alternative responses, recommending policy actions for decision making, and designing and evaluating implementation plans and the means to monitor and evaluate the resulting policy outcomes.

PADM 626 Intergovernmental Relations

3 lecture hours. 3 credits. Focuses on various models of federalism and examines the pragmatic evolution of federal, state, and local intergovernmental relations in the United States. Topics include policy implementation and implications, fiscal transfers, and local government cooperation and conflict in the metropolis.

PADM 627 Workshop in Policy Analysis and Evaluation

Term course; 3 lecture hours. 3 credits. Prerequisites: PADM 624 and 625 or permission of the instructor. This course is project-oriented, emphasizing practical experience in the design and conduct of policy analysis or program evaluation studies. Emphasizes political environment and client relationships.

PADM 630/URSP 630 Strategic Planning and Management in the Public Sector

3 lecture hours. 3 credits. Explores the benefits and limitations of strategic planning and management in the public sector, examines approaches to strategic management, especially in terms of the role and behavior of top management, and provides an introduction to the analytic and process methods used in strategic planning and management.

PADM 637 Organic Human Resources Management

Term course; 3 lecture hours. 3 credits. Prerequisite: PADM 607 or equivalent. An examination of current thought, research, and personnel management theory and practice in government that is person-oriented is presented in this course. Topics include rank-in-the-person personnel systems; career development, executive personnel systems; forecasting human resource needs; individual-based performance evaluation; employee assistance programs; and special emphasis program.

PADM 642 Grants Management

Term course; 3 lecture hours. 3 credits. Principles and practices of managing federal and state funds and implementing a grant-funded program. Topics include federal grant-making process, applying for a grant, developing grant accounting systems, joint funding, disputes, appeals and remedies, and close-out procedures.

PADM 650 Principles of Nonprofit Management

Term course; 3 lecture hours. 3 credits. Explores the history, theories and dynamics of not-for-profit organizations in the United States, with focus on organizations with local or regional services areas. Emphasizes political, legal, cultural, and constituent environments; revenue generation; decision making, communications leadership; and organizational models. Compares the mission and operations of nonprofit organizations, government organizations and for-profit enterprises in the delivery of services.

PADM 652 Administrative Law

Term course; 3 lecture hours. 3 credits. The course considers the administrative process from the perspective of rule making and decision making within the framework of public agencies. It will examine the development of the law, the use and control over administrative discretion, legislative and judicial controls over the administrative process, and remedies for improper administrative acts.

PADM 660 Community Power Dynamics

Term course; 3 lecture hours. 3 credits. Examination of the location of power in the American community, operational concepts and general methodological approaches defined, empirical findings based on various methodological approaches, conclusions on community political systems and power.

PADM 662 Advanced Topics in Revenue and Taxation

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 616 or permission of instructor. An advanced examination of governmental revenue and taxation policies, tax incidence and alternative funding techniques.

PADM 664 Local Government Administration

Term course; 3 lecture hours. 3 credits. An intensive examination of the major functional responsibilities with a special emphasis on the organization, standards, operational imperatives, interrelationship with other functions, and special management problems at the local level, including small and rural jurisdictions.

PADM 670 Advanced Public Financial Management

Term course; 3 lecture hours. 3 credits. Prerequisites: PADM 609, ECON 616, or permission of the department. Brings

together specialty aspects of public financial management such as economic and political implications, practical skill-building, operational financial administration issues and tactics, and accounting principles and approaches, and integrates these disparate segments of public finance. The emphasis is on policy-level implications and strategies of public financial management strategies of executive planning, analysis and management of the financial sector of public organizations.

PADM 675 Comparative Public Administration

Term course; 3 lecture hours. 3 credits. Explores methodology, theories, and models used in comparative approach to public administration, functional processes of administration in selected developing and developed countries and role of bureaucracy in development and nation building.

PADM 680 Executive Leadership Seminar

Term course; 3 lecture hours. 3 credits. Explores aspects of current interest in leadership style, skills and roles. This course allows participants to explore areas of personal interest in contemporary public management leadership theory and practice and to share findings in seminar format.

PADM 681 Governmental Administrative Decision Making Processes

Term course; 3 lecture hours. 3 credits. Identification of alternative decision making processes in public sector management environments. Choosing the proper method of the appropriate management-level theory and method of controlling administrative decisions within governmental organizations. Dealing with political, budgetary and personal constraints in achieving organizational goals.

PADM 682 Advanced Public Human Resources Management

Term course; 3 lecture hours. 3 credits. Prerequisite: PADM 607 or equivalent. Public personnel management is analyzed in process and systems perspectives, with specific emphasis on the interrelatedness of discrete system components with other systems. Attention is given to the integration of personnel elements through the development of feedback systems, positive and negative impacts' analyses, and personnel policy development and implementation.

PADM 683/PHIL 683 Administrative Ethics

Term course; 2 or 3 lecture hours. 2 or 3 credits. A philosophical investigation into the problems of making ethical decisions, focusing on issues likely to confront the public administrator. Examples of such issues are equity in social services delivery, affirmative action, loyalty to the bureaucracy vs. "whistle blowing," and conflicts of interest between personal and public interest.

PADM 689 Seminar in Public Administration: Integration of Theory and Practice

Term course; 3 lecture hours. 3 credits. Integration of public management and administration theory and practice: goal setting for professional growth and approaches to life long continuing self-development; integration of theory, models, knowledge, skills, behaviors, values, ethics and philosophy of public management and administration. This is a capstone, required course for M.P.A. students.

PADM 690 Reading Seminar

3 credits. A comprehensive reading list will be provided to students. Upon completion of the reading approved by the seminar director, a comprehensive examination will be given. Graded as pass/fail.

PADM 691 Topics in Public Administration

Term course; 1, 2 or 3 lecture hours. Variable credit. Course may be repeated with different topics as approved. Prerequisite: Permission of instructor. An in-depth study of a selected topic in public administration. See the Schedule of Classes for specific topic to be offered each term.

PADM 693 Public Administration Practicum

3 credits. A professional internship in public service for those students without significant professional-level experience in a public agency.

PADM 697 Directed Research in Public Administration

Term course; 1-6 credits. Prerequisite: Permission of instructor. Independent research into public administration problems, issues, applications and theories related to student's field of concentration.

Department of Psychology

Allison, Kevin, Associate Professor
Ph.D. DePaul University

Adolescent development, African-American youth and families.

Auerbach, Stephen M., Professor
Ph.D. Florida State University

Stress and coping theory and research; stress management in behavioral medicine and law enforcement settings and with the elderly.

Bailey, Kent G., Professor

Ph.D. West Virginia University
Individual tests of intelligence, psychotherapy, human ethology.

Belgrave, Faye Z., Professor

Ph.D. University of Maryland
Minority populations, disabilities, HIV prevention and education, substance abuse.

Corazzini, John G., Professor and

Director, University Counseling
Ph.D. University of Notre Dame
College counseling.

Danish, Steven J., Professor and Director, Life Skills Center

Ph.D. Michigan State University
Health and sports psychology, promotion and enhancement of competence, prevention of substance abuse.

Eissenberg, Thomas, Assistant Professor

Ph.D. McMaster University
Behavioral pharmacology of nicotine and the development of effective drug abuse treatments.

Erickson, Marilyn T., Professor

Ph.D. University of Washington
Etiology of psychopathology; child and adolescent assessment/diagnostic issues; psychological intervention with children, adolescents and families.

Farrell, Albert D., Professor

Ph.D. Purdue University

- Behavioral assessment, behavior therapy, social skills training, computer applications in mental health.
- Forsyth, Donelson R., Professor and Director of the Social Psychology Division of the Doctoral Program in General Psychology
Ph.D. University of Florida
Social psychology, attitudes and social cognition, group processes.
- Fries, Elizabeth A., Assistant Professor (Massey Cancer Center)*
Ph.D. University of Washington
Health psychology, community intervention, smoking, diet.
- Gramling, Sandra E., Associate Professor and Interim Director of the Doctoral Program in Clinical Psychology
Ph.D. University of Mississippi
Behavioral medicine, psychophysiology, behavior therapy, psychopharmacology.
- Hamm, Robert J., Professor and Director of the Biopsychology Division of the Doctoral Program in General Psychology
Ph.D. Southern Illinois University
Neuronal trauma, stress reactions, animal behavior.
- Harkins, Stephen, Professor (Gerontology)*
Ph.D. University of North Carolina
Pain and age, memory changes with age, evoked potentials.
- Hartnett, John J., Associate Professor
Ph.D. Wayne State University
Social-industrial psychology, person perception, job satisfaction, selection, classification.
- Holmes, Clarissa S., Professor
Ph.D. University of Arkansas
Child behavioral medicine, childhood diabetes.
- Howard, Catherine W., Associate Professor
Ph.D. Pennsylvania State University
Life span development with emphasis on adolescence, family relations, prevention programs for at-risk youth.
- Ingram, Kathleen M., Assistant Professor
Ph.D. Ohio State University
Stress, coping and well-being, e.g., HIV patients, homeless women, psychology of women.
- Kliwer, Wendy, Associate Professor and Director, Urban Psychology Program
Ph.D. University of California, Irvine
Parental influence on children's use of coping strategies for coping with normative and stressful situations in elementary school years.
- Leahey, Thomas H., Professor
Ph.D. University of Illinois
History and philosophy of psychology; cognitive science, sociobiology.
- Mahoney, John M., Associate Professor
Ph.D. State University of New York Buffalo
Social psychology, values, individual differences.
- McCreary, Micah, Assistant Professor
Ph.D. Virginia Commonwealth University
Family issues with African-Americans, African-American males, adolescent and spiritual stress and coping.
- McCullough, James P., Professor and Director, Mood Disorders Institute
Ph.D. University of Georgia
Cognitive-behavior psychotherapy with adults, research with early and late onset characterological dysthymia, N=1 methodology.
- Meyer, Aleta, Assistant Professor
Ph.D. The Pennsylvania State University
Community psychology, at-risk youth.
- Myers, Barbara J., Associate Professor, Director of Graduate Studies in Psychology and Director of the Developmental Psychology Division of the Doctoral Program in General Psychology
Ph.D. Temple University
Infancy and early childhood, social development of disabled and at-risk children.
- Parham, Iris A., Associate Professor (Gerontology)*
Ph.D. University of Southern California
Psychology of aging, developmental psychology.
- Porter, Joseph H., Professor
Ph.D. University of Georgia
Biopsychology, animal learning and behavior, behavioral pharmacology.
- Robbins, Steven B., Professor and Department Chair
Ph.D. University of Utah
Psychodynamic theory research and practice, consultation, career indecision.
- Shivy, Victoria A., Assistant Professor
Ph.D. State University of New York, Albany
Psychological assessment, vocations, research design and methodology.
- Stasson, Mark F., Associate Professor and Director of Undergraduate Studies
Ph.D. University of Illinois
Group decision making, social psychological applications in organizational settings.
- Stolberg, Arnold L., Professor
Ph.D. University of South Florida
Clinical child and community psychology; prevention of child psychopathology, divorce, and child adjustment.
- Strong, Stanley R., Professor
Ph.D. University of Minnesota
Interpersonal influence theory, change processes in counseling and psychotherapy.
- Wilkes, Susan, Assistant Professor
Ph.D. Virginia Commonwealth University, Center for Psychological Services and Development.
- Williams, Julie, Assistant Professor and Director of the Center for Psychological Services and Development
Ph.D. University of Tennessee
Short term therapy.
- Worthington, Everett L., Professor and Director of the Doctoral Program in Counseling Psychology
Ph.D. University of Missouri
Marriage and family, religious counseling, theories and methods of counseling.
- Emeriti faculty**
William D. Groman
Donald J. Kiesler
Robert M. Tipton
- Collateral faculty**
Allison, Scott T., Associate Research Professor, Department of Psychology, University of Richmond
Ph.D. University of Richmond
- Ax, Robert K., Assistant Clinical Professor, Federal Correctional Institution, U.S. Department of Justice
Ph.D.
- Balster, Robert L., Research Professor, Department of Pharmacology and Toxicology
Ph.D.
- Beardsley, Patrick M., Associate Research Professor, Department of Pharmacology and Toxicology
Ph.D.
- Blackmer, Dana R., Assistant Clinical Professor, Henrico County Mental Health Services
Ph.D.
- Bovbjerg, Victor E., Assistant Research Professor, Internal Medicine
Ph.D.
- Boynton, Gerald, Assistant Clinical Professor, Department of Psychology, Eastern State Hospital
Ed.D.
- Buczek, Teresa A., Assistant Clinical Professor, Private Practice
Ph.D.
- Bullock, James H., Assistant Clinical Professor, Private Practice
Psy.D.
- Casson, Mort A., Assistant Clinical Professor, Private Practice
Ph.D.
- Castaldi, Josie, Assistant Clinical Professor, Children's Hospital
Ph.D.
- Cobb, Eloise, Assistant Clinical Professor, Child Development Services
Ph.D.
- Cohen, Robert, Clinical Professor, Virginia Treatment Center
Ph.D.
- Colbs, Sandy L., Assistant Clinical Professor, University Counseling Center
Ph.D.
- Coogle, Constance L., Assistant Research Professor, Virginia Center on Aging
Ph.D.
- Crow, Frank, Assistant Clinical Professor, Psychology Service, McGuire Veterans Administration Medical Center
Ph.D.
- Dougherty, Linda M., Associate Research Professor, Piedmont Geriatric Hospital
Ph.D.
- Doyle, Daniel, Assistant Clinical Professor, Private Practice
Ph.D.
- Eberly, Bruce, Assistant Clinical Professor, Psychology Service, McGuire Veterans Administration Medical Center
Ph.D.
- Eberly, Carole, Assistant Clinical Professor, Psychology Service, McGuire Veterans Administration Medical Center
Ph.D.
- Ehrmantraut, John E., Assistant Clinical Professor, Private Practice
Ed.D.
- Falk, Robert S., Assistant Clinical Professor, Private Practice
Ph.D.
- Farrington, Frank H., Associate Research Professor, Department of Pediatric Dentistry
D.D.S.

- Fisher, Robert E., Assistant Clinical Professor, Community Preparation Program, Eastern State Hospital
Ph.D.
- Forssmann-Falck, Renate, Clinical Professor, Center for Psychological Services and Development, Department of Psychology
M.D.
- Forti, Donna, Research Professor, Adjunct Professor
Ph.D.
- Green, Robert, Research Professor, School of Social Work
Ph.D.
- Gruskos, John R., Assistant Clinical Professor, Private Practice
Ph.D.
- Gullotta, Frank, Assistant Clinical Professor, Philip Morris, U.S.A.
Ph.D.
- Hagan, Leigh D., Assistant Clinical Professor, Private Practice
Ph.D.
- Haller, Deborah L., Associate Research Professor, Division of Substance Abuse Medicine
Ph.D.
- Hanna, Aura, Assistant Research Professor
Ph.D.
- Horvatic, Paula K., Associate Research Professor, Department of Internal Medicine-Substance Abuse
Ph.D.
- Ito, Michael S., Assistant Clinical Professor, Psychology Department, Eastern State Hospital
Psy.D.
- Kelly, Timothy A., Clinical Professor, Department of Mental Health, Mental Retardation & Substance Abuse
Ph.D.
- Kendrick, Michelle M., Assistant Clinical Professor
Ph.D.
- Knisely, Janet, Assistant Research Professor, Department of Psychiatry
Ph.D.
- Koch, J. Randy, Assistant Human Resources Professor, Department of Mental Health, Mental Retardation and Substance Abuse Services, Richmond, VA
Ph.D.
- Kornstein, Susan B., Assistant Clinical Professor, Department of Psychiatry
M.D.
- Kreutzer, Jeffrey S., Clinical Professor, Department of Rehabilitation Medicine
Ph.D.
- Kruczek, Theresa A., Assistant Clinical Professor, Department of Psychiatry
Ph.D.
- Laird, Steven P., Assistant Clinical Professor, Department of Psychology, McGuire Veterans Administration Medical Center
Ph.D.
- Laskin, Daniel, Clinical Professor, Department of Oral and Maxillofacial Surgery
Ph.D.
- Levy, Leon, Research Professor, Department of Psychology
Ph.D.
- Lichtman, Aron, Research Assistant Professor, Department of Pharmacology and Toxicology
- Lyeth, Bruce G., Assistant Clinical Professor, Department of Surgery
Ph.D.
- Martelli, Michael F., Assistant Clinical Professor, Medical Psychology, Sheltering Arms Hospital
Ph.D.
- Mathies, Brigitte, Assistant Clinical Professor, Department of Physical Medicine and Rehabilitation
Ph.D.
- May, James, Associate Clinical Professor, Department of Mental Health, Mental Retardation and Substance Abuse
Ph.D.
- McDonough, James J., Assistant Research Professor, Criminal Justice Research Center
Ph.D.
- McMahon, Brian T., Professor and Chair, Department of Rehabilitative Counseling
Ph.D.
- Moss, Jon, Assistant Clinical Professor, Richmond Mental Health Center
Ph.D.
- Neale, Michael C., Associate Research Professor, Department of Psychiatry
Ph.D.
- Nicholson, Jane A., Assistant Clinical Professor, Eastern State Hospital
Ph.D.
- Oswald, Donald P., Assistant Clinical Professor, Department of Psychiatry
Ph.D.
- Peck, III, Edward A., Associate Research Professor, Neuropsychological Services of Virginia, Inc.
Ph.D.
- Peoples, Napoleon L., Assistant Clinical Professor, University Counseling Center
Ph.D.
- Raines, Shanan R., Assistant Clinical Professor, Department of Child and Adolescent Psychology, Children's Hospital
Ph.D.
- Reif, Thomas F., Assistant Clinical Professor, Private Practice
Ph.D.
- Resnick, Robert J., Clinical Professor, Private Practice
Ph.D.
- Riley, William T., Associate Research Professor, Department of Psychiatry
Ph.D.
- Schnoll, Sidney N., Research Professor, Department of Internal Medicine and Substance Abuse
M.D.
- Schulman, Martha S., Assistant Clinical Professor, McGuire Veterans Administration Medical Center
Ph.D.
- Scott Kathleen J., Assistant Clinical Professor, University Counseling Services
Ph.D.
- Shaw, Monica, Assistant Clinical Professor
Ph.D.
- Silberg, Judy L., Assistant Research Professor, Department of Human Genetics
Ph.D.
- Silverman, Joel J., Clinical Professor, Department of Psychiatry
M.D.
- Simpson, Adelaide W., Assistant Clinical Professor, Private Practice
Ph.D.
- Singh, Nirbhay N., Clinical Professor, Department of Psychiatry
Ph.D.
- Taylor, R. Dean, Associate Clinical Professor, Psychology Service, McGuire Veterans Administration Medical Center
Ph.D.
- Twente, Steven, Assistant Clinical Professor
Ph.D.
- Waite, Dennis E., Assistant Clinical Professor, Bon Air Juvenile Correctional Center
Ph.D.
- Weaver, Debra A., Assistant Clinical Professor
Ph.D.
- Weinberger, Gerald, Assistant Clinical Professor, Private Practice
Ph.D.
- Wiley, Jenny L., Assistant Clinical Professor, Department of Pharmacology
Ph.D.
- Welleford, Ayn, Associate Research Professor, Department of Gerontology
Ph.D.
- Williams, Larry, Research Professor, Department of Management
Ph.D.
- Wilson, Dawn, Assistant Research Professor, Department of Nephrology
Ph.D.
- Wood, Joan B., Associate Research Professor, Department of Gerontology
Ph.D.
- Wright, Sandra, Assistant Research Professor
Ph.D.

* Department in parentheses indicates joint appointment.

The Department of Psychology offers instruction in clinical, counseling and general psychology leading to the doctor of philosophy degree. Students in all three programs are educated first as psychologists and then helped to develop competence in a more specialized area relevant to their scholarly and professional objectives. In addition, special training and experience in college teaching is available.

The doctoral programs in clinical and counseling psychology are accredited by the American Psychological Association. The programs emphasize the scientist-practitioner model and prepare students for research and service in professional psychology, including positions in university academic departments,

medical school departments, and counseling centers, mental health agencies and hospitals, physical health facilities and other organizational settings.

The clinical psychology program offers general tracks in adult, child and behavioral health clinical psychology as well as specialized institutes in unipolar mood disorders, behavioral health, and family and the law.

The counseling psychology program emphasizes the enhancement of life skills and personal competence. Typical subspecializations include disease prevention and health promotion, career and life planning, work with college students, community outreach, interpersonal processes, group counseling, marriage and family counseling, multiculturalism and sport psychology.

The program in general psychology prepares students for basic or applied research and includes three divisions: biopsychology, developmental and social psychology.

The Center for Psychological Services and Development, a campus-based community service agency operated by the department, provides training opportunities for graduate students in all departmental programs, including practicum and research training for graduate students in the clinical and counseling psychology programs. A wide variety of other on- and off-campus practicum placements are also available.

The department maintains laboratory facilities for research in the areas of behavioral assessment, behavioral medicine, developmental, learning, behavioral pharmacology, psychophysiology, psychotherapy process, social perception, social influence and group dynamics. Opportunities for field research also are available in a variety of settings.

A collection of current journals and books in psychology is housed in the James Branch Cabell Library on the Academic Campus and in the Tompkins-McCaw Library on the MCV Campus.

Teaching assistantships, research assistantships and paid practicum placements are available.

Admission requirements

In addition to the general requirements for admission to the graduate programs in the School of Graduate Studies (Part I of this bulletin), the following

requirements represent the minimum acceptable standards for admission:

- graduation with a bachelor's degree from an accredited college or university, but not necessarily with a major in psychology,
- 18 term hours of undergraduate course work in psychology is the minimal, but not the optimal number of hours for an applicant to be considered for admission. Included must be each of the following courses: general psychology, statistics and experimental psychology. Exceptionally well-qualified applicants with less than a major in psychology, or applicants whose undergraduate work is considered outdated by the admissions committee, may be advised to complete some additional undergraduate courses at the beginning of their graduate study program,
- an undergraduate record indicating superior academic potential,
- satisfactory performance on the GRE, including the advanced psychology examination,
- three letters of recommendation from previous instructors, and
- a personal interview may be required at the discretion of the department.

The number of students who can be admitted is limited by the facilities and staff available. All applicants will be notified of the decision made. The screening process may begin as early as Jan. 1. First offers of admission are made by April 1. By June 1, after other offers to alternates have been made and final acceptances by students have been received, admissions may be closed. The application deadline is Jan. 15 for the clinical and counseling programs, Feb. 15 for the general programs (biopsychology, developmental, and social). Applicants to the General Psychology Program should specify to which of the three divisions they are applying (i.e., biopsychology, developmental or social).

Transfer credits for graduate work at other institutions will be evaluated after the completion of nine term hours in the department.

Degree requirements

The following requirements are in addition to those described for the

graduate programs in the School of Graduate Studies (Part I of this bulletin) and College of Humanities and Sciences (beginning of Part IV of this bulletin).

All students are required to complete a core curriculum of 15 credits, (or to have completed its equivalent for students entering with a master's degree).

Students who receive grades of "B" or better in each of the department core courses are considered to have fulfilled the university requirements of a master's level comprehensive examination and will then officially be considered candidates for the M.S. degree.

Students who receive grades of "C" or lower in two or more department core courses will have failed the comprehensive examination and will be dismissed automatically from the program.

Students who receive a grade of "C" or lower in one of the department core courses must either (a) satisfactorily complete a re-examination of the material covered in the course within one term following the receipt of the grade (this re-examination is to be arranged and evaluated by the course instructor); or (b) repeat the course for credit the next time it is offered and receive a grade of "B" or better. Regardless of which of these approaches is chosen, the students will be given only one opportunity to demonstrate that they have mastered the course material.

Students who either fail the reexamination or repeat the course and receive a grade of "C" or lower will have failed the comprehensive examination and will be dismissed from the program.

Additional courses and training experiences will be determined in consultation with and subject to the approval of the student's faculty adviser and graduate program committee.

Receipt of a grade of "C" or lower in two courses, or grades of "C" or lower in more than six credits of psychology courses, constitutes automatic dismissal of a student from the program.

All students are required to complete a master's thesis and to defend it successfully in an oral examination.

Ideally, the thesis should be publishable as a piece of research and make a contribution to the field of psychology. Students who have previously completed a master's thesis in psychology at another university may have the thesis requirement waived if the thesis is

accepted by their graduate program committee.

The residence requirement for the master's degree is 18 hours, nine in each of two consecutive terms. Completion of the degree usually requires four terms. At least six term credits in PSYC 798 Master's Thesis must be completed, and no more than six can be counted toward the M.S. degree.

Students are obligated to request, in writing from their program committees, continuation of study beyond the master's degree and approval of their doctoral plan of study. Application from a student for continuation beyond the master's level will be evaluated by the appropriate program committee after completion of all requirements for the master's degree. The program committee reviews the student's request and approves or disapproves the request.

The student must pass a written preliminary examination to become a doctoral candidate. Students are required to complete this requirement prior to defense of their dissertations and prior to leaving on internship for students in the clinical and counseling psychology programs.

The residence requirement for the doctoral degree is an additional 18 hours, nine in each of two consecutive terms.

With the consent of the program committee, doctoral students may design a minor consisting of courses in departments other than psychology or courses in an area of psychology other than major.

Both the clinical and counseling psychology programs require completion of applied practica and a one-year predoctoral internship approved by the program committee. Research practica are required by all programs. Practicum credit will vary depending on the program. Internship will be one-half credit per term.

A dissertation requiring the planning, completion and oral defense of an original research project is an integral part of the doctoral program. At least 12 term credits in PSYC 898 Doctoral Dissertation must be completed, and no more than 12 can be counted toward the Ph.D. degree.

Completion of the entire program usually requires four to six years (including the internship year for students in the clinical and counseling programs). Candidates must complete all requirements for the Ph.D. degree

within a seven-year period from the date of admission to the graduate program. In some cases, specific programs and divisions may have requirements in addition to those stated here.

A more detailed description of the requirements for each of the graduate programs is included in the Department of Psychology's Graduate Student Handbook which is provided to each incoming graduate student. Visit the Web site for more information.

-- -- www.has.vcu.edu/psy

Curriculum

Department core

PSYC 619 Learning and Cognition

PSYC 620 Design and Analysis of Psychological Research

PSYC 621 Statistics in Psychological Research

PSYC 617 Sensation and Perception

or PSYC 629 Biological Basis of Behavior

PSYC 675 Ethical Principles of Psychology

or MICR 510 Scientific Integrity (Biopsych students only)

Clinical Psychology Program curriculum requirements

- Clinical Psychology Program core courses with successful completion (PSYC 609, 616, 618, 643, 644, 645, 651 and 667).
- Successful completion of 16 credit hours of clinical practicum (PSYC 694) and one credit hour of research practicum (PSYC 690).
- Successful completion of one three-credit assessment elective (e.g., PSYC 626, 641, 646, 647, 648 or 649).
- Successful completion of two three-credit therapy/intervention electives (e.g., PSYC 623, 624, 652, 653, 654, 656, 660, 666, 668, 669, 670).
- Successful completion of PSYC 638, and 630 or 633.
- Successful completion of PSYC 677 during the first three years in the program.
- Successful completion of three one-half credit consecutive terms of an approved predoctoral internship, PSYC 696.
- A minimum of 92 term hours of approved courses beyond the baccalaureate degree.

Counseling Psychology Program curriculum requirements

- Counseling Psychology Program core curriculum successfully

completed (PSYC 611, 616, 618, 623, 625, 643, 644, 645, 651 and 691 Community Psychology).

- Successful completion of 12 credit hours of counseling practicum (PSYC 693) and three credit hours of research practicum (PSYC 690).
- Successful completion of other required courses, including PSYC 638, 603 and 630 or 633 or other approved developmental course.
- Successful completion of three one-half credit consecutive terms of an approved predoctoral internship, PSYC 696.
- A minimum of 88 term hours of approved courses beyond the baccalaureate degree.

General Psychology Program curriculum requirements

- General Psychology Program doctoral courses completed (PSYC 638; three hours of 671 and/or 690; and 602 or 603 or 605).
- Successful completion of one of the following specialized division curricula.

Biopsychology division curriculum

PSYC 629, PSYC 617, PSYC 639 and three courses from the following list: PSYC 612, PSYC 622, PHTX 632, PHIS 501, PHTX 633 and approved special topics courses (PSYC 691).

Developmental division curriculum

PSYC 603, PSYC 636, PSYC 605 and three courses from the following list: PSYC 602, PSYC 613, PSYC 614, PSYC 615, PSYC 628, approved special topics courses (PSYC 691) and one graduate course in social psychology. Students are encouraged to take one additional methodology or statistics course.

Social division curriculum

PSYC 630, PSYC 632 and three courses from the following list: PSYC 604, PSYC 610, PSYC 633 and PSYC 634.

- A minimum of 72 term hours of approved courses beyond the baccalaureate degree.

Graduate courses in psychology (PSYC)

PSYC 602/GRTY 602 Psychology of Aging

Term course: 3 seminar hours. 3 credits. Prerequisite: Permission of instructor. Psychological adjustment in old age; special emphasis on personality, cognitive and emotional development; life crises associated with the aging process. Students must complete social sciences research methods before taking this course.

PSYC 603 Developmental Processes

Term course; 3 lecture hours. 3 credits. Cognitive, social, personality, and behavioral development across the life span is considered, with special attention to theories of development.

PSYC 604 Social Psychology of Business and Industry

Term course; 3 lecture hours. 3 credits. The theme is the influence of organizational structure on behavior. Topics will include motivation, attitudes, job satisfaction, morale, leadership and supervision.

PSYC 605 Social Development

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: PSYC 603 or permission of instructor. The development of social relations, focusing primarily on infancy and childhood, but also considering adulthood and aging. Attachment, parent-child interaction, peers, siblings, aggression, sex-roles, cultural determinants, deprivation and remediation, social cognition, adulthood changes, parenthood. Critical evaluation of theory and current research.

PSYC 607/EDUS 607 Advanced Educational Psychology

Term course; 3 lecture hours. 3 credits. Application of the principles of psychology to the teaching-learning process. Discussion will focus on the comprehensive development of individual learning experiences and educational programs from the point of view of the educator and the administrator.

PSYC 609 Contemporary Issues in Clinical Psychology

Term course; 3 lecture-seminar hours. 3 credits. Prerequisites: First-year graduate standing in clinical psychology or permission of the instructor. Informs first-year doctoral students of the philosophy behind the training model and the requirements of the doctoral program in clinical psychology in the context of the current status of contemporary issues in the field. Includes coverage of traditional and innovative training models, research issues, the role of assessment and psychotherapy in clinical psychology, the medical vs. the behavioral model of psychopathology, relations with other mental health professions, professional issues such as licensure and credentialing and malpractice.

PSYC 610 Attitude Theory and Research

Term course; 3 lecture hours. 3 credits. Theory and research in attitudes. Attitude formation and change, including cognitive consistency, learning and reinforcement, social judgment and functional theories.

PSYC 611 Contemporary Developments in Counseling Psychology

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. Contemporary issues, problems, and research related to the practice of counseling psychology; their importance in developing a professional identity and sensitivity to major developments in the field; history, present status and future directions in the field of counseling psychology.

PSYC 612 Seminar in Motivation

Term course; 3 lecture hours. 3 credits. A survey of some theoretical views of motivation. Biological, cultural personality, and learning theories of motivation will be covered.

Theoretical positions will be related to current empirical findings.

PSYC 613 Cognitive Development

Term course; 3 lecture-discussion hours. 3 credits. Prerequisite: Graduate standing in psychology or permission of instructor. The development of the intellectual processes, including reasoning, memory, imagery, and knowledge. Special attention will be given to theories of cognitive growth. Although the focus will be on child cognitive developments, consideration of life-span issues will be included.

PSYC 614 Infant Growth and Development

Term course; 3 seminar hours. 3 credits. Prerequisite: PSYC 603 or permission of instructor. Sensory and behavioral capacities of the infant; cognitive, social, and emotional development in the first two years of life, with emphasis on the effects of early experience on function later in life. Consideration of the special problems associated with infant research and intervention programs.

PSYC 615/GRTY 615 Aging and Mental Disorders

Term course; 3 lecture hours. 3 credits. The course deals with common psychological disorders and problems of late life, their etiology, methods of evaluating psychological status, and intervention strategies that have been used successfully with older persons. Topics include epidemiology of psychological disorders and mental health service utilization; late-life stressors and crises; psychology of health, illness, and disability; techniques and procedures in the evaluation of the older adult; functional and organic disorders; institutionalization; individual, group and family therapy, behavioral techniques; peer counseling and crisis intervention; and drugs and the elderly.

PSYC 616 Psychopathology

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. Clinical and experimental contributions to the field of psychopathology, with particular attention to the roles of learning and motivation in the development of behavior disorders.

PSYC 617 Sensation and Perception

Term course; 3 lecture hours. 3 credits. The major phenomena of vision, audition, olfaction, gustation and the skin senses. Psychophysics and the effects of sensory deficits. The relationship of variations in environmental energy to the psychological reactions of sensing and perceiving.

PSYC 618 Seminar in Personality

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. A detailed exploration of various approaches in personality. Contemporary issues in personality theory.

PSYC 619 Learning and Cognition

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing in psychology or permission of instructor. Covers principles and theories of learning and cognitive psychology from simple associative learning through memory, comprehension, thinking and social behavior.

PSYC 620 Design and Analysis of Psychological Research

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: Undergraduate course in basic statistics or permission of instructor. An introduction to research design in psychology (e.g., logic behind various research designs, typical research problems). Review of principles of hypothesis testing, general linear model, analysis of variance including factorial designs with special emphasis on prior and post hoc comparisons, repeated-measures designs and mixed designs.

PSYC 621 Statistics in Psychological Research

Term course; 3 lecture and 2 laboratory hours. 4 credits. Prerequisite: PSYC 620. Extensive coverage of multiple regression/correlation analysis with applications in psychology. Survey of applications of multivariate statistical analyses in psychology.

PSYC 622 Physiological Correlates of Emotion

Term course; 3 lecture-seminar hours. 3 credits. Research and theories of emotion emphasizing physiological bases, with special attention to neurological and endocrine systems. Applications to psychological functioning.

PSYC 623 Brief Counseling and Psychotherapy

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. Overview of major trends in theory, techniques and current research in brief psychotherapies. Includes descriptions of some brief psychoeducational and preventive interventions and stresses accountability in outcome of all interventions.

PSYC 624 Group Counseling and Psychotherapy

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Permission of instructor. Historical perspective. Basic dynamics and processes of therapeutic groups. Role and technique of the group facilitator. Examination of different theoretical approaches.

PSYC 625 Career Counseling: Theory and Practice

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Permission of instructor. Review of major theories and current research in career development. Techniques of career counseling for individuals and groups. Emphasis on late adolescent, adult and preretirement populations.

PSYC 626 Single-Case Experimental Design for the Clinical Research-Practitioner

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Permission of instructor. Review of single-case design models that have utility for clinicians in evaluating their practice. Emphasis will be placed on the historical development of the field and on the main experimental design issues that are relevant to the conduct of single-case research.

PSYC 627 Research Methods in Clinical Psychology

Term course; 3 lecture-seminar hours. 3 credits. Prerequisites: PSYC 621 and graduate standing in clinical or counseling psychology, or permission of instructor. Examines the role of research in clinical psychology and experimental design issues in psychotherapy research.

PSYC 628 Psychology of Adolescence

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing in psychology or permission of instructor. Theories and research on the social, personality, and cognitive development of adolescents. Emphasis is placed on the development of identity and relationships with family and peers, within the contexts of home, school, work, and community. Variations in development related to cultural differences will also be the focus, but atypical behavior will be explored. Normal adolescent behavior will also be addressed. Current research ideas will be examined.

PSYC 629 Biological Basis of Behavior

Term course; 3 lecture hours. 3 credits. Prerequisite: An undergraduate course in physiological psychology or permission of instructor. Theory and current experimental research on the physiological and neurological concomitants of behavioral variables.

PSYC 630 Social Psychology

Term course; 3 lecture-seminar hours. 3 credits. Topics include attitudes, social influence processes, person perception, affiliation and attraction, group processes, cultural influences on behavior, and conformity.

PSYC 632 Research Methods in Social Psychology

Term course; 3 lecture-seminar hours. 3 credits. Prerequisites: PSYC 621 and 630. Epistemological, methodological, technical, and ethical problems encountered during the scientific study of social psychological phenomena. Emphasizes practical experience in theory development, hypothesis derivation, research planning, data collection, reduction and analysis, and dissemination strategies.

PSYC 633 Group Dynamics

Term course; 3 lecture-seminar hours. 3 credits. Theoretical explanations and empirical research related to group formation, development, performance, and dissolution. Topics include obedience, conformity, group productivity and leadership.

PSYC 634 Attribution and Social Cognition

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: PSYC 630. Analysis of the perceptual and inferential processes that influence the perceiver's understanding of others' traits and characteristics. Examines theoretical perspectives and current empirical studies of the intuitive use of behavioral data in making inferences concerning the causes of actions and events and the cognitive mechanisms that structure inferences about others' qualities.

PSYC 635 Psychology of Health and Health Care in the Elderly

Term course; 3 lecture hours. 3 credits. Presents health psychology models, theories, and issues relating to the etiology, course, and treatment of illness in the elderly. Covers older patient-practitioner interaction, compliance, late-life stress and illness, psychosocial issues in terminal care.

PSYC 636 Research Methods in Developmental Psychology

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: PSYC 621. Research designs, methods, ethical issues and

problems specific to developmental psychology. Cross-sectional, longitudinal and sequential strategies. Statistical issues, multivariate statistics and choice of statistical designs appropriate for developmental research questions. Computer skills in organizing and analyzing data. Grant writing and scientific reporting.

PSYC 637 Operant Behavior

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Graduate standing in psychology or permission of instructor. Presents an overview of the methodology, terminology, and phenomena unique to the experimental analysis of behavior. Topics include operant methodology, schedules of reinforcement, stimulus control, acquisition of behavior, conditioned reinforcement, punishment, scheduled-induced behaviors and use of operant techniques in drug research.

PSYC 638 The Evolution of Psychological Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: Core course in student's area of specialization or permission of instructor. A survey of the development and present state of various psychological systems. Current meta-theoretical and systematic issues in psychology.

PSYC 639 Research Methods in Biopsychology

Term course; 1 lecture and 4 laboratory hours. 3 credits. Prerequisite: Permission of instructor. Methodological, technical, and ethical problems in biopsychology. Examples are design and use of circuits in behavioral sciences, stereotaxic surgery, histology, drug procedures, research design, data collection procedures and data analysis.

PSYC 641/GRTY 641 Survey of Psychological Assessment and Treatment of the Older Adult

3 credits. A combination didactic and skills training course; review of major treatment strategies and techniques for utilization with the older adult client with emphasis on group, individual, and paraprofessional delivery systems; evaluation of crisis intervention and consultation team approaches; lectures, demonstration and classroom practice of actual treatment techniques.

PSYC 642/GRTY 642 Practicum in Clinical Geropsychology

3 credits. An initial practicum geared as an entry to the team practicum experience; focus on familiarizing the student with mental health service delivery systems for the elderly in the Richmond community; rotation through a limited number of facilities such as nursing homes, retirement centers, nutrition sites, emergency hotline services for the elderly and various agencies involved in deinstitutionalization; possible extended placement in a particular facility.

PSYC 643 Principles of Psychological Measurement

Term course; 2 lecture hours. 2 credits. Prerequisite: Graduate standing in psychology or permission of instructor. Basic psychometric concepts to prepare the student for subsequent evaluation instruments. Origins and logic of testing, criteria for judging tests, standardization and reliability, and validity and principles of test development and construction.

PSYC 644 Individual Tests of Intelligence

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: Graduate standing in clinical or counseling psychology or permission of counseling or clinical psychology program. Examines the administration, scoring, interpretation, and research foundations of the major individual tests of intelligence. Emphasizes the Wechsler scales and the Measurement of Adult Intelligence. Develops psychological report writing skills.

PSYC 645 Assessment of Personality

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: Graduate standing in clinical or counseling psychology, or permission of clinical or counseling psychology program and instructor. Examines use of objective and projective tests in assessment of personality. Emphasizes clinical interpretation of the Minnesota Multiphasic Personality Inventory (MMPI), and the administration and clinical interpretation of the Rorschach and Thematic Apperception Test (TAT). Stresses integrative report writing.

PSYC 646 Projective Techniques

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing in clinical or counseling psychology or permission of counseling and clinical program committee. Projective devices for the assessment of personality. Supervised administration, scoring, interpretation and written reports of individually administered projective personality tests.

PSYC 647 Neuropsychological Assessment

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: Graduate standing in psychology and permission of instructor. Psychological assessment of brain-behavior relationships in the context of neurological or neurosurgical problems. Emphasis is on current modifications of Halstead's tests and on the Reitan-Indiana Neuropsychological Battery for younger children. Laboratory requires supervised administration, scoring and interpretations of neuropsychological test batteries.

PSYC 648 Behavioral Assessment of Clinical Problems

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Graduate standing in psychology and permission of instructor. Development, evaluation, use and interpretation of behavioral approaches to the assessment of clinical problems, including self-monitoring, behavioral ratings and direct observational assessment procedures. Both existing instruments and procedures for designing new instruments will be discussed.

PSYC 649 Clinical Assessment of Child Disorders

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisites: PSYC 643 and graduate standing in clinical psychology or permission of clinical program committee and instructor. Administration and interpretation of intellectual and personality assessment instruments for children. Laboratory requires supervised administration, scoring, interpretation and written reports of these assessment instruments.

PSYC 650 Advanced Child Psychopathology

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. Principal childhood behavioral

abnormalities: mental retardation, psychosis, learning disabilities, speech and language problems, school-related behavioral problems, neurosis, psychosomatic disorders and juvenile delinquency. Genetic, prenatal, perinatal, postnatal, and social-psychological factors related to etiology. Integration of assessment and treatment methods.

PSYC 651 Introduction to Psychological Interviewing

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: Graduate standing in counseling or clinical psychology and permission of instructor. Introduces basic principles of interviewing as they apply to psychotherapy/counseling. Laboratory requires video-taping of simulated counseling/psychotherapy session, modeled and role-played interviewing situation, skill development and demonstration and evaluative interpersonal feedback.

PSYC 652 Child and Adolescent Psychotherapy

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Graduate standing in psychology and permission of the instructor. Presents the major approaches to psychological interventions for children's and adolescents' behavioral and emotional disorders. Includes a review of empirical research evaluating the effectiveness of contemporary psychological interventions for specific disorders.

PSYC 653 Family Counseling and Therapy

Term course; 3 lecture-seminar hours. 3 credits. Prerequisites: PSYC 616, 693 or 694, 645; or permission of instructor. Emphasizes an applied approach to family assessment and therapy. Presents theories and concepts of major approaches to family therapy and general systems issues. Emphasizes techniques of family therapy. Involves participants in role playing, demonstration, films and case discussion.

PSYC 654 Marriage Counseling and Therapy: Theory, Practice, and Research

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing in clinical or counseling psychology, or permission of instructor. Surveys major theories of marital interaction and counseling (as distinct from family counseling). Students perform assessment batteries and interviews and practice selected techniques of marital counseling. Participation in a research project, either library, field or experimental research, is required.

PSYC 655 Community Interventions: Development, Implementation, and Evaluation

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. Provides an understanding of the concepts community, prevention and promotion, and how interventions that adopt such a perspective differ from traditional psychotherapeutic interventions in their goals and targets. Explores how to critically evaluate research related to community and preventive interventions. Emphasizes consideration of issues in designing, implementing, and evaluating community intervention projects. Provides opportunities to conduct part of the intervention in a community setting.

PSYC 656 Structured Training Groups

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: Permission of instructor. This course presents

an introduction to the historical roots and basic assumptions of group training methods. The specific focus is on those structured, behavioral interventions that are designed to be time limited and emphasize staff development or training needs of clients. Needs assessment, screening, program development and evaluation, consultation methods, and ethics are included as topics. Leadership styles and the composition of training grant proposals are developed and critiqued in the laboratory/experiential component of this course.

PSYC 659 Seminar in Consultation Psychology

Term course; 3 credits. Prerequisite: Graduate standing in psychology or permission of instructor. Explores theory and practice of psychological consultation using case materials, readings and individualized projects. Covers conceptual models and role choices available to the consulting psychologist, common phases, principles and practices found in the consultation process and program evaluation and consultation research methods and issues.

PSYC 660 Health Psychology

Term course; 3 lecture hours. 3 credits. Prerequisites: PSYC 629 and graduate standing in psychology, or permission of instructor. Provides an overview of research in and applications of the principles of behavioral psychology with respect to the fields of medicine, health maintenance and illness. Emphasizes the integration of theoretical research and applied issues in these areas. Surveys major topics in behavioral medicine, including psychophysiological disorders, compliance and adherence with health care regimens, psychological adjustment to illness and pain, behavioral dentistry, pediatric psychology, cardiovascular risk reduction, eating and sleeping disorders, behavioral pharmacology, biofeedback. Explores roles of psychologists.

PSYC 665 Psychodynamic Approaches to Psychological Treatment

Term course; 3 credits. Prerequisite: Permission of instructor. Examines basic principles in conceptualizing and treating clients from a psychodynamic perspective. Theoretical and clinical readings and case materials are used as a basis for an in-depth analysis of psychodynamic theories and practices within a seminar format.

PSYC 666 Crisis Intervention: Theory, Research, and Practice

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Graduate standing in psychology or permission of instructor. Review of the development of the concept of psychological crisis and of intervention programs in a range of areas such as sexual assault, natural disasters, telephone hotlines and medical emergencies. Relevant theory and data from community psychology, laboratory and applied research, sociology, and psychiatry will be considered.

PSYC 667 Behavior Therapy

Term course; 3 lecture hours. 3 credits. Prerequisites: Graduate standing in psychology and permission of instructor. Emphasizes group and individual approaches to the following general areas: observational techniques; counterconditioning and extinction procedures; techniques of positive

and negative control; self-control procedures; use of modeling and role playing as change techniques; behavioral feedback and cuing procedures.

PSYC 668 Interpersonal Psychotherapy: Social Psychological Analysis

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Permission of instructor. Analysis of counseling and psychotherapy as interpersonal influence processes. Applications of social psychological theories and research to the process of therapeutic change; identification of key aspects of the change process and of how these aspects are embodied in current approaches and techniques of counseling and psychotherapy. Emphasis on experimental methods of studying change processes.

PSYC 669 Interpersonal Psychotherapy: Communication Analysis

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Permission of instructor. Theory and research in nonverbal communication. Communication theories of psychotherapy and a communication analysis of key concepts in psychotherapy.

PSYC 670 Seminar in Gestalt Therapy

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. Philosophical basis, historical background, theoretical formulation, techniques, and application of Gestalt therapy. Students will have the opportunity to practice and observe the techniques.

PSYC 671 Readings and Research

Term course; 1-3 credits. May be repeated for a maximum of nine credits. Prerequisite: Written permission of instructor. Individual study leading to the investigation of a particular problem in a systematic fashion under the supervision of a member of the faculty.

PSYC 675 Ethical Principles of Psychology

Term course; 2 lecture hours. 2 credits. A discussion of some of the current problems of interest to psychologists. Particular emphasis on the ethical principles of psychology, and the dilemmas encountered in the teaching, research and applied practice of psychology.

PSYC 677 Minority Issues in Mental Health

Term course; 3 lecture-seminar hours. 3 credits. Prerequisite: Graduate standing in psychology or permission of instructor. Presents an overview of issues pertaining to the mental health of visual racial/ethnic groups (VREG) in the United States (i.e., African-Americans, Hispanics, Asian-Americans and Native Americans). Topic areas include research and psychological theories, assessment, diagnosis, ethnic identity acculturation, service utilization, the family, psychotherapy and training issues.

PSYC 690 Research Practicum

Term course; 4 hours per credit. 1-3 credits. Available to graduate students in the psychology department with approval by their program committee. Provides the graduate student in psychology the opportunity to design and apply research skills under close faculty supervision. Involves research projects that progressively become more sophisticated as students increase their research skills.

PSYC 691 Special Topics

Term course; 3 lecture-seminar hours. 3 credits. May be repeated for credit. Prerequisite: Permission of instructor. Theory, research, and techniques in specialized topics of current interest are presented.

PSYC 693 Counseling Practicum

Term course; one-half day per credit. 1-3 credits. May be repeated for a maximum of 12 credits. Available only to graduate students in counseling psychology approved by the counseling program committee. A series of training experiences designed to facilitate progressively greater degrees of skill development in counseling psychology.

PSYC 694 Clinical Practicum

Term course; one-half day per credit. 1-3 credits. May be repeated for a maximum of 12 credits. Available only to graduate students in clinical psychology approved by the clinical program committee. The graduate student in clinical psychology is given an opportunity to apply and practice interviews and diagnostic and therapeutic skills with clients requiring psychological services. Careful supervision and evaluation of the student is provided. The practicum may be located at a clinic on campus or in a hospital or other agency off campus.

PSYC 695 Practicum in Clinical or Counseling Supervision

Term course; 4 supervisory hours. 2 credits. May be repeated for a maximum of six credits. Credits earned do not count as course credits toward the degree. Prerequisites: Permission of instructor, enrollment in graduate program in clinical or counseling psychology, completion of 12 hours of clinical (PSYC 694) or counseling (PSYC 693) practicum. This course is an opportunity to develop, apply and practice psychotherapy supervision skills under the direct supervision of clinical or counseling faculty members.

PSYC 696 Internship

No credit. Prerequisite: Approval of the director of the program involved. The internship is one-year, full-time assignment, under supervision, to an agency approved by the student's program committee.

PSYC 795 Practicum in the Teaching of College Psychology

Term course; 3 credits. May be repeated. Prerequisites: Appointment as a graduate teaching assistant in psychology or permission of instructor. Students develop skills in the design and conduct of undergraduate courses in psychology through observation and supervised experiences: acquaints students with university, college, and department policies and resources in support of instruction; familiarizes students with disciplinary resources; assists students in evaluating personal strengths and weaknesses.

PSYC 798 M.S. Thesis

1-6 credits. May be repeated.

PSYC 898 Doctoral Dissertation

1-12 credits. May be repeated.

Public Policy and Administration

See Part III of this bulletin for information on the Ph.D. in Public Policy and Administration.

Department of Sociology and Anthropology

- Bromley, David, Professor
Ph.D. Duke University
Deviance, social movements, sociology of religion.
- Creighton-Zollar, Ann, Associate Professor
Ph.D. University of Illinois, Chicago
Minorities and ethnic relations.
- Croteau, David, Assistant Professor
Ph.D. Boston College
Class and inequality, political sociology, social movements.
- Franks, David D., Professor
Ph.D. University of Minnesota
Social psychology, sociology of mental health.
- Henry, Neil W., Associate Professor
Ph.D. Columbia University
Social statistics, mathematical models.
- Honnold, Julie A., Associate Professor
Ph.D. University of Denver
Environmental sociology, sociology of the family.
- Knipe, Edward, Associate Professor
Ph.D. University of Kentucky
Urban anthropology, anthropological film, technology and social organization.
- Lyng, Stephen, Associate Professor
Ph.D. University of Texas
Medical sociology, work and occupations, theory.
- Marolla, Joseph A., Associate Professor and Department Chair
Ph.D. University of Denver
Social psychology, sociology of education.
- McGrath, John H., Professor
Ph.D. Rutgers University
Juvenile delinquency, deviance, medical sociology.
- Mouer, L. Daniel, Associate Professor
Ph.D. University of Pittsburgh
Culture history, historical archeology, ethnohistory.
- Nelson, Lynn D., Professor
Ph.D. Ohio State University
Environmental sociology, Russian society, comparative politics.
- Palen, J. John, Professor
Ph.D. University of Wisconsin-Madison
Urban sociology and demography.
- Scully, Diana H., Professor
Ph.D. University of Illinois, Chicago
Sociology of medicine, sex roles, sexual violence.
- Turner, Christina, Assistant Professor
Ph.D. Tulane University
Economic anthropology, Latin America, world development and social relations.
- Williams, J. Sherwood, Professor
Ph.D. Washington State University
Research methods and behavioral sociology.

The Department of Sociology and Anthropology offers programs leading to the degree of master of science and the certificate of applied social research. The goal of the graduate program in sociology is to facilitate the development of theoretical, methodological and substantive competence appropriate for students' interests and career goals. In keeping with VCU's role as an urban institution, the program focuses on the study of urban social problems, policy alternatives and strategies for change.

Admission requirements

In addition to the general requirements for admission to graduate programs in the School of Graduate Studies (Part I of this bulletin) and in the College of Humanities and Sciences, the following requirements represent the minimum acceptable standards for admission:

- Applicants must submit a transcript of their undergraduate course work and the results of their GRE in general aptitude (quantitative, analytical and verbal).
- Admission priority is given to students with an undergraduate grade-point average of 3.0 or higher on a four-point scale. Students with grade-point averages below 3.0 will be evaluated by the graduate coordinator and members of the graduate faculty on the basis of the GRE scores, recommendations from references and other data submitted by applicants.
- To be admitted as a regular graduate student, applicants should have completed 24 term hours in the social sciences (including history), with at least 12 credits in sociology. Undergraduate work in sociology should include a survey of sociological theory, research methods and statistics. Students who otherwise are qualified for admission but lack this background may be admitted provisionally, with the stipulation that they may be requested to make up any deficiencies specified by the graduate coordinator. Nondegree or "special" students must apply for regular student status after completing six sociology graduate credits.

Because of the diversity in different institutions of higher education, students trained abroad may be judged on an individual basis. Criteria on which this judgment is based include the reputation of the foreign university, the student's academic record, proficiency in English, and recommendations from professors. VCU requires that foreign students demonstrate guarantees of financial support.

A limited number of assistantships are available for qualified applicants. Applicants for assistantships should have their files complete by Feb. 15. Individuals not applying for assistantships should file their applications for graduate study as early as possible to permit adequate review and to ensure consideration. Applications that reach VCU after July 1 for the fall term and after Nov. 15 for the spring term may not be processed in time for registration.

Degree requirements

Two options are available for students pursuing a master's degree in sociology. Students must receive approval from the graduate student coordinator before choosing either option.

Thesis option. 36 hours of graduate course work must be completed including the following core courses: SOCY 502 Contemporary Sociological Theory, SOCY 601 Advanced Methods of Social Research, SOCY 602 Applications of Advanced Research Methods, and SOCY 608/STAT 608 Statistics for Social Research. A master's thesis will be developed under the guidance of the thesis committee (three faculty members including a thesis adviser) and must be defended publicly. The student may present up to six thesis credits for graduation. Up to six credits of independent study may be presented, as well as six credits outside the department.

Concentration option. Requirements are identical to the thesis option except for the following: (a) Students must complete 36 term hours of course work; (b) Students must declare a concentration option prior to completing their 28th hour of course work; (c) Students, in consultation with their advisers, will select an advisory committee (three faculty members including the adviser) which will develop an area of concentration consisting of 15 credits. Six of these credits may

be taken prior to committee approval of the concentration area. Of the 15 hours, students may take up to nine credits outside the department, or six credits of independent study, provided the advisory committee approves. At no time should the combination of independent study hours and courses taken outside the department exceed nine hours. Students will receive certification of the concentration area by having it listed on their transcripts; (d) Students will submit to their advisory committee a "concentration area paper" which must demonstrate competence in the subject matter by reviewing literature and discussing prominent issues. Students must enroll for one credit of independent study while working on the concentration area paper. (A maximum of one credit of independent study for the purpose of writing the paper may be applied to the degree.)

For all candidates, an overall grade-point average of at least 3.0 ("B") must be maintained in order to receive a degree. A student who does not maintain a 3.0 average may be dropped from the master's program at any time by the graduate program director. A review of all first year graduate students will be conducted at the end of their second term by the graduate program director and three appointed faculty. The purpose of this review will be to assess all first year students on their satisfactory/unsatisfactory progress toward the master's degree.

Graduate Certificate in Applied Social Research Program

The certificate program is designed (1) to enable practitioners to acquire additional knowledge and skills in applied social research without necessarily pursuing a graduate degree and (2) provide marketable job/career skills for graduate degree-seeking students in sociology as well as other graduate programs. Because the proposed certificate program involves a limited number of credit hours and coordinates with the type of statistics and methods courses offered in a number of graduate degree programs, it may be pursued simultaneously with such programs as sociology, social work, public administration, social policy and urban services. At the same time, individuals seeking more limited, specialized training may pursue the certificate independently.

Program admission and matriculation requirements

Students possessing a B.A. or B.S. degree and beginning level skills in statistics/research methods are eligible for admission into the certificate program. Relevant course or research experience will be considered in evaluating admission and substitution of courses. Equivalency tests are available for required courses in statistics and methods. No more than six hours of substitution or equivalency credit will be granted. An overall grade-point average of 3.0 is required for award of the certificate, and no more than one grade of "C" may be earned in the certificate program curriculum.

Certificate in applied social research curriculum

A total of 19 hours is required to earn the applied social research certificate. Four courses (12 credits) in statistics and research methods are required. In addition, two internship courses (four credits), which offer the opportunity for involvement in all phases of ongoing research projects, are required. One course (three credits) may be elected to develop more specialized types of research skills.

Required courses (16 credits)

- SOCY 601 Advanced Methods of Social Research
(Prerequisites: SOCY 320 and SOCY/STAT 508 or equivalent)
- SOCY 602 Applications of Advanced Research Methods
(Prerequisites: SOCY 601 and SOCY/STAT 608)
- SOCY 605/PADM 605 Survey Research Methods
(Prerequisites: SOCY 601, SOCY 602, and SOCY/STAT 608, or permission of instructor)
- SOCY 608/STAT 608 Advanced Statistical Methods
(Prerequisite: SOCY/STAT 508 or permission of instructor)
- SOCY 693 Applied Research Internship I
- SOCY 693 Applied Research Internship II

Elective courses (3 credits)

- SOCY 603 Seminar in Population Studies
- SOCY 623 Causal Analysis
- SWKD 729 Program Evaluation for Social Welfare Practice
- SLWK 606 Social Welfare Policy, Community Planning and Organizational Practice II
- SLWK 656 Social Planning II
- MRBL 673 Marketing Research

Graduate courses in sociology (SOCY)

SOCY 500 Advanced Principles of Sociology

Term course; 3 lecture hours. 3 credits. A comprehensive analysis of the concepts and techniques useful for understanding

society and culture as well as the social processes and structures operant within these spheres.

SOCY 501 The Foundations of Sociological Theory

Term course; 3 lecture hours. 3 credits. The foundations of theoretical explanation of the social world is addressed from an historical and philosophical perspective. The emergence of contemporary sociological theory in the 19th and 20th centuries is reviewed.

SOCY 502 Contemporary Sociological Theory

Term course; 3 lecture hours. 3 credits. A critical assessment is given of such contemporary theoretical orientations as functionalism, conflict theory, exchange theory, symbolic interactionism and phenomenology.

SOCY 508/STAT 508 Introduction to Social Statistics

Term course; 2 lecture and 2 laboratory hours. 3 credits. Introduction to statistical methods applicable in a variety of settings, with emphasis on nonexperimental data. Data description and analysis including chi-square and t-tests, using a statistical computing package. Not applicable toward M.S. degrees in mathematical sciences, sociology or computer science.

SOCY 524 Aging and the Minority Community

Term course; 3 lecture hours. 3 credits. An analysis of the relationship between the aging process and American minority communities. In addition to the sociological factors, the course will examine demographic, physiological and psychological aspects of minority aging. Attention will also focus on dominant social problems and federal policies toward the aged.

SOCY 601 Advanced Methods of Social Research

Term course; 3 lecture hours. 3 credits. Prerequisites: SOCY 320 and SOCY/STAT 508 or equivalent. Research as a systematic process involving formulation of the problem, design of the research, field operation, the processing and analysis of data and preparation of the research report. Also considered are critical analyses of current methods, administration of research projects and the significance of research to social action.

SOCY 602 Applications of Advanced Research Methods

Term course; 3 lecture and conference hours. 3 credits. Prerequisites: SOCY 601, and 608. The methods of developing a research project will be analyzed from the initial problem identification, literature review, theoretical framework, through research design and procedures.

SOCY 603 Seminar in Population Studies

Term course; 3 lecture hours. 3 credits. Analysis of fertility, mortality, and migration from a sociodemographic perspective. Special attention will be paid to sociological determinants of demographic processes and their interrelationships.

SOCY 604 Sociology of Work in Industry

Term course; 3 lecture hours. 3 credits. Analyses of work relations and the social structures and mechanisms that govern and arise out of them and examination of the social

problems that are inherent in the characteristics that make a society an industrial society.

SOCY 605/PADM 605 Survey Research Methods

Term course; 3 lecture hours. 3 credits. Prerequisites: SOCY 601, SOCY 602, and SOCY/STAT 608 or permission of instructor. Examines all major areas of survey research methodology including sampling, design, data collection methods, questionnaire design, data analysis, and data processing. Addresses problems specific to survey research, such as telephone interviewing, constructing large representative samples and nonresponse rates.

SOCY 607 Seminar in Racial and Ethnic Relations in America

Term course; 3 lecture hours. 3 credits. A study of intergroup relations in such areas as housing and school desegregation, racism, minority and athletics, the emergence of white ethnic groups in the political systems, and the position of minorities in legal, economic and medical institutions.

SOCY 608/STAT 608 Statistics for Social Research

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: SOCY/STAT 508 or permission of instructor. Statistical methods applied in social research. Topics include analysis of variance, correlation and regression, including stepwise methods, and the analysis of discrete data. Study of a statistical package, emphasizing manipulation of survey data sets. Not applicable toward M.S. degree in mathematical sciences or computer science.

SOCY 609 Seminar in the Family

Term course; 3 lecture hours. 3 credits. Analysis of contemporary family life with an emphasis on the influence of social change. Consideration of current family crises and problems.

SOCY 610 Complex Organizations

Term course; 3 lecture hours. 3 credits. A study of complex organizations in society with emphasis on the determinants and effects of organizational structure and process.

SOCY 611 Studies in the Community

Term course; 3 lecture hours. 3 credits. The organization of the community with emphasis on major trends in urban development and growth. The interdependence of political, social and economic geographic units. The need for cooperative planning and control.

SOCY 612 Seminar in the Sociology of Deviant Behavior

Term course; 3 lecture hours. 3 credits. The nature and functions of deviance. Theories and problems of social control.

SOCY 613 Social Stratification

Term course; 3 lecture hours. 3 credits. An in-depth analysis of status differentials in society (e.g., social class, prestige and power).

SOCY 614 Seminar in the Sociology of Education

Term course; 3 lecture hours. A sociological analysis of education as a social institution with an emphasis on methodological issues and policy implications.

SOCY 615 Seminar in Mass Communications

Term course; 3 lecture hours. 3 credits. Some theoretical background in sociology is recommended. A sociological analysis of contemporary media and their interrelationships with social systems, media and national development. Special emphasis on media as instruments of social and cultural change.

SOCY 620/CRJS 620 Seminar in Criminology

Term course; 3 lecture hours. 3 credits. Examination and analysis of social, psychological, and economic theories and correlates of criminal behavior. Typologies of offenders.

SOCY 622 Theory Construction

Term course; 3 lecture hours. 3 credits. A consideration of recent social theorists in which emphasis is placed on the logic of theory construction.

SOCY 623 Causal Analysis

Term course; 3 lecture hours. 3 credits. Prerequisites: SOCY 602 and SOCY/STAT 608 or equivalent. An examination of the utility of causal reasoning in the social sciences and an introduction to causal modeling. Topics studied will include the development of theoretical linkages, recursive and nonrecursive path estimation, causal thinking and theoretical refinement, and policy analysis and system dynamics.

SOCY 624/GRTY 624 Community and Community Services for the Elderly

3 credits. A conceptual/theoretical overview of community focusing on the ecological, psychological, and social dimensions of community and on communities of the aged.

SOCY 625 Urban Sociology

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing. A detailed analysis and examination of the social and ecological structures and processes of the modern city with primary emphasis on the macro-level organization of urban life.

SOCY 630 Social Psychology

Term course; 3 lecture hours. 3 credits. Discussion and investigation of selected social psychological issues in sociology, as well as traditional and innovative methodology applied to these issues.

SOCY 640 Seminar in Political Sociology

Term course; 3 lecture hours. 3 credits. Analysis of structures and processes of political organization. Examination of the creation and management of power, diffusion and regulation of conflict, and the politics of modernization and bureaucratization.

SOCY 645 The Sociology of Health and Illness

Term course; 3 lecture hours. 3 credits. An examination of sociocultural factors in health and illness and the influence of social factors on recovery and rehabilitation. Special attention will be paid to the methodology found in current studies.

SOCY 646 Seminar in the Sociology of Mental Health and Disorder

Term course; 3 lecture hours. 3 credits. Seminar in social organizational causes of clinical depression, schizophrenia,

neurosis, and personality disorders. Focus is on prevention through social engineering and social policy. Impact of social change, sex roles and socialization processes on rates of mental disorder emphasized.

SOCY 650 Theories of Social and Institutional Change

Term course; 3 lecture hours. 3 credits. A study of social change with emphasis on institutional settings. Topics examined include alternative theoretical perspectives on change, structural sources of change, approaches to planned change, and the role and function of change agents.

SOCY 660 Seminar in the Sociology of Women

Term course; 3 lecture hours. 3 credits. An analysis of the sociological basis for the roles and status of women across cultures and the social forces that create and maintain gender hierarchy.

SOCY 690 Practicum in the Teaching of College Sociology

Term course; 1 credit. Enables students to develop skills in the design and conduct of undergraduate courses in sociology through observation and supervised experiences. Credits not applicable toward degree in sociology.

SOCY 692 Independent Study

Term course; 1-3 credits. A maximum of six credits may be submitted toward the master's degree. Prerequisites: Permission of an instructor and the graduate program committee.

SOCY 693 Applied Research Internship

Term course; 1 lecture and 1 laboratory hour. 2 credits. May be repeated for credit one time. Provides graduate students with direct experiences in applied social research. Requires students to attend seminars to provide an academic framework for students' participation in the research process. Utilizes laboratory work to provide a variety of experiences in the various aspects of research. Graded as pass/fail.

SOCY 698 M.S. Thesis

1-6 credits. May be repeated.

Department of Urban Studies and Planning

Accordino, John, Associate Professor

Ph.D. Massachusetts Institute of Technology
Economic development and finance, commercial revitalization; strategic planning.

Aspaas, Helen Ruth, Assistant Professor

Ph.D. University of Colorado - Boulder
Domestic and international rural development, gender and ethnicity.

Brooks, Michael P., Professor

Ph.D. University of North Carolina
Planning theory, political aspects of planning, planning practice.

Garcia, Margot W., Associate Professor

Ph.D. University of Arizona
Environmental planning, water policy, citizen participation, planning theory.

Gulak, Morton B., Associate Professor

Ph.D. University of Pennsylvania
Architecture and urban design, urban revitalization and physical planning.

Johnson, Gary T., Associate Professor and Department Chair

D.E.D. Texas A & M University
Transportation, housing, social policy.

Moeser, John V., Professor

Ph.D. George Washington University
Urban politics and public policy.

Rugg, Robert D., Professor

Ph.D. University of Ottawa
Geographic information systems, planning methods.

Schulz, Peter, Associate Professor

Ph.D. University of Illinois
Land use, remote sensing, environmental management.

Wu, Weiping, Assistant Professor

Ph.D. Rutgers University
Urban land and comprehensive planning, comparative urban development and policy, migration and urbanization.

The graduate program in urban and regional planning is accredited by the Planning Accreditation Board and provides professional grounding in the theory and methodologies of planning through a curriculum that balances classroom and field experience.

The master of urban and regional planning (M.U.R.P.) is a two-year degree program requiring 48 term hours of class work. Each student must complete an internship with a planning agency or organization. A core of required courses, totaling 30 term hours, includes:

- Introduction to Planning
- Planning Information Systems
- Foundations for Development Planning
- Demographic Analysis in Planning
- Theories and Problems in Planning
- Legal and Legislative Foundations of Planning
- Planning Studio I
- Planning Studio II or Thesis
- Planning Practicum Seminar

In selecting their elective courses, students may (1) opt for exposure to a wide array of planning-related subject matter (the generalist or comprehensive approach), (2) select one of the areas of specialization defined by the department's faculty (see the list that follows), or (3) develop an individualized program, focusing on one or more self-defined topics. Regardless of the approach selected, students are expected to meet regularly with their faculty advisers for discussion of their courses

of study in relation to their career plans.

Faculty-defined areas of specialization offered by the department include:

- urban revitalization and historic preservation,
- housing and neighborhood planning,
- economic development,
- physical planning, and
- environmental planning.

Dual degree program in law and urban and regional planning

A cooperative arrangement with the T. C. Williams Law School makes it possible for students to receive a law degree (J.D.) and an urban and regional planning degree (M.U.R.P.) in four years rather than the five years ordinarily required.

The purpose of the program is to integrate the two professional curricula and to provide the expertise necessary to apply legal analytical skills and planning methods and analysis to urban and regional policy issues and problems. The dual degree program is designed to equip graduates for a variety of professional positions, including staff for legislative committees and government agencies and commissions, government legal staff, private consulting, neighborhood advocacy, directorships of planning and related agencies, and executive aides to elected officials.

Interested students must apply separately for and be admitted to the T. C. Williams School of Law, University of Richmond, and the Department of Urban Studies and Planning, VCU. Students will spend their entire first year in either the School of Law or the Department of Urban Studies and Planning, and their second year in the program not selected in the first year. Twelve credit hours of the planning program will be applied toward meeting the graduation requirements of the School of Law, and 12 credit hours in the School of Law will be applied toward meeting requirements of the Department of Urban Studies and Planning.

Upon admission to the dual degree program, every student will be assigned an adviser in each program who will assist in planning the course of studies that will include all of the required courses in each program plus such elective courses as will best serve the interests of the individual student.

Students deciding not to complete the dual degree program must meet all of the regular requirements of either the J.D. or M.U.R.P. to receive the degree of their choice.

Certificate in Planning Information Systems Program

The certificate in planning information systems (CPI) is a program to provide specialized cross-disciplinary training for professionals with either (a) information systems or (b) planning backgrounds, who wish to increase their knowledge and skills in the application of computer methods to urban and regional planning problems. The CPI Program consists of nine hours of courses in information systems and nine hours in urban studies and planning.

Admission requirements are the same as for the master of urban and regional planning (see "Admission").

Urban Revitalization Certificate Program

The Urban Revitalization Certificate Program requires 18 term hours of course work and can be completed in one academic year. A sequence of introductory courses exposes students to the planning process, theories of urban land use, adaptive use of buildings and urban design. Course work in the area of instruction in planning, urban design, business, and economics.

Admission requirements include an official application; a letter of intent describing objectives in applying for the certificate; three letters of recommendation; two copies of an official transcript from an accredited institution showing undergraduate work and successful completion of an appropriate degree program with a minimum grade-point average of 2.7 (out of 4.0) in the last 60 term hours of undergraduate study; demonstration of professional experience in planning or work related to the certificate program. The experience requirement may be waived for candidates who demonstrate professional promise. All credits earned are transferable to the Master of Urban and Regional Planning Program.

Admission

Beyond the general School of Graduate Studies admissions standards the following apply:

- Students must have a minimum of a 2.7 grade-point average (on a 4.0 scale) in their last 60 term hours of undergraduate work. In addition, a grade-point average of not less than 3.0 must have been maintained in their undergraduate majors. Finally, applicants are expected to receive satisfactory scores on each of the categories in the GRE or on the LSAT examination.
- Students not meeting these requirements may be admitted to the program on a provisional basis. The provisional period shall consist of the first nine to 12 hours of designated graduate work in which all grades must be no less than "B." Provisional admission does not constitute a waiver of the requirement related to a standardized test.
- Generally, at least two of the three letters of reference should come from former faculty.
- The latest dates for submitting application materials are April 15 to be considered for the following September and Nov. 15 for the following January. However, all candidates, especially those applying for financial aid, are urged to apply before March 1 in order to have the best chance of being accepted or receiving an award of financial assistance for the following academic year. Applicants who submit materials by March 1 will be notified of the decision of the Admissions Committee by mid-April.

Part-time students

Since the department schedules several of its courses in the late afternoon or evening, the program accommodates both full- and part-time students. Students may also take advantage of courses offered in the summer. Thus it is possible for a part-time student taking six credits hours per term to finish the master's degree in four years or less; some of these credit hours, however, will necessitate taking day courses.

Nondegree-seeking students

Nondegree-seeking students must have an undergraduate degree from an accredited institution and the written approval of the instructor prior to registering for any graduate-level course. No more than six credit hours can be taken by nondegree-seeking students without authorization from the department.

Transfer credit

Upon acceptance to the program, up to six hours of graduate credits with grades of "B" or above may be applied to the degree if such work is considered relevant by the Admissions Committee.

Financial aid

VCU maintains a Financial Aid Office which is discussed in Part I of this bulletin.

There is also a limited amount of financial aid provided by the Department of Urban Studies and Planning. Application forms are available from the department for the following forms of aid:

Graduate assistant positions. Duties involve helping with the instruction of courses. The level of support varies according to the work level, financial need, and scholarship.

Tuition scholarships. There are a limited number of tuition scholarships for full-time students.

Research assistant positions. The stipend and number of positions depend upon the level of sponsored research carried out by the department in each year.

T. Edward Temple Memorial Scholarship Award. This award of approximately \$500 a year is given to an outstanding graduate student.

Requirements for the degree of master of urban and regional planning

1. Students must complete a minimum of 48 graduate credits, plus an internship. A core of required courses accounts for 30 of these credits; the remaining 18 are electives. An overall grade-point average of at least 3.0 (on a 4.0 scale) is required for receipt of the M.U.R.P. degree.
2. Students must obtain a grade of "B" or better in URSP 762

Planning Studio II, or in URSP 764 Thesis or Projects, in order to be eligible for receipt of the M.U.R.P. degree.

Internship and placement

The internship is designed to give students practical experience in planning related activities in an institutional context. Normally, the internship is taken during the summer between the first and second year. Many opportunities for internship positions, as well as part- and full-time jobs in planning at all levels of government, exist within the Richmond area. Upon request, the internship requirement may be waived for students with substantial professional experience.

Additional information

Further information may be obtained by writing to the chair of the Department of Urban Studies and Planning, Virginia Commonwealth University, Richmond, VA 23284-2008, (804) 828-2489.

Curriculum

First year, first term	Credits
URSP 610 Introduction to Planning	3
URSP 623 Planning Information Systems	3
URSP 662 Foundations for Development Planning	3
Elective	3

First year, second term

URSP 624 Demographic Analysis in Planning	3
URSP 632 Theories and Problems in Planning	3
URSP 635 Legal and Legislative Foundations of Planning	3
Elective	3

Internship

Normally taken between the first and second year of course work, but other options are available. Internship must be taken prior to, or concurrent with, URSP 794 Planning Practicum Seminar.

Second year, first term

URSP 761 Planning Studio I	3
Electives	9

Second year, second term

URSP 762 Planning Studio II	6
URSP 794 Planning Practicum Seminar	3
Electives	3

48

Graduate courses in urban and regional planning (URSP)

URSP 517 Historic Preservation in Planning

Term course; 3 lecture hours. 3 credits. The course surveys the process of historic preservation that includes the evaluation of sites, identification of architectural styles, the adaptive use of sites and structures, and the various sources available for implementing preservation proposals in government or the private sector. Preservation is considered as a tool in the planning process; and its application to neighborhoods, downtowns and other city districts is considered.

URSP 521/GEOG 521 Cartography and Air Photo Interpretation

Term course; 2 lecture and 2 laboratory hours. 3 credits. An introduction to the preparation and interpretation of data in cartographic form. Included is the methodology of map making, introductory photogrammetry, object recognition, stereograms, area measurement and mapping from aerial photos.

URSP 525 Site Planning and Graphics

Term course; 3 lecture hours. 3 credits. Addresses the environmental impacts and capacity of environmental systems in relation to the site requirements of various urban and rural situations. Introduces the use of graphics as an aid in presenting and analyzing planning and design ideas, maps and plans.

URSP 541 Urban Public Policy-Making Processes

Term course; 3 lecture hours. 3 credits. Discusses the politics of urban life. Examines the physical, demographic and economic environments in which conflict resolution occurs, as well as the actors on the local, state and federal levels that participate in the political process.

URSP 552 Urban Transportation Systems

Term course; 3 lecture hours. 3 credits. An examination of urban requirements for mobility, transportation systems, problems of traffic, mass transit and new concepts for moving people and goods.

URSP 605 Urban Planning History

Term course; 3 lecture hours. 3 credits. Discusses the historical context of planning solutions to contemporary urban problems by examining the rich planning tradition since the mid-nineteenth century in the U.S. Significant plans, people and movements in the history of planning are discussed in relation to the evolving traditions of the profession.

URSP 610 Introduction to Planning

Term course; 3 lecture hours. 3 credits. Introduces students to the planning profession. Provides an overview of the urban system and the history of planning, and covers the basics of comprehensive planning, including the context, process, agents, methods, components and implementation. Prepares students for taking more specialized planning courses by introducing the sub-areas of planning, such as transportation planning, land use planning, environmental planning, housing and urban design.

URSP 611 Principles of Urban Design

Term course; 3 lecture hours. 3 credits. Principles of urban design at the micro- and macro-scale. Expression of planning objectives in physical design, with emphasis on the relationship between urban design at various scales and the needs of individuals and groups.

URSP 621/GEOG 621 Introduction to Geographic Information Systems (GIS)

Term course; 2 lecture and 2 laboratory hours. 3 credits. Restriction: Non-MURP students only. An introduction to creating and using geographically referenced databases for urban and environmental planning. Includes GIS data base structures, spatial analysis, GIS data standards, public domain software and data resources, and principles of cartographic design. Lab exercises in the use of GIS software tools.

URSP 623 Planning Information Systems

Term course; 2 lectures and 2 laboratory hours. 3 credits. Introduction to data sources and database management for planning, including use of geographic information systems (GIS) in planning. An overview of database structures, public domain software and data resources, descriptive statistical analysis, graphic presentation of data and principles of cartographic design. Laboratory exercises using GIS software and public domain data to describe communities and identify planning issues.

URSP 624 Demographic Analysis in Planning

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: URSP 623. Applies parametric and nonparametric analysis to census and other public domain data. Employs population projection techniques and survey research methods to analyze community planning needs.

URSP 626/GEOG 626 GIS Applications for Planners

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: URSP 621 or URSP 623. Examines in detail Geographic Information Systems.

URSP 628 Land Use Planning

Term course; 3 lecture hours. 3 credits. Introduces students to the context, substance, practical skills, and implementation of land use planning. Covers such topics as land capacity, land use system and design, land use controls, state and regional growth management, resource land preservation, rural growth management, urban containment and facility planning.

URSP 630/PADM 630 Strategic Planning and Management in the Public Sector

3 lecture hours. 3 credits. Explores the benefits and limitations of strategic planning and management in the public sector, examines approaches to strategic management, especially in terms of the role and behavior of top management, and provides an introduction to the analytic and process methods used in strategic planning and management.

URSP 632 Theories and Problems in Planning

Term course; 3 lecture hours. 3 credits. Examines major traditions in the theory of planning in the context of actual planning

processes and outcomes. Explores in depth the political, economic, and institutional constraints to effective planning and plan implementation. Discusses the planners' ethical dilemmas.

URSP 635 Legal and Legislative Foundations of Planning

Term course; 3 lecture hours. 3 credits. Delineates the legal and legislative basis for planning at local, state, and federal levels. Judicial precedents in land use controls and environmental protection are investigated, including private controls, traditional zoning, administration of zoning ordinances, new flexible zoning concepts, development timing and growth controls, exclusionary land use practices, subdivision controls, and eminent domain regulations for environmentally sensitive areas, and environmental review.

URSP 641 Citizen Participation and Negotiation

Term course; 3 lecture hours. 3 credits. Studying the theory and practice of citizen participation and negotiation, planners learn to work with citizens in a democratic process while practicing respect for differing views.

URSP 643 Housing Policy

Term course; 3 lecture hours. 3 credits. Examines federal, state, and local housing policy. Discusses the issues of affordable housing, homelessness and the private sector's contribution to housing.

URSP 647 Adaptive Reuse of Buildings

Term course; 3 lecture hours. 3 credits. Describes from a public sector perspective identification for new uses, evaluation of benefits and preparation of implementation proposals for recycling older buildings. Discusses methods used to develop the necessary design guidelines as well as analyze these opportunities that can be a catalyst for urban revitalization.

URSP 650 Environmental Planning

Term course; 3 lecture hours. 3 credits. Examines the impact of urban activities on the natural environment. Discusses federal, state and local laws and policy governing air, water, waste, noise and the natural processes of earthquakes, landslides and floods.

URSP 652 Environmental Analysis

Term course; 1 lecture and 4 laboratory hours. 3 credits. Prerequisite: URSP 650. Familiarizes students with methods to carry out an environmental analysis. Provides a deeper understanding of major environmental issues.

URSP 662 Foundations for Development Planning

Term course; 3 lecture hours. 3 credits. Introduces public planners to the nature and development of the urban economy. Uses case study analysis of an economy's industrial structure, labor market and other features. Considers the roles of public planners in maintaining a healthy economy.

URSP 664 Urban Economic Development Policy

Term course; 3 lecture hours. 3 credits. Prerequisite: URSP 662. Examines the economic development planning and implementation processes through theory and case studies in urban settings. Special topics include economic development

institutions and practices, small business development programs, labor force development, community-based development and sustainable development strategies.

URSP 666 Urban Commercial Revitalization

Term course; 3 lecture hours. 3 credits. Examines renewal of declining commercial areas in cities and towns as tools in the planning process. Discusses and applies through field-work, market studies and other analysis methods, strategies for revitalization, public and private project financing and development.

URSP 681 International Urban Policy and Planning

Term course; 3 lecture hours. 3 credits. Offers a comparative analysis of planning practices and policies in both developing and developed countries. Covers such topics as local implications of globalization, regional development strategies, urban governance and management, urban economic policies, sustainable development and urban infrastructure and shelter delivery.

URSP 691 Topics in Urban and Regional Planning

Term course; 1, 2 or 3 credits. Prerequisite: Because of the changing subject matter to be treated in this course, permission of the instructor is required. Students will have an opportunity to examine in detail some questions of significance in the field of urban and/or regional planning. See the Schedule of Classes for the specific topics to be offered each term.

URSP 761 Planning Studio I

Term course; 1 lecture and 4 laboratory hours. 3 credits. Prerequisites: All core courses except URSP 762 and 794. Involves students as a group in a community-based planning project.

URSP 762 Planning Studio II

Term course; 1 lecture and 10 laboratory hours. 6 credits. Prerequisite: URSP 761. Requires individual students to apply theory and methodology gained from the core courses to solve selected planning problems. With the consent of instructor and department chair, URSP 764 Thesis or Projects is acceptable substitute.

URSP 764 Thesis or Projects

2-6 credits. Prerequisites: Permission of instructor and appropriate research methods course. Planning, preparation, completion, and presentation of a thesis or project. URSP 764 is an acceptable substitute for URSP 762 Planning Studio II. Consent of instructor and chair required for this substitution.

URSP 794 Planning Practicum Seminar

Term course; 3 credits. Provides an opportunity for a structured analysis of the student's internship experience. Professional skills are enhanced through lectures, assignments and discussions.

URSP 797 Directed Research

1-3 credits. May be repeated for a maximum of six credits. Prerequisites: Permission of instructor and graduate standing. Independent research into planning problems, issues and theories.

Additional graduate courses in the College of Humanities and Sciences

ANTH 551 Anthropology for the Museologist

Term course; 3 lecture hours. 3 credits. A discussion and investigation of contemporary anthropological themes and questions and identification of how they can be depicted with museum materials. Students are expected to develop a research design for an exhibit.

FREN 500 French for Graduate Students

Term course; 3 lecture hours. 3 credits. This course is designed to prepare graduate students for the reading knowledge examination for higher degrees. Each graduate department will determine the nature and form of certifying examination.

FREN 501 French Communication

Term course; 1-4 lecture hours. 1-4 credits. An intensive study of communication in French. Variable credits; primarily oral, written and listening skills.

FREN 511 French Civilization

Term course; 1-4 lecture hours. Variable; 1-4 credits. Prerequisite: Functional fluency in French since the class will be taught in French. A comprehensive study of the civilization and culture of France and its global expressions.

FRLG 591 Topics in Foreign Languages

Term course; 1-4 lecture hours. Variable; 1-4 credits. A detailed study of selected topics in one or more of the foreign language or comparative courses offered by the department.

GEOG 521/URSP 521 Cartography and Air Photo Interpretation

Term course; 2 lecture and 2 laboratory hours. 3 credits. An introduction to the preparation and interpretation of data in cartographic form. Included is the methodology of map making, introductory photogrammetry, object recognition, stereograms, area measurement and mapping from aerial photos.

GEOG 550 Physical Geography of Virginia

Term course; 6 field hours. 3 credits. Field course, traversing the varied physical regions of Virginia with emphasis on the climate, terrain, soils, and vegetation of each region and on the transitional zones in between. Human modification of the physical environment and its consequences also are stressed.

GEOG 551 Cultural Geography of Virginia

Term course; 6 field hours. 3 credits. Field course, traversing the various cultural regions of Virginia with emphasis on basic economic activities of each area, the cumulative effect of occupation of the regions, and past and present changes in the cultural landscape.

GEOG 621/URSP 621 Introduction to Geographic Information Systems (GIS)

Term course; 2 lecture and 2 laboratory hours. 3 credits. Restriction: Non-MURP students only. An introduction to

creating and using geographically referenced databases for urban and environmental planning. Includes GIS data base structures, spatial analysis, GIS data standards, public domain software and data resources, and principles of cartographic design. Lab exercises in the use of GIS software tools.

GEOG 626/URSP 626 GIS Applications for Planners

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisites: URSP 621 or URSP 623. Examines in detail Geographic Information Systems.

GEOG 680 Geography Workshop

Term course; 1 lecture hour or 2 field hours per credit. 1-6 credits. Lecture, laboratory, and/or field course; may be repeated with different topics to maximum of nine credits. An intensive study of a particular area or topic in geography. See the Schedule of Classes for specific workshops to be offered each term.

GRMN 500 German for Graduate Students

Term course; 3 lecture hours. 3 credits. This course is designed to prepare graduate students for the reading knowledge examination for higher degrees. Each graduate department will determine the nature and form of the certifying examination.

GRMN 502 German Communication

Term course; 1-4 lecture hours. Variable; 1-4 credits. An intensive study of communication in German. The content of this course will emphasize primarily oral, written, and listening skills.

GRMN 512 German Civilization

Term course; 1-4 lecture hours. Variable; 1-4 credits. Prerequisite: Functional fluency in German since the class will be taught in German. A comprehensive study of the civilization and culture of Germany and its global expressions.

HUMS 591 Special Topics

Term course; variable; 1-4 credits. Specialized topics in the liberal arts and sciences designed to provide an overview of a topic not provided by an existing course or program. May be repeated with different content. May be multidisciplinary.

PHIL 521, 522 Aesthetics

Term courses; 3 lecture hours. 3, 3 credits. A critical survey of aesthetics from antiquity to the 20th century. First term: antiquity to the Renaissance; Second term: the Renaissance to the present. Topics to be considered include the nature of art, aesthetic experience, the aesthetic analysis in the arts of painting, music, architecture and the motion picture.

PHIL 591 Topics in Philosophy

Term course; variable; 1-4 credits. Prerequisite: Written permission of instructor or graduate standing. A graduate level, in-department study of an individual philosopher, a particular philosophical problem or a narrowly defined period or school. See Schedule of Classes for specific topic to be offered each term.

PHIL 592 Independent Study

Term course; 1-4 credits. An independent study course to allow graduate students to do research, under the direction of a professor qualified in that field, in an area of major interest.

PHIL 601 Principles of Ethics

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing. An examination of major ethical theories and their application to contemporary issues in medicine, science, and public policy.

PHIL 602 Biomedical Ethics

Term course; 3 lecture hours. 3 credits. An examination of ethical theory and its application to moral problems in medicine and biotechnology.

PHIL 635 Philosophy of the Social Sciences

Term course; 3 lecture hours. 3 credits. A philosophical study of the nature of science and scientific explanation, with emphasis upon the social sciences. Topics include the philosophical analysis of objectivity in the social sciences, theories of human action and the relation of social sciences to the physical sciences.

PHIL 683/PADM 683 Administrative Ethics

Term course; 2 or 3 hours. 2 or 3 credits. A philosophical investigation into the problems of making ethical decisions, focusing on issues likely to confront the public administrator. Examples of such issues are equity in social services delivery, affirmative action, loyalty to the bureaucracy vs. "whistle blowing," and conflicts of interest between personal and public interest.

PHIL 691 Topics in Philosophy

Term course; variable; 1-4 credits. Prerequisite: Written permission of instructor or graduate standing. A graduate level, in-depth study of an individual philosopher, a particular philosophical problem, or a narrowly defined period or school. See the Schedule of Classes for specific topic to be taught each term.

PHIL 692 Independent Study

Term course; variable; 1-4 credits. Open to graduate students only. An independent study course to allow graduate

students to do research, under the direction of a professor qualified in that field, in an area of major interest.

PHIL 713/PPAD 713 Ethics and Public Policy

Term course; 3 lecture hours. 3 credits. Doctoral students only. An examination of the main theories of morality and justice. These theories' implications for public policy will be discussed.

POLI 553 The Military in Politics

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. The course will examine the pervasive character and growing importance of the military in the governmental and policy-making processes. It will include a study of the history of civil-military relations, and the changing dynamics of the relationship that occurs in response to changes in social and political contexts and as a result of technological changes in the military and warfare.

POLI 591 Topics in Political Science

Term course; 3 credits. An in-depth study of a selected topic in political science in a seminar environment. Intended for small groups of students interested in examining issues and problems related to aspects of the political processes.

RELS 592 Independent Study

Term course; 1-4 credits. Determination of the amount of credit and permission of the instructor and department chair must be procured prior to registration for the course. Open only to graduate students. An independent study course to allow qualified graduate students to do research in an area of major interest.

SPAN 503 Spanish Communication

Term course; 1-4 lecture hours. Variable; 1-4 credits. An intensive study of communication in Spanish. The content of this course will emphasize primarily oral, written, and listening skills.

SPAN 513 Spanish Civilization

Term course; 1-4 lecture hours. Variable; 1-4 credits. Prerequisite: Functional fluency in Spanish since the class will be taught in Spanish. A comprehensive study of the civilization and culture of Spain and its global expressions.

School of Allied Health Professions

The School of Allied Health Professions was established on Jan. 1, 1969. A fundamental reason for the establishment of the School of Allied Health Professions was to provide an administrative structure for existing educational programs in allied health disciplines and to direct the development of new programs in response to the growing need for allied health manpower. At the outset, the school incorporated existing educational programs for hospital administration, medical technology, physical therapy and radiologic technology. A program for nurse anesthesia was inaugurated as a separate department in 1969; an existing educational program in occupational therapy located on the Academic Campus was transferred administratively to the School of Allied Health Professions in 1970; also in 1970, a teaching program in patient counseling formerly based within MCV Hospitals was integrated with the school. A doctoral program in health services, organization and research, the first for the School of Allied Health Professions, was introduced in 1982. In 1985, the existing Department of Gerontology was transferred administratively to the School of Allied Health Professions. In June 1988, an executive master's program in health administration was introduced. An entry-level master's degree professional program in physical therapy was initiated for students matriculating in August 1989. On July 1, 1994 the Department of Rehabilitation Counseling was transferred from the School of Community and Public Affairs to the School of Allied Health Professions.

A new distance-learning, interdisciplinary doctoral program – the Ph.D. in Health Related Sciences – began accepting students in the fall 1998 term. This program was developed in response to the national demand for doctorally prepared faculty and practitioners in the allied health professions.

Programs

Graduate programs in this school and the degrees conferred on their graduates are:

School of Allied Health Professions

Ph.D. in health related sciences

Department of Gerontology

Master of science

Department of Health Administration

Master of health administration

Master in health administration and juris doctor degrees cosponsored by the T. C. Williams School of Law at the University of Richmond

Master of science in health administration (Health Administration Executive Program)

Ph.D. in health services organization and research

Department of Clinical Laboratory Sciences

(formerly Medical Technology)

Master of science

Department of Nurse Anesthesia

Master of science in nurse anesthesia

Department of Occupational Therapy

Master of science in occupational therapy

Master of science

Department of Physical Therapy

Master of science

Ph.D. in conjunction with the departments of Anatomy or Physiology

Department of Rehabilitation Counseling

Master of science

Master of science in rehabilitation counseling and certificate in aging studies

Professional certificate programs currently are offered by the following departments.

Department of Gerontology

Certificate in aging studies

Certificate in aging studies and master of social work (jointly with the School of Social Work)

1200 E. Broad St. • P.O. Box 980233
Richmond, VA 23298-0233
(804) 828-7247 • Fax (804) 828-8656
views.vcu.edu/sahp/

Cecil B. Drain

Dean

B.S.N., M.S., N.S., Ph.D.

Dolores G. Clement

Associate Dean

B.A., M.A., M.S., Dr.P.H.

Stephen C. Harvey

Assistant Dean for Advancement and Development

B.S., M.Ed.

Debra A. Ropelewski

Assistant Dean for Fiscal Affairs

B.S., M.B.A.

Jeffrey R. Lodge

Director of Information Systems

B.A.

Program in Patient Counseling

Postgraduate certificate in patient counseling

Department of Rehabilitation Counseling

Postgraduate certificate in professional counseling

Philosophy

The faculty of the school is committed to offer, through the establishment and maintenance of rigorous standards of excellence, educational programs that will prepare students for professional careers in the allied health disciplines. Development of professional attitudes, emotional maturity and ethical behavior of students is a vital component of the educational process. It is essential that students gain a deep respect for the dignity of man and the inherent rights of patients and others who receive services. The programs are designed to include not only the development of skills to assure excellence in quality of health care, but also factual knowledge and experiences that will provide the basis for continuing intellectual and professional growth.

Community services of the school and faculty include continuing education, consultative resources and participation in all pertinent areas of health care. An integral part of these efforts is to stimulate and sponsor research activities in the allied health disciplines represented within the school and to encourage interdisciplinary research.

Facilities

Departments and programs in the School of Allied Health Professions presently are housed in the Randolph-Minor Annex, McGuire Hall, Newton House, Lyons building, VMI Building, MCV West Hospital and the William Grant House. Plans are under way to further renovate West Hospital to consolidate various components of the School of Allied Health Professions into that facility, which would permit expanded enrollments in selected departments and programs and will provide improved and enlarged educational and research areas.

Licensure/certification

Graduates of most of the programs offered in the School of Allied Health Professions are required or eligible to take national/state certification or licensure examinations. Requirements of licensing and certifying agencies vary. Some licensure and certification agencies consider individuals convicted of a felony ineligible for licensure or certification. For information, prospective students should contact the licensure or certification agency for the specific allied health discipline.

Accreditation

The School of Allied Health Professions is an institutional member of the American Society of Allied Health Professions and the Virginia Association of Allied Health Professions. All of its programs are approved or accredited by the appropriate national professional or educational organizations.

Attendance regulations

The faculty considers attendance at lectures, laboratories and other functions a requisite to the successful acquisition of the knowledge and skills

required of the professional. Hence, the faculty cannot condone absence without good reason from any regularly scheduled educational experience. At the beginning of each course, instructors relate to their classes the policy of the department concerning the attendance regulations for that term. The nature of make-up work in the event of absence will be the prerogative of the instructor.

Graduate programs

Graduate degree and certificate program offerings in the School of Allied Health Professions are designed as basic professional or advanced-level programs. Accreditation requirements for the individual programs preclude the establishment of general admission prerequisites, registration dates, and course and degree requirements beyond those of the School of Graduate Studies.

It is the intent that these regulations and procedures for each program ensure the selection of applicants whose motivation, ability, character and health status qualify them to pursue graduate study successfully. Specific information may be found in the departmental presentations in this section or are available from departmental graduate coordinators.

Student performance and behavior

The goals and objectives of the School of Allied Health Professions and its component departments and programs relate to the education of persons preparing for professional careers in the allied health disciplines. An integral requisite of students and practitioners is an undeviating acceptance of a professional attitude and pride that will motivate them to adhere to a code of professional ethics and to develop fully their competencies for practice.

The suitability of student performance and behavior relating to these professions and to the consumers of health care is a paramount concern of the administration and faculty of this school. To assure a quality of educational and clinical preparation for its graduates, the following statement is promulgated:

If, in the judgment of the faculty/administration of the School of Allied Health Professions, a student is not considered suitable for emotional, professional or related

reasons, the student's academic status may be appropriately altered.

If any questions arise regarding the standards of performance or behavior, it is the responsibility of students to apprise themselves of acceptable character and conduct requirements prior to matriculation in the designated department or program.

Graduate courses in allied health professions (ALHP)

Most course offerings in the School of Allied Health Professions are provided by each department for their programs; however, selected graduate courses considered applicable to many students in these or other university programs have been assigned to the School of Allied Health Professions, rather than to a specific department.

ALHP 573 Teaching in Health Professional Schools

Term course; 3 lecture hours. 3 credits. Section 01. Study of the relationships between health education and higher education in general, current essentials, standards in education for the health professions and theoretical approaches to the implementation of these standards in both academic and clinical learning. Emphasis will be placed on modes of adapting to future needs of the professions.

ALHP 582 Supervision in the Allied Health Professions

Term course; 2 lecture and 2 laboratory hours. 3 credits. Study of the supervisory process and staff development, training in communication and interpersonal skills, and public relations within the health facility.

ALHP 591 Special Topics

Term course; 1-4 credits. Prerequisite: Permission of instructor. Interdisciplinary study through lectures, tutorial study, or independent research of selected topics not provided in other courses.

ALHP 594 Health Education Practicum

Term course; 1 lecture and 4 laboratory hours. 1-6 credits. Prerequisite: ALHP 573. Preparation, presentation, and evaluation of selected educational experiences in the appropriate graduate program. Section 01: General; Section 02: Nurse Anesthesia; Section 03: Medical Technology.

ALHP 596 Supervisory and Administrative Practicum in Allied Health Clinics

Term course; 60 clinical hours per credit. 1-9 credits. Prerequisite: Permission of instructor. The course is designed for the student who will be assuming supervisory and administrative roles. Areas to be covered include clinical personnel management, budgeting and ordering of materials and equipment, consultation with physicians, developing and troubleshooting clinical methods, designing job descriptions, and implementation of quality control programs. Section 01: MT; Section 02: PT.

Doctoral Program in Health Related Sciences

Clement, Dolores G., Associate Professor and Associate Dean, School of Allied Health Professions
Dr.P.H. University of California
Health policy and administration.

Faculty are drawn from the graduate faculty of all of the other departments in the school. Refer to the subsequent departmental listings of faculty.

Overview

The Doctoral (Ph.D.) Program in Health Related Sciences in the School of Allied Health Professions was designed as a distance learning program with the cooperation and commitment of the nine departments of the school: Clinical Laboratory Sciences, Gerontology, Health Administration, Nurse Anesthesia, Occupational Therapy, Patient Counseling, Physical Therapy, Radiation Sciences and Rehabilitation Counseling.

The mission of the School of Allied Health Professions is to serve as an international leader in the education of excellent, innovative and responsible allied health professionals. Educational formats that are technologically advanced and accessible to students through on-campus and distance learning are emphasized throughout all programs in the school. In addition, the school promotes excellence in health care service, and encourages collaborative research that generates state-of-the-art and specialized knowledge.

This Ph.D. program involves a four-year course of study. It is designed to meet the critical need for doctorally prepared allied health professionals across the nation, specifically in the areas of teaching, research and administration. The departments of the School of Allied Health Professions offer a doctoral curriculum with a common interdisciplinary core of courses and eight specialty tracks germane to the disciplines of the participating departments. The ninth department of the school is Patient Counseling. This department has a program that offers a graduate certificate only and is participating by teaching the course in ethics as part of the doctoral program.

Program instructional goals

The goal of the doctoral program in Health Related Sciences is to provide

experienced health professionals with advanced knowledge and skills so that they may assume positions in teaching, research and administration upon graduation. This Ph.D. program emphasizes both an interdisciplinary and multimedia focus, drawing from resources across the university.

The overall objectives of this Ph.D. program are to produce scholars who have:

- the ability to understand, analyze, design, execute and evaluate research and practice in the allied health sciences, with particular in-depth understanding in the chosen area of specialization,
- the ability to translate research knowledge and principles into applied practice perspectives and skills,
- the ability to teach the current principles and content of the allied health sciences,
- the ability to do research, practice and teach in the area of interdisciplinary health care practice,
- the ability to continually examine current and future changes in the allied health disciplines from an interdisciplinary perspective,
- a demonstrated knowledge and understanding of professional and ethical responsibility and conduct in the allied health professions, and
- a demonstrated knowledge and understanding of ethnic issues and cultural diversity in health care delivery and health policy.

Facilities

The administrative offices for the program are located on the MCV Campus, at 1200 E. Broad St. (West Hospital, First Floor, East Wing). The program's state-of-the-art computer laboratory is located in Tompkins-McCaw Library, at 509 N. 12th St.

Program admission

Admission criteria. Admission to the program, which is open to students with clear career goals in the health related sciences, is limited and competitive. Therefore, work experience in a health related field is encouraged. Applicants to the program must meet the following admission criteria:

- have an earned master's degree in an academic or allied health

related field from an accredited college or university,

- have a minimum cumulative grade-point average of 3.3 on their master's level work,
- have earned a graduate course in statistics with a grade of "B" or better,
- have earned a minimum combined score of 1100 on the verbal and quantitative sections of the Graduate Record Exam (GRE) or a minimum score of 55 on the Miller's Analogies Test (MAT). The MAT is offered by VCU's Department of Psychology twice each month if there are a sufficient number of applicants. Telephone (804) 828-6277. Tests must have been taken within the past five years,
- when applicable, have a minimum Test of English as a Foreign Language (TOEFL) score of 600,
- demonstrate a record of professional competency/success, and
- articulate clear professional/educational goals and written communication skills through the submission of a written essay.

Enrollment in the program is open to qualified persons without regard to age, race, sex, religion, disability or national origin. Admission requirements are in compliance with all applicable federal and state statutes, orders and regulations, and university guidelines.

Admission procedures. Prior to reviewing an application for admission, the program must receive:

- a completed application form from the applicant, including:
 - three letters of recommendation, two of which are preferably from sources qualified to assess the candidate's academic potential,
 - a written essay that discusses career goals and the manner in which this doctoral program will enhance those goals, and what the applicant expects to contribute to this program, and
 - a curriculum vitae,
- official transcripts indicating completion of baccalaureate and master's degrees (or equivalent) from an accredited college or university, and
- GRE or MAT scores.

Incomplete packages may not be reviewed. Materials are sent to the

School of Graduate Studies for processing and then forwarded to the School of Allied Health Professions. Once received in the school, the application is reviewed by the student services coordinator for completeness. Applicants with incomplete files will be contacted regarding the missing materials. Incomplete files will be held in the director's office until all materials are received.

Completed folders will be sent to the respective departmental representative of the School of Allied Health Professions Doctoral Program Advisory Committee (D-PAC). Departments will then rank qualified applicants and, based on a review of the file, a personal interview will be scheduled at the department's discretion for their top candidates. Following the departmental ranking, all files will be returned to the director's office.

The D-PAC will meet to select and recommend the incoming class, and to develop an alternate list (total applicant pool ranked by qualifications). The director and the dean of the School of Allied Health Professions are responsible for the final decision.

Applicants will be notified by the dean of graduate studies regarding the admission decision and of the deadline for their acceptance of the offer and holding fee.

Part-time status. The program will be open to part-time students.

Advising

Upon admission to the program, students will be assigned an interim adviser to guide them through the core courses and assist them as they consider their area of research. All program advisers will have an earned doctorate and be a member of the university's graduate faculty.

Students may change their interim adviser as their program of study and interest evolves if approved by the program director. However, students desiring to switch their area of specialization (i.e., changing from the department through which they were initially admitted into the program) must reapply to the doctoral program by the spring admission deadline. There is no guarantee that the applicant will be accepted into the new specialization area.

After successful completion of the comprehensive examinations, students will choose a dissertation chair who

will serve as adviser and guide them through their research/dissertation process.

Program continuation and completion requirement

Continuation requirements. After admission to the Ph.D. program, the student must maintain a minimum cumulative grade-point average of 3.0 in all course work completed at VCU. A student who falls below that minimum will have one term to remedy the deficiency. Even with an overall grade-point average of 3.0 or better, a student may earn no more than two (six credit hours) grades of "C." A student who receives a grade of "D" or "F" will be reviewed for continuation in the program by the department of their specialization.

Students must register for at least one credit hour each fall and spring term for continuation in the program. A student who fails to register must have advance approval to do so or will be dropped automatically from the program and must reapply for reinstatement. The maximum time to complete all of the requirements for the degree is seven calendar years from the date of entry into the program.

Course transfer or waiver. A maximum of 25 percent of the course work other than research may be transferred from another VCU program or outside institution and applied toward the Ph.D. course requirements. Transfer and waiver credit is given at the discretion of the program director after consultation with appropriate faculty members, subject to university approval. Courses taken as requirements for other degrees are not transferable. A waiver may be warranted if an equivalent course was taken. However, another course must be substituted for the waived course in order to fulfill the requisite credit hours needed for degree completion.

Comprehensive examination. The purpose of the comprehensive examination is to provide a vehicle through which students can demonstrate the ability to integrate their educational experience by adequately addressing complex questions pertinent to the current and developing knowledge of the allied health fields. Students are eligible to take each of the two comprehensive examinations upon successful completion of the appropriate core course

work. Exams must be taken within six months of completing each core.

Two written examinations will be administered, one for the common interdisciplinary core and one for the research methods core. A three-member graduate faculty committee will develop and administer each exam. This committee will be made up of two members of the Core Advisory Committee and one member appointed by the program director. Each exam will be offered once in the fall term, and once in the spring term. Prior to completion of the term in which the student becomes eligible to take each exam, he/she must submit a formal statement of intent to the program director.

Students who receive a failing grade on their initial attempt will have one opportunity to repeat each comprehensive examination. Failure to pass an exam on the second attempt will result in termination from the program.

Program completion requirements. The doctor of philosophy degree is awarded after (1) the minimum 57 credit hours of course work are completed; (2) comprehensive exams are passed; and (3) either a dissertation is written and defended orally, or three first-author articles on research undertaken by the doctoral candidate once enrolled in the program are accepted for publication in peer-reviewed journals. The journal articles will be scrutinized for quality of scholarship by an internal research committee, headed by the student's research adviser. All three articles must be approved by the internal research committee prior to submission.

Curriculum structure

The proposed curriculum is designed to take four years to complete. Students spend the first three years (each comprised of two six-month long terms) completing course work. The final year is spent developing the doctoral dissertation. Research components are present in each year of the program and a research emphasis is present throughout the entire curriculum. The student is required to designate the area of intended research in her/his specialization area in the first year.

Each of the six course work terms is composed of both on- and off-campus components. On-campus sessions, scheduled during the first two weeks of July and the end of December/beginning

of January, will employ a rather traditional mix of educational technologies (e.g., lectures, seminars and assigned reading). During the off-campus component of each term, students pursue their studies employing a wide variety of innovative educational technologies (e.g., computer conferencing, computer-aided instruction, videotape packages and programmed instructional material), in addition to assigned readings and the completion of various assignments and projects.

The program curriculum consists of a total of 57 credit hours (24 credits of common interdisciplinary core courses, 12 credits of research methods core courses, nine hours of specialty track courses, and 12 hours of dissertation research). The courses, arranged by focal area are:

	Credits
Common interdisciplinary core	
ALHP 701 Health Services Delivery Systems	3
ALHP 702 Finance and Economic Theory for Health Care	3
ALHP 704 Health Care Policy and Political Theory	3
ALHP 708 Ethics and Health Care	3
ALHP 710 Curriculum Design for Health Care Professionals	3
ALHP 711 Multimedia Technology in Health Sciences Curriculum Design and Communications	3
ALHP 716 Grant Writing and Project Management in Health Related Sciences	3
ALHP 718 Health Informatics	3
	24
Research methods core	
ALHP 760 Biostatistical Methods for Health Related Sciences	3
ALHP 761 Health Related Sciences Research Design	3
ALHP 762 Multivariate Statistical Methods for Health Related Sciences Research	3
ALHP 763 Clinical Outcomes Evaluation for Health Related Sciences	3
ALHP 764 Advanced Methods for Health Sciences Research (elective, 3 credits)	3
	12
Specialty track	
ALHP 781 Doctoral Seminar in Health Related Sciences	3
ALHP 792 Independent Study	3
ALHP 793 Research Practicum	3
	9

Dissertation research

ALHP 890 Dissertation Seminar	3
ALHP 899 Dissertation Research	9
	12

NOTE: All three of the specialty track courses and both dissertation research courses are taken in one of the following areas, and each of the departments have curricular section numbers for each of the respective courses (ALHP 781, ALHP 792, ALHP 793, ALHP 890 and ALHP 899):

- Section 001 Clinical Laboratory Sciences
- Section 002 Gerontology
- Section 003 Health Administration
- Section 004 Nurse Anesthesia
- Section 005 Occupational Therapy
- Section 006 Physical Therapy
- Section 007 Radiation Sciences
- Section 008 Rehabilitation Counseling

Dissertation and published research requirements

Admission to candidacy. Students are eligible to begin their dissertation upon certification by the program director, in writing, that all pre-dissertation/research requirements, including the comprehensive examinations, have been satisfied and that the student is prepared to proceed with the dissertation/research project. Copies of the certification will be forwarded to the student, the student's formal program adviser, and the dean of the School of Allied Health Professions. After admission to candidacy, students will proceed to propose, complete and defend their dissertation or fulfill the three journal articles research requirement.

Enrollment requirement. Students are required to maintain continuous enrollment in ALHP 899 Dissertation Research until completion of the requirements, including the defense process. A minimum of three credit hours per term are required until nine credits are accumulated after which only one credit per term is required unless otherwise specified by the student's dissertation chair.

Dissertation/Research Committee. After successful completion of the comprehensive exam, the student nominates a Dissertation/Research Committee and the dissertation/research director submits the nominations in writing to the program director. Such committees will consist of a minimum of four graduate faculty members of the School of Allied Health Professions, one of whom will be outside the student's specialty track. The program

director will provide written approval of the Dissertation/Research Committee and clear such appointments with the appropriate administrative officials.

Dissertation/research standards. The dissertation/published research articles must represent independent research and should be based on an original research question or hypothesis. Generally, dissertations/published research articles will demonstrate the student's ability with empirical research, adhering to canons of (1) logic in conceptualization and design, (2) valid and reliable measurement, (3) appropriate analytic technique and (4) appropriate interpretation of results. Studies should be based on a formal theoretical or conceptually explicit framework for investigating a question or testing a hypothesis relevant to the allied health field.

Tuition and fees

Graduate tuition and fees will be assessed in accordance with rates approved annually by the VCU Board of Visitors. In addition to tuition, a program-specific fee is assessed for this distance learning program. Tuition and fees include all direct program costs and the use of the university's computing systems. An additional fee may be charged for learning materials distributed during a course.

Computer requirements

Students are encouraged to have a working knowledge of Word for Windows 95. All students must have access to a contemporary IBM compatible personal computer equipped with a printer and a 28.8 baud modem. Although students can use a personal computer at the office, it is strongly recommended that they have one at home.

Financial aid

Students must apply directly to the financial aid office for consideration. In addition, when other support is available to students, all will be notified of the eligibility criteria and application procedures.

Due process

All appeals to decisions based on this document are made to the program director. In the event that satisfactory resolution is not attained, the next level of

appeal is the dean of the School of Allied Health Professions. Students in the program are governed by the School of Allied Health Professions Student Academic Appeal Policy and Procedures document, which was developed in compliance with university guidelines. Exception to any of the policies and procedures identified in this document require the written consent of the program director and, when necessary, the dean of the school.

Graduate courses for the Doctoral Program in Health Related Sciences (ALHP)

ALHP 701 Health Services Delivery Systems

Term course; 3 credits. Examines the structure and function of the U.S. health care delivery system, the concepts and processes of health and illness, the institutional and individual providers of health services and related theory. Focuses on interdisciplinary care. Emphasizes meeting the unique needs of ethnically and culturally diverse populations.

ALHP 702 Finance and Economic Theory for Health Care

Term course; 3 credits. Focuses on foundational concepts of microeconomic theory and their application in analyzing health care; understanding the structure and dynamics of health care markets; and on monitoring and controlling the allocation of resources within health organizations. Emphasizes each of the health care disciplines and how finance and economics affect the practice of delivery and evaluation.

ALHP 704 Health Care Policy and Political Theory

Term course; 3 credits. Presents a framework grounded in political theory to understand the emerging health care system and the politics of multiple health caregivers. Presents a framework for understanding health policy in terms of the regulatory environment, developing initiatives and emerging trends of allied health delivery. Assists students in building a program of research in health policy.

ALHP 708 Ethics and Health Care

Term course; 3 credits. Applies the principles of biomedical and health care ethics to develop a more informed understanding of ethical decision making in the formulation of health care policy, as well as within the clinical environment. Focuses on utilizing and searching biomedical ethics literature; current issues in biomedical ethics; the discipline and process of ethical reflection; and case consultation.

ALHP 710 Curriculum Design for Health Care Professionals

Term course; 3 credits. Analyzes the various curriculum delivery systems and teaching strategies. Emphasizes the appropriate use of instructional design delivery strategies and evaluation of curricular outcomes with application to allied health professionals and health related sciences courses.

ALHP 711 Multimedia Technology in Health Sciences Curriculum Design and Communications

Term course; 3 credits. Examines the design and use of current multimedia technology in the teaching of health sciences curriculum. Emphasizes Web course development, the development of modular videoconferencing programs, current and emerging electronic technologies. Integrates teaching theory and adult learning perspectives throughout.

ALHP 716 Grant Writing and Project Management in Health Related Sciences

Term course; 3 credits. Examines fundamentals of allied health grant writing and proposal preparation in the health related sciences, including funding source determination, responding to an RFP, basic elements of a proposal, proposal review procedures and allocation processes. Requires development of a complete proposal and critique of existing proposals.

ALHP 718 Health Informatics

Term course; 3 credits. Analyzes current information and management systems from an allied health sciences perspective. Emphasizes knowledge representation in health care, information needs, storage and retrieval, clinical information systems, standards of health information management, and the evaluation of information management systems. Stresses the efficient and innovative use of technology.

ALHP 760 Biostatistical Methods for Health Related Sciences

Term course; 3 credits. Examines basic concepts and techniques of statistical methods, including the collection and display of information, data analysis, and statistical measures: variation, sampling, and sampling distributions; point estimation, confidence intervals, tests of hypotheses for one and two sample problems; principles of one-factor experimental design, one-way analysis of variance, and multiple comparisons; and correlation and regression analysis.

ALHP 761 Health Related Sciences Research Design

Term course; 3 credits. Covers the design of experimental and quasi-experimental studies in the health care field. Emphasizes issues related to measurement, validity of designs, sampling and data collection. Focuses on the logic of causal inference, including formulation of testable hypotheses, and the design, methods and measures that facilitate research.

ALHP 762 Multivariate Statistical Methods for Health Related Sciences Research

Term course; 3 credits. Examines multivariate statistical analysis and evaluation research methods with application to health related science research. Emphasizes data reduction techniques, factor analysis, principle components, discriminant analysis, and logistic regression to analyze data in the health field.

ALHP 763 Clinical Outcomes Evaluation for Health Related Sciences

Term course; 3 credits. Prerequisites: ALHP 760, 761 and 762. Prepares students to design, implement and interpret

studies that evaluate the outcome and effectiveness of health services delivery. Emphasizes identification of emerging trends in health related sciences research, identification of meaningful research questions based on existing information and the use of primary and secondary data to assess outcomes.

ALHP 764 Advanced Methods for Health Sciences Research

Term course; 3 credits. Examines the application of multivariate statistical analysis and evaluation methods to health related sciences research. Emphasizes advanced statistical methods (e.g., LISREL, Event History Analysis) and design to analyze panel data in the health field. Elective course.

ALHP 781 Doctoral Seminar in Health Related Sciences

Term course; 3 credits. Prerequisite: Permission of instructor. Student's desired topic of study must be identified and approved prior to enrollment. Studies specific topics in the area of the student's specialty track.

ALHP 792 Independent Study

Term course; 3 credits. Prerequisite: Permission of instructor. Offers special individual study or research leading toward investigation in specialty track. Conducted under the guidance of a faculty sponsor.

ALHP 793 Research Practicum

Term course; 3 credits. Offers supervised investigation of selected problems in the area of the student's specialty track. Includes conducting and analyzing field research.

ALHP 890 Dissertation Seminar

Term course; 3 credits. Deals with general purpose, content, and functions of the dissertation process related to the student's specialty track. Leads to the preparation of dissertation proposal.

ALHP 899 Dissertation Research

Term course; variable credit. Minimum of nine term hours required for Ph.D. degree. Prerequisites: Completion of required course work and comprehensive examination. Covers dissertation research under the direction of a faculty adviser.

Department of Clinical Laboratory Sciences

(Formerly Medical Technology)

Lindsey, Barbara J., Associate Professor and Department Chair

M.S. Medical College of Virginia of Virginia Commonwealth University

Nadder, Teresa S., Assistant Professor

Ph.D. Medical College of Virginia of Virginia Commonwealth University
Immunology, immunohematology.

Prentice, Katherine A., Assistant Professor

M.A. Central Michigan University
Management, clinical coordinator.

Sauer, Ronald L., Associate Professor

M.A. University of California
Microbiology.

Sommer, Sandra R., Associate Professor

Ph.D. Medical College of Virginia of Virginia
Commonwealth University
Hematology, microscopy.

Wakayama, J. Edgar, Associate Professor

Ph.D. University of Nevada
Chemistry, instrumentation.

- develop and promote strategies for lifelong learning and encourage continued professional growth through research, education and active participation in professional societies, and
- provide society and the commonwealth of Virginia with a source of highly competent professional laboratorians capable of functioning effectively in leadership roles within the field of clinical laboratory sciences.

- minimum undergraduate GPA of 2.7 on a 4.0 scale for at least the last two years of undergraduate work,
- minimum TOEFL of 550 for international students whose native language is not exclusively English,
- satisfactory scores on the GRE, and
- recommended, but not required, are two letters from employers or recent instructors addressing academic potential.

History

The graduate program leading to a master of science degree in clinical laboratory sciences was started in 1967 to provide advanced education for certified medical technologists/clinical laboratory scientists.

In 1981, the program was modified to accept part-time students and, in 1985, to allow candidates holding a degree in another area of science to obtain graduate education in clinical laboratory sciences.

Philosophy

The Department of Clinical Laboratory Sciences supports the philosophy and mission of the university and the School of Allied Health Professions. The departmental graduate program is dedicated to enhancing and promoting clinical laboratory science. By providing advanced theoretical and technical education, the program serves to maintain and update the competency of laboratory professionals and to prepare students to assume roles as laboratory supervisors, university educators, researchers, and industrial sales representatives. A mature, responsible approach to the acquisition of knowledge is cultivated in order to establish continuing intellectual growth and an enthusiasm for the profession.

Objectives

The objectives of the Department of Clinical Laboratory Sciences master's program are to:

- provide the student with a superior, yet flexible, course of advanced study in clinical laboratory sciences,
- prepare the student to evaluate critically and to produce future advances within laboratory sciences,
- foster the continued development of interpersonal communication skills and ethical principles,

Facilities

The Department of Clinical Laboratory Sciences is located in the Randolph-Minor Annex Building on the MCV Campus. All faculty and clerical offices are located in this facility, as well as student classrooms, general teaching laboratory, computer facilities and a student lounge/reading room. An auxiliary instrumentation laboratory is located in McGuire Hall, approximately four blocks from the primary facility.

Financial aid

Students must apply through the financial aid office for assistance. Refer to the general section on financial aid in this bulletin for details of the programs available. In addition, there are limited funds from departmental and professional sources. When this support is available, all students will be notified of the eligibility criteria and application procedures.

Admission requirements

In order to meet the needs of all individuals interested in continuing their education in the field, the Department of Clinical Laboratory Sciences has modified its graduate curriculum to accommodate a diversified group of candidates, including full- and part-time students. The program is highly flexible, allowing students to select course work that meets their specific needs once the basic program requirements have been met.

The general entrance requirements for the Master of Science in Clinical Laboratory Sciences are:

- baccalaureate degree from an accredited college or university with a major in clinical laboratory sciences (medical technology), biology or chemistry,

Guaranteed admission

VCU students participating in the University Honors Program may apply for guaranteed admission to the Master of Science in Clinical Laboratory Sciences Program. Refer to the general section on admissions through honors in this bulletin for details of the program.

The Department of Clinical Laboratory Sciences also has agreements for guaranteed admission into the master of science program with the following institutions: George Mason University, Radford University, Averett College, Ferrum College, Hollins College, Mary Baldwin College and Roanoke College. The requirements for guaranteed admission are:

- baccalaureate degree from an accredited college or university with a major in clinical laboratory sciences (medical technology), biology or chemistry,
- minimum overall undergraduate GPA of 3.25 and a minimum undergraduate science GPA of 3.0 on a 4.0 scale,
- minimum TOEFL of 570 for international students whose native language is not exclusively English,
- recommended, but not required, are two letters from employers or recent instructors addressing academic potential, and
- GRE is waived for admission decisions. The GRE must be taken within the first enrolled year, but the results are to be used for record keeping purposes only.

Transfer credit

Students who have earned graduate credit before entering the Department of Clinical Laboratory Sciences' master's program may be permitted, at the

discretion of the faculty, to transfer a maximum of six term hours of credit to count toward the M.S. degree. Transfer credit may be allowed when, in the judgment of the faculty, the applicants have satisfactorily completed course work equivalent to requirements of the graduate curriculum in this department.

Program options

The department offers two tracks in the master's degree program in clinical laboratory sciences.

Advanced Master's Track in Clinical Laboratory Sciences.

Students holding a baccalaureate degree in clinical laboratory sciences/medical technology and generalist certification by the National Credentialing Agency for Laboratory Personnel or the Board of Registry of the American Society for Clinical Pathologists are eligible for the advanced master's track. Candidates may specialize and complete a project or thesis in clinical chemistry, hematology, microbiology, immunohematology, immunology or instrumentation/computer applications. In addition to the basic science requirement, each student will choose an area of secondary emphasis in biomedical research, education, management or business.

Categorical Master's Track in Clinical Laboratory Sciences. The categorical master's track is designed for students with a baccalaureate degree in biology or chemistry. This track provides specialized study, including a clinical practicum, in one of the following areas: clinical chemistry, hematology, microbiology or immunohematology. A project or thesis is required. Upon completion of the curriculum, students are eligible to take a national certification examination in the area in which they performed their concentrated study.

Application materials may be obtained from the School of Graduate Studies, Virginia Commonwealth University, P.O. Box 843051 Richmond, VA 23284-3051; or via the Web. — — — views.vcu.edu/views/sahp/cls/

Curriculum

Students are required to complete a minimum of 34 term hours to include:

Discipline-specific science	15-19
Seminar	3 (4 recommended)

Education, management or business	3
Computer applications or statistics	3
Scientific inquiry	2
Research	4-6

Specific courses will depend on the individual candidate's choice of specialty. The basic science requirement may be distributed among approved courses listed in this bulletin.

In lieu of the discipline-specific science requirement, students with a secondary emphasis in education, management, or business may elect to focus on education/administrative/business courses. No more than 14 credit hours in the area of secondary emphasis may be applied toward the total minimum requirement.

Categorical master's candidates are required to complete a seven-week clinical practicum in their specialty area.

A research study in the form of a thesis or project is required. Students selecting the thesis option complete a minimum of 15 term hours of discipline-specific sciences and six hours of research; students selecting the project option complete 19 term hours of discipline-specific sciences and four hours of research.

Full-time candidates require a minimum of two academic years to complete the program. There are no full-time residence requirements. Part-time students must complete all work requirements within five years. An interruption in registration in excess of one term requires prior approval of the department.

Graduate courses in clinical laboratory sciences (CLLS)

CLLS 495 Categorical Clinical Practicum

Term course; 40-280 clock hours. 1-7 credits. Prerequisites: One or more of the following: CLLS 301-302, CLLS 306, CLLS 307-308, CLLS 310, CLLS 311-312. Restricted to candidates in the categorical master's program. Individual participation in a hospital laboratory in a selected specialty area - clinical chemistry, hematology, microbiology or immunohematology. Students gain practical experience in the performance of procedures and use of instruments by working with the clinical staff. After gaining competence, the students are expected to properly perform and sign out routine laboratory work under supervision.

CLLS 500 Concepts and Techniques in Clinical Laboratory Science

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: Permission of instructor. Restricted to candidates in the categorical master's program. Presents the basic

theoretical concepts, laboratory techniques and skills employed in the areas of clinical chemistry, hematology, immunohematology and microbiology.

CLLS 501 Instrumental Methods of Analysis I

Term course; 2 lecture and 4 laboratory hours. 2-4 credits. Prerequisite: Permission of instructor. A study of modern research and clinical laboratory instrumentation and procedures. Principles, theory, and comparison of laboratory instruments are discussed along with the factors affecting their operation. Laboratory exercises are designed to demonstrate the practical applications of the instruments in the research and clinical laboratory. Areas covered include basic electronics, principles of photometry, spectrophotometry, fluorometry, flame emission photometry, atomic absorption spectrophotometry and computerized instrumentation.

CLLS 502 Instrumental Methods of Analysis II

Term course; 2 lecture and 4 laboratory hours. 2-4 credits. Prerequisite: Permission of instructor. A study of modern research and clinical laboratory instrumentation and procedures. Principles, theory, and comparison of laboratory instruments are discussed along with the factors affecting their operation. Laboratory exercises are designed to demonstrate the practical applications of the instruments in research and clinical laboratory. Areas covered include electrophoresis, chromatography, particle counters, radioisotope counters and clinical laboratory automation.

CLLS 508 Laboratory Diagnosis of Infectious Diseases

Term course; 3 lecture hours. 3 credits. Applies an organ system approach to the laboratory diagnosis of infectious diseases. Emphasizes diagnostic methods to verify infections due to pathogenic microorganisms and includes related diagnostic microbiology laboratory issues. Utilizes a distance learning format.

CLLS 580 Principles of Education/Management

Term course; 2 lecture and 2 practicum hours. 1-3 credits. Introduces fundamental educational theories and practice, principles of management and employee relations, and health care issues from a global perspective with an emphasis on multicultural diversity. Stresses the application of these in the clinical laboratory. Requires a practicum in education and in management following the completion of the didactic portion.

CLLS 595 Clinical Practicum

Term course; 80-320 clock hours. 1-4 credits. Prerequisite: At least one of the following: CLLS 301-302, 306 and 310, 307-308, 311-312 or by permission of instructor. Individual participation in a hospital laboratory in a selected specialty area — clinical chemistry, hematology, microbiology or immunohematology. Students gain practical experience in the performance of procedures and use of instruments by working with the clinical staff. After gaining competence, the students are expected to properly perform and sign out routine laboratory work under supervision. Based on adviser's recommendation and student's past experience, the course may be taken for less than four credits.

CLLS 601 Theoretical Blood Banking

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. A comprehensive study of the blood groups in man, including biochemistry, genetics and clinical significance. Topics relating to problems with antibodies to the blood group antigens are discussed.

CLLS 605 Advanced Hematology

Term course; 2 lecture and 2 laboratory hours. 2-4 credits. Prerequisite: Permission of instructor. Discusses advanced laboratory techniques used to analyze blood dyscrasias and hemostatic disorders. Students may also perform related laboratory tests.

CLLS 610 Interpretative Clinical Hematology

Term course; 2 lecture hours. 2 credits. Prerequisite: Permission of instructor. Principles of hematopoiesis and related pathological and pathophysiological correlation of hematological disorders are discussed.

CLLS 690 Clinical Laboratory Sciences Seminar

Term course; 1 lecture hour. 1 credit. Presentation and discussion of current research and topics of interest by the departmental faculty, graduate students and visiting lecturers.

CLLS 691 Special Topics in Clinical Laboratory Sciences

Term course; 1-4 credits. This course provides for lectures, tutorial studies, and/or library assignments in specialized areas not available in formal courses or research training.

CLLS 696 Advanced Blood Bank Practicum

6 laboratory hours. 2 credits. Prerequisite: CLLS 601. A laboratory course with practical experiences in resolving complex blood group serological problems and discussion of these problems. Donor phlebotomy, processing of donor units, component preparation and instruction of undergraduate clinical laboratory sciences students are also performed.

CLLS 790 Research in Clinical Laboratory Sciences

Term course; 1-15 credits. Research leading to the M.S. degree.

Department of Gerontology

Ansello, Edward F., Professor and Director,

Virginia Center on Aging

Ph.D. University of Missouri

Gerontology career preparation, aging and disabilities, geropharmacy, humanities and aging, media and aging, criminal victimization.

Coogler, Constance L., Assistant Research Professor and

Assistant Director of Research, Virginia Center on Aging

Ph.D. Virginia Commonwealth University

Alzheimer's Disease, developmental disabilities and aging, elder care.

Cotter, J. James, Assistant Professor (Internal Medicine)

Ph.D. Medical College of Virginia of Virginia

Commonwealth University

Policy issues for older adults, innovation, quality of long-term care, and services for persons with Alzheimer's Disease.

Egelhoff, William F., Associate Professor Emeritus

M.B.A. Harvard Business School

Business administration, theology of aging, political issues in aging.

Harkins, Stephen, Professor

Ph.D. University of North Carolina

Pain and age, memory changes with age, evoked potentials.

Mulligan, Thomas, Professor (Internal Medicine)

M.D. New York University

Male sexual dysfunction and aging.

Osgood, Nancy J., Professor

Ph.D. Syracuse University

Leisure and aging, retirement, alcoholism, suicide.

Parham, Iris A., Professor and Department Chair

Ph.D. University of Southern California

Cognitive changes with age; depression; curriculum development.

Peyton, A. Leigh, Instructor and Project Director, Virginia

Geriatric Education Center

M.S. Medical College of Virginia of Virginia

Commonwealth University

Mental health, partial hospitalization programs.

Pyles, Michael A., Assistant Professor (Pharmacy)

Ph.D. Virginia Commonwealth University

Health services research, health policy, aging.

Retchin, Sheldon M., Professor (Internal Medicine)

M.D. University of North Carolina

Elderly drivers; health policy issues for elderly 85+.

Welleford, E. Ayn, Assistant Research Professor

Ph.D. Virginia Commonwealth University

Life-span development, mother-daughter relationships,

family systems, successful aging, qualitative inquiry.

Wood, Joan B., Associate Professor

Ph.D. Virginia Commonwealth University

Gerontology/geriatrics, curriculum development;

Alzheimer's caregivers.

* Department in parenthesis indicates primary appointment.

History

The Department of Gerontology was founded in 1976. The M.S. in Gerontology, as well as a postgraduate Certificate in Aging Studies, is offered. The Department of Gerontology became a part of the School of Allied Health Professions in January 1985. As part of the department, the Geriatric Education Center was established Oct. 1, 1985. This center is a multidisciplinary effort involving cooperation of all the health-related professional schools and the College of Humanities and Sciences; the major focus is to promote education in geriatrics/gerontological health care.

Philosophy

The basic philosophy of the department is to improve the overall well

being of elderly persons through the development of educational programs that are responsive to the changing psychological, physical, social, and political needs of our elderly population. Research, community service and continuing education in gerontology and geriatrics are integral parts of this educational effort.

Objectives

The purpose of this program is three-fold: (1) to train qualified professionals to work in administrative, planning, service delivery and instructional/staff development positions in programs and services for the elderly at the national, state and local levels, (2) to provide an opportunity for those studying in other disciplines, and whose work will encompass service to the aged, to integrate their own training with a comprehensive knowledge/understanding of the aging process and (3) to stimulate the design and execution of gerontological research across the multiple disciplines.

Facilities

Offices of the Department of Gerontology are located in the Randolph Minor Annex, 301 College St. Facilities for the Psychophysiological and Pain Research Laboratory and the Virginia Geriatric Education Center are housed in the basement of the Lyons Building, 520 N. 12th St.

Honors and awards

A. D. Williams Award. An annual award is made to a student who demonstrates by virtue of high scholastic attainment and professional competence unusual promise and ability in the field of gerontology.

Gerontology student of the year.

Each year the faculty chooses a graduating student who has exhibited outstanding scholastic achievement and demonstrated service in gerontology.

Distinguished Alumni Award. Each year the departmental faculty, chooses an alumna/alumnus who best exemplifies the standards of the profession.

Programs

Seven courses of study are offered:

- A master of science degree with a concentration in one of the following six areas: education track, health care organization and

planning track, psychogeriatrics track, public administration track, social services track or a research track.

- A master of science degree in physical therapy with a specialty in geriatric physical therapy offered jointly with the Department of Physical Therapy.
- A combination of the Certificate in Aging Studies Program and a Master of Social Work degree offered jointly by the School of Social Work and the Department of Gerontology.
- A Certificate in Aging Studies Program to meet the needs of persons working with the elderly, but who have no academic training in gerontology.
- A certificate in aging studies, with emphasis in long term care administration enables graduates to take the licensure exam for nursing home administration.
- Pharm.D. students interested in working with the elderly or in a geriatric setting may earn a graduate certificate in aging studies while completing the doctor of pharmacy degree requirements.
- A combination of the certificate in aging studies and a master of science degree in rehabilitation counseling offered jointly with the Department of Rehabilitation Counseling.

Master of Science in Gerontology Program

The gerontology curriculum is a multidisciplinary program established in 1976 which offers the master of science degree. The program utilizes professional assistance from departments on both campuses.

There are six concentration areas in gerontology:

Education track. This area of concentration is designed for students interested in teaching/training careers in gerontology. Students electing this track will be prepared to provide instruction to university or community college students, the lay public, professional service providers and older people.

Health care organization and planning track. (In conjunction with the Department of Health Administration.) Upon completing this track, students will have a foundation of knowledge in health

care organization, health planning, health policy, and a macro perspective of the financing of health care. In addition, students will have developed skills in policy analysis and the use of economic tools. Finally, students will broaden their understanding of the political, legal and ethical issues involved in health care organization and planning.

Psychogeriatrics track. This area of concentration, developed jointly with the Department of Psychology, is designed for students interested in working with those older adults and their families who are experiencing psychological difficulty. Students electing this track will be prepared to provide assistance directly to the elderly and their families as well as to consult and train professionals and paraprofessionals to provide more effective mental health services. Training is provided through a combination of specialized didactic instruction and structured field experience in providing direct services, consultation, and education.

Public administration track. Students who elect to pursue courses in the public administration track, developed jointly with the Department of Political Science and Public Administration, will, after completion of course work, be able to plan, organize, report, control and budget for public programs in aging. Grant writing and program evaluation skills will be developed as well. Students choosing the public administration track may wish to complete the Certificate in Public Management Program (CPM).

Social services track. This track concentrates on developing specialized knowledge and skills in the provision of services to the elderly, basic understanding and skills in at least one method of social work practice, commitment and ability to participate in the development of strategies and policies relevant to amelioration of social problems of the elderly, ability to integrate and use in practice knowledge of individual behavior and social structure with particular reference to the needs of the elderly.

Research track. This track is designed for students who would ultimately like to pursue a Ph.D. in the social/behavioral sciences or a Ph.D. in health related sciences (School of Allied Health Professions). (All students who elect the research track must complete a thesis.) Students will obtain a strong background in experimental psychology

research design and methodology and a broad background in life-span developmental theory.

The 42-hour degree program includes 24 hours of courses in gerontology, 12 hours in the chosen concentration area and six credits for thesis (or a thesis option).

Admission policy

The program is open to qualified students who have earned a baccalaureate degree from an accredited college or university or the equivalent, maintained a minimum grade-point average of 3.0 and have satisfactory scores on the GRE or MAT. A successful work experience may strengthen the admission credentials of applicants with marginal records.

Because of the diversity of undergraduate majors, candidates for the gerontology program must present evidence of successful completion of undergraduate courses in the following areas:

- biological science – minimum of six term hours.
- psychology – minimum of three term hours.
- sociology/anthropology, social work – minimum of three term hours.
- statistics, research methods or equivalent – minimum of three term hours.

(Topics covered in this undergraduate course should be equivalent to those outlined for STAT 214 in the Undergraduate and Professional Programs Bulletin.)

Candidates for admission who do not meet these requirements will be expected to complete the required undergraduate course work or to pass challenging examinations by the end of the first year. See Part I of this bulletin for admission requirements and procedures.

Transfer and waiver of course credits

Students who have completed graduate work in other graduate departments, whether at VCU or another university, may transfer no more than 12 credit hours work at "B" level if such work is considered relevant by the departmental Admissions Committee. Also, a maximum of six hours of graduate credits accrued at a "B" level as a "special student" at VCU may be applied to the M.S. degree or three hours to the certificate

program, with approval of the departmental Admissions Committee.

Transfer credits for graduate work at other institutions will be evaluated at the time of full admission to the program. To have credits transferred, students are required to prepare a synopsis of each graduate course that is to be transferred for review by the faculty. Each synopsis will include the name of texts used in the course and a specific listing of topics and material covered. Students may apply also for waivers of specific requirements in a similar manner.

Master's thesis

- The master's thesis is an option for students entering with a bachelor's degree. Students may elect either a six-credit thesis or six hours of graduate course work to meet the 42-hour requirement.
- Each student shall arrange for a member of the gerontology program to serve as the chair of the thesis committee. With the chair's approval, at least two additional committee members will be selected. At least two of the members must be from the Department of Gerontology.

The thesis chair will monitor and advise during thesis development. The student will take the major role in actual data collection. The thesis should be a publishable piece of research that makes some contribution to the field of gerontology.

Written comprehensive examination

A written comprehensive examination is required after completion of all required course work and before the student begins a practicum (field experience).

The comprehensive examination will be scheduled three times a year (early in the fall and spring terms and once in the summer).

Practicum (field experiences)

Field experiences, with the supervision arranged by the director and program faculty, constitute an additional requirement. These experiences are intended to develop practical understanding, skills, attitudes and values essential for working with the aged in a variety of settings.

The practicum will involve a 600-hour placement (one term full-time or two terms half-time). Each student must submit a practicum proposal (prepared with the assistance of the adviser) that must be approved prior to beginning the practicum.

For those already employed in the field of gerontology, an approved special project may be substituted for the field experience placement. Those students who are working full time in a job outside the field of aging also may submit a proposal for review that may allow for their continued employment, yet fulfilling this important requirement. All students must register for GRTY 607 Field Study in Gerontology.

Certificate in Aging Studies Program

The Certificate in Aging Studies Program is designed to meet the needs of those individuals who desire graduate training in gerontology but who do not desire the full completion of the master's program. There is also a Certificate in Aging Studies Program (emphasis in long-term care administration). It requires an additional five credit hours in long-term care administration and field study. It enables graduates to take the licensure exam for nursing home administration. These programs are complementary to the M.S. program. Courses for the certificate are also available in video format. Contact VGEC directly for information on the telecourses at (804) 828-9060.

Requirements for admission

The Certificate in Aging Studies Program is open to qualified students who have earned a baccalaureate degree from an accredited college or university or the equivalent and maintained an adequate grade point average. Successful work experience may strengthen the admission credentials of applicants with marginal records.

Program of studies

Certificate in Aging Studies

The certificate program of studies would require successful completion of 17 credit hours of work comprised of the following courses now offered in the gerontology graduate curriculum:

- The biology of aging, psychology of aging, and social gerontology

will form the basic core of the certificate program.

- Following the completion of these three elective gerontology courses, students may choose two elective gerontology courses after consultation with their faculty advisers. Advisers counsel students as to the courses that would best suit their educational training needs. Students may choose from aging and human values; topical seminar; independent studies; problems, issues and trends in gerontology; recreation, leisure and aging; and other elective courses (in consultation with adviser).
- In addition to the completion of these prescribed courses, each candidate for a Certificate in Aging Studies would be required to complete satisfactorily a project in gerontology on a subject approved by the faculty. This project may be a comprehensive literature review, a research project, and a training or demonstration project. Students would register for a two-credit course in independent studies (GRTY 692).

Certificate in Aging Studies Program (emphasis in long-term care administration)

Students wishing to complete the Certificate in Aging Studies Program (emphasis in long-term care administration) must complete a total of 22 credit hours. In addition to the three basic core courses of the certificate program (nine credits), students complete a three credit field study and ten credits of Health Administration courses which focus on long-term care administration, hospital and medical law, and financial management in health organizations.

M.S.W. and Certificate in Aging Studies

The School of Social Work in cooperation with VCU's Department of Gerontology provides students with a unique opportunity in social work and gerontology. School of Social Work M.S.W. students interested in work with the elderly or in gerontological programs may earn a certificate in aging studies while completing master of social work degree requirements.

Interested students must meet the admission requirements of the M.S.W.

Program of the School of Social Work and of the Certificate in Aging Studies Program of the Department of Gerontology. Admission into one program does not guarantee admission into the other. In order to meet the requirements of the M.S.W. degree and the Certificate in Aging Studies Program, students complete a total of 65 graduate credits. All foundation and specialization courses of the M.S.W. program are completed, and core courses (nine credits) of the Certificate of Aging Studies Program are completed. Other requirements are met by (1) completion of M.S.W. research credits in which students undertake a project focused on aging, (2) completion of second-year field instruction practicum requirements (six credits) in a social work setting related to aging, (3) completion of an independent study course in gerontology which integrates research and practicum courses.

Additional information may be obtained from the Department of Gerontology, Richmond, VA 23298-0228 (Attention: MSW-Gerontology Certificate Adviser).

Awarding of the certificate

Upon successful completion of the total program described here, as well as maintaining a 3.0 average, students are awarded a Certificate in Aging Studies.

Relationship to the M.S. in Gerontology Program

The Certificate in Aging Studies Program is designed to meet the needs of those individuals who desire graduate training in gerontology, but who do not desire the full completion of the master's program. This program is complementary to the M.S. program. Certificate students who wish to enter the M.S. program must make formal application and abide by the admission requirements outlined in this bulletin.

Graduate courses in gerontology (GRTY)

All students must successfully complete the following 24 hours of core courses:

GRTY 601 Biological and Physiological Aging

3 credits. Biological theories of aging; cellular, physical, systemic, and sensory change; health maintenance.

GRTY 602/PSYC 602 Psychology of Aging

Term course; 3 seminar hours. 3 credits. Prerequisite: Permission of instructor. Students must complete social

sciences research methods before taking this course.

Psychological adjustment in old age; special emphasis on personality, cognitive, and emotional development; life crises associated with the aging process.

GRTY 603 Social Science Research Methods Applied to Gerontology

3 credits. Prerequisite: Graduate statistics. Application of social science methods and techniques to study of the aged; data sources, types of problems encountered; data analysis; research reporting; use of research findings.

GRTY 604 Problems, Issues, and Trends in Gerontology

3 credits. Application of knowledge in analysis of problems confronting aged persons; social issues and legislation; service delivery programs; current trends in gerontology.

GRTY 605 Social Gerontology

3 credits. This course will focus on the sociopsychological and sociological aspects of aging. Various sociopsychological and social theories of aging will be discussed. The course will provide a broad overview of several general topics such as the demography of aging, politics and economics of aging, and cross-cultural aspects of aging. The course will offer an in-depth analysis of particular role changes that accompany aging (i.e., retirement, widowhood, institutionalization).

GRTY 606 Aging and Human Values

3 credits. Identification and analysis of value systems of the aged, exploration of religious beliefs; death and dying; moral, ethical and legal rights; human values and dignity.

GRTY 607 Field Study in Gerontology

3 credits. Systematic exploration and study in the field of an actual problem, issue, or task germane to the student's gerontology concentration. Application of specific concepts and approaches to assessment analysis. Arranged in consultation with the student's program adviser.

GRTY 608 Advanced Topics in Problems, Issues and Trends in Gerontology

Term course; 3 lecture hours. 3 credits. Explores key issues and trends resulting from the aging of the society. Focuses on the development of responsive programs and services for older persons, and examines issues related to incipient and proposed changes to society's response to the health, income, health care financing and long-term and family support needs of aging persons.

Elective courses

GRTY 410 Introduction to Gerontology

3 credits. A survey of the field of aging with attention to physical, psychological, social, economic and cultural ramifications of age.

GRTY 501 Physiological Aging

3 credits. This course is taught at an introductory level in contrast to the more substantive background required for GRTY 601. Distinguishes between normal aging and those chronic illnesses often associated with aging in humans.

This course would be valuable to those interested in the general processes of human aging.

GRTY 612 Recreation, Leisure, and Aging

3 credits. An analysis of the quality and quantity of leisure in maximizing the quality of life for the older person. Focus will be on concepts of leisure; the interrelationship of leisure service delivery systems and other supportive services; the meaning of leisure to the elderly in the community and within institutional settings; and innovative programming.

GRTY 615/PSYC 615 Aging and Mental Disorders

Term course; 3 lecture hours. 3 credits. The course deals with common psychological disorders and problems of late life, their etiology, methods of evaluating psychological status, and intervention strategies that have been used successfully with older persons. Topics include epidemiology of psychological disorders and mental health service utilization; late-life stressors and crises; psychology of health, illness and disability; techniques and procedures in the evaluation of the older adult; functional and organic disorders; institutionalization; individual, group and family therapy; behavioral techniques; peer counseling and crisis intervention; and drugs and the elderly.

GRTY 616 Geriatric Rehabilitation

Term course; 3 lecture hours. 3 credits. Provides an overview of the process in geriatric rehabilitation with an assessment, psychosocial aspects, and rural issues in rehabilitation. Considers major disabling conditions in late life, and emphasizes the nature of the interdisciplinary rehabilitation process with aging clients.

GRTY 624/SOCY 624 Community and Community Services for the Elderly

3 credits. A conceptual/theoretical overview of community focusing on the ecological, psychological and social dimensions of community and on communities of the aged.

GRTY 625 Aging and the Minority Community

3 credits. An analysis of the relationship between the aging process and American minority communities. In addition to the sociological factors, the course will examine demographic, physiological and psychological aspects of minority aging. Attention will also focus on dominant social problems and federal policies toward the aged.

GRTY 627 Psychology of Health and Health Care for the Elderly

Focuses on factors in the etiology, course, and treatment of illness; patient/practitioner relationship; patient compliance and psychosocial issues in terminal care.

GRTY 638 Long-Term Care Administration

3 credits. Focuses on unique knowledge and skills considered essential to effective long-term care administration. Emphasis is on the professional role of the long-term care administrator in providing for the health and social needs of the chronically ill and elderly. Applied skills in addressing the technical, human, and conceptual problems unique to LTC are addressed through cases and field exercises.

GRTY 641/PSYC 641 Survey of Psychological Assessment and Treatment of the Older Adult

3 credits. A combination didactic and skills training course; review of major treatment strategies and techniques for utilization with the older adult client with emphasis on group, individual, and paraprofessional delivery systems; evaluation of crisis intervention and consultation team approaches; lectures, demonstration and classroom practice of actual treatment techniques.

GRTY 642/PSYC 642 Practicum in Clinical Geropsychology

3 credits. An initial practicum geared as an entry to the team practicum experience; focus on familiarizing the student with mental health service delivery systems for the elderly in the Richmond community; rotation through a limited number of facilities such as nursing homes, retirement centers, nutrition sites, emergency hotline services for the elderly and various agencies involved in deinstitutionalization; possible extended placement in a particular facility.

GRTY 691 Topical Seminar

3 credits. Seminars on specialized areas of gerontological interest. Examples of special topic courses taught in previous years: nutrition and aging; psychophysiology and neurobiology of aging; wellness and aging; and preretirement planning.

GRTY 692 Independent Studies

1-3 credits. Directed independent study in depth of a particular problem or topic in gerontology about which an interest or talent has been demonstrated.

GRTY 798-799 Thesis

3-6 credits. A research study of a topic or problem approved by the thesis committee and completed in accordance with the acceptable standards for thesis writing.

Department of Health Administration

Barker, Thomas C., Professor Emeritus
Ph.D. State University of Iowa
Health administration.

Clement, Dolores G., Associate Professor
Dr.P.H. University of California
Health policy and administration.

Clement, Jan P., Associate Professor
Ph.D. University of North Carolina
Health policy and administration, and business finance.

Cullen, Benjamin T., Professor Emeritus
Ed.D. University of Virginia
Personnel/labor relations and health administration.

Gross, Paul A., Professor Emeritus
M.H.A. Virginia Commonwealth University
Health administration.

Hurley, Robert E., Associate Professor
Ph.D. University of North Carolina
Health policy and administration.

Kraus, Richard C., Professor
M.H.A. Virginia Commonwealth University
Health administration.

Luke, Roice D., Professor
Ph.D. University of Michigan
Medical care organization, health economics, and quality assurance.

McCue, Michael J., Associate Professor
D.B.A. University of Kentucky
Health care finance.

Norville, Jerry L., Professor Emeritus
M.S. University of Colorado
M.B.A. Midwestern State University
M.A. Antioch School of Law
Health administration, long-term care, and personnel labor relations.

Ozcan, Yasar A., Associate Professor
Ph.D. Virginia Commonwealth University
M.B.A. Southeastern Louisiana University
Statistics, quantitative methods, and information systems.

Rossiter, Louis F., Professor
Ph.D. University of North Carolina
Health economics.

Shukla, Ramesh K., Professor
Ph.D. University of Wisconsin
Systems analysis/management, manpower planning, and health provider productivity.

Swisher, Karen W., Associate Professor
J.D. University of Richmond
Health law.

Wan, Thomas T. H., Professor and Chair
Ph.D. University of Georgia
M.H.S. Johns Hopkins University School of Hygiene and Public Health
Health systems evaluation/analysis, medical sociology, and health demography/epidemiology.

White, Kenneth R., Assistant Professor
Ph.D. Virginia Commonwealth University
M.P.H. University of Oklahoma
M.S.N. Virginia Commonwealth University
Health administration, health care marketing, health professions.

Introduction

Education in health administration at the university began in 1949 with the establishment of a graduate curriculum in hospital administration. Early graduates received a certificate; the master's degree was awarded beginning in 1955.

These early efforts grew and developed into the Department of Health Administration which was established in 1972. The department now includes three major programs: (1) Master of Health Administration, (2) Ph.D. in Health Services Organization and Research, (3) Master of Science in Health Administration, Executive Program. The department also cooperates with the T. C. Williams School of Law of the University of Richmond in offering a dual degree program in health administration and law. Both master's

programs are fully accredited by the Accrediting Commission for Education in Health Services Administration (ACEHSA). In addition to these educational programs, the Department of Health Administration has a major research program and is involved in a wide range of public service activities, including continuing studies for health services administrators and other health professionals.

Departmental purpose and functions

The overall purpose of the Department of Health Administration is to provide educational programs and services related to the organization and administration of health services. In achieving that purpose, the department's principal functions are to provide high-quality education leading to careers in the administration of health care institutions, agencies, and systems and to provide advanced training and education for persons who will teach, plan, evaluate, and investigate health care policies and medical care systems. Corollary functions are to provide assistance and other services for community organizations and to conduct health services and health policy research.

Facilities

The department is located in the William Grant House, formerly the Sheltering Arms Hospital, at 1008 E. Clay St. in Richmond, Va. The chair's office and the Professional Graduate Programs offices are located on the second floor. The Ph.D. program office and the Williamson Institute are located on the third floor of the building.

The Medical College of Virginia Hospitals, one of the largest teaching hospitals in the nation, and other clinical facilities of the MCV Campus are readily accessible to the department's students and faculty. In addition, the department has clinical affiliations and close working relationships with a large number of health care organizations and agencies in Virginia and throughout the United States. The organizations and agencies are used extensively as clinical facilities in the department's educational programs.

Endowed awards, lectureships and professorships

The **Robert Hudgens Memorial Award** was established and endowed by the department's alumni association in cooperation with the American College of Healthcare Executives (ACHE). The Hudgens Award is presented annually to the person selected by a special ACHE committee as the most outstanding young health care executive in the United States. It is a major, nationally recognized award presented at the annual ACHE's Congress on Administration.

The **Charles P. Cardwell Memorial Lectureship Series** was inaugurated and endowed by the department's alumni. It is held in conjunction with the annual ACHE's Congress on Administration. The series is coordinated by an executive committee of the department's alumni association.

The endowed **Arthur Graham Glasgow Professorship of Hospital Administration** was established in 1957 in honor of Dr. Glasgow who had demonstrated a vital interest in hospitals and hospital administration.

The **Herman L. Mullins Award** is presented annually for the most outstanding management study completed by a graduate student in health services administration. This award was established by the health administrations class of 1976 through the Health Administration Alumni Association as a lasting recognition for the contributions of Herman L. "Moon" Mullins as a teacher, adviser and friend of the student.

The **Thomas C. Barker Preceptor Award** was established by the health administration class of 1996 in honor of the first dean of the School of Allied Health Professions, who was affiliated with the Department of Health Administration. Dr. Barker had served as chair of the Department of Health Administration and M.H.A. program director prior to becoming dean. The graduating class nominates and elects the preceptor who has demonstrated outstanding mentorship during the year of residency. Dedication to the M.H.A. Program should be a consideration in the nomination.

The **Stuart D. Ogren Scholarship Fund** was established by institutional members of the Virginia Hospital and Health Care Association, and Mr. Ogren's friends and colleagues in 1990. The fund honors Mr. Ogren, a former president of

the Virginia Hospital Association. During his distinguished career, Mr. Ogren made significant contributions to the effective provision of medical care services in the commonwealth and the formulation of health care policy in the commonwealth and the nation. These scholarships, supported by a \$175,000 endowment, are available to students who have been admitted to the department's graduate program in health services administration (M.H.A. degree) program. Funds are employed to attract exceptionally well-qualified students (as defined by previous academic performance and work experience). The awardees are recognized each year at the Virginia Hospital and Health Care Association's annual meeting.

The **Jerry L. Norville Award** is presented annually to the faculty member who, through example, demonstrates exceptional dedication and genuine concern for the welfare of students in the M.H.A. Program. This award was established by the health administration class of 1989 in honor of Professor Jerry L. Norville who served on the faculty for 20 years, and during that time, served in various capacities such as director of the M.H.A. Program, and as chair.

The **Cardwell Society** was instituted in 1983 by department alumni and in memory of the founder and first director of the then School of Hospital Administration, Charles P. Cardwell, to recognize those who annually make a major contribution to the Department of Health Administration. The society was established to help maintain the traditions and quality of the department through support of its residency program, expanded computer-assisted educational programs, capital and equipment requirements, and other educational and operational needs.

Officially initiated in 1987, the **David G. Williamson Jr. Institute for Health Studies** was named in memory of Mr. David G. Williamson Jr., formerly the vice-chair of the Hospital Corporation of America and one of the department's leading alumni. Mr. Williamson played a major role in making it possible for the institute to be established. The institute serves as a bridge between the department and administrative and clinical leaders in health care by sponsoring instructional, research, and outreach programs focused on the organization and financing of health services. Such programs

are designed to help resolve the often conflicting requirement that health care organizations be simultaneously cost effective, innovative and responsible for serving society's needs.

Dolores G. Clement Award for Outstanding Advising was established by the M.H.A. class of 1998 in honor of Dolores G. Clement, Dr.P.H. The award recognizes a faculty member for counsel and support outside of the classroom. More specifically, the award is in recognition of faculty who have demonstrated extraordinary dedication to the academic, professional and personal growth of students. This award has been established to honor Dolores Gurnick Clement, Dr.P.H. for her years of devotion to the Department of Health Administration. It is a small token of appreciation for the invaluable impact of her caring and support.

Graduate program in Health Services Administration

The graduate program in health services administration is designed to prepare individuals for administrative roles leading ultimately to top-level executive positions in complex health services organizations. The curriculum combines emphasis in strategic and operational management, thus orienting students toward the broad spectrum of managerial problems and functions likely to be encountered by health services organizations.

The program's educational objectives and content are based upon the premise that a large number of students who select this curriculum aspire to become senior executives of health care organizations at some point in their careers. A comprehensive listing of these goals is set forth in a separate document, "Educational Objectives of the Graduate Program in Health Services Administration."

The graduate program in health services administration is designed primarily for full-time students. A limited number of part-time students may be accepted into the program. The part-time program is intended primarily for persons who already are employed in the health industry. The admissions standards and degree requirements for part-time degree candidates are the same as those for full-time degree candidates.

The graduate program was accredited initially in 1968, one of the first

programs in the United States to achieve that status. It has maintained continuously its national accreditation status, and in 1993 the program was awarded an eight-year accreditation.

Dual degree program in Health Administration and Law

Advanced study in health administration and law is available through a dual degree program co-sponsored by the department and the T. C. Williams School of Law at the University of Richmond. The program leads to the awarding of the Master of Health Administration (M.H.A.) and Juris Doctor (J.D.) degrees. Participants are provided the necessary expertise either to represent clients within the health care industry or to function as legal policy makers or administrators who fully appreciate the legal environment of the health care field. Applicants for this program are required to meet the admission requirements of each program. For information regarding the dual degree program, contact the director of the program.

Admission requirements

M.H.A. and M.H.A./J.D. programs

Applications are encouraged from individuals who have earned undergraduate or graduate degrees in any discipline or field of study. However, to be eligible for admission to the graduate program, completed course work must include basic preparation in economics, accounting and business statistics. In addition, a working knowledge of college-level algebra is necessary preparation for the graduate program's courses in systems analysis and evaluation.

The foundation requirements may be met by completing specified prerequisite courses with a grade of "C" or better within the past five years at any accredited college or university or by completing specified foundation courses within the School of Business at VCU. These requirements are:

1. one college-level term course (3 credits) in financial accounting,
2. one college-level term course (3 credits) in economics, and
3. one college-level term course (3 credits) in statistics (business statistics preferred).

Any or all of these three foundation courses may be taken in VCU's School of Business during the summer term

immediately prior to the fall term when the student enrolls in the graduate program in health services administration. The foundation courses provide an excellent opportunity for students without a strong background in business to fulfill the course work requirements for entrance into the graduate program. In addition, students who have met all or some of the prerequisite requirements may strengthen their preparation for the graduate program by taking other foundation courses in the business school's summer session. These include courses in marketing, business law, finance and other areas. The foundation courses cannot be applied toward the 60 term hours required for the M.H.A. degree. Foundation courses at the graduate level are available only to those who already have been admitted to a graduate program offered by the department.

To be considered for admission into the graduate program in full status, the applicant must meet the following minimum qualifications: (1) present evidence of personal achievement, scholarship, intellectual ability and professional promise, (2) hold a baccalaureate or graduate degree from a college or university that is fully accredited by the Association of American Universities or by a regional accrediting agency, (3) have an overall grade-point average of 2.75 or higher on a 4.0 scale in undergraduate work or provide evidence of high achievement in a substantial amount of graduate-level course work and (4) attain a satisfactory score (at least 50th percentile in each category) on the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). Enrollment in the program is limited and competition is strong. Meeting the minimum qualification above is not generally sufficient for admission.

Applicants who have completed the prerequisite course work and meet the other requirements may be admitted into the graduate program in full status. Students in full status are candidates for the M.H.A. degree. Full status is maintained as long as the student achieves a grade-point average of 3.0 in all course work each term.

If an applicant presents qualifications that approximate the admissions requirements and standards, that applicant may (at the discretion of the Admissions Committee) be admitted into

the graduate program on provisional status. Advancement to full status may be approved by the faculty when the student has satisfactorily completed one or more terms of graduate studies. Students admitted on provisional status who do not meet GRE/GPA standards will be dismissed from the graduate program at the end of their first term of graduate studies if they have not earned at least a 3.0 grade-point average for all courses attempted or if they have earned a grade of less than "C" in any course. Complete information regarding academic requirements and standards is set forth in Academic Policies and Regulations for the Graduate Program in Health Services Administration.

VCU is a state-aided institution, and preference is given to applicants with equal qualifications who are residents of Virginia. Persons from countries other than the United States may apply for admission to the department's graduate program. Foreign applicants must meet all the regular admission requirements, score a minimum of 600 on the Test of English as a Foreign Language, submit evidence of a pre-approved residency site in the home country and submit evidence of financial responsibility as stated in Part I of this bulletin.

Requests for further information regarding admission requirements, standards, and procedures should be sent to the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051, or to the Department of Health Administration, School of Allied Health Professions, Virginia Commonwealth University, P.O. Box 980203, Richmond, VA 23298-0203.

Transfer credit

Students who have earned graduate credit before entering the Department of Health Administration's graduate program may be permitted, at the discretion of the faculty, to transfer a maximum of six term hours of credit to count toward the M.H.A. degree. Transfer credit may be allowed when, in the judgment of the faculty, the applicants have satisfactorily completed course work equivalent to courses in the graduate curriculum offered in this department. Normally, transfer credit is approved at the time of admission.

Curriculum

Students are required to complete a total of 60 term hours (including transfer credit, if any) to qualify for the Master of Health Administration (M.H.A.) degree. This requirement includes 46 hours of core course work plus at least six term hours of elective studies in health services administration and related disciplines, such as business administration, public administration, urban and regional planning, and gerontology. In addition, eight term hours of practicum course work are required as a part of the administrative residency. At the discretion of the faculty, students with significant experience in health services administration may substitute additional elective courses for the administrative practicum courses. The graduate program is designed to provide a balanced combination of academic studies and field experience to enable students to achieve the program's educational goals and become well prepared to enter the field of health services administration.

The core curriculum of the graduate program in health services administration consists of 16 courses totaling 46 term hours which must be completed by all degree candidates. These courses represent an integrated series of learning experiences designed to provide students with a common body of knowledge and skills which are considered to be essential.

Core courses

HADM 602 Health Care Organization and Services	3
HADM 606 Financial Management in Health Organizations I	3
HADM 607 Financial Management in Health Organizations II	3
HADM 608 Seminar in Health Care Finance	3
HADM 609 Health Systems Analysis and Evaluation	3
HADM 610 Health Care Management Decision Support Systems	3
HADM 611 Hospital and Medical Law	4
HADM 612 Information and Management Systems	3
HADM 614 Health Care Marketing and Entrepreneurship	4
HADM 624 Health Economics	3
HADM 631 Managed Care	3
HADM 646 Health Care Managerial Roles and Processes	3
HADM 647 Operations Management in Health Care Organizations	3
HADM 648 Strategic Management in Health Care Organizations	3

HADM 692 Independent Study in Health Administration (spring)	1
HADM 692 Independent Study in Health Administration (fall)	1
	46

In addition to the core curriculum and elective courses, students in the M.H.A. Program complete a one-year series of executive skills seminars. These seminars are designed to focus on individual development of personal skills essential to success in health administration.

Students in the dual degree program are required to complete 45 term hours while in the Graduate Program in Health Services Administration. Students take all the regular master of health administration curriculum core courses except HADM 611 Hospital and Medical Law and the eight-credit Administrative Residency. M.H.A./J.D. students are waived from HADM 611 Hospital and Medical Law. It is not necessary to replace this course with another elective course in the M.H.A. Program.

Students in the M.H.A. Program must take one summer J.D. administrative internship of at least three credit hours. This may be completed between the first and second years in the M.H.A. Program.

Administrative Residency

Purpose of the residency. The Administrative Residency is an integral part of VCU's graduate program in health services administration. The basic purpose of the residency is to provide students opportunities to apply and further develop their administrative knowledge and skills through a period of applied experience in an operational setting. The Administrative Residency is supervised directly by experienced executives who serve as the students' preceptors.

Through a carefully selected and organized residency experience, students strengthen the foundation of general knowledge and skills gained through the core curriculum and develop further insight and expertise in their selected concentrations. Students serve their residency in the type of health care organization in which they wish to gain specialized knowledge, skills and experience. Overall policies

and guidance for the administrative residency are established by the Department of Health Administration and are included in Handbook for the Administrative Residency of the Graduate Program in Health Services Administration.

Appointment to the residency.

Students become eligible for entrance into the administrative residency after completing 52 term hours of specified course work and achieving an overall GPA of 3.0. Students on academic probation because of performance during their final on-campus term prior to their residency may, at the discretion of the faculty, be prevented from entering their residency although their overall GPA is 3.0 or higher.

In addition to meeting the above academic requirements, the student must, in the judgment of the faculty, present evidence of readiness for a clinical experience by demonstrating sufficient academic proficiency in the core areas of the curriculum and by demonstrating professional maturity.

The director of the professional graduate programs or his/her designee has the responsibility to coordinate residency placements. In making these assignments, the director will consider the preferences of the students, the preferences of the preceptors and the recommendations of faculty advisers. Students' preferences may not always be met.

The length of the administrative residency is variable, depending upon student background and experience. For most students, the residency will be 12 months. Students who have had at least two years of experience in responsible management positions within health care organizations or agencies may petition the faculty to waive or reduce this requirement. Administrative residents are paid a salary by the organization in which they are being sponsored.

On-campus commitments during the residency. During the residency phase of the graduate program, students must attend scheduled on-campus seminars and must participate in a series of electronic seminars on topics related to the residency experience. Equipment requirements are the same as those listed for the Executive M.S.H.A. Program. During the on-campus seminar, students will participate actively in other educational activities associated with course work HADM 693, 694 and 695 taken during the residency year.

Residency policies and procedures. A complete statement of academic policies and procedures relating to the administrative residency phase of the graduate program is set forth in Administrative Residency Policies and Procedures, in the Handbook for the Administrative Residency of the Graduate Program in Health Services Administration.

Length of the program. Full-time students ordinarily will begin their studies during the fall term and complete their course work requirements within 21 months. For most students, this portion of the graduate program will be followed by an administrative residency of 12 months. Requirements for graduation

To qualify for the M.H.A. degree, students must meet the following requirements: (1) achieve an overall grade-point average of 3.0 on a 4.0 scale for all graduate curriculum course work, (2) satisfactorily complete all requirements of the administrative residency including required course work taken during the period, (3) present a comprehensive seminar administered near the end of the graduate program, and (4) in the judgment of the faculty, demonstrate sufficient maturity, development and abilities in health services administration to constitute readiness to enter the profession of health administration.

Degrees are conferred at commencement exercises of the university in May.

Academic policies and regulations

Academic policies and regulations for the graduate program in health services administration are set forth in separate documents published by the Department of Health Administration. These departmental documents, as well as publications that state university-wide policies and regulations, may be obtained by applicants at the time of their interviews.

Executive Master of Science in Health Administration Program

The executive program is a two-year distance learning course of study leading to the award of a Master of Science in Health Administration (M.S.H.A.). It can be completed while working full time, because time away from work and home is minimized. The program is designed specifically for self-motivated, mature and experienced professionals

who are seeking advanced preparation in management. A limited number of part-time students may be accepted into the program.

The program is designed to meet the distinctive professional development needs of:

- clinicians,
- physicians,
- mid-level managers,
- executive-level managers, and
- specialists.

Curriculum

Completing the executive program's curriculum requires 24 months. Students enroll in four six-month terms of course work. Each term is composed both of on-campus and off-campus sessions. During the five on-campus sessions (ranging in length from seven to 14 days each), students attend executive program classes on the MCV Campus. During the off-campus session of each term, students continue studies at their home/work site, employing a carefully planned array of distance learning technologies.

A new class begins each June/July. The schedule of courses is as follows:

	Credits
First term	
HADE 602 Health Systems Organization and Financing	3
HADE 624 Health Economics	3
HADE 645 Health Care Organization and Management Theory	3
HADE 690 Health Care Executive Collegium I	2
	11
Second term	
HADE 646 Health Care Management Roles and Processes	3
HADE 614 Health Care Marketing	3
HADE 606 Health Care Managerial Accounting	3
HADE 615 Managerial Epidemiology	2
	11
Third term	
HADE 610 Health Care Management Decision Support Systems	3
HADE 607 Financial Management in Health Organizations	3
HADE 611 Health Care Organization and Management Law	2
HADE 631 Introduction to Managed Care	3
	11

Fourth term

HADE 648 Strategic Management in Health Care Organizations	3
HADE 647 Health Care Operations Analysis and Management	4
HADE 691 Health Care Executive Collegium II	3
HADE 613 Employment and Labor Law for Health Care Organizations	2
	12

Executive program courses are designed to meet the distinctive needs and preferred learning styles of the experienced health care professional. These courses prepare students to meet the challenges of the new health care marketplace while providing a solid foundation for lifelong professional development.

On-campus study

During the two-year curriculum, students spend five sessions on the MCV Campus. On-campus sessions are held during June/July and January and range from seven to 14 days each.

On-campus sessions are designed specifically for executive program students. Students attend lectures, participate in seminars and make use of the department's learning laboratory, computer facilities and library. Ample opportunity is provided to interact with other students, faculty and visiting scholars/practitioners. Courses meet during the day. Evenings are reserved for study, group project work, informal interaction with fellow students, relaxation and planned social events.

All courses are designed carefully to facilitate effective and efficient learning. Students are provided with detailed outlines of lectures, a complete handout set, and comprehensive learning/study guides for the material covered.

While in residence at the university, students stay in conveniently located hotels. Meals can be obtained for reasonable prices in the hotel or at a wide variety of restaurants in the immediate area. Students are encouraged to take advantage of the university's recreational facilities and the cultural/entertainment opportunities of Richmond and the surrounding area.

Off-campus study

Each term is composed also of a five-month session when students continue course work at their places of

residence/employment. During the off-campus session, students complete reading assignments and projects. They employ the following distance learning technologies in their studies:

- **World Wide Web (WWW) based courses.** The executive program's Web-based technology is the primary mode of communication among the students and faculty during the off-campus periods. The Department of Health Administration originated the technology which now is used all over the world. Each course in the executive program has its own electronic classroom. Faculty members distribute announcements and assignments, and conduct seminars/forums. Students can develop their own home pages, chat on-line, take practice quizzes and listen to recorded messages from faculty. The Web site and the Web-based technology are designed with the computer novice in mind. Students are trained in the usage of the software and can receive support from our computer instructor as well as faculty.
- **Computer-Assisted Instruction (CAI).** CAI makes it possible to offer individual lessons on a disk or CD. By using a personal computer, students are guided through a series of instruction modules and problem sets. They proceed at their own pace and receive constant feedback regarding their level of knowledge and skill acquisition. No previous computer experience is required to use CAI packages.
- **Independent-study modules.** These modules contain selected readings, problem sets, discussion questions and exercises. Each module is designed to help students attain a specifically defined learning objective.

Students are expected to devote a minimum of 15 to 20 hours per week to executive program study during the off-campus period of each term.

Equipment requirements

All associates admitted to the executive program must have access to a multimedia personal computer. The minimum system should include:

- Pentium-based computer,
- modem (28,800 baud minimum),

- 32 MB of RAM,
- 1+ gigabyte hard drive capacity,
- CD-ROM drive (preferably 8X or above),
- 3.5 inch high density floppy drive,
- soundboard and speakers (for streaming audio and video),
- mouse,
- Windows 95 or NT workstation, and
- Microsoft Office 97 software (including Word, Excel and PowerPoint).

In addition, associates must be able to access the Internet from their personal computer. Access is usually obtained through a local Internet Service Provider by purchasing an Internet subscription.

Although associates can use a personal computer at the office, we strongly recommend that they have one at home. Once admitted to the program, it is recommended that associates enroll in a basic computer training course to become comfortable with a computer and its operating system. The associates will be instructed in the use of necessary software for course work and communicating with the Web site through the use of a Web browser (preferably Netscape Navigator 3.0 and above).

Those students who are very experienced in the use of personal computers and software may use equipment other than IBM. Non-IBM users should be skilled in the use of word processing, spreadsheet, and communication software compatible with the program's requirements (MS software for the MAC).

Admission requirements

As application procedures and admission requirements for the executive program are different than other courses of study offered by the university, interested students should contact the department for a prospectus. The material can be obtained by writing Executive Program, Virginia Commonwealth University, P.O. Box 980203, Richmond, VA 23298-0203, or calling (804) 828-0719. Applications are accepted beginning in September for admission to the program in July of the following year. The application deadline is March 15 of each year.

The executive program admits students with diverse educational, work and life experiences who have the demonstrated capacity to pursue a rigorous course of professional graduate

study and assume positions of leadership in the health care financing and delivery industry.

To be considered for admission to the executive program applicants must, at a minimum:

- possess a baccalaureate degree from an institution of higher learning recognized by VCU and have a 2.75 grade-point average for all undergraduate work completed,
- have five years of increasingly responsible work experience,
- submit scores on a standardized aptitude test for graduate studies, and
- forward all required application and supporting materials to the School of Graduate Studies.

Previous educational experience.

No exceptions will be made to the requirement that applicants must possess an earned baccalaureate degree from a recognized college or university. Applicants with less than a 2.75 undergraduate GPA who have exceptional professional experience will be considered for admission on provisional status. Provisional status will be removed after satisfactory completion of the first term of the program. If an applicant has completed any graduate studies (whether or not a degree was awarded), performance in such course work will be considered in the admission decision.

Work experience. Applicants are expected to have at least five years of increasingly responsible professional work experience as documented in a professional résumé. The specific experience profile deemed appropriate for admission to the executive program depends upon one's particular profession or occupation. The résumé is a very important element of the application materials. Applicants are encouraged to prepare the résumé in such a way that it accurately and completely describes their accomplishments.

Graduate studies aptitude tests.

VCU requires that all applicants for graduate study submit standardized aptitude test scores. The executive program will accept scores on either the GMAT or the GRE. Applicants who have taken the GMAT or GRE in the last five years may submit previous scores. Those applicants holding a master's or professional doctoral degrees (for example, M.D., D.D.S., J.D., Pharm.D.) may have GMAT or GRE requirements waived upon petition to

the graduate dean. Applicants should make arrangements to take the examination of their choice at the earliest possible date.

Prerequisites. No specific previous course work is required for application to the program. Upon formal acceptance, students will be provided independent-study modules in three areas: microeconomics, accounting and quantitative analysis. These modules include books, articles, programmed instruction handbooks and computer-aided instructional material. Completing these independent-study modules precludes the need for taking prerequisite course work prior to instruction. Applicants having acceptable previous course work in accounting, economics and/or statistics will not be required to complete these independent-study modules.

Financial considerations

Interested students should contact the department for current tuition and fee information. In addition to tuition and fees, students will need to budget for the following expenses:

- computer equipment,
- text books and reading packets, and
- travel, meals, lodging and personal expenses associated with attending the five on-campus sessions in Richmond.

Applicants are encouraged to consult a tax adviser regarding the rules and procedures governing educational deductions for income taxes.

If accepted to the executive program, students will be required to forward a nonrefundable payment of \$500 to hold a place in the class. This payment is applicable to first term tuition and fees. Full payment for tuition and fees is due approximately 30 days prior to the beginning of each term.

Ph.D. in Health Services Organization and Research Program

The Ph.D. in Health Services Organization and Research Program is a challenging 57-credit program that prepares individuals for positions as faculty, researchers, policy analysts and top-level staff in complex health organizations. Students learn to apply research methods and scientific knowledge drawn from the behavioral and managerial sciences to the study of

health organizations, services and systems. The program is designed to meet the distinctive professional development needs of (1) clinical professionals who want to prepare for positions as faculty and independent researchers, (2) administrative professionals who want to prepare for positions as faculty, researchers or consultants, and (3) researchers and policy analysts who want to create depth through specialization in health services organization and research.

Courses are distributed across four areas: foundations of health services organization and research (nine credit hours), health services organization theory (12 credit hours), health services research methods (18 credit hours), and an area of specialization (nine credit hours). Students take two written comprehensive examinations, covering health services organization theory and health services research methods. Areas of specialization are drawn from elective courses and from independent study with faculty members in their areas of expertise, such as long-term care, mental health services, managed care, quality management or international health. The course work is sequenced so that it can be completed in two years of full-time study or three years of part-time study (exclusive of dissertation credit). In addition, nine credit hours of dissertation credit are required. Students orally defend a written dissertation proposal before their dissertation committee, write the dissertation and orally defend the completed dissertation.

Admission procedures and requirements

The program admits students with diverse educational, work and life experiences who have demonstrated a capacity to pursue a rigorous course of doctoral study. Admission is limited, competitive and open to students with clear career goals in health services administration and research.

Admission requirements include (1) a graduate degree in an academic or professional field with a grade-point average of "B" or higher, (2) working knowledge of college-level algebra, especially matrix algebra, (3) advanced courses in statistics and economics, (4) a minimum score of 550 on verbal and 600 on quantitative sections of the GRE, (5) for

international students, scores from the Test of English as a Foreign Language; (6) transcripts and application forms, (7) three letters of recommendation, and (8) personal interviews with members of the Admissions Committee. The department recommends that candidates have at least one to two years experience in the health care industry before beginning the program. Applications received by April 15 are preferred.

Financial Aid

A selected number of graduate assistantships are available, covering tuition plus a stipend of about \$9,000. Students with assistantships must pursue full-time study (12 credits each in fall and spring terms; six credits in summer term). Some research assistantships, paying a stipend, are also available in the department.

Further information may be obtained by writing the Doctoral Program Director, Department of Health Administration, School of Allied Health Professions, Virginia Commonwealth University, P.O. Box 980203, Richmond, VA 23298-0203.

Graduate courses in health administration (HADM)

HADM 602/PMCH 602 Health Care Organization and Services

Term course; 3 lecture hours. 3 credits. Examines the structure and functions of the American health care industry, the concepts and processes of health and illness, the institutional and individual providers of health services and related concepts.

HADM 606 Financial Management in Health Organizations I

Term course; 3 lecture hours. 3 credits. Prerequisite: Financial Accounting. A theoretical and practical study of organization and functions of health care financial management. Emphases are on management, accounting concepts and practices, internal and external controls, financial statement analysis and the use of financial data.

HADM 607 Financial Management in Health Organizations II

Term course; 3 lecture hours. 3 credits. Prerequisite: HADM 606. Advanced practices of health care financial management. Emphasis on techniques to aid in financial decision making. Areas of investigation and study include analysis of financial statements, cost allocations, reimbursements, rate setting, budgeting and capital financing.

HADM 608 Seminar in Health Care Finance

Term course; 3 lecture hours. 3 credits. Prerequisites: HADM 606 and HADM 607. Advanced studies of financial issues

and the application of analytic tools in case studies and exercises. Designed to enhance and strengthen the knowledge and skills provided in the graduate program's foundation and required courses in accounting and finance.

HADM 609 Health Systems Analysis and Evaluation

Term course; 3 lecture hours. 3 credits. Prerequisite: Upper-division course in statistics. Introduction to principles and methods employed in evaluation research and program evaluation as these relate to health services. Focus is on conceptualization, design and operational procedures used in program evaluation.

HADM 610 Health Care Management Decision Support Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: HADM 609. Applications of traditional industrial engineering techniques in health care institutions. Applications of operations research techniques to health care planning, control and decision making including deterministic, and stochastic decision analysis models and their use in health service administration.

HADM 611 Hospital and Medical Law

Term course; 4 lecture hours. 4 credits. Examines basic principles and practices of law affecting hospitals and medical practice: the legal aspects of patient care and treatment, medical services and other hospital-patient related functions and employment law.

HADM 612 Health Information and Management Systems

Term course; 3 lecture hours. 3 credits. Prerequisites: HADM 609 and HADM 610. Analysis of current information and management systems including manpower planning and productivity, financial planning and monitoring, quality assurance, staffing and scheduling, administrative information systems and patient care systems. Evaluation of alternative uses of computer technology in health care. Uses of national and organizational data bases.

HADM 614 Health Care Marketing and Entrepreneurship

Term course; 4 lecture hours. 4 credits. Prerequisite: HADM 624. Examines the planning and marketing processes in the context of both the community and the institution. Considers the essential components of marketing planning and the development of a sound structure for marketing. Addresses principles and practices of health care marketing and business development, with emphasis on marketing plans.

HADM 615 Health Care Politics and Policy

Term course; 3 lecture hours. 3 credits. Examines the political process with particular emphasis on the impact of politics on health care. Focuses on current political issues in the health field, examining conflicts and anticipating effects on the health system.

HADM 624/ECON 624 Health Economics

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 500 or equivalent. Develops an understanding of (1) economics as a managerial tool in making choices or decisions that

will provide for an optimum allocation of limited health care resources, and (2) economics as a way of thinking about and approaching issues of public policy in financing and organizing health and medical services. Individual research on crucial or controversial issues in the health care field.

HADM 626/PMCH 617 International Health

Term course; 3 lecture hours. 3 credits. Offered: I, II. Provides an overview of and/or introduction to international health. Focus is on the relationship between external factors and the health of populations.

HADM 631 Managed Care

Seminar course; 3 lecture hours. 3 credits. Prerequisites: Two terms of graduate work and permission of the instructor. A seminar that examines the relationships between purchasers and providers of health care services and the development of new systems of financing and delivery that seek to improve performance and accountability.

HADM 638 Administration of Long-Term Care (LTC) Facilities and Programs

Term course; 3 lecture hours. 3 credits. Focuses on unique knowledge and skills considered essential to effective long-term care administration. Emphasis is on the professional role of the long-term care administrator in providing for the health and social needs of the chronically ill and elderly. Applied skills in addressing the technical, human, and conceptual problems unique to LTC are addressed through cases and field exercises.

HADM 645 Structure and Functions of Health Organizations

Term course; 3 lecture hours. 3 credits. Surveys concepts from organizational and management theories applicable to health organizations. Considers issues in organizational structure, strategy and processes for health care organizations.

HADM 646 Health Care Managerial Roles and Processes

Term course; 3 lecture hours. 3 credits. Prerequisite: HADM 602 or permission of instructor. Focuses on the major concepts, principles, and theories of management and behavioral sciences as they relate to human behavior in health care institutions and agencies.

HADM 647 Operations Management in Health Care Organizations

Term course; 3 lecture hours. 3 credits. Prerequisite: HADM 646. Analysis of the current state of management study and practice with the objective of achieving a balanced development of both knowledge and skills in solving the operations problems of health institutions. The managerial process is critically examined with emphasis on leadership behavior and development, structure and purpose of health care organization subunits, interfunctional coordination and organizational processes.

HADM 648 Strategic Management in Health Care Organizations

Term course; 3 lecture hours. 3 credits. Prerequisites: HADM 614 and 647. Integrative seminar on strategic decision making in health care organizations. Considers the concepts and

alternative models of strategic management, the strategic management process and the evaluation of strategic decisions.

HADM 690 Departmental Research Seminar

Term course; variable credit. Research seminar that focuses on research design and methods organized under a single topic or a series of related topics in health services research. Applied research training for masters-level students.

HADM 691 Special Topics in Health Services Organization and Research

3 lecture hours. 3 credits. Prerequisites: Permission of instructor. Course is devoted to specialized content area for health administration. Examples include physician practice management and advanced managed care.

HADM 692 Independent Study in Health Administration

1-3 credits. Prerequisite: Permission of instructor. Special study conducted under the guidance of a faculty sponsor.

HADM 693, 694, 695 Practicum in Health Services Administration

I: 2 credits; II: 3-5 credits; III: 3 credits. Prerequisite: Admission to the administrative residency. Examination of contemporary problems and issues in the organization, administration, and evaluation of health services. A principal focus is the application of alternative approaches to administrative problem solving. Special emphasis is placed on understanding and analysis of the internal and external factors that influence decision making in health care organizations.

HADM 697 Directed Research

Term course; variable credit. Special course offered under the guidance of a faculty sponsor for one or more students to design and implement an applied research project in the field setting. Focuses on the application of research methods to policy or operational problems of health care institutions.

HADM 701 Health Organization Design and Assessment

Term course; 3 lecture hours. 3 credits. Prerequisites: HADM 704 and HADM 705 or permission from instructor. Analysis of medical care organizations at both micro and macro levels. Critical review of empirical research in organizational analysis and design. Identifies measurement issues related to quality of care and to formulation of evaluative research on health service programs.

HADM 702 Health Care Financing and Delivery Systems

Term course; 3 lecture hours. 3 credits. Prerequisites: HADM 701, HADM 704 and HADM 705. Critical review and evaluation of major innovations in organization, delivery, and financing of health care services. Selected topics may include risk assessment analysis of alternative health care delivery systems and consideration of alternative public financing of health care.

HADM 704 Foundations of Health Service Organization Theory

Term course; 3 lecture hours. 3 credits. Examines the roots of foundational theories and concepts in organization theory

and their application to research on health care organizations and systems. Emphasizes the environment and structure of health care organizations and systems.

HADM 705 Advanced Health Service Organization Theory

Term course; 3 lecture hours. 3 credits. Prerequisites: HADM 704 or permission of instructor. Examines, in depth, selected organization theories, emphasizing their application in current health services research. Also investigates the process of theory growth on health services organizations.

HADM 760 Quantitative Analysis of Health Care Data

Term course; 3 lecture hours. 3 credits. Prerequisites: MRBL 624 and HADM 609 or permission of instructor. Research course emphasizing computer application and statistical analyses of health care data generated from secondary sources, including data envelopment analysis.

HADM 761 Health Services Research Methods I

Term course; 3 lecture hours. 3 credits. Prerequisite: Upper-division course in statistics. Research as a systematic method for examining questions derived from related theory and/or health service practice. Major focus is on the logic of causal inference, including the formulation of testable hypotheses relating to health services organization and management, the design of methods and measures to facilitate study, and the concepts, principles and methods of epidemiology.

HADM 762 Health Services Research Methods II

Term course; 3 lecture hours. 3 credits. Prerequisites: HADM 761, and MRBL 632 or equivalent. Application of multivariate statistical analysis and evaluation research methods to health services research. Emphasis is placed on the use of advanced statistical methods (e.g., LISREL, Event History Analysis) and designs to analyze panel data in the health field.

HADM 763 Health Program Evaluation

Term course; 3 lecture hours. 3 credits. Prerequisite: HADM 760, 761 or permission of instructor. Analysis of current evaluation research on personal health services and programs in a variety of social and health contexts. Emphasis is placed on the measurement of health care outcomes and the design of experimental and quasi-experimental studies in the health field.

HADM 791 Special Topics in Health Services Organization and Research

Term course; 1-6 credits. Prerequisite: Permission of instructor. Investigates a specialized content area in health administrative sciences in seminar format. Topics may change from term to term.

HADM 792 Independent Study in Health Services Organization and Research

Term course; 1-3 credits. Special study or research leading to a publication. Conducted under the guidance of a faculty sponsor.

HADM 793, 794, 795 and 796 Research Practicum

Term course; 1-3 credits. Available only to second year students. Supervised investigation of selected problems in

health services research. Includes conducting and analyzing field research.

HADM 898, 899 Doctoral Dissertation in Health Services Organization and Research

Term course; 1-9 credits. A minimum of nine term hours required for Ph.D. degree. Prerequisite: Completion of required course work and comprehensive examination. Dissertation research under direction of faculty adviser.

Graduate courses in the Executive M.S. in Health Administration Degree Program (HADE)

HADE 602 Health Systems Organization and Financing

3 credits. Examines the structure and functioning of the U.S. health services financing/delivery system. Emphasizes foundational concepts useful for better understanding and analyzing patterns of health and illness; health care cost, quality, access, and utilization; professional behavior; competition in health care markets; and delivery/financing effectiveness and efficiency.

HADE 606 Health Care Managerial Accounting

3 credits. Examines the functions of managerial accounting in the contemporary health service organization. Emphasis is placed on managerial accounting concepts and practices; analysis and interpretation of basic financial statements; and the use of financial data as a tool for management planning and control.

HADE 607 Financial Management in Health Organizations

3 credits. Theory and techniques of managerial finance as applied to health service financing/delivery organizations. Emphasizes financial analysis/diagnosis of health service organizations and managerial decision making employing financial information.

HADE 610 Health Care Management Decision Support Systems

3 credits. Application of operations research and industrial engineering techniques to increasing health service organization production efficiency. Managerial applications of production planning/control and decision models in health service organizations are emphasized.

HADE 611 Health Care Organization and Management Law

2 credits. Elements of law and legal principles as they apply to the provision and financing of personal health care services. Emphasis is placed on a corporate law, contracts, medical malpractice, tort liability, medical-legal issues and employment/labor law. Provides a legal foundation for the practice of health administration.

HADE 613 Employment and Labor Law for Health Care Organizations

2 credits. Presents elements of law and legal principles as they apply to the organization and delivery of health services as embodied in employment and labor contractual arrangements. Emphasizes corporate law, contracts, labor and

employment law and principles with applied problems and casework. Provides a legal foundation for the practices of health administration related to human resource management.

HADE 614 Health Care Marketing

3 credits. Foundational theories, concepts, and techniques of marketing applied to the distinctive properties of health care services. Emphasis placed on the role of marketing and aligning organizational capacity and health care needs; market analysis and planning; strategic marketing management; tactical marketing mix design; designing and managing service delivery systems, and developing new offerings.

HADE 615 Managerial Epidemiology

2 credits. The acquisition of analytical techniques to study and measure the health of populations is the focus of this course. Topics covered include: community health appraisal, health status measurement, health services utilized, managerial applications of epidemiology.

HADE 624 Health Economics

3 credits. Foundational concepts of microeconomic theory and their application in analyzing health care policy; understanding the structure and dynamics of health care markets; and monitoring and controlling the allocation of resources within health organizations.

HADE 631 Introduction to Managed Care

3 credits. Develops skills in analyzing the interrelationships among providers, consumers, employers and insurers in respect to the concepts of "Managed Care." Examines sources of change of the traditional health care system focusing on current issues and implications. Analyzes managed care entities with special attention to health maintenance organizations (HMOs) and preferred provider organizations (PPOs) as the prototypical managed care systems.

HADE 645 Health Care Organization and Management Theory

3 credits. A survey of contemporary organization and management theory focusing on concepts and techniques particularly relevant to health service financing and delivery organizations. Emphasizes the health care organization's environment, goals, strategy, structure and management processes.

HADE 646 Health Care Management Roles and Processes

3 credits. Major theories and concepts of social and behavioral sciences as they apply to the design and execution of managerial functions in health services organizations. Emphasizes skills and techniques critical to executing the interpersonal, informational and decisional roles of the manager.

HADE 647 Health Care Operations Analysis and Management

4 credits. Operations management of health organizations with emphasis on current management and information systems. Focuses on performance evaluation, productivity, patient care systems and evaluation of alternative uses of computer technology.

HADE 648 Strategic Management in Health Care Organizations

3 credits. Focuses on the formulation, implementation and evaluation of strategy in health care financing/delivery organizations. Emphasizes concepts dealing with industry structure; the strategic management process; achieving and sustaining competitive advantage; and the social responsibility of health care organizations.

HADE 681 Special Topics in Health Administration

Variable; 1-3 credits. Offered each term. Investigate a specialized content area in a term-long, seminar format. Topics may change from term to term.

HADE 690 Health Care Executive Colloquium I - Leadership in Health Care Organizations

2 credits. Analyzes the current management/ leadership role of the health care executive. Focuses on the requisite knowledge, skills, and values essential to success. Involves students in assessing their own leadership styles and skills and discussing among each other key concepts of leadership in health care.

HADE 691 Health Care Executive Colloquium II - Health Care Organization Diagnosis and Planning

3 credits. Provides an opportunity for students to integrate as well as apply knowledge gleaned from prior course work and to share individual experiences in assessment of and correction of organizational problems that are either operational or strategic.

HADE 692 Independent Study in Health Administration

Variable credit. Offered each term. Offered in all terms for students to investigate and study topics of major interest.

For descriptions of courses in other schools and departments, see the appropriate section in this bulletin and the Undergraduate and Professional Programs Bulletin.

Department of Nurse Anesthesia

Drain, Cecil, Professor

Ph.D. Texas A & M University

Nurse anesthesia, higher education.

Fallacaro, Michael, Professor and Chair

D.N.S. State University of New York at Buffalo

Nurse anesthesia, higher education, research.

Fletcher, JoAnne, Assistant Professor

Ed.D. University of Pittsburgh

Nurse anesthesia.

Hartland, William, Assistant Professor

Ph.D. Virginia Commonwealth University

Nurse anesthesia, adult education.

Hotchkiss, Melissa, Assistant Professor

M.S. Virginia Commonwealth University

Nurse anesthesia.

Pontiflet, Addie, Assistant Professor

M.S. University of Southern Maine

Nurse anesthesia.

Reese, Charles, Associate Professor

Ph.D. California Pacific University

Nurse anesthesia, adult education, regional anesthesia.

Basic professional program history

The program was first organized in 1969 as the School of Nurse Anesthetists, thus becoming the first academic program to be implemented in the newly organized School of Allied Health Professions on the MCV Campus.

A Letter of Intent for a proposed Master of Science in Nurse Anesthesia Program was submitted to the Commonwealth's Council on Higher Education in 1977. When approved in May 1978, the graduate degree in nurse anesthesia became the first such offering within the profession of nurse anesthesia. While of major importance to the university, it hallmarked a significant milestone for the profession of nurse anesthesia. The first class of graduate students was admitted in the fall of 1979 and graduated in the fall of 1981. A second hallmark was achieved in 1979 with the approval of the postgraduate curriculum for practicing Certified Registered Nurse Anesthetists (CRNA) offering a master of science in nurse anesthesia degree. The first students graduated in the summer of 1983.

Philosophy

The philosophy of the department reflects the beliefs of the faculty and provides the foundation for the curriculum in the program. The department's philosophy is synergistic with the mission and goals of the School of Allied Health Professions and VCU.

The department is a social agency dedicated to the education and development of health care professionals in the field of nurse anesthesia. Consequently, the faculty recognizes and accepts the responsibility entrusted to it for the learning experiences of its students.

The philosophical orientation of the faculty subscribes to the belief that learning is a developmental process through which cognitive, affective and psychomotor behaviors are developed and/or modified. This process includes the acquisition of information, the transferal of knowledge, the evaluation of new skills, and the development of a professional attitude and bearing.

The faculty subscribe to the belief that the learning experience is both positive and rewarding. It is a transactional

experience between the student and teacher through formal and informal processes. The program's objective is the production of knowledgeable and skillful CRNAs. Hence, learning is a lifelong process that results in a change in thinking, values and behavior. The teaching-learning process includes teacher-learner interaction in: setting goals, assessing, and selecting learning experiences; determining instructional methods and evaluating the learner's progress. Learning experiences are planned in manageable segments and provide for integration and continuity in the attainment of knowledge, skills and attitudes consistent with the educational objectives and the individual needs of students. Each student is a unique human being possessing dignity, worth and the right to equal educational opportunities. Faculty and students share the responsibility for creating an educational climate which reflects democratic values; fosters intellectual inquiry and creativity, and encourages the maximum development of each individual's potential.

The American health care system is becoming progressively complex. Technological advances and changing economic patterns foster competition for scarce resources while the patient population is becoming quite diverse. As a result, the role of the CRNA is becoming increasingly collaborative and complementary with other health professionals. In this environment, CRNAs have more responsibility and authority for coordination, decision making, and leadership of the multidisciplinary team, as well as for research, planning, and development of health resources.

Graduate education in nurse anesthesia at the master's level builds upon baccalaureate education with a nursing focus. It is designed to allow graduates the opportunity to become leaders and make significant contributions with the intended outcome of improving health care and advancing nurse anesthesia theory and practice through research. Consequently, the program prepares CRNAs through a team concept of a joint practice of anesthesia care composed of both nursing and medical components to meet the current and emerging health needs of society.

Objectives

The overall objective of the program is to prepare registered professional

nurses for practice in the art and science of the specialty of nurse anesthesia. Given a patient or patient care situation in the practice of nurse anesthesia, the graduate will:

- formulate and discuss a patient's Anesthesia Care Plan (ASA Classification I-V),
- implement and evaluate anesthesia management plans,
- perform and utilize appropriate procedures during the anesthetic management of a patient,
- evaluate the postoperative course of a patient,
- perform, within medically established guidelines, resuscitation of the newborn infant, child, or adult,
- function, within medically established guidelines, as a team leader for cardiovascular and/or pulmonary emergencies,
- provide first echelon care and maintenance of all anesthesia equipment, and
- develop interpersonal behaviors consistent with that of a health care professional.

Accreditation

The nurse anesthesia program is fully accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. Graduates are eligible to take the examination for certification conducted by the Council on Certification of Nurse Anesthetists.

Admission requirements

In addition to the general university requirements, the requirements for admission to the Master of Science in Nurse Anesthesia Program are:

- baccalaureate degree (nursing preferred),
- current licensure as a registered professional nurse in Virginia (by completion of the first term),
- cumulative undergraduate grade-point average of 3.0 or higher on a 4.0 scale (preferred),
- upper-division undergraduate organic chemistry course, no lab required (recent),
- completion of the GRE within five years of application,
- a minimum of one year's experience in an area of acute/critical care nursing (recent),

- personal interview with members of the Admission Committee (by invitation), and
- three professional references.

Further inquiries should be made to the School of Graduate Studies, Virginia Commonwealth University, P.O. Box 843051, Richmond, VA 23284-3051, (804) 828-6916.

Curriculum

First year, fall term

NRSA 501 Principles and Practice of Nurse Anesthesia I	5
PHTX 515 Pharmacology for Nurse Anesthetists I	3
PHIS 501 Mammalian Physiology I	5
NRSA 555 Professional Aspects of Anesthesia Practice I	1
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First year, spring term

MEDC 532 Medicinal Chemistry for Nurse Anesthetists	4
PHTX 516 Pharmacology for Nurse Anesthetists II	3
NRSA 590 Research Methods in Nurse Anesthesia Practice	3
NRSA 551 Principles and Practice of Nurse Anesthesia II	3
	13

First year, summer term

NRSA 699 Directed Research in Nurse Anesthesia or NRSA 798 Thesis	1
NRSA 533 Pathophysiology	3
NRSA 552 Principles and Practice of Nurse Anesthesia III	4
NRSA 556 Professional Aspects of Anesthesia Practice II	1
	9

Second year, fall term

NRSA 699 Directed Research in Nurse Anesthesia or NRSA 798 Thesis	1
NRSA 593 Clinical Practicum I	6
NRSA 631 Advanced Clinical Anesthesia Seminar I	2
	9

Second year, spring term

NRSA 699 Directed Research in Nurse Anesthesia or NRSA 798 Thesis	1
NRSA 594 Clinical Practicum II	6
NRSA 632 Advanced Clinical Anesthesia Seminar II	2
	9

Second year, summer term

NRSA 699 Directed Research in Nurse Anesthesia or NRSA 798 Thesis	1
NRSA 692 Clinical Practicum III	6
NRSA 633 Advanced Clinical Anesthesia Seminar III	2
NRSA 573 Curriculum Development and Instruction in Nurse Anesthesia Programs	2
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Third year, fall term

NRSA 557 Professional Aspects of Anesthesia Practice III	1
NRSA 693 Clinical Practicum IV	6
NRSA 634 Advanced Clinical Anesthesia Seminar IV	2
	9

Postcertification CRNA Registered Master's Program

The Department of Nurse Anesthesia offers, based on advanced standing, a Master of Science in Nurse Anesthesia for the Certified Registered Nurse Anesthetist (CRNA).

Philosophy

The master of science degree is basic to entry-level specialization in nurse anesthesia. This practice of nursing is viewed as an expanded role in which the nurse anesthetist, as a clinical specialist, provides nursing and medically prescriptive services for the patient presenting for anesthesia. Anesthesia services can be provided best through a team concept composed of nursing and medical components.

The postgraduate CRNA Master of Science in Nurse Anesthesia Program curriculum is a single track design with a clinical or teaching option. This approach best reflects the achievement of the programs' stated objectives. This curriculum parallels the basic Master of Science in Nurse Anesthesia degree which ensures an expanded theoretical knowledge base and increased clinical competence. The similarities between the postgraduate and generic CRNA programs provide uniform credibility in the degree awarded.

Curriculum - Postgraduate CRNA

Four terms (16 months)	
Fall term	Credits
ALHP 591 Special Topics	1
PHTX 515 Pharmacology for Nurse Anesthetists I	3
PHIS 501 Mammalian Physiology I	5
	9

Spring term

MEDC 532 Medicinal Chemistry for Nurse Anesthetists	4
PHTX 516 Pharmacology for Nurse Anesthetists II	3
NRSA 590 Research Methods in Nurse Anesthesia Practice	3
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Summer term

NRSA 533 Pathophysiology	3
NRSA 699 Directed Research in Nurse Anesthesia or NRSA 798 Thesis	2
ALHP 591 Special Topics	2
NRSA 573 Curriculum Development and Instruction in Nurse Anesthesia Programs	2
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Fall term

NRSA 699 Directed Research in Nurse Anesthesia or NRSA 798 Thesis	1
NRSA 574 Teaching in Nurse Anesthesia Programs	2
NRSA 693 Clinical Practicum IV	6
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	9

Admission requirements

Requirements for admission to the Master of Science in Nurse Anesthesia for the Post-Graduate Certified Registered Nurse Anesthetist (CRNA) are:

- a baccalaureate degree (nursing preferred),
- graduation from a nationally accredited educational program in nurse anesthesia,
- certification by a national examination as CRNA,
- current recertification as a CRNA by the Council on Recertification for Certified Registered Nurse Anesthetists,
- current licensure as a registered professional nurse in Virginia (by completion of the first term),
- cumulative grade-point average of 3.0 or higher on a 4.0 scale (preferred),
- completion of the GRE within five years of application,
- upper-division undergraduate organic chemistry course, no lab required (recent),
- a minimum of one year's experience as a CRNA,
- references from current supervising nurse anesthetist (CRNA), chair/chief anesthesiologist, and one professional colleague,
- personal interview with members of the Admissions Committee by invitation, and

- proficiency examination (advanced standing).

Advanced standing

Advanced standing is based on:

- graduation from a nationally accredited educational program in nurse anesthesia,
- certification by examination as a Certified Registered Nurse Anesthetist (CRNA),
- current recertification as a CRNA by the Council on Recertification for Certified Registered Nurse Anesthetists, and
- proficiency examination. **Part A-Written: 100 multiple choice objective questions; Part B-Oral: two anesthesiologists and two CRNA graduate faculty. Advanced standing of one-third (31 SH) of the generic master of science degree in nurse anesthesia curriculum (79 SH) will be awarded for the following courses (nontransferable to the VCU transcript).**

	Credits
NRSA 501 Principles and Practice of Nurse Anesthesia I	5
NRSA 551 Principles and Practice of Nurse Anesthesia II	3
NRSA 552 Principles and Practice of Nurse Anesthesia III	4
NRSA 555 Professional Aspects of Anesthesia Practice I, II, III	3
NRSA 593 Clinical Practicum I	6
NRSA 594 Clinical Practicum II	6
NRSA 692 Clinical Practicum III	6
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Graduate courses in nurse anesthesia (NRSA)**NRSA 501 Principles and Practice of Nurse Anesthesia I**

Term course; 5 lecture hours. 5 credits. Introduces the beginning nurse anesthesia practitioner to those concepts necessary to plan and execute a safe individualized anesthetic. To include: anesthetic equipment and monitoring modalities, pre- and postpatient evaluation, formulation of the anesthesia care plan, anesthetic techniques, prevention of complications, fluid management, and anesthesia procedures.

NRSA 533 Pathophysiology

Term course; 3 lecture hours. 3 credits. Pathophysiology of the neuromuscular, cardiovascular, respiratory, excretory, and endocrine systems; infectious diseases, gastrointestinal disorders; nutritional disorders; connective tissue diseases; muscle, skin, bone disorders and environmental and behavioral disorders. The pathophysiology will be studied in relationship to anesthetic considerations.

NRSA 551 Principles and Practice of Nurse Anesthesia II

Term course; 3 lecture hours. 3 credits. A study of the theoretical and practical considerations involved in the administration and management of regional anesthesia.

NRSA 552 Principles and Practice of Nurse Anesthesia III

Term course; 4 lecture hours. 4 credits. Delineates those practices and techniques of anesthesia management that are considered as situation-specific for specialized procedures, diagnostic or therapeutic procedures.

NRSA 555-557 Professional Aspects of Anesthesia Practice I, II, III

3 terms; 1 lecture hour. 1 credit each. Provides the student an opportunity to focus on a variety of nurse anesthesia practice settings. Studies the history of anesthesia, nurse anesthesia practice and the relationship of that practice in the development and growth of the American Association of Nurse Anesthetists.

NRSA 573 Teaching Methodologies for the Nurse Anesthetist

Term course; 2 lecture hours. 2 credits. Covers principles of teacher/learner communication, presentation strategies, and methods of evaluation pertinent to nurse anesthesia education and includes instructional tools, their application and instructional design.

NRSA 574 Teaching in Nurse Anesthesia Programs

Term course; 2 lecture hours. 2 credits. Prerequisite: NRSA 573. Integrates theory with practical application. Requires that students select a clinical anesthesia topic, prepare a comprehensive manuscript and present a detailed lecture with appropriate behavioral objectives supported with audio-visual techniques focused for a specific audience.

NRSA 590 Research Methods in Nurse Anesthesia Practice

Term course; 3 credits. Required of all nurse anesthesia students. Understands and applies the steps involved in the research process. Emphasizes concepts, procedures, and processes appropriate for use in research. Develops a research proposal by exploring a topic in the area of anesthesiology. Applies Inferential and Advanced Statistical tests to hypothetical data. Critically analyzes and evaluates anesthesia research studies.

NRSA 593 Clinical Practicum I

675 clock hours. 6 credits. Introduces clinical care with supervised participation in actual administration of anesthesia. Demonstrates internalization of theoretical concepts and techniques and application in anesthetic management. Emphasizes assuming greater responsibility for total anesthetic regime.

NRSA 594 Clinical Practicum II

675 clock hours. 6 credits. Provides intensive clinical experience in all clinical anesthesia areas. Emphasizes development of independent decision making. Includes clinical rotations to various affiliate sites to gain experience in management of

specialized anesthetic considerations, and functioning in a variety of clinical settings.

NRSA 631-634 Advanced Clinical Anesthesia Seminar I, II, III, and IV

4 terms; 16 term hours. 8 credits. Intensively covers the advanced concepts and principles of anesthetic management. Includes individual and group presentations on specific assigned anesthesia topics from the current anesthesia literature.

NRSA 692 Clinical Practicum III

675 clock hours. 6 credits. Continues intensive clinical experience in each of the clinical anesthesia areas along with rotations to various specialized affiliate sites. Allows students to function with increased autonomy. Includes independent research and collection of clinical data to support anesthesia projects. Continuation of NRSA 594.

NRSA 693 Clinical Practicum IV

675 clock hours. 6 credits. Intensively applies all previous clinical experiences to demonstrate development of independent thought and judgment and ability to function with minimum supervision. Reviews all clinical experiences in preparation for writing the certification examination conducted by the Council on Certification. Continuation of NRSA 692. Concludes all clinical requirements.

NRSA 699 Directed Research in Nurse Anesthesia

1 credit. May be repeated up to four terms. Prerequisite: Students are required to take NRSA 699 or NRSA 789. Provides the student an opportunity to gain experiences through guided library and practicum research in the area of anesthesiology. Executed under the supervision of an adviser and in conjunction with a research committee.

NRSA 798 Thesis

1 credit. May be repeated up to four terms. Prerequisite: Students are required to take NRSA 699 or NRSA 798. The master's thesis provides the student an opportunity to select, organize and report the results of an investigation into a specific area of anesthesiology. This research is executed under the supervision of an adviser and in conjunction with a thesis committee.

Department of Occupational Therapy

Cash, Sandra H., Assistant Professor, Assistant Chair, and Fieldwork Coordinator
M.S. Virginia Commonwealth University
Physical disabilities, orthotics, clinical education.

Copolillo, Al, Assistant Professor
Ph.D. University of Illinois at Chicago
Adult physical rehabilitation, gerontology, assistive device use, cognition and perception, health promotion, health education.

Koontz Lowman, Dianne, Assistant Professor
Ed.D. University of Virginia
Special education pediatrics, children with special health care needs.

Krishnagiri, Sheema, Assistant Professor
Ph.D. University of Southern California
Occupation, theory, mate selection, outcomes research, physical rehabilitation, crafts, instrument development.

Lane, Shelly J., Professor and Chair
Ph.D. University of Texas Health Sciences Center
Infants and children with developmental disabilities, assistive technology with young children, sensory integration and processing.

Madigan, M. Jeanne, Professor Emeritus
Ed.D. Loyola University, Chicago, Illinois
Pediatrics, curriculum development, administration.

Peters, Sarah, Program Coordinator for the Interdisciplinary OT/PT Grant
M.S. University of North Carolina at Greensboro
Assistive technology, interdisciplinary teamwork, school system practice, developmental disabilities.

Shepherd, Jayne T., Assistant Professor
M.S. Virginia Commonwealth University
Developmental disabilities, physical disabilities, environmental adaptations.

Simons, Dianne F., Assistant Professor
M.S. Virginia Commonwealth University
Mental health, instructional technology.

Teitelman, Jodi L., Associate Professor
Ph.D. Virginia Commonwealth University
Gerontology, adult development, wellness, health promotion, health care trends.

Watts, Janet H., Associate Professor and Director of Graduate Studies
Ph.D. Virginia Commonwealth University
Psychosocial occupational therapy, theory, instrument development, geriatric practice, outcomes research.

Wolfe, Eleanor V., Associate Professor Emeritus
M.S. Texas Women's University
Pediatrics, physical dysfunction.

History

The program in occupational therapy was initiated at Richmond Professional Institute in 1942. In 1965, the graduate program leading to a master of science degree in basic professional education in occupational therapy was initiated. The School of Occupational Therapy became a department in the School of Allied Health Professions in 1970.

Philosophy

The philosophy of the Department of Occupational Therapy embraces the Philosophical Base of Occupational Therapy stated by the American Occupational Therapy Association (1979):

Man is an active being whose development is influenced by the use of purposeful activity. Human beings are able to influence their physical and mental health and their social and physical

environment through purposeful activity. Human life is a process of continuous adaptation. Adaptation is a change in function that promotes survival and self-actualization. Biological, psychological and environmental factors may interrupt the adaptation process at any time throughout the life cycle, causing dysfunction. Purposeful activity facilitates the adaptive process. Purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum function. Activity as used by occupational therapists include both an intrinsic and a therapeutic purpose. (AOTA. [1979]. The philosophical base of occupational therapy. AJOT, 33, 785.)

Mission

The primary mission of the Department of Occupational Therapy is the preparation of excellent, innovative, adaptable and responsible occupational therapists as professional leaders for the state and the nation.

In pursuit of this mission, the department:

- fosters student commitment to scientific inquiry and professional competence, and promotes personal growth, balance and dedication to lifelong learning,
- promotes faculty excellence and collaboration in teaching, scholarship, and research, that model integrity and competence,
- collaborates with the community through education, consultation and the development of strong linkages with clinical educators and the community, and
- interacts dynamically with the occupational therapy profession and stakeholders, contributing proactively to the evolution of the profession.

Accreditation

The professional master's degree program to become an occupational therapist is accredited by the Accreditation Council for Occupational Therapy Education, 4720 Montgomery Lane, P.O. Box 3122, Bethesda, MD 20824-1220; telephone (301) 652-2682.

Facilities

The educational facilities of the Department of Occupational Therapy are located in the Virginia Mechanics Institute Building at the northeast corner of 10th and Marshall streets.

During the professional master's degree program, fieldwork assignments are made for students in a wide range of clinics and agencies in the Richmond metropolitan area. A 24-week extended fieldwork requirement will be arranged in approved clinical education facilities throughout the United States.

Honors and awards

A. D. Williams Award. An annual award presented to the student who has achieved the highest academic average in each year in the professional master's degree program.

Commonwealth of Virginia Graduate Fellowship Award. These awards are presented to incoming graduate student(s) with high academic and professional potential. Preference is given to residents of Virginia and financial need is considered.

Patti Ann Maurer Scholarship. This award is given to the top ranked applicant for the master's program.

Programs

Two courses of study are offered:

1. A Master of Science in Occupational Therapy Program, a professional degree program designed for students who wish to become occupational therapists. The current Master of Science Program is entering its last year. Beginning June 1999, a new Professional Master of Science Program begins. This program may be completed in eight consecutive terms. Applications will be accepted from students who have completed at least three year's of bachelor's degree course work. The professional master's degree program includes academic courses, a research project, and a minimum of 24 weeks of full-time fieldwork.
2. A master of science degree program for those who are registered occupational therapists. This post-professional master's degree program is designed individually in special areas of concentration. A

minimum of 33 term hours, including a thesis, is required.

Academic regulations

Students are admitted to the occupational therapy programs with the expectation that they will direct maximum time and effort to the learning process. Outside activities must be scheduled by students for such dates and hours that permit full compliance with the time requirements for course work. Tardiness, lack of regular attendance, or failure to meet deadlines for course assignments will not be excused because of employment or other outside activities.

To continue in the graduate curriculum, students are expected to maintain a cumulative GPA of 3.0 based on course work following matriculation.

- Graduate students who fail to maintain a 3.0 cumulative GPA or receive a grade of "D" (regardless of the cumulative GPA) will automatically be placed on probation and will be notified of probationary status.
- Conditions of probation: students must earn a quality point average the term of probation sufficient to result in a cumulative GPA of 3.0 in order to be removed from probationary status.

Students who are on probation due to receiving a "D" grade must retake that course, achieving a grade of "C" or better while also meeting all other academic standards.

Conditions of probation also may include recommendations for academic counseling, assignments by individual instructors, and other requirements identified by the Committee on Academic Standing and Student Progress. Conditions of probation will be detailed in a letter of notification of probation prepared by this committee.

Only one term of academic probation is permitted in the program. If probationary students fail to meet academic standards (GPA of 3.0) a second term or do not complete successfully deficient courses, they will be considered for dismissal.

As courses usually are offered once a year only and because early courses serve as prerequisites for

later courses, students retaking a course or taking a reduced course load will have to continue under an adjusted curriculum plan. This will result in extending the student's time in the program.

- Students who receive an "F" grade in any required course will be considered for dismissal by the committee.
- University standards require that a graduate student must not have more than six term hours or 20 percent of term hours attempted – whichever is greater – with a grade of "C." Students who receive a grade of "C" on more than the allowable number of term hours will be reviewed for possible academic termination by the Committee on Academic Standing and Student Progress. Students who are not terminated for this criterion will be placed on automatic probation.
- If a student withdraws or is terminated by the clinical faculty before the completion of the fieldwork level II course, the student will receive an "F" grade for the course.

If the student withdraws, is terminated or fails a fieldwork experience, the course may be repeated only upon approval by the committee in consultation with the department chair and the fieldwork coordinator. Students may be dismissed from the program or be allowed to continue contingent upon fulfilling remedial activities based on a plan prepared by the fieldwork coordinator and ratified by the committee. No more than one additional fieldwork experience will be rescheduled. Opportunity to reregister and repeat the fieldwork course is contingent upon the fieldwork coordinator's ability to locate another facility willing to offer a fieldwork experience to the student and the affirmative support of the committee.

- To continue in good standing, students are also expected to:
 - pay all fees,
 - maintain ethical behavior consistent with professional practice as defined in the Occupational Therapy Department Student Handbook, and

- complete fieldwork requirements to the satisfaction of clinical and academic faculty.
- Although arrangements are made in advance, each student is reviewed prior to placement in the fieldwork II education. Students must have completed satisfactorily courses prerequisite to that fieldwork experience and be recommended by the faculty. They must demonstrate professional behavior as specified in the ethical behaviors listed in the Occupational Therapy Department Student Handbook. Medical problems or emotional instability may delay or prevent fieldwork placement.

Admission requirements¹

Applicants for the professional master's degree program must complete the following prerequisites with a grade of "C" or better (credits are listed in term hours):

	Credits
English	6
Human Anatomy and Physiology (laboratory courses)	6
Social sciences	15
Must include:	
Life-span development course(s) sufficient to cover entire life span (6-9)	
Abnormal psychology (3)	
Other social sciences courses (psychology, sociology, social psychology, anthropology) (3-6)	
Statistics (3)	
Computer competence – the ability to use a personal computer for word processing, e-mail, online bibliographics searches and internet list-serve discussion – is required. It is helpful to be familiar with graphics software for preparing presentations.	

These are considered minimal prerequisites, and applicants are encouraged to pursue additional study in liberal arts and science courses that develop intellectual competence, enrich interest areas, and promote an awareness of the breadth of social and cultural values. To fulfill the human development prerequisite, it is important to read course descriptions carefully, as many courses say they cover the life span but primarily focus on a single area (e.g., childhood). To meet this requirement, students will need courses

that prepare across the life span. To fulfill the psychology prerequisite, a course in theories of personality is highly recommended. Experience in an occupational therapy setting required. Criteria for admission include grade-point average (overall and prerequisite GPA will be calculated), scores on the GRE or the MAT, and professional criteria, including experience, references, professional attributes and statement of professional goals. Admission is selective, as the number of applicants exceeds the number of students who can be enrolled.

Graduates of occupational therapy programs are required to take the national certification examination to become an Occupational Therapist Registered. The national certifying organization for occupational therapy is the National Board for Certification in Occupational Therapy (NBCOT). Other licensure or certification requirements may be established by state organizations. Some licensure or certification agencies consider individuals convicted of a felony ineligible for licensure or certification. For specific information, prospective students should contact the licensure or certification agency for occupational therapy.

For further information and application materials, contact School of Graduate Studies, Virginia Commonwealth University, P.O. Box 843051, Richmond, VA 23284-3051, (804) 828-6916.

Curriculum plan

The total program is planned for completion in eight terms of full-time study and encompasses academic and fieldwork education as well as a research project.

Courses that will be offered under the old curriculum:

	Credits
Second year, fall term	
OCCT 505 Physical Dysfunction and Occupational Therapy Intervention I	4
OCCT 507 Psychosocial Dysfunction and Occupational Therapy Intervention I	5
OCCT 603 Administration and Supervision of Occupational Therapy Services	3
OCCT 698 Research in Occupational Therapy	2
STAT 591 Statistical Analysis in Occupational Therapy	1
	15

Second year, spring term	
OCCT 698 Research in Occupational Therapy	3
OCCT 693/694 Fieldwork – Psychosocial or Physical Dysfunction	9
	12

OCCT 695 Fieldwork-Specialty (Optional)

Courses in the new curriculum:

	Credits
Summer 1999	
ANAT 525 Human Anatomy	5
OCCT 520 Occupational Therapy Applications: Kinesiology	2
OCCT 530 Nature of Occupational Therapy	2
	9

Fall 1999

OCCT 531 Interpersonal Communication and Group Dynamics	2
OCCT 533 Occupational Therapy Principles, Values and Theories	4
OCCT 534 Occupational Therapy Evaluation and Intervention Overview	3
OCCT 620 Occupational Therapy Practice Activities I	2
OCCT 532 Life Span Occupational Development	3
	14

Spring 2000

ANAT 529 Advanced Functional Neuroanatomy	3
OCCT 521 Occupational Therapy Applications to Neuroscience	2
OCCT 522 Interdisciplinary Medical Lectures	2
OCCT 630 Adult Evaluation and Intervention I: Foundations	3
OCCT 640 Pediatric Evaluation and Intervention I: Infant and Preschool Children	3
	13

Summer 2000

OCCT 622 Assistive Technology in Occupational Therapy	2
OCCT 710 Research Process in Occupational Therapy Statistics	3
	8

Fall 2000

OCCT 621 Occupational Therapy Practice Activities II	2
OCCT 631 Adult Evaluation and Intervention II: Activities of Daily Living	4
OCCT 641 Pediatric Evaluation and Intervention II: Ages 6-12	3
OCCT 660 (Section 001) Level I Fieldwork in Occupational Therapy	1
OCCT 720 Research Proposal	3
	13

¹ See also the section on graduate programs in the School of Allied Health Professions.

Spring 2001

OCCT 632 Adult Evaluation and Intervention III: Work, Play/Leisure, Geriatrics	2
OCCT 642 Pediatric Evaluation and Intervention III Adolescents with Disabilities	2
OCCT 650 Occupational Therapy in Health Care	
OCCT 651 Administration and Supervision of Occupational Therapy Services	3
OCCT 660 (Section 002) Level I Fieldwork in Occupational Therapy	1
OCCT 670 Clinical Reasoning Case Course	1
OCCT 730 Research Project	3
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	12

Summer 2001

OCCT 680 Level II Fieldwork in Occupational Therapy	9
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	9

Fall 2001

OCCT 681 Level II Fieldwork	9
	<hr/>
	9

Upon successful completion of the program, students are eligible to take the national certification examination. Certification is required by most employers as proof of professional competence.

Graduate program
for occupational therapists

The Department of Occupational Therapy offers a Master of Science Program degree for registered occupational therapists.

Admission requirements

Applicants must have earned a bachelor's degree from an accredited college or university and have graduated from an accredited occupational therapy program approved by the American Occupational Therapy Association. An official report of scores on the aptitude test of the GRE is required.

For information and application materials, contact the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051, (804) 828-6916.

Curriculum

The master of science post-professional degree includes a minimum of 27 credits of approved course work and six credits for the thesis. Students may plan for full-time study or may plan to

enroll on a part-time basis. Full-time students must plan at least 12 months to complete all degree requirements.

Each occupational therapist accepted for the master's degree program will develop an individualized plan of study with the help of a faculty adviser. This study plan must be approved by the Committee of Academic Standing and Student Progress of the Department of Occupational Therapy.

Program of study

Students select an area of concentration and related electives. Courses are chosen by the student with an adviser. Twelve credits must be taken in at least one area of concentration. The remaining courses may reflect either single or varied interests and goals. These credits may be taken inside and outside the department.

In preparation for thesis research, students must take Research Methods in Occupational Therapy (three credits). A statistics course is required also. A previous undergraduate course may meet this requirement or students may take a graduate statistics course as part of degree requirements. A thesis (six credits) is completed under the guidance of a committee. The thesis provides an opportunity to examine a problem of special interest.

Of the total course and thesis credits, a minimum of 18 credits is to be selected from course offerings in the Department of Occupational Therapy.

Graduate courses in occupational therapy (OCCT)

OCCT 506 Physical Dysfunction and Occupational Therapy Intervention II

Term course; 3 lecture and 6 laboratory hours. 5 credits. Beginning with the early adults years and continuing through the rest of the life span, the emphasis of this course will be twofold: (1) to identify and describe physically disabling conditions (acute and chronic) that interrupt occupational development and function during this age range, (2) to apply the theories and principles of occupational therapy to the evaluation and treatment of physically disabled persons (acute and chronic) during this age range. Assigned level-one fieldwork will be a part of this course.

OCCT 507 Psychosocial Dysfunction and Occupational Therapy Intervention I

Term course; 3 lecture and 6 laboratory hours. 5 credits. This course will focus on psychosocial pathologies that occur within the infancy through adolescence age span (including specific learning disabilities, mental retardation and other

diagnostic classifications). Theories and principles of occupational therapy intervention, useful in medical, educational, and community settings will be explored. Assigned level-one fieldwork will be part of the course.

OCCT 520 Occupational Therapy Applications: Kinesiology

Term course; 1 lecture and 2 laboratory hours. 2 credits. Addresses basic components of motion, biomechanics, joint structure, specific muscle groups and muscle function. Analyzes functional activities necessary to carry out the tasks and roles of productive living using these principles.

OCCT 521 Occupational Therapy Application to Neuroscience

Term course; 2 lecture hours. 2 credits. Topics parallel those in ANAT 529. Links basic structure and organization of nervous system to function in typical individuals. Examines neuroscience correlates of diseases and disabilities. Relies on current review of neuroscience literature in matching function and dysfunction with structure and organization. Case examples across the life span used to understand these potential relationships, and link material to occupational therapy theories and frames of reference guiding practice.

OCCT 522 Interdisciplinary Medical Lectures

Term course; 2 lecture hours. 2 credits. Presents information on medical conditions commonly seen by occupational therapists, providing diagnostic features, associated conditions, prevalence, and course for each. Addresses value and limitations of this knowledge to occupational therapy process, and need for therapists to search out information about other conditions. Introduces medical terminology and therapeutic uses, side effects and precautions of medication.

OCCT 530 Nature of Occupational Therapy

Term course; 2 lecture hours. 2 credits. Provides an overview of fundamentals of occupational therapy through the use of official documents of the American Occupational Therapy Association and other authoritative sources. Introduces practice definitions, philosophical and ethical underpinnings, professional roles and organizations, and clinical reasoning process as well as characteristics and values recommended for successful performance as a professional occupational therapist.

OCCT 531 Interpersonal Communication and Group Dynamics

Term course; 1 lecture and 2 laboratory hours. 2 credits. Introduces oral, written communication skills, and group process techniques. Addresses interpersonal relationships, principles of therapeutic involvement, observation, analysis of communication patterns, effects of stigma/stereotyping, interview methods, and occupational therapy terminology. Provides experiences in group-leadership, assertiveness techniques. Lab exercises chart path of personal development, and professional socialization.

OCCT 532 Life span Occupational Development

Term course; 2 lecture and 2 laboratory hours. 3 credits. Explores principles and theories of normal growth and development and their influence on occupational performance across the life span. Presents all domains of development

and life-stage roles, infancy through adolescence. Focuses on work/productivity, leisure/play and ADL for adults. Explores impact of significant others and environment, maintaining balance between performance areas, and fulfilling expected and desired social roles.

OCCT 533 Occupational Therapy Principles, Values and Theories

Term course; 4 lecture hours. 4 credits. Examines theoretical constructs used in various models of occupational therapy practice along with legislation, advocacy and empowerment using an historical framework. Addresses influence of legislation relevant to clients and the profession, their dynamic impact on practice patterns, and advocacy issues. Emphasizes concepts integral to understanding and using human occupation as a basis for practice as well as the dynamic relationship among occupational therapy principles, values and theories.

OCCT 534 Occupational Therapy Evaluation and Intervention Overview

Term course; 2 lecture and 2 laboratory hours. 3 credits. Provides an introduction to evaluation and the intervention process as it relates to performance components, areas and context. Focuses on general evaluation of assessment data to determine appropriate treatment intervention and discharge planning for individuals and groups. Utilization of professional communication skills provides pertinent oral and written documentation.

OCCT 601 Advanced Theoretical Concepts in Occupational Therapy

Term course; 3 lecture hours. 3 credits. Prerequisites: OCCT 312, OCCT 501 or student must be a registered occupational therapist. This course offers an advanced conceptualization of a generic theory base for occupational therapy. The course includes examination of the nature and organization of scientific knowledge, the medical model and other models of health care, sociological features of occupational therapy practice, and the study of human occupation and its disruption in illness.

OCCT 602 Research Methods in Occupational Therapy

Term course; 3 lecture hours. 3 credits. Covers the steps in the research process: problem definition, literature review, research design and data collection appropriate to occupational therapy, data analysis and interpretation, and research reporting. Includes projects applying these processes to occupational therapy research problems.

OCCT 603 Administration and Supervision of Occupational Therapy Services

Term course; 2 lecture and 2 laboratory hours. 3 credits. The management of human and nonhuman resources in the provision of efficient and effective occupational therapy services; the nature of formal and informal organizations, the administrative process, and administrative tasks. Includes supervision, consultation and the planning of occupational therapy fieldwork education.

OCCT 604 Theoretical and Therapeutic Application of Play in Occupational Therapy

Term course; 3 lecture hours. 3 credits. This course begins with a broad coverage of theory related to the motivation for

play, the form and content of play, its developmental nature, and its relationship to health and adaptation. Following this theoretical introduction, the course focuses on practical application of play in occupational therapy (i.e., evaluating play behavior and remediating play dysfunction).

OCCT 605 Influences on Health and Health Care

Term course; 3 lecture hours. 3 credits. The nature of health, illness, and disability; the sick role; relationship between occupational therapy and the health care system; current professional issues in occupational therapy.

OCCT 612 Occupational Therapy Assessment

Term course; 1-3 credits. Introduction to the theory of measurement. Selection, administration, and reporting of formal and informal assessments useful in occupational therapy. Processes of standardizing occupational therapy assessments.

OCCT 620 Occupation Therapy Practice Activities I

Term course; 4 laboratory hours. 2 credits. Introduces basic occupational therapy practice concepts and their philosophical underpinnings. Covers use of activities, the activity process, therapy as teaching/learning instrument and principles of generalization. Proficiency at performing, analyzing, and adapting activities with application across the age span is developed. Involves generic applications of activity, and introduction of ways to adapt activities. Discussions focus on elements of the therapeutic process, occupational therapy practice tools, roles and the function of the therapist.

OCCT 621 Occupational Therapy Practice Activities II

Term course; 4 laboratory hours. 2 credits. Covers the use of activities, the activity process, therapy as a teaching/learning process, and principles of generalization. Students increase proficiency performing and analyzing activities with application across the age span. Addresses relaxation techniques, social skills training, values clarification as well as other activities commonly used therapeutically across the life span. Identifies ways to adapt activities. Discussion focuses on elements of the therapeutic process.

OCCT 622 Assistive Technology in Occupational Therapy

Term course; 1 lecture and 2 laboratory hours. 2 credits. Provides an overview of assistive technology within a broader framework of technology. Focuses on use of AT in occupational therapy evaluation and intervention. Exposes students to tools and strategies for integrating ECUs, powered mobility, computer hardware and software, augmentative communication devices and low technology solutions into lives of people with disabilities. Provides an historical perspective on development of assistive technology. Discusses role of occupational therapist on assistive technology team.

OCCT 630 Adult Evaluation and Intervention I: Foundations

Term course; 2 lecture and 2 laboratory hours. 3 credits. Examines adult evaluation and treatment fundamentals that support occupational performance interventions. Covers evaluations and treatment content underlying and applicable to all performance areas. Includes specific assessments,

practical information on understanding clients with a variety of conditions and therapist skills.

OCCT 631 Adult Evaluation and Intervention II: Activities of Daily Living

Term course; 2 lecture and 4 laboratory hours. 4 credits. Examines evaluation and treatment of activities of daily living (ADL) for adults in natural and treatment environments. Focuses on occupational performance, while considering underlying components and context. Students routinely apply knowledge of clinical reasoning, theoretical practice models, and contextual issues when evaluating and planning treatment for a variety of case studies covering a range of ADLs.

OCCT 632 Adult Evaluation and Intervention III: Work, Play/Leisure Geriatrics

Term course; 1 lecture and 2 laboratory hours. 2 credits. Examines evaluation and treatment of work/productive pursuits, play/leisure for adults in all environments. Emphasize geriatric treatment issues. Focuses on occupational performance, considering underlying components and contexts. Addresses clinical reasoning, practice models, contextual issues when evaluating and planning treatment.

OCCT 640 Pediatric Evaluation and Intervention I: Infant and Preschool Children

Term course; 2 lecture and 2 laboratory hours. 3 credits. Focuses on occupational performance of infants, toddlers and preschoolers with disabilities. Explores a variety of frames of reference/evaluative and intervention approaches for children and their families in medical, home, community and educational settings. Uses a holistic approach to develop child's abilities to play/perform basic ADLs while meeting expectations of family and environment.

OCCT 641 Pediatric Evaluation and Intervention II: Ages 6-12 Years

Term course; 2 lecture and 2 laboratory hours. 3 credits. Focuses on occupational performance of 6-12 year old children with disabilities. Explores a variety of frames of reference and evaluative and intervention approaches for children and their families in multiple practice arenas, emphasizing the child's performance in educational settings. Uses a holistic approach to develop the child's competence in school, activities, ADLs and play while meeting expectations of family and environment. Includes field based experiences.

OCCT 642 Pediatric Evaluation and Intervention III

Term course; 1 lecture and 2 laboratory hours. 2 credits. Focuses on occupational performance of adolescents with disabilities. Explores a variety of frames of reference and evaluative and intervention approaches for adolescents and their families in educational, work, community, home and medical settings. Uses a holistic approach to transitioning youth from public school to other life roles and systems according to their preferences and environmental expectations.

OCCT 654 Occupational Therapy and Upper Extremity Dysfunction

Term course; 3 credits. Offered: I. Prerequisites: Hand management or post-professional master's degree matriculant or

permission of instructor. Examines the occupational therapist's role in serving those with upper extremity dysfunction in the areas of work, leisure and activities of daily living.

OCCT 660 Level I Fieldwork in Occupational Therapy

Term course; 45 clinical/seminar hours. 1 credit. Provided twice during the curriculum. Enriches classroom learning by providing directed observation and participation in clinical practice settings. Provides experiences supervised by professionals working in one of a variety of settings (e.g., early intervention, schools, hospitals, nursing homes, home health agencies or mental health settings). Placements arranged to complement the treatment intervention courses. A preliminary step to the more complex Level II Fieldwork clinical experience.

OCCT 690 Occupational Therapy Seminar

Variable; 1-3 credits. May be repeated for a maximum of four credits. Investigation, presentation, and discussion of current problems and issues in the field of occupational therapy.

OCCT 691 Special Topics in Occupational Therapy

Term course; 1-3 credits. Designed around the interests of students, faculty expertise, and availability and expertise of Richmond-area occupational therapists or visiting lecturers. Format may include intensive mini-courses or workshops, an advanced course with some opportunity for election and development of knowledge and skills in a specialized area of occupational therapy.

OCCT 693 Fieldwork-Psychosocial Dysfunction

1-9 credits.

OCCT 694 Fieldwork-Physical Dysfunction

1-9 credits.

OCCT 695 Fieldwork-Specialty (Optional)

Twelve weeks full-time experience in programs providing occupational therapy services. 1-9 credits. Minimum total required for all fieldwork courses, 18 term hours. Determination of the amount of credit and permission of the instructor and department chair must be secured prior to registration for the course. Supervised fieldwork experiences are arranged in various settings for the application of academically acquired knowledge. Placements include experiences in prevention, health maintenance, remediation, daily life tasks and vocational adjustment. Fieldwork settings may include hospitals, rehabilitation centers, school systems, community agencies, camping programs, penal systems and the like. Fieldwork experiences are arranged individually, but placement in a specified location can not be guaranteed. In the event of failure, the course may be repeated only upon recommendation by the academic and clinical faculty. Fieldwork must be completed no later than 24 months following completion of the academic phase.

OCCT 697 Independent Study

1-3 credits. The student will submit a proposal for investigating some area or problem in occupational therapy not ordinarily included in the regular curriculum. The student's desired study must be described in a contact written by the student and approved by the faculty member. The results of the study will be presented in written or oral report.

OCCT 698 Research in Occupational Therapy

Term course; 1-3 credits. Completion of a departmental proposal for a research project relevant to occupational therapy.

OCCT 793 Clinical Specialty Practicum

Three to nine hours of concentrated clinical experience in the student's chosen area of specialization under the supervision of an experienced clinician (minimum three hours per week for each credit), and one credit hour for guided library research related to topic of practice with preparation of a paper examining the theoretical and empirical bases of practice in specialty area. A contract is prepared by the student and approved by a faculty adviser and clinical supervisor. 2-4 credits.

OCCT 798 Thesis

3-6 credits. Completion of a departmental proposal for a master's degree thesis relevant to occupational therapy.

OCCT 799 Thesis

3-6 credits. Completion of a master's degree thesis relevant to occupational therapy.

Graduate Certificate in Patient Counseling Program

Cain, Marlyne G., Assistant Professor

Th.M. Princeton Theological Seminary

Charles-Craft, Ann, Instructor

M.Div. 1988 Southeastern Baptist Theological Seminary

Faulkner, Ken A., Assistant Professor

M.Div. Southeastern Baptist Theological Seminary

Festa, Daniel K., Assistant Professor

D.Min. Union Theological Seminary

Tartaglia, Alexander F., Associate Professor and Chair

D.Min. Andover Newton Theological School

Williams, Cecelia A., Assistant Professor

M.Div. New Orleans Baptist Theological Seminary

Young Jr., Robert A., Associate Professor

D.Min. Union Theological Seminary

History

Patient counseling is the practice of communicating emphatic concern, support, and sensitive spiritual counsel to the physically or emotionally troubled person in the traumas of life. There is a long history of a concerted effort toward this end at the MCV Hospitals of VCU. With the appointment of Dr. George D. Ossman as chaplain in 1943, the administration gave clear evidence of its awareness of the need for a specialized caring ministry to hospitalized patients and their families.

The chaplaincy program was significantly expanded in 1958 and was accredited to begin the education and clinical training of persons in patient counseling. Since then, a continuous program has been in existence and has evolved into the present program in patient counseling. Patient counseling,

as it exists today, became an integrated program in the School of Allied Health Professions in 1970.

Philosophy

With the rapid growth of health care and the increasingly complex problems of medical ethics and viable delivery systems, it is very important to educate qualified persons to deal with the human dimensions of illness and the personal and family stress related to it. Through this program, VCU has an opportunity to make an impact upon health care education by emphasizing the spiritual dimension of human needs in life crises. By so doing, this university has a significant role to play in the important task of keeping health care holistic and utilizing technical and scientific methodology in the context of a deep respect for the total life of persons.

Objectives

The Program of Patient Counseling is designed to assist an individual to work in the health field as one skilled in dealing with the whole person in the context of life's crises and in a cooperative interprofessional team approach. It is offered to persons who have an existing identity in a helping or counseling profession. This includes clergy, social workers, institutional counselors, education specialists, psychologists, community health workers and others in the health care professions.

Future plans

A master's degree in patient counseling, emphasizing the practical and clinical competence of such counseling, is in the planning stages.

Facilities

Newton House is the base for the educational program, and limited space is available in clinical areas to work with persons and families in crisis. The Main Hospital, mezzanine level, contains the chapel, family consultation room and administrative offices.

Accreditation

The program is accredited by the Association for Clinical Pastoral Education, Incorporated, through the Virginia Cluster for Pastoral Education.

Advanced residents, upon vote of the faculty, may present themselves to the Association for Clinical Pastoral Education (Standards 1987) for certification as supervisor.

Code of ethics

The professional behavior of the student is expected to be in accordance with the Code of Professional Ethics, as adopted by the Association for Clinical Pastoral Education (Standards, 1997) and the Code of Ethics of the College of Chaplains, 1997. This code may be found in the offices of the faculty.

Programs

Students and residents serve in the dual capacity of providing pastoral care service while learning. Night duty and weekend duty in rotation are required of all students in the program. Each student receives individual supervision by a member of the faculty.

Several courses are offered for persons at different levels of experience and training:

- Part-time programs are available for local persons who wish to commute. This requires two days per week for 16 weeks (some overnights are required). These programs are offered twice per year, in the fall and spring terms.
- A course for 10 weeks in the summer session is full time and is available to graduate students (some over-nights required).
- A Residency I-level year is available to experienced persons who have completed the term and/or summer program.
- A Residency II-level year is available to persons in advanced training who have completed the Residency I program.
- A Residency III-level is available to selected applicants who have completed the Residency II program.

Residents receive stipends for services rendered. Information about stipends may be secured by contacting the admissions director.

Admission requirements

- Fall and spring term programs: B.A. or its equivalent, or a B.D., M.Div., M.A., Ph.D. or equivalent;

professional standing in the community; personal interview with a member of the supervisory staff.

- Summer session (10 weeks): B.A. or its equivalent; enrollment in an accredited graduate school or its equivalent, or demonstration of professional competence; personal interview with a representative of the program.
- Residency I: M.Div., M.A., Ph.D. or equivalent; recognition in the professional community; demonstration of personal maturity; personal interview with supervisory staff.
- Residency II: M.Div., M.A., Ph.D. or equivalent, professional standing in the community; two to five years experience in chosen profession. An expressed interest in pursuing the supervisory training process. Demonstration of personal psychotherapeutic or counseling experience. Intern year in an accredited center. Personal interview with supervisory staff.
- Residency III: All of Residency II requirements plus at least one year of training in the MCV Campus Patient Counseling Program.

Curriculum

	Credits		
	Fall	Spring	Summer
Residency I			
PATC 551-552 Selected Issues in Health Care I-II	1	1	-
PATC 553-554 Professional Identity, Function and Ethics I-II	2	2	-
PATC 555-556 Theory and Practice of Patient Counseling I-II	3	3	-
PATC 593-594 Supervised Clinical Practicum I-II	4	4	-
PATC 561-562 Group Process I-II	2	2	-
PATC 597 Clinical Research	-	-	3
PATC 595 Supervised Clinical Practicum III	-	-	5
PATC 596 Practicum in Group Process	-	-	2
PATC 592 Independent Study in Patient Counseling	-	-	2
	12	12	12
Residency II			
PATC 551-552 Selected Issues in Health Care I-II	1	1	-
PATC 607-608 Advanced Group Process I-II	2	2	-
PATC 611-612 Clinical Pastoral Supervision I-II	4	4	-
PATC 697 Clinical Practicum in Research	-	-	3

PATC 691 Pastoral Counseling Practicum	-	-	5
PATC 693 Group Process Practicum	-	-	2
PATC 592 Independent Study in Patient Counseling	-	-	2
Elective: PATC 603-604 Patient Counseling Evaluation I-II or PATC 605-606 Pastoral Counseling Theory and Practice I-II	5	5	-
	12	12	12

Residency III

PATC 607-608 Advanced Group Process I-II	2	2	-
PATC 694-695 Advanced Clinical Pastoral Supervision I-II	7	7	-
PATC 685-686 Supervised Pastoral Counseling Practicum I-II	3	3	-
PATC 696 Supervision Practicum	-	-	9
PATC 592 Independent Study in Patient Counseling	-	-	3
	12	12	12

Summer Intern Basic Program

PATC 591 Selected Topics in Health Care	-	-	1
PATC 515 Basic Clinical Patient Counseling	-	-	7
PATC 520 Use of Religious Resources in Patient Care	-	-	2
PATC 530 Introduction to Group Process	-	-	2
			12

Graduate courses in patient counseling (PATC)

The Program of Patient Counseling has an integrated curriculum in which the summer basic intern and residency-level students experience their core courses as groups. Exceptions to this rule are by faculty invitation only. Admission to any course is upon approval of the instructor. Students may be asked to demonstrate competence in patient counseling.

PATC 510 Introduction to Patient Counseling

Term course; 2-5 hours. Variable credit. Offered fall and spring terms. Provides an opportunity to practice and develop relational skills with patients and their families as they adjust to the hospital situation and to present this work for supervision and peer feedback in seminars and individual supervision. Special sections are offered to specialized professional groups.

PATC 511 The Professional As Helper

Term course; 2 lecture hours. 2 credits. Offered: I, II. Utilizes the student's professional identity as a helping person to identify areas of growth and to develop a model for learning in these areas. Explores current literature in the field and application to the learning areas.

PATC 515 Basic Clinical Patient Counseling

7 credits. Assigns the student to selected areas of the hospital to practice and develop relational skills with patients and their families as they adjust to the hospital situation; presents this work for peer and individual supervision.

PATC 520 Use of Religious Resources in Patient Care

Term course; 2 credits. Covers religious rituals, methodology of usage and philosophical and theological issues. Focuses on clinical material presented by students.

PATC 521 Caregivers of the Dying and the Survivors

Term course; 3 lecture hours. 3 credits. Provides exposure to the phenomenon of death through literature, lectures, films and discussions in the context of small group experience.

PATC 530 Introduction to Group Process

Term course; 2 credits. Explores in a small group techniques, procedures and relational skills common to group behavior.

PATC 540 Foundation of the Person

Term course; 2 lecture hours. 1 credit. Provides a comparative look at theological and behavioral understandings of the person, with particular emphasis given to implications for health and illness.

PATC 551-552 Selected Issues in Health Care I-II

Term course; 1 lecture hour. 1 credit. Presents theory, research and technique in specialized topics of current interest. Undergraduate credit is given to those persons who do not hold baccalaureate degrees.

PATC 553 Professional Identity, Function and Ethics I

Term course; 2 lecture hours. 2 credits. Examines religious rituals appropriate for life's crisis points such as illness, loss, guilt, birth, death and marriage from the perspective of professional identity and functioning.

PATC 554 Professional Identity, Function and Ethics II

Term course; 2 lecture hours. 2 credits. Examines professional identity developmentally and conceptually. Presents and critiques key professional ethical issues, such as confidentiality, abortion, euthanasia and patient rights.

PATC 555 Theory and Practice of Patient Counseling I

Term course; 3 lecture hours. 3 credits. Emphasizes the role of the patient counselor, theological foundations, death and dying, and ministry to the poor and aging.

PATC 556 Theory and Practice of Patient Counseling II

Term course; 3 lecture hours. 3 credits. Emphasizes psychological foundations of pastoral care and counseling, crisis intervention, human sexuality, marriage and family counseling, and pastoral counseling with addicts.

PATC 561-562 Group Process I-II

Continuous course; 2 lecture hours. 2 credits. Explores in small group settings techniques and procedures common to group behavior and encourages relational skills and techniques.

PATC 591 Selected Topics in Health Care

Term course; 1 credit. Presents to beginning students a variety of selected topics designed to help them understand the various forces at work in health care and the resources that are available.

PATC 592 Independent Study in Patient Counseling

Variable; 2-3 credits. Provides opportunity to increase clinical and interpersonal skills in specialty areas through patient care, parallel reading and individual supervision.

PATC 593-594 Supervised Clinical Practicum I-II

Continuous course; 4 lecture and 14 clinical hours. 4 credits. Provides the opportunity to apply and practice interview and therapeutic skills with patients and their families under faculty supervision in selected areas of the hospital. Provides individual faculty supervision and critical review in seminars.

PATC 595 Supervised Clinical Practicum III

Term course; 3 lecture and 7 clinical hours. 5 credits. Emphasizes the clinical aspect of the students research projects.

PATC 596 Practicum in Group Process

Term courses; 2 lecture hours. 2 credits. Continues PATC 561-562.

PATC 597 Clinical Research

Term course; 1 lecture and 8 clinical hours. 3 credits. Completes an original project using the clinical areas of the hospital and presents this to the department.

PATC 603-604 Patient Counseling Evaluation I-II

Continuous course; 4 lecture and 20 clinical hours. 5 credits. Evaluates the developing counseling ability in various patient care situations and enhances the competence level. Evaluates patient counseling techniques and skills in patient care situations through case studies.

PATC 605-606 Pastoral Counseling Theory and Practice I-II

Continuous course; 8 lecture and 6 clinical hours. 5 credits. Explores issues and dynamics developed in the counseling relationship and involves critiques of two on-going counseling relationships.

PATC 607-608 Advanced Group Process I-II

Continuous course; 2 lecture hours. 2 credits. Utilizes small group interaction as a vehicle for learning relational skills and techniques.

PATC 611-612 Clinical Pastoral Supervision I-II

Continuous course; 4 lecture hours. 4 credits. Utilizes experiences of supervision, and the literature in clinical supervision for those whose goal is to become certified as supervisors in Clinical Pastoral Education.

PATC 685-686 Supervised Pastoral Counseling Practicum I-II

Continuous course; 4 lecture and 6 clinical hours. 3 credits. Prerequisite: PATC 605-606. Emphasizes the growing identity and competence as a counselor.

PATC 691 Pastoral Counseling Practicum

Term course; 2 lecture and 4 clinical hours. 5 credits. Prerequisite: PATC 605-606. Emphasizes increased competency in counseling through the use of audio and video tapes.

PATC 693 Group Process Practicum

Term course; 2 clinical hours. 2 credits. Prerequisite: PATC 607-608. Utilizes a small, interactive group to experience group dynamics.

PATC 694-695 Advanced Clinical Pastoral Supervision I-II

Continuous course; 2 lecture and 15 clinical hours. 7 credits. Critiques the supervision of beginning students. Emphasizes gaining skill in the theory and practice of supervision, developing and administering an educational program, integrating an understanding of the person as seen from the various helping disciplines, and developing skill in group functioning and leadership.

PATC 696 Supervision Practicum

Term course; 30 clinical hours. 9 credits. Provides opportunity under supervision for designing and conducting a clinical educational curriculum for basic students in patient counseling. Provides careful supervision and evaluation.

PATC 697 Clinical Practicum in Research

Term course; 1 lecture and 8 clinical hours. 3 credits. Studies an area of specialty within the hospital and develops a competency in that specialty through original research and supervision.

Department of Physical Therapy

Donegan-Shoaf, Lisa, Assistant Professor
M.S., P.T. James Madison University
Clinical education.

Edwards, Donna, Instructor and Director of Physical Therapy at Medical College of Virginia Hospitals
M.S., P.T. Medical College of Virginia of Virginia Commonwealth University
Clinical sciences.

Finucane, Sheryl, Assistant Professor
Ph.D., P.T. Medical College of Virginia of Virginia Commonwealth University
Neuroanatomy/histology.

Ford-Smith, Cheryl, Assistant Professor
M.S., P.T. Medical College of Virginia of Virginia Commonwealth University
Clinical sciences.

Goldberg, Stephen J., Professor (Anatomy)*
Ph.D. Clark University
Cranial nerve motor unit physiology.

Hirt, Susanne, Professor Emerita
M.Ed., P.T. University of Wisconsin
Neuroanatomy/gross anatomy.

Humphrey, Reed, Assistant Professor
Ph.D., P.T. University of Pittsburgh
Exercise physiology.

Lamb, Robert, Professor and Chair

Ph.D., P.T. University of Maryland
Biomechanics.

Lewis, Annabel, Assistant Professor

M.S., P.T. Medical College of Virginia of Virginia
Commonwealth University
Clinical sciences.

Mayhew, Thomas, Associate Professor

Ph.D., P.T. Medical College of Virginia of Virginia
Commonwealth University
Anatomy.

McClung, J. Ross, Associate Professor (Anatomy)*

Ph.D. University of Texas-Galveston
Neurobiology.

Payton, Otto, Professor

Ph.D., P.T. University of Maryland
Education.

Pidcoe, Peter, Assistant Professor

Ph.D., P.T. University of Illinois at Chicago
Bioengineering.

Riddle, Daniel, Associate Professor

Ph.D., M.S., P.T. Medical College of Virginia of Virginia
Commonwealth University
Orthopedic physical therapy.

Snyder-Shall, Mary, Associate Professor

Ph.D., P.T. Medical College of Virginia of Virginia
Commonwealth University
Neurophysiology.

Wheeler, Emma, Assistant Professor

M.S., P.T. Medical College of Virginia of Virginia
Commonwealth University
Clinical sciences/clinical education.

* Department in parenthesis indicates primary appointment.

History

The Department of Physical Therapy was established in 1945 to provide basic preparation for the practice of physical therapy. Between 1945 and 1954, the program consisted of a 12-month professional course designed to train students for entry into the profession. This program was based upon at least three years of college work or the possession of an R.N. certificate. A two-year professional program after two years of preparatory college work was initiated in 1954. This program led to the degree of Bachelor of Science in Physical Therapy. In 1968, the Department of Physical Therapy became part of the School of Allied Health Professions. The two-year professional program leading to the bachelor of science degree continued through the 1988-89 academic year.

In August 1989, the Department of Physical Therapy, School of Allied Health Professions, began a three-year

professional program based on three years of previous college work. This program prepares individuals to enter the physical therapy profession and leads to a master of science degree.

In 1946, an advanced graduate program offering the master of science degree to physical therapists was established and continued to function until 1952 when it was discontinued. The program was reinstated in 1968 and expanded when a full-time director of graduate studies was appointed in 1971. The current advanced master's degree program offers the opportunity for practicing physical therapists to expand their knowledge and skills in the basic and clinical sciences. In the early 1980s, the departments of Anatomy, Physiology and Physical Therapy began offering a Ph.D. program for the purpose of developing physical therapy faculty.

Mission

The Department of Physical Therapy serves the people of the commonwealth of Virginia and the nation by providing educational programs related to physical therapy. The department provides an environment that encourages free inquiry, scholarship, and problem solving. The department's primary function is to prepare the most qualified individuals for general physical therapy practice. Additional functions are to provide quality education leading to careers in teaching and research. Corollary functions are to provide assistance and services to the community and to engage in research and scholarly activities related to the practice of physical therapy.

Philosophy

Physical therapy is an integral part of the health care system. Expanding knowledge in the basic and clinical sciences, and changes in the needs and mandates of society, continually place new demands on the physical therapy profession. The faculty of the Department of Physical Therapy is committed to providing educational programs responsive to expanding knowledge and the needs of society.

The primary principle directing the activities of the department is the faculty's commitment to optimal patient care through physical therapy education, research and practice. The faculty strongly believes that physical therapists

must have a thorough understanding of the theoretical bases for treatment and skills in problem solving, evaluation and communication. The faculty also believes that physical therapists have a responsibility to develop skills for lifelong learning (e.g., the ability to find information and to critically analyze that information).

The faculty is also committed to the development and sharing of new knowledge in the field of physical therapy through scholarship and research.

Objectives

The objectives of the Department of Physical Therapy, in concert with the mission of the university and the School of Allied Health Professions, are to:

- provide an entry-level post-baccalaureate educational program for full-time students with diverse backgrounds and experiences,
- provide an advanced master of science degree program with tracks in musculoskeletal physical therapy, and neurologic physical therapy to full- and part-time community, state, national and international students,
- contribute to a doctoral program which prepares physical therapists to contribute to the understanding and application of therapeutic procedures through basic and applied research and to teach both clinical and didactic physical therapy on all academic levels,
- provide an atmosphere which fosters critical thinking, intellectual curiosity and integrity, freedom of expression, personal growth and professional competence, and a commitment to learning for faculty and students,
- provide an environment which facilitates research and scholarship directed toward optimizing patient care, and
- provide services to the public and professional communities.

Facilities

The educational facilities for the Department of Physical Therapy are located on the basement floor of AD Williams/West Hospital. These buildings, located on the northeast corner of 12th and Broad streets, house administrative and faculty offices, classrooms,

physical therapy instructional, computer, and research laboratories, and student locker rooms. Classrooms in other buildings on the MCV Campus are used as needed.

Clinical education experiences for professional students are offered in physical therapy clinics throughout Virginia and the country.

Professional Physical Therapy Program

The goal of this program is to provide a quality educational program that prepares students for entry into the profession of physical therapy. The program prepares students to evaluate and manage patients with physical therapy problems effectively and in accordance with ethical principles. The program also provides students with strategies to continually define and meet their own educational needs in order to keep skills and knowledge current throughout their professional careers. Upon completion of the program, students are awarded a master of science degree.

Objectives

Satisfactory performance in the experiences provided in the Professional Physical Therapy Program prepares the graduate to:

- apply the knowledge of the scientific basis of physical therapy evaluation, prevention and treatment procedures to practice physical therapy in an effective manner,
- evaluate and manage physical therapy problems in an ethical, legal, safe and caring manner,
- select and implement appropriate assessment procedures and, based on those procedures, formulate hypotheses about the physical therapy problems of patients,
- select and implement physical therapy treatment procedures, and assess the effectiveness of those treatment procedures,
- recognize when a patient requires: physical therapy treatment, treatment by another physical therapist, treatment other than physical therapy and referral to a professional other than a physical therapist,
- consider cost effectiveness when designing and implementing physical therapy services,

- apply basic concepts and principles of management to effectively utilize and supervise supportive personnel, and to obtain appropriate resources to manage patient care,
- apply basic educational principles to teach patients and their caregivers, and to teach colleagues and other health care professionals,
- apply basic principles of the scientific method to read and interpret professional literature, to participate in clinical research activities and to critically analyze new concepts and findings,
- demonstrate effective verbal and nonverbal communication with patients and their caregivers, health care personnel and members of the community,
- demonstrate effective professional writing skills to present patient information to colleagues and to document physical therapy services in an organized, logical and concise manner,
- demonstrate professional competence and a sense of responsibility to the patients, the community and the profession,
- demonstrate awareness that learning for and within a profession is a lifelong process, and
- demonstrate an awareness of the influence of social, economic, legislative and demographic factors on the delivery of health care.

Accreditation

The Professional Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association.

Academic admission requirements

Prerequisites for admission to the Professional Physical Therapy Program include a minimum of 90 term hours (or 120 quarter hours) in an accredited college or university. A grade of "D" in any required course is not acceptable. A minimum grade-point average of 2.7 (in a 4.0 system) is required to be considered for admission. The GRE is required. The program of study necessary to be considered for admission to the Professional

Physical Therapy Program must include a minimum of:

- **English.** Six term hours. Advanced placement or CLEP credits may be substituted for up to three term hour credits. Courses in composition or scientific writing are strongly recommended.
- **Biological sciences.** 12 term hours including laboratory experience. Must include one course in human physiology; however, one course in physiology may be used as a substitute. May include general biology or general zoology. No more than four credits in botany may be applied to meet his requirement. Advanced placement or CLEP credits may not be used to meet these prerequisites.
- **Chemistry.** Eight term hours of general chemistry with laboratory. Advanced placement or CLEP credits may be used to meet these prerequisites.
- **Physics.** Eight term hours of general physics with laboratory experiences. Courses that emphasize mechanics, electricity, heat and light are highly recommended. Advanced placement or CLEP credits may be used to meet these prerequisites.
- **Mathematics.** Three term hours. These credits must be in college algebra, trigonometry, calculus or equivalent. Advanced placement or CLEP credits may be used to meet these prerequisites.
- **Statistics.** Three term hours.
- **Psychology.** Six term hours. Advanced placement or CLEP credits may be used to meet these prerequisites.
- **Social sciences.** Six term hours in social sciences such as sociology, economics, anthropology, history, etc. Advanced placement or CLEP credits may be used to meet these prerequisites.
- **Humanities.** Three term hours in fine arts, foreign language, religion, speech, philosophy, etc.

Approximately 60 of the 90 hours required are specified. At least eight hours of electives must be upper-level courses. In order to complete the social science, psychology, and humanities requirements, students are encouraged to choose courses from the following categories: child, adolescent or abnormal psychology, personality development,

psychology of adjustment, sociology, anthropology, economics, history, philosophy or logic, counseling, human relations and public speaking.

In order to complete the total requirements, students are encouraged to elect courses from the following categories: computer science, embryology, histology, cell biology, comparative anatomy, kinesiology, physiology, foreign languages and courses in physical education dealing with an analytical approach to human movement or motor learning.

Students are required to have current CPR certification. A minimum of 150 hours of clinical exposure in two or more physical therapy settings also is required. One of the three required letters of recommendation should be from a physical therapist.

Curriculum plan for Professional Physical Therapy Program master of science degree

	Credits
Second professional year	
Fall term	
PHTY 505 Applied Microscopic Anatomy for Physical Therapy	4
PHTY 506 Functional Neuroanatomy	5
PHTY 510 Rehabilitation I	3
PHIS 461 Introduction to Human Physiology	3
	15
Spring term	
PHTY 501 Gross Anatomy (Physical Therapy)	9
PHTY 502 Kinesiology	4
PHTY 537 Rehabilitation II	2
PHTY 512 Clinical Problem Solving I	2
	17
Summer term	
PHTY 520 Clinical Education I	3
	3
Second professional year	
Fall term	
PHTY 508 Measurement and Assessment	6
PHTY 507 Clinical Biomechanics	3
PHTY 531 Scientific Inquiry	2
PHTY 539 Foundations for Neurophysiologic Physical Therapy	3
PATH 540 Pathology	2
PHTY 690 Physical Therapy Seminar	1
	17
Spring term	
PHTY 540 Neurologic Physical Therapy	6
PHTY 544 Orthotics and Prosthetics	2

PHTY 546 Clinical Medicine	2
PHTY 548 Orthopedic Physical Therapy	4
PHTY 533 Physical Agents	3
PHTY 691 Special Topics in Physical Therapy (Pharmacology)	1
	18
Summer term	
PHTY 550 Clinical Education II	5
	5
Third professional year	
Fall term	
PHTY 621 Electrotherapy	3
PHTY 623 Cardiopulmonary Physical Therapy	3
PHTY 625 Clinical Problem Solving II	1
PHTY 627 Geriatric Physical Therapy	2
PHTY 631 Professional Issues in Physical Therapy	3
PHTY 633 Clinical Integration of Physical Therapy Concepts	1
PHTY 691 Special Topics in Physical Therapy (elective)	1-4
HADM 602 Health Care Organization and Services	3
	17-20
Spring term	
PHTY 632 Clinical Education III	8
PHTY 692 Clinical Specialty Seminar	1
	9

The preceding curriculum plan is under continuous review by the faculty. Course titles, content, sequencing and time commitments are subject to change.

General academic policies and regulations

All professional courses must be completed with a passing grade of "C" or better for the student to be eligible for promotion or graduation. Promotion is based on recommendation of the faculty. The student is expected to:

- maintain a grade-point average of 3.0 or better,
- complete satisfactorily all non-credit activities,
- obtain a passing grade in all courses,
- complete clinical education requirements to the satisfaction of the clinical and academic faculty,
- demonstrate personal characteristics that indicate commitment to the expectations of the profession of physical therapy and the educational program, and
- pay all fees.

Additional policies and regulations are provided to entering students.

Financial assistance

A limited amount of financial assistance is available for physical therapy students. The amount of assistance awarded the individual student is based on the availability of funds and the need demonstrated by the student. VCU provides three types of student assistance: scholarships, loans, and campus employment.

For information on financial assistance, write to the Financial Aid Office, Virginia Commonwealth University, Medical College of Virginia Campus, Richmond, VA 23298-0244.

Advanced graduate (post-professional) programs

The Department of Physical Therapy is committed to improving physical therapy services through advanced education. The department offers a master of science degree program for persons who have completed their physical therapy training. Doctoral programs are offered in cooperation with the departments of Anatomy and Physiology.

Admission requirements

Applications are encouraged from individuals who are practicing physical therapists. Applicants must have graduated from a physical therapy educational program approved by the American Physical Therapy Association. International students must have an equivalent level of education as determined by the Physical Therapy Advanced Graduate Studies Committee. Individuals who are not physical therapists are not accepted into the advanced degree programs.

Additional admission requirements for graduate study in the Department of Physical Therapy are as follows:

1. a minimum GPA of 2.7 on a 4.0 scale for entry-level professional education,
2. satisfactory score on the general test of the GRE (taken no more than five years prior to admission),
3. three satisfactory letters of recommendation,
4. applicant's written statement of intent for pursuing graduate studies in a particular specialty track, and
5. such additional requirements as may be established for individual specialty tracks.

International students must also score a 600 or above on the Test of English as a Foreign Language (TOEFL).

Financial assistance

Some teaching and research assistantships are available from the Department of Physical Therapy. These assistantships are competitive, with doctoral students given first priority. Part-time employment as a physical therapy clinician is available in Richmond and surrounding areas. Doctoral students receiving stipends must receive approval of outside employment.

VCU provides three types of student assistance: scholarships, loans, and work study. For information on these types of financial assistance, write to the Financial Aid Office, Virginia Commonwealth University, MCV Campus, Richmond, VA 23298-0244.

Advanced (Post-Professional) Master of Science Program

The objective of the program is to train physical therapists in research, education and clinical problem solving skills so that they will be the clinical and academic researchers and teachers of the future.

Program goals

At the completion of the program the student will:

- demonstrate an advanced ability to analyze the theoretical basis of measurement and treatment procedures,
- demonstrate skills in clinical or basic science research,
- demonstrate skills in teaching clinical examination and clinical therapeutic procedures, and
- demonstrate advanced clinical problem solving skills.

Specialization tracks allow the student to focus on a specific interest area. Currently specialization tracks are in the areas of neurological and musculoskeletal rehabilitation. Both tracks are designed to improve the knowledge base of the students in their chosen area of interest, as well as to help the student develop skills in critical thinking and problem solving.

Each student enrolls in core courses within the specialty area and elective

courses that complement the core courses. In order to optimize the educational experience, the faculty have developed recommended sequences of courses in each of the specialty tracks. Students may elect graduate courses offered by any university department, in addition to courses offered by the physical therapy department. Independent study with a faculty member is encouraged. Students may elect to participate in an optional clinical specialty practicum under the guidance of a clinician who possesses advanced skills in the student's area of interest. The completion of a thesis under the direction of a faculty adviser is also a requirement of each of the tracks. Students may study on either a part-time or full-time basis.

General academic policies and regulations

To qualify for the master of science degree, students must meet the following requirements:

1. achieve an overall grade-point average of 3.0 on a 4.0 scale for all graduate course work,
2. complete a minimum of 25 course credit hours exclusive of thesis credits, and
3. satisfactorily complete the thesis and oral defense of the thesis.

Specialization tracks

One of the following two specialty tracks is selected before admission to the program.

Neurologic track. The curriculum provides the opportunity for physical therapists to critically analyze movement dysfunctions seen as a result of neurological pathologies using current theories of normal motor control and motor development. A framework is provided for the student to scrutinize commonly used neurologic physical therapy evaluation and treatment routines. Each student is required to assist in teaching one of the clinical courses in the professional program curriculum. The student may focus on neuropathokinesiology, motor development or aging. The student plans and conducts a research study in the area of motor control or motor development.

Musculoskeletal track. The curriculum provides the physical therapist an opportunity to integrate facts and principles related to the musculoskeletal system. Issues related to the biological, biomechanical and clinical sciences

are explored. Following completion of the program, the student will be able to apply this knowledge to the examination and rehabilitation of individuals with musculoskeletal problems. The curriculum emphasizes the integration of didactic, research and clinical knowledge. In addition, the student must assist in teaching material related to the musculoskeletal system in the professional program curriculum. The student plans and conducts a research study relevant to the evaluation or treatment of patients with musculoskeletal problems.

Specific objectives and sequences of courses for each specialty track can be obtained by writing the Coordinator of Advanced Graduate Studies, Department of Physical Therapy, Virginia Commonwealth University, Richmond, VA 23298-0224.

Doctor of philosophy programs

The departments of Anatomy and Physiology of the School of Medicine together with the Department of Physical Therapy of the School of Allied Health Professions offers Ph.D. programs in anatomy-physical therapy and physiology-physical therapy. The goals of the doctoral programs are to train students in research and educational skills in preparation for students to function as physical therapy faculty members. Application is made to either the Department of Anatomy or the Department of Physiology. Acceptance into either of the programs requires approval by the admission committees of the cooperating departments.

Students in the Anatomy/Physical Therapy Doctoral Program take required courses within the departments of Anatomy and Physical Therapy (for a total of approximately 38 course credit hours). Other courses may be required by the student's dissertation committee. Students in the Physiology/Physical Therapy Program take required courses within the departments of Physiology and Physical Therapy. In addition, other courses are required from other departments within the university (for a total of approximately 44 course credit hours). In both programs, the student plans and conducts a research study generally under the direction of a faculty member of the Department of Physical Therapy; however, the dissertation adviser may be from either of the two primary departments. In

addition, the student is required to assist in teaching three courses.

For additional information regarding the doctoral program, write the Coordinator, Advanced Graduate Studies, Department of Physical Therapy, Virginia Commonwealth University, Richmond, VA 23298-0224.

Graduate courses in physical therapy (PHTY)

PHTY 501 Gross Anatomy (Physical Therapy)

6 lecture and 6 laboratory hours. 9 credits. Examines the structural and functional anatomy of the human musculoskeletal system through lecture and cadaver dissection. A thorough understanding of fundamental facts and principles that apply to professional practice is developed through lecture, dissection, radiographic examination and clinical correlation.

PHTY 502 Kinesiology

3 lecture and 1 laboratory hour. 4 credits. Introduces the student to the kinematics and kinetics of human movement. Emphasis is placed on osteokinematics, arthrokinematics and the structures that limit and/or guide movement.

PHTY 505 Applied Microscopic Anatomy for Physical Therapy

Term course; 3 lecture hours. 4 credits. Examines the basic components of cells in terms of their structure and function. Cells and tissues of greatest importance to physical therapists are studied in detail and their response to injury is explored. Reviews methods of studying cells.

PHTY 506 Functional Neuroanatomy

Term course; 5 lecture hours. 5 credits. Examines the basic structure and function of the nervous system with special emphasis on topics of greatest concern to physical therapists. Uses neurobiological approach to integrate the basic health sciences of neuroanatomy, neurophysiology and clinical neuroscience.

PHTY 507 Clinical Biomechanics

Term course; 3 lecture hours. 3 credits. Provides an opportunity to develop knowledge in sufficient depth to understand how selected biomechanical factors influence normal and pathologic human form and movement. Stresses validity and reliability of methods of evaluating musculoskeletal form and function.

PHTY 508 Measurement and Assessment

Term course; 3 lecture and 3 laboratory hours. 6 credits. Teaches some of the basic evaluation methods and measurement procedures used by physical therapists in history taking and physical examination. Includes lecture, demonstration and practice in measurement of the length and girth body parts, manual and mechanical muscle testing, joint range of motion, accessory motion testing and palpation.

PHTY 510 Rehabilitation I

Term course; 2 lecture and 2 laboratory hours. 3 credits. Introduces basic clinical skills and procedures, including

measurement of vital signs, patient lifting and moving techniques, progressive mobilization, medical asepsis and principles of bandaging. Introduces record keeping and professional communication.

PHTY 512 Clinical Problem Solving I

Term course; 1 lecture and 2 laboratory hours. 2 credits. Presents and provides practice with models of clinical reasoning, communications and ethical decision making; discusses psychosocial aspects of patient care.

PHTY 520 Clinical Education I

Term course; 240 clock hours. 3 credits. Provides full-time clinical experience in health care facilities in Virginia and neighboring states. Introduces students to the professional practice of physical therapy. Includes supervised clinical work with patients, the role of physical therapy in health care systems and documentation procedures.

PHTY 531 Scientific Inquiry

Term course; 2 lecture hours. 2 credits. Provides guidelines for critical analysis of professional literature, for the utilization of research by the physical therapy professional and for the development of a clinical research project.

PHTY 533 Physical Agents

Term course; 2 lecture and 2 laboratory hours. 3 credits. Examines the theory and therapeutic application of massage, hydrotherapy, thermotherapy, ultraviolet, compression, and traction. Emphasizes clinical application and problem solving.

PHTY 535 Growth and Motor Development

Term course; 2 lecture and 2 laboratory hours. 3 credits. Presents age-related differences and changes in physical structure and motor function across the human life span and current issues and trends in motor development theory and research.

PHTY 537 Rehabilitation II

Term course; 1 lecture and 2 laboratory hours. 2 credits. Presents principles of evaluation, goal setting, and program planning for spinal cord injured patients and cancer patients. Provides practice of rehabilitation techniques for severely and chronically disabled patients.

PHTY 539 Foundations for Neurophysiologic Physical Therapy

Term course; 3 lecture hours. 3 credits. Covers models of motor control related to the understanding of neurologic dysfunction and neurophysiologic principles for physical therapy.

PHTY 540 Neurologic Physical Therapy

Term course; 4 lecture and 4 laboratory hours. 6 credits. Prerequisites: PHTY 535 and 539. Applies principles of motor development, control and learning to the evaluation and remediation of motor disorders. Critically surveys current theory and practice of neuromotor therapeutics.

PHTY 544 Orthotics and Prosthetics

Term course; 2 lecture hours. 2 credits. Prepares the student to participate as a member of the professional prosthetic or orthotic clinic team, integrates material from other courses,

and teaches basic skills in orthotic and prosthetic assessment, prescription, and training and performing initial and final prosthetic and orthotic checkouts.

PHTY 546 Clinical Medicine

Term course; 2 lecture hours. 2 credits. Comprehensive course in clinical medicine and sciences relevant to the practice of physical therapy. Medical practitioners from the MCV Campus and surrounding areas participate. Topics include psychiatry, pharmacology, hematology, oncology, dermatology, dentistry, rheumatology, neurology and burn therapy.

PHTY 548 Orthopedic Physical Therapy

Term course; 3 lecture and 2 laboratory hours. 4 credits. Presents principles of evaluation and treatment of patients with musculoskeletal disorders.

PHTY 550 Clinical Education II

Term course; 400 clock hours. 5 credits. Provides full-time clinical experience in health care facilities throughout the country. Applies previous clinical and academic learning and provides increased responsibility for patient care in a supervised setting. Requires case study.

PHTY 601 Advanced Measurement Concepts

Term course; 3 lecture hours. 3 credits. Investigates the principles of measurement theory as applied to clinical practice. Reviews basic principles guiding electronic instrumentation and electromyography. Examines the theoretical bases for the examination and treatment approaches used in orthopedic physical therapy or neurologic physical therapy.

PHTY 602 Biomechanics

Term course; 3 lecture hours. 3 credits. This course covers selected material related to the effects of forces upon normal and pathologic human form and movement. Students have the opportunity to develop an understanding of the basic principals of biomechanics and methods of measurement used in biomechanics so they can better understand the clinical, academic, and research activities of their specific field of interest.

PHTY 605 Foundations for Pathokinesiology

Term course; 3-4 lecture hours. 3-4 credits. A study of the principles that form a foundation for understanding pathokinesiology and therapeutic kinesiology. Integration of principles of motor development, control and learning with emphasis on abnormal motor behavior and its remediation.

PHTY 606 Therapeutic Kinesiology

Term course; 1-3 lecture and 3 clinical hours. 2-4 credits. A study of motor behavior in both normal and pathological conditions. Reading and discussion of the basic literature of current neurologic approaches to therapeutic exercises and an integration of these concepts into a comprehensive model of human movement.

PHTY 607 Principles of Clinical Examination in Orthopedic Physical Therapy

2 laboratory hours. 1 credit. May be repeated for a maximum of two credits. Principles and technique for evaluation of

joint and soft tissue injuries and disabilities with an emphasis on history taking and accessory motion testing.

PHTY 608 Advanced Musculoskeletal Sciences

Term course; 3 lecture hours. 3 credits. Investigates advanced principles related to musculoskeletal anatomy and histology as they relate to physical therapy clinical practice. Examines the scientific basis for the assessment of muscle performance in patients. Examines recent literature related to the use of thermal and electrical modalities used on patients with problems of the musculoskeletal system.

PHTY 611 Research Process

Term course; 2 lecture hours. 2 credits. Readings, discussions, and reports on the current status of professional literature and validation of clinical practice, clinical administration and professional education. A model for professional development, the role of research in the validation process, and the basis of research design are presented non-mathematically. Required of all advanced master of science degree students unless excused by the faculty.

PHTY 621 Electrotherapy

Term course; 3 lecture and 2 laboratory hours. 3 credits. Reviews basic physical principles related to electricity and electronics. Studies physical and physiological effects of electrical currents and their therapeutic indications and contraindications. Laboratory practice emphasizes the use of electrical currents for physical therapy evaluation and treatment.

PHTY 623 Cardiopulmonary Physical Therapy

Term course; 2 lecture and 2 laboratory hours. 3 credits. Applies principles of pathophysiology of the cardiovascular and respiratory systems; includes physical therapy assessment and treatment of patients with cardiac and respiratory disorders.

PHTY 625 Clinical Problem Solving II

Term course; 18 clock hours. 1 credit. Students review, integrate, and develop strategies for using previously presented material and present case studies in oral and written form. Provides a summative learning experience.

PHTY 627 Geriatric Physical Therapy

Term course; 2 lecture hours. 2 credits. Discusses the physiological, cognitive, physical, and functional changes due to aging, necessary modifications of physical therapy procedures for geriatric patients, general principles of geriatric rehabilitation and unique problems associated with physical therapy practice in nursing homes and extended care facilities.

PHTY 629 Special Topics in Physical Therapy

Term course; 1 lecture hour. 1 credit. Provides an opportunity to pursue and present a topic of interest that is related to physical therapy evaluation and treatment.

PHTY 631 Professional Issues in Physical Therapy

Term course; 3 lecture hours. 3 credits. Discusses professional issues facing the modern physical therapy practitioner, including ethical principles, practice options, supervision, socioeconomic aspects of physical therapy service, departmental planning, third-party reimbursement, special-

ization, medical legal aspects of practice and physical therapy education.

PHTY 632 Clinical Education III

Term course; 640 clock hours. 8 credits. Provides full-time work in a minimum of two clinical facilities located throughout the country. Students apply previous course work and demonstrate entry-level competencies by assuming increasing responsibilities for patient care. Students may request assignment to practice settings that meet personal interest and future professional goals.

PHTY 633 Clinical Integration of Physical Therapy Concepts

1-2 lecture hours. 1-2 credits. Integrates concepts from previous course work and clinical experiences. Covers principles of patient evaluation, assessment and treatment. Uses a case study format and includes the topic areas of pediatrics, orthopedics, neurology, geriatrics, cancer/AIDS, rehabilitation, wound care and acute care/ICU.

PHTY 690 Physical Therapy Seminar

Term course; 1 lecture hour. 1 credit. May be repeated for a maximum of four credits. Reports on current problems and issues in the field of physical therapy. Required for advanced master of science degree students for two terms.

PHTY 691 Special Topics in Physical Therapy

1-4 credits. Guided independent study of specific topics not discussed in courses or discussed in less detail in courses. Student's desired topic of study must be identified and approved prior to enrollment.

PHTY 692 Clinical Specialty Seminar

Term course; 0.5-3 credits. Individual reports dealing in depth with the history, current status, and problems in a given area of clinical specialization.

PHTY 693 Clinical Specialty Practicum

60 clock hours per credit. 1-9 credits. Concentrated clinical experience under the guidance of an approved preceptor.

PHTY 798 Research in Physical Therapy

1-15 credits. Research in preparation for the advanced master of science degree thesis or doctoral dissertation.

Department of Rehabilitation Counseling

Chandler, Anne L., Associate Professor

Ph.D. Michigan State University

Vocational development, loss and bereavement, cognitive-behavioral counseling.

Cull, John G., Clinical Professor

Ph.D. Texas Tech University

Behavioral medicine, reward deficiency syndrome.

Glenn, Margaret K., Assistant Professor

Ed.D. George Washington University

Substance abuse and disability, vocational rehabilitation, HIV/AIDS.

Luck, Richard S., Associate Professor

Ed.D. University of Virginia

Psychiatric rehabilitation, measurement and evaluation, substance abuse.

Martin Jr., E. Davis, Professor

Ed.D. University of Virginia

Forensic rehabilitation, advocacy, rehabilitation philosophy.

McMahon, Brian T., Professor and Chair

Ph.D. University of Wisconsin-Madison

ADA implementation, traumatic brain injury, disability management.

Reid, Christine, Assistant Professor

Ph.D. Illinois Institute of Technology

Vocational evaluation, life care planning, deafness, case management.

Rosecrans, John A., Professor

Ph.D. University of Rhode Island

Psychopharmacology of substance abuse, nicotine.

Rule, Warren R., Professor

Ph.D., University of South Carolina

Adlerian lifestyle counseling.

Wagner, Christopher, Assistant Professor

Ph.D. Virginia Commonwealth University

Motivational enhancement counseling, mental health.

Wehman, Paul, Professor

Ph.D. University of Wisconsin

Employment and significant disability, disability policy, rehabilitation research.

Emeriti faculty

Gandy, Gerald L.

Ph.D. University of South Carolina

Hardy, Richard E.

Ed.D. University of Maryland

Jarrell, George R.

Ph.D. University of South Carolina

Lawton, Marcia L.

Ph.D. Northwestern University

Wright, Keith C.

M.S. Marshall University

Founded in 1955, the Department of Rehabilitation Counseling serves as a national leader in the professional preparation of certified rehabilitation counselors who will exercise skill and competence on a high ethical level and with personal integrity. Accessible, innovative, research-based educational experiences that encourage the use of a critical and exploratory attitude are emphasized. The department seeks to perpetuate active programs of research and service, and maintain high levels of teaching competence. In partnership with students, community agencies, and consumer and professional organizations, the department endeavors to advance the personal, social and economic independence of individuals with disabilities.

The Department of Rehabilitation Counseling is fully accredited by the Council on Rehabilitation Education

(CORE), and is the only such program in the commonwealth of Virginia. The purpose of accreditation is to promote the effective delivery of rehabilitation services to people with disabilities by fostering ongoing review and improvements of rehabilitation education programs. CORE has developed a field-based research accreditation process that has gained widespread acceptance in the professional accreditation movement. With over 1,700 alumni, the department also enjoys solid relationships with many community organizations that serve as excellent sites for clinical training.

Faculty adviser

Every student must have a faculty adviser to guide the student regarding course selection and scheduling, to supervise his/her research and to act as a channel of communication with the department, to other departments, and to the School of Graduate Studies. When the Student receives notification of admission to the department, it is his/her responsibility to contact the faculty adviser to plan the program of study. Students consult with faculty advisers on a regular basis to ensure orderly progress through the entire program of study, choose clinical placement sites, select electives and plan their careers.

M.S. in rehabilitation counseling degree requirements

Graduates from accredited Rehabilitation Counseling Programs are typically trained in counseling theory and techniques; individual, group and environmental assessment; psychosocial and medical aspects of disability; human development; cultural diversity; principles of psychiatric rehabilitation, case management and rehabilitation planning; issues and ethics in rehabilitation service delivery; technological adaptation; vocational evaluation and work adjustment; career counseling; implementation of the Americans with Disabilities Act; job development; and placement.

The minimum degree requirement is 48 graduate credits including 33 credits of didactic course work, 100 hours of fieldwork, 600 hours of internship, six credits of electives, and a comprehensive examination.

Full-time program of study (example only)

	Credits
Term I	
RHAB 525 Introduction to Rehabilitation	3
RHAB 611 Individual Counseling Approaches in Rehabilitation	3
RHAB 625 Research Measurement and Evaluation in Rehabilitation	3
RHAB 640 Medical Aspects of Disability in Rehabilitation	3
	12
Term II	
RHAB 612 Group Counseling Approaches in Rehabilitation	3
RHAB 521 Foundations of Substance Abuse Rehabilitation	3
RHAB 623 Career Development and Vocational Assessment in Rehabilitation	3
RHAB 642 Psychiatric Information and Assessment in Rehabilitation	3
	12
Summer	
RHAB 691 Practicum in Lifelong Disability includes 100 hours of fieldwork (Adviser to assist in site selection)	3
	3
Term III	
RHAB 633 Principles and Practices of Case Management in Rehabilitation	3
RHAB 694 Job Placement in Rehabilitation	3
RHAB 654 Disability, Development, and Diversity Elective	3
	12
Term IV	
Elective	3
RHAB 695-696 Supervised Clinical Practice includes 600 hours of internship and CRC/comprehensive examination (Adviser to assist in site selection)	6
	9

Comprehensive examination

All students are required to complete the Certified Rehabilitation Counselor (CRC) Examination in conjunction with RHAB 695 or 696.

Specializations

In collaboration with the faculty adviser, students may wish to design a program of study around a specific area of interest. Specializations in substance

abuse, mental health, physical/sensory disabilities, and gerontology are the most common in the department. Careful planning will typically allow students to meet the educational requirements for several additional credentials beyond the CRC; e.g., National Certified Counselor, Mental Health Counselor, Career Counselor, Gerontology Counselor; Certified Case Manager; Vocational Evaluator, Disability Management Specialist, Rehabilitation Provider (Virginia), or Master Addictions Counselor.

Specialization is achieved through:

- customization of assignments in required courses such as RHAB 640, RHAB 633, RHAB 691 or RHAB 654. These courses often involve assignments that require the student to specify a population of interest which the student is free to select,
- required courses specific to your population of interest; e.g., RHAB 521,
- careful selection of elective course work; e.g., RHAB 522, RHAB 523, RHAB 533,
- careful selection of a 600-hour internship site and supervisor (RHAB 695-696), and
- additional elective course work beyond the required 48 credits.

Foundations of clinical training

According to CORE Standards and the requirements of the department, students must have supervised rehabilitation counseling fieldwork and internship experiences that include:

- a minimum of 100 clock hours of fieldwork experience (as part of RHAB 691),
- a minimum of 600 clock hours of internship-experience in rehabilitation settings (as part of RHAB 695-696),
- written expectations and procedures for these experiences which are distributed to students and agency supervisors,
- the following activities: orientation to program components, policies and procedures; introduction to staff and their role and function; identification of the expectations for students; observation of all aspects of the delivery of rehabilitation counseling services; work assignments, performing the

tasks required of an employed rehabilitation counselor in a rehabilitation setting from intake to discharge and/or placement; reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of activities, and

- evaluation of student performance, including self-evaluation by the student, the agency supervisor and the faculty supervisor.

Internship experiences shall be carried out under the regularly scheduled supervision of a Certified Rehabilitation Counselor (CRC). The quality of supervision shall be maintained by involvement of VCU Faculty in terms of in-service training, consultation, information and the provision of professional development resources to agency supervisors.

Colloquia and grand rounds

Periodically, special colloquia, grand rounds, workshops, and institutes are offered for department students and agency personnel. Students will receive reasonable notice of these events, and some may be required for specific classes. Students should make every effort to attend because these experiences significantly enrich the curriculum.

Time limit for completion of degree

All degree requirements must be met within seven years from the date of initial enrollment.

Advanced Certificate Program

Post-master's preparation is available through the Advanced Certificate Program in Professional Counseling. This is designed for persons with M.S. degrees from VCU or other institutions who are seeking the Licensed Professional Counselor or Certified Alcohol and Drug Counselor credential in Virginia or other states.

M.S. degree in rehabilitation counseling and certificate in aging studies

The Department of Rehabilitation Counseling, in cooperation with the Department of Gerontology, provides its degree-seeking students with the opportunity to earn the certificate in aging studies while concurrently completing the requirements for the M.S.

degree in rehabilitation counseling. Students must meet admission requirements for both the rehabilitation degree and the gerontology certificate program, and admission into one is independent of the other. A total of 50 carefully prescribed graduate credits are necessary to complete requirements for both credentials. Most important, RHAB 695 Supervised Clinical Practice must be completed in a rehabilitation setting related to aging. Additional information, including specific program of study for the counseling program, may be obtained in the Department of Rehabilitation Counseling. Information on the curriculum presented by the Department of Gerontology can be obtained by contacting the chair of the Department of Gerontology.

Admission deadlines and requirements

Both full- and part-time students are valued and are welcome to apply. Applications are reviewed on an ongoing basis. To be considered, all pertinent materials must be received in the department by Aug. 1 (for fall), Dec. 1 (for spring) or May 1 (for summer). Admission requirements include:

- an undergraduate grade-point average of 2.7 on a 4.0 scale; or 2.7 in the last 60 term hour credits (Based upon transcripts provided to the School of Graduate Studies),
- three positive letters of reference from professors or employers (on reference forms provided by the School of Graduate Studies),
- satisfactory performance on either the GRE (804) 828-6916 or the MAT (804) 828-1193,
- a relevant and clear statement of goals for graduate study and career,
- statement of previous work or volunteer experience, and
- a personal interview with a faculty member may be required.

A complete set of application materials is available from the department office at (804) 828-1132.

Transfer credit

A maximum of 13 hours of graduate credit may be transferred from another VCU graduate program or outside institution if not applied previously to another degree. Transfer credits must carry a grade of "B" or higher from an accredited institution. Acceptance of transfer credit

is made at the level of the department chair and dean of the School of Allied Health Professions. Transfer credits earned as a nondegree seeking graduate student are limited to six term hours of credit. Credits earned as deficiency hours or to demonstrate the ability to compete at the graduate level, though transferable, may not be applied to the 48 credit program of study.

Graduate courses in rehabilitation counseling (RHAB)

RHAB 502 History and Techniques of Manual Communication I

Term course; 3 credits. A study of the basic principles of manual communication through nonverbal techniques, eye-contact training, finger spelling and basic patterns of American Sign Language Systems. Also a focus on history and development and various methods of communication with deaf persons.

RHAB 503 History and Techniques of Manual Communications II

Term course; 3 credits. A review and continued study of the development and techniques of basic sign language with emphasis upon additional sign vocabulary acquisition and improvement of expressive and receptive skills.

RHAB 504 Advanced Manual Communication: AMESLAN

Term course; 3 credits. A comprehensive and in-depth study of American Sign Language (AMESLAN) as an independent language of deaf persons with low verbal skills and emphasis on English and sign language idioms not known in most forms of manual communication.

RHAB 521 Foundations of Substance Abuse Rehabilitation

Term course; 3 lecture hours. 3 credits. Focuses on models and processes of addiction; individual and family effects; co-existence with medical and psychological impairments; interdisciplinary approaches to referral, treatment, recovery, relapse prevention, client and community education; cultural and environmental influences; research resources.

RHAB 522 Clinical Evaluation, Assessment, and Treatment Planning in Substance Abuse Rehabilitation

Term course; 3 lecture hours. 3 credits. Prerequisite: RHAB 521. Stresses development of professional competencies. Focuses on systematic approach to screening and on-going assessment; diagnostic criteria for dependence and abuse; testing and interviewing; co-morbidity; collaborative approaches to individualized clinical treatment planning; awareness of treatment resources.

RHAB 523 Contemporary Issues in Substance Abuse Treatment and Recovery

Term course; 3 lecture hours. 3 credits. Prerequisite: RHAB 521. Examines current issues and research in the field. Includes topics such as denial, social isolation, intervention; lifelong nature of recovery, support needs, relapse prevention; legal, political and ethical issues; special populations (e.g., physical disability);

poly-drug abuse; perinatal addiction; program administration; professional readiness.

RHAB 525 Introduction to Rehabilitation

Term course; 3 lecture hours. 3 credits. Provides a thorough overview of history, philosophy, legislation, organizational structure and trends in the rehabilitation profession. Includes comprehensive review of the rehabilitation process. Focuses on professional identity, roles, functions, ethics, and career options for rehabilitation counselors. Requires evidence of computer proficiency for course completion.

RHAB 533 Directed Readings in Rehabilitation

Term course; 1-3 credits. May be repeated to a maximum of six credits. Provides intensive study in one or more topical areas of rehabilitation through directed readings under the supervision of a faculty member.

RHAB 611 Individual Counseling Approaches in Rehabilitation

3 credits. This course is designed to acquaint students with various approaches involved in the individual counseling of rehabilitation clients. Emphasis will be placed on principles and techniques that assist individuals to develop a better understanding of vocational, educational and personal adjustment problems related to severe and multiple disabilities and to make realistic plans regarding solutions to these problems. Audio-visual tape experiences will be offered.

RHAB 612 Group Counseling Approaches in Rehabilitation

3 credits. This course is designed to acquaint students with various approaches involved in the group counseling of rehabilitation clients. Emphasis will be placed on principles and techniques that promote the development of effective interpersonal communications, decision making and leadership as they concern vocational, educational and personal adjustment problems related to severe and multiple disabilities (e.g., substance abuse). Audio-visual tape experiences will be offered.

RHAB 613 Advanced Rehabilitation Counseling Seminar

3-9 lecture hours. 3-9 credits. Prerequisites: RHAB 611 and 612 or permission of instructor. This course is designed to provide an opportunity for students to undertake a more in-depth study of selected approaches to individual and/or group counseling of rehabilitation clients. Principles and techniques relevant to vocational, educational and personal adjustment problems related to severe and multiple disabilities will be systematically explored and studied. Audio-visual tape experience will be offered.

RHAB 614 Counseling, Death and Loss

3 lecture hours. 3 credits. Prerequisites: RHAB 611 or permission of instructor. Explores the psychosocial processes of adaptation to severe losses such as those occasioned by the onset of disability, death and developmental life changes. Emphasizes the knowledge and skills required by rehabilitation counselors in dealing with losses experienced by their clients.

RHAB 623 Career Development and Vocational Assessment in Rehabilitation

Term course; 3 lecture hours. 3 credits. Prerequisite: RHAB 625. Provides an overview of major theories of career

development and work adjustment. Emphasizes theories relevant to rehabilitation practice; assessment of vocational interests, values, temperaments, aptitudes, abilities, achievement and transferable skills; career counseling strategies.

RHAB 625 Research, Measurement and Evaluation in Rehabilitation

Term course; 3 lecture hours. 3 credits. Examines principles of measurement and evaluation; psychometric theory; determining need for testing; test selection, administration, and interpretation; accommodating test experiences; evaluating quality of published research; utilizing rehabilitation research to improve practice.

RHAB 633 Principles and Practices of Case Management in Rehabilitation

Term course; 3 lecture hours. 3 credits. Prerequisite: 27 graduate credits. Explores benefit systems, ethics, goal development, rehabilitation planning, coordination and delivery of rehabilitation services, community resources and documentation. Focuses on critical analyses of representative disability-specific case studies; e.g., substance abuse.

RHAB 640 Medical Aspects of Disability in Rehabilitation

Term course; 3 lecture hours. 3 credits. Provides an overview of major physical, cognitive and sensory impairments. Emphasizes functional limitations, intervention resources, and contributions of medical and allied health professionals. Requires participation in grand rounds.

RHAB 642 Psychiatric Information and Assessment in Rehabilitation

Term course; 3 lecture hours. 3 credits. Prerequisite: RHAB 625. Focuses on assessment, diagnosis, and treatment approaches to major DSM-IV impairments. Reviews diagnostic tests of psychopathology. Explores psychological adjustment to physical, sensory and cognitive impairments. Requires participation in grand rounds.

RHAB 644 Alcohol and Human Behavior

3 credits. Prerequisites: RHAB 521, 522, 523 and 695 or permission of instructor. Understanding the significance of behavior as a tool in diagnosing, treating and/or referring the addict; appreciation of particular cues to observe the predominant behavior associated with living problems and reflected by the alcohol or drug abuser.

RHAB 654 Disability, Development, and Diversity

Term course; 3 lecture hours. 3 credits. Prerequisite: RHAB 525. Examines human development, family, gender, race, ethnicity, and their impact upon the processes of awareness, acceptance and adjustment to disabling conditions. Reviews implications for counseling, planning and service delivery.

RHAB 681-689 Institutes and Workshops in Rehabilitation

Orientation institutes and other short-term training programs are offered for rehabilitation counselors newly recruited to the rehabilitation field and for the further professional development of those already employed. Content will vary according to the

aims of the institutes or workshops. Length of time and number of credits are announced prior to each institute or workshop.

RHAB 691 Practicum in Lifelong Disability

Term course; 3 lecture hours. 3 credits. Prerequisites: RHAB 525 and RHAB 611. Requires 100 hours of field experience. Provides a comprehensive overview of significant disabilities and issues relating to productivity, independence, and inclusion. Examines issues across the life span such as education, employment, advocacy, housing, transportation, leisure and health care. Focuses on service delivery systems, consumer perspectives and ethics.

RHAB 693 Introduction to Field Experiences for Rehabilitation Counselors

3 credits. This course provides for concurrent field experience. It is designed for students who have no training or experience in interviewing and counseling in rehabilitation settings.

RHAB 694 Job Placement in Rehabilitation

Term course; 3 lecture hours. 3 credits. Explores occupational information, job matching systems and job placement approaches. Focuses on demand-side job development, job seeking skills training, supported employment, transitional work and placement techniques including job analyses, ADA implementation and labor market surveys.

RHAB 695 Supervised Clinical Practice in Substance Abuse

Term course; 1-9 credits. (1 credit per 100 hours of supervised internship.) May be repeated to a maximum of nine credits. Prerequisites: RHAB 691. Requires completion of Certified Rehabilitation Counselor examination and a total of six credits for degree completion. Emphasizes mastery of setting specific roles and functions of the professional rehabilitation counselor. Stresses ethical decision making in practice. Involves scheduled seminars and meetings with faculty and agency supervisor.

RHAB 696 Supervised Clinical Practice in Rehabilitation Counseling

Term course; 1-9 credits. (1 credit per 100 hours of supervised internship.) May be repeated to a maximum of nine credits. Prerequisites: RHAB 691. Requires completion of Certified Rehabilitation Counselor examination and a total of six credits for degree completion. Emphasizes mastery of setting specific roles and functions of the professional rehabilitation counselor. Stresses ethical decision making in practice. Involves scheduled seminars and meetings with faculty and agency supervisor.

RHAB 697 Supervised Clinical Practice in Counseling

Term course; 1-9 credits. (1 credit per 100 hours of supervised internship.) May be repeated to a maximum of nine credits. Prerequisite: Admission into advanced certificate in professional counseling program. Emphasizes advanced development of counseling skills pursuant to licensure or other post-master's training needs. Stresses ethical decision making in practice. Involves scheduled seminars and meetings with faculty and agency supervisor.

School of the Arts

The School of the Arts of Virginia Commonwealth University had as its beginning a sculpture course offered in 1926. In 1928, a one-faculty art department was formed under the direction of Miss Theresa Pollak and since that date has become one of the largest art schools in the United States, achieving national recognition through its quality programs in the visual and performing arts.

In 1969, the Department of Dramatic Art and Speech and the School of Music, formerly independent units within VCU, were combined with the visual arts departments of the School of Art to form the present School of the Arts.

The School of the Arts is accredited by the National Association of Schools of Art and Design and the National Association of Schools of Music and offers a rich and unique concept of graduate study for students in the visual and performing arts. It is one of the few state-aided professional art schools in the nation with a professional curriculum within a combined academic and professional environment. Located within an urban complex of higher education, students are provided not only with the advantages of comprehensive university facilities, but also with cultural opportunities offered in the greater Richmond community, including activities generated by over 50 museums and galleries and performances by nationally and internationally acclaimed arts organizations.

Graduate students study with faculty who are dedicated educators and who also are committed professional artists, designers and scholars. Each year, both faculty and students of the School of the Arts are honored with prestigious regional and national awards which attest to the school's high quality of instruction and commitment to excellence.

The graduate program in the School of the Arts offers advanced degrees in the following areas of study:

Doctor of philosophy

art history

Master of arts

architectural history
historical studies
museum studies

Master of art education

art education

Master of fine arts in design

visual communications
interior environments
film
photography

Master of fine arts in fine arts

ceramics
fibers
furniture design
glassworking
jewelry/metalworking
painting
printmaking
sculpture

Master of fine arts in theatre

acting
costume design
directing
stage design/technical theatre
theatre education

Master of music

composition
music education
performance, including conducting

Graduate student status

The School of the Arts recognizes two categories of graduate students. The first is comprised of those who are accepted either provisionally or as students with full standing into the graduate degree programs of the various departmental areas. These students may matriculate full time or part time except for the residence limitation discussed elsewhere in this bulletin.

The second category is that of the nondegree-seeking graduate student, or "special" graduate student. There are

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Dean

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Associate Dean for Administration

A.A., B.F.A., M.F.A.

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Associate Dean for Academic Affairs

B.I.D., M.F.A.

Daniel J. Reeves

Assistant Dean

B.A., M.Ed., Ed.D.

Lydia Thompson

Assistant Dean for Undergraduate

Admissions and Student Affairs

B.F.A., M.F.A.

Michael H. Drought

Director of Graduate Studies

and Off-Campus Instruction

M.F.A.

two types of "special" graduate students. The first is the student whose expectation of eventual acceptance into a graduate program is high and who wants to begin graduate work while application materials are being completed and processed.

Holders of the baccalaureate degree from recognized institutions may enroll in graduate courses as nondegree-seeking special graduate students, but such courses are not applicable toward a graduate degree from this institution unless the student is accepted into a graduate degree program prior to the conclusion of the term in which the student registered as a nondegree-seeking graduate student.

A nondegree-seeking student who is later admitted as a degree-seeking student will not be allowed to apply

toward a degree more than six credits earned as a nondegree-seeking student.

The second type of nondegree-seeking graduate student is the student who holds a baccalaureate degree, who wishes to take graduate courses for personal enrichment, and who does not intend to work toward a graduate degree. There is no limit to the number of credits that students in this category may take, as long as the academic performance is credible.

All nondegree-seeking (“special”) graduate students must have written permission from the chair of the appropriate department in order to enroll in classes.

Admission procedures

Applications for admission to graduate degree programs in the School of the Arts may be obtained by mail from the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051 or picked up in person at 901 W. Franklin St., Room B-1.

General information about admission to graduate study and application procedures can be found in Part I of this bulletin.

Admission requirements

- For Ph.D. degree, see Ph.D. in Art History section.
- For all other degrees – M.A., M.A.E., M.F.A. and M.M.:
 - applicants should hold the baccalaureate degree from an accredited institution, and
 - it is expected that applicants will have a 3.0 (“B”) average on the last 60 term hours of undergraduate work.
- The prospective student should consult the appropriate section of this bulletin for additional admission requirements for a particular degree program. Such requirements include:
 - the Graduate Record Examination (GRE) for applicants to art history,
 - an audition and examination for applicants for music, as described in the program description for the M.M. degree,
 - an audition or presentation of portfolio, as well as a personal

interview, for applicants for the M.F.A. in theatre, and

- a portfolio review for all applicants to the visual arts M.F.A. degrees (a personal interview is encouraged).

Advising

All students accepted into advanced degree programs must make an appointment with the chair of the department prior to registration for their first term of course work. Normally, the student’s initial adviser will be the chair of the department; but students may be assigned an adviser more directly related to their areas of concentration.

Students are encouraged also to consult faculty members outside their major area and arrange with the appropriate departmental chair to use facilities and equipment available in other departments.

Registration

Graduate art students are urged to plan their schedules and register during advance registration. Registration materials for students accepted into advanced degree programs are available in the department during the advance registration and registration periods. The advantage of advance registration is that of securing places in classes before they are closed and of obtaining proper counsel from advisers. All graduate students must see their assigned advisers for schedule planning and signature approval. New nondegree-seeking graduate students, or those contemplating registration as such, must secure written permission to register from the departmental chair.

Continuous enrollment policy for graduate students

Graduate students in the School of the Arts must observe the University Continuous Enrollment Policy as explained in Part I of this bulletin.

Candidates for all advanced degree programs, after completing all formal course work, must register for at least one term hour of credit each term, except summer, until the culminating graduate project (dissertation, thesis, creative project, exhibition, recital, etc.) is completed and the student is ready

to graduate. If graduate degree candidates expect to avail themselves of the faculty and resources of the university in the preparation of the dissertation/thesis/creative project during a summer term, they must register for one term hour during that term as well. Also, if candidates intend to graduate in August, they must be enrolled for at least one term hour in the summer term.

Special charges

All degree-seeking graduate students are charged an art comprehensive fee. The art comprehensive fee is not charged to students who are registered only in course work to complete a dissertation/thesis/creative project or who are enrolled in order to satisfy the one-credit requirement for continuous enrollment. Nondegree-seeking graduate students enrolled in any of the courses which require an additional outlay for materials will be billed for those individual fees by the Student Accounting Department.

In addition to the comprehensive fee for all majors in the School of the Arts, all students registering for private music lessons pay an applied music fee.

Financial support

The School of the Arts awards a limited number of graduate assistantships and scholarships to full-time students. Applications should be made directly to the chair of the student’s department. Applicants seeking financial support must submit complete applications by March 15 for fall admissions and Nov. 1 for spring admissions.

Transfer credit

A maximum of nine graduate credits may be transferred from other accredited institutions and applied to any of the graduate degree programs in the School of the Arts upon approval of the department chair.

Advanced degree candidacy

Students seeking an advanced degree in all programs must apply for advanced degree candidacy. Those seeking the M.A.E. and the M.M. must submit the application during or after the completion of the first nine term credits of graduate work and prior to the completion of

18 term credits. Students pursuing the M.F.A. degree must submit the application during or after the completion of the first 15 term credits of graduate work and prior to the completion of 30 term credits. Applications for candidacy are available in the departmental offices and the Office of Graduate Studies, School of the Arts.

Admission to a degree program does not constitute candidacy, and admission to degree candidacy is not an automatic process. Departments carefully review applicants for candidacy on such basis as examination or review of creative work or performance. Upon certification by the department that the applicant has met all departmental expectations, including the minimum 3.0 grade-point average and is adequately prepared to continue pursuing the degree program, the School of the Arts will admit the applicant to degree candidacy.

Students who are found to be inadequately prepared to continue their graduate programs, but who demonstrate the potential to ultimately fulfill degree requirements will be advised as to what additional work will be needed in order to meet departmental expectations. Candidacy, in such instances, will be postponed until departmental expectations are satisfied; postponement of candidacy may result in termination of financial assistance. Students whose academic or creative work demonstrate no likelihood of successful completion of a graduate program will be denied candidacy by the School of the Arts.

School of the Arts residency requirements

Candidates for the master of fine arts degree in the fine arts and theatre must complete a minimum of one-third of their degree program term-hour credits within one calendar year.

Candidates for all master's degrees in the School of the Arts have five years plus two possible extensions of one year each to complete all degree requirements. The above limitations apply to both full-time and part-time students. A petition for an extension is initiated with the academic or thesis adviser.

Advanced degree requirements

- Students must achieve candidacy (with the exception of art history students).

- Students must complete all formal course work.
- Students must maintain at least a 3.0 cumulative grade-point average. No grade below "B" will count toward graduation for students in the art history and the visual communications degree programs. For all students in the theatre program, any grade below "B" in any course will result in termination from the degree program. Students in all programs in the department of music must not have more than six hours or 20 percent of term hours attempted — whichever is greater — with a grade of "C." For all other degree programs in the School of the Arts, no grade below "B" is acceptable for any course within the student's major department, and a grade below "B" in a course in the student's major department will result in termination from the degree program.
- All students must complete the culminating project (dissertation, thesis, final examination, creative project, recital, etc.) as outlined in departmental guidelines. The thesis, or other written documentation related to the culminating project, must be done in a form that can be retained by the university and in accordance with departmental guidelines. Students preparing a thesis must use the guidelines set forth in the Preparation of Thesis, available in departmental offices or the Office of Graduate Studies, School of the Arts.

School of the Arts Library

The School of the Arts Library, located in the Pollak Building, has a collection of more than 450,000 slides and a working collection of current art publications and magazines.

VCU is a short distance from Washington, D.C., Baltimore, Philadelphia and New York City and the museums, libraries and research facilities in those urban areas.

Graduate courses in art (ARTS)

ARTS 592, 692 Individual Projects/Fieldwork

Term courses; 1-6 credits. By appointment with director of graduate studies after approval by department chair. (Obtain

individual research project form from the dean's office prior to enrollment.) Individual work for graduate students.

ARTS 601-602 Seminar in Art

Continuous course; 3-3 credits. Discussion and research in the visual arts providing experience and involvement in the various studio areas for students not concentrating in these areas.

ARTS 690 Methods of Art Research

Term course; 2 credits. Review of selected research methods relevant to the composition of a thesis in the student's master's degree area. Preparation of a proto-thesis concludes course work.

ARTS 705, 706 Research in the Arts

Term courses; 3, 6 credits. By appointment with director of graduate studies after approval by department chair. (Obtain individual research project form from the dean's office prior to enrollment.) Individual research for graduate students.

Department of Art Education

Bleick, Charles F., Associate Professor and Department Chair

Ph.D. University of North Texas

Curriculum, painting.

Burton, David, Associate Professor

Ph.D. The Pennsylvania State University

Philosophy, design.

Landis, Alan L., Professor

D.Ed. The Pennsylvania State University

Curriculum, jewelry.

Reeves, Daniel J., Professor

Ed.D. Illinois State University

Research, painting, computer graphics.

Shumard, Sally L., Assistant Professor

Ph.D. Ohio State University

Curriculum, computer art.

Wright, James, Associate Professor

D.Ed. Pennsylvania State University

Theory, sculpture.

The Master of Art Education Program attempts to expand and further refine each M.A.E. student's ability, knowledge and attitudes in order to provide the profession with more effective art teachers, coordinators, supervisors and other educational specialists in the arts.

Program description

The M.A.E. program is structured on an individualized basis rather than on a prescribed program of graduate studies. To benefit from the program's flexibility, the M.A.E. student is assisted by a faculty adviser in determining his or her own educational needs and professional goals. With the assistance of the adviser, the M.A.E. student determines a viable structure for the content and

sequence of a program of graduate studies.

Such a program can utilize the collective expertise of the art education faculty as well as appropriate community resources. Graduate course work, therefore, could include both on-campus and off-campus involvement.

Opportunities for personal growth through the M.A.E. program also include the rich resources of other graduate departments in the university in the visual and performing arts, education (including supervision, administration, and special areas), the natural and social sciences, and the humanities. Alternative approaches to traditional thesis methods also are encouraged within the program.

Admission requirements – M.A.E.

Undergraduate preparation. In addition to the School of the Arts admission requirements, applicants in art education must have completed a minimum of 36 term hour credits in studio art at the undergraduate level. It is desirable for applicants to have had at least two years of teaching experience prior to beginning graduate studies.

Portfolio. Applicants must submit evidence of creative or professional involvement in the format of their choice. Included should be material such as slides of representative work, description of professional activities, articles published, curriculum and program material developed and other documentation of activities with artists, teachers and children.

Degree requirements – M.A.E.

Program pattern	Credits
Art education electives	12
Approved electives	15
Issues and methods of inquiry	3
Thesis project option or nonthesis option	6

36

Thesis or project option

A thesis or project option may develop from graduate course work or professional involvement. Projects are those endeavors of thesis proportion that do not fit the traditional thesis format. A thesis or project may be explored by descriptive research, historical research, empirical/statistical

research, design of learning packages, philosophical study, curriculum development or action research.

Nonthesis option

In lieu of the thesis, students may elect to complete six credit hours of graduate course work in the Department of Art Education. The selection of these six credits is subject to the approval of the student's adviser. In addition, the student must pass successfully a written and oral examination at the conclusion of all course work. The examination will pertain to the course work, to contemporary issues in the field and to the student's particular area of expertise.

Graduate courses in art education (ARTE)

ARTE 501-502 Concepts in Art Education

Continuous course; 1 seminar and 4 studio hours. 3-3 credits. A sequence of studies organized around six major components: communications, expressive media, conceptual expression, teaching strategies, teacher-affective attributes and self-managing abilities.

ARTE 508 Two-Dimensional Art Experiences

Term course; 2 seminar and 3 studio hours. 3 credits. Not offered for credit for studio art majors. The course explores the media, techniques, and concepts of drawing, painting, and printmaking.

ARTE 520 Teaching Concepts Through the Arts

Term course; 1 lecture, 1 seminar, and 3 studio hours. 3 credits. Open to all graduate students. Students will investigate and compare traditional and contemporary patterns of expression, develop experiential techniques for teaching concepts, and participate in a series of activities that reveal relationships among the arts and other subject areas. Seminars will include guests from the visual, performing and literary arts.

ARTE 550 Art for the Exceptional Learner

Term course; 2 lecture and 3 laboratory hours. 3 credits. A study of exceptional learners including handicapped, gifted and talented, aged, and others, and their participation in and appreciation for the visual arts. Courses may include practicum and field experiences.

ARTE 553 Art and Perceptual Communication

Term course; 3 lecture hours. 3 credits. Explores art and perception as a means of effectively communicating through the senses. Emphasizes the analysis of the principles of art and design that affect the perception of art, advertising and other media. Investigates light, color, perception, illusions and other related topics.

ARTE 591 Topics in Art Education

Term course; variable credits from 1-3. May be repeated for a maximum of nine credits with different content. The course

will explore selected topics of current interests or needs relative to art education. See Schedule of Classes for specific topic to be offered each term.

ARTE 600 Seminar: Issues in Art Education

Term course; 3-6 lecture hours. 3-6 credits. The course investigates contemporary issues and identifies problems in art education. Students prepare oral and written reports that explore new directions and discuss the implications for teachers and art programs.

ARTE 601 Art for Elementary Classroom Teachers

Term course; 2 lecture and 2 studio hours. 3 credits. An inquiry into the nature of art and its importance in the elementary curriculum. Through personal experiences with art concepts and media, students learn about themes, form and expression, and develop a broader understanding of the value of art for children.

ARTE 611, 612 Literature in Art Education

Term courses; 3 lecture hours. 3, 3 credits. Review, analysis, and assessment of significant historical and contemporary writings in art education and related fields.

ARTE 652 Art Supervision and Administration

Term course; 3 lecture hours. 3 credits. Exploration of the duties and responsibilities of the public school art supervisor and administrative positions in art education within various organizations or institutions.

ARTE 665 Curriculum Development and Evaluation

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of six credits. A review of curriculum development including: needs assessment, determination of goals and objectives, curriculum writing, evaluation and feedback processes. Theoretical approaches in the visual arts will be studied and curriculum models designed, developed and analyzed.

ARTE 670 Technology in Art Education

Term course; 2 lecture and 3 studio hours. 3 credits. The students examine diverse aspects of new technologies in relation to art programs. These aspects include media and computer-assisted learning, and applications of computer graphics and other technology to artistic expression.

ARTE 680 Teaching Laboratory

Term course; 3 lecture hours. 3 credits. Observations and experimental teaching experiences with children in art. Group discussions and evaluation of ideas, objectives and methods.

ARTE 690 Issues and Methods of Inquiry in Art Education

Term course; 3 lecture hours. 3 credits. Readings and discussions of studies in art education and related research emphasizing possibilities for implementation by art teachers. Methods of research in the field will be reviewed and sample research proposals will be developed by the students.

ARTE 799 Thesis

Term course; 1-6 credits. May be repeated. Prerequisite: Completion of all formal course work, candidacy and

approval of the department chair. Preparation of a thesis is based upon independent research.

Department of Art History

Brownwell, Charles E., Professor

Ph.D. Columbia University
17th and 20th century, American architectural history and Decorative Arts; Renaissance to early 20th century European art and architecture.

Crowe, Ann G., Associate Professor

Ph.D. Stanford University
19th and 20th century, museology.

Farmer, James D., Associate Professor

Ph.D. University of Texas at Austin
Pre-Columbian, Native American, modern art of Mexico.

Hill, Sharon J., Associate Professor

Ph.D. New York University
Classical, Medieval.

Hobbs, Robert C., Rhoda Thalheimer Endowed Professor of American Art

Ph.D. University of North Carolina, Chapel Hill
19th and 20th century American, Native American.

Jacobs, Fredrika H., Associate Professor

Ph.D. University of Virginia
Aesthetics, Renaissance, Baroque.

Koplin, Bruce M., Associate Professor and Chair

M.F.A. Virginia Commonwealth University
Museology, folk art of the United States, and 19th century decorative arts.

Lawal, Babatunde, Professor

Ph.D. Indiana University, Bloomington
Traditional and contemporary African Art, African-American Art, Art Renaissance, Baroque, Modern.

Perry, Regina A., Professor Emerita

Ph.D. Western Reserve University
African, Oceanic, Anglo-American, Colonial, African-American, Native American, architectural history.

Phillips, Richard E., Assistant Professor

Ph.D. University of Texas at Austin
Colonial and modern art of Latin America, art of Spain, Late Gothic, Islamic Art.

Risatti, Howard, Associate Professor

Ph.D. University of Illinois
20th Century, criticism.

Smith, Rosemary T., Assistant Professor

Ph.D. University of Virginia
Asian Art, British Art, Western and non-Western interactions.

Affiliated graduate faculty

Bradley, David, Associate Museum Director, Virginia Museum of Fine Arts

B.S. Virginia Commonwealth University
Museum development and marketing.

Cormack, Malcom, Paul Mellon Curator, Virginia Museum of Fine Arts

M.A. University of Cambridge
18th and 19th century British painting.

Lounsbury, Carl R., Architectural Historian, Colonial

Williamsburg Foundation
Ph.D. George Washington University

17th and 18th century American and English architectural history.

Trusch, Ida M., Director, Trusch-Gilbert Design Inc.

M.F.A. Virginia Commonwealth University
Museum exhibition design.

The department offers a broad-based education in the humanistic discipline of art history in three different tracks. The first track offers a degree in art history that stresses a general comprehensive knowledge of the field on the master's level, as well as the opportunity to develop professional skills of research and writing. Throughout, expertise is developed in criticism and the historiographic methods, such as connoisseurship, stylistic analysis and iconography. Individual research is encouraged through seminars, independent projects and ultimately, the writing of a thesis.

The Department of Art History offers a second track which concentrates on the humanistic study of architectural history. General comprehensive knowledge in the field of architectural history as well as in that of art history is stressed in relation to work in the areas of urban studies and/or historic house museums.

The Department of Art History also offers a third track in museum studies, one which takes particular advantage of the rich cultural facilities of Virginia's urban environment. The program is run in coordination with numerous local and regional museums, stressing on-site instruction and internships. An opportunity is offered for the study of curatorial and administrative aspects, as well as educational programming for museums.

Overseas studies are available through university-sponsored programs abroad in Europe and Asia. Graduate assistantships and fellowships are available to full-time students.

M.A. – Historical

Graduate studies leading to the M.A. degree in art history are intended to train students to become creative and accomplished teachers and scholars in the discipline of art history. The program is designed to provide a comprehensive knowledge of the major areas and historical periods of art as well as the various research and methodological skills requisite to the field.

The requirements listed below are in conjunction with School of the Arts graduate admission and degree requirements.

Admission requirements. In addition to the School of the Arts requirements, applicants should have completed a minimum of 21 undergraduate term credits in art history with additional work in relevant humanities and social science courses, such as English, philosophy, foreign language and history. Students whose undergraduate training is less extensive may be admitted provisionally and subsequently attain full graduate status.

Degree requirements. A total of 30 credits in course work and thesis:

	Credits
Art history (period courses)	21
Historiography and methodology	3
Thesis	6
	<hr/>
	30

At least six of the 21 art history credits must be taken in seminar classes.

Degree candidates must have a reading knowledge of German or any appropriate Romance language. The requirement may be fulfilled after admission by passing the relevant foreign language examination.

Students also must demonstrate general programmatic competence in art history by passing a comprehensive examination, taken sometime toward the end of the course work.

The master's program culminates with a thesis, written under the direction of a departmental adviser and a thesis committee.

For more complete information and details on these procedures, contact the Department of Art History.

M.A. – Architectural history

The Department of Art History offers a master of arts degree with a track in architectural history. While concentrating in architectural history, students are required to take courses in art history as well as museum studies and/or urban studies and planning. Such a program is designed for students who wish to pursue careers as academicians or practitioners in the field, as well as for those who wish to pursue a doctoral degree. The courses taken in museum studies, or in conjunction with the Department of Urban Studies and

Planning, provide a unique interdisciplinary approach to the study of architectural history.

Admission requirements. In addition to the School of the Arts requirements, applicants should have completed a minimum of 21 undergraduate term credits in art and/or architectural history of which six credits must be in the survey of architectural history. Some basic drafting experience is also recommended. Additional work in relevant humanities and social sciences, such as literature, philosophy, foreign language and history is necessary. Students whose undergraduate training is less extensive may be admitted provisionally and subsequently attain full graduate status.

Degree requirements. A total of 39 credits in course work and thesis:

	Credits
Architectural history	12
Art history (period courses)	9
Historiography and methodology	3
Urban studies and urban planning and/or museum studies	9
Thesis	6
	39

At least three of the 12 architectural credits and three of the art history credits must be taken in seminar classes.

Degree candidates must have a reading knowledge of German or any appropriate Romance language. The requirement may be fulfilled after admission by passing the relevant foreign language examination.

Students also must demonstrate general programmatic competence in art history by passing a comprehensive examination taken sometime toward the end of the course work.

The master's program culminates with a thesis, written under the direction of a departmental adviser and a thesis committee.

For more complete information and details on these procedures, contact the Department of Art History.

M.A. – Museum studies

The two-year program in museum studies stresses those attitudes and skills necessary to accomplish the major goals of any professional museum operation: to collect, to preserve, to exhibit and to interpret the art and

artifacts of the past and present within an extended curriculum and professional museum environment. The course of study also includes an internship for academic credit under the direct supervision and professional guidance of individuals in the field.

The curriculum provides a broad educational background in art history and, in the field, will include studies in connoisseurship, registration methods, exhibition design, and educational programs for museums. It also provides a more particularized experience in areas in which the student desires to develop expertise. These areas include museum theory and administration, historic house museum, curatorship and contemporary alternative space gallery.

Admission requirements. In addition to the School of the Arts admission requirements, applicants should have completed a minimum of six credits in the survey of western art, nine credits of period studies and some undergraduate work in the humanities. Any applicant whose training is less extensive may be provisionally admitted and subsequently may gain full graduate status upon completion of the deficiency.

Degree requirements:

	Credits
Museum studies	15
Museum internship	3
Art history (period courses)	18
Art historiography and methodology	3
Elective	3
Museum project or thesis	6
	48

At least three of the 18 art history credits must be taken in a seminar class. Museum studies students must have a reading knowledge of German or any appropriate Romance language. This requirement may be fulfilled after admission by passing the relevant foreign language examination.

Students also must demonstrate general programmatic competence in museum studies and art history by passing a comprehensive examination taken toward the end of the course work.

An internship at one of the cooperating local or regional museums is a degree requirement of particular importance, enabling students to apply their knowledge and to develop a personal awareness of effective museum exhibition procedures. As a culmination to the

course of study, students may opt to plan and mount a major exhibition on campus or at a museum in lieu of a written thesis with the approval of the department.

Ph.D. program in art history

The Ph.D. in the history of art is a research-oriented degree designed to train critical and productive scholars who are well-grounded in the literature, methodology and major art historical problems in a designated area of study. The program's focus is on interdisciplinary and multicultural studies utilizing new critical methodologies.

Doctoral students will undertake an established program of course work and will be engaged in directed research and scholarly exposition within specialized areas of art historical inquiry. The Ph.D. program in the history of art is designed to prepare participants for roles in teaching and curatorial positions at museums in departments of collection management and educational programming.

Degree requirements.

	Credits
Course work beyond the master's degree in art history:	
Major area	9
Minor area	6
Art history electives	9
Dissertation	6
	30

The requirements of the School of Graduate Studies for candidacy exams and dissertation committees apply to participants in this program. Part-time study for portions of the program is possible.

Admission to the Ph.D. program.

To enter the doctoral program, the applicant must have the approval of the Graduate Committee, the chair of the Department of Art History and ultimately final approval from the director of graduate studies in the School of the Arts and the dean of the School of Graduate Studies. In addition to all required VCU graduate application materials, prospective Ph.D. students should submit either a completed master's thesis or two writing samples. In certain cases, a personal interview with the graduate committee or a faculty member may also be requested. Students who have

completed all of the requirements (including the language requirements) for the master of arts degree in the Department of Art History at VCU except the master's thesis may request admission to the doctoral program by submitting a formal written request accompanied by two research papers to the departmental Graduate Committee. The Graduate Committee may waive the requirements of the master's degree and the writing of the master's thesis, and grant the student entrance into the doctoral program. (Such a waiver does not constitute a master's degree). Students who have completed a master of arts degree in art history at VCU or any other accredited institution will be eligible to apply directly to the doctoral program.

Upon completion of the first nine credits of course work (first term), the student will choose a program adviser, who, together with the departmental chair of the Graduate Committee, will advise the student in establishing a program of study.

For application materials, write to: Director of Graduate Studies, School of the Arts, 325 N. Harrison St., Pollak Building, Richmond, VA 23284-2519.

Requirements for the Ph.D. degree. Students must have demonstrated competency in one foreign language at the time of application to the Ph.D. program. Reading proficiency in a second language must be demonstrated by the completion of the second term of doctoral course work. (Although French and German are typically the two languages of proficiency, the student may be required to demonstrate proficiency in other languages for study in particular areas.) A foreign language requirement for a previous M.A. degree may upon appeal be applied to the language requirement for the Ph.D. curriculum. Students must complete (with a grade of "B" or higher) 24 hours of course work beyond the master's degree (at least six must be seminar courses); satisfy the language proficiency requirement; pass the comprehensive slide and field examinations, gain approval for the dissertation proposal and be granted candidacy; complete the dissertation and successfully defend the dissertation. All degree requirements must be completed within seven years of the first term of enrollment in the doctoral program.

Majors and concentration.

Students will choose an area of major concentration from one of the following: studies in art and architecture; 18th century to the present; or studies in non-Western art and architecture (African, Oceanic, pre-Columbian and Native American art). Students will select an area of minor concentration, which may be from any area of art historical inquiry outside the major or, upon approval of the Graduate Committee, may be outside the department. Students will be particularly encouraged to undertake cross-cultural investigations.

Nine credits will be taken in the major area and six in the minor; nine additional elective credits may be taken from any art history area. With approval of the graduate committee, students may substitute three elective credits with a course outside of the department.

Comprehensive exam/admission to candidacy. All masters and doctoral students enrolled in the graduate program in art history must pass the departmental comprehensive slide examination given each term. Doctoral students will be required to pass a field comprehensive examination, consisting of written and oral components. After satisfactory completion of the comprehensive examination and demonstration of proficiency in two languages, the student will work with an adviser to establish a committee and will submit to said committee a dissertation proposal. Upon approval of the dissertation proposal, candidacy for the doctoral degree will be granted. Only after candidacy is granted may a student enroll for dissertation credits. (A student who does not pass the comprehensive examination may take that exam a second time.) This second examination must be taken within six months of the first attempt.

Dissertation. After admission to candidacy, participants proceed to complete and defend their dissertation. This is done under the supervision of the dissertation director working in concert with the dissertation committee. Participants are required to maintain continuous enrollment of at least three credit hours per term (excluding summer) until they have attained six hours of dissertation credit, after which they may enroll for as few as one credit per term. The number of credit hours

per term is expected to reflect the intensity of use of university resources, especially faculty time. The dissertation must represent independent research which is devoted to an original question or hypothesis with the appropriate development, analysis, and interpretation. Successful defense of the dissertation completes the requirements for the degree.

General information

Financial assistance. Although financial assistance is limited, funds are available. No prospective student should refrain from seeking admission to the school for financial reasons alone. However, since funds available through the School of the Arts are limited, applicants are strongly urged to seek additional sources to finance their education.

Research and teaching assistantships. Research and teaching assistantships may be available to doctoral students. Additional information is available from the director of graduate studies, School of the Arts.

Graduate courses in art history (ARTH)

ARTH 502 Historical Preservation and Architectural History

Term course; 3 lecture hours. 3 credits. An introduction to the methods or research, record keeping and reporting used in architectural history, and to the evolution of the discipline, especially in relation to historic preservation.

ARTH 504 Advanced Studies in Prehistoric and Ancient Art

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed study of a selected aspect of artistic development in one or more ancient and prehistoric cultures, such as in Africa, Asia, Europe or the Americas. See the Schedule of Classes for specific topic to be offered each term.

ARTH 505 Advanced Studies in Greek, Etruscan, and Roman Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed study of a selected aspect of the art and ideas of the classical Greek and Roman cultures, including the Etruscans. See the Schedule of Classes for specific topic to be offered each term.

ARTH 514 Advanced Studies in Medieval Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed study of a selected aspect of development in the art and ideas of Byzantine, Germanic, Romanesque or Gothic Europe or of

Islam. See the Schedule of Classes for specific topic to be offered each term.

ARTH 519 Advanced Studies in Renaissance Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed study of a selected aspect of the development of the art and ideas of the Proto-Renaissance, Early Renaissance, or High Renaissance in Europe or Latin America. See the Schedule of Classes for specific topic to be offered each term.

ARTH 524 Advanced Studies in Baroque and 18th Century Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed study of a selected aspect of the development of the art and ideas of England, France, the low countries, Italy, Spain, Latin America, Germany and Austria during the Baroque period and/or 18th century. See the Schedule of Classes for specific topic to be offered each term.

ARTH 529 Advanced Studies in 19th Century Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed study of a selected aspect of the development of the art and ideas of the 19th century including Neoclassicism, Romanticism, Realism, Impressionism in Europe and/or America. See the Schedule of Classes for specific topic to be offered each term.

ARTH 530 Guided Study Abroad

Term course; 1-6 credits.

ARTH 539 Advanced Studies in 20th Century Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed study of a selected aspect of the development of the art and ideas of the 20th century in Europe and/or America. See the Schedule of Classes for specific topic to be offered each term.

ARTH 542 Advanced Studies in the Architecture of Richmond

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of six credits. An advanced, detailed study of a selected aspect of the development of the architecture of the city of Richmond. See the Schedule of Classes for specific topic to be offered each term.

ARTH 544 Advanced Studies in Art and Architecture of the United States

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed study of a selected aspect of the development of the art and ideas of the United States. See the Schedule of Classes for specific topic to be offered each term.

ARTH 549 Advanced Studies in the Art and Architecture of Asia

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed study of a

selected aspect of the development of the art and ideas of India, China, Korea, Japan, Southeast Asia or the Middle East. See the Schedule of Classes for specific topic to be offered each term.

ARTH 552 Art and Architecture of Central, Eastern and Southern Africa

Term course; 3 lecture hours. 3 credits. A study of the major art-producing cultures of Central Africa, including the Cameroon, Gabon, and Zaire; East Africa, including Kenya, Tanzania, and Mozambique; and Southern Africa, Bushman art, prehistoric cave paintings and rock engravings.

ARTH 554 Advanced Studies in African or Oceanic Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of six credits. An advanced, detailed study of a selected aspect of the development of the art and ideas of African or Oceanic cultures. See the Schedule of Classes for specific topic to be offered each term.

ARTH 555 Advanced Studies in Aesthetics and Art Theory

Term course; 3 lecture hours. 3 credits. An advanced, detailed investigation of aesthetic theories and concepts in art.

ARTH 556 Advanced Studies in Ideas and Criticism in Art

Term course; 3 lecture hours. 3 credits. An advanced, detailed examination of specific concepts in the literature of art criticism with particular emphasis on the principle writings of leading American critics.

ARTH 569 Advanced Studies in Museum Methods

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of nine credits. Advanced instruction in the major aspects of museum administration. Lectures by museum personnel and workshops in a variety of museums. A major research project is required.

ARTH 571 Advanced Studies in Film Theory

Term course; 3 lecture hours. 3 credits. Advanced, detailed study of the theories and criticism of film, dealing with medium, form, function and psychology.

ARTH 574 Advanced Studies in Film

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of twelve credits. An advanced, detailed examination of selected topics in the history of film. See the Schedule of Classes for specific topic to be offered each term.

ARTH 575 Advanced Studies in the History of Photography

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. An advanced, detailed examination of selected topics in the history of photography. See the Schedule of Classes for specific topic to be offered each term.

ARTH 580 Registration Procedures for Museums

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. A study of the standard registration procedures and the current vocabulary employed by the

profession. Professional ethics will be stressed to enable the students to become more fully aware of the importance within the museum system.

ARTH 581 Museum Exhibitions

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. The study of exhibitions for museums including design, fabrication, lighting, brochures, invitations and publications.

ARTH 582 Educational Program and Public Relations for Museums

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. A study of programming for an art center/museum, including organization of permanent displays, special exhibitions, lectures, docent programs for children and adults, and traveling exhibition services. Special emphasis will be placed on the use of audio-visual materials and techniques in the exhibitions and interpretation programs, as well as the techniques of public information, including press releases, use of television, radio, newspapers and scholarly publications.

ARTH 583 Curatorship and Connoisseurship

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. An examination of the curator's relationship and responsibilities to the museum system, research methods, methods of acquisition, organization of museum reference library (including slides and other audio-visual materials), exhibition catalogues, clippings and file and computer retrieval systems.

ARTH 584 Museum Administration

Term course; 3 lecture hours. 3 credits. Prerequisite: ARTH 464, 465 and/or permission of instructor. A study of museum organization, including staff organization and relationship of director to board, building and grounds, heating and humidity control, guarding and fire control, special installments and shops, membership programs, museum finances for operation and acquisition funds, grants, promotion, development and overall responsibility to the community and profession.

ARTH 590 Art Historiography and Methodology

Term course; 3 lecture hours. 3 credits. Basic methodology for beginning art history graduate students. An examination of the traditional research methods of the art historical discipline, geared to familiarize students with standards in research and scholarship.

ARTH 591 Topics in Advanced Art and Architectural History

Term course; variable; 1-6 credits. May be repeated for a maximum of nine credits. Prerequisite: Permission of instructor. An in-depth study of a particular aspect of the art and architecture of both Old and New World cultures. Course consists exclusively of extended off-campus trips to sites and collections throughout the United States and abroad. See the Schedule of Classes for specific topics to be offered each term.

ARTH 593 Advanced Museum Internship

Term course; 9 to 18 studio hours. 3 to 6 credits. May be repeated for a maximum of nine credits. Prerequisite: Permission of instructor, chair of the graduate committee

and/or chair of the department of art history. Advanced fieldwork in a local, regional or national museum.

ARTH 602 Native American Art and Architecture of the Southwest United States

Term course; 3 lecture hours. 3 credits. A study of the major prehistoric and historic native cultures of the Southwest, considered in terms of the characteristics that distinguish them from each other and that show continuity to modern forms. Emphasis is placed on use of modern Pueblo and non-Pueblo art forms as models for interpreting prehistoric forms of the Anasazi, Hohokam, Mogollon, Navajo and related cultures.

ARTH 691 Topics Concerning the Yoruba Presence in the Americas

Term course; 3 lecture hours. 3 credits. May be repeated. An examination of Yoruba-inspired cultural and artistic traditions in North and South America and the Caribbean. See the Schedule of Classes for specific topic to be offered each term.

ARTH 699 Museum Project

Term course; 3-6 credits. Prerequisite: Permission of departmental graduate committee and chair of the department of art history. The planning, mounting, and documentation of a major exhibition on campus or in a local/regional museum.

ARTH 714 Seminar in Pre-Columbian Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated. Prerequisite: Permission of the instructor. Advanced research on specific topics related to the study of pre-Columbian art in the Mesoamerican and Andean regions.

ARTH 752 Art and Architecture of Nigeria

Term course; 3 lecture hours. 3 credits. A study of the culture and traditional art forms of Nigeria, from c. 500 B.C. to present, including architecture, sculptural works in wood, stone, ivory and metal, royal attire, jewelry and weaponry. Special emphasis will be placed upon the art of the Yoruba and Benin bronzes.

ARTH 759 Seminar in Aesthetics, Theory, and Criticism of Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of six credits. An advanced, detailed study of selected topics of aesthetics, art theory and criticism in a seminar situation. See the Schedule of Classes for specific topic to be offered each term.

ARTH 761 Seminar in Latin American Renaissance Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated. Prerequisite: Permission of the instructor. Advanced research on specific topics related to the study of Renaissance art in the Caribbean, Mexico, Central and South America.

ARTH 762 Seminar in Latin American 17th and 18th Century Art and Architecture

Term course; 3 lecture hours. 3 credits. May be repeated. Prerequisite: Permission of the instructor. Advanced research

on specific topics related to the study of Baroque and Rococo art and architecture in the Caribbean, Mexico, Central and South America.

ARTH 780 Aspects in Christian Iconography

Term course; 3 lecture hours. 3 credits. Seminar: the study of meaning in the visual arts of Europe from the Middle Ages to the Neo-Classical period. Students will analyze special themes of a Christian or classical derivation and study major cultural shifts within a broader historical perspective.

ARTH 781 Aspects of Buddhist Iconography

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. Seminar: research into the origins and expansion of Buddhist art in Asia.

ARTH 782 Aspects of Hindu Iconography

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. Seminar focusing on research into the origins and expansion of Brahmanical Hindu art in Asia.

ARTH 789 Problems in Advanced Art and Architectural History

Term course; 3 lecture hours. 3 credits. May be repeated. Seminar for scholarly research and discussion of specific issues.

ARTH 791 Topics in Early Modern Art

Term course; 3 lecture hours. 3 credits. May be repeated. An in-depth investigation of American and/or European art and architecture of the early 20th century. See the Schedule of Classes for specific topic to be offered each term.

ARTH 797 Directed Research Project

Term course; variable credit; 1-3 credits. May be repeated for a maximum of six credits. Prerequisite: Permission of instructor, coordinator of graduate studies and chair of the department of art history. Advanced individual work on subject to be formulated by student and instructor.

ARTH 799 Thesis

Term course; 1-6 credits. May be repeated. Prerequisite: Completion of all formal course work, comprehensive examinations, foreign language examination and approval of the departmental chair of graduate studies and department chair. Preparation of a thesis based on independent research.

ARTH 899 Dissertation Research

Term course; variable credit. May be repeated. A minimum of six term hours. Prerequisite: Completion of all course work and foreign language requirements; students must have been granted Ph.D. candidacy. Preparation of a dissertation based on independent research.

Master of Fine Arts in Fine Arts

Ceramics	Fibers
Furniture design	Glassworking
Jewelry/metalworking	Painting
Printmaking	Sculpture

General program description

Students may be admitted to one of the following School of the Arts master of fine arts degree tracks: ceramics, fibers, furniture design, glassworking, jewelry/metalworking, painting, printmaking or sculpture. Students completing the M.F.A. in fine arts will be prepared for professional artistic practice directed toward the creation of works of art, the application and transmission of knowledge about works of art and their interrelationships with each other and with other aspects of culture. The graduate program advances the development of:

- individual studio and scholarly talents, interests and philosophies, used creatively both to expand and preserve our cultural heritage,
- professional studio competence as exemplified by a significant body of work,
- individuals with the potential to solve contemporary problems in all aspects of the visual arts and to explore and address new questions and issues,
- professional competence in the dissemination of knowledge, including logical, clear verbal and written presentation of aesthetic ideas in teaching and other contexts, and
- scholarly competence in the organization, evaluation and interpretation of knowledge.

Characteristics of the program

In M.F.A. studio art programs, assessment of progress is conducted on a regular and periodic basis through scheduled critiques and final course critiques and evaluations. Students have frequent opportunities to exhibit their work in the context of their educational programs. They are encouraged to develop and present their work in circumstances that develop connections with the professional world related to their course of study. Students are admitted to degree candidacy after receiving approval by a faculty review committee.

Program requirements

As a thesis project, the M.F.A. candidate is required to present a final body of work demonstrating professional competence. The thesis is reviewed by a

faculty thesis committee, and the culminating work is done in a form which can be retained by the university.

Degree requirements
M.F.A. in ceramics, fibers,
furniture design, glassworking
or jewelry/metalworking

Program pattern	Credits
Studio	42
Electives, including art history	9
Graduate seminar	9
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	60

Degree requirements
M.F.A. in painting or printmaking

Program pattern	Credits
First term	
Studio	
Major departmental studio	6
Departmental studio	3
Art and critical theory	3
Graduate seminar	3
	<hr/>
	15
Second term	
Studio	
Major departmental studio	6
Approved studio elective	3
Art and critical theory	3
Graduate seminar	3
	<hr/>
	15

Third term	
Studio	
Major departmental studio	6
Approved studio elective	3
Approved academic elective	3
Graduate seminar	3
	<hr/>
	15

Fourth term	
Departmental studio	9
Approved elective	3
Graduate seminar*	3
	<hr/>
	15
	<hr/>
	60

* Enrollment in the graduate seminar is mandatory for the duration of the student's study in the graduate program.

Degree requirements
M.F.A. in sculpture

Program pattern	Credits
First term	
Studio (graduate sculpture)	8
Elective	3
Graduate seminar*	4
	<hr/>
	15
Second term	
Studio (graduate sculpture)	8
Elective	3
Graduate seminar*	4
	<hr/>
	15

Third term	
Studio (graduate sculpture)	8
Elective	3
Graduate seminar*	4
	<hr/>
	15

Fourth term	
Studio (graduate sculpture)	8
Elective	3
Graduate seminar*	4
	<hr/>
	15
	<hr/>
	60

* Enrollment in the graduate seminar is mandatory for the duration of the student's study in the graduate program.

Admission requirements
M.F.A. in fine arts

Undergraduate preparation. In addition to the School of the Arts admission requirements, applicants in the visual arts must have completed a minimum of 36 term hour credits in art at the undergraduate level.

Portfolio.

Ceramics, fibers, furniture design, glassworking and jewelry/metalworking

20 slides of recent representative work, four of which must be drawings, the remainder of which should be in the field of application.

Painting

12 slides of representative work.

Printmaking

12 recent unframed prints. Although all reasonable care will be given the work, the university will not be responsible for its condition.

Sculpture

A minimum of 20 slides of representative work, three of which must be drawings.

Department of Crafts

Hammersley, William S., Associate Professor

M.F.A. University of Wisconsin, Madison

Woodworking, furniture design.

Hawthorne, John, Associate Professor

M.F.A. Cranbrook Academy of Art

Fabric design, textiles.

Ipsen, Kent F, Professor

M.F.A. University of Wisconsin, Madison

Glassworking.

Iverson, Susan, Professor

M.F.A. Tyler School of Art

Tapestry, textiles.

Meyer, C. James, Professor

M.F.A. State University College, New Paltz

Metalsmithing, jewelry.

Rosenbaum, Allan, Associate Professor

M.F.A. Virginia Commonwealth University

Ceramics.

Thompson, Nancy K., Professor

M.F.A. Indiana University

Jewelry.

The Department of Crafts offers graduate course work in five disciplines: ceramics, fibers, furniture design, glassworking and jewelry/metalworking.

Within the studio concentration, emphasis is placed on self-motivation, individual investigation, and the development of professional attitudes and skills. Students are expected to demonstrate a serious commitment to their work and to develop mature ideas and forms of expression.

Graduate courses in crafts (CRAF)

CRAF 547 Ceramic Technology

Term course; 3 lecture hours. May be repeated. See the Schedule of Classes for specific topic to be offered each term.

CRAF 591 Special Topics and Practicum

Term course; 1-3 credits. May be repeated. Prerequisite: Permission of instructor. A topical seminar/workshop offered in a variety of craft subjects or issues not included in the regular curriculum. See the Schedule of Classes for particular topic or topics to be covered each term.

CRAF 601 Metal or Jewelry

Term course; 9, 18, or 27 studio hours. 3, 6 or 9 credits. May be repeated. Personal investigation of materials, processes and attitudes relating to the creative production of metal and/or jewelry forms.

CRAF 621 Furniture Design

Term course; 9, 18, or 27 studio hours. 3, 6 or 9 credits. May be repeated. Design, research and experimentation in wood

and varied materials, relating to a body of work demonstrating the student's mastery of material.

CRAF 641 Ceramics

Term course: 9, 18, or 27 studio hours. 3, 6 or 9 credits. May be repeated. Problems in the design and production of functional and nonfunctional ceramic objects as well as study of experimentation in ceramic technology and kiln design.

CRAF 651 Glassworking

Term course: 9, 18, or 27 studio hours. 3, 6 or 9 credits. May be repeated. Prerequisite: Permission of instructor. Investigation of and experimentation with the ideas, material, and processes relative to the production of glass forms.

CRAF 661 Textiles

Term course: 9, 18, or 27 studio hours. 3, 6 or 9 credits. May be repeated. Work in contemporary and traditional textile techniques.

CRAF 690 Graduate Seminar

Seminar course; 1 or 3 lecture hours. 1 or 3 credits. May be repeated. Degree requirement for graduate students in the Department of Crafts. A weekly seminar for the purpose of discussing contemporary issues in the arts as they affect the artist-craftsperson.

Department of Painting and Printmaking

Bolduan, Ruth, Associate Professor and Acting Chair
M.F.A. The American University
Painting.

Campbell, Jewet, Professor Emeritus
Attended New York Art Students' League
Painting.

DeSmidt, Thomas H., Professor and Associate Dean
M.F.A. Syracuse University

Donato, Gerald M., Professor
M.F.A. University of Wisconsin
Painting.

Drought, Michael, Associate Professor
M.F.A. University of Wisconsin
Painting.

Freed, David C., Professor
M.F.A. University of Iowa
Printmaking.

Gower, Reni, Associate Professor
M.F.A. Syracuse University
Painting.

Kevoorkian, Richard E., Professor Emeritus
M.F.A. California College of Arts and Crafts
Painting.

Martin, Bernard M., Professor Emeritus
M.A. Hunter College
Painting.

Miller, James B., Professor
M.F.A. University of Arkansas
Painting and printmaking.

Pollak, Theresa, Professor Emerita
Attended New York Arts Students' League
Painting.

Russell, Milo F., Professor Emeritus
M.A. University of Virginia
Painting.

Tapia, Javier, Associate Professor
M.F.A. University of Texas
Painting.

Tisserat, Barbara, Associate Professor
M.F.A. University of Wisconsin
Printmaking.

Wetton, Philip S., Professor
Diploma Coventry College
Printmaking.

Yarowsky, Morris, Professor
M.F.A. California College of Arts and Crafts
Painting.

The Department of Painting and Printmaking offers a graduate program of study leading to the M.F.A. degree. Students admitted to the program are expected to have achieved a high level of competence in either painting or printmaking. The graduate program is designed to encourage the development of professional attitudes and skills, with an emphasis on individual investigation.

The Master of Fine Arts Program is based on intensive studio practice at an advanced level in the areas of painting and printmaking. The program is highly selective and is presently limited to 16 participants.

The Painting and Printmaking Graduate Program is housed in the new Fine Arts Building with 16 individual Graduate Painting Studios and a Graduate Printmaking Studio. These new facilities provide an excellent physical environment for the Graduate Program with easy access to the other fine arts areas of sculpture and crafts. The Painting and Printmaking Graduate Program is ranked among the top 20 best Graduate Fine Arts Programs in the country by U.S. News and World Report. This ranking is based on the professional reputation of the program's faculty, and on the outstanding accomplishments of the students who graduate from the department. Established in 1928, the Department of Painting and Printmaking was the first department in what has become the School of the Arts, and it is now the largest in the country. For nearly 70 years, the department has made significant contributions to the development of the School of the Arts' reputation as one of the premier art schools in the country.

The Master of Fine Arts Degree Program in painting and printmaking requires 60 credits and is usually completed in two years of full time study.

Most of these credits are in studio areas and are augmented by related courses in specialized academic fields. A graduate seminar meets weekly and addresses topics related to contemporary art and theory. Two terms of Art and Critical Theory, a course which surveys the major themes of contemporary art criticism, also are required.

Graduate students meet with individual committees composed of three faculty members. Each committee and student conducts an ongoing dialogue and critique. At the end of the second term students discuss their work at a candidacy critique comprised of their committee and additional faculty. At the successful conclusion of the program's second year M.F.A. recipients mount a comprehensive exhibition of their work at the university's Anderson Gallery. The Department of Painting and Printmaking supports an active and ambitious program of visiting artists and lecturers. Leading figures in the world of contemporary art visit to discuss their work, critique, visit studios, conduct workshops and meet with students throughout the year.

The Master of Fine Arts Degree is the terminal degree in the studio areas of fine arts and is a requirement for most college and university teaching positions. Many graduate students have gained teaching experience in the department as part of their assistantship responsibilities, teaching classes in painting, drawing and printmaking. The department assists graduate students financially through a variety of teaching assistantships, graduate assistantships and scholarships.

Graduate courses in painting and printmaking (PAPR)

PAPR 525 Issues in Contemporary Visual Arts

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of six credits. Prerequisite: Painting and printmaking majors only. The investigation of content and meaning of major directions in contemporary art as they relate to the studio. Students will relate their own work to major movements in contemporary visual art.

PAPR 527, 528 Art and Critical Theory

Term courses; 3 lecture hours. 3, 3 credits. Prerequisite: General art history or equivalent. Major themes in art criticism and theory from 1940 to the present. This course provides an introduction to the literature of art criticism as well as artists' writings in relation to studio production.

PAPR 591 Topics in Painting and Printmaking

Term course; 1-4 credits. May be repeated for a maximum of nine credits with different content. This course will explore selected topics of current interests or needs relative to painting and printmaking. See the Schedule of Classes for specific topics to be offered each term.

PAPR 605 Graduate Painting

Term course; 6 or 12 studio hours. 3 or 6 credits. May be repeated. A studio class in which primary emphasis is placed on the creative disciplines of contemporary painting. Special attention is given to the development of personal expression through individual criticism.

PAPR 615 Graduate Printmaking

Term courses; 6 or 12 studio hours. 3 or 6 credits. May be repeated. Specialization in one printmaking medium with emphasis upon technical research and the aesthetic suitability of design to medium.

PAPR 621 Graduate Drawing

Term course; 6 studio hours. 3 credits. May be repeated. A studio class with individual criticism. Special attention is given to contemporary concepts. Permission of instructor required for non-painting and printmaking majors.

PAPR 690 Graduate Seminar

Term course; 1, 3 lecture hours. 1, 3 credits. May be repeated. Degree requirement for graduate students in the department of painting and printmaking. Weekly seminar for the purpose of discussion of recent artistic developments in painting and printmaking. Critiques dealing with student work will take place.

Department of Sculpture

Helfgott, Myron, Professor

M.F.A. Southern Illinois University

Henry, Charles R., Professor

M.F.A. Cranbrook Academy

King, Elizabeth, Associate Professor

M.F.A. San Francisco Art Institute

Newton, Carlton, Assistant Professor

M.F.A. San Francisco Art Institute

Seipel, Joseph, Associate Professor and Department Chair

M.F.A. Rinehart School of Sculpture

Van Winkle, Lester, Professor

M.A. University of Kentucky

Part-time faculty

Buster, Kendall

M.F.A. Yale University

“In dreams begin responsibilities,” William Butler Yeats once said. And so, too, the sculpture department is in the business of fomenting dreams and encouraging responsibility.

The sculpture department provides an environment of high expectation regarding self-motivation, intellectual capacity and responsibility in order to

establish those conditions that promote the student's ability to construct a thinking self. Students are encouraged to explore technology's parameters and discover applications to new and traditional modes of expression while continuing to examine the links between art, science, the humanities and the conditions of the world. It is the department's mission to provide students with the seeds of discernment, vocabulary and the skills of analysis and synthesis to become participants in today's dialogue.

The department has six full-time and numerous part-time faculty who represent various directions and attitudes relative to the making of art.

Both formal and informal contact with faculty are designed into the program. Along with the Department of Sculpture's faculty, graduate students are exposed to a vigorous visiting artist schedule. Through studio reviews, seminars and research, the students are expected to build an awareness of contemporary and historical definitions of art that will influence their creative work. In addition to their own investigations, the graduate students participate in and contribute to the undergraduate program.

The graduate sculpture program is housed in a new state-of-the-art facility. There students are provided with a generous amount of studio space and are given time, support and encouragement to pursue their independently determined goals. While the graduate program is generally a two year, four term in-residence program, students are expected to continue studio pursuits either on campus or at an alternate site throughout the calendar year.

The VCU Department of Sculpture M.F.A. Program is ranked among the top five by U.S. News & World Report (1997-1999).

Graduate courses in sculpture (SCPT)

SCPT 500, 600 Graduate Sculpture

Term course; 4, 8 or 12 studio hours. 2, 4 or 6 credits. May be repeated. Emphasis on individual creative production with periodic exposure of student's work and ideas to the critical attention of the teaching faculty of the department of sculpture and other graduate students.

SCPT 517 Seminar in Contemporary Sculpture

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. A forum for consideration and discussion of recent developments in the field.

SCPT 590 Graduate Seminar

Term course; 1 or 4 lecture hours. 1 or 4 credits. May be repeated. Degree requirement for graduate students in the department of sculpture. Weekly seminar for the purpose of exploring recent developments in sculpture and conducting critiques in which students can discuss the ideas and attitudes manifest in their work.

SCPT 591 Topics in Sculpture

Term course; variable; 1-4 credits. May be repeated for a maximum of 12 credits. This course will explore selected topics of current interests or needs relative to sculpture. See Schedule of Classes for specific topics to be offered each term.

Master of Fine Arts in Design

Film

Photography

Interior environments

Visual communications

General program description

The purpose of this advanced degree program in design is to prepare the individual designer to assume a leadership role in a complex and expanding profession. The course work, applied experience and research that constitute the program will enable the designer to better solve visual and spatial problems and to function more effectively as an administrator, planner and educator.

The program offers the graduate student the opportunity to use appropriate courses and resources from schools within the university, to participate in internships and research with various agencies and organizations concerned with programs of design, and to view design as an interdisciplinary profession with an essential contribution to make toward the solution of the problems of today.

Characteristics of the program

The master of fine arts in design is an advanced interdisciplinary program in the study of design which utilizes knowledge and human potential in alternative ways to define problems and create change.

Graduate students not only have the opportunity to work within a design field, such as visual communications, interior environments and photography/film, but also have the opportunity to develop competencies across fields and to engage in research and inquiry of a social or environmental nature to create new visual forms and communicative content in a rapidly changing society.

Internship and field experiences

Within a professional school of the arts in an urban university there are excellent opportunities for appropriate graduate field experiences. They include:

- formal arrangements with state agencies, industries, foundations and community organizations which would enable the graduate designer to function as a member of a project team or task force,
- service to various organizations, offered as the need arises, possibly with the student working on a specific problem or project, and
- research internships developed with the university on school-supported or outside-funded projects, especially those that concern social problems, health care, and institutional environments.

Program requirements

Thesis. The thesis or creative project is a requirement for the M.F.A., design (visual communications) degree, a thesis and exhibition is a requirement for the M.F.A., design (photography and film) degree and a research-design project and exhibition is required for the M.F.A., design (interior environments) degree. The culminating work is done in a form which can be retained by the university.

Examples of thesis

Interior environments. An investigation in a scholarly area or specific research and documentation of a technical or creative project.

Visual communications. An exhibition of a visual communications problem appropriately documented or a specific research problem which explores the communicative, formal, and/or technological aspects of visual problem solving.

Photography and film. An exhibition of a cohesive body of photographs and or film with the appropriate written documentation.

Graduate courses in design (DESI)

Courses common to all subspecialties

DESI 601 Interdisciplinary Design Seminar

Term course; 3 lecture hours. 3 credits. An introductory seminar for beginning graduate students across the three subspecialty areas that examines the mission of the contemporary

designer and the technological, psychological and aesthetic resources. Professional designers, educators from other fields on campus, and resource people from business and industry will participate.

DESI 602 Advanced Design Seminar

Term course; 3 lecture hours. 3 credits. May be repeated.

An advanced seminar in which students and faculty from the three subspecialty areas meet and discuss the professional and conceptual aspects of interdisciplinary design activity. Students will draw upon past knowledge and current investigations.

DESI 603 Design and Visual Communication Education

Term course; 3 lecture hours. 3 credits. This course will explore the philosophical, informational and technical aspects of design education.

School of the Arts and university courses

The following courses common to all graduate programs in the School of the Arts are available to M.F.A. students in design who desire to engage in research supervised by qualified professors within the school and other academic divisions within the university.

ARTS 592, 692 Individual Projects/Fieldwork

ARTS 704, 705 Research in the Arts

A variety of graduate courses offered within the School of the Arts can be utilized as electives by the student in this degree program. Some examples are:

ARTH 539 Advanced Studies in 20th Century Art and Architecture

ARTH 574 Advanced Studies in Film

PAPR 605 Graduate Painting

PAPR 615 Graduate Printmaking

PAPR 621 Graduate Drawing

SCPT 500, 600 Graduate Sculpture

THEA 603, 604 Problems in the History of Dramatic Literature

VCU offers a wealth of graduate courses which can, as electives, support the educational process and personal development of graduate students.

Department of Interior Design

Field, Jerry J., Professor Emeritus

B.S. Certificate in I.D. Virginia Commonwealth University

Diploma Parsons School of Design

History of interior design and architecture, period restoration.

Gao, Chaoyi, Assistant Professor

M.F.A. Virginia Commonwealth University;

M.A. Central Academy of Art and Design (China)

Graphic communications, design processes.

Gunter, Ben D., Professor Emeritus

M.Ed. University of Virginia

Interior design education, business and commercial design.

Harwood, M. Buie, Professor and Department Chair

M.F.A. Louisiana Tech University

History of interior design and architecture, professional practice and standards, interior design education and process.

Heneveld, Paula, Assistant Professor

M.A. Cornell University

Social and behavioral issues, commercial design, lighting analysis.

Long, James T., Associate Professor

M.Arch. University of Kansas

Design theory, design of the 20th century, color and lighting design.

Marlow, Craig H., Associate Professor

M.F.A. Louisiana Tech University

Graphic communication, government design, simulations, facilities management.

Petrie, Paul E., Professor and Associate Dean

M.F.A. Syracuse University

Interior design education, professional practice.

Whitehead, Camden, Associate Professor

M.Arch. Virginia Polytechnic Institute and State University

Design process, materials, small scale mass production, joint conditions.

Yung, Ringo, Professor

M.F.A. University of Kansas

Hospitality design, furniture construction, graphic communication, oriental architecture.

The graduate program in interior environments will provide individuals with design backgrounds the opportunity to expand their knowledge of intellectual, creative, cultural and philosophical attitudes toward design at the post-professional degree level.

The depth of the program will stimulate professional excellence in a specific area of interior environments and will allow interaction with disciplines in the School of the Arts and the university.

The department offers accelerated undergraduate preparation for those interested individuals with non-interior design backgrounds. Assessment of the individual candidate's needs will determine the scope of the qualifying program. This is an opportunity to gain the skills and design experiences required to qualify for admission to the graduate degree program.

Specific admission requirements

Undergraduate preparation. A minimum of 36 term credits in studio art at the undergraduate level; additional term credits are required in related courses such as architecture, business, environmental support systems,

art/architectural history and environmental psychology.

Portfolio. A minimum of 10 recent design projects which exemplify awareness, understanding and competency in creative design, graphic skills and technical ability are required. Other pertinent data should be included as necessary.

Degree requirements

A minimum of 60 credits are required within prescribed courses. A research-design project is required to complete the program of study. This project is undertaken and developed in the context of IDES 699 and must consist of the testing of an original idea that is supported by research. This information will be synthesized through the design development process and culminate in an individual creative project of complex scale and scope. Documentation must follow established guidelines and be presented in a form that can be retained by the department and the university.

Typical program pattern

First term	Credits	
Graduate design studio	6	
Research methods	3	
Seminar elective: Interdisciplinary	3	
Studio elective	3	
		15
Second term		
Graduate design studio	6	
Research-design thesis investigation	3	
Topics in interior design	3	
Studio elective	3	
		15
Third term		
Graduate design studio	6	
Fieldwork/internship	6	
Research-design project thesis	3	
		15
Fourth term		
Design studies	3	
Research-design project thesis	9	
Seminar elective: Interdisciplinary	3	
		15
		60

Graduate courses in interior environments (IDES)

IDES 591 Topics in Interior Design

Term course; 3 lecture hours. 3 credits. May be repeated. Prerequisite: Consent of instructor. Explores selected topics of current and relevant interest in interior design. Topics will vary each term and focus on the needs of the student.

IDES 601, 602, 603 Graduate Design Studio

Term course; 12 studio hours. 6 credits. Prerequisite: Consent of graduate coordinator and instructor. Interior design majors only. Provides individualized advanced studio for designing in specialized areas of interior environments. Topics will vary each term and focus on the needs of the student.

IDES 621 Research Methods in Design

Term course; 3 lecture/seminar hours. 3 credits. Prerequisite: Consent of instructor. Familiarizes students with the different types of research methods including design, historical, educational and behavioral; includes information on interior design thesis projects and research.

IDES 622 Design Research

Term course; 3 credits. Work with graduate coordinator or adviser. Emphasizes thesis design research; students prepare a project proposal, conduct investigative research and organize research material via written documentation.

IDES 623 Advanced Design Studies

Term course; 3 lecture/seminar hours. 3 credits. Prerequisite: Consent of instructor. Interior design majors only. Familiarizes students with the expanding body of knowledge on design studies related to interior environments including theory, emerging trends and future issues.

IDES 693 Interior Design Internship

Term course; 6, 12 studio hours. 3, 6 credits. Prerequisite: Consent of instructor. Interior design majors only. Provides supervised practical work experiences that are coordinated with professional interior designers under the guidance of interior design faculty. Formal arrangements must be made.

IDES 699 Research-Design Project - Thesis

Term course; 2, 6 studio hours. 1, 3, 6, 9 credits. May be repeated. Prerequisite: Approval of Departmental Review Committee. The project must test an original design theory synthesized through the development of a design process, investigative research and an individual project of complex scale and scope.

Department of Communication Arts and Design

Carter, Robert, Professor
M.F.A. University of Illinois
Graphic design, computer graphic design, semiology, typography.

Chessin, Laura, Assistant Professor
M.F.A. Rhode Island School of Design
Writing, letterform design, lettering.

Colley, David, Associate Professor

M.F.A. University of Illinois
Graphic design, typography, design theory.

Day, Ben, Professor

M.F.A. Louisiana Tech University
Graphic design, typography, design theory.

DeMao, John, Associate Professor and Department Chair

M.P.D. North Carolina State University
Design theory, process and methodology.

Hoskins, Steven, Assistant Professor

M.F.A. Rhode Island School of Design
Interactive design, graphic design.

Malinoski, John B., Associate Professor and Associate Chair

M.F.A. Rochester Institute of Technology
Graphic design, typography, design theory.

McKelvey, Roy, Assistant Professor

M.S. Carnegie Mellon University
Interactive design.

McLaughlin, Mary, Associate Professor

B.F.A. University of Illinois
Typography, graphic design, exhibition design.

Meganck, Robert, Professor

M.F.A. Cranbrook Academy of Art
Graphic design, typography, illustration.

Meggs, Philip B., Professor

M.F.A. Virginia Commonwealth University
Graphic design and design history.

Ouchi, Akira, Associate Professor

M.S. Illinois Institute of Technology
Graphic design, typography, systems.

The objective of this program is to develop the philosophy and personal direction of students through focusing their resources for functional and theoretical visual communications. The program offers study opportunities in graphic design, typography, computer-graphics, time arts, interactive design, design theory and design education.

Students working in the Graduate Center for Visual Communications concentrate on the philosophical, communicative and aesthetic relationships of visual problem solving and the interactive skills leading to the effective articulation of concepts. Although problems in visual communications anticipate refinement of students' technical abilities, education in this program does not emphasize technical instruction.

Specific admission requirements

Undergraduate preparation. The 36 term credits in studio art should include a minimum of 20 term credits in visual communications and/or related fields. Under special circumstances, these requirements may be waived.

Portfolio. A minimum of 15 slides which demonstrate visual organization,

creative problem-solving ability and potential for research and growth are required. Under special circumstances, these requirements may be waived; applicants are accepted into a provisional course of study.

Interview. The department strongly recommends that applicants arrange an interview with the associate chair during which they meet with graduate faculty and current students, and tour facilities. Applicants may call the department to schedule an interview.

Typical program pattern

First term	Credits	
Visual communications seminar		3
Visual communications workshop		9
Graduate elective		3
		15
Second term		
Visual communications seminar		3
Visual communications workshop		9
Graduate elective		3
		15
Third term		
Visual communications seminar		3
Visual communications workshop		9
Graduate elective		3
		15
Fourth term		
Visual communications seminar		3
Directed research in visual communications		6
Thesis or creative project		6
		15
Total		60

Graduate courses in visual communications (CARD)

CARD 519 Virtual Reality

Term course; 3 lecture and 3 studio hours. 4 credits.
Prerequisite: Permission of instructor required. An exploration into the creation of fully immersive, interactive, virtual environments and their use as communication and artistic mediums.

CARD 537 Integrated Electronic Information/Communication Systems

Term course; 3 lecture and 3 studio hours. 4 credits.
Prerequisite: Permission of instructor required. A course concentrating on the design, development, authoring, production

and publication of electronic information/communication programs. Emphasis is placed on the creative integration of expressive form, communicative function and effective application of advanced visualization technology.

CARD 567 Visual Interface Design

Term course; 3 lecture and 3 studio hours. 4 credits.
Prerequisite: Permission of instructor. A course concentrating on the visual design and development of human-computer interface systems. Emphasis is placed on visual design processes and methods in the diverse arena of user interface design.

CARD 593 Visual Communications Internship

Term course; 3 or 6 credits. May be repeated to a maximum of six credits. Prerequisite: Permission of chair required. Supervised study in cross-disciplinary visual communications research projects to integrate theory with practice. Training is provided under the direction and supervision of qualified professional practitioners and a faculty adviser.

CARD 611 Visual Communications Workshop

Term course; 18 studio hours. 9 credits. May be repeated. A team-taught studio course focusing on the philosophical, communicative, and aesthetic relationships of visual communications problem solving and the effective articulation of concepts.

CARD 621 Visual Communications Seminar

Term course; 3 lecture hours. 3 credits. May be repeated. A detailed examination of selected theoretical, historical, aesthetic, and social areas of concern to the designer. Scholarly research, critical analysis and discussion are expected.

CARD 631 Visual Communications Teaching Practicum

Term course; 1 lecture and 6 practicum hours. 3 credits.
Prerequisite: Permission of department chair. Observation, instruction, and practice to develop skills in the design, organization, and conduct of courses in visual communications. Explores multiple teaching strategies, student development, learning styles and evaluation techniques.

CARD 692 Visual Communications Research/Individual Study

Term course; 6 studio hours. 3 credits. May be repeated. The structuring, research, execution, and presentation of an independent project in visual communications under the guidance of a faculty adviser.

CARD 697 Directed Research in Visual Communications

Term course; 12 studio hours. 6 credits. Prerequisites: Successful completion of 30 credit hours of graduate study and permission of department chair. Supervised investigation and presentation of selected problems in visual communications.

CARD 699 Creative Project

Term course; 1-6 credits. May be repeated. Prerequisites: Successful completion of 30 credit hours of graduate study and permission of department chair. A course based on exploration and testing of original and expressive ideas in

visual communications. Executed under the supervision of a graduate adviser and review committee.

CARD 799 Thesis

Term course; 1-6 credits. May be repeated. Prerequisites: Successful completion of 30 credit hours of graduate study and permission of department chair. Preparation of a thesis based on carefully planned and executed independent research or study under the supervision of a graduate adviser and thesis committee. Research emphasis must be placed on problems/processes that represent significant study in design.

Department of Photography and Film

Bremer, David, Associate Professor
M.A. Ohio University
Still photography.

Heroy, John, Associate Professor
M.F.A. State University of New York at Buffalo
Still photography.

Quarterman, Dale, Professor and Acting Chair
M.S. Illinois Institute of Technology
Still photography.

Strommer, Joan, Associate Professor
M.F.A. University of Minnesota
Cinematography.

The Department of Photography and Film seeks through its graduate program to advance the highest standards of the media of photography and film by encouraging the creative and professional growth of both its students and faculty. The goal is to provide a forum for the development and exchange of visual ideas and to encourage its members to translate these ideas through the medium with a high degree of sensitivity and proficiency.

The program is meant to be flexible. Participants in the program may choose to emphasize their search for personal expression by using either traditional or electronic technology to accomplish their personal goals. The program culminates with the presentation of a body of work, either visual or written and visual, that coherently expresses some aspect of the medium.

The successful candidate for the M.F.A. degree will be prepared adequately to continue to function as a working photographer and to begin a career in teaching or in photographic design.

Admission requirements

Undergraduate preparation. The 36 term hour credits in studio art at the undergraduate level must include a

minimum of nine term hour credits in photography or cinematography.

Portfolio:

Photography

A minimum of 20 recent photographs.

Cinematography

A minimum of three recent films for which the applicant has had a primary responsibility in production. A videotape may be substituted for one of the films.

Degree requirements

The advanced study of photography and film is both broad and varied. Therefore, the program's requirements are flexible and determined by the needs of each student on an individual basis. There are, however, a few definite requirements. Each student must have on completion of the program a knowledge of contemporary art history and design; a more in-depth knowledge of the history of his/her discipline, be it still photography or film; and an understanding of the critical dialogue that is connected with his/her medium. The extent to which courses are suggested for students to meet these requirements depends on their background.

Typical program pattern

	Credits
Photographic studio	24
Seminar in photography and film	12
Research in photography and film	9
Approved electives	12
Graduate exhibition	3
	<hr/>
	60

Graduate courses in photography and film (PHTO)

PHTO 500 Photographic Studio and Seminar

Term course; 1 lecture and 6 studio hours. 3 credits.

Prerequisite: Permission of instructor. Experimentation in the studio with both silver and nonsilver processes for creating the photographic image, leading to producing a cohesive body of work. The seminar examines the technical and aesthetic components of these processes and the language and theories of photographic criticism.

PHTO 601 Photographic Studio

Term course; 6, 12 studio hours. 3, 6 credits. May be repeated. Prerequisite: Nonmajors may enroll with permission of instructor. Student will work on specific problems relating to the areas of their major interests. Options will be available in black and white photography, color photography and motion picture photography.

PHTO 621 Research in Photography and Film

Term course; 6, 12 studio hours. 3, 6 credits. May be repeated. Prerequisite: Nonmajors may enroll with permission of instructor. Students will engage in appropriate theoretical, experimental or historical research in a specific area.

PHTO 690 Seminar in Photography and Film

Term course; 3 lecture hours. 3 credits. May be repeated. An examination of contemporary issues and developments in photography and film. Students will have a chance to discuss their work and the work of others.

PHTO 693 Fieldwork, Internship

Term course; 6, 12 studio hours. 3, 6 credits. May be repeated. Professional field experience in the theoretical and practical applications of photography and/or film through cooperative organizations. Formal arrangements will be made with state agencies, industries, community organizations and professionals in the field.

PHTO 699 Graduate Exhibition

Term course; 1, 3 lecture hours. 1, 3 credits. To be taken the last term of graduate program with approval of the chair and review of student's record. Students in this course will prepare and mount an exhibition of their own work. In addition, they will be asked to provide a complete documentation of the sources and ideas presented in the exhibition.

Department of Music

Austin, Terry L., Associate Professor

Ph.D. University of Wisconsin at Madison
Conducting.

Batty, L. Wayne, Professor

M.M. Chicago Musical College
Voice, choral music.

Bick, Donald A., Associate Professor

M.M. University of Maryland
Percussion.

Bilyeu, Francile, Assistant Professor

M.M. University of Tulsa
Flute.

Bilyeu, Landon, Associate Professor

M.M. University of Tulsa
Piano.

Blank, Allan, Professor Emeritus

M.A. University of Minnesota
Composition, theory.

Brooks, Christopher, Associate Professor

Ph.D. University of Texas at Austin
Music history.

Carrier, Loran, Associate Professor

D.M.A. University of Maryland
Electronic music, composition.

Day, Melanie K., Assistant Professor

M.M. Boston University
Opera theatre, vocal coaching.

Donnell, Cynthia S., Associate Professor

M.M. University of North Carolina, Greensboro
Voice, lyric diction.

Guerard, Sandra L., Associate Professor

Ph.D. University of Connecticut
Music education.

Guthmiller, John, Associate Professor

D.M.E. University of Colorado
Voice, conducting.

Lohuis, Ardyth, Professor

D.M.A. College-Conservatory of Music, University of Cincinnati
Organ, church music, music bibliography.

Marrion, Melissa Wuslich, Professor

M.M. College Conservatory of Music, University of Cincinnati
Piano.

Murray, Robert P., Professor

D.Mus. Indiana University
Violin, viola.

Newlin, Dika, Professor

Ph.D. Columbia University
History, literature, composition (applied).

Patykula, John, Associate Professor

M.M. Virginia Commonwealth University
Guitar.

Reeves, Daniel J., Professor, Assistant Dean and Interim Chair

Ed.D. Illinois State University

Richards, Douglas J., Associate Professor

M.M. Florida State University
Jazz.

Robinson, J. Lawrence, Professor Emeritus

M.M. University of Michigan
Organ.

Smetana, Frantisek, Professor Emeritus

Diploma Ecole Normale de Musique Paris, France
Cello.

Vlahcevic, Sonia K., Professor

Ph.D. Catholic University
Piano, theory.

West, Charles, Professor

D.M.A. University of Iowa
Clarinet.

The Department of Music views graduate students as sensitive musicians who bring with them a particular educational background and a variety of life experiences. They have defined for themselves their professional and artistic goals. The graduate program is a collaborative effort among the students and the faculty to help each student achieve these goals.

The music curriculum allows individual uniqueness and expertise. Its flexibility accommodates the personal aspirations of the student while it emphasizes quality musicianship. At VCU, a great deal is expected of graduate-level musicians, and the atmosphere in which they work is both provocative and challenging.

As musicians, all students perform regularly in recitals and concerts. These performances include more than 150 public concerts presented each year as well as studio and departmental recitals. VCU student and faculty composers frequently are featured in works for traditional instrumentation and/or for electronic media. Participating in the VCU musical community means involvement in a musically rich environment, studio lessons with artist-teachers, small classes, independent study, and participation and touring with performing organizations and ensembles.

Admission requirements

In addition to the School of the Arts admission requirements, applicants in music must audition. Appointments for auditions are arranged through the Department of Music office. Audition tapes may be sent by out-of-state applicants. Preparation in music history and theory is assessed through the submission of a departmentally developed written examination or through the GRE Advanced Music Examination.

Audition requirements

Performance. Two representative works from different periods of music.

Composition. The portfolio should consist of a minimum of four works demonstrating a variety of compositional styles, including the demonstration of traditional instrumental and vocal writing.

Conducting. The audition/interview will cover the following areas: knowledge of orchestration and music literature, ability to play and harmonize simple melodies at sight, and proficiency in at least one performance area.

Music education. An appointment should be scheduled for a pre-acceptance interview with the coordinator of music education.

Program and degree requirements

Comprehensive examinations. A written comprehensive examination, which may be supplemented by an oral examination, will be designed and graded (pass/fail) by the student's applied teacher and/or adviser, along with selected members of the Graduate Committee. The topics covered in the written examination will include music

history and theory as well as repertoire according to degree concentration. The examination will contain six questions of which three will be answered within a three-hour time period. This examination is offered during the penultimate week of each term; specific times may be obtained through the Graduate Committee. It is recommended that this examination be taken in the student's final term of study.

Piano proficiency examinations.

These exams, graded to the pianistic needs of the various fields of concentration, must be passed prior to the granting of the degree. The specific requirements are detailed in the Handbook for Graduate Studies in Music.

Performance achievement levels.

Ten achievement levels have been established for applied instrumental and vocal study. These achievement levels are explicit in terms of expected repertoire, with technique and sight-reading requirements included at the discretion of the area faculty.

The table indicates the achievement levels expected for entrance into and required for graduation from each curriculum.

Curriculum	Entrance	Graduation
Performance		
Solo performance	VIII	X
Conducting	VI	VIII
Composition	VI	VIII
Music education	VI*	VIII

* For students who choose recital option with degree track.

Performance (master of music)

Within the performance track, there are two emphases: solo performance and conducting.

Solo performance. The applied music faculty is comprised of artists/teachers who remain active professional performers, including musicians from the Richmond Symphony Orchestra and principal freelance performers in the metropolitan Washington, D.C. area. Faculty include soloists with major orchestras, operatic and concert singers, coaches, and conductors. Performance opportunities are available for instrumentalists and vocalists in orchestra, chamber groups, choirs, musical theater, opera and jazz groups.

Student soloists also appear with many regional and university ensembles.

Solo performance	Credits
Music history electives	2
Analysis for performance and composition	6
Bibliography and methods of research	2
Conducting, rehearsing and interpreting	3
Performance	6
Ensemble (two terms)	2
Approved electives	5
Lecture recital	3
Recital	3
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Conducting. VCU offers the diversity of ensemble conducting experiences essential to the development of the graduate conductor. Conducting majors ordinarily elect to specialize in either band, choral or orchestral conducting. At the discretion of the major teacher, the student also will assist in rehearsing and conducting major departmental ensembles. Each student will be expected to demonstrate skill in rehearsing and conducting at least one work in each of the areas outside his specialization. Conducting students will meet recital requirements through cumulative conducting experience with various ensembles and an expository paper.

Conducting	Credits
Conducting	6
Ensemble	2
Bibliography and methods of research	2
Analysis for performance	6
Music history, literature, composition or theory (at least one course in each area)	8
Approved electives	5
Recital	3
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Composition (master of music)

The composition degree program is centered on private study with faculty members who are themselves published composers as well as outstanding performers. Emphasis is placed on the development of traditional compositional skills as well as contemporary techniques. The availability of two separate electronic music studios gives the university comprehensive facilities.

The degree recital requirement is fulfilled by the presentation of a full program of original works, a score and expository paper on the major original

work. The student may choose to give a lecture-recital in which such a work is discussed by the composer and performed, though the expository paper is still required. The exit portfolio should consist of a minimum of four works, any of which may be presented in fulfillment of the previously mentioned requirements.

	Credits
Music history elective	2
Analysis for performance and composition	6
Bibliography and methods of research	2
Conducting, rehearsing, interpreting	3
Composition	6
Ensemble (two terms)	2
Approved electives	8
Composition recital	3
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Music education (master of music)

The master of music (education) is a flexible program which allows the student to choose between two emphases, one addressing the goals of the researcher and the other designed to meet the needs of the music education student who intends to pursue a career in higher education or the student who seeks to enhance skills as a teaching practitioner in the public/private schools.

In addition to required core courses, the student works with the adviser to plan a program and to select electives consistent with the chosen emphasis and the student's individual needs and circumstances. Students have the opportunity to take courses during the fall, spring, and summer as full-time or part-time students. In addition to course work, a thesis, recital or research project is required.

	Credits
Master of music: Education (Research track)	
Bibliography and methods of research	2
Analysis for performance	3
Music history	4
Philosophy of music education	3
Methods of education research	3
Thesis	3
Electives	14
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Master of music: Education (Practitioner's track)

Bibliography and methods of research	2
Analysis for performance	3

Music history	4
Philosophy of music education	3
Project or recital	3
Electives	17
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Additional information

Students in all fields of graduate music study may, with the approval of their adviser, department chair, and the director of graduate studies, elect independent study for the fulfillment of course requirements.

All degree-seeking students in music should consult the current Handbook for Graduate Studies in Music for specific departmental policies which pertain to their degree programs, the calendar of proficiency examination dates and comprehensive examinations.

Graduate courses in performance (APPM)

APPM 563-564 Pedagogy

Continuous course; 2 lecture hours. 2-2 credits. A study of the musical, physiological and psychological aspects of teaching instruments or voice. Second term will include practical experience in teaching students under faculty supervision. Sections: (1) piano, (2) voice, (3) organ, (4) percussion, (5) brass, (6) woodwinds, (7) strings and (8) guitar.

APPM 571 Choral Pedagogy

Term course; 3 lecture hours. 3 credits. Teaching competencies relative to the choral training and use of the unchanged, changing, and matured voice will be stressed. Included are consideration of vocal production, pronunciation, aural skills, reading skills and stylistic interpretation.

APPM 575-576 Score Reading

Continuous course; 2 laboratory hours. 1-1 credit. Prerequisite: APPM 274 or the equivalent. No degree credit for graduate composition majors. A progressive course in reducing scores at the keyboard, beginning with simple choral scores and progressing to full orchestra and band.

APPM 585 Opera Theatre

Term course; 1 lecture and 4 studio hours. 2 credits. May be repeated up to four times for credit. Prerequisite: Permission of instructor. Explores aspects of opera through study, written research and fully staged public performances of operatic scenes and/or one-act operas.

APPM 600-Level Private Instruction: Principal and Secondary Performing Mediums

Term courses; one half-hour or 1 hour private lessons per week. 1 to 3 credits. Repeatable without limitations. One hour practice daily for each credit. To register for any private lesson, students must obtain a specific course number in Room 132, Performing Arts Center, or at the music table during in-person registration; music majors must consult their

advisers. Extra fee required. Lessons are available in the following areas: bassoon, carillon (one credit only), cello, clarinet, conducting, composition, double bass, drum set, euphonium, flute, French horn, guitar, harp, harpsichord, oboe, organ, percussion, piano, saxophone, synthesizer, trombone, trumpet, tuba, viola, violin, vocal coaching and voice.

APPM 663 Advanced Pedagogy

Term course; 3 lecture hours. 3 credits. Further study in pedagogical systems and techniques with emphasis on materials for intermediate and advanced-level students. Studio observation will be included. Sections: (1) piano, (2) voice, (3) organ, (4) percussion, (5) brass, (6) woodwinds and (7) strings.

APPM 670 Large Ensembles

Term course; 3 or 4.5 laboratory hours. 0.5 or 1 credit. Each section may be repeated up to six times for credit. Auditions required for sections 1, 3, and 4. Sections: (1) orchestra, (2) University band, (3) symphonic band, (4) chorus and (5) Choral Arts Society.

APPM 671 Piano Technique Seminar

Term course; 1 lecture hour. 1 credit. Physiology of piano playing. Alternative approaches to building and reconstructing technique.

APPM 673, 674 Piano Literature and Performance Practice

Term course; 2 lecture hours. 2, 2 credits. To familiarize the student with a broad repertoire of performing and teaching material. Discussion of approaches to styles and idioms of various periods, solution of technical and musical problems encountered in specific pieces, evaluation of various editions of piano literature.

APPM 675 Teaching Practicum

Term course; 2 lecture hours. 2 credits. A term of supervised studio teaching consisting of intermediate and advanced piano literature.

APPM 679 Conducting, Rehearsing, and Interpreting

Term course; 2 lecture and 2 laboratory hours. 3 credits. Acquisition of refined conducting competence including effective and efficient rehearsal procedures, recognition and correction of errors, effective communication, appropriate stylistic interpretation and complex dexterous skills.

APPM 681 Group Piano Methods and Management

Term course; 2 lecture hours. 2 credits. Management, methods, and materials for group teaching. Includes beginning students of all ages, intermediate level students and college keyboard skills classes.

APPM 690 Small Ensembles

Term course; 2 or 3 laboratory hours. 0.5 or 1 credit. Each section may be repeated up to six times for credit. Auditions required for all sections. Sections: (1) ensemble for new music, (2) the madrigalists, (3) collegium musicum, (4) women's chorus, (5) vocal ensembles, (6) piano ensembles, (7) accompanying, (8) percussion ensemble, (9) percussion lab ensemble, (10) woodwind ensembles, (11) brass ensemble.

bles, (12) chamber orchestra, (13) string ensemble, (14) guitar ensembles, (15) small jazz ensembles, (16) jazz orchestra I, (17) jazz orchestra II, (18) jazz orchestra III, (19) basketball pep band.

APPM 799 Recital or Lecture Recital

Term course; 1, 3, 6 credits. Public presentation of a full recital or lecture recital. Content to be approved by graduate committee.

Courses in music composition (MUSC)

MUSC 611-612 Analysis for Performance and Composition

Continuous course; 3 lecture hours. 3 credits. Analysis of the organization, combination and manipulation of constructive devices of music from the 18th century to the present with demonstration of this knowledge through performance.

MUSC 620 Composition Seminar

Term course; 2 lecture hours. 2 credits. May be repeated up to four times for credit. Discussion, analysis, and criticism of selected compositions pertinent to the improvement of student skills and understanding.

Courses in music history (MHIS)

MHIS 551-552 Orchestral Repertoire

Term courses; 1 lecture hour or 1 lecture and 2 laboratory hours. 1 or 2 credits. Performance and study of selected major symphonic works from historical, analytical and stylistic perspectives. Research reports will include comparisons of interpretations. Repertoire will consist of basic audition pieces selected by orchestras. Laboratory sessions will utilize available instrumentation for performance.

MHIS 591 Topics in Music

Term course; variable; 1-3 credits. May be repeated for a maximum of nine credits. Flexible term courses in selected aspects of music performance, theory, literature, or history. See the Schedule of Classes for specific topic to be offered each term.

MHIS 592, 692 Individual Project

Term courses; 1-6 credits. Prerequisites: Permission of supervising faculty member, adviser and department chair. Open only to degree-seeking graduate students in music. Individual work in an area not otherwise available to the student.

MHIS 650 Seminar in Music History

Term course; 2 lecture hours. 2 credits. May be repeated up to four times with different topics. Prerequisite: MHIS 690. An intensive study of a limited phase or segment of music history through examination of relevant materials and extended class discussion.

MHIS 666 20th Century Music

Term course; 2 lecture hours. 2 credits. Offered every 5th term. Prerequisite: MHIS 690 (may be taken concurrently). Impressionistic, expressionistic, neoclassic and neoromantic influences and styles of music. Development of new

sound-generating techniques and methods for ordering the new tonal materials.

MHIS 667 Music of the Middle Ages and the Renaissance

Term course; 2 lecture hours. 2 credits. Prerequisite: MHIS 690 (may be taken concurrently). Principal musical developments from the first through the 16th centuries. Sacred and secular monophonic, homophonic and polyphonic forms and styles; the development of instrumental idioms and forms.

MHIS 668 Music of the Baroque

Term course; 2 lecture hours. 2 credits. Offered every 5th term. Prerequisite: MHIS 690 (may be taken concurrently). Principal developments, c. 1590-1750; accompanied monody and the beginning of opera; forms and styles of sacred and secular compositions.

MHIS 669 Music of Rococo and Classical Eras

Term course; 2 lecture hours. 2 credits. Offered every fifth term. Prerequisite: MHIS 690 (may be taken concurrently). Major development in sacred and secular forms and styles, c. 1730-1828; social and artistic influences on music; dominance of instrumental music; Mozart, Beethoven and the German Symphony.

MHIS 670 Music of the Romantic Era

Term course; 2 lecture hours. 2 credits. Offered every fifth term. Prerequisite: MHIS 690 (may be taken concurrently). Influence of the Romantic Era on concepts of musical forms and styles; the development of the art song, the growth of opera, the exploitation of instruments and tonality.

MHIS 690 Bibliography and Methods of Research

Term course; 2 lecture hours. 2 credits. Offered yearly, fall term. A course to introduce graduate students to the chief bibliographic materials in music and music education to help develop skills of research and writing necessary to produce a thesis or other formal research paper.

Courses in music theory (MHIS)

MHIS 513 Arranging

Term course; 3 lecture hours. 3 credits. Practical, technical, and conceptual considerations of arranging and transcribing for vocal and instrumental groups will be explored. Students will demonstrate competence in these creative areas to the optimum level of school and/or church music organizations.

MHIS 615 Seminar in Music Theory

Term course; 2 lecture hours. 2 credits. May be repeated up to four times with different topics. Not offered every year. Topical discussions and relevant research appropriate to the principal eras of music development.

Courses in music education (MUED)

MUED 583 Special Workshop in Music Education

Term course; 0.5-3 credits. Flexible term courses on selected aspects of music education. See the Schedule of Classes for specific offerings each term.

MUED 676 School Music Supervision and Administration

Term course; 2 lecture hours. 2 credits. The study of the organization, curriculum, course content, administration, and personnel problems in public school music.

MUED 799 Thesis

Term course; 1-3 credits. May be repeated. Prerequisite: Permission of the music education coordinator. Preparation of a thesis based on independent research.

Department of Theatre

Black, George, Professor

Ph.D. University of Georgia
Directing, management.

Campbell, Kenneth, Professor

Ph.D. University of Denver
Directing.

Erickson, Maurice Leonard, Associate Professor

M.F.A. Ohio University
Acting.

Hopper, Elizabeth, Associate Professor

M.F.A. University of Wisconsin, Madison
Costume design.

Hopper, Gary, Associate Professor

M.F.A. Boston University
Acting.

Keller, Ronald E., Associate Professor

M.F.A. University of Massachusetts, Amherst
Set design.

Leong, David, Professor and Department Chair

M.F.A. University of North Carolina at Greensboro
Stage movement.

Parker, James W., Professor

Ph.D. City University of New York
Theory, criticism, dramatic literature, acting.

Rodgers, Janet B., Associate Professor

M.F.A. Brandeis University
Voice and speech for the stage.

Sims, Marvin L., Associate Professor

M.F.A. Southern Illinois University
Carbondale; acting.

Szari, Louis J., Associate Professor

M.F.A. University of Texas
Technical theatre.

Toscan, Richard, Professor and Dean

Ph.D. University of Illinois
Theatre history and literature.

The Department of Theatre offers intensive master of fine arts degree programs in two tracks, the professional theatre degree track and the theatre education degree track. The professional degree program is realized in cooperation with TheatreVirginia, a constituent member of the League of Resident Theatres housed in the Virginia Museum of Fine Arts, Richmond, Va. The curriculum provides graduate students with the educational

and professional foundations essential to attaining the highest standards in the art of the theatre. The program prepares actors, directors and designers for careers in regional repertory theatre and commercial production companies throughout the United States. The M.F.A. in Theatre Education Program is individually tailored to prepare the student to enter the field of teaching at the university or college level. Areas of concentration can be chosen from acting, directing, scene design, costume design, voice and speech for the stage, movement for actors and stage combat, or theatre history, literature and dramatic criticism.

Applicants are admitted only upon satisfactory demonstration of ability and genuine interest through audition or portfolio presentation and interview. The demands of the program are stringent; and only those students who are willing to commit themselves to the work assigned, who are capable of observing strict professional discipline, and who are in good health should apply.

The student chooses one of four professional degree areas for study: acting, directing, costume design and stage design. Or, the student may choose to focus on either performance or design in the theatre education degree option. This track does not provide secondary education certification.

The M.F.A. program is based on philosophy that the nature of theatre requires the creative collaboration of all theatre artists working together. All share the responsibility of solving problems related to planning, preparation and realization of productions.

The M.F.A. curriculum consists of an intensive program of related practical and theoretical studies. The student electing the professional degree track may expect to accomplish much of the degree in close association with TheatreVirginia, as an active participant in its program. TheatreVirginia regularly engages in members of Actors' Equity Association, the Society of Stage Directors and Choreographers, and United Scenic Artists.

Admissions requirements – M.F.A.

In addition to the School of the Arts admission requirements, applicants in theatre must have completed a minimum of 30 term hour credits in theatre

at the undergraduate level. Professional experience will be considered.

An audition or presentation of portfolio is required in addition to a personal interview which the applicant must arrange with the Department of Theatre's graduate studies adviser.

Special admissions requirements

Professional tracks

Acting and directing. Applicants for acting and directing must present upon entrance at least six credit hours of undergraduate production or technical theatre course credit or the equivalent in professional experience.

Design. Applicants in costume and stage design must present upon entrance at least six credit hours of undergraduate performance course credit or the equivalent in professional experience.

Theatre education track

Theatre education. Applicants in theatre education must present upon entrance at least three credit hours of undergraduate design or technical theatre or the equivalent in professional experience.

Deficiencies in any of these special admissions requirements may be satisfied at VCU, but no graduate credit will be given for them. These prerequisites must be satisfied before the candidate may apply for candidacy.

Candidacy

After the completion of 15 and before the completion of 24 term hours, or one full academic year, whichever comes first, the student seeking an advance degree from the Department of Theatre must apply for candidacy. In addition to maintaining a minimum 3.0 GPA, prior to applying for candidacy, candidates for the professional degree focus options in **acting** must have completed two roles, at least one with a faculty director (this requirement may be completed in part by the acting practicum required during the first year of matriculation); in **directing** must have completed one stage management assignment and one directing assignment (which may be an assistant to the director assignment and both of which may be accomplished in the directing

practicum required during the first year of matriculation); in **scene design** must have served in a design position of substantial authority for at least one TheatreVCU or TheatreVirginia production (which may be accomplished in the scene design practicum during the first year of matriculation); in **costume design** must have completed two costume design classes and served in a position of designated authority (which position may be accomplished in the costume design practicum during the first year of matriculation). Candidates for the **theatre education** degree must have completed one stage management assignment and one directing assignment, which may be an assistant to the director assignment, as well as completed the theatre education practicum in classroom observation resulting in the presentation of a 50 minute class taught in the area of the students' specialty.

In addition to the requirements listed previously for the various area specialties, the process of evaluation for advancement to candidacy may require the presentation of a portfolio and/or audition; written, oral, and/or practical testing; and other devices deemed by the Department of Theatre to be serviceable measurements to determine the prospective success of the candidate at the advanced level in the program. Each candidate for the master of fine arts in theatre may stand for evaluation for admission to candidacy a second time if the initial evaluation for candidacy is unsuccessful. If after the second evaluation the student is denied candidacy, he is obliged to withdraw from the program. In special circumstances where unusual strength in another area is evidenced and when the student is acceptable to the graduate faculty, the student may be invited to transfer into another degree option. The completion of 18 term hours is the latest point at which a student may transfer into another degree option without lost credits.

Degree requirements – M.F.A.

Core requirements

Candidates in all degree track options for the M.F.A. in Theatre must satisfy the following core requirements:

	Credits
Theory and criticism	6
Theatre literature	6

Theatre history	6	Elective, including design, 12 credits
Creative project and creative project Evaluation or thesis	6	Core, 24 credits Internship, 12 credits
	24	

Theatre education candidates select a major area specially, present a minor in either acting, directing, or literature, as well as participate in practicum situations both in the department and at TheatreVirginia.

Program track requirements

Professional track

Professional studio: Acting Total 60

To be repeated six times for a total of 60 credits

Program includes:

- Acting
- Voice
- Physical acting
- Practicums
- Professional internships
- Core
- Project and project evaluation

Professional studio: Directing Total 60

To be repeated six times for a total of 60 credits

Program includes:

- Directing
- Minor
- Electives
- Practicums
- Professional internships
- Core
- Project and project evaluation

Professional studio: Costume design Total 60

To be repeated six times for a total of 60 credits

Program includes:

- Costume design
- Costume history
- Rendering
- Computer drafting
- Scene design
- Scene painting
- Practicums

Professional studio: Scene design Total 60

To be repeated six times for a total of 60 credits

Program includes:

- Stage design
- Scene painting
- Costume design or lighting design
- Directing
- Computer drafting
- History of interior design and architecture
- Practicums
- Professional internships
- Core
- Project and project evaluation

Theatre education track

Theatre education Total 60

Program includes:

- Directing, acting, voice or physical acting, 12 credits

Graduate courses in theatre (THEA)

THEA 501, 502 Stage Voice and Speech

Term course; 3, 3 credits. May be repeated with permission of instructor. Provides advanced work on breathing, support and projection of the voice with application to the demands of classical texts including Shakespeare, Moliere and Greek drama.

THEA 505-506 Stage Design

Continuous course; 1 lecture and 4 studio hours. 3-3 credits. Prerequisite: Permission of instructor. A professionally oriented study of the techniques, methods and problems of stage design. Participation in departmental productions.

THEA 507 Introduction to Graduate Study in Speech and Theatre

Term course; 3 credits. A study of methods used in graduate research in drama and speech.

THEA 508 Scene Painting

Term course; 1 lecture and 4 studio hours. 3 credits. This course may be repeated for a maximum of nine credits. A detailed study of methods of painting scenery based on traditional and contemporary theories. Participation in departmental productions.

THEA 509-510 Theatre History

Term course; 3 lecture hours. 3-3 credits. Study of the component arts of theatre as they contribute to the development of theatrical performance from its origins to the present day.

THEA 513-514 Acting Styles

Continuous course; 6 studio hours. 3-3 credits. Prerequisite: Permission of instructor. Open only to theatre majors upon satisfactory audition. A study of the history and theory of acting styles from the Greeks to the present.

THEA 517 Physical Acting

Term course; may be repeated for a total of 12 credits. Prerequisite: Permission of instructor. Exploration and discovery of the principles of movement and their practical application to the stage. Emphasis on character development, solo and group scene work, physical comedy and stage combat.

THEA 519 Instructional Methods in Theatre and Speech

Term course; 3 lecture hours. 3 credits. A study of the basic methods used in the teaching of theatre and speech communication.

THEA 525 Theatre Administration

Term course; 3 lecture hours. 3 credits. The business aspects of successful theatre operation-college, commercial, community, regional-from basic purchasing methods to publicity and "house" operation for the finished product.

THEA 593 Professional Internship

Term course; 3-9 credits. May be repeated. Prerequisite: Permission of department chair. Majors only. A practicum in theatre conducted in cooperation with selected professional or semiprofessional theatre organizations.

THEA 603, 604 Problems in the History of Dramatic Literature

Term courses; 3 lecture hours. 3, 3 credits. An advanced, detailed study of a selected aspect in the development of dramatic literature.

THEA 605-606 Advanced Studies in Stage Design

Continuous course; 1 lecture and 4 studio hours. 3-3 credits. Prerequisite: Permission of instructor. An advanced study in specific problems in stage design.

THEA 607 Problems in Scenic Techniques

Term course; 1 lecture and 4 studio hours. 3 credits. May be repeated. Prerequisite: Permission of instructor. An advanced, detailed study of selected problems in contemporary theory and practice of scenic technique.

THEA 609 Seminar in Production Process

Term course; 1 lecture and 4 laboratory hours. 3 credits. May be repeated with a change of topic for a maximum of nine credits. Students and faculty in design, technical theatre, and performance working together in studio situations to identify and solve problems relating to the planning, preparation and realization of productions.

THEA 613 Advanced Problems in Acting

Term course; 3 credits. May be repeated with permission of instructor. Focus on acting problems related to the actor's needs to develop proficiency in craft areas.

THEA 621, 622 Problems in Costume Design

Term courses; 2 lecture and 2 studio hours. 3, 3 credits. May be repeated. Prerequisite: Permission of instructor. An advanced study in specific problems in costume design.

THEA 623, 624 Advanced Studies in Modern Drama

Term course; 3 lecture hours. 3, 3 credits. Intensive, detailed studies of selected subjects in major Continental and American drama.

THEA 630 Production

Term course; 6 laboratory hours. 3 credits. May be repeated. The design, rehearsal and performance of dramatic works.

THEA 640, 641 Advanced Theatre Projects

Term course; 1 or 2 lecture and 4 or 8 laboratory hours. 3 or 6 credits per term. May be repeated. Individual or group projects in acting, directing, costume design, stage design or dramaturgy.

THEA 651 Advanced Design Studio

Term course; 1 lecture and 4 laboratory hours. May be repeated. Intensive individual training in design and presentation processes as they apply to contemporary professional production.

THEA 661, 662 Problems in Stage Directing

Term courses; 3 lecture hours. 3, 3 credits. May be repeated. Prerequisite: Permission of instructor. An advanced, detailed study of selected aspects of directing techniques for the stage.

THEA 693 Colloquium and Practical Training

Term course; 2 lecture and 2 studio hours. 3 credits. May be repeated for a maximum of 12 credits. Literary, historical, and theoretical studies together with specialized voice and movement training related to dramatic works in production.

THEA 694 Theatre Education Professional Internship

Term course; 1, 3 lecture hours. 1, 3, 6 credits. May be repeated. Prerequisites: THEA 519 and permission of the graduate adviser in theatre. Research, design, and either implementation or thoroughly planned implementation of a curricular research and development project of relevance to a formal speech and/or theatre education program.

THEA 695 Professional Studio

10 credits. Repeated six times for a maximum of 60 credits. Students on the professional tracks of acting, directing, costume design, and stage design enroll in the appropriate section of professional studio each term for six terms. Under the umbrella title of professional studio, the work modules for each degree track in each enrollment period are assigned in cooperation with and evaluated by the department of theatre director of graduate studies.

THEA 697 Research and Special Problems in Theatre

Term course; 1, 3 credits. May be repeated with permission of graduate adviser. Individually directed study and research under faculty supervision on approved research problems or projects in theatre.

THEA 698 Creative Project

Term course; 3 credits. Provides the culminating performance or design experience in the student's degree emphasis. Adjudicated by the faculty.

THEA 699 Creative Project Evaluation

Term course; 3 credits. Provides the student in acting, directing, costume design, and stage design the opportunity to

document and evaluate the creative project. Defended before a committee of the faculty.

THEA 703-704 Dramatic Criticism and Theory

Continuous course; 3 lecture hours. 3-3 credits. The major dramatic theories from Aristotle to the 20th century and associated movements as they affect the development of Western drama.

THEA 791 Seminar in Special Issues in Theatre

Term course; variable; 1-3 credits per term. May be repeated for a maximum of nine credits. Prerequisite: Permission of instructor. An advanced, detailed study of selected, contemporary issues not included in the regular curriculum. See the Schedule of Classes for specific subjects to be offered each term.

THEA 799 Thesis

Term course; 1-6 credits. May be repeated. Prerequisite: Permission of the department graduate studies adviser and department chair. Preparation of a thesis based on independent research.

School of Business

Virginia Commonwealth University's School of Business can be traced back to 1917 when a board of private citizens organized the Richmond School of Social Economy for Social Workers and Public Health Nurses. By 1937 the school was called the Richmond Professional Institute, was affiliated with the College of William and Mary, and had added business courses to the curriculum. The school began offering a graduate program in 1962. Since then, the program has continued to develop and mature to meet the needs of the future.

Degree programs

The School of Business offers degree programs leading to the master of arts in economics, master of accountancy, master of business administration, master of science in business, master of taxation and the Ph.D. in business.

Post-baccalaureate certificate programs

The School of Business offers post-baccalaureate certificates in accounting, human resource management, information systems, marketing, and real estate and urban land development.

Enrollment in graduate courses

Because of accreditation policies, students may not enroll in any graduate business or economics courses (except MGMT 500) for credit without first being admitted formally to a graduate degree program. Exceptions may be granted by the director of graduate programs in business to students with superior academic records. No credit will be given for graduate classes taken prior to acceptance into a graduate degree program in business or economics unless such an exception has been granted. A form to request such an exception is available from the Graduate Studies in Business Office.

A "graduate transient" classification may be granted to a student in good standing in any recognized graduate school who desires to enroll in the School of Business for any one term or summer session. Students will be required to present certificates of graduate standing but will not have to submit the data normally required for an admission decision. A special form is available to facilitate enrollment.

Transfer credit

A maximum of six term hours of acceptable graduate credit earned in a degree program at an AACSB-accredited institution may be transferred and applied toward the graduate degree. Acceptance of transfer credit is made at the discretion of the director of graduate programs in business.

All transfer work must be at the "A" or "B" grade level. Students must be in good standing both at VCU and at the institution from which the credits were earned. Additionally, students must have had full admission during the time these credits were earned at that college or university. Transfer credit shall not be older than seven years at the time the degree is awarded.

Credit to be earned at other institutions after acceptance in the graduate program must be approved in advance, and approval is granted at the discretion of the director of graduate programs in business. Such work is approved only under unusual circumstances such as job transfers or other extenuating circumstances.

Advising program

All students admitted to graduate programs are assigned advisers. Students are expected to work with their advisers to plan their graduate programs. Except for students pursuing the Classic M.B.A. without concentration, each student is required to

1015 Floyd Ave. • P.O. Box 844000
Richmond, VA 23284-4000
(804) 828-1595 • Fax (804) 828-8884
www.bus.vcu.edu

E. G. Miller

Acting Dean
B.S., M.A., Ph.D.

Walter S. Griggs

Associate Dean for Undergraduate Studies
M.H., J.D., Ed.D.

Charles J. Gallagher

Associate Dean for External Affairs
B.S., Ph.D.

Ruth W. Epps

Chair, Department of Accounting
B.S., M.S., M.Acc., Ph.D.

David A. Dubofsky

Chair, Department of Finance, Insurance
and Real Estate
B.E., M.B.A., Ph.D.

R. Jon Ackley

Chair, Department of Management
B.S., M.Ed., Ed.D.

Edward L. Millner

Chair, Department of Economics
B.A., Ph.D.

George Kasper

Chair, Department of Information Systems
B.S., M.B.A., Ph.D.

Pam Kiecker

Chair, Department of Marketing and Business Law
B.A., M.B.A., Ph.D.

Tracy S. Green

Director of Graduate Programs
B.S., M.Ed.

William J. Miller

Director, Fast Track M.B.A.
B.S., M.B.A.

complete an approved program form and file it with the Office of Graduate Studies in Business no later than the end of the first term in which the student is admitted. The curriculum plan

described on the form must be approved by both the adviser and the director of graduate programs in business. Courses taken without approval are taken at the student's own risk.

Students are responsible for knowing and fulfilling all general and specific requirements relating to the completion of their degree programs. Answers to specific questions may be obtained from the Office of Graduate Studies in Business, (804) 828-4622.

Change in program or concentrations

Students who desire to change their graduate programs or areas of concentration within the school must make that request in writing to the director of graduate programs in business. The director will advise them of the necessary requirements and whether the change is possible. The student must be in good standing at the time of change.

Notification

The student should notify in writing both Records and Registration and Graduate Studies in Business, 1015 Floyd Ave., P.O. Box 844000, Richmond, VA 23284-4000, of any address changes. Students who do not wish to register in any given term must notify in writing the Office of Graduate Studies in Business of their intent not to register and their plans for continuation in the program.

Student appeals

Appeals for exceptions to policies or academic standards may be made in writing to the Graduate Studies in Business, School of Business, Virginia Commonwealth University, 1015 Floyd Ave., Richmond, VA 23284-4000, or by calling (804) 828-4622.

Individual research projects

Various opportunities exist for students to work closely with faculty on individual research projects. Courses in the School of Business numbered 690, 693, and 697 are suitable for this purpose. No more than one research course may be taken as part of a program.

Registration in all research courses requires approval of both the student's adviser and the director of graduate

programs in business. Forms for this purpose are available upon request from the Graduate Studies in Business Office. Students are expected to seek permission to register in research courses by the end of the term or summer session preceding the term or summer session for which registration is desired. The written research report is required to be filed at the Graduate Studies in Business Office no later than the last day of classes of the term or summer session in which the course is taken.

Financial aid

The School of Business offers a limited number of graduate assistantships to full-time students for the academic year. For further information, write to the Graduate Studies in Business Office.

Graduate students also are eligible for funds administered under the National Defense Loan and college work-study programs. For further information, write to Director of Financial Aid, Virginia Commonwealth University, Richmond, VA 23284-2526.

Graduate faculty

- Ackley, R. Jon, Associate Professor and Interim Chair,
Department of Management
Ed.D. Utah State University
Administrative systems management and organizational communication.
- Aiken, Peter, Assistant Professor
Ph.D. George Mason University
Information systems.
- Andrews, Robert L., Associate Professor
Ph.D. Virginia Polytechnic Institute and State University
Decision sciences.
- Baranoff, Etti, Assistant Professor
Ph.D. University of Texas
Finance and insurance.
- Barker, Randolph T., Associate Professor
Ph.D. Florida State University
Management.
- Blanks, Edwin E., Associate Professor and Vice Provost for Academic Administration
M.S. Virginia Commonwealth University
Information systems.
- Bowman, John H., Professor and Chair, Department of Economics
Ph.D. Ohio State University
Economics.
- Boykin, James H., Professor and holder of Alfred L. Blake Chair
Ph.D. American University, M.A.I., C.R.E.
Real estate.
- Bryson, Kweku-Muata (Noel), Professor
Ph.D. University of Maryland at College Park
Information systems.
- Byles, Charles M., Assistant Professor
D.B.A. Kent State University
Management.
- Canavos, George C., Professor
Ph.D. Virginia Polytechnic Institute and State University
Decision sciences.
- Chin, Amita, Assistant Professor
Ph.D. University of Maryland
Information science.
- Coffman, Edward N., Professor
D.B.A. George Washington University
Accounting.
- Coppins, Richard J., Associate Professor
Ph.D. North Carolina State University
Information systems.
- Cowles, Deborah L., Associate Professor
Ph.D. Arizona State University
Marketing.
- Daniels, Kenneth N., Associate Professor
Ph.D. University of Connecticut
Finance.
- Daughtrey Jr., William H., Professor
J.D. University of Richmond
Business law.
- Davis, Douglas D., Professor
Ph.D. Indiana University
Economics.
- Dubofsky, David A., Professor and Chair, Department of Finance, Insurance and Real Estate
Ph.D. University of Washington, CFA
Finance.
- Edmunds, Wayne L., Associate Professor
M.L. and T. College of William and Mary, C.P.A.
Accounting.
- Epps, Ruth W., Associate Professor and Chair, Department of Accounting
Ph.D. Virginia Commonwealth University, C.P.A.
Accounting.
- Everett, John O., Professor
Ph.D. Oklahoma State University, C.P.A.
Accounting.
- Ferguson, Jerry T., Professor
Ph.D. University of Florida
Real estate.
- Franzak, Frank J., Associate Professor
Ph.D. University of Maryland
Marketing.
- Gasen, Jean B., Associate Professor
Ph.D. University of Wisconsin at Madison
Information systems.
- Gilbreath, Glenn H., Professor
Ph.D. University of Alabama
Decision sciences.
- Gray, George R., Associate Professor
Ph.D. University of Alabama
Human resource management and industrial relations.
- Griggs, Walter S., Associate Dean for Undergraduate Studies
J.D. University of Richmond
Business law.

- Harless, David W., Associate Professor
Ph.D. Indiana University
Economics.
- Hoffer, George E., Professor
Ph.D. University of Virginia
Economics.
- Holley, Charles L., Professor
D.B.A. University of Tennessee, C.P.A.
Accounting.
- Hubbard, Elbert W., Associate Professor
Ph.D. University of Cincinnati
Finance.
- Hubona, Geoffrey, Assistant Professor
Ph.D. University of South Florida at Tampa
Information systems.
- Hull, Rita P., Professor
Ph.D. Oklahoma State University, C.P.A., C.I.A.
Accounting.
- Humphrey, Ronald, Associate Professor
Ph.D. University of Michigan
Management.
- Johnson, Iris W., Associate Professor and
Associate Dean for Undergraduate Studies
Ed.D. Virginia Polytechnic Institute and State University
Office automation management.
- Kasper, George, Professor and Chair, Department of
Information Systems
Ph.D. State University of New York at Buffalo
Management information systems.
- Kiecker, Pamela, Associate Professor and
Chair, Department of Marketing
Ph.D. University of Colorado
Marketing.
- Lee, Allen S., Professor
Ph.D. Massachusetts Institute of Technology
Information systems.
- Little, Michael W., Associate Professor
Ph.D. Michigan State University
Marketing.
- McDaniel, Michael A., Associate Professor
Ph.D. George Washington University
- McDermott, Dennis R., Associate Professor
Ph.D. Ohio State University
Marketing.
- McDonald, R. Michael, Associate Professor
Virginia Polytechnic Institute and State University
Risk control management and HRD.
- Miller, Don M., Associate Professor
Ph.D. Virginia Polytechnic Institute and State University
Decision sciences.
- Miller Jr., Elbert G., Associate Professor and Acting Dean
Ph.D. University of Alabama, C.L.U., C.P.C.U.
Management science and insurance.
- Miller, Marianne, Assistant Professor
Ph.D. University of Oregon
Human resource management and industrial relations.
- Millner, Edward L., Professor and Chair, Department of
Economics
Ph.D. University of North Carolina
Economics.
- Minor III, Elliott D., Associate Professor
Ph.D. University of South Carolina
Management operations.
- Mitchell, Shannon K., Associate Professor
Ph.D. University of Virginia
Economics.
- Murphy, Neil B., Professor
Ph.D. University of Illinois, C.C.M.
Finance.
- Myers, Donald W., Professor
D.B.A. Georgia State University
Human resources management.
- Myers, Phyllis S., Associate Professor and
Director, Insurance Studies Center
Ph.D. University of South Carolina, C.L.U.
Finance and insurance.
- Narula, Subhash C., Professor
Ph.D. University of Iowa
Decision sciences.
- Ngwenyama, Ojelanki, Associate Professor
Ph.D. State University of New York Binghamton
Computer science and information systems.
- Olds, Philip R., Associate Professor
Ph.D. Georgia State University, C.P.A.
Accounting.
- O'Toole, Dennis M., Associate Professor
Ph.D. Ohio University
Economics.
- Pearce, C. Glenn, Associate Professor
Ph.D. Georgia State University
Management.
- Peterson, Steven P., Associate Professor
Ph.D. Indiana University
Economics.
- Phillips, Richard A., Associate Professor
Ph.D. University of North Carolina
Real estate.
- Pitts, Michael W., Associate Professor
D.B.A. University of Tennessee
Management.
- Ramirez, Gabriel G., Professor
Ph.D. Georgia State University
Finance.
- Rasnic, Carol, Professor
J.D. Vanderbilt University
Business law.
- Redmond, Richard T., Associate Professor
D.B.A. Kent State University
Information systems.
- Reilly, Robert J., Professor
Ph.D. University of Tennessee
Economics.
- Rimler, George W., Professor
Ph.D. Georgia State University
Management.
- Salandro, Daniel P., Associate Professor
Ph.D. University of Pittsburgh
Finance.
- Schwartz, Bill N., Professor
Ph.D. University of California at Los Angeles, C.P.A.
Accounting.
- Scotese, Carol, Assistant Professor
Ph.D. Penn State
Economics.
- Seers, Anson, Professor
Ph.D. University of Cincinnati
Organizational behavior.
- Shin, Tai S., Professor
Ph.D. University of Illinois
Finance.
- Sleeth, Randall G., Associate Professor
Ph.D. University of Massachusetts
Management.
- Smith, Charles H., Associate Professor
Ph.D. University of Maryland
Decision sciences.
- Spindle, Roxanne, Associate Professor
Ph.D. University of Colorado, C.P.A.
Accounting.
- Stratton, Leslie, Assistant Professor
Ph.D. Massachusetts Institute of Technology
Economics.
- Sutherland, John W., Professor
Ph.D. University of California at Los Angeles
Information systems.
- Thompson III, Robert B., Associate Professor
Ph.D. University of Florida
Accounting.
- Tondkar, Rasoul H., Professor
Ph.D. University of North Texas
Accounting.
- Trumble, Robert R., Professor
Ph.D. University of Minnesota
Industrial relations, organization theory and economics.
- Upton, David E., Professor
Ph.D. University of North Carolina, CFA
Finance.
- Urban, David J., Associate Professor
Ph.D. University of Michigan
Marketing.
- Vijayakumar, Jayaraman, Assistant Professor
Ph.D. University of Pittsburgh
Accounting.
- Weistroffer, Heinz R., Associate Professor
Ph.D. Free University of Berlin
Information systems.
- Wetzel, James N., Associate Professor
Ph.D. University of North Carolina
Economics.
- Wier, Benson, Assistant Professor
Ph.D. Texas Tech University, C.P.A.
Accounting.
- Williams, Larry, Professor
Ph.D. Indiana University
Organizational behavior.
- Williams, Margaret, Associate Professor
Ph.D. Indiana University
Organizational behavior and human resource management.
- Wijnholds, Heiko de B., Associate Professor
D.Com. University of South Africa
Marketing strategy and international marketing.

Wood Jr., D. Robley, Professor
D.B.A. University of Tennessee
Management.

Wood, Van R., Professor
Ph.D. University of Oregon
International business.

Yap, Alexander Y., Assistant Professor
Ph.D. Copenhagen Business School
Management information system.

Yoon, Youngohc, Associate Professor
Ph.D. University of Texas at Arlington
Information systems.

General requirements for master's degrees in the School of Business

In addition to the general academic regulations stated in Part I of this bulletin and the regulations listed earlier in this section, master's students in the School of Business are subject to the following requirements:

1. A course for which a passing grade was received cannot be repeated without prior written permission of the director of graduate programs in business. An appeal to the School of Business Master's Committee is required.
2. Students who satisfy all requirements except the 3.0 average may be allowed to take a maximum of six additional credit hours to raise the average. Students are required to appeal to the School of Business Master's Committee for permission.
3. A foundation course may be waived by the director of graduate programs in business, based on satisfactory completion of equivalent undergraduate work prior to acceptance in the program. CLEP credit at the "B" or higher level may be accepted in lieu of foundation courses with permission. The waiver of courses is at the discretion of the School of Business.
4. A maximum of two one-year extensions may be granted by the director of graduate programs in business in the time allowed to complete a degree if satisfactory progress has been demonstrated on the part of students requesting extensions. For extensions, write to the director of graduate programs in business.
5. Students are not permitted to take undergraduate courses

equivalent to foundation courses once they are admitted to the graduate program without the written permission of the director of graduate programs in business.

6. Grades received for undergraduate courses are not included in the calculation of the cumulative graduate grade-point average.
7. All students admitted into a program must have earned a bachelor's degree or its equivalent. To be accepted in the graduate program, in addition to other requirements, applicants must be in good standing at the college or university they previously attended.

Master of Accountancy Program

The purpose of the Master of Accountancy Program is to provide the skills and knowledge necessary to be future leaders in the professional business community and the public sector for students who wish to specialize in the areas of accounting/information systems, auditing/financial reporting, managerial and systems controllership, and taxation. Six of the ten courses in the Master of Accountancy are electives, thus, giving students the flexibility to design a broad program which supports and enhances their focused interest on professional accountancy.

Admission for the Master of Accountancy program is scheduled to resume for the fall 2000 term.

Master of Arts in Economics Program

The concentration in quantitative economics is designed to enhance the students' abilities to use economic modeling to conduct applied analytical and statistical research. Master of arts students are expected to demonstrate competence over a rigorous and current core curriculum in microeconomic and macroeconomic theory and in econometrics.

Graduates of the program should be well-qualified to conduct applied economic analysis in either a government or corporate research setting. The program is also an excellent preparation for entry into a doctoral program in economics or finance.

Students may elect a Master of Arts in Economics without specialization, or may specialize in financial economics.

The specialization in financial economics allows students to study the overlapping interests of economics and finance and provides the student with a thorough overview of financial economics and finance. It combines the theoretical and econometric foundation obtained in the core courses of the concentration in quantitative economics with an in-depth study of their application to financial markets.

The Master of Arts without specialization requires 30 term hours of work, while the track in financial economics requires 33 term hours. Both a thesis and a nonthesis option are available.

Admission criteria

Admission criteria include undergraduate performance, the Graduate Record Examination (GRE), intellectual capacity, experience, and other indicators of the ability to pursue graduate study profitably. The GRE subject test in economics is not required. Applicants to the financial economics track may substitute the GMAT for the GRE.

Applications should be completed by:

For fall term Jul 15

For spring term Nov 15

For summer term Mar 15

A. Requirements for the Master of Arts in Economics without specialization: (for detailed curriculum requirements, contact the Graduate Studies in Business Office at (804) 828-4622 or e-mail gsib@vcu.edu)

- One course in each of the following subject areas is a prerequisite for the specialization in quantitative economics: intermediate macroeconomic theory, intermediate microeconomic theory, introductory econometrics, and calculus. The student's adviser will review the student's economics and mathematical background to determine the extent to which the student has satisfied the prerequisites. Required prerequisites may be taken after admission.
- The specialization in quantitative economics requires 30 term hours of 600-level credit. Under the thesis option, the 30 hours must include eight core courses, one economics elective and one business or economics

elective. Under the non-thesis option, the 30 hours must include six core courses, two economics electives, and two business or economics electives.

B. Requirements for the Master of Arts in Economics with specialization in financial economics: (for detailed curriculum requirements, please contact the Graduate Studies in Business Office at (804) 828-4622 or e-mail gsib@vcu.edu)

- One course in each of the following subject areas is a prerequisite for the specialization in financial economics: intermediate macroeconomic theory, intermediate microeconomic theory, introductory econometrics, calculus and finance. The student's adviser will review the student's economics and mathematical background to determine the extent to which the student has satisfied the prerequisites. Required prerequisites may be taken after admission.
- The specialization in financial economics requires 33 term hours of 600-level credit. Under the thesis option, the 33 hours must include nine core courses and two restricted electives. Under the non-thesis option, the 33 hours must include seven core courses, three restricted electives and one general elective in economics, finance or other approved field.

Master of Business Administration programs

The purpose of the Master of Business Administration programs at VCU is to prepare individuals for the responsibilities of management. As students at VCU, individuals will learn the functions and techniques of effective management. The student also will come to understand the environmental and economic factors that affect decision making in organizations. In short, the student will know what to do as future events unfold that affect his/her firm or organization.

An M.B.A. from VCU benefits students at various points in their career. Individuals who have recently received their baccalaureate may choose to

refine their business skills while their undergraduate training is fresh. Individuals with work experience often find that an M.B.A. is the key to rapid promotion or a career change. Finally, an M.B.A. from VCU meets the needs of students who recognize that the best preparation for an uncertain future is continuous learning.

School of Business students have diverse interests, backgrounds, and levels of business experience. Therefore, the school provides a choice of programs by which the students may obtain an M.B.A. The Classic M.B.A. is designed for students who wish to attend school in the evening on either a full- or part-time basis. The Fast Track M.B.A. Program is designed for applicants with at least six years of business experience who are interested in attending class on the weekends.

The M.B.A. Program

The curriculum for the Classic M.B.A. Program is flexible and is designed for students with diverse undergraduate backgrounds. The Classic M.B.A. student may elect an M.B.A. without a concentration or may prefer an M.B.A. with a concentration or an M.B.A. with a double concentration. Concentrations are available in nine areas: accounting, decision sciences, economics, finance, human resource management and industrial relations, information systems, marketing, real estate and urban land development, or risk management and insurance.

Most classes are held in the evening to accommodate working students' schedules. Classes typically meet one evening a week from 7 to 9:40 p.m. A limited number of classes meet twice a week, either in the morning from 7 to 8:15 a.m., or in the early evening from 5:30 to 6:45 p.m. Classic M.B.A. courses are also offered at Innsbrook, an office park and residential area in the suburban west end of Richmond.

Students may choose to include international study or an exchange program in their course of study. In recent years, credit has been earned for programs in Italy, China, France, Germany, Hong Kong, Indonesia and Mexico.

Admission criteria

Admission criteria include undergraduate performance, Graduate Management Admissions Test (GMAT) scores, intellectual capacity, experience,

and other indicators of the ability to pursue graduate study profitably. Applications will be reviewed in a series of application rounds. The timeline of each round provides students both a deadline to submit a complete application and a time frame by which a decision will be made and communicated to the applicant.

The application/decision notification rounds for the master's programs in the School of Business follow:

Spring	Nov 1/Nov 30
Summer	Mar 1/Mar 30
Fall	Apr 1/Apr 10
	Jun 1/Jun 30
	Aug 1/Aug 20

Applications received in between rounds will be processed no later than the notification date for the next scheduled round.

A. Requirements for the M.B.A. without concentration:

- A course in calculus is a prerequisite for the M.B.A. This prerequisite may be waived for students who present satisfactory, equivalent preparation. Applicants who have not met this prerequisite may take the course after admission.
- The program consists of eight foundation courses, eight required advanced courses, and two electives. The foundation courses may be waived for students who have taken the equivalent material at the undergraduate level or may be taken after the student has been admitted. A minimum of 30 hours of advanced graduate credit at the 600 level or higher will be required of all students.

Degree requirements

Foundation courses*	Credits
ACCT 507 Fundamentals of Accounting	3
FIRE 520 Financial Concepts of Management	3
MGMT 524 Statistical Elements of Quantitative Management	3
MRBL 530 Fundamentals of the Legal Environment of Business	3
MGMT 540 Management Theory and Practice	3
INFO 560 Business Information Systems	3
MRBL 570 Concepts and Issues in Marketing	3
ECON 500 Concepts in Economics	3
	24
Advanced courses	
ACCT 608 Managerial Accounting Concepts	3
FIRE 621 Cases in Financial Management	3

MGMT 641 Organizational Behavior	3
MGMT 642 Business Policy	3
MGMT 645 Operations Research	3
INFO 661 Management Information Systems	3
MRBL 671 Marketing Management	3
ECON 610 Managerial Economics	3
Approved business or economics electives	6
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	30
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	54

* These foundation courses may not be included in the 30 term credits of advanced work required for the M.B.A. Program without concentration.

B. Requirements for the M.B.A. with concentration:

- A course in calculus is a prerequisite for the M.B.A. Additionally, some concentrations (e.g., information systems, real estate and urban land development, and economics) have additional undergraduate prerequisites. Some or all of these prerequisite courses may be waived for students who present satisfactory, equivalent preparation or may be taken after admission.
- The program consists of eight foundation courses, eight required advanced courses, and four electives in the area of specialization. The foundation courses may be waived for students who have taken the equivalent material at the undergraduate level or may be taken after the student has been admitted. A minimum of 36 hours of advanced graduate credit at the 600-level or higher will be required of all students.

Degree requirements	Credits
Foundation courses*	
ACCT 507 Fundamentals of Accounting	3
FIRE 520 Financial Concepts of Management	3
MGMT 524 Statistical Elements of Quantitative Management	3
MRBL 530 Fundamentals of the Legal Environment of Business	3
MGMT 540 Management Theory and Practice	3
INFO 560 Business Information Systems	3
MRBL 570 Concepts and Issues in Marketing	3
ECON 500 Concepts in Economics	3
	<hr/>
	24

Advanced courses	
ACCT 608 Managerial Accounting Concepts	3
FIRE 621 Cases in Financial Management	3
MGMT 641 Organizational Behavior	3
MGMT 642 Business Policy	3
MGMT 645 Operations Research	3
INFO 661 Management Information Systems ^Δ	3
MRBL 671 Marketing Management	3
ECON 610 Managerial Economics	3
Concentration electives [†]	12
	<hr/>
	36
	<hr/>
	60

* These foundation courses may not be included in the 33 term credits of advanced work required for an M.B.A. with concentration.

^Δ Students pursuing a concentration in information systems will take INFO 668 Management and Decision Support in lieu of INFO 661.

[†] Students seeking two concentrations are required to take a minimum of four additional advanced courses (12 term hours) plus any prerequisites usually required for the concentration.

Fast Track Master of Business Administration Program

The Fast Track Master of Business Administration Program provides an opportunity for rising executives and professionals with six or more years of management-level work experience to obtain a master's degree in business administration. Participants gain a wide range of new skills and knowledge by combining course work with day-to-day business activities.

The program is targeted to rising business executives, entrepreneurs, nonprofit managers and service professionals. The program differs from other master of business programs at VCU as a result of its unique modular curriculum which integrates components of communication, technology, service/quality, globalism and strategy. The modules include 1) organizational culture, 2) analysis and decisions, 3) team building and leadership, 4) global challenges, 5) productivity and innovation, and 6) strategic management.

The Fast Track M.B.A. Program is a lockstep program that meets alternating weekends, Fridays 1 p.m. to 5 p.m. and Saturdays 8 a.m. to 5 p.m. The program can be completed in approximately 18 months. For more information, contact the Fast Track M.B.A. Office at (804) 828-3939 or fax (804) 828-8884.

Requirements for the Fast Track M.B.A. Program

The program is designed for students with familiarity with calculus, statistics, economics, finance, and accounting. The student's adviser will review the student's educational and professional background to determine the extent to which the student has satisfied the prerequisites. Students with outstanding prerequisites will be required to attend one or more training sessions to remove any deficiencies.

The program consists of 13 courses which are divided into six integrated modules.

Degree requirements	Credits
FMBA 601 Organizational Culture and Foundations (course 1)	3
FMBA 602 Organizational Culture and Foundations (course 2)	3
FMBA 603 Analysis and Decisions (course 1)	3
FMBA 604 Analysis and Decisions (course 2)	3
FMBA 605 Analysis and Decisions (course 3)	3
FMBA 606 Teambuilding and Leadership (course 1)	3
FMBA 607 Teambuilding and Leadership (course 2)	3
FMBA 608 Global Challenges (course 1)	3
FMBA 609 Productivity and Innovation (course 1)	3
FMBA 610 Productivity and Innovation (course 2)	3
FMBA 611 Productivity and Innovation (course 3)	3
FMBA 612 Strategic Management (course 1)	3
FMBA 613 Strategic Management (course 2)	3
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Master of Science in Business Program

The master of science program provides in depth-knowledge of one business discipline and allows students to develop and build technical skills in their specific areas of interest. It is frequently recommended for students with an undergraduate business degree. Concentrations are available in six functional areas:

- Decision Sciences
- Finance
- Human Resources Management and Industrial Relations
- Information Systems
- Global Marketing Management
- Real Estate Valuation

Decision Sciences

This concentration provides students with both a conceptual understanding of quantitative methods used successfully in many business environments and also skills in applying them. In addition to

statistics, operations research, and production/operations management courses, a restricted number of approved quantitative courses can be selected from the departments of Economics, Biostatistics or Mathematical Sciences.

Foundation Courses – 0 to 15 credit hours

MGMT 524 Statistical Elements of Quantitative Management

And at least four of the courses listed below or provide proof of satisfactory equivalent preparation:

ACCT 507 Fundamentals of Accounting
 FIRE 520 Financial Concepts of Management
 MGMT 540 Management Theory and Practice
 INFO 560 Business Information Systems
 MRBL 570 Concepts and Issues in Marketing
 ECON 500 Concepts in Economics

Core Courses -30 credit hours

MGMT 645 Operations Research
 MGMT 632 Statistical Analysis

And any three of the four courses below:

MGMT 648 Managerial Decision Making
 MGMT 669 Forecasting Methods
 MGMT 675 Operations Management
 MGMT 677 Quality

And any five courses selected from below that meet the approval of the faculty advisor:

A fourth course from the above list (MGMT 648, MGMT 669, MGMT 675, or MGMT 677)

From the School of Business (other business courses may be selected that would fit with the student's interests and career objectives):

ECON 610 Managerial Economics
 ECON 612 Econometrics
 ECON 614 Mathematical Economics
 ACCT 608 Managerial Accounting
 INFO 619 Computer Assisted Simulation
 MRBL 673 Marketing Research
 MGMT 697 Guided Study
 From outside the School of Business:
 BIOS 647 Survival Analysis
 MATH 520 Game Theory and Linear Programming
 MATH 523 Discrete Event Simulation
 MATH 527-528 Mathematical Foundations of Operations Research
 STAT 503 Introductions to Stochastic Processes
 STAT 513-514 Mathematical Statistics
 STAT 523 Nonparametric Statistical Methods
 STAT 549 Statistical Quality Control
 STAT 623 Discrete Multivariate Analysis

NOTE: Most of the courses above have prerequisites. It is always wise to check with the instructor before registering to make sure that the student's preparation is sufficient for taking the course.

Finance

The finance concentration is designed to prepare students for

financial decision-making positions in corporate, investment, financial and governmental institutions. Courses offered in finance include advanced financial management, investments and security analysis, funds management in financial institutions, international finance, and derivatives.

Prerequisite

Calculus (MGMT 112 or 500)

Foundation courses – 0 to 12 credit hours, depending upon how many courses are waived or included as free electives.

ACCT 507 Fundamentals of Accounting
 ECON 500 Concepts in Economics
 FIRE 520 Financial Concepts of Management
 MGMT 524 Statistical Elements of Quantitative Management

Core area – 15 credit hours

FIRE 622 Financial Management of Financial Institutions
 FIRE 623 Financial Management
 FIRE 635 Investments and Security Analysis
 FIRE 639 International Finance
 FIRE 650 Derivatives

Finance, Insurance, and Real Estate electives – 15 credit hours

Students select five of the following courses: FIRE 621, FIRE 654, FIRE 664, FIRE 657, FIRE 625, FIRE 626, FIRE 628, FIRE 629, FIRE 658, FIRE 693, FIRE 697.

FIRE 693 is recommended for full-time students. The department will work closely with full-time students and prospective employers in order to achieve this goal.

Free electives – 6 credit hours

Students may choose any two free electives approved by their adviser and by the director of the M.S. program. Students are encouraged to select accounting, economics, math, or statistics courses. Up to two foundation courses may be included as free electives, if they were not waived, as may additional courses included in the list of Finance, Insurance, and Real Estate electives.

Human Resources Management and Industrial Relations

The master of science with a human resources management and industrial relations concentration is designed to provide students with an in-depth understanding of the field and its problems and opportunities. The curriculum focuses on the dynamics of an ever-changing field from both a local, national and international perspective. The ultimate objective of the program is to prepare students for a career in human resources management and industrial relations.

Foundation Courses - 0 to 12 credit hours, depending upon how many courses are waived

MGMT 524 Statistical Elements of Quantitative Management
 MGMT 540 Management Theory and Practice
 MRBL 530 Fundamentals of the Legal Environment of Business
 ECON 500 Concepts in Economics

Core Area - 30 credit hours

MGMT 633 Issues in Labor Relations
 MGMT 637 Seminar in Human Resource Management
 MRBL 646 Advance Labor and Employment Relations Law
 MGMT 649 Compensations Policy and Administration
 MGMT 690 Business Research Seminar
 FIRE 625 Group Insurance and Pension Planning
 ECON 631 Labor Market Theory and Analysis
 MGMT 684 Issues in International Human Resource Management
 MGMT 682 Human Resource Staffing
 MGMT 680 Health, Safety and Security Administration

Information Systems

The master of science program in information systems is designed to prepare students for specialized roles in information systems. The program is intended to provide a graduate level, technically oriented curriculum that focuses on the design and development of information systems to solve real-world problems.

The department's curriculum is focused on the rapidly emerging area known as Enterprise Information Systems. Graduates of the program are expected to be able to take significant roles in planning, organizing, managing, designing, configuring and implementing EIS systems using state-of-the-art technologies within organizations.

Students applying to the master's program must show evidence of competence in selected prerequisite areas of information systems including: application programming, systems analysis and design, database, telecommunications and hardware/software. Evidence of this may include formal course work, comparable training within a work environment, or significant, relevant and recent work experience in the field. Students enrolled as majors in the program who do not have formal background or equivalent training must take the appropriate undergraduate courses to satisfy the prerequisite prior to taking the master's program courses. The required undergraduate courses are: INFO 361, INFO 362, INFO 358, INFO 464 and INFO 470.

Students who do not have a business degree must complete a minimum of four 500-level foundation courses (12 credit hours). Foundation courses may be waived for students who present satisfactory, equivalent preparation at either the undergraduate or graduate level. Students who are required to take foundation courses may do so after admission. The foundation courses required will vary depending upon the student's background, career interests and chosen area of specialization. Students applying to the master of science in information systems should consult with their adviser for the master of science program to determine the foundation courses required for a particular area.

The program consists of 30 graduate credit hours including: four core courses (12 credit hours) and six elective courses (18 credit hours). Core graduate courses include:

INFO 610 Database Systems
 INFO 620 Data Communications
 INFO 630 Information Engineering
 INFO 640 Information Systems and Knowledge Management

In addition to the core courses, students are must select an area of specialization. Three tracks are defined: Network/Infrastructure (N/I), Electronic Communication, Collaboration and Commerce (EC³), and Information Engineering (IE). A fourth track, Information Management (IM), will offer students a multiple discipline focus. Students interested in the IM track should see their adviser for details. Each track has a set of required courses associated with it. The N/I and EC³ tracks also allow for electives to be taken in consultation with the student's adviser and based upon the student's area of interest, career goals and existing departmental and university areas of expertise.

Additional track requirements will include the following:

Network/Infrastructure (N/I) Track

The N/I Track prepares students for the technical aspects of network administration, system administration and database administration.

INFO 622 Network Administration I
 INFO 624 Network Administration II
 INFO 626 System Performance
 INFO 628 Database and Systems Administration
 2 electives

EC³ Track

The EC³ Track prepares students to excel in professional careers that focus on the use of information technology to support and streamline business processes, particularly group work and electronic commerce. This track investigates how businesses can leverage intranet, internet and extranet technologies to improve business processes in the production of goods and services.

INFO 652 Human Machine Interface Systems
 INFO 654 Advanced Interactive Systems Development
 INFO 656 Computer Supported Collaborative Systems
 INFO 658 Electronic Commerce
 2 electives

IE Track

The IE Track is intended to train specialists who can function effectively as Business Consultants, Project Leaders, Business Analysts and Application Developers. Students gain the ability to participate in planning, organizing and managing enterprise information systems projects as well as design, configuration and implementation of business applications.

INFO 611 Data Reengineering
 INFO 614 Data Mining
 INFO 616 Data Warehousing
 INFO 632 Business Process Engineering
 INFO 634 Application Engineering
 INFO 638 Advanced Business Programming

Global Marketing Management

The Master of Science in Business with Global Marketing Management concentration offers students the opportunity to concentrate their studies in international marketing and contemporary issues in marketing management while taking courses in other business disciplines that support the program's focus on global business management. Students select foundation, core and/or elective courses in accounting, economics, finance, information systems or management to complement marketing courses in the program. Students interested in preparing for the increasingly global nature of business will be well suited for this unique master of science degree program. All degree candidates are strongly encouraged to participate in an intensive study program in a foreign language and/or a foreign study program.

Foundation Courses - 0 to 12 credit hours, depending upon how many courses are waived

MRBL 570 Concepts and Issues in Marketing
 And any three of the following:
 ACCT 507 Fundamentals of Accounting
 ECON 500 Concepts in Economics
 FIRE 520 Financial Concepts of Management
 MGMT 524 Statistical Elements of Quantitative Management
 MRBL 530 Fundamentals of the Legal Environment of Business

Core Area - 18 credit hours

MRBL 671 Marketing Management
 And any five of the following:
 MRBL 656 International Marketing (prerequisite MRBL 570)
 MRBL 6XX International Marketing Planning Project (course number TBA; prerequisite MRBL 570 and 673)
 MGMT 644 International Business Management
 MRBL 673 Marketing Research (prerequisite MRBL 570 and MGMT 524)
 ACCT 606 International Accounting (prerequisite ACCT 507)
 ECON 609 Advanced International Economics (prerequisite ECON 500)
 FIRE 639 International Finance (prerequisite FIRE 520)

Marketing Electives - 6 credit hours

Any two of the following courses, all of which require MRBL 570 as prerequisite:
 MRBL 672 Concepts in Consumer Behavior
 MRBL 674 Service Quality Management
 MRBL 676 Marketing Strategy
 MRBL 6XX Database Marketing (course number TBA)
 MRBL 6XX Research in Advertising (course number TBA)

Restricted Electives - 6 credit hours

Any two of the following courses:
 INFO 661 Management Information Systems
 ACCT 606 International Accounting
 ECON 609 Advanced International Economics (if not used in the core)
 FIRE 639 International Finance (if not used in the core)
 MRBL 697 Guided Study in Business

Real Estate Valuation

The real estate valuation concentration is one of only nine programs in the nation that satisfies the rigorous educational requirements of the Appraisal Institute's MAI designation. Students can satisfy most of the Appraisal Institute's education requirements by completing the concentration. This concentration emphasizes real estate valuation while providing comprehensive education in related disciplines so that graduates' analytical skills and abilities to communicate with other professionals are greatly enhanced. Whenever possible, students will be placed in internships with MAI's.

Prerequisite courses

FIRE 425 Real Estate Appraisal
 FIRE 431 Advanced Real Estate Appraisal
 A course in calculus (MGMT 500)

Foundation courses - 0 to 18 hours, depending upon how many courses are waived

ACCT 507 Fundamentals of Accounting
 FIRE 520 Financial Concepts of Management
 MGMT 524 Statistical Elements of Quantitative Management

MRBL 530 Fundamentals of the Legal Environment of Business
 MRBL 570 Concepts and Issues in Marketing
 ECON 500 Concepts in Economics

Required courses – 30 credit hours

FIRE 623 Financial Management
 FIRE 627 Urban Land Development
 FIRE 628 Cases in Real Estate Valuation
 FIRE 629 Real Estate Investment Analysis
 MGMT 632 Statistical Analysis
 MRBL 638 Real Property Investment Law
 FIRE 658 Commercial Mortgage Lending
 MRBL 673 Marketing Research
 FIRE 697 Guided Study - Real Estate
 FIRE 697 is a supervised research course that involves the preparation of a narrative income-property appraisal report. It must be taken after FIRE 628.
 ECON 617 Financial Markets

Admission criteria for master of science

Admission criteria include undergraduate performance, GMAT scores, intellectual capacity, experience, and other indicators of the ability to pursue graduate study profitably. Applications will be reviewed in a series of application rounds. The timeline of each round provides students both a deadline to submit a complete application and a time frame by which a decision will be made and communicated to the applicant.

The application/decision notification rounds for the master's programs in the School of Business follow:

Spring	Nov 1/Nov 30
Summer	Mar 1/Mar 30
Fall	Apr 1/Apr 10
	Jun 1/Jun 30
	Aug 1/Aug 20

Applications received in between rounds will be processed no later than the notification date for the next scheduled round.

Requirements for the Master of Science in Business Program

A course in college algebra is a prerequisite for some concentrations; a course in calculus is required for others. Additionally, some concentrations (e.g., information systems and real estate valuation) have additional undergraduate prerequisites. Some or all of these prerequisite courses may be waived for students who present satisfactory, equivalent preparation or may be taken after admission.

Each student in the program must complete a minimum of four 500-level foundation courses (12 credit hours) required for the M.B.A. degree. Foundation courses may be waived for students who present satisfactory, equivalent preparation at either the undergraduate or graduate level. Students who are required to take foundation courses may do so after admission. The foundation courses required will vary depending upon the student's background, career interests, and the chosen area of specialization. Applicants should consult with the area coordinators or department chairs or the director of graduate programs in business to determine the foundation courses required for a particular area.

Each student in the program also must complete a minimum of 10 600-level advanced courses (30 credit hours), although up to two additional courses (six credit hours) may be required for some concentrations. A student, in consultation with a faculty adviser, selects a set of advanced courses to create a tailored and focused program of study. Applicants should consult with the area coordinators, department chairs, or the director of graduate programs in business to determine the departmental guidelines controlling the required courses and electives for a particular concentration.

For additional information, refer to the Web.

--- www.vcu.edu/busweb/gsib/

Master of Taxation Program

The Master of Taxation Program is designed 1) to offer an opportunity for existing tax professionals to update and expand existing tax knowledge, and 2) to prepare students for entry level positions in the field of taxation. The program includes a comprehensive study of tax laws and regulations, administrative practice and procedure, and tax research fundamentals. It is designed to develop both technical knowledge and conceptual understanding within the field of taxation. Ethical considerations are stressed within the framework of individual courses.

Admission criteria

Applicants may be admitted under either a professional or an academic track. The professional track is

designed for existing tax professionals who desire to enhance existing skills. Admission under the professional track requires a minimum undergraduate GPA of 3.0 (on a 4.0 scale), C.P.A., C.M.A., or J.D. designation, a minimum of two years relevant work experience which should include independent tax research and supervisory experience, letters of recommendation, and a personal interview. The academic track is designed primarily for students seeking entry into the tax field. Admission under the academic track is based on traditional academic indicators designed to reflect an individual's ability to complete graduate study, and include the undergraduate record, GMAT score, letters of recommendation, and a personal interview (preferred). Once admitted to the program, all students must satisfy the same requirements for award of the master of taxation degree. Applications should be completed by:

Fall	Jul 15
Spring	Nov 15
Summer	Mar 15

Requirements for the Master of Taxation Program

Six term hours of intermediate accounting, three term hours of tax accounting and a course in college algebra are prerequisites for the master of taxation. Prerequisites need not be completed prior to completing the application to the program.

The program consists of eight foundation courses, and 10 courses distributed over core courses, restricted electives, and individual electives. The foundation courses may be waived for students who have taken the equivalent material at the undergraduate level or may be taken after the student has been admitted. A minimum of 30 hours of advanced graduate credit at the 600-level or higher will be required of all students.

Degree requirements	Credits
Foundation courses*	
ACCT 507 Fundamentals of Accounting	3
FIRE 520 Financial Concepts of Management	3
MGMT 524 Statistical Elements of Quantitative Management	3
MRBL 530 Fundamentals of the Legal Environment of Business	3
MGMT 540 Management Theory and Practice	3
INFO 560 Business Information Systems	3

MRBL 570 Concepts and Issues in Marketing	3
ECON 500 Concepts in Economics	3
	18
Advanced courses	
Core area	
ACCT 680 Tax Research	3
ACCT 681 Tax Administration	3
ACCT 682 Corporate Taxation	3
ACCT 685 Taxation of Property Transactions	3
ACCT 688 Estate and Gift Taxation	3
	15
Taxation electives	9
Three courses selected from the following list:	
ACCT 609 State and Local Taxation	
ACCT 679 International Taxation	
ACCT 683 Taxation of Reorganizations	
ACCT 684 Partnership Taxation	
ACCT 686 Taxation of Pension/Deferred Compensation	
ACCT 687 Fiduciary Income Taxation	
ACCT 689 Estate Planning	
Approved electives	6
	30
	48

* These foundation courses may not be included in the 30 term credits of advanced work required for the master of taxation.

The approved electives may include:

- Any 600-level taxation course not selected in Part A or Part B (maximum of three credits)
- Any 600-level accounting course except ACCT 608 and 678.
- Any approved 600-level advanced business or economics course.

Ph.D. in Business Program

The Ph.D. in Business Program is designed specifically for individuals intending to fill positions at institutions that require a balance of scholarly training, teaching, and practical application of the appropriate field of study. With its small size, the program has less than 40 students allowing for extensive one-to-one interaction between students and faculty. Three areas of study are offered: accounting, information systems and management.

A basic tenet of the Ph.D. in Business Program is that the classic trilogy of research, teaching, and service typically invoked in the university

mission statements is synergistic. The program strives to develop graduates who share this perspective and aspire to well-rounded individual roles within universities, colleges, and other learning organizations. For this reason, the program provides instruction in both research and teaching.

Instruction in basic and applied research is the cornerstone of the Ph.D. in Business Program. To fulfill the requirements for the degree, students must demonstrate successful completion of prerequisite and advanced courses, of comprehensive examinations in major and minor areas of study, and completion and defense of a dissertation. The advanced courses provide coverage in basic theories, methodologies, and techniques needed to conduct research. The dissertation demonstrates the student's competence in conducting independent research.

Enhancement of teaching skills is emphasized in the program. It provides students with mentoring and teaching experience. Formal instruction designed to augment student teaching skills is also required. Mentoring involves teaming a student with a faculty member with the goal of augmenting student self-awareness and self-confidence in the classroom. Classroom experience is required to insure that the Ph.D. graduate enters the job market with certifiable teaching experience. The formal courses are designed to provide substantive instruction on teaching the adult learner.

A third aspect of the Ph.D. program is its emphasis on practical application in the area of study for students concentrating in accounting and information systems. In accounting, for example, emphasis is placed on projects based on real world experience, and students are encouraged to develop papers around topics that address practical application of accounting concepts. In information systems, students usually work on projects brought in to the Information Systems Research Institute (ISRI). These projects focus on user applications and emphasize solutions to specific requirements.

Admission

Admission will be restricted to those who are considered by the School of Business Ph.D. Committee to possess academic and professional qualifications

necessary to succeed in the program and to make a contribution to the profession. Criteria considered will include, among other things, performance at the bachelor's and graduate levels, GMAT scores, letters of recommendation, as well as both academic and business experience. Preference will be given to students who have fulfilled the general business prerequisites of the program. An interview is highly recommended. Applicants should contact the Graduate Studies in Business Office or the Ph.D. area coordinator for the applicant's intended major to schedule an interview. Admission to the doctoral program is highly competitive; consequently, qualified applicants may be denied admission because of insufficient space and resources. Applications should be completed by:

Fall	Feb 15
Spring	Oct 15 (Management Organizational Track only)

Prerequisite courses

Students are required to have a broad and in-depth exposure to the business disciplines prior to beginning their doctoral studies. Therefore, students are required to have completed at least one course at the master's level in each of the following areas: accounting, information systems, organizational behavior, quantitative management, financial management, marketing, and economics. This requirement may be waived by the director of graduate programs in business for applicants possessing an M.B.A. degree from an AACSB-accredited institution. It may also be waived for applicants possessing a master's degree in a business discipline from an AACSB-accredited institution when the applicant has also completed the equivalent of the foundation courses required in VCU's M.B.A. program and a course in business policy. Students with deficiencies in these areas may be admitted and may matriculate; however, any deficiencies must be completed before beginning courses required in the doctoral program.

Students are required to have completed a minimum of one course that covers intermediate algebra and calculus prior to beginning the doctoral program. In addition, students may be required to take additional courses to cover any other deficiencies. Qualifying exams will be used, when appropriate, to determine the extent of the student's

competency. Applicants should discuss the extent to which their background is sufficient with the Ph.D. area coordinator for the applicant's intended major.

Students majoring in the organizational behavior track of management must satisfy these specific prerequisites. The prerequisite context knowledge may be satisfied by previous completion of five courses (three credits each) at the undergraduate or graduate level from at least three of the following eight areas: operations management; statistics or quantitative methods; psychology, sociology or organizational behavior; finance; marketing; accounting; economics; information systems.

Degree requirements for the Ph.D.

Each student must select a major in one of the following specialties:

1. Accounting
2. Information systems
3. Management – organizational behavior

Additionally, students must select one different minor from the specialties listed above or the following:

1. Decision sciences
2. Economics
3. Finance
4. Human resource management and industrial relations
5. International business
6. Marketing
7. An approved field outside the School of Business in a school or a department that offers a doctoral program. This option must have the approval of the Ph.D. committee and the associate dean for graduate studies in business.

The following courses beyond those required at the master's level will be required for the Ph.D. degree.

For accounting and information systems majors:

	Credits
GRAD 602 Seminar in College Teaching	1
Research tools determined by each area	12
Six or seven courses in the major area	18-21
Four courses (12 term credits) in the minor area	12
Dissertation Research (minimum of 12 credits)	12
	55-58

For management/organizational behavior majors:

	Credits
Quantitative techniques	12

Major area	21
Research and teaching skills component	
Teaching skills (3)	
Research methods (6)	
Theories and models component	
Seminars from Department of Management (9)	
Seminar from outside Department of Management (3)	
Minor area	9
Dissertation research	12
	54

A minimum of 12 term credits in the major area and six credits in each of the minor areas must be completed at VCU after entry into the Ph.D. programs. Regular participation in a luncheon seminar series is also expected of Ph.D. students.

Advising and evaluation

Each student will be assigned an adviser. The student's original program and any subsequent changes must be approved by the adviser and the director of graduate programs in business. A file will be maintained on all students in the Graduate Studies in Business Office where their progress will be monitored and coordinated. Each student is required to complete an approved program form and file it with the Graduate Studies in Business Office no later than the end of the first term in which the student is admitted. Failure to do so may result in dismissal from the program.

Ph.D. in Business Handbook

The School of Business publishes a handbook which provides a comprehensive overview of the policies and procedures involved in obtaining a Ph.D. in business at VCU. All procedures associated with the Ph.D. program are covered – from admission to graduation, with special emphasis placed on the dissertation process. Detailed information about financial support, comprehensive examinations, and dissertation proposals and defenses is included in the handbook.

General requirements for the Ph.D.

In addition to the general academic regulations stated in Part I of this bulletin and the regulations listed earlier in this section for all students in graduate

programs administered by the School of Business, Ph.D. students in the School are subject to the following requirements:

1. students who fall below a 3.0 GPA will have one term to make up that deficiency,
2. students must register each term (summer sessions excluded) for continuation in the program. Students who fail to register each term will be dropped automatically from the program and must reapply for reinstatement,
3. the maximum time to complete all the requirements for the degree is seven calendar years from the date of entry into the program. The maximum time to complete the course work, pass the comprehensive examination, and present an acceptable dissertation proposal is five years from the date of entry,
4. doctoral study involves a devotion to independent study outside the classroom and interaction with the faculty and other students. During the period of advanced course work, students must complete at least nine credits each term for a minimum of two consecutive terms, one of which may be a summer session, and
5. a maximum of nine term credits may be transferred from another AACSB-accredited university and applied toward the Ph.D. course requirements. All transfer work must be at the "A" or "B" grade level. Transfer credit shall not be older than seven years at the time the Ph.D. degree is awarded. Transfer credit is given at the discretion of the director of graduate programs in business after consultation with appropriate departmental or faculty representatives.

Post-baccalaureate certificates

The School of Business at VCU offers post-baccalaureate certificates in five areas: accounting, human resource management, information systems, marketing and real estate and urban land development. The post-baccalaureate certificate programs are designed for individuals who hold bachelor's degrees in other fields. By taking the courses required to major in the area at the undergraduate level, individuals

are able to obtain an extensive knowledge of the subject.

Application information

Students cannot be accepted into a program until they have completed all the requirements for their bachelor's degree and have achieved at least a 2.5 GPA in their undergraduate work. Applicants must submit an application and a nonrefundable fee of \$30. In addition, two official transcripts (bearing the university seal) from the institution granting the bachelor's degree should be sent directly to Graduate Studies in Business. International students must also submit current TOEFL scores and English translations of all transcripts. The deadlines for applications are:

Fall	Jul 15
Spring	Nov 15
Summer	Mar 15

Refer to the Undergraduate and Professional Programs Bulletin for course descriptions.

1. Certificate recipients must have received an overall grade-point average of 2.5 ("C") on credit hours attempted for the certificate at VCU. The grades of "D" and "F" are counted in computing the overall grade-point average but carry no credit.
2. Students who fail to register for at least one course per term in the program will be dropped automatically from the program and must reapply for admission to continue in the program. At that time some or all of the courses completed prior to the reapplication may not be accepted toward the certificate.

If unusual circumstances warrant it, a leave of absence for one term may be obtained by requesting such a leave in writing from the associate dean for graduate studies in business as early as possible but no later than the end of the first week of registration of the term in which the absence is expected to occur.

3. Grades of "A," "B," and "C" are passing grades; "D" is not a passing grade. Students who receive a grade of "D" or below on more than 20 percent of the credit hours attempted for the program will be terminated from their program.

4. Courses in which students have earned a grade of "D" or "F" must be repeated if these courses are needed for the program. Courses for which a passing grade was received cannot be repeated without written permission of the adviser and the director of graduate programs in business. The repeat course option in baccalaureate programs is not applicable to certificate programs.
5. Students who satisfy all the requirements except the 2.5 average may be allowed to take a maximum of six additional credit hours to raise the average. Students are required to get the approval of the adviser and the director of graduate programs in business.
6. Full-time certificate status consists of a minimum of 12 and a maximum of 18 undergraduate credits per term.
7. Students must continually demonstrate acceptable professional behavior to be retained in the program.
8. All requirements for the certificate must be completed within five years from the date of admission or taking the first course in the program. This time limitation applies to both full- and part-time students. A maximum of two one-year extensions may be granted if satisfactory progress is demonstrated on the part of students requesting extensions. For extensions, write to the director of graduate programs in business.
9. The policies of the university regarding undergraduate degree programs will apply as the minimum when the certificate policy is not stated clearly in these policies. When in conflict, the stricter policy will apply in any case.
10. Students may not use the same course(s) for two certificates or the certificate and another program.
11. A maximum of six term hours of acceptable undergraduate credit earned beyond the bachelor's degree (and not applied toward other completed degrees or certificates) may be transferred and applied toward the certificate program requirements. Such credits will be evaluated for acceptance upon written request from the student after completion of nine term hours of work at VCU. No transfer credit can be given for courses completed prior to awarding the bachelor's degree regardless of whether the courses were taken beyond the minimum required for the bachelor's degree program, unless prior written permission was given by the director of graduate programs in business.
- Transfer credit is made at the discretion of the director of graduate programs in business upon the recommendation of the student's adviser.
- All transfer work must be at the "C" or higher grade level. Transfer credit must not be older than seven years at the time the certificate is awarded.
- Credits to be earned at other institutions after acceptance in the program must be approved in advance, and approval is granted at the discretion of the director of graduate programs in business. Such work is approved under very unusual circumstances such as a job transfer to a new location over 100 miles from Richmond.
12. CLEP examination credit is not given for the certificate programs.
13. All students admitted to a certificate program are assigned advisers. Students are required to work with their advisers to plan their certificate programs. Each student program or changes thereto must be approved by both the adviser and the director of graduate programs in business. Courses taken prior to approval are taken at the student's own risk. Each student is required to complete an approved program form and file it with the Graduate Studies in Business Office no later than the end of the first term in which the student is admitted. Failure to do so may result in dismissal from the program.
14. Students cannot be accepted in the certificate programs until they have completed all the requirements for their bachelor's degrees.
15. Students must apply to graduate using the Graduation Application Form. For deadlines, consult the university calendar.

16. Student appeals for exceptions to policies or academic standards may be made in writing to Virginia Commonwealth University, Director of Graduate Programs, School of Business, Richmond, VA 23284-4000.

Post-baccalaureate certificate in accounting (PBC/ACC)

The post-baccalaureate certificate in accounting is designed for students who hold bachelor's degrees in fields other than accounting and desire to continue their education beyond the undergraduate level but who do not aspire to a master's degree. Candidates for the certificate are required to complete a total of 48 hours including the courses presented below, or other equivalents, and to meet other academic standards. Of these 48 hours, at least 30 must be taken beyond the bachelor's degree, and at least 24 must be taken at VCU. Up to 18 credit hours of the courses may be waived if equivalent courses have been completed. All transfer credits and course waivers must be approved by the Department of Accounting and the director of graduate programs in business.

Successful completion of the program provides numerous employment opportunities within both business and government organizations. Additionally, graduates are well qualified to sit for the Uniform Certified Public Accountant (CPA) Examination in Virginia.

Degree requirements for the PBC/ACC

Required accounting classes	Credits
ACCT 205 Introductory Accounting Survey*	3
ACCT 303 Financial Accounting I	3
ACCT 304 Financial Accounting II	3
ACCT 306 Cost Accounting	3
ACCT 307 Accounting Systems	3
ACCT 401 Governmental and Not-for-Profit Accounting	3
ACCT 404 Advanced Accounting	3
ACCT 405 Tax Accounting	3
ACCT 406 Auditing	3
	27
Accounting elective	3
One of the following classes	
ACCT 407 Auditing Methods	

ACCT 410 Advanced Tax Accounting	
ACCT 411 Accounting Opinions and Standards	3
	3
Required business courses	
ECON 210 Principles of Economics	3
MGMT 301 Business Statistics	3
MRBL 308 Introduction to Marketing	3
FIRE 311 Financial Management	3
MGMT 319 Organizational Behavior	3
ACCT 481 or 482 Law for Accountants I and II	3
	18
Total	48

* ACCT 203-204 may be taken in lieu of ACCT 205.

Post-baccalaureate certificate in human resource management (PBC/HRM)

The post-baccalaureate certificate in human resource management is designed to increase the knowledge and skills of human resource practitioners, to prepare individuals who are seeking employment in the field, and to educate persons who desire more knowledge about human resource management. The PBC/HRM program is designed to provide advanced knowledge of human resource management (HRM). Specifically, persons completing the program are expected to achieve competency in understanding HRM terminology, concepts, and principles; design and implement HRM policies that are consistent with the organizational strategic plan; and develop procedures to accomplish organizational goals by obtaining and maintaining effective employees. Persons completing the program should have enhanced opportunities for employment in the HRM field.

A minimum of 30 term credit hours must be earned in satisfying this certificate requirement, with a minimum of 24 term hours of study required at VCU.

Degree requirements for the PBC/HRM

Required courses	Credits
MGMT 331 Human Resource Management	3
MGMT 420 Seminar in Industrial Relations	3
MRBL 427 Labor and Employment Relations Law	3
FIRE 428 Employee Benefit Planning	3
MGMT 433 Compensation Management	3
MGMT 435 Strategic Human Resource Management	3
FIRE 444 Occupational Safety, Health, and Security	3

Electives	9
Choose three of the following courses*	
MGMT 446 International Human Resource Management	
MGMT 447 Human Resource Information Systems	
ECON 431 Labor Economics	
PSYC 310 Industrial Psychology	
Total	30

* Any prerequisites must also be satisfied.

Post-baccalaureate certificate in information systems (PBC/IS)

The post-baccalaureate certificate in information systems is designed for students who hold bachelor's degrees in fields other than information systems and who desire to continue their education beyond the undergraduate level but do not aspire to a master's degree. Candidates for the certificate are required to complete a total of 30 hours beyond the bachelor's degree, including the courses listed below or their equivalents, with a minimum of 24 credit hours of study in information systems to be taken at VCU and to meet other academic standards.

The PBC/IS program is designed to provide more than a basic knowledge of information systems. Specifically, persons completing the program are expected to achieve competency in understanding information systems terminology, concepts, and principles; computer program design, writing, and testing; systems analysis/design through proper application and knowledge of current hardware and software; and planning and carrying out system development and the management of information systems. Those acquiring these skills are well received in terms of employment opportunities within the business community and with governmental organizations.

Degree requirements for the PBC/IS

Required courses	Credits
INFO 358 Structured and Object Programming*	3
INFO 360 Business Information Systems	3
INFO 361 Systems Analysis and Design	3
INFO 362 Computer Hardware and Software*	3
INFO 464 Data Base Systems	3
INFO 465 Projects in Information Systems	3
INFO 470 Local Area Networks	3
	21

Approved track	9
	30

Students select one of the following approved tracks:

Client/server

INFO 359, INFO 462, elective

Network management

INFO 359, INFO 467, elective

Information engineering**

INFO 461, INFO 463, INFO 468

Decision support technologies***

INFO 469 and six credits from MGMT 302, MGMT 339, MGMT 439, or MGMT 440

* INFO 258 Visual Basic is a prerequisite for INFO 358 and corequisite for INFO 362.

** The information engineering track is open only to students who have either significant information systems experience or significant organizational experience.

*** The decision support technologies track is open only to information systems professionals who have significant programming experience.

Approved electives for the PBS/IS

- ACCT 205 Introductory Accounting Survey
- INFO 359 Advanced Structured and Object Programming
- INFO 363 COBOL Programming
- INFO 366 Computerware Analysis
- INFO 461 Information Systems Planning
- INFO 462 Windows Programming in C++
- INFO 467 Distributed Data Processing and Telecommunications
- INFO 469 Information and Decision Systems in Organizations
- INFO 491 Topics in Information Systems
- INFO 493 Internship in Information Systems

Post-baccalaureate certificate in marketing (PBC/MKT)

The post-Baccalaureate Certificate in Marketing program is designed for persons who already have earned a baccalaureate degree in fields other than marketing, yet desire an extensive and current knowledge of marketing. Graduates will recognize 1) the cross-functional nature of today's business environment, and 2) the growing importance of the customer orientation in all organizations, public and private, profit and nonprofit, domestic and global.

Candidates for this certificate must complete 30 credit hours, with a minimum of 24 hours to be completed at VCU. Eight specific 3-hour courses in marketing at the 300 and 400-level are required, and the student may select the six additional hours from a list of restricted electives. Prerequisites for all required and elective courses must be met.

Degree requirements for the PBC/MKT

Required Courses	Credits
MRBL 308 Introduction to Marketing	3
MRBL 310 Information for Marketing Decisions	3
MRBL 371 Integrated Marketing Communications	3
MRBL 372 Project Development and Management	3
MRBL 373 Buyer Behavior	3
MRBL 378 International Marketing	3
MRBL 475 Services Marketing	3
MRBL 476 Marketing Management*	3
	24

Electives	6
Students will select two of the following courses:	
ECON 210 Principles of Economics (micro)**	
MGMT 301 Business Statistics	
MRBL 376 Dynamics in Retail Management	
MRBL 474 Personal Selling and Sales Management	
MRBL 478 International Marketing Strategy	
MRBL 491 Topics in Marketing and Business Law (Marketing Topic)	
MRBL 493 Internship in Marketing and Business Law	
	30

Total	30
* MRBL 476 must be taken after completing 15 credit hours of marketing courses.	
** ECON 210 is required of students who transfer three hours of credit for an Introduction to Marketing or Principles of Marketing course from another institution where Principles of Economics is not a prerequisite to the introductory course.	

Post-baccalaureate certificate in real estate and urban land development

The post-baccalaureate certificate in real estate and urban land development is designed for persons who already have earned a baccalaureate degree in fields other than real estate and urban land development, yet do not desire to work toward a graduate degree in this field. Aspiring real estate brokers are required to take four of the 10 courses to satisfy their broker educational requirements. By taking only another six additional courses, real estate agents will have the opportunity to increase their business and managerial proficiency through a cohesive program of study at the university level. The certificate program is popular for other professionals, such as appraisers or mortgage lenders, who desire to enter a coordinated real estate studies program.

A minimum of 30 term credit hours must be earned in satisfying this cer-

tificate requirement, with a minimum of 24 term hours of study required at VCU.

Required courses	Credits
FIRE 317 Real Property Management	3
FIRE 318 Real Estate Negotiating	3
MRBL 326 Real Estate Law	3
FIRE 423 Real Estate Brokerage	3
FIRE 425 Real Estate Appraisal	3
FIRE 429 Real Estate Finance	3
	18

Electives	12
	30

Approved electives

Select 12 credit hours from the following courses, being certain to have satisfied all prerequisites:

INFO 160 Introduction to Windows/DOS-Based Operating Systems	1
INFO 161 Introduction to Microcomputer-Based Word Processing Packages	1
INFO 162 Introduction to Microcomputer-Based Spreadsheet Processing Packages	1
ACCT 205 Introductory Accounting Survey	3
FIRE 311 Financial Management	3
MRBL 324 Legal Aspects of the Management Process	3
MRBL 371 Integrated Marketing Communications	3
MGMT 421 Small Business Management	3
FIRE 424 Property and Liability Insurance	3
FIRE 431 Advanced Real Estate Appraisal	3
FIRE 437 Funds Management in Financial Institutions	3
ENVS 491 Topics in Environmental Studies	1-3
URSP 525 Site Planning and Graphics	3

Graduate courses in business and economics

The courses listed below are grouped into 7 categories: accounting; economics; finance, insurance and real estate; fast track M.B.A.; information systems; management; marketing and business law.

500-level courses may not be included in the 30 term credits of advanced work required of any of the master's degrees offered by the School of Business.

Graduate courses in accounting (ACCT)

ACCT 507 Fundamentals of Accounting

Term course; 3 lecture hours. 3 credits. Theoretical and technical facets of financial and managerial accounting for business. This is a graduate foundation course.

ACCT 601 Financial Accounting Theory

Term course; 3 lecture hours. 3 credits. Prerequisite: 21 credits in accounting or permission of instructor, including ACCT 304 or equivalent. The historical development of accounting thought and the way it has been influenced by social, political, and economic forces. Analysis of the structure and methodology emphasizes objectives, postulates, and principles. Income determination and asset equity valuation, in both theory and practice.

ACCT 602 Managerial Accounting: Theory

Term course; 3 lecture hours. 3 credits. Prerequisite: 21 term credits in accounting (or permission of instructor) including ACCT 306 or equivalent. Advanced aspects of the use of accounting information in the management process. Cost-based decision making and control systems are related to short- and long-term objectives of the firm.

ACCT 603 Environment of Accounting

Term course; 3 lecture hours. 3 credits. Prerequisite: 21 credits in accounting, (or permission of instructor). The organization of the profession and accounting standard-setting bodies. Areas covered will include FASB, AICPA, SEC, other governmental regulatory agencies and current and emerging accounting issues and pronouncements.

ACCT 604 Auditing

Term course; 3 lecture hours. 3 credits. Prerequisite: 21 term credits in accounting (or permission of instructor) including ACCT 406 or equivalent. Development of auditing theory, special disclosure issues, statistical sampling, ethical, legal, and social responsibilities of external and internal auditors. Emphasis on contemporary topics in auditing.

ACCT 605 Governmental and Not-for-Profit Accounting

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 507. Budgeting, accounting, reporting, and related issues and pronouncements for governmental and not-for-profit organizations.

ACCT 606 International Accounting

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 507. International dimensions of accounting; national differences in accounting thought and practice; problems and issues.

ACCT 608 Managerial Accounting Concepts

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 507 or equivalent. The use of accounting information contained in reports to management. The functions of planning, decision making, and control are studied as accounting data are reported through the firm's information system and in special analyses.

ACCT 609 State and Local Taxation

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 405 or equivalent. Examination of the tax problems and planning opportunities inherent in state and local taxation, with emphasis on the problems of interstate business operations.

ACCT 613 Financial Reporting

Term course; 3 lecture hours. 3 credits. Prerequisites: ACCT 203 and ACCT 204, or ACCT 205, or ACCT 507. Expand

understanding of issues involved in development of financial accounting information. Emphasis is on current issues confronting accountants and financial reporting and potential impact of these issues on business entities. Course may not be taken for credit in the master of science in accounting program.

ACCT 662 Accounting Systems

Term course; 3 lecture hours. 3 credits. Prerequisites: ACCT 507 and either ACCT 307, INFO 360, or INFO 560 or equivalent. Study of accounting systems, concepts, and applications with reference to actual problems encountered in the analysis, design, implementation, use, audit and evaluation of accounting systems in a computer environment.

ACCT 678 Accounting Controls for Not-for-Profit Organizations

Term course; 3 lecture hours. 3 credits. This course is for non-business students who have a need to understand and use accounting information in their professions. The basics of compiling and analyzing financial information for governmental and other not-for-profit entities will be reviewed. In addition, the use of accounting as a control method in these entities will be studied. Students will be required to investigate ways accounting relates to their particular areas of interest. May not be included in the 30 term credits of advanced work required for any of the master's degrees offered by the School of Business.

ACCT 679 International Taxation

Term course; 3 lecture hours. 3 credits. Prerequisite: 24 term credits in accounting (or permission of instructor) including ACCT 682 or equivalent. Problems of international taxation and business tax planning approaches. Tax implications of exporting and manufacturing abroad, foreign losses and repatriation of earnings.

ACCT 680 Tax Research

Term course; 3 lecture hours. 3 credits. Prerequisite: 21 term credits in accounting (or permission of instructor) including ACCT 405 or equivalent. Tax research methodology; the sources of tax law and their relationship to tax research.

ACCT 681 Tax Administration

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 405 or equivalent. The Internal Revenue Service and the practices and procedures involved and/or available for the settlement of tax controversies and common elections of accounting methods.

ACCT 682 Corporate Taxation

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 405 or equivalent. Corporate tax laws as related to the corporations involved and to individual shareholders; tax aspects of the creation, operation, reorganization, and partial liquidation of corporations; corporate distributions.

ACCT 683 Taxation of Reorganizations

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 682. Continuation of the study of corporate taxation, with emphasis on corporate liquidations and reorganizations as well as collapsible corporations.

ACCT 684 Partnership Taxation

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 405 or equivalent. Tax problems related to organization, operation, and liquidation of a partnership. Also, tax problems of Subchapter S corporations, tax-exempt organizations, private foundations and other special corporate forms.

ACCT 685 Taxation of Property Transactions

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 405. Tax problems and elections relating to acquisition, holding, and disposition of property. Tax planning in relation to comparisons of sales and exchanges as methods of acquiring and disposing of property; study of Section 1245, 1250 and 1231.

ACCT 686 Taxation of Pensions/Deferred Compensation

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 682. Tax law as related to pensions, profit-sharing, and deferred compensation plans, and the tax consequences related thereto for individuals and businesses.

ACCT 687 Fiduciary Income Taxation

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 405 or equivalent. Tax laws relating to estates and to inter vivos and testamentary trusts. Tax planning will be stressed.

ACCT 688 Estate and Gift Taxation

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 405 or equivalent. Concepts of gross estate, marital deduction, powers of appointment, gross gifts, exclusions, deductions, and credits; tax aspects of estate planning.

ACCT 689 Estate Planning

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 688. Estate planning as it encompasses the acquisition, protection, and disposition of property; the role of the accountant in estate planning.

ACCT 690 Research Seminar in Accounting

Term course; 3 lecture hours. 3 credits. Prerequisite: Approval of proposed work is required by the associate dean for graduate studies in business. This course is designed to provide research experience for candidates not following the ACCT 798-799 program.

ACCT 691 Topics in Accounting

Term course; 1-3 lecture hours. 1, 2, or 3 credits. Study of current topics. Topics may vary from term to term.

ACCT 693 Field Project in Accounting

Term course; 3 lecture hours. 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Students will work under the supervision of a faculty adviser in planning and carrying out a practical research project. A written report of the investigations is required. To be taken at the end of the program.

ACCT 697 Guided Study in Accounting

Term course; 3 lecture hours. 1, 2, or 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Graduate students wishing to do research on problems in business administration or business

education will submit a detailed outline of their problem. They will be assigned reading and will prepare a written report on the problem. To be taken at the end of the program.

ACCT 791 Ph.D. Seminar in Auditing

Term course; 3 lecture hours. 3 credits. Limited to doctoral students. A Ph.D. seminar discussing current topics in auditing theory and research.

ACCT 792 Financial Accounting Doctoral Seminar

Term course; 3 lecture hours. 3 credits. Prerequisite: Open only to Ph.D. students in business. An advanced course in contemporary financial accounting research.

ACCT 794 Research Methods in Accounting: Doctoral Seminar

Term course; 3 lecture hours. 3 credits. Prerequisite: Open only to Ph.D. students in business. An advanced course in accounting research methodology.

ACCT 798-799 Thesis in Accounting

Year course; 6 credits. Graduate students will work under supervision in outlining a graduate thesis and in carrying out the thesis.

ACCT 898 Dissertation Research in Accounting

1-12 credits. Limited to Ph.D. in business candidates.

Graduate courses in economics (ECON)

ECON 500 Concepts in Economics

Term course; 3 lecture hours. 3 credits. Not open to students who have completed ECON 210 and 211 or the equivalent. Essential economic concepts including the price system, price determination in imperfectly competitive markets, employment theory, and monetary theory. This is a foundation course.

ECON 601 Contemporary Economic Problems

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 210-211 or 500 or equivalent. Not open to economic majors. An analysis of current economic issues.

ECON 602 Comparative Economic Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: Nine term hours of economics. Surveys the organization, operation, and performance of capitalism, socialism, and the centrally planned economy.

ECON 603 History of Economic Thought

Term course; 3 lecture hours. 3 credits. Prerequisite: Six term hours of intermediate micro and macroeconomics. A survey of the principal contributions to the development of economic theory by leading economists from medieval times to the present.

ECON 604 Advanced Microeconomic Theory

Term course; 3 lecture hours. 3 credits. Prerequisite: Undergraduate course in intermediate microeconomic theory or theory of the firm. Theory of prices and markets; value and distribution. Partial and general equilibrium analysis.

ECON 605 Economic Development

Term course; 3 lecture hours. 3 credits. Prerequisite: 12 term hours of economics. Examination of problems of poverty and economic policies in developing countries. Areas considered are Southeast Asia, Middle East, Africa and Latin America.

ECON 606 Urban Economic Problems

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 500 or equivalent. A study of the location of economic activity, zoning, blight and unemployment, urban renewal, and redevelopment programs.

ECON 607 Advanced Macroeconomic Theory

Term course; 3 lecture hours. 3 credits. Prerequisite: Undergraduate course in macroeconomic theory. National income analysis, monetary and fiscal theory and policy, and general equilibrium analysis.

ECON 609 Advanced International Economics

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 500 or equivalent. An advanced-level examination of why trade occurs, balance of payments concept and adjustment, international equilibrium, forward exchange, markets, international investment and international organizations.

ECON 610 Managerial Economics

Term course; 3 lecture hours. 3 credits. Prerequisites: ECON 500 or equivalent. Analysis of business decisions, applying tools of economic theory. Decisions on demand, production, cost, prices, profits and investments.

ECON 612 Econometrics

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 401 or equivalent or permission of instructor. Provides empirical content to the theoretical concepts of the economics by formulating and estimating models. Introduction to simultaneous equation problems in economics and the studies of production, demand and consumption functions.

ECON 614 Mathematical Economics

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 403 or equivalent or permission of instructor. Economic analysis utilizing simple mathematical methods. Includes derivation and exposition of theories and the application of tools to widen the scope and increase the usefulness of economics.

ECON 616 Advanced Public Finance

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 500 or equivalent or permission of instructor. Theory and application of public finance, including taxation, expenditures, and budgeting. Special attention to cost-benefit analysis and to intergovernmental relations in federal system.

ECON 617 Financial Markets

Term course; 3 lecture hours. 3 credits. Prerequisites: Money and banking or intermediate macroeconomics. Theories of markets for loanable funds are related to empirical findings and institutional structures. Yields of financial assets, kinds of debt instruments, financial institutions, public policy, financial models, and the role of money and credit in economic growth are considered.

ECON 620 The Economics of Industry

Term course; 3 lecture hours. 3 credits. Prerequisites: ECON 301, 303, or 610, or the equivalent. The application of economic analysis to the structure, conduct, and performance of industry; public regulation and policies to promote workable competition.

ECON 621 Topics in Economics

Term course; 3 lecture hours. 3 credits. Prerequisites: ECON 500 or equivalent and permission of instructor. Study of specialized topic(s) in economics.

ECON 624/HADM 624 Health Economics

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 500 or equivalent. Develops an understanding of (1) economics as a managerial tool in making choices or decisions that will provide for an optimum allocation of limited health care resources, and (2) economics as a way of thinking about and approaching issues of public policy in financing and organizing health and medical services. Individual research on crucial or controversial economic issues in the health field.

ECON 631 Labor Market Theory and Analysis

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 600 or one year undergraduate principles of economics. The study of theories and applications designed to analyze wage rate, wage structure, and employment patterns. Studies exploring specific labor markets and problems will be examined.

ECON 682 An Economic Approach to Environmental Issues

Term course; 3 lecture hours. 3 credits. Prerequisite: ECON 500 or equivalent. The effect of externalities in terms of efficiency and equity considerations. The role and problems of benefit-cost analysis in decision making is developed. The interrelationship of air, water, and land quality issues is analyzed. The use rate of natural resources, energy consumption, and the steady-state economy and their impacts are evaluated.

ECON 690 Seminar in Economic Methodology and Research

Term course; 3 lecture hours. 3 credits. Prerequisites: ECON 604, 607 and 612. Familiarizes students with various research methodologies and research techniques, and provides in an elected field of economics, research experience and a survey of the literature.

ECON 690 Research Seminar in Economics

Term course; 3 lecture hours. 3 credits. Prerequisite: Approval of proposed work is required by the associate dean for graduate studies in business. This course is designed to provide research experience for candidates not following the ECON 798-799 program.

ECON 691 Topics in Economics

Term course; 1-3 lecture hours. 1, 2, or 3 credits. Study of current topics. Topics may vary from term to term.

ECON 693 Field Project in Economics

Term course; 3 lecture hours. 3 credits. Approval of proposed work is required by the associate dean for graduate studies

in business. Students will work under the supervision of a faculty adviser in planning and carrying out a practical research project. A written report of the investigations is required. To be taken at the end of the program.

ECON 697 Guided Study in Economics

Term course; 3 lecture hours. 1, 2, or 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Graduate students wishing to do research on problems in business administration or business education will submit a detailed outline of their problem. They will be assigned reading and will prepare a written report on the problem. To be taken at the end of the program.

ECON 798-799 Thesis in Economics

Year course; 6 credits. Prior to enrollment, approval of the proposed work is required by the graduate adviser and the proposed thesis adviser. Graduate students will work under supervision in outlining a graduate thesis and in carrying out the thesis.

Graduate courses in finance, insurance and real estate (FIRE)

FIRE 520 Financial Concepts of Management

Term course; 3 lecture hours. 3 credits. Prerequisite: ACCT 507 or equivalent. Pre- or corequisite: MGMT 524 or equivalent. Not open to students who have completed FIRE 311 or the equivalent. A study of the essential concepts of financial management including working capital management, capital budgeting, capital structure planning, and dividend policy. This is a foundation course.

FIRE 533 Insurance Education Institute for High School Teachers

3 credits. This is a summer course designed for high school teachers in such fields as business, marketing, economics, mathematics, social sciences, history, life skills, home economics, or other disciplines in which the subject of risk and insurance can be incorporated into the curriculum. Teachers will learn about risk management, life, health, auto, homeowners insurance and financial planning. They will receive instructional materials and guidance to develop lesson plans for their use in teaching the subject to their students.

FIRE 621 Cases in Financial Management

Term course; 3 lecture hours. 3 credits. Prerequisite: FIRE 520 or equivalent. Analysis of financial problems and policies of nonfinancial firms, including capital management, capital rationing and cost of capital, and capital structure.

FIRE 622 Financial Management of Financial Institutions

Term course; 3 lecture hours. 3 credits. Prerequisite: FIRE 520 or equivalent. Understanding and application of concepts relevant to the financial management of financial institutions.

FIRE 623 Financial Management

Term course; 3 lecture hours. 3 credits. Prerequisite: FIRE 520 or equivalent. Analyzes the theory and practice of corporate finance. Detailed investigation of the investment and financing decision of the firm in an environment of uncertainty.

FIRE 625* Group Insurance and Pension Planning

Term course; 3 lecture hours. 3 credits. Prerequisite: FIRE 520 and MRBL 530 or equivalents. Analysis of major elements of employee benefit plans including: life, health and disability benefits, pension, and profit-sharing plans. Design principles, financing, legal, and tax considerations are examined. Major issues and new developments. Courses directly related to risk, insurance and employee benefits are approved for Virginia Insurance Continuing Education. Forty-two credits for insurance agents. Contact the director of insurance studies for further information.

FIRE 626* Risk Management

Term course; 3 lecture hours. 3 credits. Prerequisites: FIRE 520, MRBL 530, and MGMT 524 or equivalent. Property and liability risks faced by businesses and public institutions are studied. Insurance and alternative methods of controlling and financing these risks are analyzed and compared. Courses directly related to risk, insurance and employee benefits are approved for Virginia Insurance Continuing Education. Forty-two credits for insurance agents. Contact the director of insurance studies for further information.

FIRE 627 Urban Land Development

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor. A study of the development process; considering planning, financing, management, and marketing of real property.

FIRE 628 Cases in Real Estate Valuation

Term course; 3 lecture hours. 3 credits. Prerequisites: FIRE 425 and FIRE 431 or equivalent. Emphasizes real estate analysis through preparation of a valuation report, case studies, problem solving, and Internet research.

FIRE 629 Real Estate Investment Analysis

Term course; 3 lecture hours. 3 credits. Housing demand forecasting, commercial site selection, and real estate investment analysis.

FIRE 635 Investments and Security Analysis

Term course; 3 lecture hours. 3 credits. Prerequisite: FIRE 520 and MGMT 524 or equivalent. The process of investing in stocks and bonds, from the analysis of individual securities to portfolio formation and evaluation.

FIRE 638 Real Property Investment Law

Term course; 3 lecture hours. 3 credits. Prerequisite: MRBL 323 or equivalent, or permission of instructor. Covers legal aspects of real property development from acquisition through disposition; emphasizes selection of appropriate ownership form, financing, operation and tax considerations.

FIRE 639 International Finance

Term course; 3 lecture hours. 3 credits. Prerequisite: FIRE 520 or equivalent. A study of financial management of multinational enterprises, banks, firms with foreign subsidiaries, exporters, and service industries. Additionally, financing trade and investments, international money and capital markets, foreign exchange risks, and governmental policies will be covered.

FIRE 650 Derivatives

Term course; 3 lecture hours. 3 credits. Prerequisites: FIRE 520 or equivalent. Analysis of derivatives contracts: forwards, futures, swaps, and options. Study of valuation and pricing, and how to use derivatives to manage financial price risk.

FIRE 654 Short Term Financial Management

Term course; 3 lecture hours. 3 credits. Prerequisite: FIRE 520 or equivalent. Techniques of short term financial management (or working capital management) for business firms, including efficient cash management of accounts receivable, management of inventory, management of accounts payable, and short-term borrowing from banks and other suppliers of short-term credit.

FIRE 657 Current Issues in Investments and Markets

3 lecture hours. 3 credits. Prerequisite: FIRE 635. Advanced study of selected topics in investments and securities markets. Topics selected by the instructor. Readings from recent journals, cases, and/or software may be used. Possible topics may include: fixed income mathematics; portfolio management; advanced investments theory; factors explaining security price movements; advanced security analysis; using information to make investment decisions; and security market microstructure.

FIRE 658 Commercial Mortgage Lending

Term course; 3 lecture hours. 3 credits. Prerequisite: FIRE 431 or permission of instructor. Emphasizes financial decision-making mathematics, underwriting criteria, financing methods, project feasibility and value, and loan processing and administration.

FIRE 664 Current Issues in Corporate Finance

3 lecture hours. 3 credits. Prerequisites: FIRE 621 or FIRE 623. Advanced study of selected topics in corporate finance and financial management. Topics selected by the instructor. Readings from recent journals, cases and/or software may be used. Possible topics include: theory and evidence concerning major corporate financial policy decisions, bankruptcy costs and agency costs that relate to capital structure and dividend policy, issues in corporate control, alternative methods of issuing and retiring securities mergers and acquisitions, advanced valuation theory, advanced financial analysis, advanced capital budgeting, using information to make financial decisions.

FIRE 690 Research Seminar in Finance, Insurance and Real Estate

Term course; 3 lecture hours. 3 credits. Prerequisite: Approval of proposed work is required by the associate dean for graduate studies in business. This course is designed to provide research experience for candidates not following the FIRE 798-799 program.

FIRE 691 Topics in Finance, Insurance and Real Estate

Term course; 1-3 lecture hours. 1, 2, or 3 credits. Study of current topics. Topics may vary from term to term.

FIRE 693 Field Project in Finance, Insurance and Real Estate

Term course; 3 lecture hours. 3 credits. Approval of proposed work is required by the associate dean for graduate studies

in business. Students will work under the supervision of a faculty adviser in planning and carrying out a practical research project. A written report of the investigations is required. To be taken at the end of the program.

FIRE 697 Guided Study in Finance, Insurance and Real Estate

Term course; 3 lecture hours. 1, 2, or 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Graduate students wishing to do research on problems in business administration or business education will submit a detailed outline of their problem. They will be assigned reading and will prepare a written report on the problem. To be taken at the end of the program.

FIRE 758 Theory of Finance

Term course; 3 lecture hours. 3 credits. Prerequisites: All foundation courses, 12 hours of graduate business courses, and two advanced finance courses including FIRE 623 or permission of chair. Advanced discussion of the theoretical underpinnings of modern financial theory as applied to choice under uncertainty and efficient capital markets. Includes a detailed analysis of state-preference theory, mean-variance uncertainty and market equilibrium. In depth investigation of the seminal empirical findings as pertains to capital structure and dividend policy.

FIRE 759 Portfolio Theory and Management

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 524 and FIRE 635 or equivalent. A study of current theory of valuation and performance of portfolios, focusing on models to express the risk/return characteristics of the portfolio. Includes models for portfolio selection and for evaluation of managed portfolios.

FIRE 798-799 Thesis in Finance, Insurance and Real Estate

Year course; 6 credits. Graduate students will work under supervision in outlining a graduate thesis and in carrying out the thesis.

Courses in fast track master of business administration (FMBA)

FMBA 601-602 (Module 1): Organizational Culture

6 credits. Presents how organizations develop and operate. Meanings and management of culture and protocol; design and transformation of technologies, structures, behaviors, and careers with organizational environments are developed and integrated across disciplines.

FMBA 603-605 (Module 2): Analysis and Decisions

9 credits. Presents how organizations define and choose. Concepts and tools of problem solving for administrative decisions; concepts and tools of measurement, planning, and control; management of conflict, cooperation, negotiation, and implementation are developed and integrated across disciplines.

FMBA 606-607 (Module 3): Teambuilding and Leadership

6 credits. Presents how organizations steer members toward what needs doing. Design, functions, and creation of teams,

engaging leadership and motivation processes to set and achieve organizational goals; management of emerging communication and evaluation processes; interacting with boards and with customers are developed across disciplines.

FMBA 608 (Module 4): Global Challenges/Specialization

3 credits. Presents an educational tour for direct experience of influences and perspectives: France, Great Britain, Indonesia or Mexico.

FMBA 609-611 (Module 5): Productivity and Innovation

9 credits. Presents how organizations change and improve. Management of creativity, critical thinking, and rewards; development of resources; implementing concepts of quality, effectiveness, and change are developed across disciplines.

FMBA 612-613 (Module 6): Strategic Management

6 credits. Presents how organizations define, plan and accomplish missions. Comprehensive integration of business functions and processes; systems thinking, managing shareholder value; anticipating and interacting with changing internal and external environments; formulation and implementation of strategy and integrated across disciplines.

Graduate courses in information systems (INFO)

INFO 560 Business Information Systems

Term course; 3 lecture hours. 3 credits. Not open to students who have completed INFO 360 or the equivalent. Introduces computer organization, programming, computers in management decision making, and systems analysis and design. This is a foundation course.

INFO 610 Analysis and Design of Database Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 464 or equivalent. Designed to prepare students for the development of information systems using databases and database management techniques.

INFO 611 Data Re-engineering

Term course; 3 lecture hours. 3 credits. Prerequisites: INFO 610 and INFO 630. Covers basic issues in re-engineering of data from network and hierarchical and other database structures into relational database structures. Also covers a range of methods, tools and techniques for reverse engineering existing schemas and data structure definitions to derive entity relationship (ER) models. ER models also are used as the basis for designing relational database structures. Appropriate case tools for data re-engineering provide students with practical experience.

INFO 614 Data Mining

Term course; 3 lecture hours. 3 credits. Prerequisites: INFO 464 or INFO 610, and MGMT 339. A data mining process has the goal of discovering nontrivial, interesting and actionable knowledge from data in databases. The course introduces important concepts, models and techniques of data mining for modern organizations. Students gain a deeper understanding of concepts and techniques covered in lectures by doing a practical term project that applies one or more of the data mining models and techniques. Students are also given

the opportunity to gain knowledge on the features and functionalities of state-of-the-art data mining software through their preparation of a research report.

INFO 616 Data Warehousing

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 610. Covers important concepts and techniques in the design and implementation of a data warehouse. Topics include: the data warehouse architecture, the logical and physical design issues in the data warehousing development process, technical factors (i.e., hardware, client/server technology, data warehousing and DBMS technologies) and implementation considerations (i.e., data extraction, clean-up and transformation tools). Introduces Online Analytical Processing (OLAP) and Data Mining.

INFO 619 Computer Assisted Simulation

Term course; 3 lecture hours. 3 credits. Prerequisite: Knowledge of computer programming and MGMT 524 or equivalent. Investigates the concepts and applications of different types of computer-assisted simulation modeling approaches. Includes experimental design, systems modeling, programming in a simulation language, and model validation. Emphasis will be on discrete simulation techniques in a business environment.

INFO 620 Data Communications

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 661 or equivalent. Computer network design, communication line control, and communication hardware and software.

INFO 622 Network Administration I

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 620. Studies the TCP/IP protocols and fundamental concepts of Network Operating Systems (NOS). Studies functions and services provided by NOS in addition to TCP/IP architecture and configuration on various NOS. The course also provides practical administrative NOS experience.

INFO 624 Network Administration II

Term course; 3 lecture hours. 3 credits. Prerequisites: INFO 622 and INFO 640. Covers advanced topics in network administration including disaster recovery, security and cryptography, and implementing advanced services.

INFO 626 Systems Performance Evaluation

Term course; 3 lecture hours. 3 credits. Prerequisites: INFO 630 and either MGMT 632 or MGMT 645. Methodology and use of hardware and software tools for the evaluation of computer-based information systems including people and machine productivity.

INFO 628 Database and System Administration

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 620. Exposes students to various system administration issues, especially as those systems exist in Enterprise Resource Planning (ERP) environments. Focuses on database administration and system administration. Also covers data security, user administration, data administration, recovery, backup, disaster planning and configuration management. The students will gain hands-on experience in administering databases and ERP systems.

INFO 630 Information Engineering

Term course; 3 lecture hours. 3 credits. Prerequisites: Major status or INFO 560 or equivalent and INFO 610. This course covers business process and data modeling for information requirements analysis and specification. The process-modeling segment will cover advanced methods and techniques for the analysis and specification of business processes.

Techniques for the modeling, analysis and derivation of generic procedures will include procedure mapping and logic normalization. Students will gain hands-on experience with advanced CASE tools from SAP, JDEdwards and ORACLE.

INFO 632 Business Process Engineering

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 560 or INFO 640 or equivalent. Critically reviews business process (re)engineering methods and practices. The discipline of Business Process and Application Architectures and modularization are examined. Issues in the implementation of application support for business processes are discussed. The discussion includes strategy visioning, performance benchmarking, process modeling and analysis, and planning organizational change. State-of-the-art business engineering tool-sets such as SAP Business Engineer and JDEdwards Business Engineering tool-sets are extensively used to provide practical experience.

INFO 634 Application Engineering

Term course; 3 lecture hours. 3 credits. Prerequisites: INFO 630 and INFO 632. Covers a model-driven approach to application development and implementation based on business scenarios and business process modeling. This approach allows for the engineering, configuration and integration of business applications from preexisting repository of modules (code and data structures). Students will get hands-on experience with state-of-the-art application configuration tool-sets such as SAP/R3 ABAP Development Workbench and Business Engineer and JDEdwards Case Foundation.

INFO 638 Advanced Business Programming

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 630. Focuses on advanced business applications programming using ABAP. Covers interface design, application logic, dialog programming and application packaging. Students will develop, test and deploy an application using state-of-the-art case tools such as SAP/R3 ABAP Development Workbench and JDEdwards CASE Program Generator.

INFO 640 Information Systems and Knowledge Management

Term course; 3 lecture hours. 3 credits. Prerequisite: Major status or INFO 560 or equivalent. A detailed study of the issues, principles, techniques and best practices in managing information systems and enterprise knowledge as organizational resources. Managing enterprise knowledge and information systems involves taking a disciplined approach to managing the infrastructures and harnessing the collective knowledge capital and brain-power of individuals and organizations. Topics include: IT operations, issues in strategic management, establishing standards and procedures, performance evaluation and benchmarking, hardware and software acquisition, physical environments and security issues,

outsourcing and partnerships, personnel, knowledge ontology, meta-knowledge and others.

INFO 642 Intelligent Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 560 or equivalent. Designed to acquaint students with the principles and practice of intelligent systems design and analysis. Specific topics to be addressed are artificial intelligence, knowledge engineering, discovery systems, next-generation system facilities, and robotics concepts.

INFO 652 Human-Machine Interface Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 560 or equivalent. Analyzes factors important in designing information systems from an end-user perspective. Discusses theoretical issues in the human-machine interface design process; analyzes man/machine capabilities and applied interface design concepts to the system development life cycle.

INFO 654 Advanced Interactive Systems Development

Term course; 3 lecture hours. 3 credits. Prerequisites: INFO 652. Presents advanced concepts in developing interactive systems within graphical user environments. Covers systems development within a windows-based environment that incorporates a user-centered design methodology. Requires students to work in teams to produce prototype interactive systems. Designs and develops systems for both stand-alone PCs and distributed environments, such as the Internet.

INFO 656 Computer Supported Collaborative Systems

Term course; 3 lecture hours. 3 credits. Prerequisites: Permission of instructor. Investigates how technology is used to support group communication, collaboration and decision making and will be organized around the traditional and innovative ways groups work together to accomplish their tasks. Explores current and future collaborative technologies.

INFO 658 Electronic Commerce

Term course; 3 lecture hours. 3 credits. Prerequisite: INFO 620. Overviews the emerging field of electronic commerce with emphasis on how information technologies and networks will change the exchange of goods and services in the 21st century. Specific topics include technological infrastructures, types of applications, key policy issues and future trends. Students are evaluated through case study analysis and research, readings, short papers and a class project.

INFO 661 Management Information Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: Computer literacy (the equivalence of INFO 560, or INFO 360, 162, and 163). Not open to those concentrating in information systems. Provides an understanding of the importance and place of computer-based information systems in the success of data management, management support systems, information systems, and resource management.

INFO 668 Management and Decision Support Systems

Term course; 3 lecture hours. 3 credits. Prerequisites: INFO 361 and MGMT 645 or equivalent. Familiarity with programming languages. Use of computers in modeling and solution of managerial decision-making problems.

INFO 690 Research Seminar in Information Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: Approval of proposed work is required by the associate dean for graduate studies in business. This course is designed to provide research experience for candidates not following the INFO 798-799 program.

INFO 691 Topics in Information Systems

Term course; 1-3 lecture hours. 1, 2, or 3 credits. Study of current topics. Topics may vary from term to term.

INFO 693 Field Project in Information Systems

Term course; 3 lecture hours. 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Students will work under the supervision of a faculty adviser in planning and carrying out a practical research project. A written report of the investigations is required. To be taken at the end of the program.

INFO 697 Guided Study in Information Systems

Term course; 3 lecture hours. 1, 2, or 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Graduate students wishing to do research on problems in business administration or business education will submit a detailed outline of their problem. They will be assigned reading and will prepare a written report on the problem. To be taken at the end of the program.

INFO 764-765 Doctoral Seminar in Information Technology

Year course; 3 lecture hours. 6 credits. Prerequisites: INFO 636, 665, 667, and 668 or equivalent. Usually offered in the spring term and the following fall term. An overview of current information technology concepts and issues within a framework of structured research activities. The objective of this course is to provide an intellectual and procedural foundation for the doctoral dissertation. Course activities will be organized around advanced topic areas in analysis and design, database theory and practice, data communications and networking concepts, decision support systems, and others. Candidates are expected to develop a significant understanding of specific information systems issues in two different topic areas over two successive terms, which should result in publishable research papers.

INFO 767 Information Systems Network Design

Term course; 3 lecture hours. 3 credits. Prerequisites: INFO 467 or INFO 667. Introduction to the concepts of data communication network design. Wide area, local, and distributed networks are studied together with their interrelationship to business information systems. Case study orientation throughout.

INFO 798-799 Thesis in Information Systems

Year course; 6 credits. Graduate students will work under supervision in outlining a graduate thesis and in carrying out the thesis.

INFO 898 Dissertation Research in Information Systems

1-12 credits. Limited to Ph.D. in business candidates.

Graduate courses in management (MGMT)

MGMT 500 Quantitative Foundation for Decision Making

Term course; 3 lecture hours. 3 credits. Prerequisite: Basic course in algebra. Students without an adequate background in algebra should take MGMT 171. A review of basic algebra with emphasis on differential and integral calculus and their application in solving business problems. These topics also provide the necessary foundation for using and understanding more advanced quantitative procedures. May not be included in the 30 term credits of advanced work required for any of the master's degrees offered by the School of Business.

MGMT 524 Statistical Elements of Quantitative Management

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 500 or equivalent. Develops an ability to interpret and analyze business data in a managerial decision-making context. Managerial applications are stressed in a coverage of descriptive statistics, probability, sampling, estimation, hypothesis testing, and simple regression and correlation analysis. This is a foundation course.

MGMT 540 Management Theory and Practice

Term course; 3 lecture hours. 3 credits. Theories, principles, and fundamentals applicable to contemporary management thought and productive activities. This is a foundation course.

MGMT 633 Issues in Labor Relations

Term course; 3 lecture hours. 3 credits. The conceptual framework of labor relations; the interconnection between labor-management relations and the sociopolitical environment.

MGMT 634 Collective Bargaining and Labor Arbitration

Term course; 3 lecture hours. 3 credits. The negotiation and administration of collective bargaining contracts; the handling of grievances.

MGMT 637 Advanced Human Resource Management

Term course; 3 lecture hours. 3 credits. A critical analysis of the functions and problem areas related to human resource management in a large organization; philosophy of human resource management; employee recruiting, testing, and wage and salary administration and supplemental compensation systems; manpower, training, and development; employee services; the legal environment of human resource management.

MGMT 641 Organizational Behavior

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 540 or equivalent, or permission of instructor. An advanced course in management, involving theories and models aimed at developing the managerial competencies needed to analyze, understand, predict, and guide individual, group, and organizational behavior.

MGMT 642 Business Policy

Term course; 3 lecture hours. 3 credits. Prerequisite: Must be taken after completion of all foundation courses plus 15

credits of advanced courses. Integration of principles and policies of business management from the fields of accounting, economics, marketing, finance, statistics, and management in the solution of broad company problems and in the establishment of company policy. Emphasis on interaction of disciplines in efficient administration of a business. Course employs case analysis approach.

MGMT 643 Applied Multivariate Methods

Term course; 3 lecture hours. 3 credits. Prerequisite: MRBL 632 or equivalent. Study of multivariate statistical methods frequently used in business and administrative problems including principal components, factor analysis, discriminant analysis, MANOVA, and cluster analysis. The focus is on applying these techniques through the use of a computer package.

MGMT 644 International Business Management

Term course; 3 lecture hours. 3 credits. Prerequisite: Completion of foundation courses. Survey course for students interested in international and multinational management. Review of historical, governmental, monetary, and cultural issues affecting the transfer of resources and management knowledge across national boundaries; multinational business and management strategies; study of management practices in selected countries.

MGMT 645 Operations Research

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 524 or equivalent. Business problems in production, inventory, finance, marketing, and transportation translated into mathematical models; strengths and weaknesses of such translations. Solution procedures and their limitations.

MGMT 649 Compensation Policy and Administration

Term course; 3 lecture hours. 3 credits. Analysis of the concepts and processes involved in compensation systems. Includes evaluation of the internal and external dimensions of compensation, policy issues involved, concepts, and forms of compensation, administration of compensation systems, and current and future issues.

MGMT 651 Organizational Communication

Term course; 3 lecture hours. 3 credits. Study of theoretical constructs of the communication process in organizations. Application of communication principles to managerial functions, training, telecommunications, and other organizational situations.

MGMT 652 Advanced Business Communication

Term course; 3 lecture hours. 3 credits. Development of skill in planning and writing business reports and other shorter written communications, conducting business research, delivering oral presentation, and using business communication media.

MGMT 653 Decision and Control Systems

Prerequisite: INFO 665 or equivalent. Designed to familiarize students with the state-of-the-art system configurations, including intelligent, real-time, distributed, and command-control systems.

MGMT 655 Entrepreneurship

Term course; 3 lecture hours. 3 credits. Individual and corporate entrepreneurship in high and low technology enterprises. Develops an understanding of the role of entrepreneurship in management theories and practices. Students will develop comprehensive venture analysis plans for presentation.

MGMT 669 Forecasting Methods for Business

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 524 or equivalent that includes simple regression. A presentation of forecasting methods and applications for managerial decision making in business and other organizations. Coverage includes selection of appropriate methods and issues involved in developing and implementing forecasting models. Techniques covered include smoothing, seasonal adjustment, time series (Box-Jenkins) and judgmental methods.

MGMT 674 Cases in Operations Research

Term course; 3 lecture hours. 3 credits. Prerequisites: ACCT 608, MGMT 645, and completion of foundation courses or equivalent. Integrates and applies prior instruction in operations research. Provides experience in the use of operations research techniques for solving organizational problems through the analyses of cases and management simulations. Use of computer packages will be emphasized.

MGMT 675 Operations Management

Term course; 3 lecture hours. 3 credits. Prerequisites: MGMT 540 and MGMT 645 or equivalent. A systematic investigation of the concepts and issues in designing, operating, and controlling productive systems in both manufacturing and services. Emphasis is placed on modeling for problems in location and layout, scheduling, production and inventory control, quality control, work design and maintenance.

MGMT 677 Quality

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 524 or equivalent. Provides a foundation in current concepts of quality management and the tools/techniques used in a quality improvement process. Philosophies of quality management and statistical tools/techniques for continuous improvement are presented. Applications for manufacturing and service industries included.

MGMT 680 Health, Safety and Security Administration

Term course; 3 lecture hours. 3 credits. Study of design and development of an effective safety or risk-control program. Topics include organizational needs and assessment, program evaluation, design/implementation of critical program components, training, accident cost-accounting, cost containment. Also addresses management strategies, communication techniques, motivation and incentive programs and other special topics.

MGMT 682 Human Resource Staffing

Term course; 3 lecture hours. 3 credits. Addresses the activities and processes that affect the staffing function. Subjects include attracting, selecting, and retaining people who will facilitate the accomplishment of organizational goals. Designed for the future human resource professional who will be involved with designing, administering, revising and evaluating selection programs and procedures.

MGMT 684 Issues in International Human Resource Management

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 637 or permission of instructor. Focuses on issues affecting the application of human resource management practices in an international environment. Examines current challenges in the selection, appraisal, development, compensation, and maintenance of expatriates, repatriates, host country nationals, and third-country nationals. Includes contextual factors of industrial relations systems, legal environment, demographics and culture.

MGMT 690 Research Seminar in Management

Term course; 3 lecture hours. 3 credits. Prerequisite: Approval of proposed work is required by the associate dean for graduate studies in business. This course is designed to provide research experience for candidates not following the MGMT 798-799 program.

MGMT 691 Topics in Management

Term course; 1-3 lecture hours. 1, 2, or 3 credits. Study of current topics. Topics may vary from term to term.

MGMT 693 Field Project in Management

Term course; 3 lecture hours. 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Students will work under the supervision of a faculty adviser in planning and carrying out a practical research project. A written report of the investigations is required. To be taken at the end of the program.

MGMT 697 Guided Study in Management

Term course; 3 lecture hours. 1, 2, or 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Graduate students wishing to do research on problems in business administration or business education will submit a detailed outline of their problem. They will be assigned reading and will prepare a written report on the problem. To be taken at the end of the program.

MGMT 700 Principles of Scientific Inquiry in Business

3 lecture hours. 3 credits. A seminar on the philosophical and epistemological foundations of scientific inquiry as they relate to research in business and its allied disciplines. The focus will be on the underlying logic, elements, reach and limits of alternative frameworks such as positivism, empiricism, and Bayesian analysis and the conditions under which each is the preferred method of inquiry.

MGMT 701 Research Methods in Business

Term course; 3 lecture hours. 3 credits. Prerequisite: Acceptance in the doctoral program. Study of the scientific method as currently applied in business and organizational research, with emphasis on philosophy, design, execution, and presentation of empirically based knowledge.

MGMT 702 Causal Analysis for Organizational Studies

Term course; 3 lecture hours. 3 credits. Prerequisites: Two graduate courses in statistics or permission of instructor. Focus is on conceptual and statistical issues involved with causal analysis with non-experimental and experimental data. Course covers basic and advanced confirmatory factor

analysis and structural equation techniques, with an emphasis on organizational and psychological applications.

MGMT 743 Organizing Systems

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 524 or equivalent, or permission of instructor. Surveys the foundations of management theory as well as more recent research and theory on the leadership through which work is organized and directed.

MGMT 745 Advanced Operations Research

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 645 or equivalent. Advanced discussion of topics in mathematical programming and network analysis as applied to organizational decision making. Includes network flows, integer, nonlinear, and dynamic programming, and multicriteria optimization. Emphasis on applications and the use of the computer for problem solving.

MGMT 746 Cognitive and Emotional Processes in Organizations

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 524 or equivalent. This course examines organizational life in terms of cognitive and emotional processes at the individual, group, and organizational level. Special attention will be given to how people perceive and evaluate each other.

MGMT 749 History of Management Thought

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 540. Traces the history of management from its beginnings to current approaches and theories.

MGMT 750 Motivational Theories and Applications

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 524 or equivalent. Critical examination of significant theoretical and applied research on motivational concepts in the organization context.

MGMT 757 Corporate Strategy and Long-Range Planning

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 642 or equivalent. Analysis and evaluation of current methods and research in the areas of corporate strategy and long-range planning.

MGMT 798-799 Thesis in Management

Year course; 6 credits. Graduate students will work under supervision in outlining a graduate thesis and in carrying out the thesis.

MGMT 898 Dissertation Research in Management

1-12 credits. Limited to Ph.D. in business candidates.

Graduate courses in marketing and business law (MRBL)**MRBL 530 Fundamentals of the Legal Environment of Business**

Term course; 3 lecture hours. 3 credits. The legal environment of business is examined in view of common law principles, statutory provisions and administrative regulations affecting various forms of business organizations and management

obligations to the company, its owner, and the public. Role of ethics and key commercial law areas are examined including Uniform Commercial Code Provisions.

MRBL 570 Concepts and Issues in Marketing

Term course; 3 lecture hours. 3 credits. Designed for graduate students with little or no undergraduate education in marketing. A study of the philosophy, environment, and practice of contemporary marketing. This is a foundation course.

MRBL 631 Advanced Labor Law and Legislation

Term course; 3 lecture hours. 3 credits. Prerequisite: MRBL 323 or permission of instructor. Not open to students who have completed MRBL 427. Advanced labor law and legislation with pertinent causal factors; administrative and judicial determination to date.

MRBL 632 Statistical Analysis

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 524 or equivalent. A business application-oriented coverage of statistical inference, analysis of variance, multiple regression and correlation, basic forecasting techniques, nonparametric tests, and other related procedures. Use of a computer statistical package will be included for most topics.

MRBL 646 Advanced Labor and Employment Relations Law

Term course; 3 lecture hours. 3 credits. This course examines the laws concerning human resources in organizations. Equal Employment Opportunity, wage and hours laws, Equal Pay Act, the Employee Retirement Income Security Act, the Occupational Safety and Health Act, and employee personal rights laws are emphasized.

MRBL 648 Managerial Decision Making

Term course; 3 lecture hours. 3 credits. Prerequisite: MGMT 524 or equivalent. Formal analytical techniques used by organizations in reaching decisions. The concepts of both classical and Bayesian decision methods will be examined. The emphasis is on the application of a decision-theoretic approach to solving problems in contemporary organizations.

MRBL 656 International Marketing

Term course; 3 lecture hours. 3 credits. Prerequisite: MRBL 570 or equivalent. Orientation to the international market place. Formulation of international marketing strategies for firms participating in global trade. Emphasis on international environment, multinational economic blocs, international competition, and development of international marketing strategies.

MRBL 657 International Market Planning Project

Term course; 3 lecture hours. 3 credits. Prerequisite: MRBL 570 and permission of instructor. This course is a comprehensive real-life, field-based research and strategic planning exercise. A team of graduate business students is matched with a Virginia business that is interested in initiating or expanding export sales. Under the supervision of the instructor, the student team develops an international market plan for the client company. The team functions as an international business consultant to its assigned company.

MRBL 658 Research in Advertising

Term course; 3 lecture hours. 3 credits. Prerequisite: MRBL 570. Provides a framework for the systematic approach to advertising planning and research, including market, media, message, and budgeting considerations. Examines, in-depth, the advertising research process, including media distribution, media exposure, advertising exposure and perceptions, communication, and behavioral response. Emphasizes the scientific approach to advertising research, including pre-research strategies, secondary and primary advertising research methods, qualitative and quantitative research methods, survey and experimental research, data analysis, database marketing, and communicating research results. Students not enrolled in the Adcenter graduate portfolio program must coordinate enrollment through the instructor.

MRBL 659 Database Marketing

Term course; 3 lecture hours. 3 credits. Prerequisite: MRBL 570. Provides a theoretical foundation for the study of database marketing, rooted in relationship marketing and improving marketing productivity. Examines the various roles that a database marketing system can play within any business, and offers a framework for determining the database requirements of any organization, including a review of existing database marketing software packages in the marketplace. Examines real-world examples of database marketing via case studies, client projects, and presentations by practitioners. Includes computer laboratory exercises for students to gain knowledge and experience of analyzing marketing databases for the purpose of determining customer profitability, response to marketing communications, profiling customer segments and improving marketing decision making overall.

MRBL 671 Marketing Management

Term course; 3 lecture hours. 3 credits. Prerequisite: MRBL 570 or equivalent. Detailed study of concepts and procedural alternatives in the delineation of the market target, the

development and implementation of the marketing mix, and the control and analysis of the total marketing effort.

MRBL 672 Concepts in Consumer Behavior

Term course; 3 lecture hours. 3 credits. Prerequisite: MRBL 570 or equivalent. A study of the pertinent psychological, sociological, and anthropological variables that influence consumer activity and motivation.

MRBL 673 Marketing Research

Term course; 3 lecture hours. 3 credits. Prerequisites: MGMT 524 and MRBL 570 or equivalents. A discussion of the techniques of marketing research. Special emphasis will be given to marketing problem definition, determination of information needs, and current methods of analysis of marketing data.

MRBL 674 Service Quality Management

Term course; 3 lecture hours. 3 credits. Prerequisite: Student in good standing in VCU master's program. This course enables marketing students to develop a better understanding of service offerings from both a theoretical and practical perspective. Learning will focus on both private and public-sector service organizations. Students will learn how to analyze the design of service offerings, including operations, environment, and people, and make recommendations for improving the offerings. The importance of internal and external customer feedback and continually measuring customer satisfaction/dissatisfaction will be highlighted as an integral part of managing service quality.

MRBL 676 Marketing Strategy

Term course; 3 lecture hours. 3 credits. Prerequisites: All foundation courses, MRBL 671 and MRBL 673 or equivalent. Application of marketing concepts and techniques to real-world situations. Development of a marketing plan designed to effectively market a new or existing product or service.

MRBL 690 Research Seminar in Marketing and Business Law

Term course; 3 lecture hours. 3 credits. Prerequisite: Approval of proposed work is required by the associate dean for graduate studies in business. This course is designed to provide research experience for candidates not following the MRBL 798-799 program.

MRBL 691 Topics in Marketing and Business Law

Term course; 1-3 lecture hours. 1, 2, or 3 credits. Study of current topics. Topics may vary from term to term.

MRBL 693 Field Project in Marketing and Business Law

Term course; 3 lecture hours. 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Students will work under the supervision of a faculty adviser in planning and carrying out a practical research project. A written report of the investigations is required. To be taken at the end of the program.

MRBL 697 Guided Study in Marketing and Business Law

Term course; 3 lecture hours. 1, 2, or 3 credits. Approval of proposed work is required by the associate dean for graduate studies in business. Graduate students wishing to do research on problems in business administration or business education will submit a detailed outline of their problem. They will be assigned reading and will prepare a written report on the problem. To be taken at the end of the program.

MRBL 798-799 Thesis in Marketing and Business Law

Year course; 6 credits. Graduate students will work under supervision in outlining a graduate thesis and in carrying out the thesis.

School of Education

The School of Education was established officially in 1964 as a part of the Richmond Professional Institute. In 1968, by action of the state legislature, the School of Education became a part of the newly formed Virginia Commonwealth University. In November 1975, the school moved to its present location in Oliver Hall on the Academic Campus of VCU.

Since the creation of VCU, the central focus of the School of Education has been on services to prospective and experienced educational personnel, including those interested in adult education and human resource development. The School of Education has a commitment to providing excellent educational programs in urban, suburban and rural areas.

Accreditation

The School of Education is accredited by the Virginia Department of Education, the Southern Association of Schools and Colleges and the National Council for Accreditation of Teacher Education. The recreation, parks and tourism curriculum is accredited by the National Council on Accreditation. The school also holds membership in the American and Virginia Association of Colleges of Teacher Education and in the Holmes Partnership.

Mission

The School of Education is committed to excellence in the initial preparation and continuing development of professionals for leadership, teaching, service and scholarly inquiry in culturally diverse settings across the life span. The school emphasizes early childhood through secondary education and life-long learning; scholarship that extends knowledge and improves practice; and collaboration that connects the School of Education to the field of practice and supports schools and relevant educational and human service agencies.

The School of Education, as an integral part of a major urban research university, subscribes to and promotes the following values.

- The school as an example of the highest quality teaching and learning.
- The school as a diverse community of learners and scholars who, guided by democratic principles of participation, demonstrate a commitment to:
 - high professional standards and sustained faculty development,
 - a collaborative approach to teaching, scholarship, and service both within and across disciplines,
 - inquiry that results in the scholarship of application, integration and teaching as well as the scholarship of discovery, and
 - nurturing national and international relationships.
- The school as a leader providing quality education for students with individual and diverse needs. The school's graduates:
 - demonstrate a body of knowledge from a foundational core appropriate to their specialization(s), and
 - exhibit values and behaviors appropriate for effective professional practice in a democratic society.
- The school as a partner with public and school communities in addressing today's educational challenges.

Organization

The chief administrative office for the School of Education is the Office of the Dean. The school is organized for the management of instruction and degree programs into three divisions:

Educational studies. Programs in administration and supervision, adult education and human resource development and counselor education.

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John T. Seyfarth, Ed.D.
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 Head, Division of Health, Physical Education
 and Recreation

Thomas A. Hephner, Ph.D.
 Director, Office of Continuing Education
 and Field Services

Michael D. Davis, Ph.D.
 Director, Graduate Studies in Education

Health, physical education and recreation. Programs in physical education and recreation.

Teacher education. Programs in early, middle, secondary and special education; curriculum and instruction, including library/media and instructional technology; and reading.

The divisions are led by division heads with faculty assuming responsibility for curriculum and advisement by program cores. Each program core has a faculty member coordinator. See division sections in this bulletin for details regarding each division.

Degree programs

The School of Education offers degree programs leading to the following:

Master of teaching
 early education
 middle education

secondary education
 English
 foreign languages
 French
 German
 Spanish
 history
 history and social studies
 mathematics
 sciences
 biology
 chemistry
 interdisciplinary science
 physics
 special education
 dual endorsement in emotional disturbance and mental retardation

Master of education

administration and supervision
 educational administration (principalship)
 educational administration (optional track)
 supervision of instruction
 dual major - administration and supervision
 adult education and human resource development
 counselor education
 guidance and counseling
 dual certification in counselor education and visiting teacher
 curriculum and instruction
 early education
 gifted and talented
 instructional technology
 library/media
 middle education
 secondary education
 English
 foreign languages
 French
 German
 Spanish
 mathematics
 sciences
 biology
 chemistry
 interdisciplinary science
 physics
 reading
 special education
 early childhood special education
 emotional disturbance
 learning disabilities
 mental retardation
 severe disabilities

Master of science

physical education
 recreation, parks and tourism

Ph.D. in education

adult education and human resource development
 educational leadership

administrative leadership
 instructional leadership
 research and evaluation
 urban services leadership

Post-baccalaureate certificates

human resource development
 teaching
 early education*
 middle education*
 secondary education
 English*
 foreign languages
 French*
 German
 Spanish
 history/social studies*
 mathematics
 sciences
 biology
 chemistry
 interdisciplinary science
 physics

Post-master's certificates

principalship
 reading specialist

* Admission suspended

Extended Teacher Preparation Program

Any undergraduate student admitted to the university who declares a major in the College of Humanities and Sciences is also eligible to designate a specialization in early, middle, secondary or special education. Once the student has completed 90 credit hours, he or she applies to the School of Graduate Studies to begin graduate study in the School of Education. Upon successful completion of the program, the student receives a baccalaureate degree and a master of teaching degree. See the Division of Teacher Education section in this bulletin for program details.

Licensure for education personnel

Licensure and endorsement are based in part on the successful completion of an approved program developed in response to nationally recognized standards. All degree programs offered by the School of Education are approved by the Virginia Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). The commonwealth of

Virginia is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC), which has a national reciprocity agreement for teacher licensure. Therefore, all graduate programs in the School of Education have approved program status and are a part of the NASDTEC Certification Reciprocity Agreement.

Graduate programs leading to initial teacher licensure

Individuals often decide to pursue a teaching career after they have completed a baccalaureate degree. VCU serves qualified individuals through approved programs leading to a master of teaching, master of education (special education) or, in selected shortage areas, a post-baccalaureate certificate in teaching. Upon completion of a degree program, graduates are eligible for both Virginia licensure and/or endorsement in the specific degree area.

Students seeking initial licensure in Virginia must have earned a liberal arts degree (or its equivalent) and pursue professional studies focusing on a specific area of preparation or licensure. Those without initial licensure who enter a program should expect to take some additional course work prior to the awarding of a degree.

Those planning to teach at the secondary level must possess a major or its equivalent in the discipline in which they wish to teach and for which VCU offers the approved program teaching specialty.

Individuals who wish to obtain licensure in art education, music education, or theater education should consult the School of the Arts section of this bulletin.

The Master of Teaching Program integrates undergraduate course work for a bachelor's degree in a liberal arts or science major with course work and graduate study leading to a master of teaching in a program area.

Facilities

The School of Education is housed primarily in Oliver Hall, where classroom, laboratory and activity centers, and faculty and administrative offices can be found. The Division of Health, Physical Education and Recreation is located in the Franklin Street Gymnasium, which

provides teaching facilities as well as faculty and administrative offices for the division.

Support/resource offices

Various resource offices have been developed in the School of Education to provide support services for students, faculty, and programs. These support units include the Office of Academic Services, the Office of Graduate Studies in Education, the Office of Continuing Education and Field Services, and the Instructional Technology Center, which includes two computer laboratories.

Office of Academic Services

Program and test information. The Office of Academic Services provides basic information regarding the programs offered by the School of Education. Students may obtain various program forms in this office. Information regarding the PRAXIS series, Graduate Record Examination (GRE), and the Miller's Analogies Test (MAT) also can be obtained here.

Placements. Placements for students in practica, internships and externships are coordinated through the Office of Academic Services. These placements are primarily in school systems and other educational facilities located in the City of Richmond and the Counties of Chesterfield, Hanover and Henrico.

Financial aid. Information and applications for certain scholarships that are available to School of Education students can be obtained in the Office of Academic Services. All require that applicants be fully admitted to a graduate program in order to be eligible. Information on financial aid administered by the university can be found in Part I of this bulletin.

Licensure and endorsement. The Office of Academic Services serves as the center for information, materials and applications for those students seeking licensure and/or endorsement for educational personnel in Virginia.

Career files. The Office of Academic Services maintains career-placement files for graduates with licensure. For further information on this service, contact the office at (804) 828-1927.

Office of Graduate Studies
in Education

Admission, program and test information. The Office of Graduate Studies in Education provides basic information regarding admission to programs offered in the School of Education and processes all applications for admission. Students may also obtain various administrative forms and information about the GRE and the MAT in this office.

Financial aid. The School of Education offers a small number of fellowships, assistantships, and scholarships each academic year. The Office of Graduate Studies in Education coordinates School of Education awards including applications and the distribution of funds. Applicants must be fully admitted to graduate degree programs within the School of Education in order to be eligible.

In addition to School of Education awards, each division may have grant funded, student worker positions available. For information on these opportunities, contact the appropriate division head. Information on financial aid administered by the university can be found in Part I of this bulletin.

Ph.D. in Education Program. The Office of Graduate Studies in Education is responsible for the administration of the Ph.D. in Education Program. Refer to the Ph.D. in Education section of this bulletin.

Office of Continuing Education
and Field Services

The Office of Continuing Education and Field Services coordinates all offerings in the area of continuing education for the school. Off-campus offerings and in-service training opportunities include day-long staff development events, a series of structured workshops designed for certificate renewal or graduate credit, credit or noncredit courses, degree programs, and field studies and evaluation projects.

Instructional Technology Center

The Instructional Technology Center (ITC) provides educational technology and media support to students, faculty and staff in the School of Education. Within the ITC are five components, each serving the school in unique ways.

The Teachers Resource Workshop is a self-service center that maintains the equipment and supplies necessary to create instructional materials. The Computer Teaching Lab is a state-of-the-art computer facility where faculty help prospective teachers learn how to use computer technology in classrooms. The Open Computer Lab is available for student use approximately 14 hours each day.

DIGIT is a computer based initiative that specializes in placing credit and non-credit course work on the Internet. The fifth component, Computing Services, supports the EDUNET system and has the responsibility for maintaining all of the computers and related equipment in the School of Education.

Centers and institutes

Programs, resources, and scholarly and service endeavors of the school are extended by a number of academies, centers, institutions, and projects directed by the faculty. These centers and institutes include:

- Behavioral Intervention Program
- Capital Writing Project
- Career Connections Techlink
- Center for Distance Learning
- Center for School-Community Collaboration
- Centers for Professional Development
- Central Virginia Leadership Academy
- Metropolitan Educational Research Consortium
- Professional Development Schools
- Rehabilitation Research and Training Center
- Virginia Adult Basic Education and Literacy Resource Center
- Virginia Institute for Developmental Disabilities
- Special Education Training and Technical Assistance Center
- Virginia Institute for Law and Citizenship Studies

Other funded projects provide in-service training and personnel preparation training in the teaching of writing, special education and science projects.

Admission procedures for graduate study

Application procedures

Applicants for admission to graduate study in the School of Education should follow the application procedures as stated in Part I of this bulletin. Note that applications cannot be processed until they are complete (including test scores). Admission information specific to each program can be found in the division section of this bulletin.

Test scores

Either the GRE, General Aptitude portion, or the MAT is required for the master of teaching, the master of education, the master of science, and the post-baccalaureate certificate in teaching. The Ph.D. program requires the GRE, General Aptitude portion.

The Praxis Series (PRAXIS), although not required for graduate admission purposes, is required for placement in certain practica, internships, and externships, as well as for licensure in Virginia. Students should contact the Office of Academic Services or their advisers for the appropriate time to register for PRAXIS.

Information about the tests may be obtained in the Office of Academic Services and the Office of Graduate Studies in Education.

Application deadlines

The following application deadlines have been established for the master of education, the master of science, the master of teaching and the post-baccalaureate certificate in teaching.

Mar 15 Summer session term of entry

May 15 Fall term term of entry

Nov 15 Spring term term of entry

The Ph.D. in education has the following application deadline:

Mar 15 Fall or summer session term of entry

Students who are unable to enroll for the term for which they are accepted may request a deferment.

General admission requirements

The admission decision will be made on an overall analysis of the following for each degree program. See each division section for any additional information.

Master of teaching, master of education, master of science and post-baccalaureate certificate in teaching

- A minimum GPA of 2.8 on a 4.0 scale on the last 60 term hours of study.

Applicants whose GPA during the last 60 term hours of course work falls between 2.4 and 2.79 for the master of education and master of science, or 2.6 and 2.79 for the master of teaching and post-baccalaureate certificate in

teaching on a 4.0 scale will be considered for provisional admission. See Part I of this bulletin for further information on provisional admission.

- Scores on the GRE or the MAT.
- An interview with the applicant may be required by the faculty of the core to which the applicant is seeking admission.

Ph.D. in Education Program

Refer to the Ph.D. in Education Program section of this bulletin for admission requirements.

Advising and student program planning

All students admitted to the School of Education are assigned advisers. Students are expected to work with their adviser to plan their programs of study. Each graduate program agreement or changes thereto must be approved by both the adviser and the appropriate division head, or the director of graduate studies for the Ph.D. in Education Program. Courses taken without approval are taken at the student's risk. Each student is required to complete and file a program plan with the division before the completion of the sixth credit hour.

Steps to completing M.Ed. and M.S. degrees

Step	When	Where
1. Admission	0-6 hours	Office of Graduate Studies in Education
2. Program of studies	0-6 hours	With adviser, approved by division head
3. Candidacy	12-18 hours	Application approved by adviser, core coordinator, division head
4. Comprehensive examination*	30 hours	Application to division office
5. Externship or internship	Usually the last term of course work	Application from Office of Academic Services
6. Graduation	Last term of course work. See current bulletin for deadline.	Application from registrar (approved adviser, division head, dean's office and returned to registrar)

* Not required in M.S. in Recreation.

The chart outlines the general steps to completing the master of education and the master of science degrees. Master of teaching, post-baccalaureate certificate in teaching and Ph.D. in Education students should refer to the appropriate division section of this bulletin for information specific to these programs.

Admission to candidacy

Admission to graduate study in the master of education or master of science programs does not constitute candidacy for a degree. Rather, students who have been admitted to graduate study are advanced to degree candidacy upon the recommendation of the adviser, core faculty and division in which the degree is sought.

Advancement to degree candidacy requires that students must have completed at least 12 but no more than 18 term hours of graduate study with a minimum grade-point average of 3.0; must have demonstrated clearly the aptitude and ability to pursue graduate study, including independent study; must have exhibited a commitment to education as a profession; and must have demonstrated promise for a successful career in the field selected in terms of temperament and personality. Specific courses may be required prior to application for candidacy. Admission to degree candidacy is not an automatic process. Students must file an approved application for candidacy with their divisions. Only students who have been admitted to candidacy may pursue additional work toward the degree.

Comprehensive examination

- All students in a master of education or master of science in physical education program must take a three-hour written comprehensive examination. Students must be registered for graduate course work in the term in which they take the comprehensive examination.
- Written examinations will be given on the **first Saturday in November, the fourth Saturday in March, and the second Saturday in July**. Students must notify the department in writing of the intention to take the examination at least 30 days prior to the published

date. All comprehensive examinations must be taken on dates indicated except for religious or health reasons. Any exceptions must be approved in advance by the division head.

- A minimum of three faculty members, designated by the core faculty, will evaluate each examination independently. Satisfactory performance on the comprehensive examination requires approval of two of the three evaluators.
- Any student failing the comprehensive examination must have a joint conference with at least two core faculty members, one of whom is the student's adviser, before taking the comprehensive examination again.
 - During the conference, the core faculty members may recommend additional academic preparation and/or competencies which must be met by the student prior to retaking the comprehensive examination.
 - The student will be notified by letter of the recommendations made by the core faculty in the conference.
- The student will have only two opportunities to take the comprehensive examination. Failure to pass the comprehensive examination the second time will result in the student being dropped from the degree program.

Transfer credit

A maximum of six credit hours of acceptable graduate credit may be transferred into a graduate degree program. Course work taken prior to being admitted to a program in the School of Education and not applied to another degree may be applied for transfer. This includes course work taken at VCU.

Course work submitted for transfer is evaluated by the student's adviser and the division head. See the Ph.D. in Education Program section of this bulletin for further information regarding transfer credit for this program.

As a general rule, continuing education courses taken at institutions other than VCU will not be transferred.

Students seeking to earn credit at other institutions after acceptance to a graduate program in the School of Education must receive prior approval

from their advisers and the division head, or the director of graduate studies for the Ph.D. program. See Part I of this bulletin for further information regarding transfer credit.

Division of Educational Studies

Bailey, James W., Professor Emeritus
M.Ed. University of Chicago
Human development and learning.

Beale, Andrew V., Professor
Ed.D. University of Virginia
Counseling, career development, and parent education.

Bosher Jr., William C., Distinguished Professor of Education and Public Policy
Ed.D. University of Virginia
Administration.

Bost, William A., Professor Emeritus
Ed.D. George Peabody College
Managerial communications, educational improvement strategies.

Cauley, Kathleen M., Associate Professor
Ph.D. University of Delaware
Cognitive development, educational psychology.

Craver, Samuel M., Professor
Ph.D. University of North Carolina
History and philosophy of education.

Dilworth, Robert L., Assistant Professor
Ed.D. Teachers College Columbia University
Adult education.

Duncan, Jack A., Professor Emeritus
Ed.D. University of Georgia
Group procedures, communications.

Ely, Vivien K., Professor Emerita
Ed.D. North Carolina State University
Curriculum and instruction in occupational education.

Gerber, Paul J., Professor
Ph.D. University of Michigan
Special education, learning disabilities, effective teaching.

Hephner, Thomas A., Associate Professor
Ph.D. Ohio State University
Vocational education and curriculum and instruction.

Keesee Jr., C. Gordon, Professor Emeritus
Ed.D. University of Virginia
Counselor education, educational measurement.

Lambie, Rosemary A., Professor
Ed.D. University of Kansas Medical Center
Special education-emotional disturbance, educational administration.

Leone, Susan D., Assistant Professor
Ed.D. University of Virginia
Counseling, ethics and professionalism, group work.

Linder, Fredric I., Assistant Professor
Ph.D. State University of New York at Buffalo
Human development and learning, educational psychology.

Londoner, Carroll A., Professor
Ph.D. Indiana University
Adult learning, human resource development, program development.

McCay, ElizaBeth, Assistant Professor
Ph.D. University of Virginia
Administration and supervision.

McMillan, James H., Professor
Ph.D. Northwestern University
Research methods, educational psychology.

Ozmon, Howard A., Professor Emeritus
Ed.D. Columbia University
Philosophy of education, educational futures.

Philipson, Maiké, Assistant Professor
Ph.D. University of North Carolina
Foundations of education.

Sandkam, Sherry T., Assistant Professor and Associate Dean,
School of Graduate Studies
Ph.D. Virginia Commonwealth University
Urban services.

Schumacher, Sally A., Associate Professor
Ph.D. Washington University
Educational and evaluation research methods and design, curriculum, and program evaluation.

Seyfarth, John T., Professor and Division Head
Ed.D. University of Tennessee
Developmental aspects of teachers' beliefs about their work, personnel management in schools.

Sharman, Charles C., Associate Professor Emeritus
Ed.D. University of Virginia
Public school finance, public school administration.

Sherron, Ronald H., Professor Emeritus
Ph.D. University of North Carolina
Adult learning, program evaluation, program planning, human resource development.

Strandberg, Warren D., Professor
Ph.D. Northwestern University
Philosophical and social foundations of education.

Vacca, Richard S., Professor
Ed.D. Duke University
Educational law.

Wergin, Jon F., Professor
Ph.D. University of Nebraska
Educational psychology, educational research and evaluation, adult education.

Whitlock, A. Gaynelle, Associate Professor Emerita and
Director of the Center for School-Community
Collaboration
Ed.D. University of Virginia
Counselor education.

The Division of Educational Studies houses three degree-granting programs: 1) The M.Ed. in Adult Education and Human Resource Development, 2) the M.Ed. in Counselor Education, and 3) the M.Ed. in Educational Administration and Supervision. In addition, the division hosts degree tracks in Educational Leadership and Adult Education and Human Resource Development in the Ph.D. in Education Program. The division also provides foundational courses in philosophy, sociology, history of education, educational psychology, and research methods to

degree-granting programs in the School of Education and across the university.

In addition to these education programs, the division manages the Center for Distance Learning, Center for School-Community Collaboration (SCC), Centers for Professional Development (CPD), Central Virginia Leadership Academy (CVLA), Metropolitan Educational Research Consortium (MERC), and the Virginia Adult Basic Education and Literacy Resource Center. Division faculty are involved in a wide range of research and public service activities through these program centers.

Division mission and values

The division's mission is: (1) to prepare individuals who possess the knowledge and skill to function effectively in educationally-related leadership roles in public and private settings, (2) to provide high quality instruction in the foundations of education for students in programs in the School of Education and other units of the university, and (3) to improve leadership practice in schools and other agencies through involvement of the faculty in service and scholarly activities, including partnerships.

The faculty of the division are committed to providing students with high quality instruction and supportive professional relationships and continuously improving the quality of their teaching and advising. They value collaborative efforts with personnel in the division, the school, and the university and in other institutions of higher education as well as with practitioners and lay persons in other settings. The faculty strive to maintain in the division an atmosphere marked by respect for individual differences among colleagues and students and support for their aspirations and work. The faculty are dedicated to engaging in service and scholarship activities that contribute to increasing individuals' and the division's national and international standing.

Awards

The **William C. Boshier Jr. Scholarship** is awarded annually to an outstanding student in the Educational Administration Program. The scholarship is supported by the School of Education.

The **MERC Research Fellowship Awards** are designed to prepare individuals for leadership and research positions at the school, division, state, and federal levels and/or teaching, research, and consulting positions in higher education. MERC Fellows are sponsored by VCU. They support the work of the Metropolitan Educational Research Consortium (MERC), which is composed of VCU and regional metropolitan school divisions.

The **Educational Foundations Award** is presented by the faculty to an outstanding student in the foundations of education. The award is supported by the foundations' faculty and the division.

The **Fleming Scholarship** was established to honor Drs. Gladys and Robert Fleming, longtime professors in the School of Education, who exemplified the value of the arts and humanities in their teaching. The award is given annually to a graduate student in administration and supervision, adult education, or counselor education. The successful applicant must demonstrate a commitment to humanities education and must be registered for six or more credit hours.

The **Jack A. Duncan Scholarship** is awarded annually to a student in the M.Ed. in Counselor Education Program who possesses promise as an effective school counselor for the future. Applicants must have a GPA of 3.0 or higher and be able to demonstrate personal and academic qualities predictive of success as a counselor. The scholarship honors Dr. Jack Duncan, Professor Emeritus of Counselor Education.

For further information, see the School of Education Scholarship and Other Financial Aid Information brochure.

M.Ed. in Administration and Supervision Program

The M.Ed. and certification programs in administration and supervision are designed to prepare individuals for leadership roles in the schools. The curriculum emphasizes the policy context of administration, leadership, and instructional and operational management. These emphases orient students toward the broad spectrum of management and leadership problems, functions and opportunities likely to be encountered in educational organizations. The program

is accredited by the National Association of Colleges of Teacher Education and was awarded approved program status by the Virginia Department of Education.

M.Ed. programs. Students have four options in receiving the Master of Education in Administration and Supervision:

- educational administration (principalship)
- educational administration (optional track)
- supervision of instruction
- dual major - administration and supervision

Students already holding a master's degree who desire only certification as a principal or supervisor of instruction should apply to the Certificate Program in the Principalship or to the Certification Seekers Program. Descriptions of these program options follow.

M.Ed. in Administration and Supervision – Educational Administration (Principalship)

The M.Ed. in Administration and Supervision – Educational Administration (Principalship) is a 36-hour program designed for individuals who aspire to leadership positions in schools. Applicants are expected to have had at least two years successful teaching experience at the level at which they hope to be a principal. Students who wish to receive endorsement as a principal also will need to complete ADMS 604, EDUS 672 and the Principals Assessment Center.

Credits

Core clusters

21

Educational governance and the policy environment (6 credits)

ADMS 600 Public School Administration
ADMS 611 School Law

Leading individuals/groups/organizations (9 credits) (select 3 courses)

EDUS 604 Adult Development
ADMS 605 Organizational Theory, Structure and Culture in Educational Settings

ADMS 606 Organizational Behavior and Change in Educational Settings

ADMS 607 Principles of Educational Leadership

Context of schooling (6 credits)

EDUS 660 Research Methods in Education
EDUS 673 Seminar on Educational Issues, Ethics, and Policy

Specialization clusters

15

Instructional leadership in education (9 credits)

(select 3 courses)

- EDUS 609 Learning Theories in Education
 - TEDU 615 Curriculum Development
 - ADMS 601 Processes of Instructional Leadership
 - ADMS 620 Improving School Programs and Performance
- Managing school resources/operations (6 credits)
- ADMS 621 Management of School Operations and Support Programs
 - ADMS 641 School Personnel Administration

36

M.Ed. in Administration and Supervision – Educational administration (Optional track)

The M.Ed. in Administration and Supervision (Optional track) is a 36-hour program designed for individuals who aspire to leadership or policy positions in educational settings other than schools. This program will not lead to certification as a school principal.

All students must take the core clusters (21 credits). All students, with the approval of their advisers, develop a specialization cluster of 15 credits to achieve their career goals (i.e., higher education administrator, special education administrator, vocational education administrator, personnel administrator, business/finance administrator).

Core clusters

Credits

21

- Educational governance and the policy environment (6 credits)
 - ADMS 600 Public School Administration
 - ADMS 611 School Law
- Leading individuals/groups/organizations (9 credits) (select 3 courses)
 - EDUS 604 Adult Development
 - ADMS 605 Organizational Theory, Structure and Culture in Educational Settings
 - ADMS 606 Organizational Behavior and Change in Educational Settings
 - ADMS 607 Principles of Educational Leadership
- The context of schooling (6 credits)
 - EDUS 673 Seminar on Educational Issues, Ethics and Policy
 - EDUS 660 Research Methods in Education

Specialization clusters

15

Selected with adviser

36

M.Ed. in Administration and Supervision – Supervision of Instruction

The M.Ed. in Administration and Supervision – Supervision of Instruction prepares future leaders in

curriculum and instruction. The M.Ed. program in supervision leads to state certification in that specialty. Applicants should have a minimum of two years successful teaching experience.

Credits

9

Foundations core

- EDUS 660 Research Methods in Education
- EDUS 609 Learning Theories in Education
- EDUS 673 Seminar on Educational Issues, Ethics and Policy

Program core

18

- ADMS 600 Public School Administration
- ADMS 601 Processes of Instructional Leadership
- ADMS 606 Organizational Behavior and Change in Educational Settings
- ADMS 620 Improving School Programs and Performance
- TEDU 615 Curriculum Development
- EDUS 672 Internship: Supervision

Electives

12

Select 4 courses with adviser's approval

39

M.Ed. in Administration and Supervision – Dual major

Some students may wish to complete the course requirements for a dual major in administration and supervision. Those who choose the dual major must complete all required course work for both the administration and supervision majors, a total of 42 hours.

Certification programs

The Division of Educational Studies offers certification programs for individuals who aspire to become school principals or supervisors of instruction. Applicants for a certification program must have completed a master's degree at an accredited university. Upon satisfactory completion of an approved plan of study, the individual will be recommended to the Virginia Department of Education for certification in the appropriate specialization.

Post-Master's Certificate in Principalship

Individuals who have completed the M.Ed. in Principalship or equivalent may qualify for endorsement as a school principal by completing the post-Master's Certificate in Principalship. Applicants must have had two or more years teaching experience and must have earned a master's degree in

education. All requirements for admission to the graduate school apply to applicants for the post-Master's Certificate in the Principalship.

Students are required to complete a minimum of 21 hours beyond the master's, including 15 credits in required courses and six credits in selective courses. Equivalent courses taken within the last five years may transfer; advisers tailor the selective courses based upon students' experiences and goals.

Required courses

Credits

15

- ADMS 600 Public School Administration
- ADMS 604 Principalship Seminar
- ADMS 605 Organizational Theory, Structure and Culture in Educational Settings
- ADMS 611 School Law
- EDUS 672/700 Internship/Externship

Restricted selectives

6

(with approval of adviser)

- ADMS 601 Processes of Instructional Leadership
- ADMS 606 Organizational Behavior and Change in Educational Settings
- ADMS 607 Principles of Educational Leadership
- ADMS 620 Improving School Programs and Performance
- ADMS 621 Management of School Operations and Support Programs
- ADMS 641 School Personnel Administration

21

Supervisor's certification

Completion of the M.Ed. in Supervision of Instruction automatically qualifies the degree holder for certification as a school supervisor. Individuals who hold a master's degree in another field and who wish to become certified in supervision must submit a program proposal for approval by the faculty. Required courses are listed under the M.Ed. in Supervision program. Appropriate work experience may be substituted for up to six credit hours of course work with approval of the faculty.

M.Ed. in Adult Education and Human Resource Development Program

The M.Ed. in Adult Education and Human Resource Development program is designed to provide professional growth experiences that will increase the skills and understanding needed to plan, implement, manage and evaluate educational programs for

adults. Opportunities exist to design programs of study with emphasis in numerous areas. Portfolio assessment, real problem solving and action learning are incorporated in the curriculum.

	Credits
Foundations core	9
Human development and learning (one of the following)	
EDUS 604 Adult Development	
EDUS 607/PSYC 607 Advanced Educational Psychology	
Cultural, historical, and philosophical (one of the following)	
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	
EDUS 610 Social Foundations of Education	
EDUS 612 Education and the World's Future	
EDUS 614 Contemporary Educational Thought	
EDUS 673 Seminar on Educational Issues, Ethics, and Policy	
Research (one choice)	
EDUS 660 Research Methods in Education	
Program core (taken sequentially)	15
ADLT 600 Adult Education Perspective	
ADLT 601 The Adult Learner	
ADLT 602 Adult Program Planning, Management, and Evaluation	
ADLT 603 Instructional Strategies for Adults	
ADLT 604 Adult Education Seminar	
Externship*	(3)
EDUS 700 Externship	
Electives	15
	39

* Students who have not had adult education or human resource development experiences or who would like to broaden their backgrounds may elect an externship for one or two terms' duration.

Electives

The purpose of the electives is to complement the student's major area and to support the student's professional goals. Thus, the suggested electives are grouped by topic. A content specialty is possible if all electives are taken in a specific topic area (12 to 15 hours); however, it is not necessary to take all electives from one specific topic area. Electives should be decided in conjunction with the student's adviser. If the student's content specialty interest is in another school or department (i.e., School of Business, Department of Psychology, School of Allied Health Professions, etc.), it is possible to take electives in that area.

Administration-public systems	15
ADMS 601 Processes of Instructional Leadership	
MGMT 540 Management Theory and Practice	
MRBL 570 Concepts and Issues in Marketing	
MGMT 641 Organizational Behavior	
MGMT 651 Organization Communication	
Adult literacy training	18
TEDU 566 Diagnosis and Remediation in Reading	
TEDU 615 Curriculum Development	
TEDU 620 Designing Modular Instructional Packages	
EMOD 603 Interactive Strategies in Teaching Students with Special Needs	
CLED 606 Assessment Techniques for Counselors	
READ 602 Teaching Reading to Adults	
Correctional education	12
PSYC 616 Psychopathology	
SOCY 612 Seminar in the Sociology of Deviant Behavior	
SOCY/CRJS 620 Seminar in Criminology	
CRJS 501 Criminal Justice Assessment	
Counseling	12
ADMS 642 Organization and Administration of Guidance Services	
CLED 601 Theories of Counseling	
CLED 605 Career Information and Exploration	
CLED 606 Assessment Techniques for Counselors	
Educational gerontology	15
GRTY 501 Physiological Aging	
GRTY 601 Biological and Physiological Aging	
GRTY 604 Problems, Issues, and Trends in Gerontology	
GRTY 605 Social Gerontology	
GRTY 606 Aging and Human Values	
Educational research	15
TEDU 556 Computer Applications in Education	
EDUS 660 Research Methods in Education	
EDUS 661 Educational Evaluation: Models and Designs	
EDUS 662 Educational Measurement and Evaluation	
EDUS 710 Educational Research Design	
Human resource development	15
ADLT 620 Human Resource Development Overview	
ADLT 621 Skills Development for Human Resource Development	
ADLT 622 Human Resource Development Strategies and Interventions	
ADLT 704 Groups, Teams, and Organizational Learning	
ADLT 705 Global Human Resource Development	
Elective (other options)	
ADLT 700 Management of Adult Education and Human Resource Development Programs	
ADLT 701 Advanced Program Planning in Adult Education and Human Resource Development	
ADLT 702 Seminar in Adult Learning Theories	
ADLT 703 The Adult Education and Human Resource Development Consultant	
MGMT 540 Management Theory and Practice	
PSYC 604 Social Psychology of Business and Industry	

Health services	12
HADM 602 Health Care Organization and Services	
HADM 609 Health Systems Analysis and Evaluation	
HADM 646 Health Care Managerial Roles and Processes	

Special education	15
TEDU 558 Educating Students with Multiple Disabilities	
TEDU 566 Diagnosis and Remediation in Reading	
TEDU 573 Introduction to Learning Disabilities	
MNRT 556 Introduction to Mental Retardation	
MNRT 610 Teaching Strategies for Students with Severe Disabilities	

Human Resource Development Certification Program

An 18 term hour program is offered in human resource development for those wishing to pursue career interests in this field. Students may elect to earn the degree as well after completing the certification program. Students must have a minimum of four "A's" in the certification program and no grade lower than "B" in the remainder, to gain certification. A certificate and a customized letter citing student capabilities are issued upon program completion. The six required courses are:

- ADLT 601 The Adult Learner
- ADLT 620 Human Resource Development Overview
- ADLT 621 Skills Development for Human Resource Development
- ADLT 622 Human Resource Development Strategies and Interventions
- ADLT 704 Groups, Teams, and Organizational Learning
- ADLT 705 Global Human Resource Development

M.Ed. in Counselor Education

The M.Ed. in Counselor Education program is designed primarily to prepare counselors for elementary, middle, and high schools in the commonwealth of Virginia and the nation, and secondarily to prepare counselors for higher education and community agencies. The program leads to school counseling licensure and preparation for advanced graduate work at the post-master's level. While licensure as a teacher and teaching experience may be required for employment as a school counselor, applicants for the M.Ed. in Counselor Education program do not have to meet such criteria.

The faculty make every effort to assist students in individualizing a graduate program to their professional needs and interests. However, the mature student will recognize that individualization takes place in an environment of legitimate constraints revolving

around institutional and license requirements. Faculty view each program as more than simply an aggregate of courses, and students should plan all program work with their faculty advisers.

A joint program with the School of Social Work provides a dual certification for both counselor and visiting teacher. Also available through the School of Social Work is a cooperative certification program in school social work.

For students who already have a master's degree in education, the 30 credits of program core courses in guidance and counseling will lead also to recommendation for licensure as a school counselor. Students wishing this licensure must meet with the core coordinator and file a plan of study. Although students holding master's degrees do not apply for admission to the graduate program, they must file the appropriate plan of study in order to qualify for the VCU approved program of study.

Guidance and counseling Credits

Foundations	9
Human development and learning (one of the following)	
EDUS 602 Adolescent Growth and Development	
EDUS 603 Seminar in Child Growth and Development	
Cultural, historical and philosophical (one of the following)	
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	
EDUS 610 Social Foundations of Education	
EDUS 612 Education and the World's Future	
EDUS 614 Contemporary Educational Thought	
EDUS 673 Seminar on Educational Issues, Ethics and Policy	
Research	
EDUS 660 Research Methods in Education	

Program core	30
CLED 600 Introduction to Guidance	
CLED 601 Theories of Counseling	
CLED 602 Practicum: Techniques of Counseling	
CLED 603 Group Procedures in Counseling	
CLED 604 Practicum: Group Procedures in Counseling	
CLED 605 Career Information and Exploration	
CLED 606 Assessment Techniques for Counselors	

Restricted elective	
CLED 610 Guidance in Elementary and Middle Schools	
CLED 621 Secondary School Guidance Seminar	
EDUS 700 Externship (six credits)	
300 clock hours of actual work in an appropriate setting. Students wanting placement in elementary, middle or high schools may not fulfill this requirement during the summer.	

Dual certification in counselor education and visiting teacher

Students seeking dual certification must complete the above M.Ed. in Counselor Education Program plus the Visiting Teacher Program described below.

Visiting Teacher Program	Credits
M.Ed. in Guidance and Counseling Program	39
Program core	12
SELD 600 Characteristics of Persons with Learning Disabilities	
SLWK 601 Human Behavior in the Social Environment I	
SLWK 606 Social Welfare Policy, Community Planning and Organizational Practice II	
SLWK 717 Social Work Practice in the School Settings	
Restricted elective to be selected	3
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Division of Health, Physical Education, and Recreation

Ballinger, Debra, Assistant Professor	
Ph.D. Arizona State University	
Adaptive physical education and sport psychology.	
Davis, Robert G., Professor	
Ph.D. University of Maryland	
Elementary physical education.	
Dintiman, George B., Professor Emeritus	
Ed.D. Columbia University	
Research methods, health education.	
Gayle, Richard, Associate Professor	
Ed.D. University of Tennessee	
Exercise physiology.	
Getty, Deborah, Assistant Professor	
Ph.D. University of California at Berkeley	
Sports psychology, moral development.	
Groves, Barney R., Professor	
Ph.D. Florida State University	
Fitness, tests and measurement.	
Hartsoe, Charles, Professor Emeritus	
Ph.D. University of Illinois	
Jones, Daniel, Assistant Professor	
Ph.D. University of Toledo, Ohio	
Kinesiotherapy.	
Mills, Allan S., Associate Professor	
Ph.D. University of Minnesota	
Travel and tourism, outdoor recreation, leisure behavior.	
Poindexter, John Rodney, Assistant Professor	
Ed.D. University of Nevada, Las Vegas	
Athletic training.	
Pratt, LeEtta, Associate Professor	
Ed.D. Oregon State University	
Health education.	

Ready, Keith F., Associate Professor	
Ph.D. Michigan State University	
Leisure behavior, park planning and outdoor recreation.	
Reynolds, Ronald P., Professor	
Ph.D. University of Illinois	
Therapeutic recreation and social/psychological determinants of leisure.	
Richardson, Joann, Assistant Professor	
Ph.D. Medical College of Virginia, Virginia Commonwealth University	
Health education.	
Schiltz, Jack H., Associate Professor and Division Head	
Ed.D. Columbia University	
Motor learning, aquatics.	
Smith, Robin, Assistant Professor	
Ed.D. Indiana University	
Therapeutic recreation, leadership and program development.	
Wise, Michael S., Associate Professor	
Ed.D. University of Georgia	
Management of leisure delivery systems and administration.	

M.S. programs

The M.S. in physical education and the master of science in recreation, parks and tourism are designed to provide advanced educational preparation for practitioners and students pursuing careers in public school health and physical education, exercise science, and diverse leisure settings and agencies. All programs focus on the exploration of theoretical foundations and the development and application of specialized professional knowledge, skills and abilities.

The recreation, parks and tourism degree requires a minimum of 36 term hours of graduate study while the physical education degree requires 33 term hours. Students in the recreation, parks and tourism program are expected to complete a research requirement, while it is optional for students in health and physical education.

M.S. in Physical Education Program

Students have the option of selecting course work oriented toward one of two options: teacher education or exercise science. Applicants planning to enter the teaching profession should hold a valid teaching endorsement.

Teacher education track	Credits
Foundations	9
Human development and learning (one of the following)	
EDUS 602 Adolescent Growth and Development	
EDUS 603 Seminar in Child Growth and Development	

EDUS 604 Adult Development	
TEDU 605 Theory and Practice of Educating Individuals with Special Needs	
EDUS 607/PSYC 607 Advanced Educational Psychology	
EDUS 609 Learning Theories in Education	
Cultural, historical and philosophical (one of the following)	
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	
EDUS 610 Social Foundations of Education	
EDUS 612 Education and the World's Future	
EDUS 614 Contemporary Educational Thought	
EDUS 673 Seminar on Educational Issues, Ethics and Policy	
Research	
EDUS 660 Research Methods in Education	
Core courses	15
PHED 600 Seminar in Motor Learning Performance	
PHED 601 Movement Physiology	
PHED 602 Development of Research Techniques in Physical Education	
PHED 603 Applied Fitness and Nutrition for Health and Physical Education Professionals and Coaches	
PHED 605 Critical Issues in Health Education	
PHED 611 Mechanical Analysis of Human Motion	
Electives (chosen with approval of adviser)	9
PHED 500 Motor Development of Young Children	
PHED 514 Physical Education for Special Populations	
PHED 521 Athletic Care and Training	
PHED 600 Seminar in Motor Learning Performance	
PHED 603 Applied Fitness and Nutrition for Health and Physical Education Professionals and Coaches	
PHED 604 Sports Nutrition	
PHED 606 Psychosocial Aspects of Sports	
PHED 613 General Motor Ability Evaluation	
PHED 614 Motor Assessment for Special Populations	
PHED 641 Independent Study	
TEDU 681 Investigations and Trends in Teaching	
RECR 797 Research Project	
PHED 798 Thesis	

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Credits

Exercise science track

Research core (both courses required)	6
PHED 602 Development of Research Techniques in Physical Education (3)	
EDUS 660 Research Methods in Education (3)	
Professional core (all six courses required)	18
PHED 600 Seminar in Motor Learning Performance (3)	
PHED 604 Sports Nutrition (3)	
PHED 601 Movement Physiology (3)	
PHED 605 Critical Issues in Health Education (3)	
PHED 603 Applied Fitness and Nutrition for Health and Physical Education Professionals and Coaches (3)	
PHED 611 Mechanical Analysis of Human Motion (3)	

Research application
(Select option based on area of interest)* 3-6
PHED 641 Independent Study (3) or EDU 798 Thesis (6)

* (Thesis required for students choosing exercise physiology emphasis)

Directed electives 3-9

Clinical exercise science (9 credits)
Designed for students entering clinical fields.
PHED 701 Clinical Exercise Physiology (3)
PHED 700 Externship (6)
[Research Application: PHED 641]

Exercise physiology (3 credits)
Designed for students seeking advanced degrees or research settings.
PHED 701 Clinical Exercise Physiology (3)
[Research Application: EDUS 798]

Movement assessment (6 credits)
Designed for students interested in motor assessment in exercise science.
PHED 613 General Motor Ability Evaluation (3)
PHED 614 Motor Assessment of Special Populations (3)
[Research Application: EDUS 641 or EDUS 798]

Community wellness (6 credits)
Designed for students seeking practical applications of exercise science.
PHED 521 Athletic Care and Training (3)
RECR 609 Program Development and Management (3)
[Research Application: EDUS 641 or EDUS 798]

Special populations (9 credits)
Designed for students interested in exercise science as it relates to specific populations.
Choose three of the following courses:
EDUS 604 Adult Development (3)
GRTY 501 Physiological Aging (3)
GRTY 606 Aging and Human Values (3)
PHED 606 Psychosocial Aspects of Sport (3)
[Research Application: EDUS 641]

All students are expected to pass a comprehensive examination.

M.S. in Recreation, Parks and Tourism Program

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Students are expected to select one of three specialty areas: leisure service management, therapeutic recreation, or travel and tourism.

Leisure service management. This area is designed for students who wish to expand their professional preparation for general administration and leadership in public or private leisure service organizations.

Therapeutic recreation. This area of specialization is for students who wish to undertake advanced study in preparation for careers in leadership and supervision of recreation programs

for disabled persons in clinical, residential, or community settings.

Travel and tourism. The emphasis of this option is on advanced study for students who are interested in travel and tourism. (Admission to this area is currently suspended.)

Core	15
RECR 601 Conceptual Foundations of Leisure Studies	
Research Methods in Education or research course approved by the adviser	
RECR 604 Research Practicum	
RECR 606 Directed Readings or RECR 607 Field Instruction	

The research requirement can be met by one of the following options:

- RECR 604 Research Practicum and RECR 797 Research Project, or
- RECR 604 Research Practicum and RECR 798 Thesis, or
- RECR 604 Research Practicum and an elective course approved by the adviser

Specialty	6
Leisure service management	
RECR 602 Organization and Administration of Recreation and Parks Systems (3)	
RECR 609 Program Development and Management (3)	
Therapeutic recreation	
RECR 506 Contemporary Issues in Therapeutic Recreation (3)	
RECR 605 Program Development in Therapeutic Recreation (3)	
Travel and tourism	
RECR 510 Tourism Policy (3)	
RECR 608 Analysis and Planning for Travel and Tourism (3)	

Electives	15
Fifteen hours of elective course work, a minimum of nine hours in related disciplines, will be selected with the consent of the student's academic adviser.	

Second undergraduate degree – therapeutic recreation specialization

For individuals who are seeking certification in therapeutic recreation, the second undergraduate degree program may be preferable to obtaining a master's degree in this field. VCU requires a minimum of 30 credits for the second undergraduate degree. An individualized program is developed around the eligibility requirements as established by the National Council on Therapeutic Recreation Certification, using appropriate department and support course

offerings. For further details, see Recreation, Parks and Tourism section in the Undergraduate and Professional Programs Bulletin.

Division of Teacher Education

Alder, Nora I., Assistant Professor

Ed.D. University of Nevada-Las Vegas
Curriculum, diversity, classroom management, qualitative research.

Boraks, Nancy, Associate Professor

Ph.D. University of Colorado
Peer impact on learning, ethnographic study of adult learning.

Boyle, Joseph R., Assistant Professor

Ph.D. University of Kansas
Learning disabilities, academic interventions/strategies, inclusion.

Brittain, Mary M., Associate Professor Emerita

Ph.D. University of Miami

Christenbury, Leila, Professor

Ed.D. Virginia Polytechnic Institute and State University
Teaching methods, adolescent literature, issues in American education.

Davis, Michael D., Professor and Director, Graduate Studies in Education

Ph.D. University of Illinois
School change, issues in teacher education.

Duncan, Patricia H., Professor

Ed.D. University of Georgia
Research in written composition in the elementary grades, perceptual factors and reading.

Fallen, Nancy H., Professor Emerita

Ed.D. University of Maryland

Fox, Jill E., Assistant Professor

Ph.D. University of North Texas
Early education, human development, family studies.

Garner, Howard G., Professor

Ph.D. University of Florida
Special education, emotional disturbance.

Gerber, Paul J., Professor

Ph.D. University of Michigan
Special education, learning disabilities, consultation.

Giacobbe, George A., Associate Professor

Ph.D. University of Georgia
Special education, mental retardation, emotional disturbance.

Gross, Ena, Associate Professor

Ph.D. Georgia State University
Use of calculators in learning mathematics in grades K-12, instructional and assessment strategies for mathematics.

Heubach, Kathleen, Assistant Professor

Ph.D. University of Georgia
Reading and language arts.

Hill, Ada D., Associate Professor Emerita

Ed.D. American University.

Hodges, James O., Associate Professor Emeritus

Ph.D. University of Colorado

Hootstein, Edward, Assistant Professor

Ph.D. University of Oregon
Social studies, diversity, student motivation.

Judd, William J., Associate Professor

Ph.D. Syracuse University
Instructional technology.

Kregel, John, Professor

Ed.D. University of Georgia
Severe disabilities, vocational education for students with disabilities.

Lambie, Rosemary A., Associate Professor

Ed.D. University of Kansas Medical Center
Special education-emotional disturbance, educational administration.

Lohr, Michael C., Associate Professor

Ed.D. University of Virginia
Activities in the teaching of secondary mathematics, learning theory in the teaching of mathematics.

McLeod, Alan M., Professor and Division Head

Ed.D. University of Virginia
Adolescent literature (teaching literature), teaching writing.

Oehler, John S., Professor and Dean

Ed.D. University of North Carolina
Staff development, curriculum and instruction.

Orelove, Fred P., Professor and Executive Director, Virginia

Institute for Developmental Disabilities
Ph.D. University of Illinois
Special education, severe disabilities.

Pieper, Alice M., Associate Professor Emerita

Ph.D. University of Maryland

Reed-Victor, Evelyn, Assistant Professor

Ph.D. College of William and Mary
Early intervention, assessing child and environmental protective factors.

Reed, Daisy F., Professor

Ed.D. Teachers College, Columbia University
Classroom management, mainstreaming.

Rezba, Richard J., Professor

Ph.D. Indiana University
Scientific inquiry, technology.

Richardson, Judy S., Professor

Ph.D. University of North Carolina
Reading in content areas, remedial and beginning secondary and adult beginning readers, English as a Second Language.

Rossi, John A., Assistant Professor

Ph.D. University of Wisconsin-Madison
History, social studies, curriculum.

Savitt, Charles M., Assistant Professor

Ph.D. Arizona State University
Integration of technology into instruction, newer technologies, Internet for educators.

Simon, Diane J., Associate Professor and Associate Dean

Ph.D. New York University
Special education, deaf education.

Sparks, Howard L., Professor Emeritus

Ed.D. Teachers College, Columbia University

Tarter, Martin A., Associate Professor Emeritus

Ed.D. University of Virginia

Van de Walle, John, Professor

Ph.D. Ohio State University
Concept development in early childhood mathematics, instructional strategies for elementary school mathematics.

Wehman, Paul, Professor and Executive Director,

Rehabilitation Research and Training Center

Ph.D. University of Wisconsin

Severe disabilities, vocational-career education.

Welch, Rizpah, Professor Emerita

Ed.D. Indiana University

White, Doris, Associate Professor

Ed.D. University of Illinois
Cognition and learning styles of young children, formation of values and attitudes among young minority children.

Wood, Judy W., Professor

Ph.D. University of Southern Mississippi
Mainstreaming, mental retardation.

Zaret, Esther, Professor Emerita

Ph.D. University of Wisconsin

Division mission

The Division of Teacher Education is committed to excelling in the initial and continuing preparation of teachers for the commonwealth, with particular emphasis on early childhood through secondary education in diverse settings; to collaborating with colleagues in educational agencies; to applying research about learning in classrooms; to undertaking scholarly endeavors that examine learning and teaching processes; and to providing technical assistance to special populations and service to school divisions and agencies.

The division values:

- providing the highest quality teaching and opportunities for learning,
- integrating academic disciplines, professional studies and clinical experiences as program components for student learning,
- collaborating in the preparation of teachers and in the continuing development of faculty both within the university and in public and private educational settings,
- enabling teachers and intending teachers to work effectively with students from diverse populations and those with special needs,
- helping intending teachers become effective decision makers and practicing teachers refine their decision-making skills in the roles for which they are preparing,
- effectively modeling the use of technology to enhance and foster learning,
- incorporating, among others, developmental, cognitive and functional approaches and content areas in the preparation of personnel in early, middle, secondary and special education programs,

- serving the university through faculty participation in institutional committees and task forces, programs, and supportive research and service institutes and centers within the university, and
- serving the community through technical assistance, workshops, consulting education activities, Professional Development Schools and other partnerships.

The Division of Teacher Education houses six degree and certificate granting programs.

Master of Education in Curriculum and Instruction

Master of Education in Reading

Master of Education in Special Education

Master of Teaching

Post-Baccalaureate Certificate in Teaching

Post-Master's Certificate: Reading Specialist

Applicants for the master of education (M.Ed.) degree who do not already hold a valid professional teaching license should expect to complete additional course work and other experiences prior to the granting of the degree. Students should plan carefully with their adviser to determine what additional undergraduate or graduate course work and experiences must be completed so that both degree and licensure requirements are met prior to awarding of the master of education degree.

The Division of Teacher Education offers the master of teaching degree (M.T.) in an Extended Teacher Preparation Program which integrates undergraduate and graduate work and leads to the awarding of a baccalaureate degree from the College of Humanities and Sciences and the M.T. degree from the School of Education (see the Undergraduate and Professional Programs Bulletin).

The Post-Baccalaureate Certificate in Teaching is designed for students with a bachelor's degree in areas other than education, an advanced degree in some other field and who wish to become teachers in a shortage area but do not seek a master's degree. Students complete a minimum of 24 hours beyond the bachelor's level in a program area. Interested individuals should consult the Post-Baccalaureate Certificate section elsewhere in the School of Education part of this bulletin for information and currently recognized shortage areas.

The Post-Master's Certificate for Reading Specialist is designed for holders of master's degrees who are already licensed as teachers and have at least three years of teaching experience. Students complete a minimum of 21 graduate credits beyond their master's degree. Interested individuals should consult the post-master's certificate section later in the teacher education description of programs.

Professional development schools

VCU works with a number of school divisions in the Richmond metropolitan area. Agreements have been developed with particular schools where the faculty as a whole care about working with future teachers, participating in staff development and welcoming university faculty seeking faculty development, and exploring research on questions of interest to the school. Such schools are designated Professional Development Schools (PDS). For 1998-99, formal agreements were with Beaverdam Elementary (Hanover County), Mary Munford Elementary and Whitcomb Model Elementary (Richmond), Manchester Middle (Chesterfield County), Mt. Vernon Middle (Henrico County), and the Governor's School for Government and International Studies (Richmond, serving more than a dozen area school divisions).

Teacher as decision maker

The guiding theme of programs in the Division of Teacher Education is "teacher as decision maker." Courses and experiences provide opportunities for individuals to consider means of building on appropriate knowledge to make instructional and classroom decisions. (See section on this subject in the Undergraduate and Professional Programs Bulletin for the Division of Teacher Education.)

Awards

The **Virginia Arnold Scholarship** is awarded annually to one or more outstanding students who demonstrate financial need and who are enrolled in either the early or middle education teacher preparation program. It is supported by an endowment created by Dr. Arnold, a former VCU faculty member.

The **Pearl Burford Scholarship** was established by her former students

at Richmond Professional Institute. It is awarded to students planning to become elementary teachers.

The **Arnold P. Fleshood Scholarship** is awarded annually to a graduate student in the School of Education in reading/language education or a related field with an interest in reading/language arts.

The **N. Thelma Jones Scholarship** is awarded annually to an outstanding fifth-year student in the Master of Teaching program (secondary education). The scholarship is supported by an endowment honoring this former teacher by her brother.

The **Ann Elizabeth Marston Scholarship** is awarded annually to a student planning a career in elementary or secondary education and who demonstrates both leadership qualities and a need for financial assistance. The award is supported by an endowment established by Dr. and Mrs. Robert A. Wilson in memory of his aunt who helped finance his education.

The **S. Virginia and Berta M. Newell Endowed Scholarship** is awarded annually to an outstanding student, in a teacher preparation program in either early or middle education, who demonstrates financial need. It is supported by an endowment from their brother honoring his sisters who graduated from Richmond Professional Institute.

The **Division of Teacher Education Scholarship** was established by faculty for an academically talented major pursuing a teaching career working with children and youth who come from traditionally underserved populations or who demonstrates a commitment to teaching students who present special challenges.

For further information, see the School of Education Scholarship and Other Financial Aid Information brochure.

M.Ed. in Curriculum and Instruction Program

The Master of Education in Curriculum and Instruction Program is designed to provide professional and cognate experiences for professionals wishing to become more effective teachers. Individuals may select to concentrate in early childhood education, middle education, secondary education, gifted education, or library/media

endorsement or instructional technology. Content courses within the program are selected in consultation with an advisor from the appropriate discipline.

	Credits
Foundations	9
Human development and learning (one of the following)	3
EDUS 602 Adolescent Growth and Development	
EDUS 603 Seminar in Child Growth and Development	
EDUS 604 Adult Development	
EDUS 607/PSYC 607 Advanced Educational Psychology	
EDUS 609 Learning Theories in Education	
Cultural, historical and philosophical (one of the following)	3
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	
EDUS 610 Social Foundations of Education	
EDUS 612 Education and the World's Future	
EDUS 614 Contemporary Educational Thought	
EDUS 673 Seminar on Educational Issues, Ethics and Policy	
Research	3
EDUS 660 Research Methods in Education	
Process level	6
TEDU 615 Curriculum Development	
TEDU 617 Instructional Models	
Content level or area of focus	15-18
Elective	0-3
TEDU 700 Externship	3
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Externships require a well-developed proposal developed with an adviser and submitted the term prior to the experience. Guidelines may be obtained from the division office.

M.Ed. in Reading Program

The Master of Education in Reading Program is designed to provide prospective reading specialists with a program of sequential and integrated experiences in areas of the reading curriculum ranging from preschool to adult levels. Students will gain an understanding of the developmental and diagnostic processes involved in teaching, reading and the language arts and will become familiar with the resource and supervisory functions which are part of the specialist role. The M.Ed. in Reading is an approved program (K-12) for students who meet Virginia State

Department of Education requirements. The reading specialist endorsement also requires completion of three years of teaching in a reading related field.

A cooperative agreement has been established with Virginia State University to permit selected, qualified students to complete the M.Ed. in Reading. Up to 12 term hours from an approved list may be transferred from the cooperating institution. Interested students should contact the Division of Teacher Education.

	Credits
Foundations	9
Human development and learning (one of the following)	3
EDUS 602 Adolescent Growth and Development	
EDUS 603 Seminar in Child Growth and Development	
EDUS 604 Adult Development	
EDUS 607/PSYC 607 Advanced Educational Psychology	
EDUS 609 Learning Theories in Education	
Cultural, historical, and philosophical (one of the following)	3
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	
EDUS 610 Social Foundations of Education	
EDUS 612 Education and the World's Future	
EDUS 614 Contemporary Educational Thought	
EDUS 673 Seminar on Educational Issues, Ethics and Policy	
Research	3
EDUS 660 Research Methods in Education	
Program	15-18
TEDU 561 Reading Foundations: Sociological/Psychological Perspectives	
TEDU 562 Reading Instruction in the Content Areas	
TEDU 672 Internship (in Reading)	
READ 600 Analysis and Correction of Reading Problems	
READ 605 Organizing and Implementing Reading Programs	
Restricted elective	
TEDU 525 Teaching Language Arts	
TEDU 549 Developmental Reading in the Secondary School	
TEDU 552/ENGL 552 Teaching English as a Second Language	
READ 601 Psycholinguistics and Language Arts Curriculum	
READ 602 Teaching Reading to Adults	
TEDU 528 Children's Literature II	
ENED 601 Young Adult Literature	
Electives	9
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Program candidates shall have completed at the graduate or undergraduate level 12 term hours selected from four of the following areas:
Measurement and evaluation
Child/adolescent psychology

- Psychology of personality, cognition or learning
- Child/adolescent literature
- Language arts instruction
- Learning disabilities
- Study of contemporary issues and trends in the teaching of reading

M.Ed. in Special Education Program

The Master of Education in Special Education Program prepares graduates for work in one of five areas: early childhood special education, emotional disturbance, learning disabilities, mental retardation or severe disabilities. Applicants who do not already hold a teaching license must meet both licensure and degree requirements prior to the awarding of the master of education degree unless exempted as a professional from another discipline. Students should plan carefully with their adviser to ensure that the appropriate courses and experiences are completed. Successful completion of one of the degree programs leads to endorsement in early childhood special education, emotional disturbance, learning disabilities, mental retardation or severe disabilities.

M.Ed. in Early Childhood Special Education Program

The Master of Education in Early Childhood Special Education Program is a sequentially planned series of courses and clinical experiences designed to prepare individuals to work with young children, ages birth through five, with developmental disabilities and their families. Successful completion of the degree program qualifies students for teacher licensure with endorsement in early childhood special education by the Virginia Department of Education. Students are prepared to intervene with infants and young children representing a wide range of abilities; those considered at risk to those with severe disabilities. As a result of training, students will be prepared to fill a variety of early intervention roles. The program can be completed in five terms of full-time study or six terms of part-time study.

	Credits
Foundations	9
Human development and learning EDUS 603 Seminar in Child Growth and Development	3

Cultural, historical and philosophical (one of the following)	3
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	
EDUS 610 Social Foundations of Education	
EDUS 612 Education and the World's Future	
EDUS 614 Contemporary Educational Thought	
EDUS 673 Seminar on Educational Issues, Ethics and Policy	
Research	3
EDUS 660 Research Methods in Education	
Program core	15
ECSE 601 Assessment of Infants and Young Children with Disabilities	3
ECSE 602 Instructional Programming for Infants and Young Children with Disabilities	3
ECSE 603 Program Management, Collaboration, and Service Coordination in Early Childhood Special Education	3
TEDU 700 Externship (2 terms; 3 credits each)	6
Program track	18-21
With thesis	
TEDU 798 Thesis	6
Selectives (from following list)	15
Without thesis	
Selectives (from following list)	15
Electives (from following list)	3
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	42-45
Selectives	
TEDU 541 Infants and Young Children With Special Needs*	
TEDU 542 Family/Professional Partnerships	
TEDU 630 Trends in Special Education*	
TEDU 558 Educating Students with Multiple Disabilities	
TEDU 631 Behavior Management of Students with Disabilities	
MNRT 500 Language/Communication Intervention for Young Children and Individuals with Severe Disabilities	
Electives (3-6 credits as determined by adviser)	
TEDU 625 Young Child and the Curriculum	
TEDU 651 Topics in Education: Current Issues in Early Childhood Education	
IDD5 600 Interdisciplinary Studies in Developmental Disabilities: Teamwork in Serving Persons with Developmental Disabilities	
SLWK 711 Strategies for Social Work Planning and Administrative Practice	
ADMS 632 Administration and Supervision of Special Education	
TEDU 672 Internship	

* Students may not take both TEDU 541 and TEDU 630.

M.Ed. in Emotional Disturbance Program

The Master of Education in Emotional Disturbance Program provides teachers the professional knowledge and skills needed to work in a variety of settings: general education classrooms (where children with special needs are being included), resource rooms, self-contained classrooms and residential programs. In developing teacher competencies the master's program focuses on specific skills and strategies for diagnosing and remediating behavior and learning problems of students with emotional disturbance. The educational and therapeutic interventions taught in the program are based on a number of theoretical models including behavioral, psychodynamic, ecological and psychoeducational. An emphasis of the program is on collaboration with parents, with professionals from other disciplines, and with other community agencies and programs.

Program course work builds on a strong foundation of knowledge in psychology, child development, research and education. Students receive in-depth training in how to identify students with emotional disturbances, how to diagnose individual needs, and how to plan and deliver individualized programs in a team setting. Special training is provided in the teaching of reading, behavior management and the use of interactive strategies teaching positive social skills. Graduates are prepared to work with students in completing a variety of transitions, such as from special education to the general education classroom or from high school to employment and independent living.

A program strength is the variety of placement opportunities for practica and externship experiences. These include a range of public and private schools and mental health programs in the Richmond area which allow graduate students to select field experiences that are consistent with their professional goals. Previous teaching experience is valued, but not required. Students without previous teaching experience must complete a practicum in addition to the externship. When students complete the program, they are eligible for licensure by the Virginia Department of Education with an endorsement to teach students with emotional disturbance in grades NK-12.

Students are offered the option of taking full-time externship for one term (either in the fall or spring), half-time externship for each of two terms (fall and spring) or an on-the-job externship for one academic year duration following one year of successful teaching in that setting.

A personal interview with program faculty is required as a part of the admission process.

Foundations	Credits 9
Human development and learning (one of the following)	3
EDUS 602 Adolescent Growth and Development	
EDUS 603 Seminar in Child Growth and Development	
EDUS 604 Adult Development	
EDUS 607/PSYC 607 Advanced Educational Psychology	
EDUS 609 Learning Theories in Education	
Cultural, historical, and philosophical (one of the following)	3
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	
EDUS 610 Social Foundations of Education	
EDUS 612 Education and the World's Future	
EDUS 614 Contemporary Educational Thought	
EDUS 673 Seminar on Educational Issues, Ethics, and Policy	
Research	3
EDUS 660 Research Methods in Education	
Special education core (six of the following)*	18
ADMS 632 Administration and Supervision of Special Education	
TEDU 630 Trends in Special Education	
TEDU 631 Behavior Management of Students with Disabilities	
TEDU 632 Secondary Programming for Students with Disabilities	
TEDU 633 Educational Assessment of Individuals with Exceptionalities	
SELD 530 Language Disabilities: Assessment and Teaching	
TEDU 566 Diagnosis and Remediation in Reading (Note: course has prerequisite.)	
Specialization core	15
EMOD 500 Characteristics of Students with Emotional Disturbance (3)	
EMOD 501 Teaching Students with Emotional Disturbance (3)	
EMOD 603 Interactive Strategies in Teaching Students with Special Needs (3)	
TEDU 700 Externship (6)	
TEDU 798 Thesis (Optional)	(6)
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* Chosen with the adviser.

M.Ed. in Learning Disabilities Program

The Master of Education in Learning Disabilities Program develops and refines the competencies needed for work with persons with learning disabilities in resource and self-contained settings at all levels and in a variety of cultural environments. Students enrolling in the program who do not have at least two years of appropriate work experience in an educational setting will be required to complete two terms of externship during the regular academic year and may be required to complete additional fieldwork activities and/or credits. Students in bachelor's degree or extended programs who are planning to enroll are encouraged to consult with program faculty for assistance in selecting elective courses that provide a sound foundation and may reduce the number of additional courses necessary for certification.

Program course work encompasses broad concepts of education, research, development, related disciplines and special education to build a foundation of professional knowledge and understanding. Specialized courses develop the intensive diagnostic/remedial/decision-making/consultative skills and understandings required of a professional in learning disabilities, including the ability to recognize educational and social problems, to formulate effective individualized instructional interventions using a variety of methodologies and modifications, to incorporate accommodations and transitions into program plans, and to consult productively with appropriate personnel in the development of maximum educational opportunities for students with learning disabilities.

Applicants who hold a bachelor's degree in non-education or non-special education majors must complete a review process with program faculty as part of the admission process.

	Credits
Foundations	9
Human development and learning (one of the following)	3
EDUS 602 Adolescent Growth and Development	
EDUS 603 Seminar in Child Growth and Development	
EDUS 607/PSYC 607 Advanced Educational Psychology	
EDUS 609 Learning Theories in Education	
Cultural, historical and philosophical (one of the following)	3
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	

EDUS 610 Social Foundations of Education	
EDUS 614 Contemporary Educational Thought	
Research	3
EDUS 660 Research Methods in Education	
Special education core	18
TEDU 630 Trends in Special Education	
TEDU 631 Behavior Management of Students with Disabilities	
TEDU 633 Educational Assessment of Individuals with Exceptionalities	
SELD 530 Language Disabilities: Assessment and Teaching	
Academic remediation elective (select one)	
TEDU 566 Diagnosis and Remediation in Reading	
TEDU 569 Diagnosis and Remediation in Mathematics	
Career/vocational elective (select one)	
EDUS 503 Guidance for Exceptional Children	
RHAB 611 Individual Counseling Approaches in Rehabilitation	
RHAB 623 Occupational Information, Analysis, and Placement	
Specialization core	15
SELD 600 Characteristics of Persons with Learning Disabilities	
SELD 601 Methods of Clinical Teaching	
TEDU 700 Externship (Optional)	6
	42

M.Ed. in Special Education – Mental Retardation Program

Graduates of the Master of Education in Special Education – Mental Retardation Program may fill roles as resource room, modified resource room, or self-contained classroom teachers in varied urban, suburban, or rural areas. Some graduates are employed in residential programs for individuals with mental retardation or in programs in community or state department settings. The commonwealth of Virginia licenses their employment in public or private settings serving students from kindergarten through secondary school age.

The course of study includes a minimum of 42 credits designed around three components: foundations, special education core, and specialization in mental retardation. The foundations component is comprised of nine term hours that focus on three distinct content areas: human development and learning; cultural, philosophical and historical foundations; and research and evaluation methods. The special education core of 18 term hours focuses

on curriculum that is rooted in special education for individuals with mental retardation as well as other disabilities. The specialization in mental retardation is comprised of 15 term hours that focus on the development of specific advanced competencies for filling the varying roles of professionals in mental retardation. With previous licensure in mental retardation, the program will require approximately one year of full-time study for completion. Students seeking initial licensure should consider the master of teaching which is designed for initial licensure seekers.

	Credits
Foundations	9
Human development and learning (one of the following)	3
EDUS 602 Adolescent Growth and Development	
EDUS 603 Seminar in Child Growth and Development	
EDUS 604 Adult Development	
EDUS 607/PSYC 607 Advanced Educational Psychology	
EDUS 609 Learning Theories in Education	
Cultural, historical and philosophical (one of the following)	3
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	
EDUS 610 Social Foundations of Education	
EDUS 612 Education and the World's Future	
EDUS 614 Contemporary Educational Thought	
EDUS 673 Seminar on Educational Issues, Ethics and Policy	
Research	3
EDUS 660 Research Methods in Education	
Special education core	18
ADMS 632 Administration and Supervision of Special Education	
TEDU 630 Trends in Special Education	
TEDU 632 Secondary Programming for Students with Disabilities	
TEDU 633 Educational Assessment of Individuals with Exceptionalities	
SLED 530 Language Disabilities: Assessment and Teaching	
Elective	
Specialization core	15
MNRT 556 Introduction to Mental Retardation (3)	
MNRT 560 Curriculum Design for Students with Mental Retardation (3)	
TEDU 566 Diagnosis and Remediation in Reading (3)	
TEDU 700 Externship (6)	

M.Ed. in Special Education – Severe Disabilities Program

The Severe Disabilities Program is designed to prepare teachers to work with students ages five to 21 in public school settings. Throughout the program, emphasis is placed on person-centered planning, school and community inclusion, transdisciplinary teamwork, and the role of the family. Courses address physical and medical management issues, functional assessment strategies, longitudinal curriculum planning, systematic instruction, augmentative and alternative communication systems, assistive technology, transition from school to adulthood, positive behavioral supports, and the special needs of students with autism or physical, sensory and health-related disabilities.

Students enrolled in the program complete a field-based externship in their school (if they currently serve students with severe disabilities) or in one of the many public schools in the Richmond area. The externship is designed to meet the student's needs for professional development and is generally completed toward the end of the master's program.

Successful completion of the 42 credit hour program results in Virginia endorsement in severe disabilities, in addition to the master of education degree.

	Credits
Foundations	9
Human development and learning (one of the following)	3
EDUS 602 Adolescent Growth and Development	
EDUS 603 Seminar in Child Growth and Development	
EDUS 607/PSYC 607 Advanced Educational Psychology	
EDUS 609 Learning Theories in Education	
Cultural, historical and philosophical (one of the following)	3
EDUS 601 Philosophy of Education	
EDUS 608 History of Western Education	
EDUS 610 Social Foundations of Education	
EDUS 612 Education and the World's Future	
EDUS 614 Contemporary Educational Thought	
EDUS 673 Seminar on Educational Issues, Ethics and Policy	
Research	3
EDUS 660 Research Methods in Education	
Special education core	15
ADMS 632 Administration and Supervision of Special Education	
TEDU 542 Family/Professional Partnerships	

TEDU 631 Behavior Management of Students with Disabilities
 TEDU 632 Secondary Programming for Students with Disabilities

Selective

IDDS 600 Interdisciplinary Studies in Developmental Disabilities: Teamwork in Serving Persons with Developmental Disabilities or a course of the student's choice with adviser's permission

Specialization core	15
TEDU 558 Educating Students with Multiple Disabilities	3
TEDU 700 Externship	6
MNRT 500 Language/Communication Intervention for Young Children and Individuals with Severe Disabilities	3
MNRT 610 Teaching Strategies for Students with Severe Disabilities	3
MNRT 602 Assessment and Curriculum Development for Students with Severe Disabilities	3
	42

Extended Program and Master of Teaching

The Master of Teaching programs are designed to incorporate eligibility for initial teaching licensure in Virginia in early, middle, secondary (biology, chemistry, English, French, German, history, history and the social studies, mathematics, physics, science, Spanish) or special education (dual endorsement in emotional disturbance and mental retardation). [NOTE: Individuals seeking initial licensure in early childhood special education, learning disabilities, or severe disabilities should refer to the preceding master of education in special education listing.]

The approved programs include undergraduate qualifying courses as well. Individuals pursuing the extended program are awarded undergraduate and graduate degrees simultaneously; baccalaureate degree recipients who meet the admission criteria may also pursue the master of teaching degree program, including the qualifying courses. Admission criteria, including "Admission to Teacher Preparation," are the same as for the extended program.

Additionally, individuals pursuing licensure must have a liberal arts degree, as defined by VCU, germane to what they propose to teach: for secondary, a major in the subject to be taught; for middle, a major in one of the subjects traditionally taught in middle

grades (English, mathematics, history and social studies, or a science); for early or special education, any major offered by the College of Humanities and Sciences is appropriate.

Individuals who do not hold such a degree may satisfy it as follows: for middle or secondary education, the required, and as appropriate cognate, courses in the pertinent academic major; for early and special education, a liberal arts equivalency totaling at least 70 arts and sciences term credits and consisting of no less than six hours in English (including composition), six hours in mathematics, seven hours in science (including one laboratory credit)* for NK-5 program, 12 credits in science with laboratory course in a life science and a laboratory course in physical science, three hours in human behavior and institutions, 12 hours in humanities, and 36 other credits from courses in literature, history, art or music history, foreign languages, religious studies, philosophy, African-American studies, anthropology, economics, geography, international studies, political science, psychology, sociology, women's studies or classical studies.

See the Undergraduate and Professional Programs Bulletin for detailed information on the requirements of the various baccalaureate degrees in the College of Humanities and Sciences and for information regarding processing through the professional studies sequence.

Note that completion of PRAXIS I is a prerequisite for enrollment in all clinical courses including TEDU 310.

Standards of learning

Much of the NK through grade 12 curriculum is based on the commonwealth of Virginia's current Standards of Learning (SOLs). Individuals preparing to be teachers are advised to examine the SOLs for the grade levels and content areas they plan to teach. The content and concepts associated with one or more SOLs may be incorporated in a course in the College of Humanities and Sciences curriculum and not a college curriculum, one may need to study several of these SOLs on his/her own. The Division of Teacher Education Web site, connected to the School of Education Web page has a link to the SOLs.

— — — www.vcu.edu/eduweb

Technology standards

The use of computers, graphing calculators, science probeware, and other technologies is integral to successful teaching in today's schools. Individuals preparing to teach must be competent on each of the eight standards in Virginia's Technology Standards for Instructional Personnel. These standards may be reached through the Division of Teacher Education Web page as described in the preceding section on SOLs.

Students are advised to consult with the professional studies adviser regarding the program's requirements for demonstrating competence. Several of the standards may be documented as

met by passing the Computer Literacy Evaluation Test offered through the Department of Mathematical Sciences.

Early/elementary education, NK-5

Consult with the appropriate professional studies adviser, for in addition to changes in liberal arts requirements. (Refer to the Undergraduate and Professional Programs Bulletin.)

Professional studies requirements (60 credits)

Undergraduate	Credits
EDUS 300 Foundations of Education	3
PSYC 301 Child Psychology	3
EDUS 305/PSYC 305 Educational Psychology	3

TEDU 310 Practicum I (with TEDU 414 and TEDU 426)	2
TEDU 310 Practicum II (with EDU 589)*	2
TEDU 351/ENGL 351 Children's Literature I	3
PHED 390 Physical Education for the Elementary Teacher	3
TEDU 414 Curriculum and Methods for Young Children	4
TEDU 426 Teaching Reading and Other Language Arts	3
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Graduate	
TEDU 517 Science Education in the Elementary School	3
TEDU 522 Teaching Mathematics for Elementary Education	3
TEDU 566 Diagnosis and Remediation in Reading	3
TEDU 589 Integrating the Elementary Curriculum**	1
TEDU 591 Social Studies Education in the Elementary School	3

Steps to complete the Extended Program and the Master of Teaching Program (steps 2-5)

Step	Requirement	Procedures
Admission to the university	<ol style="list-style-type: none"> Scores from Scholastic Aptitude Test (SAT) or American College Test (ACT) Minimum 2.0 GPA from high school or previous college 	<ol style="list-style-type: none"> Declare an undergraduate major in the College of Humanities and Sciences Declare a second education graduate major: Early education, middle education, secondary education or special education.
Admission to teacher preparation (upon completion of 60 hours of liberal arts course work and prior to the completion of 90 hours of course work.) Students must be admitted to teacher preparation in order to be eligible for practicum placement	<ol style="list-style-type: none"> 2.5 GPA Completion of: 6 hours English, 3 hours math, 4 hours laboratory sciences, and 6 hours social studies Completion of the PRAXIS Series (PRAXIS) General Knowledge and Communication Skills Subtests Confirmation of education major (if undecided) 	<ol style="list-style-type: none"> Complete Admission to Teacher Preparation Form available in the Office of Academic Services Complete required interview with education program faculty (Special education requires interview with program faculty)
Advancing to graduate study (upon completion of at least 90 credit hours of undergraduate course work). Students must be admitted to graduate studies in order to be eligible to enroll in 600- and 700-level courses.	<ol style="list-style-type: none"> 2.8 GPA (students with 2.6-2.79 may be considered for provisional admission) Completion of EDUS 300 	<ol style="list-style-type: none"> Apply for graduate study. See Admission Procedures for graduate study. <p>The Personal Statement should address reasons for seeking graduate education, including career goals; experience working with the age group to be taught; reasons for entering teaching; successes in organizing, planning, and implementing work with other individuals.</p>
Admission to internship (all programs require a graduate-level internship during the fifth year)	<ol style="list-style-type: none"> 2.8 GPA (3.0 on graduate courses) Admission to Teacher Preparation and Advancing to graduate study Completed application and transcripts submitted by established deadline 	<ol style="list-style-type: none"> Obtain application form from the Office of Academic Services. Obtain approval signatures of professional studies adviser and copies of transcripts Submit completed application to the Office of Academic Services by: Oct 1 for spring semester internship Mar 1 for fall semester internship
Admission to the profession (during the final semester of enrollment)	<ol style="list-style-type: none"> Complete all degree requirements Acceptable scores on the PRAXIS Series (PRAXIS) Specialty Area and Professional Subtests Apply for state licensure 	<ol style="list-style-type: none"> Complete graduation applications for undergraduate degree in College of Humanities and Sciences and graduate degree in the School of Education Complete PRAXIS tests through ETS offerings Obtain application forms from Office Academic Services, complete and return the forms and the state fee

TEDU 605 Theory and Practice of Educating Individuals with Special Needs	3	TEDU 556 Computer Applications in Education	
EDUS 607/PSYC 607 Advanced Educational Psychology	3	TEDU 600 Organizing for Effective Classroom Instruction	
TEDU 626 Home-School Communication and Collaboration	3	TEDU 605 Theory and Practice of Educating Individuals with Special Needs	
TEDU 672 Internship I and II (K and grades 1-5 placements)	9	TEDU 626 Home-School Communication and Collaboration	
EDUS 673 Seminar on Educational Issues Ethics and Policy	3	EDUS 660 Research Methods in Education	
		ENED 601/ENGL 601 Young Adult Literature	
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* All 500-level methods courses (TEDU 517, 522, 566, and 591) must have already been completed or taken concurrently with TEDU 310, Practicum II.

** TEDU 589 must be taken concurrently with TEDU 310, Practicum II.

* At least 33 credit hours must be taken at the graduate level.

Middle education, 6-8

Consult with the appropriate professional studies adviser, for in addition to changes in professional studies there are changes in liberal arts requirements. (Refer to the Undergraduate and Professional Programs Bulletin.)

Professional Studies Requirements (45 credits)

Undergraduate	Credits
EDUS 300 Foundations of Education	3
EDUS 301 Human Development and Learning	3
TEDU 310 Practicum A (concurrent with TEDU 544)	1
TEDU 310 Practicum B (concurrent with TEDU 521 or 540)	1
TEDU 310 Practicum C (concurrent with TEDU 550 or the course not taken with B)	1
TEDU 407 Educational Media: Utilization	3
	12

Graduate

Choose two of the following	Credits
TEDU 521 Teaching Mathematics for Middle Education	3
TEDU 540 Teaching Middle and High School Science	3
TEDU 550 Teaching Interdisciplinary Language Arts and Social Studies in the Middle School	3

Complete each of these courses

TEDU 544 Introduction to the Middle School	3
TEDU 562 Reading Instruction in the Content Areas	3
EDUS 607/PSYC 607 Advanced Educational Psychology	3
TEDU 672 Internship I and II	9
EDUS 673 Seminar on Educational Issues, Ethics and Policy	3
TEDU 681 Investigations and Trends in Teaching*	3

Graduate selective chosen from the following	3
TEDU 554/CMSC 554 Applications of Computers in the Teaching of Mathematics I	

TEDU 556 Computer Applications in Education	
TEDU 600 Organizing for Effective Classroom Instruction	
TEDU 605 Theory and Practice of Educating Individuals with Special Needs	
TEDU 626 Home-School Communication and Collaboration	
EDUS 660 Research Methods in Education	
ENED 601/ENGL 601 Young Adult Literature	

* Pertinent subject section (e.g., English, mathematics, science or social studies)

Secondary education, 8-12

Qualifying courses	Credits
EDUS 300 Foundations of Education	9
EDUS 301 Human Development and Learning	
TEDU 310 Practicum (2 credits with TEDU 537, 1 credit with TEDU 540, 543, 545, 547 or 548)	

Foundation courses	6
EDUS 607/PSYC 607 Advanced Educational Psychology	
EDUS 673 Seminar on Educational Issues, Ethics and Policy	

Concentration	9
TEDU 537 Secondary School Curriculum	3
Choose discipline for licensure/endorsement sought	3
TEDU 540 Teaching Middle and High School Sciences	
TEDU 543 Teaching Secondary School Foreign Languages	
TEDU 545 Teaching Secondary School Mathematics	
TEDU 547 Teaching Secondary School Social Studies	
TEDU 548 Teaching Secondary School English	
TEDU 681 Investigations and Trends in Teaching	

Electives

Graduate selectives are to be chosen from the following	9
1. Three credits from:	
Technology:	
TEDU 556 Computer Applications in Education	
TEDU 554/CMSC 554 Applications of Computers in the Teaching of Mathematics I	

Reading:

TEDU 562 Reading Instruction in the Content Areas

Classroom management:

TEDU 600 Organizing for Effective Classroom

Instruction

TEDU 631 Behavior Management of Students with Disabilities

Special education:

TEDU 605 Theory and Practice of Educating Individuals with Special Needs

SLED 600 Characteristics of Persons with Learning

Disabilities

2. Six graduate credits from other courses in (1) above, from the academic major, or from courses such as these

TEDU 521 Teaching Mathematics for Middle Education (required in math)

TEDU 626 Home-School Communication and Collaboration

EDUS 660 Research Methods in Education	
ENED 601/ENGL 601 Young Adult Literature	

All selectives should be chosen in consultation with the professional studies adviser.

Note: A minimum of 21 credits, including EDUS 300, EDUS 301, TEDU 310, TEDU 537, one of (TEDU 540, 543, 545, 547 or 548), EDUS 607 or 673 and the required selective (see 1 above), must be completed prior to the internship.

Clinical experience	9
TEDU 672 Internship	

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* At least 33 credit hours must be taken at the graduate level.

Special education, K-12

The Master of Teaching in Special Education Program leads to dual endorsement in emotional disturbance and mental retardation. The professional sequence in the Master of Teaching in Special Education Program is designed to develop competencies needed to work with children and youth in the areas of emotional disturbance and mental retardation.

Qualifying courses	Credits
EDUS 300 Foundations of Education	25

Restricted elective (select one)

EDUS 301 Human Development and Learning	
EDUS 305/PSYC 305 Educational Psychology	
TEDU 310 Practicum: Emotional Disturbance (2)	
TEDU 310 Practicum: Mental Disturbance (2)	
TEDU 330 Survey of Special Education	
TEDU 331 Human Interaction in Teaching	

Restricted elective (select one)

TEDU 522 Teaching Mathematics for Elementary Education	
TEDU 521 Teaching Mathematics for Middle Education	
TEDU 426 Teaching Reading and Other Language Arts	
TEDU 468 Educational Diagnosis of Exceptional Individuals	

Foundation courses	6
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Graduate-level courses selected in consultation with adviser.

Concentration courses	21
EMOD 500 Characteristics of Students with Emotional Disturbance	
EMOD 501 Teaching Students with Emotional Disturbance	
MNRT 556 Introduction to Mental Retardation	
MNRT 560 Curriculum Design for Students with Mental Retardation	

Restricted elective (select one)	
SLED 530 Language Disabilities: Assessment and Teaching	

MNRT 500 Language/Communication Intervention for Young Children and Individuals with Severe Disabilities	
TEDU 631 Behavior Management of Students with Disabilities	
TEDU 632 Secondary Programming for Students with Disabilities	

Electives	3
Graduate electives in education and academic areas.	
EDUS 660 Research Methods in Education (encouraged)	

Clinical experience	12
TEDU 672 Internship: Emotional Disturbance	
TEDU 672 Internship: Mental Retardation	

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* At least 33 credit hours must be taken at the graduate level.

Post-Baccalaureate Certificate in Teaching Program

The Post-Baccalaureate Certificate in Teaching Program is designed for students who have earned bachelors degrees in fields other than education, who wish to become teachers in one or more grades, kindergarten through 12, in which there is a shortage, and for whom a master's degree is not a priority (applicants already may have earned a master's degree or wish to earn a master's degree in a specialized area of education later). Applicants are expected to have earned a liberal arts degree or its equivalent; those planning to teach at the secondary level must have a major or its equivalent in the subject they wish to teach.

Students are required to complete a minimum of 24 hours beyond the bachelor's level, including the courses below. The minimum number of hours, including some at the undergraduate level, varies by track, with fewer hours (30 credit hours) required for secondary education, as high school teachers most frequently teach a single subject, than for elementary (44 credit hours), since teachers in elementary schools most often teach an array of subjects. Equivalent courses taken within the past five years may transfer; however, a minimum of 24 hours, including clinical experiences, must be taken at VCU after admission to the program.

Persons completing the program are expected, among other attributes, to have an understanding of human development and learning theory appropriate to the age group they will teach, to

demonstrate knowledge of the subjects they will teach, to develop an understanding of purposes for education and a defensible philosophical approach toward teaching, to acquire awareness of the diversity of the school-age population in cultural background and styles of learning, to demonstrate an ability to plan and implement effective teaching, and to measure student learning in ways that lead to sustained development and learning.

Secondary education, 8-12

(Admissions only in science, mathematics, German or Spanish)

	Credits
Qualifying courses	6
EDUS 300 Foundations of Education	
TEDU 310 Practicum (2 credits/terms)	
Foundation courses	6
EDUS 602 Adolescent Growth and Development	
EDUS 607/PSYC 607 Advanced Educational Psychology	
EDUS 673 Seminar on Education Issues, Ethics, and Policy	
Concentration courses	9
TEDU 537 Secondary School Curriculum	
Choose discipline for which certification sought	
TEDU 540 Teaching Middle and High School Sciences	
TEDU 543 Teaching Secondary School Foreign Languages	
TEDU 545 Teaching Secondary School Mathematics	
TEDU 547 Teaching Secondary School Social Studies	
TEDU 548 Teaching Secondary School English	
TEDU 681 Investigation and Trends in Teaching	3
Clinical experience	9
TEDU 672 Internship	

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Post-master's certificate for reading specialist

The certificate program is offered for individuals who aspire to become reading specialists. Applicants for the certificate program must hold a master's degree in any specialty area related to education.

The certificate program is designed for students who wish to gain state licensure as a reading specialist in kindergarten through high school settings. Applicants are required to have at least three years of teaching experience in a reading-related field setting if they want to be recommended to the Department of Education for endorsement as a reading specialist in Virginia.

All requirements for admission to graduate school apply to applicants for

the post-master's certificate for reading specialist. All state department requirements for reading specialist (specifically the 12 hours of graduate or undergraduate work in selected areas) must be met.

Students are required to earn a minimum of 21 graduate hours beyond their current master's degree, including the required reading courses and an approved reading selective. Advisers will recommend selective courses based upon student experience and goals.

Persons completing the program are expected to demonstrate:

- an understanding of the reading language learning process,
- the ability to critique, adapt and model use of a variety of reading instructional strategies, methods and programs,
- expertise in developing and providing for continuous assessment of an individual and groups,
- ability to implement school-wide developmental, creative and intervention reading/language arts programs, and
- ability to understand and apply theory to practice within a variety of cultural contexts.

Required content courses	Credits
TEDU 561 Reading Foundations: Sociological/Psychological Perspectives	3
TEDU 562 Reading Introduction in the Content Areas	3
READ 600 Analysis and Correction of Reading Problems	3
READ 605 Organizing and Implementing Reading Programs	3
TEDU 672 Internship in Reading	3
Approved literacy selective (select one 3 credit class)	
TEDU 525 Teaching Language Arts	3
TEDU 528/ENGL 528 Children's Literature II	3
TEDU 549 Developmental Reading in the Secondary School	3
TEDU 552/ENGL 552 Teaching English as a Second Language	3
READ 602 Teaching Reading to Adults	3
READ 601 Psycholinguistics and the Language Arts Curriculum	3
TEDU 681 Investigations and Trends in Teaching and ENGL 651 Topics in Teaching Composition: Capital Writing Project	6
TEDU 500 Workshops in Education: Topics in Literacy (To be designated.)	3
Clinical	
TEDU 672 Internship	3

Note: Students shall have completed 12 hours of graduate or undergraduate work in any of the following areas: measurement advanced psychology of learning or personality

child/adolescent literature
 learning disabilities
 technology
 methods of research

Ph.D. in Education Program

Michael D. Davis

Program Director

John Kregel

Track Coordinator, Urban Services Leadership

Carroll A. Londoner

Track Coordinator, Adult Education and Human Resource Development

Daisy F. Reed

Track Coordinator, Instructional Leadership

John Seyfarth

Track Coordinator, Educational Leadership

James McMillan

Track Coordinator, Research and Evaluation

The Ph.D. in Education Program is interdisciplinary in curriculum, design and management and serves a variety of special audiences. The program is organized into the following tracks.

Educational Leadership Track.

Designed primarily for line administrative personnel in urban school units. Emphasis is placed on providing leadership training for superintendents, building principals and assistant principals.

Instructional Leadership Track.

Designed primarily for staff administrative personnel in urban school units. Emphasis is placed on providing leadership training for curriculum specialty coordinators and elementary, secondary and post-secondary school department heads and supervisors.

Adult Education and Human Resource Development Track.

Designed primarily for personnel who will be responsible for the design and management of adult education and training functions in environments such as business and industry, county, state and federal agencies, and volunteer organizations. Emphasis is placed on leadership training for planning, developing, managing and evaluating training in adult and continuing education programs. The program of studies is highly individualized and is based on the student's professional goals, previous graduate courses and work experiences.

Urban Services Leadership Track. Designed primarily for persons employed in leadership positions in the urban community requiring less traditionally delineated academic preparation, emphasis in this track is placed on

providing leadership training for administrators of community agencies and community organizations.

Research and Evaluation Track.

Designed primarily for individuals with responsibility for conducting research and evaluation projects in and for agencies and educational organizations, emphasis in this track is placed on developing proficiency in both quantitative and qualitative methods of inquiry, providing students with a breadth of methods to study varied educational and social research questions. Students may select a concentration in either research or evaluation.

Admission requirements

Applicants must have earned a master's degree in an appropriate profession or discipline related to a specific curriculum track in this program. Preference will be given to applicants who occupy positions of organizational leadership and have responsibility (or demonstrate potential) for planning, administering, conducting and evaluating service programs.

The entrance requirements, described in the Admission Packet and Entrance Requirements section to follow, reflect the aims of the program to provide continued academic growth for practitioners. The entrance requirements consist of a series of indicators which serve to predict an applicant's potential for successfully completing doctoral work. No indicator stands alone, and the program takes into account many facets beyond those traditionally considered. The program's philosophy is one of seeking excellence through an admission process which realizes that many applicants are practicing professionals whose experience and achievements must be recognized.

Admission is highly competitive. Preference is given to qualified applicants who demonstrate serious purpose, scholastic excellence, superior preparation and appropriate experience for the program.

Application process

Admission decisions rest with a faculty admissions committee and are made only on the basis of a complete application packet. There is one admission period each year. To begin course work in the summer session or fall term, the application packet must be completed

by March 15. It is possible to delay enrollment, but application packets will be reviewed only during the March admission period.

The Admissions Committee reviews all completed admission packets. After the initial review of the packets, applicants are interviewed by the appropriate faculty. Applicants also must provide a writing sample on a date scheduled by the Admissions Committee. After the interviews and writing samples are completed and evaluated, all applicants are notified by mail of the admissions decision. An applicant usually will have attained a cumulative grade-point average of at least 3.4 on all graduate work attempted and above average scores on the Aptitude Section of the GRE. However, no one variable automatically determines an admission decision.

Admission packet and entrance requirements

Applicants for admission to the program must complete an admission packet, which includes the VCU Application for Graduate Study as well as supplementary essay materials. Admission packets are available from:

School of Graduate Studies
 Virginia Commonwealth University
 901 W. Franklin St., Room B-1
 Richmond, VA 23284-3051
 (804) 828-6916

Office of Graduate Studies in Education
 Virginia Commonwealth University
 P.O. Box 842020
 Richmond, VA 23284-2020
 (804) 828-6530

The entrance requirements fall into the three following categories:

Academic criteria

- A completed VCU School of Graduate Studies Application form.
- Two official and up-to-date copies of all transcripts of the applicant's undergraduate and graduate record indicating that the applicant has earned a master's degree from an accredited college or university.
- Official and current scores (within the past five years) for the General Test of the GRE. Advanced test scores are not

required but may be submitted. If applicants have taken the GRE more than five years prior to the year of expected admission, they must retake the examination. Older scores also may be submitted. The Admission Committee will consider the time elapsed since last formal schooling, occupational success and leadership ability.

External criteria

- A professional résumé indicating an applicant's educational and career experience as well as evidence of leadership potential. This experience may come from professional, civic, religious, fraternal or advocacy organizations. The applicant must present evidence of sustained experience in planning, leading, administering or evaluating programs and personnel in varied positions that are related directly to a program track. The evidence might include dates of positions, job responsibilities, supervisor's evaluations, publications and important knowledge that came from the position. Other appropriate evidence may include letters of recognition, awards and professional memberships.
- Completed forms from three references. The applicant must submit names, addresses and telephone numbers of three persons qualified and willing to rate the applicant's intellectual and leadership ability. If the applicant has attended school within the last three years, at least one of the references should be academic. Each of these persons completes a form rating the applicant in a number of personal and academic areas. Submission of these names constitutes permission to contact these persons by telephone anytime during the admission decision process.

In addition to these three names, **the applicant should submit the name, address, and telephone number of his or her current job supervisor.** This person may be contacted by a representative of the Admissions Committee and informed of the full scope and requirements of the doctoral program. The supervisor is expected to support the applicant's educational goals and be willing to provide released time for

externship and other program-related activities.

Self-expression

The applicant is required to submit three written statements:

- Personal statement in which the applicant discusses his or her personal career goals and the manner in which this doctoral program enhances these goals, as well as what the applicant expects to contribute to the program.
- Educational goals statement in which the applicant states his or her educational goals and the manner in which this doctoral program will help the applicant achieve these goals.
- Work experience statement in which the applicant discusses his or her work experience, and previous and current leadership roles.

The applicant should treat these statements as a summary of goals and talents which go beyond and do not duplicate the other submitted materials.

The applicant is encouraged to check, in advance of the deadline date, the status of his or her application packet to insure that all components are in the packet by the deadline. Inquiries should be made to the Office of Graduate Studies in Education. Incomplete packets will not be reviewed by the Admissions Committee.

Delayed admission

Anyone admitted for a particular year may request a delay of one year for entrance to the program. Normally this request will be granted. Individuals requiring a further delay will be required to reapply for admission. The request for delayed admission must be transmitted in writing to the director of the Office of Graduate Studies in Education and must state the reasons for the request and the date that the individual plans to begin the program.

Transfer credit

Ph.D. in Education students may transfer up to nine credit hours into the program, including courses taken at VCU prior to being admitted to the program. Note that credits earned for one degree cannot be applied to another degree. The rules for transferring credit to this program are:

- Transfer credit requests will be considered only after the student

has been awarded Continuing Doctoral Status.

- There are no substitutes for the foundation courses, externship or dissertation.
- Each request for transfer credit must stipulate the program component to which it applies with attendant reasoning. Requests for transfer and substitution for a specific research or concentration course must include course syllabus, reading list, instructor's name and any other pertinent material. Each request for transfer credit must be approved by the director of graduate studies in education and must be judged appropriate for the development of the student's concentration or cognate area.
- To be valid for application to the program, transfer credit must have been taken no more than seven years prior to completion of all program requirements for awarding the degree, including successful defense of the dissertation.

Students wishing exceptions to these transfer rules must petition the director of graduate studies in education through their advisers. Their recommendations may be reviewed by the Ph.D. in Education Policy Board for final action.

See Part I of this bulletin for further policies governing transfer credit.

Curriculum

There are six components of the program leading to the Ph.D. in Education:

- **Foundations component** (nine hours minimum). This component emphasizes theoretical and social issues in urban institutional development and changes that all leaders in urban service institutions must understand and respond to within their leadership positions.
- **Research component** (12 hours minimum). This component emphasizes the prerequisite skills essential to designing, conducting, and interpreting research. It also provides the research, statistical, and computer tools and resources necessary to produce research beneficial to the urban leader. Students are required to demonstrate competency in areas of

research methodology and statistics appropriate to doctoral level study prior to enrolling for courses in this component.

An applicant's level of research competence is considered prior to admission. Research related prerequisites and/or corequisites may be established for individuals based on past academic and/or work experience.

- **Concentration component** (15 hours minimum). This component is designed to allow the student to pursue a series of courses that provide a specific focus and serve as the student's primary discipline. These courses are expected to develop the in-depth knowledge and skills in an identifiable area that is congruent with the student's current or projected career field. It is at this point in the program that the student pursues study in one of the following tracks:

- Educational leadership
- Instructional leadership
- Adult education and human resource development
- Urban services leadership
- Research and evaluation

Students admitted to the adult education and training track without prior course work in adult education may be required to take one or two prerequisite courses: ADLT 601 The Adult Learner and ADLT 603 Instructional Strategies for Adults.

- **Cognate component** (nine hours minimum). This component is designed to allow the student to pursue, through course work outside the primary discipline, a secondary field of study that complements the student's concentration component.
- **Externship component** (three hours minimum). The term externship refers to a minimum of 150 hours of on-site work experience designed to enhance the student's program, career goals and professional development. The externship site is outside the setting in which the student is employed currently and ideally in a different, but related, career area in which the student has had no or limited prior work

experience. It is expected that the student will develop an appreciation for the network of service delivery systems in the urban setting and acquire additional leadership skills to function more effectively within that network.

Externships are developed jointly by the student and the student's adviser and approved by the director of graduate studies. Students may begin the externship experience only after being awarded Continuing Doctoral Status. The required 150 clock hours of the externship may be extended over two consecutive terms, if appropriate.

- **Dissertation component** (nine hours minimum). This component consists of EDUS 890 Dissertation Seminar, three hours, and EDUS 899 Dissertation Research, six hours. EDUS 890 Dissertation Seminar is designed to aid the student in identifying the resources and refining the skills required to initiate, develop and complete a scholarly prospectus and dissertation. The remaining credit hours of EDUS 899 Dissertation Research are assigned to the scholarly pursuit and completion of the dissertation.
- **Restricted elective** (three hours minimum). To be taken in either the Concentration, Cognate, or Dissertation Component.

	Credits
Foundation component	9
EDUS 701 Urban Education	
SOCY 650 Theories of Social and Institutional Change	
PHIL 713/PPAD 713 Ethics and Public Policy	
or PHIL 635 Philosophy of the Social Sciences	
Research component	12
STAT/SOCY 608 Statistics for Social Research	
EDUS 710 Educational Research Design	
EDUS 711 Qualitative Methods and Analysis	
Three credit selective	
Concentration component	15
Educational leadership track (recommended sequence)	
TEDU 617 Instructional Models	
ADMS 701 Development and Implementation of Administrative Policies in Education	
ADMS 704 School Business Administration	
ADMS 705 Planning Educational Facilities	
ADMS 707 Advanced Educational Law	

Instructional leadership track (required sequence)

- TEDU 617 Instructional Models
- ADMS 701 Development and Implementation of Administrative Policies in Education
- TEDU 730 Educational Staff Development
- TEDU 731 Instructional Theories and Strategies
- Elective

Adult education and human resource development track (select five of the following courses)

- ADLT 700 Management of Adult Education and Human Resource Development Programs
- ADLT 701 Advanced Program Planning in Adult Education and Human Resource Development
- ADLT 702 Seminar in Adult Learning Theories
- ADLT 703 The Adult Education and Human Resource Development Training Consultant
- ADLT 704 Groups, Teams, and Organizational Learning
- ADLT 705 Global Human Resource Development

Urban services leadership track

Courses in career-relevant skills within an urban context with approval of adviser.

Research and evaluation track

(select five courses from the appropriate concentration)

Research concentration

- SOCY 623 Causal Analysis
- SOCY 605/PADM 605 Survey Research Methods
- EDUS 651 Topics in Education: Educational Research and Evaluation
- NURS 772 Advanced Qualitative Research Methods
- MGMT 643 Applied Multivariate Methods
- PPAD 721 Survey of Applied Research Methods in Public Policy and Administration
- PPAD 711 Seminar in Public Policy and Administration I

Evaluation concentration

- EDUS 661 Educational Evaluation: Models and Designs
- EDUS 662 Educational Measurement and Evaluation
- EDUS 651 Topics in Education
- PPAD 627 Workshop in Policy Analysis and Evaluation
- SOCY 605/PADM 605 Survey Research Methods

Cognate component 9

Educational leadership track

The concentration and cognate components combined must include at least nine credit hours outside of the School of Education.

Instructional leadership track

The cognate component must be developed outside of the School of Education.

Adult education and human resource development track

The cognate component must be developed outside of the School of Education.

Urban services leadership track

Either the concentration component or the cognate component, but not both, must be developed in the School of Education.

Research and evaluation track

Students who choose the research concentration are required to complete an evaluation cognate. Students who choose the evaluation concentration must complete a research cognate. The concentration and cognate components combined must include at least nine credit hours outside of the School of Education.

Externship component	3
Dissertation component	9
EDUS 890 Dissertation Seminar	
EDUS 899 Dissertation Research	
Restricted elective	3
	60

Other Ph.D. in Education requirements

Residency requirement. Ph.D. in Education students are required to complete a minimum of 12 credit hours each calendar year, commencing with the first term in which the student enrolls for course work.

Continuing doctoral status. At the completion of 15 credit hours (excluding prerequisite courses), Ph.D. in Education students are evaluated for Continuing Doctoral Status by the director of graduate studies in education. To attain Continuing Doctoral Status, the student must have attained a minimum cumulative GPA of 3.3.

Program planning. Ph.D. in Education students are required to submit a final plan of program study before the completion of the 27th credit hour of study.

Comprehensive examination. Ph.D. in Education students are required to pass a comprehensive examination at the completion of all course work (excluding the dissertation component). The examination is scheduled once each term over a two-day period.

Graduate courses in administration (ADMS)

ADMS 600 Public School Administration

Term course; 3 lecture hours. 3 credits. An overview of the theory and practice of public school administration. Emphasis will be placed on the governance of education and leadership roles of school boards, superintendents, principals, and supervisors at the elementary and secondary levels. Appropriate field-based experiences relating theory to practice.

ADMS 601 Processes of Instructional Leadership

Term course; 3 lecture hours. 3 credits. An examination of clinical supervision methods for use by principals and supervisors to facilitate instructional improvement in schools. Emphasis on collection and interpretation of observation and interview data for analysis of teaching problems and development of improvement strategies consistent with current research.

ADMS 602 Seminar in Elementary School Administration

Term course; 3 lecture hours. 3 credits. Problems and issues in elementary school leadership. Major responsibilities of the elementary school principal. Enrollment limited to specialists in administration.

ADMS 603 Seminar in Secondary School Administration

Term course; 3 lecture hours. 3 credits. Problems and issues in secondary school leadership. Major responsibilities of the secondary school principal. Enrollment limited to specialists in administration.

ADMS 604 Principals Seminar

Term course; 3 lecture hours. 3 credits. Problems and issues in school administration, K-12. A culminating experience designed to provide school administrators with essential understandings, knowledge and skills necessary to maintain and renew a school. Particular emphasis will be placed on planning, vision setting, student and staff affairs, curriculum and instruction, and resource allocation.

ADMS 605 Organizational Theory, Structure and Culture in Educational Settings

Term course; 3 lecture hours. 3 credits. A study of organizational theory, structure, and culture relating to schools. Emphasis on conceptual understandings needed for practical implementation.

ADMS 606 Organizational Behavior and Change in Educational Settings

Term course; 3 lecture hours. 3 credits. A study of organizational concepts and practices in educational contexts. Emphasis on both conceptual understandings and specific professional skills relating to diagnosis and development.

ADMS 607 Principles of Educational Leadership

Term course; 3 lecture hours. 3 credits. Develop understandings for school leaders of effective leadership in organizations, personal leadership styles, and modifying leadership styles. Leadership with respect to vision building, organizational communications, motivating others and group problem solving will serve as major areas of study. Lecture, individual study, group work and fieldwork will serve as major means of course delivery.

ADMS 610 School and Community Relations

Term course; 3 lecture hours. 3 credits. New concepts and specific techniques in school-community relations for teachers, involvement in educational planning, involvement in community planning and an examination of evaluative projects for

community use. Appropriate field-based experiences relating theory to practice will be included.

ADMS 611 School Law

Term course; 3 lecture hours. 3 credits. Legal aspects of school administration that include constitutional and statutory provisions and court decisions.

ADMS 620 Improving School Programs and Performance

Term course; 3 lecture hours. 3 credits. Introduction to principles of administering outcome-based instructional improvement strategies in schools. Applies testing and evaluation techniques to the problem of improving instruction, with an emphasis on identification, selection and measurement of appropriate performance indicators.

ADMS 621 Management of School Operations and Support Programs

Term course; 3 lecture hours. 3 credits. Developing understanding and practices of the school principal with respect to key elements of managing school operations and support programs. Special attention will be given to goal setting for programs, securing, organizing, and managing human, material, and financial resources. Attention will be given to cost/time-effective practices and accountability.

ADMS 632 Administration and Supervision of Special Education

Term course; 3 lecture hours. 3 credits. Examines practices and problems in providing school programs for individuals with disabilities and gifted students.

ADMS 640 Public School Finance

Term course; 3 lecture hours. 3 credits. A study of theories, policies, and expenditures of school funds. Special attention will be given to the practice of educational finance within the public school structure. The course will include such topics as the school budget, financial accounting, purchasing and supply problems, school equipment, and school insurance.

ADMS 641 School Personnel Administration

Term course; 3 lecture hours. 3 credits. A study of the personnel function in educational organizations. Designed to explore techniques and problems of staff-personnel relationships in contemporary education.

ADMS 642 Organization and Administration of Guidance Services

Term course; 3 lecture hours. 3 credits. A study of organizational principles and procedures necessary for the effective administration of guidance services. Consideration is given to procedures used in establishing guidance programs or modifying existing ones (or both), including the study of various community resources that can contribute to more efficient guidance services.

ADMS 643 The Community School

Term course; 3 lecture hours. 3 credits. The development and utilization of the community school concept will be examined. Community-wide use of school facilities and the involvement of the total community in the learning process

will be studied. Emphasis will be placed on the physical plant design, organizational structure, staffing and curriculum of the community school. The utilization of the community school to implement "lifelong learning" will be stressed.

ADMS 701 Development and Implementation of Administrative Policies in Education

Term course; 3 lecture hours. 3 credits. Examines processes involved in developing and implementing educational policy from the perspective of the school administrator. Emphasis is given to the roles of federal and state governments in policy-making with attention to problems encountered in implementing educational policies.

ADMS 702 Educational Administration: Contemporary Theory and Practice

Term course; 3 lecture hours. 3 credits. Prerequisite: ADMS 600 or equivalent. Study of recent developments in administrative theory and the application of these theories to contemporary and future educational issues and problems.

ADMS 704 School Business Administration

Term course; 3 lecture hours. 3 credits. Study of theories, principles, and practices of school business administration as they apply at the school district and school building levels.

ADMS 705 Planning Educational Facilities

Term course; 3 lecture hours. 3 credits. Study of the theory, principles, criteria, procedures, and practices of planning educational facilities and the modernization, maintenance and operation of existing facilities.

ADMS 706 Advanced Supervision of Instruction

Term course; 3 lecture hours. 3 credits. Prerequisite: ADMS 601 or equivalent. Examines the development of the curriculum and management of instruction in schools; particular attention to organizational processes in schools and their relationship to instruction.

ADMS 707 Advanced Educational Law

Term course; 3 lecture hours. 3 credits. Prerequisite: ADMS 611 or equivalent. Study of the legal aspects of curricular decision making; the legal prerogatives and liabilities of school officials; and the legal responsibilities, rights and liabilities of school personnel, school students and parents of students.

Graduate courses in adult education and human resource development (ADLT)

ADLT 600 Adult Education Perspective

Term course; 3 lecture hours. 3 credits. Provides a basic perspective on adult education. Presents a survey of the philosophical underpinnings of the field, including schools of thought and associated theorists, roles and functions of adult educators, agencies and organizations that sponsor adult education programs. Examines selected processes and procedures used by adult educators and current issues impacting adult education.

ADLT 601 The Adult Learner

Term course; 3 lecture hours. 3 credits. An examination of the research findings from the applied behavioral sciences that affect adult learning throughout the life span. Emphasis is placed on the intellectual functioning and differential changes with age; the importance of self-image psychology to successful adult learning activities; relevant learning theories and principles that affect adult learning, motivation, adult attitudes and participation patterns will be explored.

ADLT 602 Adult Program Planning, Management, and Evaluation

Term course; 3 lecture hours. 3 credits. Prerequisites: ADMS 601 or permission of instructor. Models of program planning, management and evaluation appropriate for adult programs. Focuses on assessing needs, negotiating program content and logistics, and evaluating program effectiveness in a variety of settings.

ADLT 603 Instructional Strategies for Adults

Term course; 3 lecture hours. 3 credits. Prerequisites: ADMS 602 or permission of instructor. Systematic models and specific teaching techniques will be studied. Emphasis on individualized instruction, instructional technology and student-designed instructional projects.

ADLT 604 Adult Education Seminar

Term course; 3 lecture hours. 3 credits. Enrollment is restricted to those who have completed the other ADMS core courses (600, 601, 602, 603), or are currently enrolled in them. An integrative end-of-program seminar. Course involves students in real problem solving of community based adult education/HRD issues.

ADLT 620 Human Resource Development Overview

Term course; 3 lecture hours. 3 credits. Provides an overview of the HRD field, to include theories, practices and emerging concepts. Emphasis is on roles, functions and responsibilities of the HRD practitioner in supporting the strategies, mission and goals of the enterprise, whether public, private or nonprofit.

ADLT 621 Skills Development for Human Resource Development

Term course; 3 lecture hours. 3 credits. Develops skills and understandings critical to success as an HRD practitioner. Exposes students to techniques of instruction and survey instruments to gauge organizational climate and learning style differences. Emphasizes practical experience and issue analysis in gaining HRD skills that can be immediately employed.

ADLT 622 Human Resource Development Strategies and Interventions

Term course; 3 lecture hours. 3 credits. Examines organizational development, nature of interventions, when to use them (and not use them), and a variety of models for aligning human resources capabilities with organizational needs. Focuses on introduction of change and transformation of organizational culture.

ADLT 700 Management of Adult Education and Human Resource Development Programs

Term course; 3 lecture hours. 3 credits. Focuses on the policies and procedures essential to organizing and administering adult education and human resource development departments. Explores administrative theory, specific administrative tasks (e.g., staffing, budgeting) and administrative leadership as it relates to managing adult education and training units.

ADLT 701 Advanced Program Planning in Adult Education and Human Resource Development

Term course; 3 lecture hours. 3 credits. Prerequisites: ADMS 603 Adult Program Planning, Management and Evaluation or permission of the instructor. Analyzes current approaches to program planning in adult education and human resource development. Explores specific aspects of program planning, including needs analysis, managing large-scale program operations and inter-organizational relationships.

ADLT 702 Seminar in Adult Learning Theories

Term course; 3 lecture hours. 3 credits. Provides an opportunity to examine adult learning theories from a variety of epistemologies. Course is cross-disciplinary in scope, capitalizes on a wide research base and features interaction between students and lead theorists.

ADLT 703 The Adult Education and Human Resource Development Consultant

Term course; 3 lecture hours. 3 credits. Appropriate prerequisites required or permission of the instructor. Emphasizes the roles, responsibilities and skills of internal and external consultants working with adult education and/or human resource development organizations. Analyzes change, intervention and stabilization processes, the roles and functions of consultants, phases of the consulting process, adoption and diffusion of consultant innovations and diagnostic skills of consultants. Critiques current consultant intervention models and strategies.

ADLT 704 Groups, Teams, and Organizational Learning

Term course; 3 lecture hours. 3 credits. A critical analysis and evaluation of how human resource development draws on group dynamics, team related methodologies and organizational learning to create learning environments, analyze problems, build organizational capabilities and refine group processes.

ADLT 705 Global Human Resource Development

Term course; 3 lecture hours. 3 credits. Provides an in-depth awareness of how HRD practices must be modified when dealing with a global workforce. Probes a variety of multicultural dimensions in elevating cultural awareness and sensitivity. Emphasizes building effective HRD programs in cross-cultural contexts.

Graduate courses in counselor education (CLED)

CLED 600 Introduction to Guidance

Term course; 3 lecture hours. 3 credits. An introductory course for all students in counselor education. The course is

designed for both elementary and secondary counselors and is a prerequisite to all other courses offered by the department of counselor education. It includes a survey of pupil personnel services and places special emphasis on those services associated with the guidance program.

CLED 601 Theories of Counseling

Term course; 3 lecture hours. 3 credits. The theories upon which counseling is based will be presented, with particular attention placed on the research underlying the theories. The primary focus will be on providing students with a theoretical foundation upon which to base their counseling techniques.

CLED 602 Practicum: Techniques of Counseling

Term course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and CLED 601 or permission of instructor. A study and application of a variety of counseling techniques employed in the counseling relationship. Emphasis will be placed on counseling skill development.

CLED 603 Group Procedures in Counseling

Term course; 3 lecture hours. 3 credits. Introduction to the group process, group counseling, and group guidance contrasted and defined; basically theoretical.

CLED 604 Practicum: Group Procedures in Counseling

Term course; 3 lecture hours. 3 credits. Prerequisites: CLED 601 and CLED 603. Utilization of small-group interaction as a vehicle to explore techniques and procedures common to human relations study. Focus on the teaching of interpersonal effectiveness, behavior objective identification, and developing of experiences relevant to leadership, communication skills, decision making and development in affective or humanistic education.

CLED 605 Career Information and Exploration

Term course; 3 lecture hours. 3 credits. Designed to provide the potential counselor with an understanding of theoretical approaches to career development grades K through adult. Emphasis will be given to the relationship between counselor and student(s) in the career exploration and decision making process. A review of occupational, educational and personal/social information resources will be made.

CLED 606 Assessment Techniques for Counselors

Term course; 3 lecture hours. 3 credits. An examination of individual and group tests will be made. Particular attention will be given to tests of intelligence, aptitude, achievement, interest and personality. Emphasis will be placed on the importance of careful selection, appropriate administration, skilled interpretation and effective use of assessment instruments used by counselors.

CLED 610 Guidance in Elementary and Middle Schools

Term course; 3 lecture hours. 3 credits. An intensive study of guidance and counseling programs for children and young adolescents. Emphasizes the role of elementary and middle school counselors in developmental guidance. Methods for individual and group counseling and classroom guidance will be discussed and practiced.

CLED 620 Student Personnel Services in Higher Education

Term course; 3 lecture hours. 3 credits. Prerequisite: CLED 601. A course that focuses attention on administration, decision making and problem solving in the area of student personnel services. Emphasizes the case study approach; students will participate in various administrative experiments requiring the employment of administrative theory and practice.

CLED 621 Secondary School Guidance Seminar

Term course; 3 lecture hours. 3 credits. An advanced course designed to provide a means for intensive study of secondary school guidance. The approach will be to integrate the knowledge and skills from various disciplines as they relate to the work of the secondary school counselor.

Graduate courses in early childhood special education (ECSE)

ECSE 601 Assessment of Infants and Young Children with Disabilities

Term course; 3 lecture hours. 3 credits. Provides knowledge and practical applications for the identification, placement, assessment for program planning and evaluation of children with disabilities ages birth through five.

ECSE 602 Instructional Programming for Infants and Young Children with Disabilities

Term course; 3 lecture hours. 3 credits. Advanced study of intervention strategies for infants and preschool-aged children with disabilities. Emphasis on program planning, curriculum, classroom management, developmentally appropriate practice and effective intervention strategies.

ECSE 603 Program Management, Collaboration, and Service Coordination in Early Childhood Special Education

Term course; 3 lecture hours. 3 credits. Examines provisions of state and federal laws applicable to service delivery systems for infants and young children with disabilities and their families. Emphasis on service delivery models, family participation options, resource coordination and collaboration, staffing and program evaluation procedures.

Graduate courses in educational studies (EDUS)

EDUS 500 Workshop in Education

Term course; 1-3 credits. Repeatable to six credits. Designed to focus on a single topic within a curriculum area, the workshop offers graduate students exposure to new information strategies and materials in the context of a flexible instructional framework. Activities emphasize a hands-on approach with direct application to the educational setting.

EDUS 514 Parent-Child Relations

Term course; 3 lecture hours. 3 credits. A methods course in parent-child communications and problem solving. Designed to enable parents and professionals to understand and relate more effectively with children.

EDUS 594 Topical Seminar

Term course; variable; 1-3 credits. May be repeated for a maximum of six credits. A seminar intended for group study by students interested in examining topics, issues, or problems related to teaching and learning.

EDUS 601 Philosophy of Education

Term course; 3 lecture hours. 3 credits. A study of basic philosophies that have contributed to the present-day educational system. Attention will be given to contemporary philosophies and their impact on educational aims and methods.

EDUS 602 Adolescent Growth and Development

Term course; 3 lecture hours. 3 credits. Contemporary learning theories and their implications for teaching the adolescent learner. Emphasis will be placed on specific problems of adolescent growth and development as they relate to the learning situation.

EDUS 603 Seminar in Child Growth and Development

Term course; 3 lecture hours. 3 credits. Intensive study of child growth and development and application of this knowledge. Emphasis on current research.

EDUS 604 Adult Development

Term course; 3 lecture hours. 3 credits. An introductory study of adult development from the life cycle perspective with implications for educators working with adults. Emphasis will be placed on major physiological, psychological, sociological and anthropological factors that make adults distinct from earlier developmental levels.

EDUS 606 Review of Research

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of nine credits. Application of research findings to a specific educational area of study. Emphasis is on the consumption and utilization of research findings rather than the production of research evidence.

EDUS 607/PSYC 607 Advanced Educational Psychology

Term course; 3 lecture hours. 3 credits. Application of the principles of psychology to the teaching-learning process. Discussion will focus on the comprehensive development of individual learning experiences and educational programs from the point of view of the educator and the administrator.

EDUS 608 History of Western Education

Term course; 3 lecture hours. 3 credits. This course will explore the development of educational thought and practice from ancient times to the present, with special attention being given to the major issues confronting American education since its beginning.

EDUS 609 Learning Theories in Education

Term course; 3 lecture hours. 3 credits. A study of general learning theories applicable to education including the concepts and issues related to the teaching-learning process. Instruction and curriculum will be discussed to illustrate psychological principles of learning.

EDUS 610 Social Foundations of Education

Term course; 3 lecture hours. 3 credits. A study of significant social issues involved in the development and operation of schools and other educational institutions and processes.

EDUS 612 Education and the World's Future

Term course; 3 lecture hours. 3 credits. An examination of education as it relates to future changes in other areas: population, energy, transportation, family, etc. The course will consist of readings dealing with educational change as well as a series of modules where students will engage in future exercises, games and projects.

EDUS 613 Educational Change

Term course; 3 lecture hours. 3 credits. Developing the skills for planned program change through the use of systematic inquiry, systems analysis, and systems approaches through systems concepts. Provides opportunities for students to develop "mini (classroom) changes" or "macro (school district) changes" through the use of systems.

EDUS 614 Contemporary Educational Thought

Term course; 3 lecture hours. 3 credits. This course will be devoted to a critical examination of educational ideas and programs emanating from contemporary writings on education. Students will be encouraged to develop critical skills of analysis in examining such writings utilizing historical and philosophical perspectives.

EDUS 641 Independent Study

Term course; 1-6 credits. May be repeated for a maximum of nine credits. Determination of the amount of credit and permission of the instructor and department chair must be procured prior to registration. Cannot be used in place of existing courses. An individual study of a specialized issue or problem in education.

EDUS 651 Topics in Education

Term course; 1-3 credits, repeatable to nine credits. Check with department for specific prerequisites. A course for the examination of specialized issues, topics, readings or problems in education.

EDUS 660 Research Methods in Education

Term course; 3 lecture hours. 3 credits. Designed to provide an introductory understanding of educational research and evaluation studies. Emphasizes fundamental concepts, procedures, and processes appropriate for use in basic, applied, and developmental research. Includes developing skills in critical analysis of research studies. Analyzes the assumptions, uses, and limitations of different research designs. Explores methodological and ethical issues of educational research. Students either conduct or design a study in their area of educational specialization.

EDUS 661 Educational Evaluation: Models and Designs

Term course; 3 lecture hours. 3 credits. Prerequisite: EDUS 660 or permission of instructor. A comprehensive review of the major evaluation theories and models including their focus, assumptions, designs, methodologies, and audiences in educational policy-making and program development. Designed for students to gain an understanding of alternative

procedures of educational evaluation, an in-depth knowledge of at least one theoretical approach to evaluation, and skills in interpretation of evaluation studies for policy and in developing an evaluation design for their area of specialization.

EDUS 662 Educational Measurement and Evaluation

Term course; 3 lecture hours. 3 credits. This course is a prerequisite for more advanced courses in research and evaluation. To provide an understanding of basic concepts of educational measurement and evaluation. Includes development, interpretation, and use of norm-referenced and criterion-referenced measures, standardized instruments and qualitative assessments applicable to a wide variety of educational programs and settings. Students study in-depth measurement and/or evaluation procedures in their specialization.

EDUS 672 Internship

Term course; 1-6 credits. May be repeated for a maximum of 12 credits. Prerequisite: Permission of adviser. Study and integration of theory with practice in clinical or off-campus settings supervised by an approved professional and university faculty. May include seminars, selected readings, projects and other activities designed and evaluated by supervising faculty.

EDUS 673 Seminar on Educational Issues, Ethics, and Policy

Term course; 3 lecture hours. 3 credits. An analysis of the ethical dimensions of educational policies and practices. Examines aspects of selected educational policies and practices, drawn in part from practical issues encountered in clinical settings. Investigates how educational policies and practices reflect ethical values and how those values are grounded.

EDUS 700 Externship

Term course; 1-6 credits. May be repeated for a maximum of nine credits. Prerequisite: Permission of department. Plan of work designed by extern with prior approval of the offering department. State certification or equivalent may be required for some externships. Off-campus planned experiences for advanced graduate students designed to extend professional competencies, carried out in a setting, under supervision of an approved professional. Externship activities monitored and evaluated by university faculty.

EDUS 701 Urban Education

Term course; 3 lecture hours. 3 credits. A study of urban education from historical and contemporary perspectives. This course includes study of the educative effect of urban environments; the development of public and private urban educational systems; the influence of social, political, and economic factors on urban educational programs; and the impact of theories, proposals and practices on alternative futures.

EDUS 705 Doctoral Seminar

Term course; 3 lecture hours. 3 credits. Provides doctoral students with opportunities to investigate research areas related to their doctoral studies. Students and instructor will critique student conducted in-depth literature reviews and preliminary research proposals.

EDUS 710 Educational Research Design

Term course; 3 lecture hours. 3 credits. Prerequisites: Graduate-level statistics course and EDUS 660 or equivalent, or permission of instructor. An examination of research designs and concepts commonly utilized in conducting research in applied educational settings. Fundamental principles of research are extended to cover such topics as quasi-experimental, multivariate and qualitative research design.

EDUS 711 Qualitative Methods and Analysis

Term course; 3 lecture hours. 3 credits. Prerequisites: Graduate-level statistics course and EDUS 660 or equivalent, or permission of the instructor. Examines qualitative research designs and inductive analysis, including research traditions, problems formulation in fieldwork, purposeful sampling, interactive data collection strategies, research reliability and validity. An interdisciplinary approach is used. Students conduct a small field study in their specialization.

EDUS 790 Educational Research Seminar

Term course; 3 lecture hours. 3 credits. Provides doctoral students with opportunities to investigate research areas related to their doctoral studies. Students and instructor will critique student conducted literature reviews and preliminary research proposals.

EDUS 798 Thesis

Term course; 1-6 credits. May be repeated for a maximum of six credits. A research study of a topic or problem approved by the student's supervisory committee and completed in accordance with acceptable standards for thesis writing.

EDUS 890 Dissertation Seminar

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of adviser or dissertation chair. Designed to develop and refine the skills applicable to the preparation of an acceptable draft of a dissertation prospectus.

EDUS 899 Dissertation Research

Term course; variable credit. May be repeated. A minimum of twelve term hours required. Prerequisite: Successful completion of comprehensive examinations and approval of student's doctoral prospectus. Dissertation work under direction of dissertation committee.

Graduate courses in emotional disturbance (EMOD)**EMOD 500 Characteristics of Students with Emotional Disturbance**

Term course; 3 lecture hours. 3 credits. Focuses on the nature of children and youth with behavior disorders and emotional disturbances with emphasis on psychological, bio-physical, sociological, and ecological factors that relate to their educational needs. Related topics include definitions and classification of disorders, school identification and assessment procedures, and intervention approaches.

EMOD 501 Teaching Students with Emotional Disturbance

Term course; 3 lecture hours. 3 credits. Prerequisite: EMOD 500. Provides an in-depth study of instructional strategies

and organization of activities for children and youth with behavior disorders and emotional disturbances children including curriculum, media, materials, and physical environment. Develops skills to plan and deliver instruction in a variety of educational settings including regular classes, resource rooms, self-contained classes and residential programs.

EMOD 603 Interactive Strategies in Teaching Students with Special Needs

Term course; 3 lecture hours. 3 credits. Strengthens teaching skills in affective education, social skills development, and life space interviewing techniques as methods of promoting human interaction skills among students with special needs in schools. Focuses on professional skills in interpersonal relationships, communication, consultation and teamwork.

Graduate courses in English education (ENED)

ENED 532/ENGL 532 Applied English Linguistics

Term course; 3 lecture hours. 3 credits. May be repeated for credit. Application of linguistic theories and methods to selected teaching problems, such as teaching English grammar and usage, teaching English as a second or foreign language or teaching standard English to students who speak different dialects.

ENED 601/ENGL 601 Young Adult Literature

Term course; 3 lecture hours. 3 credits. Examination of literature written for young adults, literature appropriate for young people in middle schools and high schools. Focuses on the content, characteristics and teaching of such literature.

ENED 636/ENGL 636 Teaching Writing

Term course; 3 lecture hours. 3 credits. Examines theories and practices of teaching writing, with emphasis on the connections between theory and practice.

ENED 643/ENGL 643 Teaching Basic Writing Skills

Term course; 3 lecture hours. 3 credits. The emphasis of this course will be on developing the student's ability to teach fundamental writing skills. It will include such topics as diagnosis of writing problems, strategies for correcting problems and methods for evaluating progress.

Graduate courses in interdisciplinary developmental disabilities studies (IDDS)

IDDS 600 Interdisciplinary Studies in Developmental Disabilities: Teamwork in Serving Persons with Developmental Disabilities

Term course; 3 lecture hours. 3 credits. Provides information and activities on models of teamwork, group decision-making, team process, leadership, and communication and how they influence services for persons with disabilities and their families; content/discussion focuses on the roles and functions of individuals from various disciplines (including parents) as team members; includes case studies and simulations of interdisciplinary teamwork in action.

IDDS 691 Special Topics in Developmental Disabilities

Term course; 1-3 lecture hours. 1-3 credits. Prerequisite: Permission of graduate faculty adviser, course faculty coordinator, and director of preservice training at the Virginia Institute for Developmental Disabilities. Explores specific interdisciplinary content and issues in the field of developmental disabilities and examines the practice approaches of multiple disciplines.

IDDS 692 Directed Study in Developmental Disabilities

Variable 1-4 credits. Prerequisite: Permission of graduate faculty adviser and director of preservice training at the Virginia Institute for Developmental Disabilities. Provides an independent study in a specific area of interdisciplinary practice in developmental disabilities developed under the supervision of a member of the graduate faculty.

Graduate courses in learning disabilities (SELD)

SELD 530 Language Disabilities: Assessment and Teaching

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of instructor or equivalent. Studies normal oral language development as a basis for understanding students who experience specific or generalized difficulties in learning a first language. Includes diagnostic and instruction strategies with an emphasis on the interrelationships of language, content and use.

SELD 600 Characteristics of Persons with Learning Disabilities

Term course; 3 lecture hours. 3 credits. The nature and needs of individuals with learning disabilities, with emphasis upon psychological and behavioral characteristics as related to educational needs.

SELD 601 Methods of Clinical Teaching

Term course; 3 lecture hours. 3 credits. Prerequisites: TEDU 633 or SELD 620, and SELD 600. Specific methodologies for teaching individuals with identified precognitive and cognitive learning disabilities. Includes the use of developmental, remedial and compensatory approaches for instruction in basic skills and accommodation to individual learning styles.

SELD 611 Teaching the Adolescent with Learning Disabilities

Term course; 3 lecture hours. 3 credits. An advanced course in identifying, diagnosing, and remediating academic learning problems in the adolescent. Explores the organization, selection, and implementation of compensatory programs and methods under the impact of cognitive, motivational, curricular, social and vocational factors.

SELD 620 Advanced Educational Diagnosis of Developmental Processes

Term course; 3 lecture hours. 3 credits. Prerequisite: TEDU 633 or permission of instructor. Must be taken concurrently with Clinical Experience. An advanced course in the assessment and diagnosis of educationally relevant developmental processes in students with exceptionalities, including perception, cognition,

language and socialization. Develops skill in utilization and interpretation for educational purposes.

SELD 621 Advanced Educational Diagnosis of Academic Problems

Term course; 3 lecture hours. 3 credits. Prerequisite: TEDU 633 or permission of instructor. Must be taken concurrently with clinical experience. An advanced course in the assessment and diagnosis of educationally relevant learning skills in students with exceptionalities, including language arts, mathematics, behavioral, vocational and related skills. Develops skills in utilization and interpretation for educational purposes.

SELD 631 Aural Rehabilitation

Term course; 3 lecture hours. 3 credits. A detailed review in techniques for teaching lip reading and auditory training for the hearing-impaired child.

Graduate courses in mental retardation (MNRT)

MNRT 500 Language/Communication Intervention for Young Children and Individuals with Severe Disabilities

Term course; 3 lecture hours. 3 credits. Prerequisite: Permission of the instructor. An intensive study of the developmental sequence of language/communication acquisition and intervention strategies for infants; preschoolers and individuals with severe language delays or deficits, severe mental retardation and/or other severe disabilities.

MNRT 556 Introduction to Mental Retardation

Term course; 3 lecture hours. 3 credits. Initial graduate offering for special education majors concentrating in mental retardation. Includes review and discussion of all ages and levels of individuals with mental retardation. Analysis of major issues in mental retardation such as deinstitutionalization, inclusion in school and community services, client advocacy, family involvement and new techniques in intervention and prevention.

MNRT 560 Curriculum Design for Students with Mental Retardation

Term course; 3 lecture hours. 3 credits. Prerequisites: TEDU 330 or equivalent, and MNRT 556. Examines issues and strategies required in selecting and developing curriculum for students with mental retardation. Emphasizes three components: the content and skills from resources used in teaching particular topics, instructional design procedures, and ways of coordinating and delivering instruction to students with mental retardation.

MNRT 602 Assessment and Curriculum Development for Students with Severe Disabilities

Term course; 3 lecture hours. 3 credits. Addresses functional assessment strategies, IEP development, and curriculum organization and implementation for students with severe disabilities. Emphasizes educating learners in the least restrictive environment using a transdisciplinary team approach.

MNRT 610 Teaching Strategies for Students with Severe Disabilities

Term course; 3 lecture hours. 3 credits. This course is designed to provide instruction in teaching methods for individuals with severe behavior, learning, or emotional disabilities. Emphasis will be placed on instructional program development, task analysis and methods of precision teaching.

Graduate courses in physical education (PHED)

PHED 500 Motor Development of Young Children

Term course; 3 lecture hours. 3 credits. This course will deal with the development of small children, preschool, kindergarten and first-grade children through physical education. Emphasis will be on the construction of a program of motor development for each of these three groups. The programs will be based on the research findings in such areas as perceptual-motor development, motor learning, educational psychology and others. Those students and teachers in the fields of physical education, special education and elementary education should find this course useful in developing programs of motor development for their students.

PHED 507 Teaching Health in the Public Schools

Term course; 3 lecture hours. 3 credits. Examines health issues, family influences, teenage attitudes and signs of progress in health behavior. School health programs, including remedial, classroom instruction and environmental aspects of school life are also considered.

PHED 514 Physical Education for Special Populations

Term course; 3 lecture hours. 3 credits. This course is designed to provide fundamental information to students at the graduate level on physical education programming for children with disabilities. Course content focuses on programming techniques and methods that are most effective in meeting the specific physical education needs of the individual child. Emphasis is on public law 94-142 provisions currently affecting physical education programming for special populations; in particular, the development of specially designed physical education programs, on individualized education programs and providing programming in the least restrictive environment.

PHED 521 Athletic Care and Training

Term course; 3 lecture hours. 3 credits. The course is designed to give the student insight and understanding into the basic principles in the care and prevention of athletic injuries. Course content includes emergency first aid techniques, mechanisms of athletic injuries with an anatomical and kinesiological analysis of common injuries, and preventive and protective techniques.

PHED 600 Seminar in Motor Learning Performance

Term course; 3 lecture hours. 3 credits. Analysis of early patterns of behavior and the development of physical skills in childhood, adolescence, and adulthood. Consideration of differences in motor proficiency and factors affecting the acquisition of motor skills and concepts of motor learning with reference to the improvement of instructional practices.

PHED 601 Movement Physiology

Term course; 2 lecture and 2 laboratory hours. 3 credits. Physiological processes in relation to bodily exercises in everyday life and sports activities. Physiological changes in the human organism due to movement. Investigation and application of research to physical education. Students must design, conduct, and complete a research study.

PHED 602 Development of Research Techniques in Physical Education

Term course; 3 lecture hours. 3 credits. Theory and techniques involved in the analysis and interpretation of data pertinent to research in physical education. Basic statistics applied to data encountered in physical education research. Student must design, conduct and write a pilot study.

PHED 603 Applied Fitness and Nutrition for Health and Physical Education Professionals and Coaches

Term course; 3 lecture hours. 3 credits. Prerequisite: Open only to health and physical education professionals with at least a bachelor's degree. An in-depth study of applied fitness and nutrition areas which are vital to health and physical education teachers, coaches, health club instructors/directors and corporate fitness directors. Emphasis is on the application of knowledge and fundamental fitness and nutrition principles.

PHED 604 Sports Nutrition

Term course; 2 lecture hours and 2 laboratory hours. 3 credits. Prerequisite: HLTH 400 or equivalent or permission of instructor. Provides students with a basic understanding of human nutrition through study of fats, carbohydrates, proteins, vitamins, minerals, and water. This course places major emphasis on the special nutritional needs of the exercising and athletic population. The major aspects of sports nutrition are examined including weight control and body composition, the energy system, performance enhancement, disease and the modification of eating and exercise behavior.

PHED 605 Critical Issues in Health Education

Term course; 3 lecture hours. 3 credits. Provides an overview of major health issues in the twentieth century. Considers knowledge, attitudes, and behaviors in the areas of consumer health, emotional health, family life, trends in disease, issues of the environment, drug use and abuse, nutrition, exercise and weight control. Designed for K-12 teachers, future teachers and health professionals with a focus on helping youth in the school setting.

PHED 606 Psychosocial Aspects of Sports

Term course; 3 lecture hours. 3 credits. Introduces teachers and coaches to concepts and techniques that will enhance their effectiveness in working with teams and individuals in the sport and physical education setting. Examines current research in and theories of exercise science related to the improvement of individual performance including motor skill acquisition and practice, stress and anxiety reduction, optimal mental training concepts and the relationship of performance to growth, maturation and physical training.

PHED 610 Exercise Physiology: Instrumentation and Techniques

Term course; 1 lecture and 4 laboratory hours. 3 credits. Designed to integrate practical and theoretical aspects of exercise physiology; experiences will benefit the physical educator, the coach, the athletic trainer, and the physiologist. Units include setting up and operating a movement physiology laboratory and techniques of open-circuit spirometry, closed-circuit spirometry, blood chemistry and anthropometrics.

PHED 611 Mechanical Analysis of Human Motion

Term course; 2 lecture and 2 laboratory hours. 3 credits. Anatomical relationships dealing with arthrology, myology, neurology, and physical principles as applied to mechanical and kinesiological interpretation of normal, abnormal and growth and development functions. Students must design, conduct and complete a research study.

PHED 612 Administration and Supervision of Physical Education

Term course; 3 lecture hours. 3 credits. Guides for administrative and supervisory policies and problems in physical education. Observation techniques, standards for judging instruction, the supervisory conference, cooperative supervision. Emphasis placed upon the common problems met by administrators and supervisors.

PHED 613 General Motor Ability Evaluation

Term course; 2 lecture and 2 laboratory hours. 3 credits. The theory of the construction of evaluative instruments in physical education with emphasis on a critical examination of existing measurement devices. Emphasis on the use of measurement as a tool for improving physical education programs.

PHED 614 Motor Assessment for Special Populations

Term course; 3 lecture hours. 3 credits. Prerequisite: PHED 514 or permission of instructor. This course is designed to provide the student with basic information regarding motor tests and observational instruments that assess and evaluate special populations. The content of the course will focus on the analysis of these tests as to their 1) main components and items purporting to measure these components, 2) administration, i.e., time, administrator's experience, group size, validity and reliability, and standardization, and 3) use in establishing and monitoring annual goals and short-term objectives for an individualized education program.

PHED 621 Sports Medicine

Term course; 3 lecture hours. 3 credits. Prerequisite: PHED 521 or permission of instructor. The course is designed to give the student knowledge in the advanced principles of prevention and treatment of athletic injuries. The course includes advanced first aid techniques and the more sophisticated means of athletic care and prevention. Students are exposed to such modalities as mechanical therapies, thermal therapy, cryotherapy, hydrotherapy and electrotherapy. One major component of the course deals with therapeutic exercise and its use in the rehabilitation of the injured athlete.

PHED 701 Clinical Exercise Physiology

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: PHED 601. Theoretical and functional techniques

of graded exercise testing for functional and/or diagnostic assessment are examined. Topics include pulmonary, cardiovascular, respiratory and myocardial physiology and the principles and skills of exercise prescription based on metabolic calculations.

Graduate courses in reading (READ)

READ 600 Analysis and Correction of Reading Problems

Term course; 3 lecture hours. 3 credits. Prerequisite: TEDU 561 or 549. An analysis of factors relating to reading difficulty. Diagnostic testing procedures and instructional strategies appropriate for the reading specialist in clinical and classroom settings will be emphasized.

READ 601 Psycholinguistics and Language Arts Curriculum

Term course; 3 lecture hours. 3 credits. An investigation of the psychological processes involved in language behavior and the relationship of these processes to the teaching of the basic communication skills.

READ 602 Teaching Reading to Adults

Term course; 3 lecture hours. 3 credits. Examines strategies appropriate for teaching adult readers functioning at levels ranging from beginning to college level. Analyzes basic reading concepts, skills, strategies, and adult reading methods and materials. Focuses on adapting teaching techniques for use with adults in various organizational patterns.

READ 605 Organizing and Implementing Reading Programs

3 lecture hours. 3 credits. Prerequisites: TEDU 561, READ 600, TEDU 672 or permission of instructor. Integrates reading theory with program implementation. Analyzes the role of reading specialist as related to program design, assessment, supervision, instruction and resource responsibilities. Includes specific field-based requirements.

READ 691 Topics in Reading

Term course; 3 lecture hours. 3 credits. Prerequisites determined by topic. Examines recent trends and topics within the field. Includes review of pertinent research, examination of policy issues and investigation of historical movements. Clinical application is included as appropriate.

Graduate courses in recreation, parks and tourism (RECR)

RECR 506 Contemporary Issues in Therapeutic Recreation

Term course; 3 lecture hours. 3 credits. Prerequisite: RECR 371, 472 or equivalent. An examination of contemporary issues affecting the delivery of leisure services and programs to disabled persons. Both the scope and nature of leisure opportunities available to disabled individuals are considered.

RECR 510 Tourism Policy

Term course; 3 lecture hours. 3 credits. The examination of tourism policy with emphasis upon components involved in

the formulation and implementation of public policy. The course will include an analysis of the legislative programs of regional and national tourism organizations.

RECR 601 Conceptual Foundations of Leisure Services

Term course; 3 lecture hours. 3 credits. A study of the development of the leisure services and sports movement in the United States. Attention will be given to the historical, philosophical and social bases of leisure services and sports in today's society. Implications for present and future leisure services and sports planning will be emphasized.

RECR 602 Organization and Administration of Recreation and Parks Systems

Term course; 3 lecture hours. 3 credits. An analysis of administrative theories and patterns of management appropriate to the establishment and operation of community leisure service programs. Special emphasis will be given to organizational planning, goal setting, financial support, program evaluation and the role of the administrator in a leisure service setting.

RECR 603 Research and Evaluation Processes in Recreation, Parks and Tourism

Term course; 3 lecture hours. 3 credits. Familiarizes student with the scientific approach to inquiry as applied to the study of the phenomenon of leisure. Basic research terminology, methodology, procedures and concepts are explored with particular reference to the application of empirical investigation to topics of interest to professionals in the field of recreation, parks and tourism.

RECR 604 Research Practicum

Term course; 3 lecture hours. 3 credits. Prerequisite: RECR 603. Conceptualizing and writing a professional paper or the first part of a research study (either RECR 797 Research Project or RECR 798 Thesis) on a topic in recreation, parks, and tourism chosen by the student in consultation with the instructor and adviser. Emphasis will be placed on problem identification, literature review and research design.

RECR 605 Program Development in Therapeutic Recreation

Term course; 3 lecture hours. 3 credits. This course will provide students with an opportunity to critically examine contemporary models of leisure service programming for disabled persons. Emphasis will be placed upon observation and analysis of medical-clinical custodial, therapeutic community/milieu, and education and training approaches to recreation for persons with disabling conditions.

RECR 606 Directed Readings

Term course; 3 credits. Prerequisite: Permission of instructor. Provides student with the opportunity to pursue an independent research project or extensive literature review under the supervision of an instructor. Independent work by student must be preceded by the instructors review and approval of the proposal. Cannot be used in place of existing courses.

RECR 607 Field Instruction

Term course; 3 term hours; 150-360 clock hours. 3 credits. Application of theoretical knowledge as a practicing professional

in a service delivery agency. Basic knowledge, attitudes, and skills necessary to function as a provider or manager of leisure services will be assessed by a faculty member and field supervisor. Enrollment only by permission of departmental graduate committee.

RECR 608 Analysis and Planning for Travel and Tourism

Term course; 3 lecture hours. 3 credits. Analysis and planning of travel and tourism resources in the development of an effective comprehensive tourism services delivery system.

RECR 609 Program Development and Management

Term course; 3 lecture hours. 3 credits. Analysis of the individual, political, and societal determinants of recreation programming. Covers the factors influencing leisure behavior and the role of the program supervisor in recreational and leisure settings. The course also deals with the evaluation of recreation and park programs and with the research functions in recreation programming.

RECR 690 Seminar

Term course; 3 lecture hours. 3 credits. Restricted to second-term graduate students who have completed the research methods course. Individual graduate thesis and research topics will be discussed as will topics of current, specialized interest to the recreation, parks and tourism fields.

RECR 722 Recreation Systems Planning

Term course; 3 lecture hours. 3 credits. Not offered regularly. General principles of planning and development of local and regional recreation areas and facilities. Investigation of standards relative to size, location and programs. Review of national and statewide outdoor recreation plans and trends in recreation development. A practical exercise in recreation planning to be completed in the field.

RECR 797 Research Project

3 credits with 1 credit extension. Prerequisites: RECR 603 and 604. The research project involves a systematically planned and executed scholarly project utilizing an approved methodology for investigating and reporting on a major issue pertinent to the student's interest in the recreation, parks and tourism fields.

RECR 798 Thesis

3 credits with 1 credit extension. Prerequisites: RECR 603 and 604. The master's thesis involves a carefully planned and executed research study under the supervision of an adviser and thesis committee utilizing the traditional standards for thesis writing.

Graduate courses in teacher education (TEDU)

TEDU 500 Workshop in Education

Term course; 1-3 credits. Repeatable to six credits. Designed to focus on a single topic within a curriculum area, the workshop offers graduate students exposure to new information strategies and materials in the context of a flexible instructional framework. Activities emphasize a hands-on approach with direct application to the educational setting.

TEDU 501 Working with the Student Teacher

1-3 credits. A focus on the role of the cooperating teacher during the student teaching experience. Overview of techniques for working with student teachers and evaluating student teacher performance.

TEDU 503 Guidance for Exceptional Children

Term course; 3 lecture hours. 3 credits. An introduction to guidance strategies for assisting exceptional children. Special attention is given to the interrelationships of home, school and community resources.

TEDU 504 Film as a Teaching Resource

Term course; 3 lecture hours. 3 credits. Exploring the film as a teaching resource. The course is designed to familiarize the students with thought provoking films. Over 50 films will be presented. Especially helpful for the English teacher will be the exploration of the relationship between film and fiction. The humanities teacher will find a repertory of films on topics relating to historical and social questions useful.

TEDU 507 Survey of Educational Media

Term course; 3 lecture hours. 3 credits. Introduces the role of educational media and technology in the instructional process. Emphasizes the systematic design of instruction and the selection, evaluation, and utilization of media. Basic production skills and equipment operation are developed within a framework of designing appropriate learning activities.

TEDU 509 TV in the Classroom

Term course; 3 lecture hours. 3-6 credits. Video taped teaching-learning materials for specified learner outcomes will be designed and produced. Educational broadcasting and the use of commercial broadcast programs will be examined.

TEDU 517 Science Education in the Elementary School

Term course; 3 lecture hours. 3 credits. A course designed to renew and/or expand teachers' knowledge and skills in the teaching of science in the classroom and the community. New materials and methodologies will be examined in the light of current trends, research findings and professional recommendations.

TEDU 521 Teaching Mathematics for Middle Education

Term course; 3 lecture hours. 3 credits. Emphasis on current instructional strategies, learning theories and manipulative materials appropriate for teaching mathematics to children. The content focuses on middle grades, but the developmental approach includes some topics from the primary grades.

TEDU 522 Teaching Mathematics for Elementary Education

Term course; 3 lecture hours. 3 credits. Emphasis on current instructional strategies, learning theories, and manipulative materials appropriate for teaching mathematics to children. The content focus is on the primary and elementary grades.

TEDU 523 Implementing and Administering Programs for Young Children

Term course; 3 lecture hours. 3 credits. Provides the student with fundamental knowledge and skills in the implementation, supervision, and administration of educational programs

in schools, centers and homes for infants and young children. A problems approach will be utilized with emphasis on creative management and evaluative processes.

TEDU 524 Cross Cultural Perspectives in Child Rearing and Early Education

Term course; 3 lecture hours. 3 credits. Analysis of the impact of linguistic patterns, child rearing techniques and socialization processes on the education of young children in various cultural settings.

TEDU 525 Teaching Language Arts

Term course; 3 lecture hours. 3 credits. Teaching techniques and materials for the developmental teaching of communication skills. Students will explore significant research and current literature related to content, organization and instruction in language arts for the elementary and middle schools.

TEDU 528/ENGL 528 Children's Literature II

Term course; 3 lecture hours. 3 credits. A study of classic and current children's books from a variety of literary genre. Magazines and media related reference resources and journals are reviewed. The creative use of literature, its sociocultural functions and its contribution to the development of the oral and written expression of children from nursery to grade eight are explored. A focus on children with special problems is included.

TEDU 531 Creative Teaching in the Elementary School

Term course; 3 lecture hours. 3 credits. Designed for early childhood and elementary teachers and administrators. Diversified experiences drawn from various curriculum areas including the arts. Focus on the creative process and the role of the teacher in fostering creativity.

TEDU 534 Photography in Instruction

Term course; 3 lecture hours. 3 credits. Skills with cameras, films, papers and other photographic equipment and materials. The use of these materials as tools for teaching and the skills for preparation of instructional resources will be discussed and practiced.

TEDU 535 Problems of Social Studies Instruction

Term course; 3-6 credits. Prerequisite: Permission of instructor and appropriate teaching experience. An in-depth investigation into the nature of and alternatives to problems encountered by students while teaching. Developing and evaluating instructional alternatives will be stressed.

TEDU 537 Secondary School Curriculum

Term course; 3 lecture hours. 3 credits. Studies the background and objectives of the contemporary secondary school; basic issues, current trends and practices in curriculum construction and instructional planning are examined.

TEDU 538 Orientation to Speech and Language Disorders

Term course; 3 lecture hours. 3 credits. An introduction to the history, scope, and trends in the field of speech pathology to include terminology, systems of classification, and concepts of etiology, diagnosis and therapy.

TEDU 540 Teaching Middle and High School Sciences

Term course; 3 lecture hours. 3 credits. Examines the teaching strategies, materials and objectives of the sciences in middle and high schools. Emphasizes the nature of science in science instruction, teaching of experimental design and translating science education research into teaching practices.

TEDU 541 Infants and Young Children with Special Needs

Term course; 3 lecture hours. 3 credits. An overview of the characteristics of infants and preschool-aged children at risk for or with disabilities. Examines various disabilities, the rationale for early intervention and available resources.

TEDU 542 Family/Professional Partnerships

Term course; 3 lecture hours. 3 credits. Theory and practice relevant to working with families of children with disabilities. Family-centered services and cultural sensitivity are emphasized. Provides an overview of family processes and reactions to having a child with a disability, strategies for helping family members support and work with their children, available community resources, and legal rights of families and children with disabilities.

TEDU 543 Teaching Secondary School Foreign Languages

Term course; 3 lecture hours. 3 credits. Examines objectives, materials, effective instructional strategies, and assessment procedures in the teaching of modern foreign languages. Focuses on a thorough understanding of current developments in foreign language pedagogy and their application to teaching and listening, speaking, reading and writing skills. Provides theoretical and practical experiences for planning and implementing effective instruction designed to facilitate student acquisition of communicative proficiencies.

TEDU 544 Introduction to the Middle School

Term course; 3 lecture hours. 3 credits. An examination of the nature and capabilities of the middle school student, the school environment, teacher characteristics, instructional modes, the curriculum and the future of the middle school movement.

TEDU 545 Teaching Secondary School Mathematics

Term course; 3 lecture hours. 3 credits. Prerequisite: Upper-division mathematical sciences major. Examines materials, resources, innovations, procedures, methods, equipment, and learning principles appropriate for decision-making related to the teaching of secondary mathematics.

TEDU 547 Teaching Secondary School Social Studies

Term course; 3 lecture hours. 3 credits. Examines demands involved in secondary social studies instruction; preparatory approaches to using academic and professional insights in confronting the demands; formulating and implementing appropriate methodological approaches.

TEDU 548 Teaching Secondary School English

Term course; 3 lecture hours. 3 credits. Studies teaching strategies, materials and objectives for literature, language, and composition; developing and organizing English instruction;

applying learning theory; examining evaluation strategies; questioning techniques and classroom management.

TEDU 549 Developmental Reading in the Secondary School

Term course; 3 lecture hours. 3 credits. For prospective and practicing secondary school teachers. The course explores theoretical concepts in learning and reading, and the translation of these concepts into specific teaching procedures for students in the secondary school.

TEDU 550 Teaching Interdisciplinary Language Arts and Social Studies in the Middle School

Term course; 3 lecture hours. 3 credits. Describes and applies basic principles of middle school education and early adolescence with attention to the persistence of the academic disciplines and traditional curricular approaches to English and social studies. Offers a rationale for interdisciplinary instruction and proposes solutions to the practical dilemmas that confront interdisciplinary teaching in the middle school. Identifies interdisciplinary themes drawn from history, the social sciences, and literature; plans units of instruction around such themes; devises instructional strategies for the teaching of interdisciplinary skills and content.

TEDU 552/ENGL 552 Teaching English as a Second Language

Term course; 3 lecture hours. 3 credits. Provides students who plan to teach English to people whose native language is not English with a variety of instructional/learning strategies. Presents and explores current approaches and methodology, as these relate to linguistic features and pedagogy.

TEDU 554/CMSC 554 Applications of Computers in the Teaching of Mathematics

Term course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: College calculus course or permission of instructor. Introduction to computers and programming using the language, BASIC. Applications of the computer in algebra, geometry, trigonometry, statistics and calculus.

TEDU 555 Geography in Social Studies Curriculum

Term course; 3 lecture hours. 3 credits. A survey of geographic concepts and processes as a basis for examining curricular projects for and developing instructional approaches to geography as part of the social studies curriculum.

TEDU 556 Computer Applications in Education

Term course; 3 lecture hours. 3 credits. Designed for persons who use or plan to use computers in the educational process. Emphasis will be placed on the role of computer technology in education, applications in various educational fields, the selection and evaluation of appropriate software, and the design of basic instructional programs.

TEDU 558 Educating Students with Multiple Disabilities

Term course; 3 lecture hours. 3 credits. Examines the educational, social, physical and health care needs of students who possess both cognitive and physical/sensory disabilities. Focuses on specific strategies for positioning and handling students, assessing skills and developing goals collaboratively.

Emphasizes techniques for meeting the needs of students with deaf-blindness and students with special health care needs.

TEDU 561 Reading Foundations: Sociological/Psychological Perspectives

Term course; 3 lecture hours. 3 credits. The purpose of this course is to provide a basic understanding of the theories, processes and methodologies of reading instruction. Multidisciplinary, multicultural aspects of reading instruction are stressed. Topics of particular importance to the classroom teacher are emphasized.

TEDU 562 Reading Instruction in the Content Areas

Term course; 3 lecture hours. 3 credits. Prepares teachers to apply skills and methods of reading instruction to content areas in elementary, middle, and secondary school curricula. Includes theoretical bases and methodology for incorporating reading skills and strategies within content areas of instruction.

TEDU 564 Teaching the Gifted

Term course; 3 lecture hours. 3 credits. Curriculum development and organization of activities for the gifted at different maturational levels with specific attention given to program content, materials, resources and guidance.

TEDU 566 Diagnosis and Remediation in Reading

Term course; 3 lecture hours. 3 credits. Prerequisite: Basic reading methods course or permission of instructor. Studies reading problems by focusing on reading diagnosis and correction related to classroom and clinic. Involves evaluating and tutoring individuals with reading difficulties. A supervised practicum is a component.

TEDU 569 Diagnosis and Remediation in Mathematics

Term course; 3 lecture hours. 3 credits. For classroom and resource teachers working with children whose arithmetic achievement is significantly lower than grade-level placement or expectancy level; designed to remediate learning problems in arithmetic at the child's level and to aid teachers in the sequential development of skills and concepts.

TEDU 573 Introduction to Learning Disabilities

Term course; 3 lecture hours. 3 credits. Not for program majors, recertification, or endorsement. An overview of individuals with learning disabilities within the educational setting through readings, discussion, simulations, and guided field experiences. Recommended for teachers and other personnel who seek the understanding and skills to cope with learning problems in their own setting.

TEDU 575 Cross-Cultural Communications

Term course; 3 lecture hours. 3 credits. An experimentally oriented seminar for persons preparing for or in careers demanding close working relations with numbers of differing cultural/ethnic backgrounds, primarily white/black. Supported by out-of-class readings and exercises, the class will focus on attitudes, opinions and self-perceptions operative within the seminar and on relating these to race relations problems and change strategies within the larger society.

TEDU 578 Creative Rhythmic Movement

Term course; 3 lecture hours. 3 credits. A study of the importance and place of movement and music in a school program, and the uses of these media in teaching. Emphasis will be placed upon music as an accompaniment for movement and movement as an accompaniment for music. Attention will be given to analysis, improvisation and creativity.

TEDU 589 Integrating the Elementary Curriculum

Term course; 1 credit. Corequisite: TEDU 310. Required for early education prior to TEDU 672. Explores the integration of the content methodologies in the elementary grades. Focuses on building associations among basic processes and the disciplines of the arts, sciences, and humanities at the upper elementary levels. Develops proficiencies in instructional management systems and assessment strategies that facilitate curriculum integration.

TEDU 591 Social Studies Education in the Elementary School

Term course; 3 lecture hours. 3 credits. A course designed to renew and/or expand the knowledge and skills of the classroom teacher in the teaching of social studies. Curriculum emphasis on the development of knowledge, skills, values and attitudes will be examined in the light of professional recommendations, current trends and research findings.

TEDU 594 Topical Seminar

Term course; variable; 1-3 credits. May be repeated for a maximum of six credits. A seminar intended for group study by students interested in examining topics, issues or problems related to teaching and learning.

TEDU 595 Reference and Bibliography

Term course; 3 lecture hours. 3 credits. A study and evaluation of basic reference books and other bibliographical material most frequently used to answer reference questions in a library, including applications of computer technology.

TEDU 596 Library Organization and Administration

Term course; 3 lecture hours. 3 credits. A study of fundamental methods, routines, and procedures in the acquisition, preparation, and circulation of books and other materials for libraries. Special emphasis is on the school library.

TEDU 597 Cataloging and Classification

Term course; 3 lecture hours. 3 credits. A basic course in cataloging and classifying library materials. Practice is given in using classification systems, subject headings, filing rules and the use and adaptation of printed cards and cataloging aids.

TEDU 598 Media Center Development

Term course; 3 lecture hours. 3 credits. The development and operation of a comprehensive library/media center requires a broad range of professional skills. This course will provide library/media professionals with knowledge and practice in the design and evaluation of media facilities and an understanding of the specific administrative supervisory skills needed to operate a comprehensive library/media center.

TEDU 600 Organizing for Effective Classroom Instruction

Term course; 3 lecture hours. 3 credits. For elementary and secondary teachers. Designed to assist teachers in becoming effective classroom organizers. Emphasis on the theory and application of instructional planning, behavior control, classroom environment, instructional materials and teaching models.

TEDU 605 Theory and Practice of Educating Individuals with Special Needs

Term course; 3 lecture hours. 3 credits. Not for certification or endorsement in special education. In-depth study of the past and current philosophies and approaches to serving students with special needs in educational settings. Attends to specific ways school services and classroom practices of general education teaching can assist in meeting these needs in today's schools through mainstreaming and inclusion.

TEDU 611 Critical Investigations in Mathematics Education

Term course; 3 lecture hours. 3 credits. Prerequisite: TEDU 522 or permission of instructor. A critical investigation of current and appropriate learning theories, instructional activities, programs, and manipulative materials applicable to mathematics education in the elementary school. This course assumes an overall knowledge of the more prominent techniques and materials used to teach mathematics in elementary and middle schools. Students will undertake in-depth critical studies of alternative curricula, materials, and strategies based on experience, learning theory and research findings.

TEDU 615 Curriculum Development

Term course; 3 lecture hours. 3 credits. A basic graduate course in curriculum development. Curriculum decision making is examined in relation to foundation areas, content areas and current educational trends. Various conceptions of curriculum are explored.

TEDU 617 Instructional Models

Term course; 3 credits. An examination of instructional models with a focus on their analysis and adaptation to learning environments and school curriculum.

TEDU 618 Curriculum Construction

Term course; 3-6 lecture hours. 3-6 credits. A study of curriculum problems with special attention given to the organization and preparation of teaching units. The course is individualized to meet student needs and nature of study.

TEDU 620 Designing Modular Instructional Packages

Term course; 3 lecture hours. 3 credits. A study of the theory underlying simulation and instructional packages. Modular instructional packages will be developed with emphasis on their proper use as an instructional strategy.

TEDU 621 Curriculum Seminar

Term course; 3 lecture hours. 3 credits. A study of curriculum theory, research, and practice for advanced students. The

seminar is an opportunity for students to integrate previous course work and professional experiences in curriculum.

TEDU 622 Creative and Cognitive Development

Term course; 3 lecture hours. 3 credits. Prerequisite: EDUS 603. Application of theories of creative and cognitive development in teaching.

TEDU 623 Child Study and Assessment in Early Childhood Education

Term course; 3 lecture hours. 3 credits. Investigation and application of methods of observing, recording, and interpreting the behavior of young children. Review of criterion and norm-referenced measures for assessing capacities and needs in early childhood education as a baseline for prescribing/providing appropriate activities.

TEDU 624 Early Childhood Education Programs and Policies

Term course; 3 lecture hours. 3 credits. A study of Early Childhood Education paradigms including historical, federally funded and current center and home-based programs. A review of legislation, state and federal, that has affected ECE program development.

TEDU 625 Young Child and the Curriculum

Term course; 3 lecture hours. 3 credits. Translation of curriculum development principles into appropriate curricular programs for young children. Impact of recent research on these curricula. Consideration of child development as related to planned activities and expected outcomes.

TEDU 626 Home-School Communication and Collaboration

Term course; 3 lecture hours. 3 credits. Studies the rationale, methods, programs and current research of home-school partnerships, preschool through secondary education.

TEDU 627 Critical Investigations in Social Studies Education

Term course; 3 lecture hours. 3 credits. Prerequisite: TEDU 591 or permission of instructor. Assuming a knowledge of basic content and techniques in the teaching of social studies in elementary and middle schools, this course conducts a critical examination of various curricula and methodologies from the standpoint of current research, philosophical positions and relevant learning theory.

TEDU 630 Trends in Special Education

Term course; 3 lecture hours. 3 credits. Overview of mainstreaming, characteristics of individuals with exceptionalities, inclusion, transition, and classroom adaptations for educating these students in least restrictive environments.

TEDU 631 Behavior Management of Students with Disabilities

Term course; 3 lecture hours. 3 credits. An in-depth analysis of theoretical models, research, strategies for managing behavior of students with various disabilities. Emphasis on developing, implementing and evaluating behavior management programs in special education programs.

TEDU 632 Secondary Programming for Students with Disabilities

Term course; 3 lecture hours. 3 credits. Designed to provide knowledge of the special educator's role in preparing students with disabilities for post-secondary educational and vocational environments. Emphasis is placed on designing and modifying high school curricula involving students and their families in transition planning and helping students acquire the services needed to be successful in adult life.

TEDU 633 Educational Assessment of Individuals with Exceptionalities

Term course; 3 lecture hours. 3 credits. An examination of standardized tests and informational techniques, and their application in educational settings. Skills needed for administration, interpretation, and application of such techniques in the development and understanding of individualized educational programs (IEPs) are developed.

TEDU 636 Introduction to Supported Employment

Term course; 3 lecture hours. 3 credits. This course is an overview of strategies for providing supported employment services to persons with severe disabilities. Emphasis is placed on job and contract development, job placement, job-site training and follow-along. Content is appropriate for use in specialized industrial training, mobile work crews, sheltered enclaves and supported competitive employment.

TEDU 637 Developing and Implementing Supported Employment Programs

Term course; 3 lecture hours. 3 credits. This course focuses on the development of comprehensive supported employment programs at the agency or community level. Course content includes strategies for the management and operation of supported employment programs, procedures for program evaluation, and methods for designing and implementing staff development programs.

TEDU 641 Independent Study

Term course; 1-6 credits. May be repeated for a maximum of nine credits. Determination of the amount of credit and permission of the instructor and department chair must be procured prior to registration. Cannot be used in place of existing courses. An individual study of a specialized issue or problem in education.

TEDU 648 Preparation of Instructional Materials

Term course; 3 lecture hours. 3 credits. Prerequisite: TEDU 507 or permission of instructor. Development of materials for the classroom with an emphasis on determining medium, designing the message, producing the material and evaluating the effect. The design of these materials will be predicated on the learning modes and instructional styles.

TEDU 649 Educational Media: Theory and Practice

Term course; 3 lecture hours. 3 credits. Prerequisite: TEDU 507 or permission of instructor. An analysis of educational media with emphasis on the use of media in instructional design and development of teaching strategies.

TEDU 651 Topics in Education

Term course; 1-3 credits, repeatable to nine credits. Check with department for specific prerequisites. A course for the examination of specialized issues, topics, readings or problems in education.

TEDU 672 Internship

Term course; 1-6 credits. May be repeated for a maximum of 12 credits. Prerequisite: Permission of adviser. Study and integration of theory with practice in clinical or off-campus settings supervised by an approved professional and university faculty. May include seminars, selected readings, projects and other activities designed and evaluated by supervising faculty.

TEDU 681 Investigations and Trends in Teaching

Term course; 3 credits. May be repeated for a maximum of nine credits. A course designed to familiarize teachers and prospective teachers with recent trends and developments in course content, strategies for organizing learning experiences, and in presenting course material in their classrooms. Laboratory experience may be incorporated where appropriate.

TEDU 682 Curriculum Development in Science Education

Term course; 3 lecture hours. 3 credits. A course for science teacher-developed curriculum innovations that emphasize the initiation of formal and informal classroom work on current scientific trends, as well as special class work and laboratory programs.

TEDU 700 Externship

Term course; 1-6 credits. May be repeated for a maximum of nine credits. Prerequisite: Permission of department. Plan of work designed by extern with prior approval of the offering department. State certification or equivalent may be required for some externships. Off-campus planned experiences for advanced graduate students designed to extend professional competencies, carried out in a setting, under supervision of an approved professional. Externship activities monitored and evaluated by university faculty.

TEDU 730 Educational Staff Development

Term course; 3 lecture hours. 3 credits. Prerequisites: Graduate standing and TEDU 617. This course cannot be used to meet a requirement for endorsement as a supervisor

of instruction in Virginia. Provides educational leaders with the knowledge and skills necessary to design, implement, and evaluate staff development programs that focus on instructional improvement. Includes the application of staff development as part of teacher evaluation systems.

TEDU 731 Instructional Theories and Strategies

Term course; 3 lecture hours. 3 credits. Prerequisites: Graduate standing, TEDU 617. Provides instructional leaders with the knowledge and competence necessary to apply and evaluate instructional strategies that are appropriate for students at all levels of schooling. The focus of the course will be on case studies, applications of principles, use of simulation and practical problem-solving approaches.

TEDU 798 Thesis

Term course; 1-6 credits. May be repeated for a maximum of six credits. A research study of a topic or problem approved by the student's supervisory committee and completed in accordance with acceptable standards for thesis writing.

School of Engineering

The School of Engineering, the newest school at Virginia Commonwealth University, began operation on July 1, 1995, and expects to graduate its first class in the year 2000. Undergraduate degrees are offered in the areas of biomedical, chemical, electrical and mechanical engineering. The School of Engineering's main offices are located on the Academic Campus of VCU. The School of Engineering's advanced degree programs are coordinated through the Office of the Associate Dean for Graduate Affairs who acts for the dean of engineering on all issues related to administration of advanced degree programs.

The Biomedical Engineering Program, which began in 1984, offers an undergraduate, an M.S. and a Ph.D. degree. The Biomedical Engineering Program is located on the MCV Campus of VCU and has well-established ties to the schools on that campus.

Programs

The Biomedical Engineering Program offers advanced training leading to both master's (M.S.) and doctoral (Ph.D.) degrees. The Biomedical Engineering Program also participates in an M.D./Ph.D. program with the School of Medicine.

Through a cooperative agreement with Virginia Polytechnic Institute and State University (Virginia Tech), students in the Biomedical Engineering Program may access courses and/or research opportunities at Virginia Tech. The Commonwealth Graduate Engineering Program, which is located at and managed by VCU, coordinates M.S. degree offerings through the University of Virginia and Virginia Polytechnic Institute and State University (see Part II of this bulletin for details).

One faculty member from the Biomedical Engineering Program serves as graduate program director, who is appointed by the chair of the

program. The graduate program director acts on behalf of the program and holds the responsibility and authority to represent the program and its faculties to the university.

Requirements for admission

The following credentials constitute an application and should be sent to the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051.

- Application for admission on a form furnished to the applicant on request. A fee paid in the form of a check or money order (payable to VCU) must accompany the application. The fee cannot be returned nor credited toward tuition payment.
- Official transcripts of all undergraduate and graduate work sent directly from college or university registrars to the School of Graduate Studies.
- Letters of recommendation from three present or former teachers or others believed by the applicant to be qualified to evaluate fitness to engage in graduate study for the degree in the field of choice.
- A personal letter from the applicant summarizing motivation, education and aims in pursuing graduate study.
- Verbal and quantitative portions of the Graduate Record Examination (GRE) are required for all applicants and are recommended for M.D./Ph.D. applicants. For information on the GRE examination, contact the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051 or the Office of Student Services, School of Education, Virginia Commonwealth University, Oliver Hall, Room 2087, Richmond, VA 23284-2020 or

601 W. Main St. • P.O. Box 843068
Richmond, VA 23284-3068
(804) 828-3636 • Fax (804) 828-9866
www.vcu.edu/egrweb

Mattauch, Robert J.

Dean and Commonwealth Professor of Electrical
Engineering
Ph.D.

Gerald Miller

Associate Dean for Graduate Affairs
Ph.D.

Educational Testing Service, Box 955, Princeton, NJ 08540.

- Advanced tests are not required.
- International applicants for whom English is not their native language must meet university admission requirements for performance on the TOEFL (Test of English as a Foreign Language). The current minimum TOEFL score is 550.

Acceptance of an applicant is based upon the recommendation of the Admissions Committee with approval of the program chair.

Registration

In biomedical engineering, all new students begin their course of study in the fall term (August). Spring term admissions require the recommendation of the graduate program director and approval of the chair. For the Commonwealth Graduate Engineering Program, students may begin their course of study in either the fall or spring term.

Assistantships

A number of full or partial teaching and research assistantships are available in the Biomedical Engineering Program. Assistantships are awarded based on academic performance. Full

support assistantships are for a 12-month period and will cover tuition, fees and a stipend.

A brief description of financial aid based on demonstrated need is detailed in Part I of this bulletin. Need-based aid programs include National Direct Student Loan, college work study and institutional loans.

Honors

The **Alexander Mallory Clarke Award** for academic excellence is given each spring to the student who is recognized by the faculty for outstanding achievement in the first year of study.

Student advisory and advisory committee

The successful completion of the requirements for both the M.S. and Ph.D. degrees in biomedical engineering includes an original research project, the progress of which is guided by a faculty adviser and monitored by an advisory committee. Students receive guidance and counsel from the graduate program director prior to the appointment of the permanent adviser. The permanent adviser holds the primary responsibility for directing the development of the student in the program and providing the appropriate guidance and counsel essential to the scholarly development of the student.

An advisory committee, appointed shortly after the permanent adviser is appointed, serves as both an examining and consultative body. Its function is to assist the development of the student. Committee members hold a special responsibility as a source of counsel for the student. For details, students should contact either the graduate program director or the program chair.

Requirements for graduate degrees in biomedical engineering

- All full-time graduate students are expected to register for a minimum of 12 hours of graduate credits per term and one term hour during the summer, exclusive of audited courses. This requirement includes research.
- Graduate students are required to remain in good academic standing through the course of

their degree program. Unsatisfactory student performance includes:

- The assignment of a grade of “U” or “D” or “F” in any course.
- Failure to maintain a cumulative grade-point average of 3.0 or greater.
- Failure to pass the written or oral comprehensive examination.
- Failure to pass the final examination.

A student whose performance is unsatisfactory must successfully petition the dean of the School of Graduate Studies to continue in the graduate program. Unsatisfactory performance also constitutes grounds for the termination of financial assistance to the student.

- Graduate students may not take the comprehensive examination for the Ph.D. degree if their overall grade-point average is less than 3.0 or if the grade-point average for courses within the program is below 3.0. Students may not take the final oral examination for the M.S. or Ph.D. degree if their overall grade-point average is below 3.0. The examining body for the administration of the comprehensive examinations and the final examination is the student's Advisory Committee.

Master of science

- Advanced graduate study leading to the master of science degree is offered in the Biomedical Engineering Program and through the Commonwealth Graduate Engineering Program. The degree requirements for biomedical engineering are given below. The degree requirements for the Commonwealth Graduate Engineering Program are described in Part II of this bulletin.
- For biomedical engineering, a minimum of 36 credit hours exclusive of research credits is required. Two calendar years of study usually are necessary to complete the requirements. A time limit of five calendar years, beginning at the time of first registration, is placed on work to be

credited toward the master of science degree. Generally, a maximum of six credits of approved graduate course work required for a master's degree may be transferred from another VCU program or outside institution and applied toward the degree.

Each student must conduct an original investigation under the supervision of the permanent adviser and prepare a thesis reporting the results of this research and analyzing its significance in relation to existing scientific knowledge. This study is reported in a thesis prepared in acceptable form and style. On approval of the thesis by the adviser, the student submits a copy to each member of the Advisory Committee. The thesis is examined by the student's Advisory Committee members, who shall decide upon its acceptability. The committee members may confer with one another before making their decision. Each committee member shall report to the student's adviser when the thesis is acceptable for defense. The thesis is approved for defense only if accepted unanimously.

On approval of the thesis, the student appears for a final oral examination administered by the student's Advisory Committee. This examination of an M.S. candidate includes the subject matter of course work as well as the thesis.

Doctor of philosophy

- Advanced graduate study leading to a Doctor of philosophy degree is offered only in the Biomedical Engineering Program.
- A minimum of 42 credit hours, exclusive of research credits, is generally required. A minimum of three years of study, including research, is necessary to complete all requirements.
- For all Ph.D. programs, a period of residence of at least three consecutive terms is required. Residency is defined as registration for at least nine credits per term. A time limit of seven calendar years, beginning at the time of first registration, is placed on

work to be credited toward the doctor of philosophy degree.

Comprehensive examinations

In order to advance to doctoral candidacy, the student must pass both written and oral comprehensive examinations. The written examination(s) focuses on the subject matter deemed critical as a foundation in the program. The written examination is largely based on material covered in required course work and its application to theoretical and practical problems. The oral examination, which follows successful completion of the written examination(s), is administered to assess the ability of the student to integrate information and display an appropriate mastery of problem-solving capabilities. Graduate students may not take the comprehensive exam if their grade-point average is less than 3.0 or the grade-point average is less than 3.0 for biomedical engineering courses. For further details, see the graduate program director or the program chair.

Admission to candidacy

Before admission to candidacy for the doctorate, students must have: (1) completed required course work, (2) successfully completed the comprehensive examinations, and (3) fulfilled all additional departmental requirements. In the Department of Biomedical Engineering, all students must complete all the requirements for the M.S., including successfully defending an M.S. thesis, before being admitted into candidacy for the Ph.D. degree. This last requirement will be waived for those students who: (1) already have an M.S. in Biomedical Engineering or related discipline or (2) have successfully completed two years of medical school in the M.D./Ph.D. Program as described in Part X of this bulletin.

Dissertation research

The student must conduct a substantial original investigation under the supervision of the permanent adviser and prepare a dissertation reporting the results of this research and analyzing its significance in relation to existing scientific knowledge.

When the dissertation has been completed, copies in accepted form and

style are submitted to the members of the Advisory Committee. The committee members decide upon the acceptability of the candidate's dissertation. A favorable unanimous vote is required to approve the dissertation and all examiners are required to vote.

If the Advisory Committee accepts the dissertation for defense, the candidate appears before them for a final oral examination. This examination is open to all members of the faculty. The final oral examination will be limited to the subject of the candidate's dissertation and related matters. A favorable vote of the candidate's Advisory Committee and no more than one negative vote, shall be required for passing the final oral examination. All committee members must vote. There shall be an announcement of the candidate's name, department and title of dissertation, together with the day, place and hour of the final oral examination at least 10 working days in advance.

Nondegree-seeking students

Students not admitted to a degree program must obtain permission from the course director and chair before being allowed to register for courses.

Summer registration

Graduate students are expected to devote 10 or more weeks during the summer to full-time research. Students registered for research credit are billed at the established tuition rate.

Termination of enrollment

The university reserves the right to terminate the enrollment of any student for unlawful, disorderly or immoral conduct or for persistent failure to fulfill the purposes for which the student was matriculated.

Biomedical Engineering Program

Abraham, Donald J., Professor and Chair (Medicinal Chemistry)

Ph.D. University of Pittsburgh

Molecular graphics, X-ray crystallography, drug design.

Baumgarten, Clive M., Professor (Physiology)

Ph.D. Northwestern University

Properties of excitable membranes, cardiac electrophysiology.

Bowlin, Gary, Assistant Professor

Ph.D. University of Akron

Cellular engineering, tissue engineering.

Cardea, John A., Professor and Chair (Surgery, Orthopedics)

M.D. West Virginia University

Biomechanics and surgical procedures of total joint replacement.

Chlebowski, Jan, Professor (Biochemistry and Molecular Biophysics)

Ph.D. Case Western Reserve University

Structure and function of macromolecules.

Damiano Jr., Ralph J., Assistant Professor (Surgery)

M.D. Duke University

Cardiac waveform analysis.

Desai, Tushar, Affiliate Assistant Professor

Ph.D. Vanderbilt University

Cardiophysiology.

Fatouros, Panos, Professor (Radiation Physics)

Ph.D. Ohio State University

Ophthalmometric radiography, magnetic resonance imaging.

Fei, Ding-Yu, Associate Professor

Ph.D. Pennsylvania State University

Medical imaging, biofluid mechanics, and ultrasonic tissue characterization.

Genova, James, Affiliate Professor

Ph.D. State University at Stony Brook

Acoustical signal processing.

Grant, J. Wallace, Associate Professor

(Engineering Sciences and Mechanics, Virginia

Polytechnic Institute and State University)

Ph.D. Tulane University

Mathematical modeling of biological systems.

Haas, Thomas, Professor (Director, Commonwealth

Graduate Engineering Program)

Ph.D. Princeton University

Polymer engineering.

Harkins, Stephen W., Professor (Gerontology)

Ph.D. University of North Carolina

Pain and age, psychophysiology of sensation, perception and cognitive processing.

Hsia, Peng-Wie, Associate Professor (Surgery)

Ph.D. University of Michigan

Electrophysiology, signal processing.

Kellogg, Glen E., Assistant Professor (Medicinal Chemistry)

Ph.D. University of Arizona

Molecular graphics and software development.

Kraft, Kenneth, Associate Professor (Radiology)

Ph.D. University of Rochester

Medical imaging, magnetic resonance imaging.

Lenhardt, Martin L., Professor

Ph.D. Florida State University

Supersonic bone conduction, auditory neurobiology.

Marmarou, Anthony, Professor (Surgery)

Ph.D. Drexel University

Modeling of neurological function following cerebral trauma.

Miller, Gerald, Professor and Department Chair

Ph.D. Pennsylvania State University

Biofluid mechanics, artificial organs, rehabilitation engineering.

Moon, Peter, Associate Professor (Dentistry)

Ph.D. University of Virginia

Dental bonding and mechanical testing of dental materials, biological reactions of materials.

Ochs, Alfred L., Assistant Professor (Veterans Administration Hospital)

Ph.D. Washington University

Ocular motion in cerebella disease, visual evoked potentials in multiple sclerosis.

Ornato, Joseph P., Professor (Internal Medicine)

M.D. Boston University

Computer applications in cardiology and emergency medicine.

Pittman, Roland N., Professor (Physiology)

Ph.D. State University of New York at Stony Brook

Microcirculation, oxygen delivery.

Regelson, William, Professor (Medicine)

M.D. New York State University College of Medicine

Auditory neurobiology.

Wayne, Jennifer S., Associate Professor

Ph.D. University of California, San Diego

Biomechanics of cartilage and other soft tissue, joint biomechanics.

Yin, Chang, Assistant Professor (Orthopedic Surgery)

Ph.D. University of London

Molecular biology of soft tissues (cartilage, tendon, etc.).

Zuelzer, Wilhelm, Associate Professor (Orthopaedic Surgery)

M.D. Virginia Commonwealth University

Biomechanics of knee and ankle joints.

Graduate courses in biomedical engineering (EGRB)

EGRB 507 Biomedical Electronics and Instrumentation

2 lecture and 2 laboratory hours. 3 credits. Offered: II.

Fundamental principles and applications of electronics and instrumentation as related to biomedical sciences.

EGRB 509 Microcomputer Technology in the Biomedical Sciences

2 lecture and 2 laboratory hours. 3 credits. Offered: I.

Microcomputer applications to the acquisition and manipulation of data in the biomedical laboratory.

EGRB 511 Fundamentals of Biomechanics

3 lecture hours. 3 credits. Prerequisites: Calculus and ordinary differential equations (MATH 200-201, MATH 301 or equivalent). Presents basic mechanical properties of materials, describes methods of material testing, and introduces techniques for analyzing the solid and fluid mechanics of the body. Considers topics such as stress/strain relationships, particle mechanics and force balances.

EGRB 603 Biomedical Signal Processing

3 lecture hours. 3 credits. Prerequisites: Calculus and differential equations (MATH 301 or equivalent), including Laplace and Fourier Transforms. Explores theory and application of

discrete-time signal processing techniques in biomedical data processing. Includes discrete-time signals and systems, the Discrete/Fast Fourier Transforms (DFT/FFT), digital filter design and implementation and an introduction into processing of discrete-time random signals.

EGRB 610 Microprocessor Interfacing for Biomedical Instrumentation

2 lecture and 2 laboratory hours. 3 credits. Offered: I.

Prerequisite: EGRB 509 or permission of instructor. Principles and applications of microprocessor interfacing for biomedical instrumentation. Topics include microprocessor architecture, assembly language, programming and debugging techniques, EPROM programming, and bus structure and interfacing.

EGRB 611 Cardiovascular Dynamics

3 lecture hours. 3 credits. Offered: I. Pre- or corequisite: PHIS 501 or PHIS 502. Analyzes and models the cardiovascular system in health and disease through studies on the properties of heart and vascular tissue, the mechanics of blood flow, and the application of engineering methods to the diagnosis and treatment of cardiovascular pathologies.

EGRB 612 Structural Biomechanics

3 lecture hours. 3 credits. Prerequisite: EGRB 511. Treats mechanical functions of the human body as an engineering structure used to assist and supplement these functions. Includes movement of the musculoskeletal system, joint reaction forces, stresses and strains developed within bones, function and design of orthopedic prostheses and braces, effect of vibration and impact on the body, mathematical and other models of the body.

EGRB 613 Biomaterials

3 lecture hours. 3 credits. Offered: I. Prerequisite: Undergraduate material science or permission of the instructor. Primary and secondary factors determining the performance of materials used for implants in the human body. Topics will include metallurgy of stainless steel, cobalt-chromium alloys, titanium alloys, biocompatibility of implant materials, mechanical and physical properties of biomaterials, corrosion of biomaterials, and medical polymers.

EGRB 615 Medical Imaging

3 lecture hours. 3 credits. Offered: I. Prerequisite: Calculus and college physics. Covers the physical principles and techniques of medical imaging modalities such as ultrasound, X-ray and nuclear magnetic resonance. Includes generation and detection of images, consideration of system design and qualitative image analysis.

EGRB 635 Modeling for Biomedical Engineers

3 lecture hours. 3 credits. Offered: II. Prerequisite: Permission of instructor. Applies mathematical modeling

techniques to biomedical systems. Covers linear and nonlinear systems, deterministic and random systems, large systems, ecosystems, numerical techniques, graph theoretical approaches and simulation packages. Utilizes examples of biochemical, physiological and pharmacokinetic systems throughout.

EGRB 641 Survey of Molecular Modeling Methods

Term course; lecture and laboratory hours. 1 credit.

Introduces computational chemistry and molecular graphics with the current software used for drug design and small molecule/large molecule interactions. Computational chemistry problems will be emphasized in the laboratory.

EGRB 670 Advanced Molecular Modeling Theory and Practice

Term course; lecture and laboratory hours. 3 credits.

Prerequisite: MEDC 641, EGRB 641 or permission of the instructor. Examines the principles and applications of computational chemistry and molecular graphics to current problems in drug design. Lectures focus on the application of specific computational methods and techniques to solve problems in drug/molecular design. Workshop sessions provide hands-on experience using state-of-the-art hardware and software for molecular modeling.

EGRB 680-681 Research Orientation I-II

4 laboratory hours. 2 credits (nondidactic course) per term.

Research rotation through the biomedical engineering core and selected affiliate laboratories.

EGRB 690 Biomedical Engineering Research Seminar

1 lecture hour. 1 credit. Offered: I, II. Presentation and discussion of research reports and topics of current interest to the program seminar or special group seminar.

EGRB 691 Special Topics in Biomedical Engineering

1-4 credits. Offered: I, II. Lectures, tutorial studies, library assignments in selected areas of advance study or specialized laboratory procedures not available in other courses or as part of the research training.

EGRB 697 Directed Research in Biomedical Engineering

1-15 credits. Offered: I, II, S. Research leading to the M.S. degree or elective research projects for other students.

School of Medicine

The School of Medicine is located on the MCV Campus of Virginia Commonwealth University. In 1994, the VCU Board of Visitors merged the former School of Basic Health Sciences with the School of Medicine. In so doing, the advanced graduate degree programs of the former school came under the aegis of the School of Medicine.

Programs

Graduate programs offering master's (M.S.) and doctoral (Ph.D.) training in the School of Medicine include:

anatomy
 biochemistry and molecular biophysics
 biostatistics
 human genetics
 microbiology and immunology
 pathology
 pharmacology and toxicology
 physiology

A two-term post-baccalaureate certificate program offering training for students seeking admission to professional school (i.e., School of Medicine, School of Dentistry) is available as the Pre-Medical Basic Health Sciences Certificate. Defined curricula, which also may serve as a foundation in other advanced degree programs are offered in the following disciplines:

anatomy
 biochemistry and molecular biophysics
 human genetics
 microbiology and immunology
 pharmacology and toxicology
 physiology

The school also offers an M.D./Ph.D. Training Program, an M.D./M.P.H. Program, a Master of Genetics Counseling Program, combined degree programs at the M.S. and Ph.D. level in cooperation with the School of Dentistry and combined Anatomy/Physical Therapy and Physiology/Physical Therapy Ph.D. programs. In addition, the Department of

Preventive Medicine and Community Health offers a program leading to the Master of Public Health (M.P.H.) degree. Recognizing that graduate education should prepare students for a variety of career options, and that developments in the basic sciences have expanded the breadth of scholarship, the school has developed approaches to interdisciplinary education, particularly in the areas of neuroscience, molecular biology and genetics, immunology, and structural biology.

The basic science departments hold responsibility for providing instruction in their disciplines for students (at the undergraduate, graduate and professional level) in the other schools and colleges of the university as appropriate. This institutional outreach provides added opportunities for the development of collaborative activity in scholarship and teaching experience relevant to graduate education. Programmatic outreach extends beyond institutional boundaries with cooperative scholarly and educational programs that have recently been initiated with Virginia Union University and Virginia State University, two HBCU (Historically Black Colleges/Universities) institutions in the region. The scholarly programs of the faculty also provide an avenue for international experience for students in the various programs.

Organization

In the School of Medicine, advanced degree programs are coordinated through the Office of the Associate Dean for Graduate Education who acts for the dean on all issues related to administration of advanced degree programs. Each advanced degree program is represented by a faculty member who serves as director for graduate programs. Directors are appointed either by the chair of the department offering graduate degrees or, in the case of interdisciplinary programs, by the dean in consultation with the

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Hermes A. Kontos

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 and Dean, School of Medicine
 M.D., Ph.D.

Heber H. Newsome

Senior Associate Dean
 M.D.

Jan F. Chlebowski

Associate Dean for Graduate Education
 Ph.D.

chairs of participating departments. The directors of graduate programs act on behalf of the programs and hold the responsibility and authority to represent the respective department(s) and their faculty to the school.

MCV Campus Graduate Committee

The assembled directors of graduate programs, directors of graduate programs from other schools on the MCV Campus, and the associate dean for graduate education form the MCV Campus Graduate Committee, with the associate dean serving as chair of the committee. This committee holds the responsibility for ensuring appropriate administration of graduate programs, reviewing modifications of didactic courses and new course offerings, reviewing proposed modifications of program curricula to ensure maintenance of standards of quality, avoid duplication and comply with the missions of the school, and for recommending action to the dean. The directors of graduate programs provide the pool of candidates from which the school representatives are chosen to the University Graduate Council.

Requirements for admission

1. The purpose of admission requirements and procedures is to ensure selection of competent students whose motivation, ability, education and character qualify them for graduate study in preparation for a career in science.
2. The following credentials constitute an application and should be sent to the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051.
 - a. Application for admission on a form furnished to the applicant on request. A fee in the form of a check or money order (payable to VCU), must accompany the application. The fee cannot be returned nor credited toward tuition payment.
 - b. Official transcripts of all undergraduate and graduate work sent directly from college or university registrars to the School of Graduate Studies.
 - c. Letters of recommendation from three present or former teachers or others the applicant believes to be qualified to evaluate fitness to engage in graduate study for the degree in the field of choice.
 - d. A personal letter from the applicant summarizing motivation, education and aims in pursuing graduate study.
 - e. Verbal, quantitative, and analytical portions of the Graduate Record Examination (GRE) are required. Advanced tests (biology, chemistry, physics or mathematics) are recommended where appropriate. The Medical College Admission Test or Dental Aptitude Test is acceptable in lieu of the GRE. For information on GRE examination, contact the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051 or the Office of Student Services, School of Education, Virginia Commonwealth University, Oliver Hall, Room 2087, Richmond, VA 23284-2020 or Educational Testing Service, Box 955, Princeton, NJ 08540.
 - f. International applicants for whom English is a foreign language must meet departmental admission requirements for performance on the TOEFL (Test of English as a Foreign Language). See section on international students in Part I of this bulletin.
3. Acceptance of an applicant is based upon the recommendation of the director of graduate programs of the relevant program.

Registration

While most students register for the first term beginning in August, arrangements may be made to initiate graduate work at other times during the academic year.

Scholarships, assistantships and fellowships

A number of state or federal teaching and research assistantships, scholarships or fellowships are available. A brief description of financial aid based on demonstrated need is contained in Part I of this bulletin. Need-based financial aid programs include National Direct Student Loan, college work study and institutional loans.

Enrollment

Students are enrolled in a specific program offered by the school. The details of didactic and scholarly requirements are available from their individual programs. Specific curriculum requirements, mechanisms for the appointment of advisers and the format of written and oral comprehensive examinations are established by individual programs and are reviewed by the MCV Graduate Committee.

The student adviser and advisory committee

Students receive guidance and counsel from the director of graduate programs for the appropriate program prior to appointment of the permanent adviser. The permanent adviser holds the primary responsibility for monitoring the development of the student in the program and providing the appropriate guidance and counsel essential to the scholarly development of the student.

An advisory committee, appointed shortly after the permanent adviser is appointed, serves as both an examining and consultative body, functioning to assist the development of the student. Committee members hold a special responsibility as a source of counsel for each student.

1. Each student shall have an adviser and an advisory committee.
2. Appointment of the adviser:
 - a. The initial adviser will be the director of the graduate program or his/her designee prior to appointment of the permanent adviser.
 - b. A permanent adviser shall be appointed from the graduate faculty by the chair of the MCV Campus Graduate Committee upon recommendation of the chair of the student's major department. Appointment should be made no later than the beginning of the fall term following matriculation. A change in the permanent adviser may be made by the chair of the MCV Campus Graduate Committee upon recommendation of the chair of the major department.
3. Duties of the adviser:
 - a. The adviser shall, with the student's advisory committee, have responsibility for guiding the student's academic program.
 - b. The adviser shall develop a plan for the student's didactic program with the student.
 - c. The adviser shall, on the basis of the proposed didactic and scholarly program for the student, identify members of the faculty to comprise the student's advisory committee and elicit their agreement to serve, the adviser serving as the chair of the committee.
 - d. The adviser shall supervise the student's research work and thesis preparation and be one of the examiners of the thesis (M.S.)/dissertation (Ph.D.).
 - e. At the close of the spring term, the adviser shall submit to the chair of the MCV Campus Graduate Committee a report covering the progress of the student. Copies of the report should be provided to

the student and the membership of the student advisory committee by the adviser.

4. The student's advisory committee:
 - a. The student's advisory committee shall be appointed no later than the end of the fall term of the second year after matriculation by the chair of the MCV Campus Graduate Committee, upon recommendation of the student's adviser, review by the graduate program director and recommendation of the chair of the major department. Appointment of the student advisory committee must be done within three months of the appointment of the permanent adviser prior to the administration of comprehensive (or final) examinations. The composition of the advisory committee shall be such that significant areas of the student's scholarly program are represented.
 - i. The committee for the Ph.D. candidate shall consist of a minimum of five members as follows: the student's adviser; two other members of the graduate faculty of the department/program in which the student is enrolled; and at least two other members of the graduate faculty from departments other than the one in which the student is enrolled (where feasible, from two different departments).
 - ii. The committee for the M.S. candidate shall consist of a minimum of three members as follows: the student's adviser (who serves as chair of the committee); one other member of the graduate faculty of the department/program in which the student is enrolled; and one other member of the graduate faculty from a department other than the one in which the student is enrolled.
 - iii. A faculty member who is not a member of the grad-

uate faculty may be appointed to a student advisory committee if approved by the MCV Campus Graduate Committee.

- b. Duties of the student's advisory committee:
 - i. The advisory committee functions as an advisory body to ensure that timely progress toward degree completion is being achieved, as an examining body participating as appropriate for the intended degree in written qualifying examinations and conducting the oral qualifying examination and final examination, and as a consultative body to provide scholarly counsel.
 - ii. The student's advisory committee shall work with the student's adviser in guiding the student's graduate program and shall meet at least annually. It is strongly recommended that the advisory committee meet with the student prior to administration of the comprehensive examination(s) by the committee.
 - iii. The student's advisory committee shall recommend and approve a degree program (including foreign language if applicable) for the student as soon as it is practical. The proposed program should be filed with the chair of the MCV Campus Graduate Committee no later than the third term of study.
 - iv. The student's advisory committee shall conduct the oral comprehensive and final examination.

General requirements for graduate degrees

1. All full-time graduate students are expected to register for a minimum of 15 hours of graduate credit per term and six term hours during the summer, exclusive of audited courses. This

requirement includes research. As an example, when students are registered for 10 credits in formal courses, they are expected to undertake five credits of research under the direction of their adviser or any approved faculty member. These courses shall be graded as "S" - satisfactory, "U" - unsatisfactory or "F" - fail. Other grade interpretations are described in Part I of this bulletin.

Registration of one term hour is permitted only in exceptional cases with prior permission from the chair of the MCV Campus Graduate Committee.

2. Students are required to remain in good academic standing through the course of their degree program. Unsatisfactory student performance includes:
 - a. the assignment of a grade of "U" or "D" or "F" in any course.
 - b. failure to maintain a cumulative grade-point average of 2.5 or greater.
 - c. failure to pass the written or oral comprehensive examination.
 - d. failure to pass the final examination.

A student whose performance is unsatisfactory must obtain the approval of the MCV Campus Graduate Committee to gain permission for continuing in the graduate program. The committee elicits the recommendation of the department/program (as represented by the director of graduate studies of the appropriate program) and, as appropriate, the student's adviser in making a determination. Unsatisfactory performance also constitutes grounds for the termination of financial assistance to the student.

3. Students may not take the comprehensive examination for the Ph.D. degree if their overall grade-point average is less than 2.5 or if the grade-point average for courses within the major department is below 3.0. Students may not take the final oral examination for the M.S. or Ph.D. degree if their overall grade-point average is below 3.0. The examining body for the administration of the comprehensive examinations and the final examination is the

student advisory committee. For the oral comprehensive examination for Ph.D. students and the final examinations for M.S. students, the body is supplemented by the addition of a representative of the MCV Campus Graduate Committee who chairs the examining body. The representative must be a member of the graduate faculty and is appointed by the chair of the MCV Campus Graduate Committee. The representative holds the responsibility for compliance with protocols appropriate to the examination, including the equitable treatment of the candidate.

4. Copies of the thesis/dissertation consistent with university standards shall be sent to the members of the student's advisory committee three weeks or more before the date of the defense of the thesis/dissertation. Following acceptance of the thesis/dissertation by the committee, the student must submit a copy of the thesis/dissertation and a request for scheduling of the final examination to the chair of the MCV Campus Graduate Committee. Registration of one term hour is rarely permitted for graduate students on campus and only then in exceptional circumstances with prior permission. After passing the final examination, it shall be the responsibility of the candidate to present to the dean's office the approved original thesis/dissertation plus the minimum required number of copies (three for M.S., four for Ph.D.) in final form suitable for binding. In consultation with the office staff, the candidate shall be responsible for the binding and the processing of the thesis through University Library Services and for the payment of all charges for these services.
5. A degree is granted only after all requirements have been fulfilled, including payment of all fees to the university, and after submission of the copies of the thesis for binding.

Post-Baccalaureate Pre-Medical Basic Health Sciences Certificate Program

This program is designed as a two-term didactic program offering six departmentally-based curricula in the basic sciences. Curricula consist of a total of 27 credit hours of graduate courses offering students an advanced level of training in subject areas critical to professional (M.D., D.D.S.) degree programs. The certificate degree is offered by the departments of Anatomy, Biochemistry and Molecular Biophysics, Human Genetics, Microbiology and Immunology, Pharmacology and Toxicology, and Physiology.

Completion of the program and awarding the certificate degree requires that students complete a minimum of 27 credit hours of course work, maintaining an overall grade-point average of 3.0. Course requirements and elective options are defined by the departments.

The program has been structured on a disciplinary basis to allow the accumulation of didactic credit hours which may be applicable to advanced degree training at the M.S. or Ph.D. level in programs offered by the departments of the school. Students interested in this potential option must formally apply to the program of interest.

Enrollment in and/or completion of the program is not a guarantee of admission to either the M.D. or advanced degree programs offered by VCU. However, the curricula have been structured with the counsel of the Office of Admissions of the VCU School of Medicine to offer training which enhances performance on standardized admissions tests and provides a grounding applicable to a variety of career options.

Master of science

1. Advanced graduate study leading to the master of science degree is offered in the departments of Anatomy, Biochemistry and Molecular Biophysics, Biostatistics, Human Genetics, Microbiology and Immunology, Pharmacology and Toxicology, and Physiology. The Department of Preventive Medicine and Community Health offers the Master of Public Health degree

and the Department of Human Genetics offers the Master of Genetic Counseling degree.

2. A minimum of 24 term hours is required, exclusive of research credits. In practice, it is found that two years of study are usually necessary to complete the requirements. A time limit of five calendar years, beginning at the time of first registration, is placed on work to be credited toward the master of science degree. Generally a maximum of one-third of the hours required for a master's degree may be transferred from another VCU program or outside institution and applied toward the degree upon recommendation of the student's director of graduate programs with the concurrence by the chair of the MCV Campus Graduate Committee.
3. Each student must conduct an original investigation under the supervision of the permanent adviser, prepare a thesis reporting the results of this research and analyze its significance in relation to existing scientific knowledge. This study is reported in a thesis prepared in acceptable form and style. On approval of the thesis by the adviser, the student submits a copy to each member of the advisory committee.
4. The thesis is examined by the student's advisory committee members, who shall decide upon its acceptability. The committee members may confer before making their decision. Each committee member shall report to the chair of the MCV Campus Graduate Committee, through the student's adviser, when the thesis is acceptable for defense. The thesis is approved only if accepted unanimously.
5. On approval of the thesis, the student appears for a final oral examination administered by the student's advisory committee. A representative of the MCV Campus Graduate Committee serves as chair of the examination committee and will cast a vote. The final examination shall be open to the faculty, and its time and place, together with the candidate's name, department, and title of thesis, shall be announced

at least 10 working days in advance.

6. The final examination of an M.S. candidate includes the subject matter of course work as well as the thesis. A favorable vote, with no more than one negative vote, is required for the candidate to pass the examination. Only members of the student's advisory committee and the representative of the MCV Campus Graduate Committee shall vote. No examiner shall abstain from voting. A thesis is not required for completion of the Master of Genetic Counseling. In lieu of the thesis, students in this tract are required to pass successfully comprehensive oral and written examinations. Similarly, a thesis is not required for completion of the Master of Public Health Program.

Doctor of philosophy

1. Advanced graduate study leading to a doctor of philosophy degree is offered in the departments of Anatomy, Biochemistry and Molecular Biophysics, Biostatistics, Human Genetics, Microbiology and Immunology, Pathology, Pharmacology and Toxicology, and Physiology.
2. A minimum of 30 credit hours exclusive of research credits is generally required. In practice, a minimum of four years of study, including research, is necessary to complete all requirements.
3. For all Ph.D. programs, a period of residence of at least two consecutive terms is required. Residency is defined as registration for at least nine credits per term. The specific requirements for residency will be detailed by the individual programs. A time limit of seven calendar years, beginning at the time of first registration, is placed on work to be credited toward the doctor of philosophy degree.

Admission to candidacy

Before admission to candidacy for the doctorate, students must have (1) completed required course work, (2) successfully completed the comprehensive examinations, and (3) fulfilled all additional

departmental requirements. Students are admitted to candidacy by the chair of the MCV Campus Graduate Committee upon recommendation of their advisers and advisory committees, with the approval of the director of graduate programs.

Comprehensive examinations

In order to advance to doctoral candidacy, the student must pass both written and oral comprehensive examinations. The written examination(s) generally focus(es) on the subject matter deemed critical as a foundation in the particular program. The written examination is largely based on material covered in required course work and its application to theoretical and practical problems. The oral examination, which follows successful completion of the written examination(s), is administered to assess the ability of the candidate to integrate information and display an appropriate mastery of problem-solving capabilities.

1. Upon satisfactory completion of all required formal course work, the student takes written and oral comprehensive examinations. The written examination is administered by the student's department/program. In the event of failure of the written comprehensive examination, the student, with the approval of the MCV Campus Graduate Committee, may be permitted to repeat the written examination.
2. After passing the written examination(s), the student is eligible for the oral examination. The oral examination is conducted by the student's advisory committee and is chaired by a graduate faculty member representing the MCV Campus Graduate Committee who serves as a voting member of the examining committee. The oral examination is to be administered no later than six months after passing the written examination. (Departments/programs may require a shorter interval.)
3. The oral examination is scheduled through the Office of Graduate Education. An announcement of the candidate's name, department/program and the time and place of the examination shall be posted at least 10 working days in

advance of the examination. If a written document prepared by the candidate is a component of the examination, the document shall be provided to the members of the examining committee at least 10 working days in advance of the examination. The oral comprehensive examination is open to all members of the faculty. Faculty members in attendance may ask questions of the candidate, but their questions shall not be presented until after the advisory committee has completed its questions. Faculty members other than those on the advisory committee shall not vote on the success or failure of the candidate. If a student fails the oral examination, the student may be reexamined with the approval of the MCV Campus Graduate Committee.

4. A favorable vote of the examining committee (all members of body being required to vote) with no more than one negative vote, is required to pass the examination. Members of the examining committee must vote on the performance as either pass or fail.
5. The oral examination must be completed successfully at least six months before submission of the dissertation.

Dissertation research

1. The student must conduct a substantial original investigation under the supervision of the permanent adviser and prepare a dissertation reporting the results of this research and analyzing its significance in relation to existing scientific knowledge.
2. When the dissertation has been completed, copies in acceptable form and style are submitted to the members of the advisory committee. The committee members decide upon the acceptability of the candidate's dissertation. A favorable unanimous vote is required to approve the dissertation, and all examiners are required to vote.
3. If the advisory committee accepts the dissertation for defense, the candidate appears before them for a final oral examination. This

examination is open to all members of the faculty. The final oral examination will be limited to the subject of the candidate's dissertation and related matters. A favorable vote of the candidate's advisory committee and no more than one negative vote shall be required for passing the final oral examination. All committee members must vote. There shall be an announcement of the candidate's name, department, and title of dissertation, together with the day, place and hour of the final oral examination at least 10 working days in advance.

Nondegree-seeking students

Students not admitted to a degree program must obtain permission from the course director before being allowed to register for courses.

Summer registration

Graduate students are expected to devote six or more weeks during the summer to full-time research. Students registered for research credit are billed at the established tuition rate.

M.D./Ph.D. Program

The M.D./Ph.D. Program seeks to prepare physician-scientists for careers that encompass aspects of health care ranging from the discipline of basic investigation to patient care. The program begins two months prior to the first year of medical school. These students arrive on campus for orientation and complete two laboratory rotations before the start of medical school classes. They complete the first two years of medical school and, after taking the first part of the U.S. National Medical Licensing Examination, enter a Ph.D. granting department as a graduate student. Each student must meet the Ph.D. requirements of his or her department for course work, examinations and research. Many of the medical school courses will provide credits for the graduate phase, but students also must take additional graduate-level courses as determined by the dissertation adviser and advisory committee. The main undertaking at this phase is laboratory research which leads to the Ph.D. dissertation. After

completion of doctoral degree requirements, students move to the clinical year of medical school. Students may begin their clinical year of medical school immediately after completion of doctoral (Ph.D.) requirements, regardless of the time in the calendar year, and, 14 months later, may complete their medical school requirements. These students are exempt from the major part of the fourth year of medical school.

Prospective students submit applications through the American Medical College Application Service (AMCAS). Upon review of the AMCAS documents, qualified applicants are sent supplemental admission materials, including an application for the M.D./Ph.D. Program. Those invited to Richmond for interviews will take part in the standard interview for the School of Medicine and also will meet with the director of the M.D./Ph.D. Program and one or more academic members of the M.D./Ph.D. Committee.

Admission of medical students regularly enrolled in these schools to the combined degree program is processed through the Office of Graduate Education of the School of Medicine by established procedures. The Medical College Admission Test or Dental Aptitude Test may be accepted in lieu of the GRE. Undergraduate transcripts and references are obtained from the professional school. No application fee is required of students already regularly enrolled as degree-seeking graduate students at the university.

The requirements for a combined professional school/graduate school degree in the School of Medicine are equivalent to those required of students seeking a graduate degree alone and are determined by the individual departments. A time limit of seven calendar years for the Ph.D. degree, beginning at the time of first registration in the graduate school, applies to work to be credited toward degrees for students in combined programs.

M.D./M.P.H. Program

The objective of the M.D./M.P.H. Program is to provide high quality and in-depth training for motivated medical students wishing to pursue a career in public health. The program consists of four years of medical school (M-I, M-II, M-III and M-IV) and one year of study

in the M.P.H. Program. Students commit most of their time in a given year to either medical studies or graduate studies in public health without interdigitating the two. The final year of the M.D./M.P.H. Program is the clinical M-IV year in preparation of their residency. The average time to complete the M.D./M.P.H. Program is five to six years, depending on the degree of flexibility allowed in the last three years.

Since enrollment into the M.D./M.P.H. Program requires admission into both the School of Medicine and the School of Graduate Studies, each student must apply and be formally accepted into the appropriate department/program. Students must successfully complete all required course work in the M.P.H. Program to be awarded the M.P.H. degree.

Combined M.S./Ph.D. and D.D.S. degree programs

In cooperation with the School of Dentistry, students in dentistry with an interest in academic and research careers are afforded the opportunity to undergo advanced degree training while in dental school or residency. Admission of students enrolled in the School of Dentistry to combined degree programs is processed through the Office of Graduate Education of the School of Medicine by established procedures. The Dental Aptitude Test may be accepted in lieu of the GRE as an admission requirement. No application fee is required of students already regularly enrolled as degree-seeking graduate students at the university.

The requirements for a combined professional school/graduate school degree in basic health sciences are equivalent to those required of students seeking a graduate degree alone and are determined by the individual departments. A time limit of five calendar years for the M.S. and seven calendar years for the Ph.D. degree, beginning at the time of first registration in the graduate school, applies to work to be credited toward degrees for students in combined programs.

Interdisciplinary Ph.D. programs

The schools of Medicine and Allied Health Professions offer Ph.D. programs in physical therapy and in

anatomy/physical therapy and physiology/physical therapy. These research degrees are planned primarily as physical therapy faculty development programs; other needs may be met for individual students. Interested physical therapists should contact the departments of Anatomy or Physiology for details.

Termination of enrollment

The university reserves the right to terminate the enrollment of any student for unlawful, disorderly or immoral conduct or for persistent failure to fulfill the purposes for which he or she was matriculated.

A student enrolled in a graduate program under the supervision of the MCV Campus Graduate Committee may be dismissed from the school in which he is enrolled for failure to meet academic requirements prescribed by his school or failure to exhibit the attitudes and skills deemed necessary to function within his chosen scientific discipline.

Any action by a graduate student in a program under the supervision of the MCV Campus Graduate Committee considered to be unprofessional conduct shall constitute cause for disciplinary action.

Unprofessional conduct includes, but is not limited to:

1. fraud or deceit in gaining admission to the university, i.e., false or obviously misleading representations on the admission application,
2. an act that violates the established legal standards regarding conduct of one person towards society (i.e., stealing, lying, cheating and slander),
3. conviction of a felony involving moral turpitude, and
4. plagiarism or other scientific misconduct.

Process handbook

An expanded guide to protocols followed in the graduate programs administered by the School of Medicine is available to students and faculty. This manual of procedures should be consulted following matriculation in a particular program.

Departmental research interests

The graduate course offerings and the list of graduate faculty for each department offering graduate work under the administration of the dean of the School of Medicine are given in the appropriate school sections of this bulletin. The pages on which these may be found and brief statements of the research interests of the faculties of the departments follow.

School of Medicine

Department of Anatomy (page 210)

Research interests: morphological and functional studies of axonal reaction, cerebral blood flow, neurotransmitter imbalance and protein synthesis following traumatic or ischemic brain injury; neurophysiology, transmitter neurochemistry and neuroanatomy of eye movement; neural regeneration and myelination; brain mechanisms of multisensory integration; function of neuroglia in development and disease; ontogeny, aging and cell biology of the immune system and immune system dysfunction; immunobiology of antibody responses; molecular origins of brain tumors and therapeutic approaches to brain malignancy; gene expression in cardiac myocytes; molecular mechanisms of angiogenesis; endothelial pathophysiology; neuroendocrinology and hypothalamic control mechanisms; ultrastructure, immunocytochemistry and aging of the reproductive system; molecular genetics of lung and breast cancer; computer-assisted instructional methods for teaching gross anatomy, histology and neuroanatomy.

The Department of Anatomy also offers a pre-professional master's degree track designed for students who are seeking to improve their academic qualifications prior to application to professional school. The track consists of 40 credit hours of course work and requires the writing of a library research thesis, which can be completed in one calendar year (fall and spring terms plus the following summer term). Enrollment is limited to 10 students.

Department of Biochemistry and Molecular Biophysics (page 211)

Research interests: enzyme chemistry; cellular control mechanisms;

protein structure and function; macromolecular structure; genetic control of development and differentiation; complex carbohydrate biochemistry; nuclear proteins; mechanism of hormone action; neurochemistry; intracellular protein catabolism; protein and nucleic acid metabolism and processing; membrane structure and function; cell surface receptors; eucaryotic molecular genetics; spectroscopy; X-ray crystallography and other aspects of physical biochemistry. The Department of Biochemistry and Molecular Biophysics offers a master's degree program designed for individuals interested in a technical educational experience, but not necessarily a career in a laboratory science. The program includes 29 credit hours of course work, a laboratory research-based thesis, and requires a minimum of two calendar year (fall and spring terms and one summer). Enrollment is limited to 10 students.

Department of Biostatistics (page 213)

Research interests: response surface applications to biomedical problems; correlation analysis; sequential analysis; multivariate analysis; statistical analysis of toxicology studies; multidimensional scaling; linear models; categorical data analysis; statistical analysis of clinical trials; epidemiological and demographic research; applications of Bayesian statistics to the medical sciences; robust statistics; stochastic modeling; time series analysis; statistical computing; survival analysis.

Department of Human Genetics (page 215)

Research interests: human cytogenetics and somatic cell genetics; biochemical and molecular genetics; human population, quantitative and behavior genetics; genetic epidemiology; clinical genetics including studies of twins, metabolic and neurosensory disorders, genetic counseling.

Department of Microbiology and Immunology (page 216)

Research interests: microbial biochemistry, ecology, genetics and physiology; molecular biology; genetic mechanisms and regulation of prokaryotic and eukaryotic cells; biologic transport; cellular differentiation; immunobiology; immunotoxicology; hypersensitivity

mechanisms; immunopotential; host-parasite interactions; animal virology; mycology; microbial pathogenesis; cellular and molecular parasitology; cellular oncology; cellular and tumor immunology; cancer chemotherapy; antibiotics and chemotherapy.

Department of Pathology (page 218)

Research interests: biochemical and clinical applications of enzyme and protein immobilization, clinical enzymology, techniques in clinical chemistry, immune effector systems; molecular diagnostics; carcinogenesis; cell injury; toxicology; tumor progression, invasion and metastasis, microbial pathogenesis; gastrointestinal cancer; prostate cancer.

Department of Pharmacology and Toxicology (page 219)

Research interests: adrenergic receptors; analgesics; analytical toxicology; behavioral pharmacology and toxicology; cancer chemotherapy; carcinogenesis; central cardiovascular regulation; cholinergic mechanisms; clinical pharmacology; DNA damage and repair mechanisms; drug abuse; drug interactions; drug metabolizing enzymes; endogenous opioids; hepatotoxicology; ion and drug transport; immunotoxicology and immunopharmacology; macrophage function; microsomal proteins; neuropharmacology; peptide and drug synthesis; phospholipids; prostaglandins; receptor mechanisms; reproductive toxicology; safety evaluation; secretory mechanisms; toxicokinetics.

Department of Physiology (page 221)

Research interests: cell physiology including ion transport, volume regulation, cardiac and neural excitability, excitation-contraction coupling, hormonal signaling (glucocorticoids, peptides, placental prostaglandins), and nonionizing radiation; human cardiovascular physiology and pathophysiology; microcirculation; gastrointestinal physiology; molecular biology; muscle, steroid receptors; network analysis; neuroscience including development, plasticity, regeneration, transmitter neurochemistry, chemical senses, motor and sensory processing, pain.

Department of Preventive Medicine and Community Health (page 223)

Research interests: public health policy; environmental and occupational epidemiology; hearing loss; low back pain; violence prevention; asbestos assessments; health care to underserved populations; cancer prevention in rural youth; international studies of diet and blood pressure; family and community studies of substance abuse; and other psychiatric disorders.

Department of Anatomy

Abubaker, A. Omar, Assistant Professor (Oral and Maxillofacial Surgery)*

Ph.D., D.M.D. University of Pittsburgh
Temporomandibular pathogenesis.

Astruc, Juan A., Professor (Neurology)*

M.D., Ph.D. University of Granada
Neuro-ophthalmology and ocular motility.

Bigbee, John W., Associate Professor

Ph.D. Stanford University
Cell adhesion and neural development.

Bogler, Oliver, Assistant Professor

Ph.D. Ludwig Institute for Cancer Research
Molecular origins of brain tumors.

Broadus, William C., Assistant Clinical Professor (Neurosurgery)*

M.D. Case Western Reserve University
Neuro-oncology, therapeutic approaches to brain malignancy.

Bullock, M. R. Ross, Professor (Neurosurgery)*

M.D. Birmingham, U.K.
Ph.D. University of Natal
Human head injury.

Christman, Carole W., Assistant Professor

Ph.D. Virginia Commonwealth University
Axonal response to injury and neural regeneration.

Clemo, H. Ruth, Assistant Professor

Ph.D. Virginia Commonwealth University
Cortical and subcortical mechanisms of somatic sensation.

Colello, Raymond J., Assistant Professor

D.Phil. Oxford University
Role of neuroglia in development and disease.

Costanzo, Richard M., Professor (Physiology)*

Ph.D. State University of New York, Syracuse
Neural regeneration in the olfactory system.

Coulter, Douglas A., Assistant Professor (Neurology)*

Ph.D. Boston College
Neurophysiology and neural biology of epilepsy.

Craig, Shirley S., Associate Professor Emerita

Ph.D. Virginia Commonwealth University
Mast cell biology.

Ellison, Mary D., Assistant Professor (United Network for Organ Sharing)*

Ph.D. Virginia Commonwealth University
Cerebral microvasculature.

Finucane, Sheryl D. G., Assistant Professor (Physical Therapy)*

Ph.D. Virginia Commonwealth University
Rehabilitation strategies after physical injury.

Fuss, Babette, Assistant Professor

Ph.D. Swiss Federal Institute of Technology (Zurich)
Molecular genetics of myelination.

Geeraets, Ragnit, Associate Professor Emeritus

Ph.D. Virginia Commonwealth University
Developmental biology of the eye, computer-assisted instructional methods.

Goldberg, Stephen J., Professor

Ph.D. Clark University
Cranial nerve motor unit physiology related with eye and tongue movement.

Gudas, Stephen A., Assistant Professor (Rehabilitation Medicine)*

Ph.D. Virginia Commonwealth University
Endothelial cell biology, cancer rehabilitation.

Haar, Jack L., Professor and

Dean, School of Graduate Studies
Ph.D. Ohio State University
Immunobiology, thymic and hemopoietic stem cell differentiation.

Harris, Thomas M., Professor Emeritus

Ph.D. University of North Carolina
Developmental biology of the eye, computer-assisted instructional methods.

Hegre, Erling S., Professor Emeritus

Ph.D. University of Minnesota
Embryology.

Jackson, Caroline G., Associate Professor Emerita

Ph.D. Virginia Commonwealth University
Developmental biology of the eye, computer-assisted instructional methods.

Johnson, James H., Professor

Ph.D. University of California-Los Angeles
Mechanisms controlling luteinizing hormone release, computer-assisted instructional methods.

Jollie, William P., Professor Emeritus

Ph.D. Harvard University
Reproductive biology: placental transport mechanisms neonatal immunity.

Krieg Jr., Richard J., Professor

Ph.D. University of California-Los Angeles
Impairments of growth and reproduction during kidney disease.

Leichnetz, George R., Professor

Ph.D. Ohio State University
Cortical and subcortical brain connections concerned with eye movement and visual attention.

Mayer, David J., Professor (Anesthesiology)*

Ph.D. University of California-Los Angeles
Brain mechanisms of analgesia.

McClung, J. Ross, Associate Professor

Ph.D. University of Texas-Galveston
Anatomy of cranial nerve motor units associated with eye and tongue movement.

Merchant, Randall E., Associate Professor

Ph.D. University of North Dakota
Neurooncology, therapeutic approaches to brain malignancy.

- Meredith, M. Alex, Associate Professor
Ph.D. Virginia Commonwealth University
Cortical and subcortical mechanisms of multisensory integration.
- Newsham, Irene F., Assistant Professor
Ph.D. Massachusetts Institute of Technology
Genetics of lung and breast cancer.
- Pakurar, Alice S., Associate Professor
Ph.D. University of Michigan
Computer-assisted instructional methods.
- Phillips, Linda L., Assistant Professor (Neurosurgery)*
Ph.D. Wake Forest University
Gene expression following traumatic brain injury.
- Povlishock, John T., Professor and Department Chair
Ph.D. St. Louis University
Axonal injury, neuroplasticity and impaired vascular reactivity with associated brain injury.
- Ramoa, Ary S., Associate Professor
M.D., Ph.D. Rio de Janeiro, University of California at Berkeley
Neurobiology, neuronal differentiation during eye development.
- Reeves, Thomas M., Assistant Professor
Ph.D. Southern Illinois University
Neurophysiological correlates of neural injury.
- Seibel, Hugo R., Professor
Ph.D. University of Rochester
Reproductive biology: pineal organ, computer-assisted instructional methods.
- Shall, Mary Snyder, Assistant Professor (Physical Therapy)*
Ph.D. Virginia Commonwealth University
Cranial nerve physiology in motor control.
- Sholley, Milton M., Professor
Ph.D. Temple University
Endothelial cell biology and angiogenesis.
- Simpson, David G., Assistant Professor
Ph.D. Northwestern University
Gene expression in cardiac myocytes.
- Spencer, Robert F., Professor [Otolaryngology-Head and Neck Surgery]*
Ph.D. University of Rochester
Neurobiology, anatomy, physiology, and pharmacology of vestibular and auditory systems.
- Szakai, Andras K., Professor
Ph.D. University of Tennessee
Immunobiology of antibody responses.
- Taubenberger, Jeffrey K., Assistant Clinical Professor [Armed Forces Institute of Pathology]*
M.D./Ph.D. Virginia Commonwealth University
Differentiation and gene regulation of lymphocyte development, molecular genetics of breast cancer and morbilloviruses.

* Department in parentheses indicates primary appointment.

+ Department in brackets indicates affiliate appointment.

Graduate courses in anatomy (ANAT)

ANAT 501 Gross Anatomy (Dentistry)

Term course; 5.5 lecture and 8 laboratory hours. 9.5 credits. Offered: I. A systematic dissection and study of the human body with clinical correlation and emphasis on the head and neck.

ANAT 502 Microscopic Anatomy (Dentistry)

Term course; 3 lecture and 6 laboratory hours. 6 credits. Offered: I. A study of the normal tissues and organs of the human body at the microscopic level, with emphasis on the histological organization and development of the oral cavity.

ANAT 503 Neuroanatomy (Dentistry)

Term course; 1.5 lecture hours. 1.5 credits. Offered: I. This course provides the student with a broad exposure to the field of neuroanatomy. The structure and connections of the brain and spinal cord are stressed to prepare the student for dealing with physiological, pharmacological and clinical aspects presented in other courses.

ANAT 505 Principles of Human Anatomy (Pharmacy)

Term course; 2.5 lecture and 1.5 laboratory hours. 3 credits. Offered: I. The structure of the human body is surveyed by studying micro-, neuro- and gross anatomy. Emphasis is placed on basic concepts and their application to various body components.

ANAT 509/PHIS 509/PHXT 509 Introduction to Neuroscience

Term course; 3 lecture hours. 3 credits. Offered: I. Prerequisites: Permission of instructor. Designed as an interdisciplinary introduction to the function of the central nervous system. The basic principles of neuroscience including neuronal anatomy, electrical properties of single neurons and cell biology of neurotransmitter release are followed by a discussion of individual sensory systems and an introduction to the organization and function of discrete brain regions including cortex, basal ganglia, hypothalamus, hippocampus and others. Understanding basic aspects of nervous system function is emphasized, with relevant clinical examples.

ANAT 525 Advanced Functional Anatomy (Occupational Therapy)

Term course; 3 lecture and 4 laboratory hours. 5 credits. Offered: I. Prerequisites: BIOL 205 or equivalent and permission of the instructor. A study of the anatomy and kinesiology of the human body using prosected specimens and the dissected cadaver. Emphasis is placed on the study of the extremities, particularly the hand.

ANAT 529 Advanced Functional Neuroanatomy (Occupational Therapy)

2 lecture and 2 laboratory hours. 3 credits. Offered: II. Prerequisites: ANAT 525 and permission of instructor. A study of the morphological and functional aspects of the central and peripheral nervous systems of the human body with particular emphasis on motor activity.

ANAT 609 Gross and Developmental Anatomy

Term course; 4 lecture and 10 laboratory hours. 9 credits. Offered: I. A dissection and macroscopic study of the human body, with clinical correlations.

ANAT 610 Neuroanatomy

Term course; 4 lecture and 2 laboratory hours. 5 credits. Offered: II. A study of the structure, connections and function of the central nervous system. Laboratory sessions complement lecture presentations, emphasizing light microscopic and ultrastructural neurohistology, gross and sectional anatomy of the brain, and tracing of functionally related CNS connections.

ANAT 611 Histology

Term course; 4 lecture and 2 laboratory hours. 5 credits. Offered: I. A study of the basic light and electron microscopic structure of cells, tissues, and organs. Emphasis on correlating structure with function.

ANAT 613 Advanced Studies in Anatomy

1-6 credits. Offered: I, II, S. An in-depth study in specific areas of anatomy: histology, gross anatomy and neuroanatomy.

ANAT 614 Cytology

Term course; 2 lecture hours. 2 credits. Offered: I. A topical approach to current areas of interest in mammalian cell and molecular biology.

ANAT 690 Anatomy Research Seminar

1 lecture hour. 1 credit. Offered: I, II. A course consisting of faculty and student-led seminars presenting current research in neurobiology, immunobiology and reproductive biology.

ANAT 691 Special Topics in Anatomy

1-4 credits. Offered: I, II, S. Lectures, seminars, tutorial sessions, and/or library research assignments in selected areas of advanced study not available in other graduate level anatomy courses or as concentrated emphasis on a particular area of research.

ANAT 697 Directed Research in Anatomy

1-15 credits. Offered: I, II, S. Research leading to the M.S. or Ph.D. degree and elective research projects for other students.

Department of Biochemistry and Molecular Biophysics

- Abraham, Donald, Professor (Chair, Medicinal Chemistry)*
[Biomedical Engineering]⁺
Ph.D. Purdue University
X-ray crystallography and drug design.
- Ariga, Toshio, Associate Professor
Ph.D. Niigata University, Japan
Glycolipid biochemistry and cellular differentiation.
- Banks Jr., William L., Professor [Surgery and Preventive Medicine]⁺
Ph.D. Rutgers University
Cancer and nutrition education.

- Bieberich, Erhard M., Instructor
Ph.D. University of Cologne/Bonn
Enzyme purification, characterization, molecular biology and intracellular regulation.
- Brandt, Richard B., Professor Emeritus [Preventive Medicine]*
Ph.D. New York University
Glyoxalase enzyme system in cancer.
- Broga, Dean W., Associate Professor (Environmental Health/Safety)*
Ph.D. University of Virginia
nuclear engineering (radiation protection).
- Chan, James C., Professor (Pediatrics)*
M.D. McGill University.
- Chan, Winnie M. Y., Assistant Professor (Pediatrics)*
- Chlebowski, Jan F., Professor [Chemistry]*
Ph.D. Case Western Reserve University
Biosynthesis and regulation of enzyme structure and function.
- Clore, John N., Associate Professor (Internal Medicine-Endocrinology)*
- Collins, James M., Professor
Ph.D. University of Tennessee
Biochemistry of cell cycle, DNA synthesis.
- DeLorenzo, Robert, Professor (Neurology)* [Pharmacology and Toxicology]
M.D./Ph.D. Yale University.
- Diegelman, Robert F., Professor (Surgery)*
Ph.D. Georgetown University
Biochemistry of extra-cellular matrix metabolism during tissue repair.
- Franson, Richard, Professor
Ph.D. Bowman Gray School of Medicine
Phospholipid metabolism, phospholipases A2.
- Ghosh, Shobha, Assistant Professor
Ph.D. India Institute of Science
Regulation of lipid metabolism.
- Gil, Gregorio, Associate Professor
Ph.D. University of Barcelona
Transcriptional regulation of cholesterol and bile acid metabolism.
- Graham, Martin F., Professor (Pediatrics)*
- Grant, Steven, Professor (Internal Medicine-Hematology/Oncology)* [Microbiology and Immunology, Pharmacology and Toxicology]*
M.D. Mt Sinai
Signal transduction and apoptosis.
- Grogan, W. McLean, Professor
Ph.D. Purdue University
Lipid metabolism in differentiation and transformation.
- Hawkrigde, Fred M., Professor (Chemistry)*
Ph.D. University of Kentucky
Analytical chemistry, bioenergetics and bioelectrochemistry and heme protein electron transfer reactions.
- Hibbert, Jaqueline M., Assistant Professor (Surgery)*
Ph.D. University of the West Indies, Jamaica
Substrate and energy metabolism, clinical studies.
- Holmes, Walter M., Professor (Microbiology and Immunology)*
Ph.D. University of Tennessee, School of Medicine
Protein nucleic acid interactions, RNA polymerase promoter interactions, RNA modifications.
- Hylemon, Phillip B., Professor (Microbiology and Immunology)*
Ph.D. Virginia Tech
Regulation of bile acid biosynthesis, cell signalling, bile acid metabolism by intestinal bacteria.
- Kirby, Donald F., Professor (Internal Medicine-Gastroenterology)*
- Liberti, Joseph P., Professor
Ph.D. Loyola University, Chicago
Mechanism of hormone action, regulation of translation.
- Peterson, Darrell L., Professor
Ph.D. University of Notre Dame
Structure of hepatitis B surface antigen proteins.
- Rizzo, William B., Professor (Pediatrics)*
M.D. University of Illinois, College of Medicine
Biochemistry of inherited metabolic diseases.
- Roesser, James R., Assistant Professor
Ph.D. University of Virginia
RNA-protein interactions and regulation of gene expression.
- Roth, Karl S., Associate Professor (Pediatrics)*
M.D. Bowman Gray School of Medicine, Wake Forest University
Biochemistry of inherited disorders.
- Sato-Bigbee, Carmen, Assistant Professor
Ph.D. Buenos Aires University, Argentina
Signal transduction systems and gene regulation in cell differentiation.
- Scarsdale, Neel, Assistant Professor
Ph.D. Yale University
Nuclear magnetic resonance spectroscopy and macromolecular structure.
- Schirch, LaVerne G., Professor
Ph.D. University of Michigan
Properties of enzymes involved in one-carbon metabolism.
- Shelton, Keith R., Professor
Ph.D. University of Illinois
Role of stress proteins in formation of lead-induced nuclear inclusion bodies.
- Van Antwerpen, Rik, Assistant Professor
Ph.D. University of Utrecht, The Netherlands
Structure and function of serum lipoproteins.
- Van Tuyle, Glenn C., Associate Professor
Ph.D. Thomas Jefferson University
Mitochondrial DNA metabolism, RNA processing.
- Wolf, Barry, Professor (Human Genetics)*
M.D./Ph.D. University of Illinois
Inherited metabolic diseases, specifically biotinidase deficiency and biotin metabolism.
- Wright, H. Tonie, Professor
Ph.D. University of California, San Diego
Protein and nucleic acid structure by X-ray crystallography.
- Yu, Robert K., Professor and Department Chair [Chemistry, Neurology]*
Ph.D. University of Illinois
Chemistry and metabolism of sphingolipids, chemistry and metabolism of glycoconjugates, mechanism of autoimmune diseases, control of cellular-differentiation and proliferation, NMR spectroscopy.
- Zehner, Zendra E., Professor
Ph.D. Baylor College of Medicine
Regulatory signals governing gene expression, mRNA localization, translation control.
- Zeng, Guichao, Associate Professor
Ph.D. McGill University
Gene cloning and regulation.

* Department in parentheses indicates primary appointment.

+ Department in brackets indicates affiliate appointment.

Graduate courses in biochemistry and molecular physics (BIOC)

BIOC 503-504/MICR 503-504 Biochemistry, Cell and Molecular Biology

Continuous course; 5 lecture hours. 5 credits. Offered: I, II. Prerequisites: Undergraduate organic and physical chemistry, or permission of instructor. A comprehensive introductory course that describes basic biochemistry and reviews current concepts of modern cell and molecular biology.

BIOC 505-506 Experimental Biochemistry

Continuous course; 4 laboratory hours. 2 credits. Offered: I, II. Prerequisite: BIOC 503 (or concurrent) or equivalent quantitative chemistry. Laboratory work, including theory and practice of advanced biochemical research methods.

BIOC 507-508 Bioorganic Chemistry

Continuous course; 3 lecture hours. 3 credits. Offered: I, II. Prerequisite: Permission of the instructor. Study of structure, chemistry and mechanism of small, biologically important molecules.

BIOC 509 Biophysical Chemistry

Term course; 3 lecture hours. 2 credits. Offered: I. Study of major physical/chemical concepts of biological organization with emphasis on self-assembly and dynamic interactions of biological structures.

BIOC 510 Radiation Safety

Term course offered on a demand basis (2-4 times or approximately 20 students per year); 15 lecture hours. 1 credit. Offered: I, II, S. Provides basic principles for the safe use of radioactive materials in biological research and meets the minimum training requirements set forth for responsible investigators in the university's Nuclear Radiation License.

BIOC 523-524 Biochemistry (Pharmacy)

Continuous course; 2-3 lecture hours. 2-3 credits. Offered: I, II. Prerequisites: CHEM 301-302 or equivalent. A presentation of structural biochemistry, intermediary metabolism, physiological chemistry and nutrition as a part of the fundamental background of modern pharmacy.

BIOC 601 Membranes and Lipids

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years spring 1999). Prerequisite: BIOC 503-504. Comprehensive presentation of important areas in biological membrane research. Key topics include techniques in the study of membrane lipids and proteins, "order" and organization in membranes, transport, receptors and cell surface antigens, physical measurements in membranes, reconstituted systems, and signal transduction.

BIOC 602 Physical Properties of Macromolecules

Term course; 3 lecture hours. 3 credits. Offered: II.
Prerequisite: BIOC 503-504 and physical chemistry.
Physicochemical approaches to the determination of the structure and conformation of macromolecules.

BIOC 604 Enzymology

Term course; 3 lecture hours. 3 credits. Offered: I.
Prerequisites: BIOC 503-504. Physical and chemical properties and mechanisms of action of enzymes. Treatment of chemical catalysis, enzyme kinetics and correlation of enzyme structure to mechanisms.

BIOC 605 Molecular Biology

Term course; 3 lecture hours. 3 credits. Offered: II.
Prerequisite: Undergraduate chemistry or biochemistry.
Nucleic acid structure, genetic code, DNA replication, transcription, translation; structure and properties of self-assembling systems: viruses, ribosomes, cytoskeletal proteins and membranes.

BIOC 606 Biochemical Control Processes

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years spring 1998). Prerequisite: BIOC 503-504 and permission of instructor. An advanced course on aspects of control mechanisms at the molecular level.

BIOC 610 Current Trends in Biochemistry

Term course; 2 lecture hours. 2 credits. Offered: I.
Prerequisites: BIOC 503-504. A study and literature review of common and complex biochemical substances using recent research methodology.

BIOC 690 Biochemistry Research Seminar

Term course; 1 credit. Offered: I, II. Reports on recent biochemical literature and research by students and staff.

BIOC 691 Special Topics in Biochemistry

Term course; 1-4 credits. Offered: I, II. Lectures, tutorial studies and/or special assignments in selected areas of advanced study not available in other courses or as part of research training.

BIOC 697 Directed Research in Biochemistry

Term course; 1-15 credits. Offered: I, II, S. Research leading to the M.S. or Ph.D. degree and elective research projects for other students.

Department of Biostatistics

Bauer, David F., Associate Professor (Mathematical Sciences)*
Ph.D. University of Connecticut
Nonparametric statistics.

Best III, Alvin M., Associate Professor (Psychiatry)*
Ph.D. Virginia Commonwealth University

Linear models, response surface methodology, multivariate analysis, statistical computing.

Bovberg, Victor E., Assistant Professor (Internal Medicine, Health Administration)*
Ph.D. University of Washington
Epidemiology.

Carchman, Richard A., Professor

Ph.D. State University of New York, Downstate Medical Center

Cyclic nucleotide metabolism in malignant transformation, macrophage function, toxicology.

Carter Jr., Walter H., Professor and Department Chair [Internal Medicine, Pharmacology and Toxicology]*

Ph.D. Virginia Polytechnic Institute and State University
Design and analysis of response surface experiments, clinical trials, toxicology.

Chinchilli, Vernon M., Professor (Hershey Medical Center)*

Ph.D. University of North Carolina, Chapel Hill
Multivariate analysis, clinical trials and nonparametric statistics, toxicological experiments.

Choi, Sung C., Professor [Neurosurgery]*

Ph.D. University of California
Multivariate biostatistics, sequential analysis, design, and analysis of clinical trials.

Elswick, Ronald K., Assistant Professor

Ph.D. Virginia Commonwealth University
Multivariate analysis, statistical computing, clinical trials.

Flora, Roger E., Associate Professor (Pharmaceutical Research, Associates, Inc.)*

Ph.D. Virginia Polytechnic Institute and State University
Design and analysis of clinical trials, multivariate analysis.

Gennings, Chris, Associate Professor

Ph.D. Virginia Commonwealth University
Response surface analysis, multivariate statistics, toxicology.

Johnson, Robert E., Associate Professor (Mathematical Sciences)*

Ph.D. University of North Carolina, Chapel Hill
Linear models, nonparametrics, survey sample theory.

Kilpatrick, S. James, Professor

Ph.D. Queen's University of Belfast
Health services research, epidemiology.

Kish Jr., Charles W., Assistant Professor (Whitehall-Robins)*

Ph.D. Virginia Commonwealth University
Design and analysis of clinical trials, multivariate analysis, response surface methodology, software design and statistical computing.

Ko, Daijin, Associate Professor

Ph.D. University of Washington
Robust statistics, survival analysis, nonparametric regression, directional data.

Lu, I-Li, Assistant Professor

Ph.D. University of Virginia
Multivariate statistical analysis, probability theory, sampling survey, econometrics.

McClish, Donna K., Associate Professor

Ph.D. University of North Carolina
Statistical methods in epidemiology, applied stochastic processes, health services research.

Minton, Paul D., Professor Emeritus

Ph.D. North Carolina State University
Distributions and models for biomedical applications.

Peace, Karl E., Professor (Biopharmaceutical Research Consultants, Inc.)*

Ph.D. Virginia Commonwealth University
Survival analysis, design and analysis of clinical trials.

Penberthy, Lynne T., Assistant Professor (Massey Cancer Center)*

M.D. University of Michigan

Data linkage and analysis of health services research, cancer treatment and control, epidemiology.

Shaw, James E., Assistant Professor (Internal Medicine)*
M.D./M.P.H. University of California, Los Angeles
Epidemiology, clinical research.

Smith, Wally R., Associate Professor (Internal Medicine)*
M.D. University of Alabama

Clinical epidemiology, quality health care, clinical research.

* Department in parentheses indicates primary appointment.

+ Department in brackets indicates affiliate appointment.

Graduate courses in biostatistics (BIOS)**BIOS 513-514/STAT 513-514 Mathematical Statistics I-II**

Continuous course; 3 lecture hours. 3-3 credits. Prerequisite: MATH 307. Probability, random variables and their properties, distributions, moment generating functions, limit theorems, estimators and their properties; Neyman-Pearson and likelihood ratio criteria for testing hypotheses.

BIOS 516 Biostatistical Consulting

Term course; 1 lecture hour. 1 credit. Offered: I, II. The principles dealing with the basic art and concepts of consulting in biostatistics. The nonstatistical course discusses role, responsibilities of biostatisticians, relationship between clients and consultants, method of writing reports, etc.

BIOS 523/STAT 523 Nonparametric Statistical Methods

Term course; 3 lecture hours. 3 credits. Offered: II.
Prerequisites: Any two courses of statistics or permission of instructor. Estimation and hypothesis testing when the form of the underlying distribution is unknown. One-, two- and k-sample problems. Tests of randomness, Kolmogorov-Smirnov tests, analysis of contingency tables and coefficients of association.

BIOS 524 Biostatistical Computing

Term course; 3 lecture hours. 3 credits. Offered: I. The Statistical Analysis System (SAS) is both a powerful computer language and a large collection of statistical procedures. Students learn how to create and manage computer data files. Techniques for thorough examination and validation of research data are presented as the initial step of a complete, computerized analysis. Descriptive statistics are computed and statistical procedures such as t-tests, contingency tables, correlation, regression and analysis of variance then applied to the data. Special attention is paid to the applicability of each procedure. Students are encouraged to analyze their own or typical data from their discipline.

BIOS 530 Elements of Biometry

Term course; 5 lecture hours weekly during January and February. 2 credits. Offered: II. For dental and medical fellows: graduate students with consent. Concepts of biostatistics and epidemiology. Summary statistics and tables. Normal distribution and statistical association. Chi-square tests, t-tests, Wilcoxon test, and other tests. Sensitivity,

specificity, odds ratios, and related topics. Clinical trials, prospective and retrospective studies, and other miscellaneous topics in biostatistics and epidemiology.

BIOS 531 Clinical Epidemiology

Term course; 3 lecture hours. 3 credits. Offered: II. This course is intended primarily for clinicians. Permission of the course coordinator is required for others interested in registering. Epidemiological concepts necessary for evidence based studies of medicine. Specific topics will include: cause and effect criteria, demographic rates, measures of association or effect, study designs, decision trees, meta-analysis, evaluation of the literature, sources of data, reliability and validity, bias, confounding and effect modification, screening and diagnostic tests, sensitivity, specificity, false positives, false negatives, applications of the above to diagnosis and treatment, treatment efficacy and improved patient care.

BIOS 543/PMCH 543/STAT 543 Statistical Methods I

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing, or one course in statistics and permission of instructor. Basic concepts and techniques of statistical methods, including: the collection and display of information, data analysis, and statistical measures; variation, sampling, and sampling distributions; point estimation, confidence intervals, and tests of hypotheses for one and two sample problems; principles of one-factor experimental design, one-way analysis of variance, and multiple comparisons; correlation and simple linear regression analysis; contingency tables and tests for goodness of fit. Students may not receive degree credit for both STAT 541 and STAT 543. STAT 543 is not applicable toward the M.S. degree in mathematical sciences or the M.S. degree in computer science.

BIOS 544/STAT 544 Statistical Methods II

Term course; 3 lecture hours. 3 credits. Prerequisite: STAT 541 or STAT 543, or equivalent. Introductory treatment of the design of experiments and the statistical analysis of experimental data based on analysis of variance (ANOVA) and multiple-regression problems will be covered. Includes the use of a statistical software package for data analysis.

BIOS 546 Linear Models

Term course; 3 lecture hours. 3 credits. Offered: II. Prerequisites: BIOS 513 and 543/553. Distribution of quadratic forms under normal theory; general linear model of full rank and less than full rank, Gauss-Markov theorem; estimability.

BIOS 553-554 Applied Statistics

Continuous course; 3 lecture hours. 3-3 credits. Offered: I, II. Prerequisites: MATH 200-201 or equivalent and one previous course in statistics and permission of instructor. Introduces applied statistics of biostatistics intended primarily for graduate students in the Department of Biostatistics. Reviews elementary probability, theory and frequency distributions, sampling theory, principles of inference, one and two sample problems. ANOVA. Principles of experimental design. Variance components. Multiple comparison procedures. Block designs and Latin Squares. Nested ANOVA. Multiway ANOVA. Correlation and regression analysis. Multiple regression. Nonlinear regression. ANCOVA. MANOVA. Repeated measures.

BIOS 571 Clinical Trials

Term course; 3 lecture hours. 3 credits. Offered: I. Concepts of data management and statistical design and analysis in single-center and multicenter clinical trials. Data management topics include the collection, edition, and validation of data. Statistical design topics include randomization, stratification, blinding, placebo- and active-control groups, parallel and crossover designs, and power and sample size calculations. Statistical analysis topics include sequential and group sequential methods.

BIOS 572 Statistical Analysis of Biomedical Data

Term course; 3 lecture hours. 3 credits. Offered: II. Statistical methodology for data sets frequently encountered in biomedical experiments. Topics include analysis of rates and proportions, epidemiological indices, frequency data, contingency tables, logistic regression, life-tables and survival analysis.

BIOS 581 Applied Multivariate Analysis

Term course; 3 lecture hours. 3 credits. Offered: II. Prerequisite: BIOS 544 or 554. Focuses on multivariate statistical methods, including Hotelling's T-square, MANOVA, multivariate multiple regression, canonical correlation, discriminant analysis, partially and blocking, multivariate outliers, components and factor analysis, and GMANOVA. Presumes the material in BIOS 543-544 or BIOS 553-554, including a matrix approach to multiple regression.

BIOS 615-616 Advanced Inference

Continuous course; 4 lecture hours. 4 credits. Offered: I, II. Prerequisites: BIOS 514 and MATH 508, or permission of instructor. Mathematical preliminaries: probability and measure; integration; modes of convergence. Decision theoretical approach to statistical inference; decision rules; admissibility. Bayes and minimax procedures, invariance; complete classes. Point estimation; unbiasedness; efficiency; M, L, and R estimators; U statistics. Hypothesis testing: the Neyman-Pearson theory; unbiasedness and invariant tests; conditional tests; permutation tests; rank tests; likelihood based tests. Interval estimation; confidence sets; relationship between confidence sets and families of tests; unbiased and invariant confidence sets. Asymptotics; stochastic convergence; statistical limit theorems; ARE; asymptotic likelihood based procedures. Overview of robust statistical procedures.

BIOS 625 Analysis of Categorical Data

Term course; 4 lecture hours. 4 credits. Offered: I (Alternate years beginning fall 1997). Prerequisites: BIOS 514, 554 and 572. Introduction to the theory and methods of analysis of binomial and multinomial data. Topics include exact and asymptotic analysis of contingency tables; measures of association and agreement; modeling approaches including logistic regression, loglinear models, tests; invariance, MANOVA, GMANOVA, and multiple design models, nonparametric methods; inference with covariance matrices; principal components; factor analysis; discriminant analysis; clustering; multidimensional scaling.

BIOS 631-632 Multivariate Analysis

Continuous course; 3 lecture hours. 3-3 credits. Offered: I, II. (Alternate years beginning fall 1998.) Prerequisites: BIOS 514, 546 and 554. Introduction to the theory and methods of

multivariate analysis; distributions; partial, multiple, and economical correlations; maximum likelihood and decision theoretical estimation; one-and two-sample tests; invariance: MANOVA, MANCOVA, GMANOVA, and multiple design models, nonparametric methods; inference with covariance matrices; principal components; factor analysis; discriminate analysis; clustering; multidimensional scaling.

BIOS 638-639 Statistical Design and Analysis in Toxicology

Continuous course; 3 lecture hours. 3-3 credits. Offered: I, II (Alternate years beginning fall 1998). Prerequisites for BIOS students: BIOS 514 and 554. Prerequisite for non-biostatistics students (who can enroll on a pass/fail basis): BIOS 554. Classical bioassay, dose-response relationships, continuous and quantal data; probit and logit analysis; estimation of the ED50; combination experiments; low dose extrapolation and risk assessment; carcinogenicity, mutagenicity, and teratogenicity screening; overview of laboratory and experimental problems for the toxicologist. Non-biostatistics students may enroll on a pass/fail basis.

BIOS 647 Survival Analysis

Term course; 3 lecture hours. 3 credits. Offered: I (Alternate years beginning fall 1997). Prerequisites: BIOS 514 and 554. The analysis of survival (or failure time) data, with/without censoring. Actuarial and life-table methods, nonparametric and parametric estimation of survival functions, and comparison of survival curves; regression methods, such as the Cox proportional hazards model; competing risks; sequential models; applications to clinical trials.

BIOS 650 Design and Analysis of Response Surface Experiments

Term course; 3 lecture hours. 3 credits. Offered: I (Alternate years beginning fall 1997). Prerequisites: BIOS 546 and 554. Philosophy, terminology, and nomenclature for response surface methodology, analysis in the vicinity of the stationary point, canonical analyses, description of the response surfaces, rotatability, uniform information designs, central composite in design and modern design criteria.

BIOS 655 Quantitative Epidemiology

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years beginning spring 1998). Prerequisites: BIOS 554 and 572. Examines the quantitative aspects of epidemiological research. Includes causality in epidemiological research; the design, analysis, and interpretation of cohort and case-control studies; bias, confounding, and misclassification, matching, stratification, and adjusting of covariates; generalized linear models in epidemiological research, goodness-of-fit tests and goodness-of-link tests.

BIOS 660 Sequential Analysis and Advanced Design and Analysis of Clinical Trials

3 lecture hours. 3 credits. Offered: II (Alternate years beginning spring 1997). Prerequisites: BIOS 514 and 554. Sequential methods versus fixed sample methods; the sequential probability ratio test with extensions and modifications; some applications of Cox's theorem; overview of analysis of clinical trials; closed and truncated tests; group sequential tests in clinical trials; sequential monitoring;

sequential estimation; other topics with emphasis in clinical trials.

BIOS 667 Advanced Data Analysis

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years beginning spring 1998). Prerequisites: BIOS 514 and 554. Explores recently developed data analysis techniques to find the main features and underlying structure of data. Includes robust methods, bootstrap, linear model diagnostics, cross validation, nonparametric regression, optimal transformation, ACE algorithm, projection pursuit regression.

BIOS 690 Biostatistical Research Seminar

Term course; 1 lecture hour. 1 credit. Offered: I, II. Talks by the students, faculty, and visitors describing recent research or reviewing topics of mutual interest.

BIOS 691 Special Topics in Biostatistics

Term course; lecture and laboratory hours by arrangement. 1-4 credits. Offered: I, II, S. Lectures, tutorial studies, library assignments in selected areas of advanced study or specialized biostatistical procedures not available in other courses or as part of the research training.

BIOS 697 Directed Research in Biostatistics

Term course; 1-15 credits. Offered: I, II, S. Research leading to the M.S. or Ph.D. degree and elective research projects for other students.

Department of Human Genetics

Black, Susan, Assistant Professor (Fairfax Hospital)*

M.D. McGill University
Clinical genetics.

Bodurtha, Joann, Associate Professor [Pediatrics and Obstetrics]†

M.D., M.P.H. Yale University
Clinical genetics, epidemiology, birth defects.

Brown, Judith A., Professor (Obstetrics and Gynecology)*

Ph.D. Indiana University
Cytogenetic, clinical and molecular genetics.

Chinnici, Joseph P., Associate Professor (Biology)*

Ph.D. University of Virginia
Population genetics.

Corey, Linda A., Professor [Dentistry]†

Ph.D. North Carolina State University
Genetic epidemiology and twin studies.

Eaves, Lindon J., Distinguished Professor [Psychiatry]†

Ph.D., D.Sc., University of Birmingham
MA, Oxon, behavior and quantitative genetics.

Foley, Debra L., Instructor

Ph.D. LaTrobe University
Genetic epidemiology and psychiatric genetics.

Holmes, W. Michael, Associate Professor (Microbiology and Immunology)*

Ph.D. University of Tennessee
Molecular genetics, nucleic acid chemistry.

Howard-Peebles, Patricia, Professor (Fairfax Hospital)*

Ph.D. University of Texas, Austin
Cytogenetics, fragile X syndrome.

Hymes, A. Jeanne, Instructor

Ph.D. West Virginia University
Biochemical and clinical genetics.

Jackson-Cook, Colleen, Assistant Professor

Ph.D. Virginia Commonwealth University
Clinical, molecular, and population cytogenetics, Down's syndrome, sperm chromosome aneuploidy.

Kendler, Kenneth S., Professor (Psychiatry)*

M.D. Stanford University
Human behavioral and psychiatric genetics.

Liu, Xue, Assistant Professor

Ph.D. University of Manchester
Hereditary deafness, Usher's Syndrome.

Levinson, Gene, Assistant Professor (Fairfax Hospital)*

Ph.D. University of California
Molecular genetics.

Lloyd, Joyce, Assistant Professor

Ph.D. Wesleyan University (CT)
Eucaryotic molecular biology, globin gene regulation.

MacLean, Charles, Professor (Psychiatry)*

Ph.D. University of North Carolina
Genetic epidemiology, biostatistics, linkage.

Maes, Hermine H. M., Assistant Professor

Ph.D. Catholic University of Leuven
Statistical genetics and genetic epidemiology.

Murrelle, Edward L., Instructor

Ph.D. University of Pittsburgh
Genetic epidemiology.

Nance, Walter E., Professor and Department Chair [Pediatrics and Internal Medicine]†

M.D. Harvard, Ph.D. University of Wisconsin
Clinical genetics, twin studies and hereditary deafness.

Neale, Michael, Associate Professor (Psychiatry)*

Ph.D. University of London
Behavioral genetics.

Pandya, Arti, Assistant Professor

M.D. University of Bombay
Clinical and molecular genetics.

Phelps, Lorna M., Lecturer

M.S.S.W. University of Wisconsin-Madison
Genetic counseling.

Rizzo, William B., Associate Professor (Pediatrics)*

M.D. University of Illinois, College of Medicine
Biochemical and clinical genetics.

Schieken, Richard, Professor (Pediatrics)*

M.D. University of Pennsylvania
Genetics of cardiovascular disease.

Shiang, Rita, Assistant Professor

Ph.D. University of Iowa
Molecular genetics.

Shulman, Joseph D., Professor (Fairfax Hospital)*

M.D. Harvard Medical School
Reproductive biology.

Silberg, Judy L., Assistant Professor

Ph.D. Virginia Commonwealth University
Behavior genetics, psychology, twin studies, adolescent behavior, psychological testing.

Stern, Harvey J., Assistant Professor (Fairfax Hospital)*

M.D. Albert Einstein College of Medicine
Ph.D. College of Physicians and Surgeons of Columbia University
Clinical genetics.

Vanner Nicely, Lauren, Instructor

M.S. University of Pittsburgh
Genetic counseling.

Wolf, Barry, Professor [Pediatrics]†

M.D., Ph.D. University of Illinois College of Medicine
Biochemical and clinical genetics, newborn screening.

Young, Reuben B., Professor (Pediatrics)*

M.D. Medical College of Virginia
Pediatric endocrinology and genetic disorders of sexual differentiation.

* Department in parentheses indicates primary appointment.

† Department in brackets indicates affiliate appointment.

Graduate courses in human genetics (HGEN)

HGEN 501/BIOL 530 Human Genetics

Term course; 3 credits. Offered: I. Prerequisites: BIOL 310 and CHEM 301, 301L, 302, 302L, or equivalents. Emphasizes a broad approach, at an advanced level, to human genetics. Explores topics including cytogenetics, pedigree analysis, gene mapping, aneuploid syndromes, inborn errors of metabolism, neonatal screening, cancer, genetic engineering, behavior and intelligence, prenatal diagnosis, and genetic counseling.

HGEN 502 Advanced Human Genetics

Term course; 2-6 lecture hours. 2-6 credits. Offered: I, II. Prerequisite: HGEN 501 or equivalent. For human genetics graduate students only. A comprehensive study of the principles of specific areas in human genetics.

HGEN 511 Human Cytogenetics

Term course; 3 lecture hours. 3 credits. Offered: I. (Even years only beginning in 1998.) Prerequisites: HGEN 501 and HGEN 502. A discussion of recent advances in human cytogenetics. Topics covered will include chromosome banding techniques and ultrastructure, meiosis, numerical and structural abnormalities, fragile sites, cancer cytogenetics, methodology for linkage studies, and population cytogenetics. Clinical cases are used to illustrate the application of special diagnostic methodologies.

HGEN 516 Population Genetics

Term course; 3 lecture hours. 3 credits. Offered: II. Genetic and ecological factors affecting normal and abnormal variation within and between populations of organisms, especially man.

HGEN 518 Methods in Human Population Genetics

Term course; 3 lecture hours. 3 credits. Offered: I. Data analysis and discussion of methods including segregation analysis and linkage. Topics covered will include inbreeding, ascertainment and genetic epidemiology.

HGEN 525-526 Practice of Genetic Counseling

Continuous course; 3 lecture hours. 3-3 credits. Offered: I and II. Provides context for practice of genetic counseling through literature review and practical techniques. Places specific emphasis on pregnancy and childhood evaluation,

interviewing techniques, social and ethical issues, including fieldwork in prenatal, general genetics and specialty clinics.

HGEN 527-528 Medical Genetics

Continuous course; 3 lecture hours. 3-3 credits. Offered: I and II. Provides medical information and principles of human genetic disease with specific emphasis on the molecular basis of Mendelian disorders, disorders of sexual development, assessment of dysmorphic features, and the genetics of common diseases. Emphasizes the use of all available resource materials in genetics.

HGEN 531 Dental Genetics

Term course; 1 lecture hour. 1 credit. Offered: I. The basis of inheritance and variation in man, including simple and complex modes of inheritance, the nature of mutations, human chromosomal aberrations, variation in protein and antigens, genetic aspects of some syndromes, and birth defects.

HGEN 600 Clinical Genetics

Term course; 1 lecture and 4 laboratory hours. 3 credits. Offered: I, II, and S. Prerequisite: HGEN 501 or equivalent. Practical experience in the genetic counseling clinic and on ward rounds. Includes collection and analysis of family histories, genetic counseling and introduction to genetic nosology.

HGEN 603 Mathematical and Statistical Genetics

Term course; 3 lecture hours. 3 credits. Offered: II. Prerequisite: BIOS 543-544 or equivalent. Provides an introduction to the rudiments of theoretical and applied mathematical population genetics including the segregation of genes in families, genetic linkage and quantitative inheritance. Emphasizes the methods used in the analysis of genetic data.

HGEN 614 Human Biochemical and Molecular Genetics

Term course; 4 lecture hours. 4 credits. Offered: I (Odd years only beginning in 1999). Prerequisites: BIOC 503-504, equivalent, or permission of instructor. Surveys the mechanisms and varieties of human gene mutations resulting in human genetic disease and emphasizes different investigational disorders using current scientific literature.

HGEN 617 Segregation and Linkage Analysis

Term course; 3 lecture hours. 3 credits. Offered: I. Prerequisite: Introductory biostatistics or permission of instructor. Introduces the theory and practice of segregation and linkage analysis as applied to human kinship data. Emphasizes the techniques for the detection, characterization, and mapping of single loci with large effects on phenotype.

HGEN 618 Advanced Segregation and Linkage Analysis

Term course; 3 lecture hours. 3 credits. Offered: I (Odd years only beginning in 1999). Prerequisite: HGEN 617 or permission of instructor. Focuses on advanced topics related to segregation and linkage analysis. Presents alternatives to single major locus segregation patterns, advanced linkage analysis techniques such as multipoint mapping, and combined segregation and linkage analyses.

HGEN 619 Quantitative Genetics

Term course; 3 lecture hours. 3 credits. Offered: I. The effects of genes and environment on complex human traits with emphasis on: Genetic architecture and evolution; nongenetic inheritance; mate selection; developmental change; sex-effects; genotype-environment interaction; resolving cause from effect; design of genetic studies, statistical methods and computer algorithms for genetic data analysis.

HGEN 620 Principles of Human Behavioral Genetics

Term course; 3 lecture hours. 3 credits. Offered: I. (Even years only beginning in 1998.) The theory of genetic and nongenetic transmission considered in relation to the design, analysis, and interpretation of studies to identify the principal genetic and environmental causes of behavioral variation. Included will be analysis of intelligence, personality, social attitudes and psychiatric disorders.

HGEN 690 Genetics Research Seminar

Term course; 1 lecture hour. 1 credit. Offered: I, II. Selected topics in genetics presented by students and staff.

HGEN 691 Special Topics in Genetics

1-4 credits. Offered: I, II. Lectures, tutorial studies, library assignments in selected areas of advanced study or specialized laboratory procedures not available in other courses or as part of the research training.

HGEN 697 Directed Research in Genetics

1-15 credits. Offered: I, II, S. Research leading to the M.S. or Ph.D. degree and elective research projects for other students.

Department of Microbiology and Immunology

Archer, Gordon L., Professor (Medicine)*

M.D. University of Virginia
Staphylococcal genetics, virulence factors in
Staphylococcus epidermidis, prosthetic valve endocarditis.

Barbour, Suzanne E., Assistant Professor

Ph.D. Johns Hopkins University School of Medicine
Regulation of cell phospholipid metabolism. The role of phospholipid metabolism in the control of macrophage cell biology.

Bear, Harry D., Professor (Surgery)*

Ph.D., M.D. Virginia Commonwealth University
Tumor immunology.

Buck, Gregory A., Professor

Ph.D. University of Washington
Eukaryotic gene expression and RNA processing, catalytic RNA, molecular pathogenicity of trypanosomes and Pneumocystis carinii, automated nucleic acid synthesis and sequencing.

Burns, James C., Professor (Oral Pathology)*

D.D.S., Ph.D. Virginia Commonwealth University
Herpes virology, cytomegalovirus and the etiology of Sjogren's syndrome, latency of virus infection in mice.

Cabral, Guy A., Professor

Ph.D. University of Connecticut
Viral oncology (herpes virus), Non-A, Non-B hepatitis, the effect of environmental chemicals on virus infections, drugs of abuse and the immune system.

Califano, Joseph V., Assistant Professor (Periodontics)*

D.D.S. Virginia Commonwealth University
Ph.D. Virginia Commonwealth University
Immunology and microbiology of periodontal diseases.

Christie, Gail E., Associate Professor

Ph.D. Yale University
Protein-nucleic acid interactions in regulation of gene expression, RNA polymerase structure and function, global control mechanisms.

Conrad, Daniel H., Professor

Ph.D. West Virginia University
Mechanisms of immediate hypersensitivity, structure and function of IgE receptors.

Cornelissen, Cynthia N., Assistant Professor

Ph.D. University of Illinois
Internalization of transferring bound iron by pathogenic nisseria, inhibition and relation to bacterial pathogenesis.

Formica, Joseph V., Associate Professor

Ph.D. Georgetown University
Pathogenesis, physiology and biological control of Agrobacterium tumefaciens.

Grant, Steven, Professor (Medicine)* [Pharmacology and Toxicology]*

M.D. Mt. Sinai School of Medicine
Cancer therapy mechanisms of apoptosis, sphingolipids.

Hard, Richard C., Associate Professor (Pathology)*

M.D. St. Louis University
Pathogenesis of host vs. graft disease, experimental model of pediatric AIDS, maternal-fetal transmission of HIV.

Holmes, W. Michael, Professor [Human Genetics]*

Ph.D. University of Tennessee
Molecular genetics of tRNA in metabolic control, rna-protein interactions, Pol III gene expression.

Hsu, Hsiu-Sheng, Professor

Ph.D. University of Pennsylvania
Host-parasite relationships and experimental pathology of bacterial infectious diseases.

Huff, Thomas F., Professor

Ph.D. University of Louisville
Basic mechanisms of immediate hypersensitivity, mast cell differentiation, IgE regulation, protooncogenes and hematopoiesis.

Hylemon, Phillip B., Professor

Ph.D. Virginia Polytechnic Institute and State University
Biochemistry and genetics of steroid metabolism by anaerobic gut bacteria, regulation of cholesterol and bile acid biosynthesis in the liver, enzymology and genetics of hydroxysteroid dehydrogenases.

Jacobson, Eric S., Associate Professor (Medicine)*

M.D. and Ph.D. University of Wisconsin
Pathogenesis of cryptococcosis, genetic study of Cryptococcus neoformans.

Kauma, Scott W., Associate Professor (Obstetrics and Gynecology)*

M.D. University of Wisconsin
Maternal immunity to fetus, regulation of trophoblast proliferation/differentiation by cytokines and other stimuli.

Koertge, Thomas E., Associate Professor (Periodontics)*

D.M.D. Southern Illinois University
Ph.D. University of Iowa
Immunology of periodontal disease, secretory immunology.

Kos, Ferdynand J., Assistant Professor
Ph.D. Australian National University
Regulation of interactions between innate and adaptive immune systems with emphasis on activation of NK cells and cytotoxic T cells.

Krystal, Geoffrey D., Associate Professor (Medicine)*
M.D. University of Miami
Ph.D. State University of New York, Stony Brook
Molecular biology of oncogenes, transcription and RNA processing of the myc gene family.

Lebman, Deborah A., Assistant Professor
Ph.D. University of Pennsylvania
Regulation of immunoglobulin genes, cytokines, molecular immunology.

Loria, Roger M., Professor [Academic Pathology]*
Ph.D. Boston University
Host-virus interactions, up regulation of host immunity to combat infectious diseases, enteroviruses in diabetes mellitus, cardiovascular diseases and atherosclerosis, role of environmental factors, nutrition, lipids, and pesticides on virus infections.

Macrina, Francis L., Professor
Ph.D. Syracuse University
Genetic control of colonization and virulence in human indigenous microflora.

Marciano-Cabral, Francine, Professor (Oral and Craniofacial Molecular Biology)*
Ph.D. University of Connecticut
Pathogenic protozoa, parasite-host interactions, parasite immunology, host resistance mechanisms.

Marconi, Richard T., Assistant Professor
Ph.D. University of Montana
Pathogenic spirochetes, molecular pathogenesis of the Lyme disease spirochetes, molecular evolution.

Markowitz, Sheldon, Professor (Medicine)*
M.D. Virginia Commonwealth University
Bacteria genetics, molecular epidemiology, investigational chemotherapy, animals models of infection.

McCoy, Kathleen L., Associate Professor
Ph.D. University of Washington
Regulation of immune responsiveness with emphasis on antigen processing and presentation.

McVoy, Michael, Assistant Professor (Pediatrics)*
Ph.D. Virginia Commonwealth University
Regulation of Herpes viral DNA packaging, cleavage and circularization to discover novel targets for antiviral intervention.

Mikkelsen, Ross B., Professor (Department of Radiation Oncology)*
Ph.D. University of California, Santa Barbara
Host-parasite interactions in malaria and Ca²⁺/pH homeostasis and growth control in tumor cells.

Munro, Cindy, Assistant Professor (Nursing)*
Ph.D. Virginia Commonwealth University
Oral and systemic streptococcal infections of humans, viridans streptococcal endocarditis, oral health in immunocompromised persons.

Ohman, Dennis E., Professor and Department Chair
Ph.D. Oregon Health Sciences University
Molecular and genetic regulation of the pathogenesis of the bacterium, *Pseudomonas aeruginosa*.

O'Neal Charles H., Associate Professor
Ph.D. Emory University
Proteins and nucleic acids involved in cellular transformation, role of tRNA in metabolic control.

Povirk, Lawrence F., Associate Professor (Pharmacology and Toxicology)*
Ph.D. University of California, Berkeley
DNA damage and mutagenesis, DNA double strand break repair and genesis rearrangement in mammalian cells.

Regelson, William, Professor (Medicine)*
M.D. New York State University College of Medicine, Downstate
Immunological regulation of tumor growth, gerontological research, chemotherapy, and host resistance to both tumor and microbiological disease.

Ruddy, Shaun, Professor (Medicine, Division of Rheumatology, Allergy and Immunology)*
M.D. Yale University
Cellular interactions with complement receptors, transmembrane signaling by immunoglobulin Fc receptors.

Schenkein, Harvey A., Professor (Periodontics)*
D.D.S., Ph.D. State University of New York at Buffalo
Immunobiology of periodontal disease, complement and inflammatory mediators in periodontal disease.

Schwartz, Lawrence B., Professor (Medicine, Division of Rheumatology, Allergy and Immunology)* [Pathology]*
Ph.D., M.D. Washington University
Immunology and biochemistry of mast cells.

Taylor, Shirley M., Assistant Professor
Ph.D. University of Southern California
Regulatory mechanisms during cell differentiation identification and characterization of lineage determination genes and mechanisms controlling their expression. Regulation of expression of folate-dependent enzymes.

Tew, John G., Professor
Ph.D. Brigham Young University
Role of follicular dendritic cells in the immune response and the role of immune mechanisms in the pathogenesis of periodontal disease.

Valerie, Kristoffer, Associate Professor (Radiation Oncology)*
Ph.D. Royal Institute of Technology, Stockholm, Sweden
Radiation-induced gene expression and DNA repair genetic regulation of human immunodeficiency virus.

Yager, Dorne R., Assistant Professor (Surgery)*
Ph.D. University of North Carolina, Chapel Hill
Molecular virology, molecular biology of wound healing.

* Department in parentheses indicates primary appointment.

+ Department in brackets indicates affiliate appointment.

Graduate courses in microbiology and immunology (MICR)

MICR 503-504/BIOC 503-504 Biochemistry, Cell and Molecular Biology

Continuous course; 5 lecture hours. 5 credits. Offered: I, II.
Prerequisites: Undergraduate organic and physical chemistry, or permission of the instructor. A comprehensive introductory course that describes basic biochemistry and reviews current concepts of modern cell and molecular biology.

MICR 505 Immunobiology

Term course; 3 lecture hours. 3 credits. Offered: I. A survey of immunobiology as a total host response to foreign agents, covering the nature of antigens and antibodies, antigen-antibody reactions, immunocompetent cells, allergic reactions, tumor immunology, transplantation immunology and immunogenetics.

MICR 507 Techniques in Molecular Biology and Genetics

Term course; 1 or 2 lecture hours. 1 or 2 credits. Offered: I.
Prerequisite: BIOC/MICR 503-504 or equivalent, permission of instructor. This course is designed to give an overview of the techniques utilized in modern molecular biology. The principles underlying techniques such as plasmid and phage cloning, RNA detection, PCR, DNA, sequencing, genomic mapping, heterologous gene expression, and production and analysis of recombinant protein will be discussed in detail by experts in the field.

MICR 508-509 Introduction to Microbiology and Immunology Research

Continuous course; 1 lecture and 4 laboratory hours. 3-3 credits. Offered: I, II, and S. Prerequisite: Permission of instructor. Required of all first-year graduate students. Introduction to all active research programs in microbiology and immunology. Presentations of research programs by investigators and rotation of students through faculty laboratories to gain direct exposure to individual research projects.

MICR 510 Scientific Integrity

Term course; 1 lecture hour. 1 credit. Offered: I. A survey of contemporary issues relating to scientific integrity and ethics. Topics include scientific fraud and misconduct, peer review, use of humans and animals in biomedical research, ownership of data, intellectual property, conflict of interest, scientific record keeping and biomedical ethics.

MICR 512 Laboratory Safety

Term course; 1 lecture hour. 1 credit. Offered: I. Describes health hazards commonly found in biomedical laboratories and appropriate safety precautions and responses. Includes hazards of working with bacteria, viruses, parasites, fungi, recombinant DNA procedures and regulations, and chemical, electrical, and fire hazards.

MICR 513 Infection and Immunity (Dentistry)

Term course; 3.5 lecture and 4 laboratory hours. 5.5 credits. Offered: II. A lecture and laboratory study of the disease producing microorganisms of man with special emphasis on the roles of microorganisms in oral diseases and related topics that are of importance in dentistry.

MICR 516 Medical Microbiology

Term course; 3 lecture hours. 3 credits. Offered: II. A comprehensive introduction to the basic principles of virology, human parasitology, bacteriology, and mycology. Interactions of the infecting agents and hosts will be stressed at the molecular and cellular level.

MICR 519 Molecular Mechanisms of Microbial Pathogenesis

Term course; 3 lecture hours. 3 credits. Offered: I.
Prerequisite: Undergraduate-level courses in microbiology or

microbial physiology, immunology, and molecular genetics. The goals of this comprehensive course are to explore in detail the virulence mechanisms of microbes and the response of the infected host. The focus will be on important bacterial and viral pathogens.

MICR 551 Basic Science Core Curriculum for Postgraduate Dental Students

Term course; 1-3 lecture hours. 1-3 credits. Offered: II. This course is designed to provide the postgraduate dental student with the educational experience in the basic science required for the successful completion of his/her specialty training program. Selected lectures in the basic science areas related to dentistry are presented and are supplemented by assigned articles.

MICR 604 Cell Physiology and Metabolism

Term course; 3 lecture hours. 3 credits. Offered: I. Prerequisite: MICR 503. An advanced course on the physiology and metabolism of prokaryotic and eukaryotic cells with some emphasis on the regulation of cell functions. Lectures and class discussions will focus on current scientific literature including review articles and original research papers.

MICR 605 Molecular Biology and Genetics

Term course; 3 lecture hours. 3 credits. Offered: I. Prerequisite: Undergraduate organic and physical chemistry, or permission of the instructor. A comprehensive introductory course that describes the structure of the genetic material and the molecular mechanisms involved in its maintenance, replication, transmission and expression. Emphasis will be on experimental approaches integrating genetics and biochemistry in the studies of molecular genetics in prokaryotic and eukaryotic cellular and viral systems.

MICR 653 Advanced Molecular Genetics

Term course; 3 lecture hours. 3 credits. Offered: I. Prerequisite: MICR 517 or equivalent or permission of instructor. An advanced course on the molecular mechanisms of gene regulation in prokaryotic and eukaryotic cells, with some emphasis on developmental control of gene expression, oncogenesis, and the molecular basis of antibody diversity. Lectures and class discussion will focus on current scientific literature, including original research papers and recent review articles.

MICR 686 Advanced Immunobiology

Term course; 2 lecture hours. 2 credits. Offered: II. Open primarily to residents, medical students, and graduate students with an immunology background such as MICR 506. Lectures, seminars, and conferences on basic and clinical immunobiology. Topics have included tumor immunology, cell interactions in the immune response, genetics of the immune response, mechanisms of host-defense and membrane receptors in immunology and neoplasia.

MICR 690 Microbiology Research Seminar

Term course; 1 lecture hour. 1 credit. Offered: I, II. Presentation and discussion of research reports and topics of current interest to the departmental seminar or special group seminars.

MICR 691 Special Topics in Microbiology

Term course; 1-4 credits. Offered: I, II. Lectures, tutorial studies, and/or library assignments in selected areas of advanced study not available in other courses or as part of the research training.

MICR 697 Directed Research in Microbiology

Term course; 1-15 credits. Offered: I, II, S. Research leading to the M.S. or Ph.D. degree and elective research projects for other students.

Department of Pathology

Anderson, Philip F., Assistant Professor (Clinical Chemistry)*

Ph.D. Virginia Commonwealth University
Immunoassay development.

Ferreira-Gonzalez, A., Assistant Professor

Ph.D. George Washington University
Molecular diagnostics.

Garrett, C. T., Professor (Division Chair, Molecular

Diagnostics)*
Ph.D. University of Wisconsin
M.D. Johns Hopkins
Molecular diagnostics.

Hadfield, M. Gary, Professor

M.D. University of Utah
Neurotransmitter responses to aggressive behavior, stress, and psychoactive drugs, electron microscopy.

Holt, S. E., Assistant Professor

Ph.D. Texas A&M University
Telomerase in aging and cancer.

Jackson-Cook, Colleen, Assistant Professor (Human

Genetics)*
Ph.D. Virginia Commonwealth University
Clinical, molecular and population cytogenetics, Down's syndrome, sperm chromosome aneuploidy.

Miller Jr., W. Gregory, Professor

Ph.D. University of Arizona
Fiber-optic immunochemical sensors for in vivo quantitative monitoring.

Newsham, Irene, Assistant Professor (Anatomy)*

Ph.D. MIT
Genetics of lung and breast cancer.

Pandya, Arti, Assistant Professor (Human Genetics)*

M.D. University of Bombay
Clinical and molecular genetics.

Poklis, Alphonse, Professor

Ph.D. University of Maryland
Forensic toxicology drug metabolism, analytical methods to detect drugs and intoxicants.

Robinson, Susan E., Professor (Pharmacology and

Toxicology)*
Ph.D. Vanderbilt University
Interactions between putative neurotransmitters and central cholinergic neurons, correlation between behavioral and biochemical effects of drugs, effect of prenatal exposure to drugs in developing neurotransmitters.

Rosenblum, William I., Professor Emeritus

M.D. New York University
Cerebral microcirculation, blood substitutes, endothelial injury.

Sirica, Alphonse E., Professor (Division Chair, Experimental Pathology)*

Ph.D. University of Connecticut
Hepatocarcinogenesis, pathobiology of liver neoplasms and biliary epithelium, intrahepatic biliary epithelial cell function, proliferation and differentiation, neoplastic transformation of biliary cells, hepatocyte and bile ductal cell culture.

Ware, J. L., Professor and Director of Pathology Graduate Education

Ph.D. University of North Carolina
Prostate cancer cell biology, invasion and metastasis.

Weymouth, L. A., Assistant Professor

Ph.D. University of Pennsylvania
Application of molecular biology to virology.

Wilkinson, David S., Professor and Department Chair

Ph.D. University of Wisconsin
M.D. University of Miami
Experimental oncology and pathology.

* Department in parentheses indicates primary appointment.

Graduate courses in pathology (PATH)

PATH 521 Laboratory Techniques in Diagnostic Pathology

Term course; 3 lecture hours. 3 credits. Offered: I (Alternative years beginning fall 1999). This team taught course includes principles of automated and non-automated testing, diagnostic testing and an active laboratory demonstration of each method.

PATH 522 Clinical Chemistry

Term course; 3 lecture hours. 3 credits. May be repeated for a maximum of 12 credits. Offered: II. Prerequisite: Permission of instructor. The metabolic basis of disease and the interpretation of laboratory data for diagnosis and patient management.

PATH 540 Pathology for Allied Health Sciences

Term course; 1.5 lecture and 1 laboratory hour. 2 credits. Explores morbid tissue changes involved in selected disease states, with emphasis on musculoskeletal and nervous systems. Provides the foundation to understanding clinical problems that physical therapists and other paramedical personnel will encounter and treat in their patients.

PATH 570 Experimental Approaches to Tumor Biology

Term course; 3 lecture/discussion hours. 3 credits. Offered: I. Introduces central problems in tumor biology and the methods available for their study. Develops through lectures and presentations skills in critical review and interpretation of research reports.

PATH 590 Experimental Pathology Seminar

Term course; 1 lecture hour. 1 credit. Offered: I, II.

PATH 601 General Pathology (Dentistry)

Term course; 3 lecture and 6 laboratory hours. 5 credits. Offered: I. Instruction in the basic principles regarding alter-

ation of structure and function in disease and in the pathogenesis and effect of disease in the various organ systems.

PATH 620 Special Topics in Modern Instrumental Methods

Term course: 1 lecture and 2 laboratory hours. 2 credits. Offered: I, II, S. A study of some of the modern research methods of molecular biology. The student gains experience with the technique concomitant with discussions with faculty. The student writes a comprehensive review of the technique studies.

PATH 690 Clinical Chemistry Seminar

Term course: 1 lecture hour. 1 credit. Offered: I, II. Graduate students, residents and staff present topics of current interest in clinical chemistry.

PATH 691 Special Topics in Modern Instrumental Methods

Term course: 1 lecture and 2 laboratory hours. 2 credits. Offered: I, II, S. By special arrangement with instructor. A study of some of the modern research methods of molecular biology. The student gains experience with the technique concomitant with discussions with faculty. The student writes a comprehensive review of the technique studied.

PATH 697 Research in Pathology

Term course: 1-15 credits. Offered: I, II, S. Research leading to Ph.D. degree and elective research projects for other students.

Department of Pharmacology and Toxicology

Abd-Elfattah, Anwar S., Associate Professor (Surgery)*

Ph.D. Mississippi State University
Neuropharmacology and biochemical and toxicology of organophosphorus and organochlorine neurotoxins.

Aceto, Mario D., Professor

Ph.D. University of Connecticut
Mechanisms of action of analgesics and psychotherapeutic agents, drug dependence.

Allen, Robert C., Professor and Department Chair (Ophthalmology)*

M.D. University of Virginia
Glaucoma.

Balster, Robert L., Professor and Director, Center for Drug and Alcohol Studies (Psychology)*

Ph.D. University of Houston
Animal models of drug dependence, behavioral pharmacology, behavioral toxicology, excitatory amino acids, inhalation studies.

Beardsley, Patrick M., Associate Professor

Ph.D. University of Minnesota
Behavioral pharmacology, development of medications for drug dependency disorders.

Borzelleca, Joseph F., Professor

Ph.D. Thomas Jefferson University, Jefferson Medical College
General toxicology, safety evaluation of pesticides and chemicals, water contaminants, effects of chemicals on reproduction, food chemicals, interactions of toxic agents.

Carter, Walter H., Professor (Chair, Biostatistics)* [Internal Medicine]*

Ph.D. Virginia Polytechnic Institute and State University
Design and analysis of response surface experiments, clinical trials, toxicology.

Damaj, M. Imad, Assistant Professor

Ph.D. University of Paris
CNS Pharmacology, cholinergic system, drugs of abuse, mechanisms of tolerance.

DeLorenzo, Robert J., Professor (Neurology)*

Ph.D., M.D. Yale University
Neuroscience and molecular neurobiology, molecular bases of membrane excitability, neuropharmacology of neuroleptic drugs, and biochemical bases of the effects of calcium on neuronal functions.

Dent, Paul, Assistant Professor (Radiation Oncology)*

Ph.D. University of Dundee
Growth factor signal transduction, cellular growth, development and differentiation within the liver.

Dewey, William L., Professor [Vice President for Research and Graduate Studies]*

Ph.D. University of Connecticut
Mechanism of action of the constituents of marijuana, narcotic analgesics and their antagonists, including the role of endogenous substances in these actions, sudden infant death, neurosciences.

Egle Jr., John L., Professor

Ph.D. West Virginia University
Cardiovascular pharmacology, the arachidonic cascade, cerebral microcirculation, platelets, nonsteroidal anti-inflammatory agents, brain injury.

Ellis, Earl F., Professor

Ph.D. Bowman Gray School of Medicine
Cerebral blood flow and metabolism, brain injury, arachidonic acid metabolism, drugs of abuse.

Gao, Bin, Assistant Professor

M.D. Bethune University
Molecular biology of adrenergic receptor regulation of gene transcription.

Gewirtz, David A., Professor [Internal Medicine]*

Ph.D. Mount Sinai College with Mount Sinai School of Medicine
Inhibitors in breast cancer, role of oncogenes in growth arrest and cell death, biochemical and molecular pharmacology of topoisomerase II.

Glennon, Richard A., Professor (Medicinal Chemistry)*

Ph.D. State University of New York at Buffalo
Design, synthesis and evaluation of site-selective serotonergic agents, studies on drugs of abuse and on designer drugs.

Grant, Steven, Professor (Internal Medicine, Division of Hematology and Oncology)*

M.D. Mt. Sinai
Leukemic cell apoptosis, signal transduction, regulation of oncogene expression.

Harris, Louis S. Harvey Haag, Professor

Ph.D. Harvard University
Relationship between chemical and biochemical factors and pharmacological actions of drugs affecting the central nervous system.

Ishac, Edward J.N., Assistant Professor

Ph.D. Monash University, (Australia)
Biochemical pharmacology and second-messenger systems.

Kunos, George, Professor and Department Chair

Ph.D., M.D. McGill University (Canada), Budapest Medical University (Hungary)

Molecular biology of adrenergic receptors
central mechanisms of blood pressure regulation
endogenous opioids.

Lamb, Robert G., Professor [Medicine]*

Ph.D. University of North Carolina
Hepatotoxicology, role of phospholipid metabolism in aging and chemical (alcohol, cocaine, CC14, etc.) dependent liver cell dysfunction, development of cytoprotective agents and in vitro models of agent-induced liver cell injury, liver cell culture.

Lichtman, Aron H., Assistant Professor

Ph.D. Dartmouth College
Neuronal mechanisms of cannabinoid action, pharmacology of antinociception, behavioral pharmacology, drugs of abuse.

Martin, Billy R., Professor

Ph.D. University of North Carolina
Central nervous system pharmacology, drugs of abuse, drug metabolism.

May, Everette L., Professor

Ph.D. University of Virginia
Medicinal chemistry, drug abuse.

Moran, Richard G., Professor

Ph.D. State University of New York at Buffalo
Pharmacology and molecular biology of folate metabolism
cancer cell biology.

Nestler, John E., Professor and Chair (Endocrinology)*

M.D. University of Pennsylvania
Insulin regulation of human steroid metabolism, dehydroandrostosterone metabolism, biologic actions of dehydroepiandrosterone, breast cancer epidemiology, pathogenic role of insulin in breast cancer.

Patrick, Graham A., Professor

Ph.D. University of North Carolina
Central nervous system pharmacology and neurotransmitter systems, drugs of abuse.

Poklis, Alphonse, Associate Professor (Pathology)*

Ph.D. University of Maryland
Analytical and forensic toxicology, drug metabolism, biological monitoring.

Povirk, Lawrence F., Professor [Microbiology and Immunology]*

Ph.D. University of California, Berkeley
Mutagenic effects of DNA-directed cancer chemotherapeutic agents, mechanisms of DNA damage and repair, application of DNA sequence analysis to study mutational mechanisms.

Ritter, Joseph K., Assistant Professor

Ph.D. University of Utah
Toxicology and molecular biology of xenobiotic metabolizing enzymes in liver.

Robinson, Susan E., Professor

Ph.D. Vanderbilt University
Interactions between putative neurotransmitters and central cholinergic neurons, correlation between behavioral and biochemical effects of drugs, effect of prenatal exposure to drugs in developing neurotransmitters.

Rosecrans, John A., Professor

Ph.D. University of Rhode Island

Psychopharmacology, correlations between the behavioral and biochemical effects on CNS-acting drugs, drug dependence, effects of drugs on adaptive mechanisms to chronic stress.

Rzagalinski, Beverly, Assistant Professor

Ph.D. Old Dominion University

Neurotrauma, calcium signaling, signal transduction.

Satin, Leslie S., Associate Professor

Ph.D. University of California at Los Angeles

Physiology, biophysics and pharmacology of ion channels in endocrine and nerve cells, calcium channels, role of ion channels in pancreatic islet B-cells, role of calcium ions in secretion, channel modulation diabetes, neuronal injury and NMDA receptors.

Sawyer, Stephen, Associate Professor

Ph.D. University of Tennessee

Erythropoietic receptors, biology of growth factors.

Schnoll, Sidney H., Professor (Internal Medicine, Division of Substance Abuse Medicine)*

M.D. New Jersey Medical College

Ph.D. University of Pennsylvania

Treatment of addiction, perinatal addiction and pain management.

Sica, Domenic A., Professor (Internal Medicine, Division of Nephrology)*

M.D. Medical College of Virginia

Hypertension, renal failure, electrolyte disorders and drug interactions.

Smith, Forrest L., Assistant Professor

Ph.D. Texas Tech University, Health Sciences Center

Central role of endogenous opioids and tachykinins, calcium/opiate modulation of transmembrane calcium influx and sequestration, central mechanisms of opiate analgesia, tolerance and physical dependence.

Tombes, Robert M., Assistant Professor (Radiation Oncology)*

Ph.D. University of Washington

Regulation of growth and differentiation by calcium, CaM and CaM dependent protein kinases.

Varga, Karoly, Assistant Professor

Ph.D., M.D. Semmel-Weis Medical University (Hungary)

Cardiovascular physiology and pharmacology, blood pressure regulation.

Welch, Sandra P., Associate Professor

Ph.D. Virginia Commonwealth University

Measurement of free intracellular calcium adenylate cyclase and other second messengers in the development of tolerance and physical dependence to opioids and cannabinoids.

White, Kimber, Associate Professor (Biostatistics)*

[Biomedical Engineering]†

Ph.D. Virginia Commonwealth University

Immunotoxicology of polycyclic aromatic and chlorinated hydrocarbons, statistical methods in toxicology, complement, risk assessment.

Wiley, Jenny, Assistant Professor

Ph.D. Virginia Commonwealth University

Psychopharmacology, behavioral pharmacology.

Woods, Lauren A., Professor Emerita

Ph.D. Iowa State University

M.D. University of Michigan Medical School

Narcotic metabolism and distribution.

Woodward, John J., Associate Professor

Ph.D. University of Washington

Central nervous system pharmacology, effects of ethanol and other drugs of abuse on neuronal glutamate receptors, nitric oxide and neurotransmitter release, second messengers and signal transduction.

* Department in parentheses indicates primary appointment.

† Department in brackets indicates affiliate appointment.

Graduate courses in pharmacology and toxicology (PHTX)

PHTX 400 Drugs and their Actions

Term course; 3 lecture hours. 3 credits. Offered: II.

Prerequisites: Junior or senior or permission of instructor.

This course is a general survey of pharmacology and related disciplines. The history and basic principles are presented followed by discussions of neuropharmacology, psychoactive drugs, drugs of abuse, immunopharmacology, basic toxicology, drug design, drug development, autonomic pharmacology, cardiovascular pharmacology, and endocrine pharmacology, as well as selected topics including scientific ethics, molecular pharmacology, and behavioral pharmacology.

PHTX 509/ANAT 509/PHIS 509 Introduction to Neuroscience

Term course; 3 lecture hours. 3 credits. Offered: I.

Prerequisites: Permission of instructor. Designed as an interdisciplinary introduction to the function of the central nervous system. The basic principles of neuroscience including neuronal anatomy, electrical properties of single neurons, and cell biology of neurotransmitter release are followed by a discussion of individual sensory systems and an introduction to the organization and function of discrete brain regions including cortex, basal ganglia, hypothalamus, hippocampus, and others. Understanding basic aspects of nervous system function is emphasized, with relevant clinical examples.

PHTX 515 Pharmacology for Nurse Anesthetists I

Term course; 3 lecture hours. 3 credits. Offered: I. The basic principles of pharmacology including mechanisms of absorption, distribution, biotransformation, elimination, dose-response relationships, drug and receptor interactions are presented followed by a detailed discussion of autonomic, cardiovascular, and renal pharmacology as it relates to nurse anesthesia. Detailed presentation of the pharmacology of classes of drugs used by nurse anesthetists will be made, with emphasis on general anesthetics.

PHTX 516 Pharmacology for Nurse Anesthetists II

Term course; 3 lecture hours. 3 credits. Offered: II.

Prerequisite: PHTX 515. Detailed presentation of the pharmacology of classes of drugs used or encountered by nurse anesthetists will be made with emphasis upon local anesthetics, cardiovascular, chemotherapeutic, and anti-inflammatory agents. Continuation of PHTX 515.

PHTX 535 Introduction to Toxicology

Term course; 4 lecture hours. 4 credits. Offered: II. The basic principles of toxicology and toxicological evaluations; correlations of toxicological responses with biochemical, functional and morphological changes; environmental (including occupational and public health), forensic and regulatory concerns; and risk assessment and management are presented for graduate students in the biomedical sciences.

PHTX 536 Principles of Pharmacology and Toxicology

Term course; 5 lecture hours. 5 credits. Offered: I.

Prerequisites: PHIS 501 and BIOC 503 or permission of instructor. A comprehensive course in pharmacology for graduate students. The mechanisms of action of major classes of pharmacologically active agents and basic principles of pharmacology are discussed. Topics include drug absorption, distribution, and metabolism; chemotherapy; endocrine pharmacology and principles of toxicology/immunotoxicology.

PHTX 537 Principles of Pharmacology and Toxicology

Term course; 5 lecture hours. 5 credits. Offered: I.

Prerequisites: PHTX 536 or with permission of instructor.

Topics include receptor theory, autonomic, cardiovascular, and central nervous system pharmacology and toxicology. Continuation of PHTX 536.

PHTX 548 Drug Dependence

Term course; 3 lecture hours. 3 credits. Offered: I, II.

Prerequisite: Graduate or post-baccalaureate standing. A broad survey course in problems of drug and alcohol use and abuse. It will focus on the pharmacology of abused drugs as well as a study of the psychological and sociological factors in drug-taking behavior, rehabilitation methods, and prevention. This course may not be taken in lieu of any pharmacology offerings in the professional schools on the MCV Campus.

PHTX 597 Introduction to Pharmacological Research

Continuous course; 1-12 credits. Offered: I, II. Prerequisite: Permission of instructor. Rotation research in pharmacology and toxicology laboratories for beginning graduate students.

PHTX 609 General Pharmacology and Pain Control

Continuous course; 2 lecture hours per week for 2 terms. One grade for 4 credits at end of second term. Offered: I, II. The basic principles of pharmacology, including mechanisms of absorption, distribution, biotransformation, elimination; dose-response relationships, drug-receptor interactions are presented followed by detailed discussions of the various classes of drugs, with special consideration given to mechanisms of action and toward effects of drugs used in dentistry to control pain and related symptoms.

PHTX 611 General Pharmacology and Pain Control

Term course; 2 lecture hours. 2 credits. Offered: I. A continuation of PHTX 609.

PHTX 620/PHIS 620 Ion Channels in Membranes

Term course; 3 lecture hours. 3 credits. Offered: II. (Alternate years beginning spring 1999.) Previous course work including basic concepts in electrophysiology, such as those covered in PHIS 501 Mammalian Physiology or PHTX/PHIS/ANAT 509 Introduction to Neurosciences, is highly recommended.

Detailed presentation of the fundamental biophysical properties of ionic channels in membranes including the elementary properties of pores, molecular mechanisms of ionic selectivity, mechanisms of drug block, structure-function relationships, and basis for channel gating. Discussion will encompass modern techniques for studying ion channel function.

PHTX 625 Biochemical Pharmacology

Term course; 3 lecture hours. 3 credits. Offered: I (Alternate years fall 1998). Prerequisite: PHTX 536 or consent of instructor. Covers biomedical and molecular biology approaches to pharmacological problems. Emphasizes signal transduction, oncogenes, protein kinases and the control of cellular proliferation. Examines uptake, metabolism and intracellular effects of anticancer drugs, particularly the interaction with DNA.

PHTX 632 Neurochemical Pharmacology

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years spring 1999). Prerequisites: PHTX 536 or consent of instructor. Investigates the mechanisms of drugs acting on the central nervous system in relation to their effects on endogenous neurochemical systems. Examines the milieu in which drugs act upon the central nervous system, experimental techniques frequently used in neuropharmacology, specific neurotransmitter systems, as well as the mechanisms of action of specific drugs.

PHTX 633 Behavioral Pharmacology

Term course; 3 lecture hours. 3 credits. Offered: I (Alternate years fall 1999). This is a survey course covering research on the effects of drugs on behavior. The major emphasis will be on schedule-controlled learned behavior. Additional topics will include drug self-administration, drug discrimination, and conditioned drug effects and behavioral toxicology. The course focuses primarily on laboratory research in animals although human research will also be covered. The relevance of this research literature to drug treatment of behavioral disorders and substance abuse will be discussed.

PHTX 637 Cellular Pharmacology

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years spring 1998). Prerequisite: PHTX 536 or permission of instructor. The principles governing the interactions of drugs and hormones with their cellular receptors are presented followed by a discussion of the biochemical mechanisms by which the interactions are transduced into specific cellular responses. Lectures are supplemented with demonstrations and student presentations of current literature in the area.

PHTX 638 Cellular Mechanisms of Toxicology

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years spring 1999). Prerequisite: PHTX 536 or permission of instructor. A holistic approach is taken to describe and analyze toxicological information. Intact animal, organ, cellular and biochemical responses to toxic agents are presented. Immunologic, genetic, endocrine and central nervous system paradigms and their relationship to the mechanism of action of toxic agents as well as the predictive value of tests of these systems are presented. Kinetics and metabolism of toxic agents as well as statistical and analytical procedures are integrated into the discussions.

PHTX 639 Drug Development

Term course; 1 lecture and 4 laboratory hours. 3 credits. Offered: I (Alternate years fall 1998). Prerequisites: PHTX 536 and 537 or their equivalents. The principles of drug screening, advanced testing and procedures necessary prior to the clinical evaluation of new products are described. An emphasis is placed on physiological type procedures used in pharmacology.

PHTX 644 Forensic Toxicology

Term course; 2 lecture and 2 laboratory hours. 3 credits. Offered: II (Alternate years spring 1998). Lecture and demonstrations in which common poisons and groups of poisons are discussed as to detection, diagnosis and treatment of poisoning. Demonstrations include basic principles of analytical toxicology, forensic science and courtroom testimony.

PHTX 690 Pharmacology Research Seminar

Term course; 1 lecture hour. 1 credit. Offered: I, II. Members of the departmental staff, students, and visiting lecturers participate in discussions on topics of current and historical interest.

PHTX 691 Special Topics in Pharmacology

Term course; 1-4 credits. Offered: I, II, S. Prerequisite: Permission of instructor. Special topics in pharmacology or toxicology covered in less detail in other courses will be studied in depth in this course.

PHTX 697 Directed Research in Pharmacology

Term course; 1-15 credits. Offered: I, II, S. Research leading to the M.S. or Ph.D. degree and elective projects for other students.

Department of Physiology

Baumgarten, Clive Marc, Professor

Ph.D. Northwestern University
Cardiac electrophysiology.

Biber, Thomas U. L., Professor

Ph.D. University of Berne
Epithelial transport.

Boadle-Biber, Margaret C., Professor and Department Chair

D.Phil. University of Oxford
Neurotransmitters.

Bowlin, Gary Lee, Assistant Professor (Biomedical

Engineering)*
Ph.D. University of Akron
Endothelial cell seeding for grafts and prostheses.

Cleary, Stephen F., Professor

Ph.D. New York University
Radiation biophysics.

Clemons, S. Henry, Assistant Professor (Cardiology)*

M.D., Ph.D. University of Virginia
Cell volume regulation.

Costanzo, Linda S., Professor

Ph.D. State University of New York Upstate Medical Center
Renal physiology.

Costanzo, Richard M., Professor

Ph.D. State University of New York Upstate Medical Center
Sensory physiology-chemical senses.

DeSimone, John A., Professor

Ph.D. Harvard University
sensory physiologic, chemical senses.

Eckberg, Dwain L., Professor (Cardiology)*

M.D. Northwestern University
Cardiovascular physiology.

Fabiato, Alexandre, Professor

M.D., Ph.D. University of Paris
Cardiac physiology.

Feher, Joseph J., Professor

Ph.D. Cornell University
Muscle physiology.

Feldman, George, Associate Professor (Medicine)*

M.D. New York University
Epithelial transport in the kidney and gut.

Fine, Michael L., Associate Professor (Biology)*

Ph.D. University of Rhode Island
Behavior of marine fishes.

Ford, George D., Professor

Ph.D. West Virginia University
Vascular smooth muscle physiology.

Goldberg, Stephen J., Professor (Anatomy)*

Ph.D. Clark University
Neurobiology, cranial nerve motor unit physiology.

Graham, Martin F., Professor (Pediatrics)*

M.B. University of Cape Town
Gastroenterology.

Grider, John R., Professor

Ph.D. Hahnemann University
Gastrointestinal physiology.

Heck, Gerard L., Assistant Professor

Ph.D. Duke University
Sensory physiology, chemical senses.

Hess, Michael L., Professor (Internal Medicine)*

M.D. University of Pittsburgh School of Medicine
Cardiac muscle physiology.

Kalimi, Mohammed Y., Professor

Ph.D. Bombay University
Endocrinology.

Karnam, Srinivasa, Assistant Professor

Ph.D. Sri Venkateswara University
Cell biology and signal transduction.

Kuemmerle, John Francis, Assistant Professor (Internal

Medicine)*
M.D. Eastern Virginia Medical School
Gastroenterology.

Kukreja, Rakesh, Assistant Professor (Internal

Medicine/Cardiology)*
Ph.D. Kurukshetra University (India)
Molecular cardiology.

Lyall, Vijay, Assistant Professor

Ph.D. Postgraduate Institute of Medical Education Research (India)
Membrane transport.

Marmarou, Anthony, Professor (Neurosurgery)*

Ph.D. Drexel University
Neurosciences.

Mayer, David J., Professor (Anesthesiology)*

Ph.D. University of California, Los Angeles
Sensory physiology, pain.

- Meredith, Alex, Associate Professor (Anatomy)*
Ph.D. Virginia Commonwealth University
Sensory processing and sensorimotor transformation.
- Mikulecky, Donald C., Professor
Ph.D. University of Chicago
Theoretical biology.
- Miller, Gerald Edward, Professor (Chair, Biomedical Engineering)*
Ph.D. Pennsylvania State University
Rehabilitation engineering, fluid mechanics, artificial internal organs, epilepsy genesis.
- Pittman, Roland N., Professor
Ph.D. State University of New York at Stony Brook
Circulatory physiology.
- Poland, James L., Associate Professor
Ph.D. West Virginia University
Muscle physiology.
- Price, Steven, Professor
Ph.D. Princeton University
Sensory physiology, chemical senses.
- Ramo, Ary S., Assistant Professor (Neurology)*
M.D./Ph.D. Rio de Janeiro, University of California at Berkeley
Neurobiology, neuronal differentiation during eye development.
- Ridgway, Ellis B., Professor
Ph.D. University of Oregon
Muscle physiology.
- Satin, Leslie, Associate Professor (Pharmacology and Toxicology)*
Ph.D. University of California at Los Angeles
Physiology and pharmacology of ion channels.
- Schoolwerth, Anton C., Professor (Internal Medicine, Chair, Division of Nephrology)*
M.D. Harvard Medical School
Nephrology.
- Schubert, Mitchell Lee, Professor (Internal Medicine)*
M.D. Baylor College of Medicine
Gastroenterology.
- Shapiro, Steven M., Associate Professor (Neurology)*
M.D., Ph.D. University of Pittsburgh School of Medicine
Neurophysiology, evoked potentials, auditory nervous system, development.
- Stewart, Jennifer K., Associate Professor (Biology)*
Ph.D. Emory University
Endocrine physiology, hormone secretion.
- Walsh, Scott W., Professor (Obstetrics and Gynecology)*
Ph.D. University of Wisconsin
Endocrinology, reproductive physiology.
- Ware, Joy L., Associate Professor (Pathology)*
Ph.D. University of North Carolina
Cancer cell biology.
- Witorsch, Raphael J., Professor
Ph.D. Yale University
Endocrinology.

* Department in parentheses indicates primary appointment.

Graduate courses in physiology (PHIS)

PHIS 501 Mammalian Physiology

Term course; 5 lecture hours. 5 credits. Offered: I.
Prerequisites: Biology, chemistry, and physics. A comprehensive study of the function of mammalian organ systems, designed primarily for graduate students.

PHIS 502 Mammalian Physiology (Dentistry)

Term course; 5 lecture hours. 5 credits. Offered: II.
Prerequisites: Same as for PHIS 501. A comprehensive study of the function of mammalian organ systems, designed primarily for dental students.

PHIS 504c Mammalian Physiology

Term course; 3 lecture hours. 3 credits. Offered: I. A comprehensive study of the function of mammalian organ systems, designed primarily for high school science teachers.

PHIS 506 Mammalian Physiology (Pharmacy)

Term course; 4 lecture hours. 4 credits. Offered: II. A comprehensive study of the function of mammalian organ system, designed primarily for pharmacy students.

PHIS 509/ANAT 509/PHTX 509 Introduction to Neuroscience

Term course; 3 lecture hours. 3 credits. Offered: I.
Prerequisite: Permission of instructor. Designed as an interdisciplinary introduction to the function of the central nervous system. The basic principles of neuroscience including neuronal anatomy, electrical properties of single neurons, and cell biology of neurotransmitter release are followed by a discussion of individual sensory systems and an introduction to the organization and function of discrete brain regions including cortex, basal ganglia, hypothalamus, hippocampus and others. Understanding basic aspects of nervous system function is emphasized, with relevant clinical examples.

PHIS 512 Cardiovascular and Exercise Physiology

Term course; 3 lecture hours. 3 credits. Offered: II.
Prerequisites: PHIS 501 or permission of instructor. A comprehensive study of cell and system cardiovascular and exercise physiology with pathophysiological implications, primarily designed for professional students. Physiological basis and introduction to the practical interpretation of the electrocardiogram will be taught with a computer-assisted method.

PHIS 604 Cell Physiology

Term course; 4 lecture hours. 4 credits. Offered: II. A description of the functional properties of cells in terms of physics and chemistry. Topics discussed include cell structure and cytochemistry, bioenergetics, secretion, transport of material across membranes, excitation and contractility.

PHIS 605 Mathematical Physiology

Term course; 3 lecture hours. 3 credits. Offered: I. The application of set theory to physiological problems. Physiological functions and mappings. Linear transformations. The use of complex numbers. Limits, derivatives, and integrals and their use in physiology. Rate processes. Physiological function and

its dependence on many variables. Probabilistic ideas in physiology.

PHIS 606 Physical Principles in Physiology

Term course; 4 lecture hours. 4 credits. Offered: II.
Prerequisite: PHIS 605 or permission of instructor. A survey of those principles of physics and physical chemistry underlying physiological processes. Topics include energetics of equilibrium and nonequilibrium systems, electrode processes, reaction-diffusion systems, kinetics, photochemistry, physical techniques in physiological research.

PHIS 612 Cardiovascular Physiology

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years beginning 2000). Prerequisite: Permission of instructor. An in-depth study of the original literature in selected areas of cardiovascular physiology.

PHIS 615 Neurophysiology

Term course; 3 lecture hours. 3 credits. Offered: I (Alternate years beginning 1999). Prerequisite: PHIS 501 or permission of instructor. An in-depth study of the original literature in selected areas of neurophysiology.

PHIS 617 Endocrine Physiology

Term course; 3 lecture hours. 3 credits. Offered: I (Alternate years beginning 2000). Prerequisites: PHIS 501 and BIOC 503 or permission of instructor. An in-depth study of the original literature in selected areas of endocrine physiology.

PHIS 618 Renal and Epithelial Physiology

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years beginning 1999). Prerequisite: PHIS 604 or permission of instructor. An in-depth study of selected areas of renal and epithelial physiology. Topics include mechanisms of salt and water transport in the nephron, urinary concentrating mechanisms, hormonal regulation of ion transport, role of the kidney in acid-base homeostasis, diuretics, ion transport in amphibian epithelia, water and solute transport in gastrointestinal epithelia and lingual epithelia.

PHIS 620/PHTX 620 Ion Channels in Membranes

Term course; 3 lecture hours. 3 credits. Offered: II (Alternate years beginning Spring 1999). Previous course work including basic concepts in electrophysiology, such as those covered in PHIS 501 Mammalian Physiology or PHTX/PHIS/ANAT 509 Introduction to Neurosciences, is highly recommended. Detailed presentation of the fundamental biophysical properties of ionic channels in membranes including the elementary properties of pores, molecular mechanisms of ionic selectivity, mechanisms of drug block, structure-function relationships and basis for channel gating. Discussion will encompass modern techniques for studying ion channel function.

PHIS 630 The Application of Network Thermodynamics to the Analysis and Computer Simulation of Life Processes

Term course; 3 lecture and 4 laboratory hours. 5 credits. Offered: I, II. Prerequisite: Consent of instructor. Network thermodynamics applied to organization in living systems. Relations between biological and electrical networks. Simulation of nonlinear, complex, dynamic, physiological,

pharmacological, and biochemical systems with applications to diffusion, blood flow, reaction kinetics, membrane transport (cellular and epithelia), endocrine effects, cellular and whole body pharmacokinetics, model design and verification, metabolic regulation and control, reaction-diffusion systems, morphogenesis, others.

PHIS 690 Physiology Research Seminar

Term course; 1 lecture hour. 1 credit. Offered: I, II.
Presentation and discussion of research reports and topics of current interest to the departmental seminar or special group seminar.

PHIS 691 (Section 1) Special Topics in Physiology

1-4 credits. Offered: I, II, S. Prerequisites: A 500-level physiology course or equivalent and permission of instructor.
Lectures, tutorial studies and/or library assignments in selected areas of advanced study not available in other courses or as part of the research training.

PHIS 691 (Section 3) Special Topics: Student Seminar

Term course; 1 credit. Offered: I, II. Designed to develop skills in preparing and delivering lectures and other oral presentations. Students present talks on topics in which they are particularly interested, and provide mutual constructive criticism.

PHIS 691 (Section 5) Special Topics: Nutrition Research

Term course; 3 credits. Offered: I. Weekly discussion of selected topics in nutrition. Topics change yearly. Topics range from biochemical aspects of nutrition to International Nutrition, with selections from various levels of nutritional interest presented each year. Past topics have included nutrition and exercise, diet and cancer, total parenteral nutrition, alcohol nutrition, food safety, drug-nutrient interactions, nutrition and immunological response, cholesterol and nutrition, salty taste mechanisms, vitamin A, vitamin D, and intestinal calcium absorption.

PHIS 697 Directed Research in Physiology

Term course; 1-15 credits. Offered: I, II, S. Research Leading to the M.S. or Ph.D. degree and elective research projects for other students.

Department of Preventive Medicine and Community Health

Adera, Tilahun, Associate Professor [Biostatistics, Health Administration]*
Ph.D. Oregon State University
M.P.H. University of Washington
M.A. Oregon State University
Occupational epidemiology, low back pain, hearing loss, breast cancer and health effects of environmental pollutants.

Armstrong, Carl W., Associate Professor (Vice President and Senior Medical Adviser, Virginia Hospital and Healthcare Association)
M.D. Case Western Reserve University in Cleveland, Ohio
Infectious diseases, and forensic toxicology.

Ayres, Stephen M., Professor Emeritus (Sponsored International Programs)*
M.D. Cornell University College of Medicine
Internal medicine and cardiology.

Baffi, Charles R., Professor (Division of HPER at Virginia Tech)*
Ph.D. University of Maryland
M.P.H. Hunter College of the City University of New York
Drug free schools, prevention of substance abuse, AIDS education, smoking and alcohol risks and diabetes.

Banks, William L., Professor (Biochemistry/Molecular Biophysics)* [Surgery]*
Ph.D. Rutgers University
Preventive medicine, cancer, protein and nucleic acid metabolism, and Protein nutrition.

Barker, Thomas C., Professor Emeritus (Health Administration)*
Ph.D. State University of Iowa
Hospital and health administration, and philosophy and statistics.

Bradford, Judith, Assistant Professor (Center for Public Policy)*
Ph.D. Virginia Commonwealth of Virginia
C.A.C. State of Pennsylvania
M.Ed. James Madison University
Develop, support and administer interdisciplinary applied research and community health projects, collect, analyze, and present data to state and federal agencies and policy makers.

Brandt, Richard B., Professor Emeritus (Biochemistry and Molecular Biophysics)*
Ph.D. New York University
Glyoxalase enzyme system in cancer.

Brown, Edwin M., Associate Professor
M.D. University of Vermont
M.P.H. University of Pittsburgh
Preventive medicine, maternal and child health, epidemiology, nursing services and clinical social work.

Buttery, C.M.G., Professor
M.B.B.S. University of London, England
M.P.H. Johns Hopkins University
Preventive medicine, public health.

Buzzard, I. Marilyn, Associate Professor (Massey Cancer Center)*
Ph.D., M.A. and M.S. Syracuse University
Nutritional epidemiology, dietary assessment, and nutrition intervention.

Clements, Dolores A., Associate Professor (Health Administration)*
Ph.D. University of California, Berkeley
M.S. Rush University
M.A. Ohio University
Health policy and administration, health systems management, health care economics and finance, international affairs, political science, economics and business administration.

Cole, Homer M., Assistant Professor
M.S.P.H. University of North Carolina
Air pollution and industrial hygiene, application of several particle sizing techniques, and biology.

Compton, David A., Associate Professor (Philip Morris USA)*
M.D. Virginia Commonwealth University
M.P.H. Johns Hopkins University

M.S. Virginia Commonwealth University
Biology, biochemistry, medicine and occupational medicine.

Cooper, Kevin R., Associate Professor (Chair, Division of Pulmonary Disease)*
M.D. State University of New York
M.A. Boston College
Pulmonary disease and critical care, and preventive medicine.

Ginder, Gordon D., Professor (Director, Massey Cancer Center)*
M.D. Johns Hopkins University
Internal medicine, hematology, oncology.

Goldstein, Risé B., Assistant Professor
Ph.D. University of Massachusetts
M.P.H. University of Pittsburgh
M.S.W. University of Washington
Epidemiology, biostatistics, preventive medicine, mental health and substance abuse.

Gordon, Randolph L., Associate Professor (Commissioner, Virginia Health, Bon Secours)*
M.D. Medical College of Virginia
M.P.H. Johns Hopkins University
Preventive medicine, family practice, managed care, and biometrics.

Hanna, Constance, Associate Professor (Allied Signal)*
M.D. Hahnemann Medical College
M.P.H. Virginia Commonwealth University
Occupational medicine, and internal medicine.

Harris, Shelley, Assistant Professor (Center for Environmental Studies)*
Ph.D. University of Toronto
M.S. University of Geulph
Epidemiology and environmental toxicology.

Hunt, Ronald J., Professor (Dean, School of Dentistry)
D.D.S. University of Iowa
M.S. University of Iowa
General dentistry, dental ecology, preventive and community dentistry, epidemiology.

Jannuzzi, Daniel M., Associate Professor (Cross-Over Health Center)*
M.D. Eastern Virginia Medical School
Family practice, biology, and philosophy.

Kaplowitz, Lisa G., Associate Professor (Director, HIV/AIDS Center)*
M.D. University of Chicago
Internal medicine and infectious disease.

Kerkering, Thomas M., Associate Professor (Internal Medicine)*
M.D. Medical College of Virginia
Infectious disease, internal medicine, biostatistics, epidemiology, world health, microbiology and human and animal mycology, tropical medicine and hygiene.

Kilpatrick, S. James, Professor (Biostatistics)*
Ph.D. The Queen's University of Belfast
M.Sc. The Queen's University of Belfast
Medical statistics, genetic statistics, pure and applied mathematics, epidemiology.

Kreutzer, Kathleen O., Instructor (Curriculum Office, School of Medicine)*
M.Ed. Virginia Commonwealth University
Medical school curriculum development, curriculum planning and design, and planning program for accreditation.

Lanier, Jack O., Professor and Chair and Associate Vice President for Health Sciences for Public Health [Health Administration]*
Dr.P.H. University of Texas Health Services Center
M.H.A. Baylor University
Community health, health planning, preventive medicine, and public health policy.

Mazmanian, Paul E., Professor (Associate Dean, Continuing Medical Education)*
Ph.D. University of Michigan
M.A. Michigan State University
Preventive medicine, and research in medical education.

McGehee, Read F., Associate Professor (Sleep Disorders Center of Virginia)*
M.D. Medical College of Virginia
Epidemiological investigations.

Miller, Grayson B., Associate Professor (Director, Virginia Department of Health, Office of Epidemiology)*
M.D. Medical College of Virginia
Internal medicine, epidemiology, immunology, and infectious diseases.

Nelson, William R., Associate Professor (Director, Chesterfield Health District)*
M.D. Medical College of Virginia
M.P.H. University of North Carolina
Preventive medicine, public health, and OB/GYN.

Peeples, Edward H., Associate Professor Emeritus
Ph.D. University of Kentucky
M.A. University of Pennsylvania
Violence prevention, teen pregnancy, cancer rehabilitation, human rights and relations, African-American studies, and instilling family values, education and a variety of social services to penitentiary inmates.

Redican, Kerry, Associate Professor (Virginia Tech)*
Ph.D. University of Illinois
M.P.H. University of North Carolina
M.S.P.H. University of California
Sexually transmitted diseases, drug and alcohol education.

Ross, James W., Associate Professor (Richmond Health Group)*
M.D. University of Florida
M.P.H. Medical College of Wisconsin
Occupational medicine, toxicology, industrial hygiene, ergonomics, OSHA regulations, and development of corporate wellness programs.

Sanders, Karen M., Associate Professor (Chief of Staff for Education, VA Medical Center)*
M.D. New York Medical College
Internal medicine, microbiology, immunology and connective tissue disease.

Stern, Donald R., Associate Professor (Deputy Health Commissioner, Virginia Department of Health)*
M.D. University of New Mexico
M.P.H. University of North Carolina
Pediatrics, and preventive medicine.

Stockwell, Heather G., Associate Professor (Director, Office of Epidemiologic Studies, Department of Energy)*
Sc.D. Johns Hopkins University
M.P.H. Johns Hopkins University
M.Sc. McMaster University Medical Center Ontario, Canada

Preventive medicine, epidemiology, biostatistics, and cancer epidemiology.

Stroube, Robert B., Associate Professor
M.D. Medical College of Virginia
M.P.H. Johns Hopkins University
Preventive medicine, epidemiology, radiological health, occupational health, environmental health, and toxic substance.

Turf, Elizabeth P., Associate Professor (Survey Research Lab)*
Ph.D. Wayne State University
M.S. Wayne State University
Epidemiology, immunology, microbiology and medical technology.

Tweel, Theodore, Associate Professor (Health Director, Hanover Health Department)*
M.D. Medical College of Virginia
M.P.H. Medical College of Virginia
Preventive medicine, and family practice.
Vance, R. Leonard, Associate Professor
Ph.D. University of Virginia
J.D. University of Richmond
Chemistry, inorganic chemistry, occupational and environmental issues, industrial hygiene, law, environmental law, continuing educational/environmental training, and consultant on state and federal regulatory issues.

Wan, Thomas, Professor (Health Administration)*
Ph.D. University of Georgia
M.H.S. Johns Hopkins University
M.A. University of Georgia
Health systems, evaluation/analysis, medical sociology, and demography/epidemiology.

Wenzel, Richard P., Professor (Internal Medicine)*
M.D. Jefferson Medical College
M.Sc. London University
Allergy and infectious diseases, epidemiology, internal medicine, preventive medicine and tropical medicine.

Wesdock, James C., Associate Professor
M.D. Hahnemann University
M.P.H. University of Oklahoma
Family medicine, occupational medicine and preventive medicine.

Winter, Phillip E., Associate Professor
M.D. Washington University
M.P.H. University of California
Internal medicine, infectious diseases, epidemiology, preventive medicine, statistics and environmental health.

* Department in parentheses indicates primary appointment.

† Department in brackets indicates affiliate appointment.

Graduate courses in preventive medicine and community health (PMCH)

PMCH 511-512 Basic Industrial Hygiene I and II

Continuous course; 3 lecture hours. 3 credits. Offered: I, II, and S. Basic concepts including: epidemiology, industrial toxicology, biological monitoring dermatosis, sampling strategy, solvents, particulates, respiratory protection, ventilation,

sound, heat stress, radiation, ergonomics, special topics and the regulatory aspects.

PMCH 521 Regulation of Toxic Substances

Term course; 3 lecture hours. 3 credits. Offered: I. This course introduces the student to the administrative law and policy issues. This course examines the Clean Water Act, Clean Air Act, Resources Conservation & Recovery (RCRA), Federal Facility Compliance Act, Comprehensive Environmental Response, Compensation & Liability Act (CERCLA-Superfund), Toxic Torts; Real Estate Issues; Recovery of Money Damages; Criminal Law, Occupational & Mine Safety & Health Acts (OSHA/MSHA), Workman's Compensation; Occupational Disease; Victim Compensation, Safe Drinking Water Act; Pollution Prevention Act, Food Drug & Cosmetic Act, RCRA & Superfund Regulations & Case Law; State Hazardous/Superfund Programs, Federal Insecticide, Fungicide, & Rodenticide Act (FIFRA); Lead Based Paint Poisoning Prevention Act, Radiation Law & Regulation; Transportation, Marine Sanctuaries Act; International Environmental Law.

PMCH 541 Principles of Waste Management

Term course; 3 lecture hours. 3 credits. Offered: I. Design and operation of waste treatment, storage, disposal and control processes will be covered. Design tanks, landfills, and incinerators will be discussed in detail. Data acquisition and interpretation methods needed for process control and monitoring will be examined.

PMCH 543/BIOS 543/STAT 543 Statistical Methods I

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing, or one course in statistics and permission of instructor. Basic concepts and techniques of statistical methods, including: the collection and display of information, data analysis, and statistical measures; variation, sampling, and sampling distributions; point estimation, confidence intervals, and tests of hypotheses for one and two sample problems; principles of one-factor experimental design, one-way analysis of variance, and multiple comparisons; correlation and simple linear regression analysis; contingency tables and tests for goodness of fit. Students may not receive degree credit for both STAT 541 and STAT 543. STAT 543 is not applicable toward the M.S. degree in mathematical sciences or the M.S. degree in computer science.

PMCH 571 Principles of Epidemiology

Term course; 2 lecture hours and 1 seminar. 3 credits. Offered: I. Offers the theoretical foundation for understanding the health problems and needs of American society and uses scientific and social knowledge to examine factors that cause and alter the course of health problems in selected populations.

PMCH 583 Industrial Ventilation

Term course; 3 lecture hours. 3 credits. Offered: I. Principles of design and evaluation of local exhaust systems. Principles of airflow, characteristics of pressure losses and selection of air cleaners and air moving.

PMCH 600 Introduction to Public Health

Term course; 3 lecture hours. 3 credits. Offered: I, II. Describes the public health system in the United States. Explores the disease prevention and philosophy and foundations of public health management, economics, law, ethics and education. Examines the use of epidemiology and statistics to determine personal, environmental and occupational health problems.

PMCH 602/HADM 602 Health Care Organization and Services

Term course; 3 lecture hours. 3 credits. Examines the structure and functions of the American health care industry, the concepts and processes of health and illness, the institutional and individual providers of health services and related concepts.

PMCH 603 Public Health Policy and Politics

Term course; 3 lecture hours. 3 credits. Offered: II. Provides an understanding of the public health policy development process, the influence of politics and special interest groups on this process, and current governmental policies for the provision of major public health services. The legislative process is a major focus of the course.

PMCH 604 Principles of Occupational and Environmental Health II

Term course; 3 lecture hours. 3 credits. Offered: II. Basic principles of occupational and environmental health are presented, with emphasis on biological, chemical, and physical factors that influence human health. Current workplace and public health safety and regulatory issues are emphasized.

PMCH 605 Epidemiology of Health Behaviors

Term course; 3 lecture hours. 3 credits. Offered: I, II. Prerequisites: BIOS 543 and PMCH 571. Provides an overview of the epidemiology of specific health-related behaviors, the relationships between these behaviors and health outcomes, and available evidence for the effectiveness and appropriateness of various approaches to modification of these behaviors. This material will be covered in the contexts of theories of health-related behavior and of methodological issues concerning the assessment of these behaviors and their relationships to outcomes of interest. The applicability of this material to underserved populations will be emphasized. The course format, as far as possible, will be that of an interactive seminar.

PMCH 607 Nutritional Epidemiology

Term course; 3 lecture hours. 3 credits. Offered: II. This course focuses on methods of measuring exposures to dietary factors for epidemiological investigations of diet-disease relationships and risk assessment. An introductory course in basic epidemiology is a prerequisite. Students learn to select the most appropriate method(s) of collecting and analyzing food intake and to evaluate the adequacy of dietary assessment methods used in published epidemiological studies.

PMCH 610 Environmental and Occupational Epidemiology

Term course; 3 lecture hours. 3 credits. Offered: I. Prerequisites: BIOS 543 and PMCH 571. This course is designed to provide students with an overview of the principles, methods and content of environmental and occupational epidemiology with a focus on designing, conducting and interpreting studies on the effects of chemical and physical agents. Students will critique published occupational and environmental epidemiology studies, learn how to evaluate the potential for cause-effect relationships, and become familiar with the role of epidemiology in human health risk assessment. Each session will include a seminar component where exercises are completed and/or published papers will be critiqued and discussed.

PMCH 615 Public Health Issues and Interventions in Communities of Color

Term course; 3 lecture hours. 3 credits. Offered: I. This course is an overview of many critical psychological, social, cultural, demographic, biological and other factors that influence lifestyle and disease susceptibility among minority status ethnic groups and other medically underserved populations in the United States. A lecture/discussion seminar format will be used, along with readings, student presentations and guest lecturers working in the field, to: (1) improve the students' understanding of the underpinnings of health status differences across communities, and (2) provide students with tools that can be used in developing effective interventions to address the maldistribution of health risk behavior and disease burden.

PMCH 616 Public Health Education

Term course; 3 lecture hours. 3 credits. Offered: II. Provides the student with an examination of theory and practice of public health education. This examination represents an overview of selected topics that are congruent to the Responsibilities and Competencies for Entry-Level Health Educators. Specifically, course content will be centered around assessing individual and community needs for health education programs, coordinating provision of health education services, acting as a resource person in health education, and communicating health and health education needs, concerns and resources.

PMCH 617/HADM 626 International Health

Term course; 3 lecture hours. 3 credits. Offered: I, II. Provides an overview of and/or introduction to international health. Focus is on the relationship between external factors and the health of populations.

PMCH 618 Public Health Law

Term course; 3 lecture hours. 3 credits. Offered: I. Provides the student with the structure of the legal system and statutes and regulations governing state and local health departments. This course examines the federal public health laws, medical malpractice, privacy and confidentiality issues, mental health laws, abortion and sterilization, patients

rights, emergency medical care law, human experimentation, rights of the terminally ill, AIDS law, occupational and environmental health law, and health planning and reimbursement law.

PMCH 619 Intentional Injury

Term course; 3 lecture hours. 3 credits. Offered: I, S. Examines the number, distribution, and impact of intentional injuries in the United States, as well as some of the crucial psychological, social, cultural, demographic, economic, biological, and other factors associated with their cause, control and prevention. Through lectures and dialogue, expert panels, student presentations, reading, and other assignments, students are expected to become acquainted with theory and research findings from the behavioral sciences, behavioral epidemiology, public health, and other sources that are likely to contribute to: (1) a greater comprehension of the magnitude and complexities of violence and intentional injuries in American life and (2) advancements in our capacity to successfully confront this epidemic with public health and related measures.

PMCH 691 Program Research Project

Term course; 9 clinical hours. 1-6 credits. Offered: I, II, and S. Each student will complete a research project that demonstrates the application of the knowledge acquired in the MPH Program. The student will answer one or more relevant research questions. The final product is a scholarly written report of publishable quality. A proposal must be submitted for approval and credits are assigned commensurate with the complexity of the project. Arrangements are made directly with the faculty adviser.

PMCH 693 Special Topics Research

Term course; 3 lecture hours. 1-6 variable credits. Offered: I, II. This course provides the opportunity for students to explore a special topic of interest under the direction of a faculty member. A proposal must be submitted for this approval and credits are assigned commensurate with the complexity of the project. Arrangements are made directly with the appropriate faculty member and department chair.

Other courses in the School of Medicine**Graduate courses in neuroscience (NEUS)****NEUS 891 Advanced Topics in Neuroscience**

Term course; 1 lecture hour. 1 credit. Offered: I, II. Prerequisite: Permission of instructor. Advanced topics in neuroscience with correlations to research and clinical applications. Interdisciplinary presentation of the relationship of principles of neuroscience to current areas of investigation.

School of Nursing

The School of Nursing originated in 1893 as part of the University College of Medicine. Since then, the educational program has evolved from a basic diploma program to multiple programs at the baccalaureate, master's and doctoral degree levels. Additionally, the School of Nursing offers post-master's certificate programs. The School of Nursing takes pride in its long history of service to the profession of nursing and continues to be a leader in nursing education in Virginia.

Master's program in nursing

The graduate program in nursing is based on the goals and the philosophy of the university and the School of Nursing. Differentiation between the undergraduate and the graduate programs is reflected in the philosophy and purpose of graduate education, the characteristics of the graduates, and the program objectives. The graduate program is designed to respond to national nursing needs through creative, flexible approaches to graduate nursing education.

Graduate education is professionally oriented and has three major thrusts: (1) integration of three processes including transmission, utilization and development of knowledge in an advanced practice area, (2) development of increased skill in application of knowledge to advanced practice, and (3) development of an awareness of the interaction between sociopolitical and economic forces which have an impact on nursing practice in complex health care delivery systems. Advanced study emphasizes analysis and synthesis of knowledge from nursing and related disciplines with systematic investigation of underlying concepts. Graduates of this program should integrate this new knowledge into nursing practice. Graduates should occupy pivotal roles to improve health care and influence health policy in political arenas. With

these three thrusts, graduates of this program have a knowledge base for further research and doctoral study.

Graduate education is directed toward professional practitioners who are self-directed in setting educational goals and in determining learning strategies best suited for their cognitive styles. With guidance and direction, adult learners should be able to integrate past experiences with current learning situations to expand their approaches to problem solving. Graduate education permits greater autonomy in more diverse environments for learning and practice including the political arena, all levels of the health care delivery system and community agencies whose missions are directed towards meeting the health needs of their clients. The graduate program in nursing:

- prepares nurses for advanced practice in an area of specialization utilizing their own conceptual framework, constructed through advanced study,
- prepares nurses for advanced practice in an increasingly technological society,
- develops leadership skills in an advanced practice area, and
- provides a foundation for further research and scholarly study.

The School of Nursing offers programs of study leading to the master of science degree. Concentrations combining major study in advanced practice nursing are:

	Credits
Adult health (acute care)	47-49
Adult health (primary care)	47-79
Adult health (immunocompetence)	48-52
Child health	41
Family health	52
Nursing administration (clinical nurse manager)	44
Nursing administration (nurse executive)	42
Psychiatric mental health	41
Women's health	45

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Nancy F. Langston
 Dean
 R.N., Ph.D.

W. Richard Cowling III
 Associate Dean for Graduate Programs
 R.N., Ph.D.

Admission requirements and procedures

The purpose of the following admission requirements and procedures is to encourage applications from competent students and to ensure selection of those whose ability, education and motivation qualify them to pursue successful graduate study in nursing.

To be considered for admission, an applicant must have:

- A bachelor of science in nursing from an NLN accredited school or a baccalaureate degree in another field with a lower division nursing education (associate degree or diploma). Applicants who hold a baccalaureate degree in another field who are not registered nurses are eligible for admission to the Accelerated Second Degree Program (entry-level master's program). In addition to the requirements for traditional B.S.N. students, applicants to this option must fulfill the following: (1) submit a graduate application (in lieu of an undergraduate application), and (2) submit GRE scores. Applicants for this track are admitted to the graduate program and pay graduate fees.
- Transcripts reflecting completion of undergraduate courses in statistics and health assessment. In addition, all nursing administration

students are required to have undergraduate courses in financial and economics or microeconomics. These courses may be taken after admission for students enrolled in part-time study.

Nurse executive track students must have one year of experience in a management position.

Prerequisites for the accelerated second degree option are five to eight term hours of anatomy and physiology, three term hours of statistics, three term hours of developmental psychology and six term hours of English composition (or satisfactory completion of writing requirements of the student's undergraduate program).

- Acceptable scores on the Graduate Record Examination (GRE), including all three components (verbal, quantitative and analytical). Scores cannot be older than five years.
- TOEFL scores of greater than 550 for international students.
- A current unrestricted registered nurse license in a state, Washington, D.C., or a United States possession or territory, or an equivalent credential in another country. For accelerated second degree students, license is required prior to enrollment in courses with a clinical component.
- Graduates of foreign nursing schools who are licensed outside of the United States, are required to pass the Qualifying Exam of the Commission on Graduates of Foreign Nursing Schools (CGFNS) prior to application and include the exam report in the application materials.
- Professional liability insurance is highly recommended.
- References from the applicant's undergraduate program in nursing and from employers.
- A personal interview may be requested.

Applications can be obtained from the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051.

Additional program information and advisement can be obtained through the Office of Enrollment and Student Services, 1220 E. Broad St., P.O. Box 980567, Richmond, VA 23298-0567; phone (804) 828-5171;

fax (804) 828-7743; e-mail: vcu_nurse@vcu.edu or visit the School of Nursing Web site. -- views.vcu.edu/son/son.html

Applications are reviewed by the School of Nursing. Applicants will be notified of action by the dean of the School of Graduate Studies. Applicants who are granted provisional admission are responsible for satisfying the provision or may be subject to dismissal. Applicants should accept an admission offer in writing and submit a tuition deposit as instructed in their admission letters. The tuition deposit is not refundable, but will be applied to tuition during the first term of enrollment in courses.

Graduation requirements

To be a candidate for the degree of master of science in nursing, students must be recommended by the faculty and must:

- meet academic requirements of the School of Graduate Studies,
- complete all requirements for the prescribed curriculum within five calendar years of the first registration for work to be credited toward the degree,
- earn at least a "B" or pass grade in all nursing courses,
- earn at least a cumulative average of 3.0 in all work presented for graduation, and
- conform to School of Nursing policies in respect to pass/fail grading for course work or thesis study,
- complete a Final Synthesis Product meeting the following standards:
 - A scholarly paper synthesizing knowledge development and practice application. The thesis may be used to meet the standard.
 - Public presentation of a scholarly product at least at the concentration level. The presentation may include invitations beyond the concentration level. Final thesis defense may be used to meet the standard.
 - Satisfactory evaluation of the public presentation and paper by department faculty.

The degree will be granted only after all requirements have been fulfilled, all fees to the university have been paid, and bound copies of the thesis have

been submitted. Degrees are not granted in absentia unless written request is made to the dean and permission is granted.

Academic requirements

- A student may not proceed in the program with a GPA of less than 3.0 or with a grade of less than "B" in any nursing course. In exceptional circumstances, an appeal for progression may be made to the Graduate Affairs Committee. Appeals are to be made in writing and sent to the Office of the Associate Dean for the Graduate Program.
- An adviser for each student is appointed by the department chair. That adviser will assist the student in program planning, registration procedures and certification for graduation.
- The Final Synthesis Product requires successful completion of a scholarly paper and a presentation of the paper to faculty and peers.
- Following are the requirements for students electing the thesis option:

Committee formation:

- With the approval of the department chair, the student selects a thesis committee of not fewer than three university faculty. One member must be outside the major department and may be outside the School of Nursing.
- The student selects the committee chair from School of Nursing graduate faculty, but not necessarily from the student's major department.
- The student provides each member of the committee with a copy of the thesis in accordance with the School of Graduate Studies Thesis and Dissertation Manual.

Committee responsibilities:

- The committee monitors the design and conduct of the research and the preparation of the thesis.

- The committee serves as the examining committee for the thesis.
- Committee members read and approve the thesis and participate in the final oral examination of the student. The final examination is open to faculty and students. The time and place, together with the candidate's name, department, and thesis title, shall be announced in the School of Nursing 10 days in advance of the examination.

Outcome:

- Each member of the examining committee will attend and cast a vote.
- A favorable vote of the examining committee with no more than one negative vote shall be required to pass the oral examination.

Master of science degree program requirements

Clinical practice concentrations

Core courses	Credits
NURS 501 Advanced Professionalization I	1
NURS 502 Advanced Nursing Practice: Pharmacotherapeutics	3
NURS 503 Advanced Nursing Practice: Psychosocial	3
NURS 504 Advanced Nursing Practice: Biological	3
NURS 508 Advanced Nursing Practice: Systems*	3
NURS 509 Advanced Nursing Practice: Community**	3
NURS 511 Health Assessment for Advanced Nursing Practice	3
NURS 512 Advanced Nursing Science ^Δ	3
NURS 601 Advanced Professionalism II	1

* Women's health students select either 508 or 509

+ Child health students substitute IDDS 600 Interdisciplinary Studies in Developmental Disabilities: Teamwork in Serving Persons with Developmental Disabilities

^Δ Prerequisite of passing score on Research Competency Examination

Concentration courses (varies by concentration)

NURS 672 Child Practicum I	1-3
NURS 673 Child Practicum II	1-3
NURS 674 Child Practicum III	1-4
NURS 675 Adult Immunocompetence Practicum I	1-3
NURS 676 Adult Primary Practicum I	1-6
NURS 677 Adult Primary Practicum II	1-4
NURS 678 Adult Acute Practicum I	1-6
NURS 679 Adult Acute Practicum II	1-4

NURS 682 Women's Practicum I	1-4
NURS 683 Women's Practicum II	1-4
NURS 684 Family Practicum	1-4

Administration practice concentration

Core courses	Credits
NURS 501 Advanced Professionalization I	1
NURS 503 Advanced Nursing Practice: Psychosocial*	3
NURS 504 Advanced Nursing Practice: Biological**	3
NURS 508 Advanced Nursing Practice: Systems	3
NURS 509 Advanced Nursing Practice: Community	3
NURS 511 Health Assessment for Advanced Nursing Practice*	3
NURS 512 Advanced Nursing Science	3
NURS 601 Advanced Professionalism II	1

* Clinical nurse manager track students select either NURS 503 or NURS 504

+ Nurse executive track students are not required to take these courses

Concentration courses

Clinical nurse manager and nurse executive tracks	
NURS 681 Nursing Administration I	3
NURS 685 Nursing Administration II	3
NURS 687 Using Technology to Monitor Quality/Outcomes of Nursing Practice	3
MGMT 637 Advanced Human Resource Management	3
HADM 624 Health Economics	3

Clinical nurse manager track only	
Electives (must include minimum of three credits of clinical)	9

Nurse executive track only	
HADM 606 Financial Management in Health Organization I	3
HADM 614 Health Care Marketing and Entrepreneurship	4
HADM 631 Managed Care	3

Practicum course

Clinical nurse manager and nurse executive tracks	
NURS 689 Integrative Practicum in Nursing Administration	3

Clinical facilities

A variety of urban and rural agencies, including community medical centers and state hospitals, public health services, private clinics and offices, federal and state centers and departments, are available for clinical study. These facilities provide generalized and specialized inpatient and ambulatory services. Selection of specific facilities for student experience is based upon curricular and advanced practice certification requirements, the educational

needs of the individual student, and the services available.

Post-Master's Certificate Program

This program is available in six concentrations: adult health (acute care, primary care and immunocompetence), child health, family health, nursing administration, psychiatric mental health nursing and women's health. Applicant's previous master's course work will be evaluated individually to determine the number of credits required to meet overall program requirements.

Curriculum design

The School of Nursing recognizes that a number of applicants to the post-master's program bring a background of a nursing master's degree, a doctoral degree, years of post-masters professional experience or are currently enrolled in the doctoral program. For those individuals who hold at least a master's degree in nursing from an NLN accredited school and who are admitted to the School of Nursing in competition with other applicants, an alternative to the basic curriculum plan is provided that builds upon the previous graduate course work. The courses in the basic curriculum have multiple purposes that include the following: 1) development of advanced practice nursing knowledge, 2) development of master's level research and scholarship competency, 3) development of competency in the assessment, diagnosis, treatment and long-term management of commonly occurring illnesses, and 4) meeting the requirements for certification as a nurse practitioner or clinical nurse specialist leading to licensure in the state of Virginia, with the exception of nursing administration. The alternative curriculum plan is designed as a continuation of previous graduate work and assumes that most applicants have documented competency in at least the first two purposes listed above. In addition, some applicants may already be licensed as nurse practitioners or clinical specialists in the state of Virginia and may choose only to pursue additional competencies or certification.

The alternative curriculum plan, therefore, is predicated upon the use of the variable-credit option for most of

the courses. This mechanism should allow students and faculty to focus their attention largely on purposes 3 and 4 listed previously and omit experiences largely designed to produce other competencies that have already been attained. Thus, students are enrolled in each of the courses listed, but enroll for the amount of credit needed to supplement their previous work. The guidelines for that credit are as follows:

- Selection of the courses to be taken is based on master's preparation.
- Advanced placement will be determined by a transcript review, review of syllabi from master's courses taken, and demonstration of achievement of objectives and competencies of the courses required for the post-master's program.
- Challenge examinations may be employed.
- Successful completion of the program is achieved when the student completes all course work and has a satisfactory evaluation of advanced clinical competence.
- Students applying to adult, child, family, and women's health concentrations are required to have a graduate Health Assessment and Pharmacotherapeutics course.
- It is unlikely that a student will complete the program by taking the minimum number of credits. In each case, the amount of credit taken should include sufficient time to accomplish the classroom and clinical learning objectives. If additional time is needed, it cannot be accomplished by the use of the grade "I" (incomplete). The student must enroll for additional variable credit instead.

When applicants are admitted, an evaluation of the transcript is conducted. Each required course in the relevant concentration is compared to the applicant's transcript and a judgment is made whether those course objectives have been fully or partially completed in prior master's or doctoral work. Prior courses that are accepted as evidence of full or partial completion are listed on the program plan. This form will be signed by the student, the student's adviser and the

associate dean for graduate programs before the student actually enrolls in the program. Thus, the program of study is agreed upon in advance.

The following are sample curriculum plans showing the minimum and maximum credits:

Family health	Credits
NURS 502 Advanced Nursing Practice: Pharmacotherapeutics	0 or 3
NURS 511 Health Assessment for Advanced Nursing Practice	0 or 3
NURS 633 Common Health Problems of Women	0 - 2
NURS 637 Perinatal Nursing	0 - 2
NURS 647 Health Promotion and Disease Prevention in Children	0 - 2
NURS 648 Management of Acute Problems of Children/Adolescents	0 - 3
NURS 661 Advanced Adult Health II	0 - 4
NURS 670 Primary Care of Families	0 - 3
NURS 672 Child Practicum I	0 - 3
NURS 676 Adult Primary Practicum I	0 - 3
NURS 682 Women's Practicum I	0 - 3
NURS 684 Family Practicum	0 - 4
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	7 - 31

Women's health*	Credits
NURS 502 Advanced Nursing Practice: Pharmacotherapeutics	0 or 3
NURS 511 Health Assessment for Advanced Nursing Practice	0 or 3
NURS 632 Health Promotion in Women	0 - 2
NURS 633 Common Health Problems of Women	0 - 2
NURS 637 Perinatal Nursing	0 - 2
NURS 638 High Risk Perinatal Nursing	0 - 2
NURS 661 Advanced Adult Health II	0 - 4
NURS 676 Adult Primary Practicum I	0 - 2
NURS 682 Women's Practicum I	0 - 4
NURS 683 Women's Practicum II	0 - 4
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	7 - 27

* Students who have had a women's health or maternal child major may exempt selected courses after transcript review.

Child health*	Credits
NURS 502 Advanced Nursing Practice: Pharmacotherapeutics	0 or 3
NURS 511 Health Assessment for Advanced Nursing Practice	0 or 3
NURS 633 Common Health Problems of Women	0 - 1
NURS 647 Health Promotion and Disease Prevention in Children	0 - 2
NURS 648 Management of Acute Problems of Children/Adolescents	0 - 3
NURS 649 Chronic Illness and Disability in Child	0 or 2
NURS 672 Child Practicum I	0 - 3

NURS 673 Child Practicum II	0 - 3
NURS 674 Child Practicum III	0 - 4
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	7 - 23

* Students who have had a pediatric or maternal child major may exempt selected courses after transcript review.

Adult health*	Credits
NURS 502 Advanced Nursing Practice: Pharmacotherapeutics	0 or 3
NURS 511 Health Assessment for Advanced Nursing Practice	0 or 3
NURS 633 Common Health Problems of Women	0 - 1
NURS 660 Advanced Adult Health I	0 - 3
NURS 661 Advanced Adult Health II	0 - 4
NURS 663 Advanced Adult Health III	0 - 3
NURS 675 Adult Immunocompetence Practicum I	0 - 3
NURS 676 Adult Primary Practicum I	0 - 6
NURS 677 Adult Primary Practicum II	0 - 4
NURS 678 Adult Acute Practicum I	0 - 6
NURS 679 Adult Acute Practicum II	0 - 4
NURS 682 Women's Practicum I	0 - 1
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	7 - 26

Psychiatric mental health	Credits
NURS 650 Advanced Practice of Psychiatric Mental Health Nursing	3
NURS 651 Models of Brief Treatment	3
NURS 652 Family Theory and Therapy	3
NURS 653 Advanced Psychiatric Mental Health Nursing: Target Populations	3
Elective master's-level course*	3
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	12 - 15

* Students who have had a master's level group course will not be required to take this course.

Nursing administration	Credits
NURS 508 Advanced Nursing Practice: Systems	3
NURS 681 Nursing Administration I	3
NURS 685 Nursing Administration II	3
NURS 687 Using Technology to Monitor Quality/Outcomes of Nursing Practice	3
NURS 689 Integrated Practicum in Nursing Administration	3
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	9 - 15*

* Required credits dependent upon evaluation of applicant's prior experience and educational preparation.

- The curriculum plan varies according to clinical focus.
- It would be very unlikely to have a student requiring as few as seven or to have one requiring the maximum credits, unless the

student is changing clinical focus area.

- Sufficient clinical hours to assure competency and to meet certification requirements are assumed in any plan.
- When a student is admitted, a transcript and professional experience evaluation is done. The number of credits to be taken in each of the required courses in the sequence is then written on the program plan and the sheet is signed.

Admission requirements

All present requirements for admission to the master's program including:

- a master's degree or doctoral degree in nursing,
- graduate degree within the last five years or two years of post-master's clinical practice,
- acceptable GRE scores,
- foreign applicants must have a TOEFL score of greater than 550,
- current license to practice as a registered nurse in Virginia (professional liability insurance is recommended),
- three references from the applicant's graduate program and from employers,
- a personal interview may be requested, and
- a complete graduate application must be filed with the School of Graduate Studies. Applications may be requested from the School of Graduate Studies Office at Ginter Hall, 901 W. Franklin St., Room B-1, Richmond, VA 23284-3051; (804) 828-6916.

Academic requirements

- A student may not proceed in the program with a GPA of less than 3.0 or with a grade of less than "B" in any nursing course. In exceptional circumstances, an appeal for progression may be made to the Graduate Affairs Committee. Appeals are to be made in writing and sent to the Office of the Associate Dean for the Graduate Program.
- An adviser for each student is appointed by the department chair. That adviser will assist the student in program planning,

registration procedures and certification for graduation.

- The departments of Adult Health Nursing and Maternal Child Health Nursing will assist respective students with advanced practice certification.

Graduation requirements

To be a candidate for the post-master's certificate, students must be recommended by the faculty and must:

- meet academic requirements of the School of Graduate Studies,
- complete all requirements for the prescribed curriculum within five calendar years of the first registration for work to be credited toward the certificate,
- earn at least a "B" or pass grade in all nursing courses,
- earn at least a cumulative average of 3.0 in all work presented for graduation, and
- conform to School of Nursing policies in respect to pass/fail grading for course work.

The Doctoral Program in Nursing

The goal of the doctoral program in nursing is the preparation of scholars to develop knowledge in the discipline of nursing. The program examines knowledge development in nursing through an understanding of the impact of a wide range of historical influences on the discipline, and through analysis of how emerging societal issues influence knowledge development. Knowledge in the humanities and social sciences and an understanding of knowledge development in other disciplines is viewed as foundational to a full understanding of knowledge development in nursing. Methodologic competency (i.e., knowledge of research designs, methodologies and tools) also is essential to a full understanding of the scope, range and path of knowledge development and the relevance to nursing practice. Substantive areas of study are human health and illness, nursing systems, and the biology of health and illness.

Program outcomes

At the completion of the doctoral program, the student will be able to:

- apply, transmit and generate knowledge in the discipline of nursing,
- construct, test, and modify theories for nursing in the context of social, scientific, cultural and economic influences,
- analyze and synthesize knowledge from related disciplines for use in nursing, and
- exhibit scientific integrity.

Curriculum

	Credits
Core content (all students)	15
Theory development	
NURS 701 Theory Development in Nursing I	
NURS 702 Theory Development in Nursing II	
Research methods and statistics	
NURS 770 Advanced Nursing Research	
EDUS 711 Qualitative Methods and Analysis	
Selected advanced statistics course	
Advanced methodological focus	6
Selected courses for program of research may include, but is not limited to:	
NURS 772 Advanced Qualitative Research	
NURS 771 Instrument Development	
HADM 762 Health Services Research Methods II	
MGMT 643 Applied Multivariate Methods	
SOCY 623 Causal Analysis	
Primary concentration (select one)	9-12
Human health and illness	
NURS 706 Human Responses in Health and Illness	
NURS 707 Transitions Across the Life span	
NURS 708 Design and Analysis of Nursing Interventions	
Nursing systems	
NURS 780 Patient Care Systems and Patient Outcomes	
NURS 781 Organizational Analysis in Nursing	
NURS 782 Analysis of Health Care Policy as a Factor in Nursing Practice	
HADM 624 Health Economics (students in nursing systems will have one less elective course)	
Biology of health and illness	
Biochemistry - required of all students	
Students then select from:	
A. Genetics concentration:	
1. Introduction to human genetics	
2. Medical genetics	
B. Microbiology and immunology concentration:	
1. Molecular genetics	
2. Advanced molecular genetics	
or	

1. Immunobiology
2. Advanced immunobiology
- C. Physiology concentration:
 1. Mammalian physiology

Complementary concentration 6

Students may use courses from one of the listed primary concentration areas or may select courses to create a complementary concentration based on consultation with their advisers.

Proseminar	4
Electives, directed study, directed research	9-12
Dissertation	12

Each student will work with an adviser who will individualize the plan for the student's career and research needs. The credits indicated above are after any course prerequisites have been met. This curriculum structure requires the student to make several choices:

- The selection of a primary concentration.
- The selection of a complementary concentration.
- The choice of an advanced methodological focus in either qualitative or quantitative methods.

Admission requirements

- Applicants must have both a bachelor's and a master's degree, one of which must be in nursing. The degree in nursing must be from an NLN accredited school.
- Official transcripts of all undergraduate and graduate work, with a grade-point average of 3.0 on a 4.0 scale.
- Letters of recommendation from three individuals judged by the applicant to be able to evaluate the student's potential for advanced graduate study.
- Satisfactory scores on the verbal, quantitative, and analytic sections of the GRE.
- International applicants must have TOEFL score of greater than 550.
- A typed, personal letter from the applicant summarizing professional and academic experience, immediate and long-range professional goals, and rationale for pursuing advanced study.
- A personal interview is required.

Prerequisites

- A graduate-level statistics course is required of all students prior to beginning course work.
- For nursing systems students, an upper division undergraduate economics course is required prior to enrolling in HADM 624.
- Biology of health and illness students must have a minimum of three credits in upper-level undergraduate organic chemistry.
- Nursing systems students without a master's degree in nursing administration must have the equivalent of NURS 508, 681 and 685. These courses may be taken after admission to the program.

Admission to candidacy

Before admission to candidacy for the doctorate, students must have (1) satisfied the language requirement, if applicable, (2) completed all required course work, (3) successfully completed the comprehensive examination, and (4) fulfilled any additional requirements.

Comprehensive examinations

Upon satisfactory completion of all required formal course work, the student takes written comprehensive examinations. The purpose of the comprehensive examination is to test synthesis of foundational knowledge in preparation for launching a program of scholarship as a beginning scientist. Three knowledge domains are critical: (1) knowledge of knowledge development, (2) knowledge of primary and complementary concentrations, and (3) knowledge of methodological approaches. The decision that a student is ready to sit for comprehensive examinations is made between the student and his/her adviser. The Comprehensive Examination Committee will be appointed from faculty with expertise in theory, research and the concentration. The committee will evaluate the comprehensive examination. Students who successfully complete the examination are advanced to candidacy. Students who fail the examination may be required to engage in remedial work prior to retaking the examination. In the event of failure, the student may be permitted to retake the comprehensive examination one time only. Students who do not pass the second examination are discontinued from the program.

Dissertation

The student must conduct a substantial independent investigation and prepare a dissertation reporting the results of this research and analyzing its significance in relation to existing scientific knowledge. Satisfactory completion of the comprehensive examination and a satisfactory oral defense of the dissertation proposal are required prior to commencement of actual work outlined in the proposal. Once approved, the dissertation proposal is similar to a formal contract between the student and dissertation committee about the nature of the dissertation. The dissertation committee must consist of a minimum of four members. Any member of the graduate faculty of the School of Nursing may chair the dissertation committee. Other committee members must include one faculty member from the student's concentration and one member from outside the School of Nursing. An oral defense of the dissertation is conducted by the student's dissertation committee. The student is responsible for preparing the dissertation in accordance with the most current version of the School of Graduate Studies Thesis and Dissertation Manual.

Nondegree-seeking students

Students who have not been admitted to a graduate program in nursing may be permitted, at the discretion of the School of Nursing, to enroll in individual courses. Only six credits earned as a nondegree-seeking student can be applied to the master's degree or doctor of philosophy degree. Only three credits earned as a nondegree-seeking student can be applied to the post-master's certificate.

Enrollment

Students may begin study during fall term only. Students will have an academic adviser appointed and should plan a program of study upon admission. Once admitted, students are expected to abide by enrollment policies of the School of Graduate Studies.

Transfer credit

Students may take 12 of the required credits for the respective program at another institution and transfer them to VCU. The School of Nursing will

determine the acceptability of courses for transfer credit.

Scholarships, grants, loans

Applications for financial assistance must be filed for all forms of financial assistance, including traineeships. An application for financial assistance is included in the graduate application or may be obtained from the Financial Aid Department, Virginia Commonwealth University, Richmond, VA 23298-0244.

Limited financial assistance is available through traineeships and scholarships administered by the School of Nursing. An application for financial assistance from the School of Nursing sources will be made available to applicants and enrolled students. The school form must be completed in addition to the form for financial assistance from the Financial Aid Department.

Graduate faculty

- Corley, Mary C., Associate Professor, Nursing Systems, Community and Psychiatric Mental Health Nursing
Ph.D. University of Kentucky
Ethical work environment, moral distress, patient participation in decision making, transplant issues.
- Cowling III, W. Richard, Associate Professor, Nursing Systems, Community and Psychiatric Mental Health Nursing and Associate Dean for Graduate Programs
Ph.D. New York University
Despair and depression, transformation in midst of despair, unitary-transformative theory and methods.
- Grap, Mary Jo, Assistant Professor, Adult Health Nursing
Ph.D. Georgia State University
Optimizing pulmonary function in critically ill adults, improving outcomes after cardiac surgery.
- Gray, Patricia D., Associate Professor and Chair, Adult Health Nursing
Ph.D. University of Utah
Critical qualitative approaches, coping with HIV, end-of-life issues.
- Henry, JoAnne K., Associate Professor, Maternal/Child Nursing
Ed.D. University of Virginia
Stress in high-risk pregnancy, analysis of health policy.
- Humenick, Sharron S., Professor and Chair, Maternal/Child Nursing
Ph.D. University of Texas at Austin
Human lactation, childbirth education, relaxation, health risk and resilience.
- Langston, Nancy F., Professor and Dean
Ph.D. Georgia State University
Quality of life with institutionalized elderly, educational administration-facilitators of scholarly productivity.
- Lewis, Judith A., Associate Professor and Director, Instructional Technology
Ph.D. Brandeis University
- Pregnancy after infertility, health policy analysis, regionalization of perinatal care, application of information technology to higher education.
- Mark, Barbara A., Professor, Nursing Systems, Community and Psychiatric Mental Health Nursing
Ph.D. Case Western Reserve University
Organization theory, technology, structure, effectiveness relationships, outcomes research.
- McCain, Nancy L., Associate Professor, Adult Health Nursing
D.N.S. University of Alabama at Birmingham
Psychoneuroimmunology, immunocompetence, psychosocial aspects of chronic illness, HIV disease.
- Moon, Martha W., Assistant Professor, Integrative Systems
Ph.D. University of California, San Francisco
HIV prevention in vulnerable populations (street youth, African-American youth, sexual minority youth); resiliency, community health.
- Munjas, Barbara A., Professor, Nursing Systems, Community and Psychiatric Mental Health Nursing
Ph.D. University of Pennsylvania
AIDS, chronic mental illness behavior and intervention, quality of life for institutionalized adults, nursing diagnosis.
- Munro, Cindy L., Assistant Professor, Adult Health Nursing
Ph.D. Virginia Commonwealth University
Interaction of host/microorganism in infectious processes, molecular genetics, genetic technology and society.
- Nichols, Mary R., Assistant Professor, Maternal/Child Nursing
Ph.D. University of Texas at Austin
Life transitions with specific focus on mothers during the first year of motherhood.
- Pickler, Rita H., Associate Professor, Maternal/Child Nursing
Ph.D. University of Virginia
High risk infants, children and families, health promotion and optional development of at-risk children, care giving contexts.
- Raines, Deborah A., Assistant Professor, Maternal/Child Nursing
Ph.D. Virginia Commonwealth University
Values, moral decision making and ethical issues, perinatal issues.
- Sawin, Kathleen, Associate Professor, Maternal/Child Nursing
D.N.S. Indiana University
Chronic illness/disability in childhood/adolescents and impact on their families; women with disabilities; health outcomes in children/adolescents with spina bifida.
- Saylor, Jeanne, Assistant Professor, Adult Health Nursing
Ph.D. Virginia Commonwealth University
Nursing systems, instrument development, cardiac transplantation.
- Tak, Sunghee H., Assistant Professor, Integrative Systems
Ph.D. University of Texas at Austin
Health promotion and prevention for the elderly, nursing informatics.
- Tesh, Esther M., Associate Professor, Maternal/Child Nursing
Ph.D. University of North Carolina at Chapel Hill
Quality of mother-infant interaction in groups with parenting risks, imprisoned mothers, chronically ill mothers, mothers with medically-fragile infants.
- Thorton, Karen A., Assistant Professor, Nursing Systems, Community and Psychiatric Mental Health Nursing
Ph.D. University of Texas at Austin
Access to mental health services, family coping with mental illness.
- Tuck, Inez, Associate Professor and Chair, Nursing Systems, Community, and Psychiatric Mental Health Nursing
Ph.D. University of North Carolina at Greensboro
Coping responses to chronic illness, transformative and healing experiences including spirituality.
- Waters, Haidee F., Assistant Professor, Adult Health Nursing
D.N.S. Catholic University of America
Clinical oncology, stress and coping.
- Younger, Janet B., Professor, Maternal/Child Nursing, and Associate Dean for Undergraduate Programs
Ph.D. University of Virginia
Mastery of stress, response to illness.

Graduate courses in nursing (NURS)

The course descriptions provided here are for the major in nursing and are restricted to students in this major. See other sections of this bulletin for courses in other schools and departments. Lecture hours may be used as seminar hours in which case the hours are doubled.

NURS 501 Advanced Professionalization I

1 lecture hour. 1 credit. No prerequisites. Focuses on socialization to the responsibilities and accountabilities of advanced practice nursing. Explores issues for practice and legal, professional and societal regulation of advanced practice nursing.

NURS 502 Advanced Nursing Practice: Pharmacotherapeutics

3 lecture hours. 3 credits. Prerequisites: Graduate status or permission of the instructor. Focuses on the knowledge, principles and application of pharmacotherapeutics for the management of common primary care health problems by the nurse practitioner.

NURS 503 Advanced Nursing Practice: Psychosocial

3 lecture hours. 3 credits. Prerequisites: NURS 201 or RN license. Examines and analyzes selected psychosocial theories and research, relating them to advanced practice nursing. Derives nursing strategies for phenomena of concern associated with specialty areas.

NURS 504 Advanced Nursing Practice: Biological

3 lecture hours. 3 credits. Focuses on the biological changes underlying selected health risks and health problems as a framework for critically appraising health assessment data and for understanding advanced nursing therapeutic strategies.

NURS 505 Clinical Teaching in Nursing

3 lecture hours. 3 credits. Focuses on theories and principles related to teaching and evaluation for patients, nursing staff and students. Explores multiple teaching strategies and learning styles and application of teaching and evaluation methods to the clinical situation.

NURS 508 Advanced Nursing Practice: Systems

3 lecture hours. 3 credits. Provides an understanding of the context in which health services are managed and delivered.

Explores social, ethical and political issues affecting current and future nursing care delivery systems. Examines cost effectiveness of nursing care in a variety of settings.

NURS 509 Advanced Nursing Practice: Community

3 lecture hours. 3 credits. Emphasizes target populations in the community as a perspective for advanced nursing practice. Introduces small area analysis to diagnose and prioritize health needs/problems and to plan, provide and evaluate care for individuals, families and population groups. Uses advanced nursing practice skills to examine the need for risk reduction and health promotion, health preservation and rehabilitation among community populations.

NURS 510 Nursing Ethics

3 lecture hours. 3 credits. Identifies and examines moral dilemmas encountered in professional nursing practice. Examines personal value systems, applies ethical theory and principles to dilemmas in clinical nursing practice: patient's rights, informed consent, confidentiality, quality of life, and death and dying. Examines relationships between professional nursing and resolution of moral dilemmas.

NURS 511 Health Assessment for Advanced Nursing Practice

1 lecture and 2 laboratory hours. 3 credits. Prerequisite: Undergraduate or graduate health or physical assessment course (3 credits). Provides the framework for holistic, culturally relevant assessment of individuals. Focuses on advancing students' knowledge and assessment in health history, risk appraisal, health promotion, psychosocial, developmental and functional assessment and physical examination techniques. Emphasizes the application of diagnostic reasoning skills in assessing deviations from normal in selected content in specialty areas. Includes supervised experiences with advanced clinical assessment skills.

NURS 512 Advanced Nursing Science

3 lecture hours. 3 credits. Prerequisite: Successful completion of research methods competency exam. Focuses on theory and research in advanced practice with aim of critique and utilization of current theories and findings/outcomes. Emphasizes analysis and synthesis of nursing science in the context of relevant programs, practice problems, issues and concerns. Reviews major research design and analytic strategies.

NURS 591 Special Topics

Term course; 1-3 credits. Explores specific topics in nursing theory and practice.

NURS 592 Directed Study in Nursing

1-3 credits. Prerequisite: Permission of instructor. Independent study in a specific area of nursing developed under the supervision of a member of the graduate faculty.

NURS 601 Advanced Professionalization II

1 lecture hour. 1 credit. Prerequisite: Advanced Professionalization I. Focuses on enactment of the Advanced Practice Nursing role through application of a framework for practice. Emphases are on critical thinking and inter- and intra-disciplinary collaboration and delineation of solutions or resolutions to practice based situations.

NURS 632 Health Promotion in Women

1-2 lecture hours. 1-2 credits. Addresses issues that affect the health of women throughout the life cycle. Reflects the historical, developmental, political, psychological and sociological perspectives of understanding the condition of women in our society and the impact on their health care needs. Emphasizes the advanced practice role in health promotion and early detection of health problems, sociopolitical variables that impact women's health and the application of alternative paradigms in health care practice.

NURS 633 Common Health Problems of Women

1-2 lecture hours. 1-2 credits. Prerequisites: NURS 504 Advanced Nursing Practice: Biological, NURS 511 Advanced Nursing Practice: Health Assessment. Provides content on common physical and psychosocial health and illness changes of women. Emphasizes health promotion and maintenance, as well as illness prevention, detection and management approaches. Includes current nursing, medical, and pharmacological diagnostic and management modalities. Reinforces essential content and clinical judgment application for advanced nursing practice through case study discussions.

NURS 637 Perinatal Nursing

1-2 lecture hours. 1-2 credits. Prerequisites: NURS 501 Advanced Professionalization, NURS 503 Advanced Nursing Practice: Psychosocial, NURS 504 Advanced Nursing Practice: Biological, NURS 511 Advanced Nursing Practice: Health Assessment. Focuses on management of potential and actual health problems of women as members of families and their newborns during the perinatal period; pregnancy, labor, delivery, the postpartum and neonatal periods. Emphasizes the integration of theories and research in perinatal health care and the role of the advanced practice nurse in caring for these clients.

NURS 638 High-Risk Perinatal Nursing

1-2 lecture hours. 1-2 credits. Prerequisites/corequisites: NURS 501 Advanced Professionalization, NURS 502 Advanced Pharmacotherapeutics, NURS 503 Advanced Nursing Practice: Psychosocial, NURS 511 Advanced Nursing Practice: Health Assessment, NURS 512 Advanced Nursing Science, NURS 632 Health Promotion in Women, NURS 637 Perinatal Nursing. Focuses on the high-risk family during pregnancy, labor, and delivery, neonatal and postpartum periods. Nursing assessment, diagnosis, and intervention related to health promotion, treatment and prevention of perinatal problems are addressed.

NURS 647 Health Promotion and Disease Prevention in Children

1-2 lecture hours. 1-2 credits. Prerequisites/corequisites: NURS 501 Advanced Professionalization, NURS 503 Advanced Nursing Practice: Psychosocial, NURS 511 Advanced Nursing Practice: Health Assessment. Focuses on health needs of well children from infancy through adolescence, and their families. Emphasizes health promotion and disease prevention strategies, integrating the concepts of development, family systems, and individual and family adaptation to change. Develops a student's skills in pediatric

screening and developmental assessment. Stresses collaborative decision making with children and families.

NURS 648 Management of Acute Problems of Children and Adolescents

1-3 lecture hours. 1-3 credits. Prerequisites: NURS 504 Advanced Nursing Practice: Biological, NURS 511 Advanced Nursing Practice: Health Assessment. Focuses on management of advanced nursing practice related to the management of common developmental, health and illness changes of children and adolescents. Includes pathophysiological, pharmacological, and nutritional management implications. Emphasizes the development of diagnostic reasoning and critical thinking skills in the management of common health problems, using selected organizing frameworks.

NURS 649 Chronic Illness and Disability in Children

1-2 lecture hours. 1-2 credits. Prerequisites: NURS 501 Advanced Professionalization, NURS 503 Advanced Nursing Practice: Psychosocial, NURS 504 Advanced Nursing Practice: Biological, NURS 511 Advanced Nursing Practice: Health Assessment, NURS 512 Advanced Nursing Science, NURS 647 Health Promotion and Disease Prevention in Children, NURS 648 Management of Acute Problems of Children and Adolescents, NURS 693 Practicum, NURS 694 Advanced Practicum (can be corequisite with or permission of instructor). Prepares the student to manage the care of children and adolescents with chronic illness/disability across health care settings. Integrates well child care with the management of the chronic conditions.

NURS 650 Advanced Practice of Psychiatric Mental Health Nursing

3 lecture hours. 3 credits. Prerequisites/corequisites: NURS 501 Advanced Professionalization, NURS 503 Advanced Nursing Practice: Psychosocial. Provides an overview of the art and science of the advanced practice of psychiatric mental health nursing. Focuses on conceptual models/theories for assessment and practice, on the need to work collaboratively with clients and their families and the health care team, and upon the variety of practice sites. Reflects practice trends and issues. Describes direct and indirect advanced practice roles. Explores present status of psychiatric nursing research.

NURS 651 Models of Brief Treatment

2 seminar; 6 clinical hours. 3 credits. Prerequisites/corequisites: NURS 501 Advanced Professionalization, NURS 503 Advanced Nursing Practice: Psychosocial, NURS 650 Advanced Practice of Psychiatric Mental Health Nursing or permission of instructor. Addresses philosophy underlying brief models of treatment. Uses conceptual frameworks from systems, communications, and change theories in planning interventions. Provides supervised clinical practice using brief therapy models with individuals and families. Extends advanced practice skills in psychiatric mental health nursing. Identifies research strategies used to study/evaluate effectiveness of brief treatment.

NURS 652 Family Theory and Therapy

2 seminar and 6 clinical hours. 3 credits. Prerequisites: NURS 501 Advanced Professionalization, NURS 503 Advanced

Nursing Practice: Psychosocial, NURS 650 Advanced Practice of Psychiatric Mental Health Nursing or permission of instructor. Addresses family theory and therapy principles and issues. Identifies issues in family systems, social systems and systems of health care. Provides supervised clinical practice with families selected to meet course and students' objectives and extends advanced practice skills in psychiatric mental health nursing. Identifies appropriate research methodologies to evaluate practice.

NURS 653 Advanced Psychiatric Mental Health Nursing: Target Populations

2 seminar and 6 clinical hours. 3 credits. Prerequisites/corequisites: NURS 650 Advanced Practice of Psychiatric Mental Health Nursing, NURS 652 Family Theory and Therapy, NURS 651 Models of Brief Treatment or permission of instructor. Addresses psychiatric mental health nursing services needs for target populations such as children, other adults, persons with Aids and/or substance abuse. Focuses on primary, secondary, and tertiary levels of prevention and target populations. Provides supervised clinical practice with individuals, families or groups selected to meet course and students' objectives and to extend advanced practice skills in psychiatric mental health nursing. Explores models of program evaluation.

NURS 660 Advanced Adult Health I

1-3 lecture hours. Variable; 1-3 credits. Pre- or corequisite: NURS 511 Advanced Health Assessment I, NURS 501 Advanced Professionalization, NURS 504 Advanced Nursing Practice: Biological. Focuses on advanced nursing assessment and therapeutics with selected potential or actual health alterations common in adulthood with special consideration given to the aging process. Applies theories, concepts, and research findings related to health promotion and acute and chronic illness as a basis for clinical decision-making with adult patients and their families within a variety of care settings.

NURS 661 Advanced Adult Health II

1-4 lecture hours. Variable; 1-4 credits. Prerequisite: NURS 511 Advanced Health Assessment I, NURS 501 Advanced Professionalization, NURS 504 Advanced Nursing Practice: Biological. Provides content on selected common health and illness changes encountered in primary/ambulatory care settings using clinical simulations. Focuses on increasing students' knowledge and clinical decision-making skills in order to promote health, accurately diagnose, prevent and manage these common problems.

NURS 663 Advanced Adult Health III

1-3 lecture hours. Variable; 1-3 credits. Prerequisites: NURS 511 Advanced Nursing Practice: Health Assessment, NURS 501 Advanced Professionalization I, NURS 507 Advanced Nursing Practice: Biological, NURS 661 Advanced Adult Health II. Provides content on selected common health and illness changes encountered in acute care settings using clinical simulations. The focus of this course is on increasing students' knowledge and decision-making skills in order to accurately diagnose, prevent and manage these common acute and chronic problems.

NURS 667 Biologic Basis for Advanced Practice in Immunocompetence Nursing

1-2 lecture hours. Variable; 1-2 credits. Prerequisite: NURS 504 Advanced Nursing Practice: Biological. Focuses on the biological basis for immunocompetence. Discusses concepts and factors related to the phenomenon of immunocompetence. Examines selected clinical problems such as infection, malignancy, hypersensitivity, autoimmunity, transplantation and HIV infection.

NURS 668 Advanced Nursing Therapeutics for Altered Immunocompetence

1-3 lecture hours. Variable; 1-3 credits. Prerequisite: NURS 667 Biologic Basis for Advanced Practice in Immunocompetence Nursing. Examines clinical phenomenon related to altered immune function that are common or troubling for persons cared for by the advanced practice nurse in a variety of roles. Evaluates clinical problems associated with altered immune function related to cancer, HIV infection, and transplant from both a theoretical and clinical perspective that incorporates biologic, psychosocial, ethical, cultural and health systems aspects. Focuses on sensitivity and appropriateness for specific vulnerable populations.

NURS 670 Primary Care of Families

1-3 lecture hours. 1-3 credits. Prerequisites: NURS 501 Advanced Professionalization, NURS 503 Advanced Nursing Practice: Psychosocial, NURS 504 Advanced Nursing Practice: Biological, NURS 511 Advanced Nursing Practice: Health Assessment, NURS 512 Advanced Nursing Science, NURS 647 Health Promotion and Disease Prevention in Children, NURS 648 Management of Acute Problems of Children and Adolescents, NURS 633 Common Health Problems of Women, NURS 637 Perinatal Nursing, NURS 693 Practicum (9 credits - part may be taken as corequisite). Addresses the synthesis of theoretical and research bases for advanced nursing practice with families. Focuses on the care of the individual and their family throughout the life span and across the health continuum, with special emphasis on the advanced evaluation of families and their health needs.

NURS 672 Child Practicum I

1-3 clinical hours. 1-3 credits. May be repeated. Prerequisites: NURS 501, NURS 503, NURS 504, NURS 511. Pre- or corequisites: NURS 647, NURS 648. Focuses on the synthesis of theory and application and evaluation of knowledge related to the primary care of children. Emphasis on beginning skill in assessment and management of well children and common acute problems of children and adolescents. Major focus on assessment. Student expected to be able to deliver will child care in most situations using standards of care and close preceptor involvement. Expected to develop skill in pediatric history taking, developmental assessment and physical assessment and beginning skill in management of selected conditions. Develops beginning skill in management of common well child and behavioral issues. Clinical placements with preceptor(s) made by faculty based on area of role preparation declared by student.

NURS 673 Child Practicum II

1-3 clinical hours. 1-3 credits. Prerequisites: NURS 501, NURS 503, NURS 504, NURS 511, NURS 647, NURS 648,

NURS 672. Pre- or corequisite: NURS 502. Focuses on the synthesis of theory and application and evaluation of knowledge related to the primary care of children; builds on previously developed assessment skills. Adds assessment of adolescent gynecology and sexuality. Student increases ability to manage more complex behavioral and well child issues. Student is expected to manage a wide variety of acute pediatric conditions with moderate preceptor input. Clinical placements with preceptor(s) made by faculty based on area of role and preparation declared by student.

NURS 674 Child Practicum III

1-4 clinical hours. 1-4 credits. Prerequisites: NURS 501, NURS 502, NURS 503, NURS 504, NURS 511, NURS 647, NURS 648, NURS 672, NURS 673. Pre- or corequisites: NURS 508, NURS 512, NURS 601, NURS 649. Focuses on advanced clinical management of children in a variety of care settings. Student refines both assessment and management skills, requiring minimal preceptor input by the end of the term. Extends skills to the management of children and their families dealing with chronic illness. Manages a wide range of complex well child and behavioral issues as well as children with a wide variety of acute illnesses. Clinical placements with preceptor(s) made by faculty based on area of role preparation declared by student.

NURS 675 Adult Immunocompetence Practicum I

1-3 clinical hours. 1-3 credits. May be repeated. Pre- or corequisites: NURS 661, NURS 511, or with permission of instructor. Focuses on the synthesis, application, and evaluation of knowledge for providing primary and/or acute health care to a target population of adults with actual or potential problems associated with alternations in immunocompetence. Emphasis is on the development of research and theory based advanced nursing practice. Provides opportunities for achievement of competencies in advanced nursing practice through faculty supervised clinical experiences with a preceptor. Practicum is planned in relationship to the student's area of interest and role preparation. Practicum is repeated in order to address the achievement of competencies with a designated adult population and at a more advanced level.

NURS 676 Adult Primary Practicum I

1-6 clinical hours. 1-6 credits. May be repeated. Pre- or corequisites: NURS 661, NURS 511, or with permission of instructor. Focuses on the synthesis, application and evaluation of knowledge for providing primary health care to a target population of adults. Emphasis is on the development of research and theory based advanced nursing practice. Provides opportunities for achievement of competencies in advanced nursing practice through faculty supervised clinical experiences with a preceptor. Practicum is planned in relationship to the student's area of interest and role preparation. Practicum is repeated in order to address the achievement of competencies with a designated adult population and at a more advanced level.

NURS 677 Adult Primary Practicum II

1-4 clinical hours. 1-4 credits. Prerequisite: NURS 676. Focuses on advanced clinical management of an adult patient population in a variety of primary care settings.

Provides opportunities for achievement of advanced clinical competencies through faculty supervised clinical experiences with a preceptor. Practicum is planned in relation to the student's clinical area of interest and role preparation. Final course in concentration.

NURS 678 Adult Acute Practicum I

1-6 clinical hours. 1-6 credits. May be repeated. Pre- or corequisites: NURS 661, NURS 511, or with permission of instructor. Focuses on the synthesis, application and evaluation of knowledge for providing acute health care to a target population of adults. Emphasis is on the development of research and theory based advanced nursing practice.

Provides opportunities for achievement of competencies in advanced nursing practice through faculty supervised clinical experiences with preceptor. Practicum is planned in relationship to the student's area of interest and role preparation. Practicum is repeated in order to address the achievement of competencies with a designated adult population and at a more advanced level.

NURS 679 Adult Acute Practicum II

1-4 clinical hours. 1-4 credits. Prerequisite: NURS 678.

Focuses on advanced clinical management of an adult patient population in a variety of acute care settings.

Provides opportunities for achievement of advanced clinical competencies through faculty supervised clinical experiences with a preceptor. Practicum is planned in relation to the student's clinical area of interest and role preparation. Final course in concentration.

NURS 681 Nursing Administration I

3 lecture hours. 3 credits. Explores individual and organizational factors that influence nursing administrative practice; analyzes relationships between organizational variables and their impact on the design and management of a department of nursing.

NURS 682 Women's Practicum I

1-4 clinical hours. 1-4 credits. May be repeated. Prerequisite: NURS 511. Pre- or corequisites: NURS 632, NURS 633, NURS 637. Focuses on the beginning synthesis of theory and application of advanced nursing practice and evaluation of knowledge in the care of women clients, including well-women gynecologic and health promotion care, management of uncomplicated acute gynecologic needs/problems of women, and diagnosis and management of uncomplicated prenatal and postnatal care. Care of commonly encountered needs/problems of women is based on standards of AWHONN and ACOG. Provides opportunities for achievement of beginning competencies in advanced nursing practice with women through supervised clinical experiences with a qualified women's health care preceptor. Allows for the practicum to be planned in relation to the student's area of interest in women's health and role preparation (nurse practitioner or clinical nurse specialists).

NURS 683 Women's Practicum II

1-4 clinical hours. 1-4 credits. Prerequisites: NURS 682, NURS 676, NURS 632, NURS 633, NURS 637. Pre- or corequisite: NURS 638. Focuses on the intermediate and advanced synthesis of theory and application of advanced nursing

practice and evaluation of knowledge in the care of women with more complex reproductive and gynecologic and more general nonreproductive needs/problems. Care for commonly encountered conditions of women is based on standards of AWHONN and ACOG. Provides opportunities for achievement of intermediate and advanced competencies in advanced nursing practice with women through supervised clinical experiences with a qualified women's health care preceptor. Allows for the practicum to be planned in relation to the student's area of interest in women's health and role preparation (nurse practitioner or clinical nurse specialist). Selected experiences will be explored focusing on teaching, case management and leadership.

NURS 684 Family Practicum

1-4 clinical hours. 1-4 credits. Prerequisites: NURS 647, NURS 648, NURS 633, NURS 661, NURS 502, NURS 672, NURS 676, NURS 682, NURS 670. Pre- or corequisite: 2 credits of this practicum can be taken in the summer immediately preceding NURS 670 with the consent of the student's adviser. The remaining 2 credits must be taken concurrent with 670 in the following fall term. Focuses on the achievement of final clinical objectives for the concentration. Provides opportunities for achievement of these competencies as an advanced nursing practice in the family concentration through faculty supervised clinical experiences with a preceptor.

NURS 685 Nursing Administration II

2 lecture hours and 2 computer laboratory hours. 3 credits. Examines methods of measuring nursing productivity in a variety of settings; describes use of automated systems to enhance nursing productivity; concentrates on those systems that can be applied to management of patient care in a clinical nursing division; uses computer-based systems as decision-support systems.

NURS 687 Using Technology to Monitor Quality/Outcomes of Nursing Practice

2 lecture hours and 1 fieldwork/computer laboratory. 3 credits. Prerequisites: NURS 508 Advanced Nursing Practice: Systems, NURS 681 Nursing Administration I (or corequisite), NURS 685 Nursing Administration II. Focuses on the process of evaluating the quality of nursing and patient outcomes using information technology. Examines issues related to obtaining and organizing clinical and administrative data to support decision making. Includes fieldwork and supervised computer laboratory exercises with microcomputer and mainframe database management systems.

NURS 688 Perinatal Practicum

1-3 clinical hours. 1-3 credits. Focuses on the application of theory and the clinical management of high risk perinatal families. Addresses the application of nursing process by the advanced practice nurse to individuals and families experiencing complex problems during the perinatal period. Provides the opportunity to augment prior clinical skills and experiences related to management of perinatal clients.

NURS 689 Integrated Practicum in Nursing Administration

2 lecture hours and 1 practicum. 3 credits. Focuses on the integration of administrative theory and nursing administrative

practice in health care institutions. Provides students the opportunity to critically evaluate the management of human, material and financial resources in health care institutions.

NURS 691 Nursing Research Practicum

3 laboratory hours. 3 credits. Prerequisite: NURS 570. Permission of instructor required. Participates in ongoing research. Implements research with faculty direction and supervision.

NURS 701 Theory Development in Nursing I

3 lecture hours. 3 credits. Prerequisite: Admission to the doctoral program or permission of associate dean and course faculty. Explores the structure of nursing knowledge by contrasting, analyzing and critiquing concepts, theories and conceptual models of nursing to determine their contribution to nursing knowledge. Using selected concepts, conceptual-theoretical-empirical structures to answer research questions will be developed. Examines the emergence of nursing as a scholarly discipline.

NURS 702 Theory Development in Nursing II

3 lecture hours. 3 credits. Prerequisite: NURS 701 or permission of associate dean and course faculty. Explores various philosophies of science and examines factors influencing the development of nursing theory and emergence of nursing as a discipline. Analyzes the impact of economic, social, political and scientific factors on nursing.

NURS 706 Human Responses in Health and Illness

3 lecture hours. 3 credits. Explores selected human responses to health conditions and examines related nursing theory and research. Compares research methodologies for studying human responses. Addresses topics that include behavioral, psychological, social and physiological responses to health and illness.

NURS 707 Transitions Across the Life span

2 lecture and 1 fieldwork hour. 3 credits. Views transitions as life processes from both individual and family systems perspectives. Presents range of potential responses from crisis and loss to growth and opportunity. Develops longitudinal assessment/intervention strategies. Identifies research issues related to life transitions.

NURS 708 Design and Analysis of Nursing Interventions

3 lecture hours. 3 credits. Pre- or corequisite: NURS 770, SOCY/STAT 508 or 608 (or equivalent). Analyses theoretical and empirical bases underlying interventions. Focuses on issues related to the design and testing of clinical nursing interventions. Evaluates strategies for effective research dissemination.

NURS 770 Advanced Nursing Research

3 lecture hours. 3 credits. Prerequisites: NURS 701, 702 (concurrent), SOCY/STAT 508 (or equivalent); SOCY/STAT 608 (or equivalent) (concurrent). Examines the relationship between theory, research, and the logic of causal inference. Focuses on quantitative methodologies to investigate problems of interest in nursing research. Examines research design, data

collection and analysis and ethical issues in the conduct of nursing research.

NURS 771 Instrument Development

2 lecture and 1 laboratory hour. 3 credits. Prerequisites: SOCY/STAT 508 or 608 (or equivalent). This course is open to non-nursing students with permission of the instructor. Focuses on theoretical foundations underlying development and psychometric evaluation of instruments measuring psychosocial phenomena. Provides simulated experiences scale construction as well as in PC- and main-frame based computer-aided evaluation of relevant measurement properties.

NURS 772 Advanced Qualitative Research

3 lecture hours. 3 credits. Prerequisite: EDUS 711. Provides advanced knowledge and skills for critical decision making in the design and implementation of qualitative health care research. Explores ontology, epistemology and consequences of programs of qualitative inquiry through a process of reflective conversation. Provides a context for the study of phenomena of concern to the individual and discipline through scholarly debate, dialogue and reflection. Presents range of strategies and substantive knowledge for scientists to launch programs of scholarly inquiry.

NURS 780 Patient Care Systems and Patient Outcomes

3 lecture hours. 3 credits. Prerequisites: NURS 508, equivalent or permission of instructor. Examines administration concepts relevant to systems of patient care. Focuses on the

approaches, including program evaluation, for measuring patients outcomes affected by nursing and multidisciplinary collaboration.

NURS 781 Organizational Analysis in Nursing

3 lecture hours. 3 credits. Prerequisite: NURS 508, 681 or equivalent (i.e., graduate course in organizational theory); or permission of instructor. Analyzes current paradigms guiding nursing systems research. Evaluates concepts and theoretical models that attempt to explain organizational functioning and that are of particular usefulness in developing a substantive body of knowledge.

NURS 782 Analysis of Health Care Policy as a Factor in Nursing Practice

3 lecture hours. 3 credits. Analyzes global and national issues in health care policy. Applies traditional and emerging models to policy issues. Examines policies having implications for nursing practice research and administration. Focuses on the environment of health care policy development, the agencies and leadership of policy development and implementation, and nursing's role in policy development, implementation and evaluation.

NURS 791 Special Topics

1-3 credits. Prerequisites: Admission to doctoral program and permission of instructor. Explores specific topics in nursing administration.

NURS 792 Directed Study in Nursing

1-6 credits. Prerequisites: Admission to doctoral program and permission of instructor. Independent study in a specific area of nursing developed under the supervision of a member of the graduate faculty.

NURS 797 Directed Research in Nursing

1-6 credits. Prerequisites: 12 credits of doctoral level course work and permission of instructor. Supervised investigation of selected problems in nursing research.

NURS 798 Thesis

6 credits. The master's thesis constitutes carefully planned and executed research under the supervision of an adviser and in conjunction with a thesis committee. The student writes and presents the required thesis in the area of clinical nursing interest.

NURS 898 Dissertation

1-12 credits. Prerequisite: Admission to candidacy. Original research.

School of Pharmacy

The School of Pharmacy was established officially in 1898; the University College of Medicine had a school of pharmacy when it opened in 1893. The two-year curriculum gave way to a three-year program in 1925, and in 1932 the school required four years of college work and a bachelor of science degree was awarded. In 1960, the program lengthened to a five-year course leading to a bachelor of science in pharmacy degree. In 1975, authority was granted to offer to selected students a six-year program leading to the doctor of pharmacy degree and this degree program was adopted as the only professional offering by the school in 1995.

The authority to award graduate degrees in the pharmaceutical sciences was granted by the Graduate Council in 1952. Departments in the school have the responsibility for administering a graduate program leading to the M.S. and Ph.D. in pharmaceutical sciences degrees. This program includes areas of specialization in medicinal chemistry, pharmaceuticals and pharmacy administration. These programs provide the preparation and research experience for academic, governmental and industrial careers.

Facilities

The School of Pharmacy is located in the Robert Blackwell Smith Jr., Building on the Medical College of Virginia Campus. It shares this building with the Department of Pharmacology of the School of Medicine. Location in a major health sciences center provides excellent opportunities for interdisciplinary research and access to clinical facilities. The school is well equipped for graduate research and provides leadership to the Institute for Structural Biology and Drug Discovery at the Biomedical Research Park. The Institute makes use of synthetic medicinal chemistry, X-ray crystallography, NMR, protein and nucleic acid chemistry, bacterial enzymology and

molecular pharmacology to promote drug development. Several businesses have been spawned through the institute and two new drugs have entered clinical trials.

Specialization in medicinal chemistry

The Department of Medicinal Chemistry offers programs leading to the M.S. and Ph.D. in pharmaceutical sciences degrees. All students will complete the following core courses:

Medicinal Chemistry	MEDC 591 and 601
Advanced Medicinal Chemistry	MEDC 610 or 620
Research Techniques	MEDC 526 and 641
Seminar	MEDC 690
Biochemistry	BIOC 503 or 504
Pharmacology	PHTX 691
Advanced Organic Chemistry	CHEM 604

In addition, elective courses are deemed necessary to the student's program. These electives may include courses outside the department.

At the present time, the research interests of the department include synthesis and biological evaluation of new compounds; molecular-graphics assisted drug design; determination of relationships between chemical structure and biological activity; studies of drug action; receptor binding studies; theoretical studies on structure-activity relationships of drugs, including the use of molecular orbital theory, X-ray crystallography, computational chemistry and molecular connectivity; and rational design of new drugs and studies on drug metabolism.

Specialization in pharmaceuticals and pharmacy administration

The departments of Pharmacy and Pharmaceuticals offers programs leading to the M.S., Ph.D. and joint Pharm.D./Ph.D. in pharmaceutical sciences. A master's

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views.vcu.edu/pharmacy

Victor A. Yanchick

Dean

B.S., M.S., Ph.D.

Thomas Karnes

Associate Dean for Research and Graduate Studies

B.S., M.S., Ph.D.

Thomas P. Reinders

Associate Dean for Student Affairs

B.S., Pharm.D.

William E. Smith

Associate Dean for Administrative Affairs

Pharm.D., Ph.D.

degree is not required for admission to the Ph.D. Program. Advanced degrees in pharmaceuticals and pharmacy administration do not provide eligibility for licensure as a pharmacist. Persons interested in programs leading to licensure as a pharmacist or in advanced professional programs in pharmacy are referred to the School of Pharmacy section of the Undergraduate and Professional Programs Bulletin where the Doctor of Pharmacy (Pharm.D.) Program is described.

Students may elect to pursue a joint Pharm.D./Ph.D. program. Such students must apply to, and be accepted by, both programs separately.

Graduate students majoring in pharmaceuticals may select programs and courses emphasizing biopharmaceutics, pharmacokinetics, drug metabolism, pharmaceutical analysis or clinical sciences. These students also may take suitable courses outside the department in the areas of basic sciences, mathematics, statistics, computer use and chemistry. The selection and scope of the external courses will depend on student needs and research interests.

Graduate students majoring in pharmacy administration may select programs emphasizing practice management or the drug selection process. Suitable outside courses may include statistics, computer use, hospital and health care management, and business management.

At the present time, the research interests of the department include bioavailability studies, macromolecule drug delivery, cell transport mechanisms, clinical pharmacokinetics including computer modeling of pharmacokinetics in man and use of individual pharmacokinetic parameters in optimizing dosage regimens, *in-vitro* and *in-vivo* drug metabolism studies, drug delivery, targeting and transport of macromolecules, chromatographic, electrophoretic and spectroscopic approaches for analysis of drugs, pharmacodynamics, biotechnology, dosage form design, aerosol and inhalation technology, pharmaceutical marketing, geriatric pharmacokinetics, design and management of pharmacy-related health services systems, drug prescribing, health ethics and utilization studies.

Admission requirements

General requirements pertaining to the graduate program in pharmaceutical sciences follow the same guidelines as described in Part I of this bulletin. Additional requirements concerning undergraduate education are imposed upon applicants to graduate specialties in the School of Pharmacy.

Admission to the graduate program in pharmaceutical sciences is open to students having a doctor of pharmacy degree, a bachelor's degree in pharmacy, chemistry, biochemistry, biology, premed, engineering or a related science. Acceptance is based upon undergraduate performance, satisfactory scores on the Graduate Record Examination (GRE), letters of recommendation and where applicable, TOEFL scores.

The current requirement for the GRE exam is that all applicants should take the General Test containing the Mathematical Reasoning portion. Applicants to the pharmacy administration area of specialization should take the General Test containing the Quantitative Reasoning Test.

Applications for admission, as specified in Part I of this bulletin, should be sent to the School of Graduate Studies,

Virginia Commonwealth University, P.O. Box 843051, Richmond, VA 23284-3051.

Registration

While most students register for the first term beginning in August, arrangements may be made to initiate graduate work at other times during the academic year.

Financial assistance

Graduate students in the pharmaceutical sciences may receive support via teaching assistantships, research assistantships, or fellowships. The American Foundation for Pharmaceutical Education provides support to eligible applicants for graduate study in the pharmaceutical sciences. All students, regardless of the level or the source of support, are required, as a part of their graduate education, to obtain teaching experience in lecture and laboratory. Students pursuing the master's degree will not be supported by university teaching assistantships.

The student's adviser and the advisory committee

The departmental graduate program director will advise students until a permanent adviser has been chosen. During their first term, new graduate students are required to arrange interviews with each graduate faculty member of their major department to discuss research projects. The selection of an adviser and a research project are made in accordance with the rules and procedures of the student's department. The adviser will arrange for the appointment of the student's advisory committee. The responsibilities of the adviser and the advisory committee are described in the School of Medicine section of this bulletin.

Requirements for graduate degrees

Graduate students in the pharmaceutical sciences must satisfy the graduate degree requirements described in the School of Medicine section of this bulletin. In some cases, more stringent requirements are imposed. These are described in detail in departmental graduate student rules/handbook which are issued to all students.

All graduate students are required to attend seminars in their own discipline

and are encouraged to attend seminars of interest in other departments. Students are required to present seminars satisfactory to the faculty. Normally, students will present one seminar per year.

Graduate students are expected to devote maximum effort to the pursuit of their education. During normal working hours, graduate students are expected to be working on their research projects when they are not in class. Graduate students who are progressing satisfactorily may be granted permission by the chair of their department to take outside employment during evenings or weekends.

Organizations

Rho Chi, the national honorary pharmaceutical society, has a chapter at VCU. Membership in this society is open to graduate students in pharmaceutical sciences who meet the society's scholastic standards.

The Society of Sigma Xi Chapter at VCU brings in outstanding scholars for its lecture program. Graduate students who have demonstrated a marked aptitude for research in the field of pure or applied science may be elected to associate membership in the society.

Professional associations that meet locally include the Virginia Pharmaceutical Association and the Virginia Section of the American Chemical Society.

Pharmacy fraternities with chapters at VCU are Kappa Epsilon, Kappa Psi and Phi Delta Chi.

Department of Medicinal Chemistry

Abraham, Donald J., Professor and Department Chair
Ph.D. Purdue University

X-ray crystallography and molecular modeling in drug design.
Desai, Umesh, Assistant Professor

Ph.D. Indian Institute of Technology
Structure activity relationships, antithrombin activators and corticosteroid binding globulin.

Dukat, Malgorzata, Associate Professor
Ph.D. Nicolaus Copernicus Academy of Medicine, Poland
Synthetic medicinal chemistry of nicotinic, cholinergic and serotonergic systems.

Glennon, Richard A., Professor and Associate Chair
Ph.D. State University of New York at Buffalo
Synthetic medicinal chemistry, medicinal chemistry of the central nervous system.

Kellogg, Glen E., Associate Professor
Ph.D. University of Arizona
Molecular graphics, computational chemistry.

Kier, Lemont B., Professor

Ph.D. University of Minnesota

Theoretical medicinal chemistry, dynamic simulation of complex systems.

May, Everette L., Professor (Pharmacology)*

Ph.D. University of Virginia

Medicinal chemistry, drug abuse.

Reynolds, Kevin, Associate Professor

Ph.D. University of Southampton, England

Genetic manipulation of pathways that produce clinically useful natural products.

Rife, Jason P., Assistant Professor

Ph.D. University of South Florida

RNA structure and drug design.

Soine, William H., Associate Professor and Assistant Chair

Ph.D. University of Kansas

Analytical medicinal chemistry, drug metabolism.

Young, Richard, Associate Professor

Ph.D. Virginia Commonwealth University

Drug discrimination and behavioral pharmacology.

Westkaemper, Richard B., Associate Professor

Ph.D. University of Kansas

Enzyme inhibitors, molecular modeling.

* Department in parentheses indicates primary appointment.

Graduate courses in medicinal chemistry (MEDC)

MEDC 526 Research Techniques in Medicinal Chemistry

Term course; 0-2 lecture and 2-8 laboratory hours. 1-4 credits. The theory and application of classical, instrumental, and computer techniques used in medicinal chemistry research are presented.

MEDC 532 Medicinal Chemistry for Nurse Anesthetists

Term course; 4 lecture hours. 4 credits. A review of the principles of organic chemistry and bio-organic chemistry presented as a series of lectures covering the structure-activity relationships, metabolism and mechanism of action of selected agents.

MEDC 591 Special Topics in Medicinal Chemistry

Term course; 1-3 credits. An elective course in which students may choose to participate in individual or group study in one or more areas of medicinal chemistry. The course can take the form of formal lectures, informal group discussions, literature research and/or laboratory research. Students must have the permission of the individual instructor before registering for this course.

MEDC 601 Advanced Medicinal Chemistry I

Term course; 1 lecture hour. 1 credit. Offered: I. Introduces the general concepts important in medicinal chemistry, including drug dynamics, drug macromolecule interactions, drug design and quantitative structure-activity relationships.

MEDC 610 Advanced Medicinal Chemistry II

Term course; 2 lecture hours. 2 credits. Offered: II. Prerequisites: MEDC 601 or the permission of the instructor.

Introduces concepts for understanding the medicinal chemistry of the central nervous system.

MEDC 620 Advanced Medicinal Chemistry III

Term course; 2 lecture hours. 2 credits. Offered: II. Prerequisite: MEDC 601 or the permission of the instructor. Reviews the concepts necessary for enzyme inhibitor design. Emphasizes the design of new agents to treat disease states by enzyme inhibition.

MEDC 630 Theoretical Methods in Drug Design

Term course; lecture and laboratory hours. 2 credits. Prerequisites: MEDC 601, MEDC 610 or 620, or permission of instructor. A study of the theoretical methods of drug structure-activity analysis, including molecular orbital theory, topological indexes and physical property correlations. Computational chemistry problems will be emphasized in the laboratory.

MEDC 641 Survey of Molecular Modeling Methods

Term course; lecture and laboratory hours. 1 credit. Introduces computational chemistry and molecular graphics with the current software used for drug design and small molecule/large molecule interactions. Computational chemistry problems will be emphasized in the laboratory.

MEDC 642 Nucleoside, Nucleotide, Carbohydrate and Peptide Chemistry

Term course; 1 lecture hour. 1 credit. Surveys nucleoside, nucleotide, carbohydrate and peptide chemistry with emphasis on their synthesis.

MEDC 643 Regioselective Drug Metabolism

Term course; 1 lecture hour. 1 credit. Surveys drug biotransformation reactions. Emphasizes the molecular aspects of Phase I and Phase II drug metabolism.

MEDC 644 Asymmetric Synthesis

Term course; 1 lecture hour. 1 credit. Reviews the major asymmetric chemical transformations, including mechanisms, scope and synthetic utility.

MEDC 645 Introduction to Heterocyclic Chemistry

Term course; 1 lecture hour. 1 credit. Introduces the chemistry of heterocyclic compounds. Emphasizes heterocyclic nomenclature and the reactions/reactivity of heterocyclic systems.

MEDC 670 Advanced Molecular Modeling Theory and Practice

Term course; 3 lecture/laboratory hours. 3 credits. Prerequisite: MEDC 641 or permission of instructor. Examines the principles and application of computational chemistry and molecular graphics to current problems in drug design. Lectures focus on the application of specific computational methods and techniques to solve problems in drug/molecular design. Workshop sessions provide hands-on experience using state-of-the-art hardware and software for molecular modeling.

MEDC 690 Departmental Research Seminar

Term course; 1 lecture hour. 1 credit. Reports presented by students, staff, and visiting lecturers, current problems and

developments in pharmaceutical and medicinal chemistry are discussed.

MEDC 691 Special Topics in Medicinal Chemistry

Term course; 1-4 lecture hours. 1-4 credits. Lectures, tutorial studies, and/or library assignments in selected areas of advanced study not available in other courses or as a part of the research training.

MEDC 697 Directed Research in Medicinal Chemistry

Term course; 1-15 credits. Research leading to the M.S. or Ph.D. degree.

Department of Pharmacy and Department of Pharmaceutics

Barr, William H., Professor

Pharm.D., Ph.D. University of California at San Francisco

Clinical pharmacokinetics, mechanisms of absorption.

Byron, Peter R., Professor and Interim Chair, Department of Pharmaceutics

Ph.D. University of Manchester, Manchester England

Physical chemistry, dosage form design, aerosol and inhalation technology.

Carroll, Norman, Professor

Ph.D. University of North Carolina

Pharmaceutical marketing.

Garnett, William R., Professor and Interim Chair, Department of Pharmacy

Pharm.D. Philadelphia College of Pharmacy and Science

Pharmacotherapeutics of epilepsy and geriatrics, pharmacokinetics, pharmacodynamics.

Hindle, Michael, Assistant Professor

Ph.D. University of Bradford, UK

Aerosols and inhalation technology of novel aerosol delivery devices.

Holdford, David, Assistant Professor

Ph.D. University of South Carolina

Outcomes research, assessment of customer satisfaction and loyalty.

Karnes, H. Thomas, Professor

Ph.D. University of Florida

Drug analysis in biological systems.

Kirkwood, Cindy

Pharm.D. Virginia Commonwealth University

Psychopharmacology, pharmacokinetics, gender issues and outcomes.

Miederhoff, Patrick A., Associate Professor

Ph.D. University of New Orleans

Substance abuse education, health ethics, health services research.

Peart, Joanne, Assistant Professor

Ph.D. University of Bath, UK

Powder formulations for inhalation, electrostatic characteristics of aerosols and inhalation of drugs of abuse.

Polk, Ron, Professor

Pharm.D. University of Michigan

Antibiotic metabolism, antibiotic drug-drug interactions, antibiotic resistance, antibiotic clinical trials.

Poynor, Wesley J., Associate Professor and School Director of Information Technology

Ph.D. University of Texas at Austin

Liver dysfunction pharmacokinetics, pharmacodynamics, application of computer technology to pharmacy practice and data analysis.

Pyles, Michael A., Assistant Professor

Ph.D. Virginia Commonwealth University
Health services research, health policy, aging.

Sarkar, Mohamadi, Associate Professor, Graduate

Program Director

Ph.D. Virginia Commonwealth University
Drug metabolism, drug interactions and hormonal carcinogenesis.

Smith, William E., Associate Professor

Pharm.D., Ph.D. Auburn University
Pharmacy services management, outcomes, quality and cost-benefit analysis.

Small, Ralph E.

Pharm.D. Duquesne University
Drug interactions, pharmacokinetics, nonsteroidal anti-inflammatory drugs and disease modifying anti-rhumatic drugs.

Venitz, Jurgen, Associate Professor

M.D., Ph.D. Universitat des Saarlandes, Homburg/Saar, West Germany
Pharmacokinetics and pharmacodynamics.

Wood, John H., Professor Emeritus

Ph.D. Ohio State University
Biopharmaceutics, kinetics of saturable and competitive metabolism.

Wu-Pong, Susanna, Assistant Professor

Ph.D. University of California, San Francisco
Drug delivery, transport and targeting, cell biology, biotechnology.

Graduate courses in pharmacy (PHAR)

PHAR 502 Pharmacotherapeutics

2 lecture hours. 2 credits. Prerequisite: PHIS 501. Focus on the application of basic pharmacotherapeutic principles of drug categories to patient management.

PHAR 504 Pharmacotherapeutics in Physical Therapy

1 lecture hour. 1 credit. Introduces pharmacotherapeutics for physical therapy students. Emphasizes the safe and appropriate use of drugs in the prevention and treatment of disease. Focuses on the principles and concepts of drug action and therapeutic indications for drugs and drug classes in didactic presentations. Includes the effects of medications on physical functions when appropriate.

PHAR 608 Clinical Radiopharmacy

1 lecture and 2 laboratory hours. 2 credits. Students receive training in the safe use, preparation, calibration, quality control, and clinical diagnostic use of current and investigational radiopharmaceuticals in nuclear medicine practice. Emphasis will be placed on obtaining patient medication histories for

the evaluation of agents capable of in-vivo and in-vitro radioisotopic test modification.

PHAR 631 Advanced Hospital Pharmacy Management I

Term course; 3 lecture hours. 3 credits. Classical, social, and systems views of management are introduced with emphasis on the uses of implicit control. The sociology of professions and the nature of professional work are explored; the management of the professional's work is discussed in detail. Design and operation of integrated drug information, drug distribution and drug use control systems is explored.

PHAR 632 Advanced Hospital Pharmacy Management II

Term course; 3 lecture hours. 3 credits. The planning and development of a total program in institutional drug use control is stressed with emphasis on modern human and fiscal resource management theories and applications. Current management problems unique to institutional pharmacy practice are stressed.

Graduate courses in pharmaceutics (PCEU)

PCEU 532 Pharmaceutical Product Development

2 lecture and 4 laboratory hours. 4 credits. A continuation of PHAR 531.

PCEU 601 Advanced Pharmaceutical Product Development

3 lecture and 4-10 laboratory hours. 5-8 credits. An advanced study of the pharmaceutical, physicochemical, and engineering principles and technology underlying the development of various pharmaceutical dosage forms.

PCEU 602 Advanced Pharmaceutical Product Development

3 lecture and 4-10 laboratory hours. 5-8 credits. A continuation of PHAR 601.

PCEU 605 Biopharmaceutics

Term course; 2-5 lecture hours. 2-5 credits. This course describes the physico-chemical and biopharmaceutical principles, fundamental to the development of pharmaceutical principles, fundamental to the development of pharmaceutical dosage forms including disperse systems, semi-solids, solids and novel drug delivery systems. Formulation, manufacture, control and relevant patient-pharmacist interactions will be addressed.

PCEU 611 Advanced Physical Pharmacy

Term course; 3 lecture and 0-4 laboratory hours. 3-5 credits. Detailed application of physicochemical principles to areas of pharmaceutical interest, including colloids, rheology, phase rule, complexation, kinetics, drug stability and micromeritics.

PCEU 612 Advanced Physical Pharmacy

Term course; 3 lecture and 0-4 laboratory hours. 3-5 credits. A continuation of PCEU 611.

PCEU 621 Advanced Biopharmaceutics and Drug Disposition

Term course; 3 lecture hours. 3 credits. Study at the advanced level of the relationships between the physico-chemical properties of a drug and dosage form and the absorption, distribution, elimination and pharmacological effects of the drug. Current theory and methodology involved in solving problems at the research level are emphasized.

PCEU 622 Clinical Pharmacokinetics

Term course; 2 lecture and 2 laboratory hours. 3 credits. The application of current pharmacokinetic theory to clinical problems involved in optimizing and monitoring drug use in patients. Particular attention is given to adjustment of drug dosage in individual patients with impaired drug elimination due to renal and hepatic dysfunction.

PCEU 624 Pharmacokinetics

Term course; 3 lecture hours. 3 credits. An advanced treatment of the kinetics of drug absorption, distribution, and elimination utilizing mathematical models, analog, and digital computers for analysis of linear and nonlinear biologic systems.

PCEU 625 Pharmaceutical Analysis

Term course; 1 lecture and 1 laboratory hour. 2 credits. Theory and practice of selected analytical techniques for the quantitative analysis of drugs in body fluids and other matrices. Emphasis is on method validation, and immunoassay methodologies. Laboratory sessions will provide "hands on" experience with modern methods of drug analysis.

PCEU 626 Pharmaceutical Analysis Laboratory

1 lecture hour. 1 credit. Prerequisite: PHAR 625. A continuation of PHAR 625 with emphasis on providing advanced topics for analysis of drugs and metabolites.

PCEU 690 Pharmaceutics Research Seminar

Term course; 1 lecture hour. 1 credit. Required of all graduate students in pharmaceutics. Research Seminar.

PCEU 691 Special Topics in Pharmaceutics

Term course; 1-5 lecture hours. 1-5 credits. Presentation of subject matter is by lectures, tutorial studies and/or library assignments in selected areas of advanced study not available in other courses or as part of the research training.

PCEU 697 Directed Research in Pharmaceutics

Term course; 1-15 credits. Research leading to the M.S., Pharm.D. or Ph.D. degree.

School of Social Work

The School of Social Work was established in 1917 as the Richmond School of Social Economy. Later, renamed the School of Social Work and Public Health, it became the first unit of Richmond Professional Institute. The school developed initially in response to community needs to help World War I veterans with their social and health problems. Subsequent development of the school has expanded activity into all areas of human service. The School of Social Work is one of the oldest of its kind in the South. With the creation of Virginia Commonwealth University in 1968, the School of Social Work became a unit of the university's Academic Campus. The Raleigh Building at 1001 W. Franklin St. houses faculty offices, a student lounge and conference rooms.

Richmond provides a unique setting for social work education. The population of the metropolitan area is approximately 800,000 persons. As a community, Richmond is in a period of exciting economic and social growth permitting varied opportunities for community study and field instruction. As the capital of Virginia, Richmond offers educational opportunities in many state government agencies concerned with the development and provision of social services. In addition to its Richmond campus the VCU School of Social Work offers an off-campus program in Northern Virginia. Located in Arlington, its proximity to Washington, D.C. allows additional opportunities with federal agencies and national organizations. In both locations the school's access to a large number of social agencies permits students to participate in the delivery and development of a wide range of social services.

Graduate faculty

Baskind, Frank R., Professor and Dean
Ph.D. University of Connecticut
Leadership in social work education.

Beckett, Joyce O., Professor
Ph.D. Bryn Mawr College
Mental health, gerontology, persons of color; family violence.

Bentley, Kia J., Associate Professor
Ph.D. Florida State University
Mental health, directed practice, psychopharmacology and social work, women's issues.

Biggerstaff, Marilyn A., Professor
D.S.W. University of Southern California
Social work credentialing, research methodology, severe mental illness, homelessness.

Bryant, Shirley, Associate Professor and Director, Off-Campus Program
D.S.W. Howard University
Children and families, African-American women, community organization, social welfare policy.

Cox, A. Leavelle, Assistant Professor
Ph.D. Smith College
Childhood adversity and resilient black adults.

Cramer, Elizabeth P., Assistant Professor
Ph.D. University of South Carolina
Domestic violence, gay and lesbian issues, group methods.

Dattalo, Patrick, Associate Professor
D.P.A. Virginia Commonwealth University
Poverty policy, organizational behavior, social research methods.

Davis, King E., Professor
Ph.D. Brandeis University
Mental health policy, serious mental illness, managed care.

Dungee-Anderson, Elizabeth A., Associate Professor
D.S.W. Howard University
ADHD, clinical case research, multiple personality disorder.

Fabelo, Humberto E., Assistant Professor
Ph.D. Florida International University
Child sexual abuse, child welfare, refugee resettlement.

Farmer, Rosemary, Assistant Professor
Ph.D. Virginia Commonwealth University
Schizophrenia/neuropsychiatric impairment and psychosocial adaptation.

Fauri, David P., Professor
Ph.D. The Maxwell School, Syracuse University
Bereavement services, social administration and planning.

Gilson, Stephen F., Associate Professor
Ph.D. University of Nebraska Medical Center
Disability and self image, disability theory.

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Frank R. Baskind
Dean

Ann Nichols-Casebolt
Associate Dean and Ph.D. Program Director

Marcia P. Harrigan
Director, M.S.W. Program

Shirley Bryant
Director, Off-Campus Program

Jane Reeves
Director, B.S.W. Program

Jaclyn Miller
Director, Field Education

Randi Buerlein
Director, Student Services

Green, Robert G., Professor
Ph.D. Virginia Polytechnic Institute and State University
Family assessment, research methods.

Harrigan, Marcia, Associate Professor and Director, M.S.W. Program
Ph.D. Virginia Commonwealth University
Family measurement, nontraditional family structures.

Harris, Grace E., Professor
Ph.D. University of Virginia
Organizational theory, social administration and planning.

Hutchison, Elizabeth D., Associate Professor
Ph.D. State University of New York at Albany
Human behavior theory, child welfare.

Koerin, Beverly B., Associate Professor
Ph.D. University of Virginia
Administrative issues in higher education and social work education, family and child welfare, women's issues.

Kovacs, Pamela, Assistant Professor
Ph.D. Florida International University
Hospice and terminally ill patients, HIV/AIDS, volunteerism, health care social work.

Mason, Joeseeph, Assistant Professor
M.S.S. Bryn Mawr
Welfare reform policy, social work education.

Miller, Jaclyn, Associate Professor and Director, Field Instruction
Ph.D. University of Texas
Field instruction, social work education, clinical practice.

Naleppa, Matthias, Assistant Professor
Ph.D. State University of New York at Albany
Practice evaluation, clinical case management.

Netting, F. Ellen, Professor
Ph.D. University of Chicago
Gerontology, nonprofit organizations, case management.

Nichols-Casebolt, Ann, Professor and Associate Dean
Ph.D. University of Wisconsin-Madison
Social welfare policy, single-parent families and poverty, women's issues.

O'Connor, Mary Katherine, Associate Professor
Ph.D. University of Kansas
Family and child welfare, international social work, constructivist research.

Peay, Robert W., Assistant Professor
M.S.W. Virginia Commonwealth University
Field instruction.

Reeves, Jane, Assistant Professor and Director, B.S.W. Program
M.S. Simmons College
Field instruction.

Rosenblum, Amy, Assistant Professor and Assistant Director, Field Instruction
M.S.W. New York School of Social Work, Columbia University
Field instruction.

Rosenblum, Phillip L., Assistant Professor
M.S.W. University of Pittsburgh
Clinical practice, field instruction.

Schneider, Robert L., Professor
D.S.W. Tulane University
Gerontology, long term care, state social policy advocacy.

Schwartz, Martin S., Professor
Ed.D. Columbia University
Gender issues, AIDS, male sex abuse.

Schwartz, Sanford, Associate Professor
Ph.D. Washington University
Substance abuse, case management.

Seaberg, James R., Professor
Ph.D. University of Wisconsin-Madison
Research and statistics.

Sheridan, Michael, Associate Professor
Ph.D. Virginia Commonwealth University
Substance abuse and families, role of spirituality in human behavior and social work practice.

Stoesz, David, Professor and Wurtzel Chair
Ph.D. University of Maryland
Social welfare policy.

Walsh, Joseph, Associate Professor
Ph.D. Ohio State University
Serious mental illness, psychopharmacology, clinical social work.

Dr. Edna F. Roth
Mrs. Charlotte Schriberg
Mrs. Florence Z. Segal
Dr. Mabel G. Wells

Dr. Dojelo C. Russell
Dr. C. Bernard Scotch
Mr. Emanuel Tropp

The profession of social work

The goals of the profession of social work are to provide services to persons who experience vulnerability due to a lack of personal, social and/or institutional resources to meet their emotional, health and economic needs. Social work practice is the application of professional knowledge, skills and values across a range of settings and populations. The focus of social work practice is on individuals, couples, families, groups and communities. In addition to direct clinical social work practice, social workers are involved in the administration of human service programs, social planning, the development of social policies, research and evaluation, and in teaching.

In order to achieve the goals of promoting social justice and enhancing well-being for individuals, families, groups and communities, social workers provide a variety of services primarily in public and nonprofit organizational contexts. Examples of the range of settings in which social workers practice are: community centers, public social services, child welfare, residential treatment facilities, schools, community mental health agencies, family and children's service agencies, psychiatric and acute care hospitals, substance abuse treatment facilities, services for the elderly, court services, and adult and juvenile rehabilitation facilities.

The origins of the social work profession were in the settlement house and charity organization societies movements of the late 19th century. Professional education for social work practice dates to the early 1900s. The contributions of the profession are evidenced in health and mental health care, the well-being of children and families, the development and implementation of social policies, the planning, delivery and evaluation of human services, and a broad base of research on the human condition. The knowledge base of the profession, and integration of related social, behavioral and biological sciences acquired through professional education facilitates the contributions of social workers in multidisciplinary contexts.

Social work practice is designed to enrich the quality of life by enabling individuals, groups, communities, and organizations to achieve their greatest potential development. The goal of the School of Social Work at VCU is to provide professional education in response to these needs.

Educational programs

The School of Social Work offers three degree programs. These are an undergraduate curriculum leading to the bachelor of social work degree, a graduate professional curriculum leading to the master of social work degree, and a doctoral program in social work. In addition, a wide range of continuing education offerings are made available to help social work practitioners remain current with practice knowledge and skills.

Baccalaureate Social Work Program

The four-year program leading to the bachelor of social work degree is accredited by the Commission on Accreditation of the Council on Social Work Education. The objectives of the baccalaureate program are to prepare students for beginning-level professional social work practice and, in the case of students wishing to pursue additional social work education, for graduate study.

A description of the baccalaureate program may be found in the VCU Undergraduate and Professional Programs Bulletin. A copy of the bulletin may be obtained by writing to VCU Outreach Publications, 827 W. Franklin St., Richmond, VA 23284-3062, by calling toll free 1-877-574-0529 or locally (804) 827-0466, or by visiting the university's bulletin Web site.

— — — www.vcu.edu/bulletins/

Master of Social Work Program

The school offers a graduate professional curriculum accredited by the Commission on Accreditation of the Council on Social Work Education leading to the master of social work degree. The M.S.W. is offered on the Academic Campus in Richmond and at an off-campus site in Northern Virginia.

Emeriti faculty

Mrs. Alice Barber
Dr. Edward Carpenter
Dr. Hans S. Falck
Dr. George T. Kalif

Dr. David P. Beverly
Dr. H. Otto Dahlke
Mrs. Jean B. Jones
Dr. Lionel C. Lane

The purpose of the M.S.W. Program at VCU is to educate persons for advanced practice in either clinical social work or planning and administration. The guiding principle in educating students is the promotion of a more just society which includes a commitment to the value of diversity and social work practice in a multicultural society. The VCU School of Social Work emphasizes critical thinking, self-awareness, data-based decision making and ethical integrity.

Graduates of this program will be able to address personal and social problems; formulate, implement, and evaluate policies and programs; engage in knowledge development for the profession; and, influence community decision making. The educational program focuses on service to people who experience vulnerability due to lack of personal, social and/or institutional resources to meet their emotional, health and economic needs.

Within this context, social work practice is defined as the application of professional knowledge, skills and values across a range of settings and populations for the prevention and amelioration of personal and social problems. The interactions among persons and their environments are the primary targets of social work practice. Services provided by social workers include the restoration, rehabilitation, maintenance and enhancement of optimal functioning of individuals, families, groups, communities and organizations.

Knowledge for social work practice is based on an analysis and critical application of qualitative and quantitative research from within the profession and related social, behavioral and biological sciences. Skill in professional practice is based on the differential application of theories and research findings about human behavior in its sociocultural and organizational contexts. Skill is developed by the social worker through the educational process, self-critical practice and the use of supervision and consultation.

Admission to the master's degree program

Full-time or structured part-time program applicants are admitted to begin study in the fall term only. Advanced-standing program applicants are admitted for the summer term only.

At the time of application, applicants may apply for only one of the following: full time on-campus Richmond, full time off-campus Northern Virginia, part time on-campus Richmond, part time off-campus Northern Virginia, or advanced standing. Application deadlines are Feb. 1 for full-time or part-time programs and Dec. 1 for the Advanced-Standing Program. Application forms are available from the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051.

General admission requirements

Within the policies established by the University Graduate Council, the School of Social Work has established the following minimum criteria for admission to the 60-credit full-time or part-time program:

- a bachelor's degree from an accredited college or university,
- a cumulative grade-point average of 2.7 on a 4.0 scale for all undergraduate course work and a 3.0 ("B") for the last 60 credits,
- a broad liberal arts background. Applicants must have completed a minimum of 30 term credits in the liberal arts. Applicants must have completed at least one course in each of the following four areas:

Mathematics/computer sciences: math, logic, statistics, computer sciences

Humanities: English composition, literature, art history, music appreciation, philosophy, languages, religious studies, multicultural studies

Social and behavioral sciences: psychology, sociology, anthropology, history, political science, economics (with at least three credits in psychology and three credits in sociology)

Biology and physical sciences: anatomy/physiology, botany, general biology, zoology, chemistry, ecology, physics, geology, astronomy (with a minimum of three credits in human biology content)

Applicants who have not completed all the liberal arts prerequisites may be considered for admission but must have completed the prerequisite courses prior

to enrollment and must provide official transcripts to document their completion. Courses may be completed at a community college or college,

- in addition to the academic requirements, the applicant must demonstrate commitment to social welfare and social justice. This should be reflected in (1) the personal statement and (2) the applicant's academic background, social work employment, internships and volunteer work in community agencies serving vulnerable and/or oppressed populations.

General admission procedures

Applications will be reviewed when they are complete. This includes the application form, three letters of reference (such as from faculty, employers, colleagues who know the applicant's academic and work/volunteer abilities), official transcripts from all undergraduate and graduate colleges and universities attended, personal statement, and employment résumé. The applicant is responsible for ensuring that all materials are submitted prior to the application deadline. Applicants are encouraged to submit their materials well before the deadline.

Some early decisions will be made on very strong applications; the majority of decisions will be made within eight weeks after the application deadline when the entire applicant pool can be considered. The admission review process includes faculty, practitioner, and administrative review of the applications. Reviewers consider scholarship ability, academic background, writing skills, work and volunteer experience, and personal qualities that indicate potential to meet the requirements of the social work profession. The school is particularly committed to ensuring a student population that reflects the multicultural and diverse nature of the American society.

Advanced Standing Program

Admission to the Advanced Standing Program is available to a select group of students with a bachelor's degree from an undergraduate social work program (B.S.W.), accredited by the Commission on Accreditation of the Council on Social Work Education, completed no more than five years prior to

the date of application to the M.S.W. Program. The minimum requirement for admission to the Advanced Standing Program is a 3.2 grade-point average on a 4.0 scale for the last 60 term hours of academic work and a 3.0 cumulative grade-point average. Exceptions may be made to the GPA requirements for applicants with exceptional circumstances.

As part of the application packet, applicants must submit their field practicum evaluation(s) and a reference letter from the field practicum faculty. Applicants who meet these criteria will be scheduled for a structured on-campus interview, which includes a written case assessment. Admission decisions will be based on application materials and faculty/administrative evaluation of applicant performance on the structured interview and written case assessment.

The Advanced Standing Program leads to a master of social work degree upon completion of 39 credit hours. The program begins in early June, continues through the summer, and culminates with graduation the following May. The Advanced Standing Program is a full-time program only and cannot be pursued on a part-time basis.

Transfer admits

Applicants transferring from other CSWE-accredited M.S.W. programs must submit course syllabi, field practicum evaluations and a Statement of Good Standing from the dean or director of the program from which the student is transferring. These materials must be submitted in addition to the required application form, transcripts, personal statement, résumé and reference letters. No more than 30 term credits will be accepted in transfer, and transfer credit will be awarded in accordance with university policies governing transfer credit and time limits for degree completion.

Applicants from non-social work graduate programs must submit course syllabi for transfer evaluation. A maximum of six term credits of elective course work may be accepted in transfer from non-social work graduate programs in accordance with university policies governing transfer credit and time limits for degree completion.

Special admits

Special admission may be granted to applicants whose GPA does not meet the minimum requirements, but who have strong practice-related experience and other exceptional qualifications. Although the GRE is not required, applicants may submit GRE scores or transcripts reflecting graduate course work completed to provide information on their capability for graduate study. Applicants admitted as provisional students (with grade-point averages below 2.7) must complete the first 12 credits in the program with a GPA of 3.0 or better and meet with their adviser at least three times during their first term in the program.

Master of social work degree requirements

The M.S.W. degree requires the completion of 60 credits of graduate study (two years of full-time study). The first 30 credits may be taken in one academic year on a full-time basis or may be extended to a maximum of two years in the structured part-time program in Richmond and Northern Virginia. Students select an area of concentration for the last 30 credits, which can be completed in one academic year on a full-time basis or extended to a maximum of two years in the structured part-time program. Students are usually in a field instruction practicum two days each week during the foundation curriculum and three days each week during the concentration curriculum. Students must complete all required course work for the M.S.W. degree; however, modifications to the structure of the curriculum can be made for students with special learning needs.

M.S.W. curriculum

The purpose of the Master of Social Work Program is to prepare graduate-level social workers with mastery of the knowledge, values and skills essential for advanced social work practice in a multicultural society. The school accomplishes this purpose through its full- and part-time programs of study for the M.S.W. degree in its on- and off-campus locations. The objectives of the M.S.W. Program are to:

- provide a foundation curriculum of the knowledge, skills, ethics and values essential for work with individuals, couples, families,

groups, communities and organizations,

- provide a concentration curriculum preparing students for advanced practice in either clinical social work practice or social work planning and administrative practice in a range of settings,
- offer classroom and field instruction experiences that promote students' adherence to the profession's values and their applications,
- offer learning experiences which sensitize students to the implications of diversity by helping them to identify and counteract individual and institutional prejudice, oppression and discrimination,
- enable students to analyze and critically evaluate professional practice, programs and service delivery systems, and
- provide a learning environment that instills in students a commitment to continued learning and self-critical practice.

A key assumption upon which M.S.W. curriculum objectives rest is that there is a foundation of knowledge, skills and values common to all social workers upon which education for concentration practice builds. The curriculum emphasizes the professional socialization of students, their development of self-awareness, self-discipline and accountability, and their identification, understanding and commitment to the perspective and values of the profession.

A second assumption is that graduate students, as future practitioners who will assume leadership roles in intricate social systems, must be able to assist clients through the application of specific methods of social work practice. The school defines these methods as being either clinical social work practice (intervention with individuals, families, and groups) or social work planning and administrative practice.

The foundation

The foundation curriculum comprises the first 30 credits of the program. It includes the knowledge, skills, and values common to all social workers and provides a foundation for developing advanced analytical and practice skills during study in the concentration curriculum. The foundation curriculum includes courses in social work practice,

human behavior, social policy, social justice, research and field instruction.

Concentration options

After completion of the foundation year of study, M.S.W. students choose an advanced concentration in either clinical social work practice or social work planning and administrative practice. The concentration curriculum prepares graduates for active roles in practice and program evaluation and in the generation of knowledge for future practice, programs and policy.

Both concentration options are available in the Richmond program. The clinical social work concentration is available in the Northern Virginia off-campus site, and the social work planning and administrative option is available in Northern Virginia when there is sufficient student enrollment.

Clinical social work practice concentration

Clinical social work practice involves a mutual problem solving process in which multidimensional assessment, goal setting, planned intervention and evaluation are prominent components, all of which are informed by current scientific knowledge. All clinical practice is grounded in the values and purposes of the social work profession. The goal of clinical social work is to promote effective coping with life challenges and transitions. This is achieved by helping people solve problems, change dysfunctional behavior, resolve emotional and interpersonal conflicts, develop and use social networks and resources and maintain achieved capacities and strengths. This goal rests on the fundamental belief in the dignity of all human beings and in communal responsibility for all members of the multicultural society.

Clinical social work practice takes place in the context of a purposeful relationship. The conscious use of the professional self is central in building and maintaining such relationships. Interventions may involve therapeutic, supportive, educational and resource management activities. These interventions are based on a process of strengthening and reordering of organizational structures in the lives of clients: intrapersonal (including intrapsychic), interpersonal, institutional and/or social.

Social work planning and administrative practice concentration

The social work planning and administrative practice concentration prepares graduates for entering advanced social work practice through mid-level organizational and community program positions that call for knowledge and skills in system modification and system development. The program's approach to social work planning and administrative practice emphasizes the major themes of cultural diversity, social justice and change. In carrying out this purpose, students are exposed to and acquire information on current theory and research on organizations and communities, both in classroom and field based experiences.

Field instruction

Field instruction courses are an integral part of the curriculum of the School of Social Work. Academic credit is awarded for field instruction hours completed in a community agency under professional supervision. In the first field placement, students are expected to demonstrate in practice the professional knowledge, values and skills studied in the total foundation curriculum.

In the concentration component of the curriculum, students are placed in agencies according to their chosen concentration (clinical social work practice or social work planning and administrative practice) and their career interests. Examples of such agencies are: public social services, community mental health centers, hospitals, substance abuse treatment programs, schools, family and children's services, and correctional facilities.

Part-time students planning to take either foundation or concentration field instruction (two term or block option) must request placement in writing one full term prior to the term or summer in which they plan to begin field instruction. Such requests are to be addressed to the director of field instruction. Only one placement (foundation or concentration) may be taken in a block and the block placement option is typically only for students in the structured part-time program. Exceptions are sometimes granted for students with special learning needs.

Field instruction placements are generally available throughout Virginia, Washington, D.C. and in neighboring states. Students residing in a community outside of Richmond may request field placement there. Granting of the request depends on availability of appropriate resources. Students are, however, placed in agencies for field instruction primarily on the basis of curriculum requirements. Therefore, a number of students usually are placed in agencies a distance from Richmond (or their residence). Arrangements for travel and accommodations must be made by students at their own expense.

Students may propose to complete one of their two field placements in their social work agency of employment. The proposal form may be obtained from the Field Department Office and must meet the school's educational requirements. This option is not available to Advanced Standing Program students who complete only one field placement during their three terms in the program.

Credit for work or life experience is not granted in lieu of field instruction course credits.

Structured part-time study for the master of social work degree

The school offers a structured part-time program leading to the M.S.W. degree on the Richmond campus and at its off-campus site in Northern Virginia. Students applying for the structured part-time program must: meet the same criteria for admission as full-time students; be admitted to the university prior to enrolling in any courses in the structured part-time program; and begin the program in the fall term only. Students in the structured part-time program must also complete six credits each fall and spring term and are expected to complete all requirements for the degree within a four-year period, making full-time work very difficult. The structured part-time program cannot be completed entirely in night or weekend study, given field practicum requirements and the scheduling of some courses. With the exception of the field practicum, foundation courses required in the structured part-time program are available in the evening classes (4 p.m. and 7 p.m. classes). Students may take the concentration curriculum (last 30 credits) on a

structured part-time or full-time basis at the Northern Virginia off-campus site or on-campus in Richmond.

Curriculum exceptions

Students must complete all required course work for the M.S.W. degree, however, modifications to the structure of the curriculum may be requested by students with special learning needs. VCU has an Office of Services for Students with Disabilities. They work with students to determine academic adjustments that may be needed. They can be reached by calling (804) 828-2253 (VTDD). Students with disabilities may also call the director of student services in the School of Social Work, (804) 828-0703, to discuss their particular learning needs. The director of student services in the School of Social Work works with these students to determine potential curriculum options. There is also a Students with Disabilities organization in the School of Social Work that provides support and engages in advocacy activities on behalf of students with disabilities.

Special M.S.W. options

Study in the M.S.W. Program combined with study in other programs or subjects can lead to students earning special certificates or additional degrees. Options are offered for a certificate in aging, for school social work certification, for a certificate in interdisciplinary early childhood intervention, for dual degree study in law, and for dual degree study in Christian education. Dual degree options are available only in Richmond.

M.S.W. and Certificate in Aging Studies

The School of Social Work in cooperation with the Department of Gerontology of the School of Allied Health Professions of VCU provides students with a unique educational opportunity in social work and gerontology. School of Social Work M.S.W. students interested in work with the elderly or in gerontological programs may earn a Certificate in Aging Studies while completing the master of social work degree requirements.

Students must meet the admission requirements of the M.S.W. Program of the School of Social Work and of the

Certificate in Aging Studies of the Department of Gerontology in the School of Allied Health. Admission into one program does not guarantee admission into the other. In order to meet the requirements of the M.S.W. degree and the Certificate in Aging Studies, students complete a total of 65 graduate credits. Students complete all foundation and concentration courses of the M.S.W. Program, and core courses (nine credits) of the Certificate in Aging Studies. Other requirements are met by (1) completion of M.S.W. research courses with students undertaking a research project focused on aging, (2) completion of concentration field instruction practicum requirements (six credits) in a social work setting related to aging, and (3) completion of an independent study course in gerontology which integrates research and practicum courses.

Additional information may be obtained from the School of Social Work, Virginia Commonwealth University, 1001 W. Franklin St., Richmond, VA 23284-2027, Attention: M.S.W.-Gerontology Certificate Adviser.

Certificate in school social work

Through a collaborative program with the VCU School of Education, students may meet Virginia Department of Education standards for certification as school social workers in Virginia in addition to meeting requirements for the M.S.W. degree. Students interested in certification in school social work should contact their adviser during the first term of their program. In order to meet the requirements of the M.S.W. degree and the School Social Work certification option, students complete a total of 63 graduate credits including six credit hours of approved graduate courses in education.

Additional information may be obtained from the School of Social Work, Virginia Commonwealth University, 1001 W. Franklin St., Richmond, VA 23284-2027, Attention: Certificate for School Social Work Adviser.

Certificate in Interdisciplinary Early Childhood Intervention

This is a 10 to 13 credit competency based certificate that is offered by the Virginia Institute for Developmental Disabilities (VIDD) and the schools of

Allied Health, Education, Nursing, Social Work and the Department of Psychology. Built on a strong base of advanced professional course and clinical work, students will be prepared to intervene with families and their infants from zero to five years of age who are at risk or have been identified with developmental delays.

In this certificate program M.S.W. students complete 63 credit hours of course work including specialized courses in interdisciplinary work and directed study seminars. The certificate requires that students complete a clinical concentration practicum placement in an approved infant/early childhood field site. The course offerings and practicum are taken during concentration study in the masters program. Interdisciplinary seminars provide opportunities for students to work with care providers in the helping disciplines to promote communication, coordination, advocacy and referral activities.

Additional information may be obtained from the School of Social Work, Virginia Commonwealth University, 1001 W. Franklin St., Richmond, VA 23284-2027, Attention: Early Childhood Intervention Certificate Adviser.

Dual degree study in law and social work

Through a cooperative arrangement with the T. C. Williams Law School, selected students in either school may pursue a combined four-year curriculum of graduate study leading to the degrees of master of social work and juris doctor. The program is established in recognition of the role of public law in social and economic life. The dual degree program prepares professionals versed in the values, knowledge, and skills of both fields, bringing an integrated base of competency to the resolution of human and social problems.

Applicants must successfully meet the admission requirements of both schools and upon admission, are assigned an adviser in each school. Students in dual degree study may begin the course work in either school, with the sequence of courses being determined by the point of entry.

The time normally required for completion of the integrated four-year curriculum is one academic year less than if each degree were taken separately.

Elective courses will enable students to select areas in law and in social work which meet their particular interests. Application for admission must be made to each institution separately. Those interested should write both the Admissions Office of the T. C. Williams Law School, University of Richmond, VA 23173 and the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23298-0568.

Cooperative program with Union Theological Seminary and the Presbyterian School of Christian Education (PSCE)

This program has been developed to prepare social workers for service in church related institutions (children's homes, nursing homes, etc.), for planning and working in inner city settings, and for other ministries. Counseling, group work, and educational skills are components of both programs.

This program of study covers three continuous years and leads to a master of arts degree conferred by the Union PSCE and a master of social work degree from VCU. Ordinarily, a student would complete the first year at PSCE and the succeeding year enroll in the graduate School of Social Work at VCU and return to VCU for the third year of study. Both degrees are awarded at the end of the three years of study.

Application for admission must be made to each institution separately. Those interested should write both the School of Graduate Studies, Virginia Commonwealth University, Richmond, VA 23284-3051, and Director of Admissions, Union PCSE, 1205 Palmyra Ave., Richmond, VA 23227.

Academic status

A minimum grade-point average of 3.0 ("B") on a 4.0 scale over the entire period of study, a minimum of 60 credits in the two-year and part-time options, 39 credits in the Advanced-Standing Program, demonstrated ability in social work practice, and acceptable professional behavior are required for graduation with a master of social work degree.

Students must achieve a grade-point average of 3.0 or higher in the required foundation courses, exclusive of field instruction practicum, in order to continue into concentration study.

A student whose cumulative grade-point average is less than 3.0 at any point in the program at or after completion of the first 12 credits will be dropped from the program.

A student who receives any grade of "D" or "F" will be dropped automatically from the program without regard to GPA.

A student who earns a grade of "C" or below in more than six credits, exclusive of field instruction, will be dropped automatically and immediately from the program without regard to grade-point average.

Field practicum performance is graded on a pass/fail basis. The student must receive a grade of pass to continue in the program. The student who receives a grade of fail in the field practicum is dropped automatically and immediately from the program without regard to grade-point average.

A student who is dropped from the master of social work program may petition the dean of the School of Social Work in writing for readmission to the program after a minimum absence of two terms; readmission is not guaranteed. A student may be readmitted only once.

Course requirements for the master of social work degree

All students complete the same course requirements for the foundation curriculum prior to entering concentration courses. Concentration study varies according to the student's choice of method.

Two-year program

Foundation	Credits
First year, fall term	
SLWK 601 Human Behavior in the Social Environment I	3
SLWK 602 Social Welfare Policy, Community Planning and Organizational Practice I	3
SLWK 603 Social Work and Social Justice	3
SLWK 604 Social Work Practice with Individuals, Families, and Groups I	3
SLWK 693 Foundation Field Instruction I	3
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First year, spring term	
SLWK 605 Social Work Practice with Individuals, Families, and Groups II	3
SLWK 606 Social Welfare Policy, Community Planning and Organizational Practice II	3
SLWK 609 Foundations of Research in Social Work Practice	3

SLWK 610 Human Behavior in the Social Environment II	3
SLWK 694 Foundation Field Instruction II	3
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Clinical concentration

Second year, fall term

SLWK 703 Clinical Human Behavior and the Social Environment	3
SLWK 704 Clinical Social Work Practice I	3
SLWK 706 Research for Clinical Social Work Practice I	3
SLWK 793 Concentration Field Instruction Elective	3
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Second year, spring term

SLWK 705 Clinical Social Work Practice II	3
SLWK 707 Research for Clinical Social Work Practice II	3
SLWK 710 Concentration Social Policy	3
SLWK 794 Concentration Field Instruction Elective	3
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Planning and administrative concentration

Second year, fall term

SLWK 711 Strategies for Social Work Planning and Administrative Practice	3
SLWK 712 Social Work Planning and Administrative Practice I	3
SLWK 714 Research for Social Work Planning and Administrative Practice I	3
SLWK 793 Concentration Field Instruction Elective	3
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Second year, spring term

SLWK 710 Concentration Social Policy	3
SLWK 713 Social Work Planning and Administrative Practice II	3
SLWK 715 Research for Social Work Planning and Administrative Practice II	3
SLWK 794 Concentration Field Instruction Elective	3
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Information on the required sequencing of courses for the Structured Part-Time Program is available upon request.

Ph.D. in Social Work Program

The Ph.D. in Social Work Program is designed to further the skills and expertise of individuals to contribute to the development and dissemination of knowledge for social work. Emphasis is

placed on preparing individuals to gain competence in conducting independent inquiry, and in understanding, applying and formulating theory in social work. The program is focused on preparing scholars for careers as: (1) faculty members teaching in higher education, (2) researchers designing and conducting research on clinical and policy practice, and, (3) practitioners who use research based interventions to solve social problems and promote social justice.

Admission to the Ph.D. program

Applicants to the program must have an earned master's degree in social work or a closely related discipline and professional or practice-related experience relevant to their career goals. It is highly recommended that applicants have an M.S.W. and post-master's social work policy or clinical practice experience. The application process includes submission of a completed application form, transcripts for all undergraduate and graduate studies, three references, recent Graduate Record Examination scores, a written exercise, and a personal statement describing the applicant's motivation for participation in the program and outlining the relevancy of the applicant's professional experience to her/his career objectives.

Potential applicants interested in testing their capacity for doctoral work or those whose application materials have not been completed for admissions review may take classes as nondegree-seeking students. Six credit hours in approved courses taken on this basis may be applied toward the degree. Satisfactory performance as a nondegree-seeking student does not assure admission as a regular degree-seeking student. While it is possible to combine a limited amount of course work with outside employment, participants are expected to commit themselves to one year of full-time study prior to beginning dissertation work.

For application materials, write to: Doctoral Program Director, School of Social Work, P.O. Box 842027, Virginia Commonwealth University, 1001 W. Franklin St., Richmond, VA 23284-2027.

Requirements for the Ph.D. degree

A minimum of 38 credit hours of course work beyond the master's degree plus a minimum of 16 credit hours of dissertation research is required. The

course work includes 20 credit hours of content common for all students, and 18 credit hours of concentration content in a substantive area. The School of Graduate Studies' requirements for candidacy exams and dissertation committees apply to students in this program. Up to six credit hours may be granted for courses completed in a Ph.D. program at another university. There is no foreign language requirement. Full-time students ordinarily complete 18-20 credit hours per academic year. Other requirements are detailed below.

Common Curriculum. The common curriculum which is required of all students consists of the following courses (20 credits):

	Credits
SWKD 701 Advanced Social Work Research Methods and Statistics I	4
SWKD 702 Advanced Social Work Research Methods and Statistics II	4
SWKD 703 Causal Relations and Theory Development in Social Work	3
SWKD 708 Social and Behavioral Science Theory for Social Work Practice	3
SWKD 710 Social Work, Social Welfare, and Social Thought	3
SWKD 715 Development and Evaluation of Social Work Practice Theories	3

Most courses in the common curriculum are completed prior to moving onto more specialized concentration course work.

Concentration curriculum. The concentration curriculum allows students to specialize in a substantive area with a micro- or macro-practice focus, and increase their relevant research skills. This concentration consists of at least 18 hours of course work including advanced statistics and research courses, and a directed research course designed to assist students in preparing for their dissertation research project. In addition to courses offered by the program, students are expected to enroll in appropriate courses in other schools and departments of the university with approval of their adviser.

Comprehensive exam/admission to candidacy. Upon completion of all required course work, participants will take a comprehensive exam under the supervision of a Comprehensive Examination Core Committee. Through the comprehensive examination, students

must demonstrate the ability to integrate the whole of their educational experience by adequately addressing complex questions pertinent to the current and developing knowledge base of the social service field. Successful completion of the comprehensive exam results in candidacy status for the Ph.D. degree.

Dissertation. After admission to candidacy, students proceed to propose, complete, and defend their dissertation. This is done under the supervision of a dissertation committee. Students are generally required to maintain continuous enrollment of at least three credit hours per term (excluding summer) until they have attained 12 hours of dissertation credit, after which they may enroll for as few as one credit per term. The dissertation must represent independent research and should be based on an original question or hypothesis relevant to social work. Successful defense of the dissertation completes the requirements for the degree.

Financial assistance for M.S.W. and Ph.D. students

Although financial assistance is limited, some funds are available. No prospective student should refrain from seeking admission to the school for financial reasons alone.

Federally guaranteed loans and work-study program. See Student Financial Assistance in Part I of this bulletin.

Research and teaching assistantships for doctoral students.

Research and teaching assistantships may be available to doctoral students. Additional information is available from the director of the Ph.D. program.

School based awards/endowed scholarships. School of Social Work awards are available to full-time graduate students only and are generally made in the summer after the admissions process is complete. Scholarship resources and award amounts are very limited. Scholarships are awarded on the basis of the candidate's academic performance, financial status, and/or qualifications for professional study in a particular practice area. Special M.S.W. scholarships and stipends are available for minority students and students seeking to specialize in the areas of health, mental health and child welfare. Since

funds available through the School of Social Work are limited, applicants are strongly urged to seek additional sources to finance their education.

Traineeships. States, through their departments of social services, mental health, corrections and rehabilitation, may have programs to assist individuals in securing professional education. These may be consulted locally. The school at times administers and awards federal and university traineeships for qualified M.S.W. students.

H. H. Hibbs Loan Fund. The H. H. Hibbs Loan Fund was established by the School of Social Work Alumni Association for **short-term emergency needs.** Alumni, faculty, and friends of the school are encouraged to contribute to it. Enrolled students who wish to apply for a loan should discuss this with their faculty adviser and the associate dean.

Continuing education

Post-degree study is a vital part of professional work education. The School of Social Work offers a variety of lectures, institutes and workshops as part of the school's commitment to enhance social work practice and broaden educational experiences for students, social workers, field instructors and others in social service delivery systems.

State, regional and local agencies and institutions frequently identify educational and training needs in content or skill areas for selected staff members. The school, through contractual arrangements, contributes expertise in designing and implementing short-term training courses and materials.

Offerings are planned throughout the year. For further information about specific continuing education courses, inquiry should be addressed to the Director of Continuing Education, School of Social Work, Virginia Commonwealth University, 1001 W. Franklin St., Richmond, VA 23284-2027.

Alumni Association

The School of Social Work Alumni Association actively supports the school, its students and faculty. The association sponsors different activities during the year, including a job-seeking skills workshop, a reception for graduating students and their families, and a welcome reception for new students at

orientation. The association also cosponsors several workshops annually, offering continuing education opportunities for alumni which are often open to students as well. All graduates of the School of Social Work are members of the alumni association. The association falls under the umbrella of the VCU Alumni Association.

M.S.W. Student Association

The Master of Social Work Student Association is the organization of M.S.W. students enrolled in the school. Established for the purposes of facilitating communication among students and between the student body and the school, the association provides a means by which student concerns and ideas can be formulated and acted upon. It also enables students to conduct a variety of social, civic, and educational activities throughout the year.

This organization plays a vital role in the educational process. Student contributions to the governance and curriculum of the school are of value to both the institution and the students.

Participation in the decision-making process is accomplished through student representation on committees. Faculty and students work closely together throughout the year to meet the needs of graduate social work education. Students participate as full members of committees within the school.

Black Student Association

The Black Student Association was established to create and maintain an atmosphere of unity and support among black students in the School of Social Work. It serves to assist students in their personal and professional growth and development. Membership in this organization helps students to develop a keen awareness of the acute needs of the black community and the active role that must be assumed by the dedicated black professional social worker in promoting the general welfare of black citizens. To attain these goals, the organization utilizes the educational process and related experiences of students at the school and in fieldwork. Students are encouraged to participate in all phases of the academic environment. Black students are expected to maintain membership in

and are members of the M.S.W. Student Association of the school.

Students with Disabilities Association

The Students with Disabilities Association (SDA) was formed by students within the VCU School of Social Work as an avenue of support for persons with disabilities, making it possible for them to identify and interact with others who cope with various disabilities. Support also comes with the opportunity to educate the student body, faculty, the university, and the community in regard to disability issues pertaining to access, social justice, and personal rights. The SDA draws its membership from students seeking B.S.W., M.S.W. and Ph.D. degrees. Additionally, the association welcomes students from other degree programs at VCU. All interested persons are invited to attend the meetings.

Sexual Minority Social Work Student Association

This organization provides support for sexual minority social work students. It strives to educate the university community on sexual minority issues in order to eliminate discrimination, and promotes ethical practice when working with the sexual minority population. All interested persons are invited to attend the meetings.

Part-time M.S.W. Student Association

The part-time student association was developed to meet the special needs of M.S.W. students who attend classes on a modified schedule. The association promotes communication and coordination among all students and assures opportunities for participation and inclusion of part-time students in all aspects of the M.S.W. program.

Doctoral Student Association

The Doctoral Student Association is a collegial association available to all doctoral students regardless of full- or part-time status. Its primary purpose is to provide information, resources, advocacy and support to students throughout the doctoral program experience. Governance of the association is conducted on a

rotating leadership and consensual basis. Doctoral student representatives to various committees of the school governance structure are provided by the Doctoral Student Association.

Master's degree courses in social work (SLWK)

SLWK 601 Human Behavior in the Social Environment I

Term course; 3 lecture hours. 3 credits. First of two foundation courses on human behavior in the social environment, covering the life course from conception through late adolescence. Provides a multidimensional perspective on social work's person-in-environment focus, based on theory and research findings. Includes contributions of biological, psychological, physical and sociocultural forces to adaptation and/or maladaptation. Examines problems of living; impacts of racial, ethnic, class, cultural, religious/spiritual and gender diversity on human behavior; role and contributing effects of the family system; and the reciprocal nature of interactions of persons, social groups, communities, organizations and institutions in a multicultural society.

SLWK 602 Social Welfare Policy, Community Planning and Organizational Practice I

Term course; 3 lecture hours. 3 credits. Corequisite: SLWK 601. First of two foundation courses on social welfare policy practice in communities and organizations focusing on social and economic policies in light of the principles of social and economic justice. Introduces the social work role of policy practitioner as a change agent in legislative, community, and organizational arenas. Uses social/behavioral knowledge and social work intervention models to create and apply analytical frameworks for assessing program, organizational and policy effectiveness. Surveys historical evolution of social welfare policy and contemporary provision of social welfare services. Establishes historical and current importance of values in policy formulation. Develops skills in identification of need, designing strategies for change and policy analysis.

SLWK 603 Social Work and Social Justice

Term course; 3 lecture hours. 3 credits. Examines social work's historical and current commitment to social justice as related to oppressed groups in a multicultural society. Enhances understanding of and appreciation for diversity in self and others. Addresses issues of power, inequality, privilege, and resulting oppression. Analyzes oppression resulting from persistent social, educational, political, religious, economic and legal inequalities. Focuses on the experiences of oppressed groups in the United States in order to understand their strengths, needs, and including those distinguished by race, ethnicity, gender, age, sexual orientation, disability, immigration status and class. Considers ethical dilemmas faced by social workers in empowerment and advocacy roles.

SLWK 604 Social Work Practice with Individuals, Families and Groups I

Term course; 3 lecture hours. 3 credits. Pre- or corequisite: SLWK 601. The first of two foundation courses on social work practice with individuals, families, and groups. Defines

and describes the history, context, phases and processes of direct social work practice. Introduces basic knowledge, skills and values necessary to provide a range of restorative, rehabilitative, maintenance and enhancement services. Emphasizes the multidimensional context in which intervention occurs. Introduces selected practice theories and models to guide intervention with an emphasis on work with individuals.

SLWK 605 Social Work Practice with Individuals, Families and Group II

Term course; 3 lecture hours. 3 credits. Prerequisites: SLWK 601 and 604. Pre- or corequisite: SLWK 610. Second of two foundation courses on social work practice with individuals, families and groups. Extends application of beginning knowledge and skills to the phases of intervention with groups and families. Presents knowledge and skills of environmental intervention and termination. Introduces selected theories and models for social work practice with individuals, families and groups with attention to special population groups.

SLWK 606 Social Welfare Policy, Community Planning and Organizational Practice II

Term course; 3 lecture hours. 3 credits. Prerequisites: SLWK 601 and 602. Pre- or corequisite: SLWK 610. The second of two foundation courses focusing on social and economic policies in light of the principles of social and economic justice. Explores legislative/political processes. Examines values and ethical dilemmas facing professional social workers in organizations and communities. Presents effects of policy on social work practice. Develops skills in legislative lobbying, advocacy, design of change strategies and tactics, policy analysis and task group leadership.

SLWK 607 Social Work Practice with Individuals, Families, and Groups for Advanced Standing Students

Summer course; 2 lecture hours. 2 credits. Prerequisites: Admission to the Advanced Standing Program; concurrent enrollment in SLWK 608, 611, 612. Reviews approaches, principles, techniques, and theories of social work practice with individuals, families, and groups. Emphasizes commonalities and differences among practice modalities, including differential assessment, intervention and evaluation of outcomes. Focuses on the development of the professional self that incorporates the interplay of personal and professional values and social work practice with diverse populations.

SLWK 608 Social Work Practice in Organizations and Communities for Advanced Standing Students

Summer course; 2 lecture hours. 2 credits. Prerequisites: Admission to the advanced standing program; concurrent enrollment in SLWK 607, 611, 612. Presents social work theory and practice focusing on social policy, communities, agencies and interventions in light of principles of social and economic justice. Introduces and analyzes the social work role of policy practitioner with its specific skills and tasks. Demonstrates the importance of understanding the community and the agency in social work practice. Provides skill building in advocacy, planned change, and policy and organizational analysis.

SLWK 609 Foundations of Research in Social Work Practice

Term course; 3 lecture hours. 3 credits. Introduces the methods of social work research and the roles of the social worker as consumer and scientist/practitioner, including problem formulation, research designs, measurement, data collection and sampling. Focuses on the application of critical thinking skills and research methods of clinical social work practice effectiveness research, the evaluation of social work programs and services, and developing the knowledge base for social work practice.

SLWK 610 Human Behavior in the Social Environment II

Term course; 3 lecture hours. 3 credits. Prerequisite: SLWK 601. The second of two foundation courses on human behavior in the social environment, covering the life course from young adulthood through late adulthood and/or death. Provides a multidimensional perspective on social work's person-in-environment focus, based on theory and research. Includes contributions of biological, psychological, physical, and sociocultural forces to adaptation and/or maladaptation. Examines problems of living; impacts of racial, ethnic, class, cultural, religious/ spiritual, and gender diversity on human behavior; role and contributing effects of the family system; and the reciprocal nature of interactions of persons, social groups, communities, organizations and institutions in a multicultural society.

SLWK 611 Social Work Research for Advanced Standing Students

Summer course; 2 lecture hours. 2 credits. Prerequisites: Admission to the advanced standing program; concurrent enrollment in SLWK 607, 608, 612. Reviews approaches to scientific inquiry in the development of knowledge for social work practice; problem formulation; concepts and operational definitions; measurement validity and reliability; selected social work research designs; planned data collection strategies and procedures.

SLWK 612 Advanced Standing Field Instruction

Summer course; 3 days per week. 3 credits. Prerequisites: Admission to the advanced standing program; concurrent enrollment in SLWK 607, 608, 611. Reviews foundation-level knowledge, attitudes and skills acquired through social work education at the undergraduate level. Requires application, refinement, and the active use of content from the advanced standing curriculum in supervised social work practice in a social agency. Final grade of "P" required to continue in program.

SLWK 693-694 Foundation Field Instruction I and II

Continuous course; 2 days/14 hours per week. 3-3 credits. Pre or corequisites: SLWK 601, 602, 604, 605, 606, 610. Provides opportunities to master essential social work knowledge, values and skills through practice under the direction of an agency-based field instructor, monitored by a faculty field liaison. Emphasizes integration of content from all areas of the foundation curriculum. Grade of "PR" required for continuation from SLWK 693 to SLWK 694. Final grade of "P" required to continue in the program.

SLWK 695 Block Foundation Field Instruction

Five days a week for one term. 6 credits. Prerequisites: SLWK 601, 602, 603, 604, 605, 606, 609, 610. Option for part-time students only. Provides opportunities to master essential social work knowledge, values and skills through practice under the direction of an agency-based field instructor, monitored by a faculty field liaison. Emphasizes the integration of content from all areas of the foundation curriculum. Grade of "P" required to continue in the program.

SLWK 703 Clinical Human Behavior and the Social Environment

Term course; 3 lecture hours. 3 credits. Prerequisites: SLWK 601, SLWK 610 and master of social work concentration standing. Provides conceptualization that informs advanced biopsychosocial perspective of human behavior with particular emphasis on challenges and transitions of life. Presents latest research and theory development that undergirds understanding of problems in living. Assesses universal application of principles and assumptions of theories and perspectives to diverse human experience (gender, socioeconomic status, sexual orientation, ethnicity/race, age). Develops a descriptive and analytical understanding of dysfunctional behaviors, problems of living, and emotional and interpersonal conflicts affecting individuals, couples, families and small groups. Uses specific problems in living in such domains as physical health, mental health, substance abuse and addictions, social deviance and trauma exemplars.

SLWK 704 Clinical Social Work Practice I

Term course; 3 lecture hours. 3 credits. Pre and/or corequisites: Completion of foundation M.S.W. concentration standing or permission of instructor. Prerequisite or corequisite: SLWK 703. First of two courses on advanced clinical practice with individuals, families, couples and groups. Extends knowledge and skills obtained in foundation courses. Continues a multitheoretical orientation to intervention across fields of practice with emphasis on contemporary psychodynamic and cognitive behavioral approaches and their empirical support. Emphasizes multidimensional assessment and the differential application of therapeutic, supportive, educational, and resource management strategies to complex problems of children, youth and adults. Examines the interdisciplinary context of practice and the impact of diversity on clinical practice.

SLWK 705 Clinical Social Work Practice II

Term course; 3 lecture hours. 3 credits. Prerequisite: SLWK 704. Second of two courses on advanced clinical practice with individuals, families, couples, and groups. Continues a multitheoretical orientation to intervention across fields of practice with emphasis on integrated family systems theory and multidimensional family assessment. Focuses on differential application of psychodynamic, cognitive-behavioral, and family systems theories to a range of complex client problems and concerns with attention to diversity of socioeconomic status, race, ethnicity, age, poverty, gender and sexual orientation. Introduces knowledge of pharmacology related to social work intervention.

SLWK 706 Research for Clinical Social Work Practice I

Term course; 3 lecture hours. 3 credits. Prerequisites: SLWK 609 and M.S.W. concentration standing. Emphasizes further

development of knowledge and skills for the scientific, analytic approach to clinical social work practice. Focuses on two parallel learning tracks: 1) application of research principles from SLWK 609 to the development of a feasible research proposal relevant to clinical social work practice, and 2) review of statistical inference and decision making, introduction to computer applications of univariate and bivariate analyses, presentation of visual and statistical techniques for single-system designs and introduction to qualitative analytical approaches. Reviews ethical standards of scientific inquiry.

SLWK 707 Research for Clinical Social Work Practice II

Term course; 3 lecture hours. 3 credits. Prerequisites: SLWK 706. Focuses on completion of the research project approved in SLWK 706, including data collection, development of computer program files, data analysis, preparation of final report, and presentation of findings. Provides overview of multivariate statistical analyses. Emphasizes integrating project findings into knowledge base for clinical social work.

SLWK 710 Concentration Social Policy

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Integrates social work clinical and administrative practice in the analysis of social policies through an in-depth focused examination of a particular social policy area or population. Extends basic knowledge and skills of policy formation, development and impact analysis/evaluation, as these affect clinical and administrative practice on behalf of clients. Examines: diversity of policy sources; value, political, and economic determinants; policy formation processes; the policy basis for current services; a broad range of potential need domains; and current programs and laws. Integrates knowledge of human behavior and the social environment relevant to the focal policy areas and pays special attention to issues of social economic justice.

SLWK 711 Strategies for Social Work Planning and Administrative Practice

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Presents problem-solving strategies for management of social service agency resources. Emphasizes person/professional, fiscal and personnel areas.

SLWK 712 Social Work Planning and Administrative Practice I

Term course; 3 lecture hours. 3 credits. Prerequisites: M.S.W. concentration standing or permission of instructor. Presents knowledge and skills for social work leadership in systems modification and development. Examines rational, political and value consideration in social service planning at the community level. Presents knowledge of organizational theory and analyzes the political context of problem solving in the internal and external environments of social agencies and programs. Focuses on social planning theory and models of intervention in problem identification and definition, needs assessment, decision making, and goal setting. Emphasizes development of critical thinking about role responsibilities

and ethical positions for social service agency and community leadership.

SLWK 713 Social Work Planning and Administrative Practice II

Term course; 3 lecture hours. 3 credits. Prerequisites: M.S.W. concentration standing and SLWK 712 or permission of instructor. Continues development of knowledge and skills begun in SLWK 712. Emphasizes social service program design and implementation including social service administrative functions and responsibilities. Examines organizational behavior and change, social service agency representation, and interorganizational relationships in social service delivery. Focuses on financial and human resource acquisition and management, service monitoring accountability, evaluation and strategic planning.

SLWK 714 Research for Social Work Planning and Administrative Practice I

Term course; 3 lecture hours. 3 credits. Prerequisites: SLWK 609 and second-year M.S.W. concentration standing. Emphasizes further development of knowledge and skills for the scientific, analytic approach to social work planning and administrative practice. Focuses on two parallel tracks: 1) application of research principles from SLWK 609 to the development of a feasible research proposal relevant to social work planning and administrative practice, and 2) review of statistical inference and decision making, introduction to computer applications of univariate and bivariate analyses, presentation of visual and statistical techniques for cross-sectional and time-series designs, and introduction to qualitative analytical approaches. Reviews ethical standards of scientific inquiry.

SLWK 715 Research for Social Work Planning and Administrative Practice II

Term course; 3 lecture hours. 3 credits. Prerequisites: SLWK 609, 714, and M.S.W. concentration standing. Focuses on completion of the research project approved in SLWK 714, including data collection, development of computer program files, data analysis, preparation of final report and presentation of findings. Provides overview of multivariate statistical analyses. Emphasizes integrating project findings into knowledge base for social work planning and administrative practice.

SLWK 716 Normal and Problem Family Behavior

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Focuses on the family as a biopsychosocial unit with emphasis on stages of family development across the life cycle. Analyzes the utility of selected family theories. Investigates various family assessment tools based on family theories to understand family interaction. Explores developmental stages in family life with emphasis on developmental tasks, potential strengths, and normative and non-normative family behaviors.

SLWK 717 Social Work Practice in the School Setting

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. program standing or permission of instructor. Emphasizes knowledge and skills of school social work practice with diverse populations in urban and rural settings. Presents historical context of

social work practice and relevancy to current social work practice models. Uses an ecological perspective to conceptualize the interdependence of school, family, and community as complex interdependent systems. Addresses social justice concerns related to the social worker's response to contemporary issues such as violence, racism, sexism, poverty and their impact on children and youth in educational settings. Critically analyzes current federal and state laws that under-gird service delivery to schools.

SLWK 718 Social Work Practice in Child Welfare

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Provides an overview of the history of child welfare practice in the United States. Identifies the major social, demographic, and economic changes in society that impact children and families today. Focuses on the knowledge and skills of direct social work practice across a continuum of child welfare services including early intervention, family preservation, child protection, and permanency planning within the context of current practice issues. Critiques current child welfare practices and identifies the roles of a practitioner in direct child welfare service delivery.

SLWK 723 Child Neglect and Abuse: Protective Service

Term course; 3 lecture hours. 3 credits. Prerequisite: MSW concentration standing or permission of instructor. Focuses on theoretical and practical knowledge of the causes, definitions and identification, reporting and investigation, and treatment of child neglect and abuse, and child sexual abuse. Analyzes family dynamics involved in physical and emotional child neglect, abuse and sexual abuse. Emphasizes development and enhancement of skills and the use of differential therapeutic measures.

SLWK 726 Social Work Practice in Health Settings

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Provides identification and in-depth analysis for the resolution of health care system issues. Focuses on social work practice in a range of health care settings. Examines the roles of social workers in clinical, planning, and administrative health care practice settings. Examines the influence of economics, political decisions, and cultural, social, and spiritual/religious experiences on individual health care decisions, general access to health care and definitions of health and illness.

SLWK 728 The Interdisciplinary Team in Social Work Practice

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Explores definitions and analyzes interdisciplinary team approaches. Studies the roles and functions of participants on interdisciplinary teams. Emphasizes similarities and differences between social work and other disciplines as members of teams. Explores opportunities for, and obstacles to, effective service delivery by teams.

SLWK 739 Social Work and the Law

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Overview of fundamental principles of Anglo-American law; structure and function of the legal system and its professional membership;

lawyers and their working relationship with social workers. Emphasizes client-centered problems encountered in the legal community and the role social workers can play in helping clients deal with those encounters. Explores issues relative to client needs such as welfare rights, consumer protection, mental health treatment, family-related law, and discrimination relative to education, housing, employment, health care. Discusses legal issues confronting social work, such as confidentiality, licensing, advocacy and witnessing.

SLWK 740 Social Work Crisis Intervention and Planned Short-Term Treatment

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. The social work practice of crisis intervention and planned short-term treatment. Examines conceptual and theoretical aspects of the differential use of crisis intervention and planned short-term social work intervention. Explores direct interventions, consultation, collaboration and service delivery issues.

SLWK 741 Emotional, Mental and Behavioral Disorders

Term course; 3 lecture hours. 3 credits. Reviews the classification, epidemiology, etiology and course of a range of mental, emotional, and behavioral disorders across the life span. Emphasizes the critical analysis of existing or emerging theory, the impact of difference and diversity on the definition of dysfunction and distress, an appreciation of the "lived experience" of these disorders for clients and their families, and the practical implications of this knowledge for relationship building and treatment planning in social work practice settings today.

SLWK 745 Social Work Practice in Community Mental Health

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Addresses the specialized knowledge, values, and skills needed by social workers in community mental health settings. Builds on a biopsychosocial model of mental health/illness. Focuses on up-to-date psychotherapeutic, psychoeducational, and skill training approaches used with individuals, families and groups experiencing or affected by a range of mental health problems. Examines roles in interdisciplinary teamwork, case management, advocacy and medication management.

SLWK 746 Social Work Practice and Psychopharmacology

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Reviews the historical, political, and ethical context of psychotropic medications in social work practice. Provides a basic overview of psychopharmacology. Identifies and debates contemporary social work roles in medication management. Presents necessary social work skills for effective collaboration with clients, families and other mental health practitioners on medication-related issues.

SLWK 747 Social Work Intervention with Children and Adolescents

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Provides students with an opportunity for concentrated study and

application of a range of specific models and techniques of intervention with children, adolescents and their families. Special attention will be given to diverse practice settings, as well as providing services to children and adolescents from diverse racial, ethnic, social and sexual orientation backgrounds.

SLWK 748 Group Methods in Social Work Practice

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Examines various approaches used by practitioners in their interventions with social work groups. Presents several models of groups, including treatment, educational, and mutual aid/self-help. Reviews topics including: agency conditions affecting practice with groups, planning a new group service, the multiple phases of work with groups, achieving individual change through the group process, tasks and techniques for working with persons from at-risk populations in groups, and the evaluation of change effort. Builds on the content in the foundation practice course SLWK 605 Social Work Practice with Individuals, Families and Groups II.

SLWK 749 Social Work Intervention in Substance Abuse

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Explores major theoretical contributions to the field of substance abuse. Introduces and explores pharmacology of drugs and alcohol including stimulants, depressants and opiates. Examines alcoholism from the disease concept as well as specific knowledge of substance abuse from the mental health point of view. Sensitizes students to controversial issues of substance abuse with emphasis on implications for practice. Presents background information on history, theories, definitions, areas of controversy, research findings and treatment modalities as related to social work intervention in substance abuse.

SLWK 751 Social Work Practice and AIDS

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Focuses on information, knowledge and skills needed to provide social work services to persons with ARC and AIDS and their families. Emphasizes epidemiological material, psychological and psychosocial aspects of AIDS and ARC for understanding the context of social policies and social work intervention. Addresses differential application of social work roles and functions.

SLWK 760 Family Theory and Therapy

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Presents a conceptual base for the practice of family therapy. Extends knowledge and practice for family specialists and provides a theoretical base and practice applications of family therapy for other interested students.

SLWK 761 Interpersonal Violence

Term courses; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Focuses on social worker's integral part in society's response to all forms of interpersonal violence at the policy

and practice levels. Examines both theoretical and applied responses to rape, child abuse, spouse abuse and elder abuse and is intended to give students knowledge about the definitions, etiology and interventive processes with both victims and perpetrators. Investigates the social work role with the other major actors in the family violence field, such as police, attorneys, judges and other mental health professionals.

SLWK 765 Supervision

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Explores task components and responsibilities in supervision of the social worker. Emphasizes a conceptual framework for supervision, including knowledge base, methods and skill in supervision. Attention to affirmative action programs in social service delivery systems.

SLWK 769 Women's Issues and Social Work Practice

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Explores new perspectives on women and their changing roles as these affect social work practice; direct and indirect ways sexist attitudes are acquired and conveyed; effects of changing female roles of human behavior theory and its application, development of new life styles; social work theories and their relevance to today's world; current women's issues; and the social worker's role as counselor and advocate.

SLWK 773 Program Evaluation

Term course; 3 lecture hours. 3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Methods, problems, and research findings related to the evaluation of social welfare programs. Examines research design options and methodologies available for program evaluation. Explores organizational and administrative contexts in which evaluation activities are initiated, supported, disseminated, and utilized. Presents data processing and the roles of data analysis and the computer in the evaluation of social welfare programs.

SLWK 791 Topical Seminar

1.5-3 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Presents and analyzes current social work practice issues in specialized areas of interest to social work.

SLWK 792 Independent Study

1-4 credits. Prerequisite: M.S.W. concentration standing or permission of instructor. Open with faculty approval. A maximum of four independent study courses may be included in a student's educational program. The student will be required to submit a proposal for investigating some area or problem in social work not ordinarily included in the regular social work curriculum. The results of the student's study will be presented in a report.

SLWK 793-794 Concentration Field Instruction

Continuous course; 21 hours per week. 3-3 credits. Prerequisite: M.S.W. concentration standing; pre or corequisites: SLWK 703, 704-705, 706-707, 710 or SLWK 711, 712-713, 714-715, 710. Provides opportunities to master

advanced social work knowledge, values and skills through practice under the direction of an agency-based field instructor, monitored by a faculty field liaison. Emphasizes integration of content from all areas of the concentration curriculum. Grade of "P" required for graduation. Grade of "PR" required for continuation in second term of the practicum.

SLWK 795 Concentration Block Field Instruction

Term fieldwork; block field instruction (option for part-time students only) five days a week for one term. 6 credits. Prerequisite: M.S.W. Concentration standing; pre or corequisites: SLWK 703, 704-705, 706-707, 710 and electives, or SLWK 711, 712-713, 714 -715, 710 and electives. Provides opportunities to master advanced social work knowledge, values and skills through practice under the direction of an agency-based field instructor, monitored by a faculty field liaison. Emphasizes integration of content from all areas of the concentration curriculum. Grade of "P" required for graduation.

Doctoral courses in social work (SWKD)

SWKD 701 Advanced Social Work Research Methods and Statistics I

Term course; 4 credits. Prerequisite: Master's level course work in research methods and introduction to statistics; graduate standing in social work or permission of program director. First term of a two term course sequence focused on concentrated study of principles of the scientific method for knowledge testing, practice and policy research including quantitative and qualitative social work research designs. Research procedures including sampling, measurement, data collection, and the application of descriptive inferential and non-inferential statistical techniques will be considered within the context of applied social work research.

SWKD 702 Advanced Social Work Research Methods and Statistics II

Term course; 4 lecture hours. 4 credits. Prerequisite: Successful completion of SWKD 701 or permission of program director. Concentrated study in the application of a range of statistical techniques for social work research; qualitative and quantitative research designs, including quasi-experimental, single-system and program evaluation, for social work practice and policy research; and developing a research proposal employing quantitative and/or qualitative research methods in social work.

SWKD 703 Causal Relations and Theory Development in Social Work

Term course; 3 lecture hours. 3 credits. Prerequisite: Admission to Ph.D. in social work or permission of program director. This seminar focuses on assisting seminar participants to develop and refine their understanding of the logical foundations and the underlying meta-framework for modes of inquiry in science. Of particular focus will be the social sciences including social work. Using a paradigm perspective, the seminar will investigate the epistemological, ontological and methodological implications for knowledge building for social work.

SWKD 708 Social and Behavioral Science Theory for Social Work Practice

Term course; 3 lecture hours. 3 credits. Prerequisite: Admission to the Ph.D. in social work program or permission of the program director. This doctoral level seminar focuses on theories and conceptual approaches used as the knowledge base for social work practice (clinical & policy). Emphasis will be given to developing the abilities of the students to understand significant questions related to theory development, knowledge building and utilization, and to enhancing their reasoning skills with respect to articulating a rationale for selecting a theoretical perspective for social work practice. Critical variables related to behavioral science theory will be identified, assumptions assessed, values examined and empirical evidence analyzed. Theories covered will be drawn from sociological, sociocultural, psychological, biomedical and philosophical perspectives.

SWKD 710 Social Work, Social Welfare and Social Thought

Term course; 3 lecture hours. 3 credits. Prerequisite: Doctoral program admission or permission of instructor. Required seminar for social work doctoral students. Examines social work and its roles and functions in relation to contemporary social problems, social policy and social work practice interventions that provide solutions to these problems. Analysis of issues of social welfare and the social work profession relating to structure, functions and history from the perspective of social work values, ethics, professional standards and concern for social justice. Designed to foster a critical perspective on the profession in its environment and provide grounding in the historical and cultural traditions and major streams of social thought influencing the profession, its development and the American system of social welfare.

SWKD 715 Development and Evaluation of Social Work Practice Theories

Term course; 3 lecture hours. 3 credits. A required seminar for first year doctoral students that is sequential to and builds upon prerequisite first year theory and research courses. It focuses on the nature of theories and perspectives that guide social work practice. It includes historical and philosophical foundations of practice theories and frameworks to evaluate practice theory through the lens of social justice. Practice theories include all social work theories whose aim is change. The focus of change may be at the individual, diad, family, group, community, organizational, policy and systems levels. Criteria for the selection of the level of the focus of change will be explored.

SWKD 723 Social Work Education: Issues in Teaching

Term course; 3 lecture hours. 3 credits. Prerequisite: Graduate standing in social work or permission of the program director. Focus is on two central and integrated components of professional education: (1) examination of the development and dimensions of social work education and (2) exploration of theories of learning and teaching within the framework of professional social work education.

SWKD 724 Social Work Models for Social Policy Analysis and Implementation

Term course; 3 lecture hours. 3 credits. Offered: Fall term.
Prerequisite: Completion of core curriculum. Selected social work models for social policy analysis. Examination of social work roles and functions in relation to social policy formulation, administration and evaluation. Examination of historical and current social policy issues in selected social problem areas from the perspective of social work values, ethics, and professional standards.

SWKD 791 Topical Seminar

Term course; 3 lecture hours. 3 credits. May be repeated for credit. Prerequisite: Permission of instructor. Study of the

current state of knowledge and research within a specialized area of concern to social policy and social work.

SWKD 792 Independent Study

Term course; 1, 2, or 3 credits. May be repeated for a maximum of six credits, that count toward the 36 required credits. May then be taken for an additional 1-12 credits to accommodate the need for continuous enrollment required of all students between completion of required course work and passage of the comprehensive examinations. Prerequisite: Permission of the program director. Independent reading and study in selected areas under the supervision of a member of the faculty.

SWKD 797 Directed Research

Term course; 3 credits. Pre-dissertation research project under faculty supervision.

SWKD 898 Dissertation Research

Term course; 1-18 credits. May be repeated for credit. May be taken for additional credits until dissertation is accepted formally. Prerequisite: Successful completion of comprehensive examinations or permission of program director. Students are required to complete 18 credit hours.

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Rights of Students Under the Family Educational Rights and Privacy Act

Pursuant to a federal statute enacted to protect the privacy rights of students (Family Educational Rights and Privacy Act of 1974, as amended, enacted as Section 438 of the General Education Provisions Act), eligible students of Virginia Commonwealth University are permitted to inspect and review education records of which the student is the subject. A list of education records maintained by the university is available from the Office of Records and Registration. A statement of university policy concerning inspection and disclosure of education records has been formulated in compliance with the federal statute. Copies of the policy are also available from the Office of Records and Registration.

Generally, the act provides that no personally identifiable information will be disclosed without the student's consent, except for directory information and information to other school officials with a legitimate educational interest. When personally identifiable information, other than directory information, is disclosed, a record will be maintained

of these disclosures. This record is also available for inspection and review by the student.

If an eligible student feels that his or her education record is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the student may request an amendment to the record.

Should the university fail to comply with the requirements of the act, the student has the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Ave., SW, Washington, D.C. 20202.

Parental Notification Amendment

A change in FERPA-related procedures is expected for the 1999-2000 academic year because of recent amendments to the FERPA signed into federal law in fall 1998 specifically allowing notification of the parents or guardians of students under the age of 21 who violate any law or university

rule regarding use or possession of alcohol or other controlled substance. The Virginia Attorney General's Task Force on Drinking by College Students also recommended such notification in its 1998 report.

In accordance with these documents, the Virginia Commonwealth University Substance Abuse Committee has proposed a parental notification procedure as an amendment to the VCU Drug Free Schools and Workplace Policy and has prepared revisions to the Procedures for Distribution of Alcohol at Student-Sponsored Events. These revised documents are expected to be approved by the Board of Visitors and in place by the beginning of fall term 1999.

Once approved, the revised policy will be published in the VCU Resource Guide.

— — — www.students.vcu.edu/rg/policies/

Determination of Student Classification for In-state Tuition Purposes

Section 23-7.4, of the Code of Virginia, governs eligibility for in-state tuition. Effective for students enrolling on or after July 1, 1996, the statute provides:

§ 23-7.4. Eligibility for in-state tuition charges. – A. For purposes of this section and §§ 23-7.4:1, 23-7.4:2 and 23-7.4:3, the following definitions shall apply:

“Date of the alleged entitlement” means the first official day of class within the term, semester or quarter of the student’s program.

“Dependent student” means one who is listed as a dependent on the federal or state income tax return of his parents or legal guardian or who receives substantial financial support from his spouse, parents or legal guardian. It shall be presumed that a student under the age of twenty-four on the date of the alleged entitlement receives substantial financial support from his parents or legal guardian, and therefore is dependent on his parents or legal guardian, unless the student (i) is a veteran or an active duty member of the U.S. Armed Forces; (ii) is a graduate or professional student; (iii) is married; (iv) is a ward of the court or was a ward of the court until age 18; (v) has no adoptive or legal guardian when both parents are deceased; (vi) has legal dependents other than a spouse; or (vii) is able to present clear and convincing evidence that he is financially self-sufficient.

“Domicile” means the present, fixed home of an individual to which he returns following temporary absences and at which he intends to stay indefinitely. No individual may have more than one domicile at a time. Domicile, once established, shall not be affected by mere transient or temporary physical presence in another jurisdiction.

“Domiciliary intent” means present intent to remain indefinitely.

“Emancipated minor” means a student under the age of eighteen on the

date of the alleged entitlement whose parents or guardians have surrendered the right to his care, custody and earnings and who no longer claim him as a dependent for tax purposes.

“Full-time employment” means employment resulting in, at least, an annual earned income reported for tax purposes equivalent to fifty work weeks of forty hours at minimum wage.

“Independent student” means one whose parents have surrendered the right to his care, custody and earnings, do not claim him as a dependent on federal or state income tax returns, and have ceased to provide him substantial financial support.

“Special arrangement contract” means a contract between a Virginia employer or the authorities controlling a federal installation or agency located in Virginia and a public institution of higher education for reduced rate tuition charges as described § 23-7.4:2 G.

“Substantial financial support” means financial support in an amount which equals or exceeds that required to qualify the individual to be listed as a dependent on federal and state income tax returns.

“Unemancipated minor” means a student under the age of eighteen on the date of the alleged entitlement who is under the legal control of and is financially supported by either of his parents, legal guardian or other person having legal custody.

“Virginia employer” means any employing unit organized under the laws of Virginia or having income from Virginia sources regardless of its organizational structure, or any public or nonprofit organization authorized to operate in Virginia.

B. To become eligible for in-state tuition, an independent student shall establish by clear and convincing evidence that for a period of at least one year immediately prior to the date of the alleged entitlement, he was domiciled in Virginia and had abandoned any previous domicile, if such existed.

To become eligible for in-state tuition, a dependent student or unemancipated minor shall establish by clear and convincing evidence that for a period of at least one year prior to the date of the alleged entitlement, the person through whom he claims eligibility was domiciled in Virginia and had abandoned any previous domicile, if such existed.

In determining domiciliary intent, all of the following applicable factors shall be considered: continuous residence for at least one year prior to the date of alleged entitlement, state to which income taxes are filed or paid, driver’s license, motor vehicle registration, voter registration, employment, property ownership, sources of financial support, military records, a written offer and acceptance of employment following graduation, and any other social or economic relationships with the Commonwealth and other jurisdictions.

Domiciliary status shall not ordinarily be conferred by the performance of acts which are auxiliary to fulfilling educational objectives or are required or routinely performed by temporary residents of the Commonwealth. Mere physical presence or residence primarily for educational purposes shall not confer domiciliary status. A matriculating student who has entered an institution and is classified as an out-of-state student shall be required to rebut by clear and convincing evidence the presumption that he is in the Commonwealth for the purpose of attending school and not as a bona fide domiciliary.

Those factors presented in support of entitlement to in-state tuition shall have existed for the one-year period prior to the date of the alleged entitlement. However, in determining the domiciliary intent of active duty military personnel residing in the Commonwealth, or the domiciliary intent of their dependent spouse or children who claim domicile

through them, who voluntarily elect to establish Virginia as their permanent residence for domiciliary purposes, the requirement of one year shall be waived if all other conditions for establishing domicile are satisfied.

C. A married person may establish domicile in the same manner as an unmarried person.

An emancipated minor may establish domicile in the same manner as any other independent student. A nonmilitary student whose parent or spouse is a member of the armed forces may establish domicile in the same manner as any other student.

Any alien holding an immigration visa or classified as a political refugee shall also establish eligibility for in-state tuition in the same manner as any other student. However, absent congressional intent to the contrary, any person holding a student or other temporary visa shall not have the capacity to intend to remain in Virginia indefinitely and, therefore, shall be ineligible for Virginia domicile and for in-state tuition charges.

The domicile of a dependent student shall be rebuttably presumed to be the domicile of the parent or legal guardian claiming him as an exemption on federal or state income tax returns currently and for the tax year prior to the date of the alleged entitlement or providing him substantial financial support.

For the purposes of this section, the domicile of an unemancipated minor or a dependent student eighteen years of age or older may be either the domicile of the parent with whom he resides, the parent who claims the student as a dependent for federal and Virginia income tax purposes for the tax year prior to the date of the alleged entitlement and is currently so claiming the student, or the parent who provides the student substantial financial support. If there is no surviving parent or the whereabouts of the parents are unknown, then the domicile of an unemancipated minor shall be the domicile of the legal guardian of such unemancipated minor unless there are circumstances indicating that such guardianship was created primarily for the purpose of conferring a Virginia domicile on the unemancipated minor.

D. It is incumbent on the student to apply for change in domiciliary status on becoming eligible for such change. Changes in domiciliary status shall

only be granted prospectively from the date such application is received.

A student who knowingly provides erroneous information in an attempt to evade payment of out-of-state fees shall be charged out-of-state tuition fees for each term, semester or quarter attended and may be subject to dismissal from the institution. All disputes related to the veracity of information provided to establish Virginia domicile shall be appealable through the due process procedure required by § 23-7.4:3. (1984, c. 422; 1985, cc. 179, 572; 1988, c. 124; 1989, c. 371; 1990, c. 680; 1991, c. 590; 1996, cc. 931, 981.)

The 1996 amendments. – The 1996 amendments by cc. 931 and 981 are identical, and rewrote this section.

§ 23-7.4:1. Waiver of tuition and required fees for certain students.

– A. 1. All sums appropriated by law for the purpose of effecting the provisions of this subsection shall be used for the sole purpose of providing for free tuition and required fees at the state-supported institutions and institutional charges, general or college fees, or any charges by whatever term referred to, board and room rent, and books and supplies at any education or training institution of collegiate or secondary grade in the Commonwealth of Virginia approved in writing by the Director of the Department of Veterans' Affairs for the use and benefit of the children not under sixteen and not over twenty-five years of age either of whose parents was killed in action, is missing in action or a prisoner of war in any armed conflict subsequent to December 6, 1941, while serving in the Army, Navy, Marine Corps, Air Force or Coast Guard of the United States, or was or is or may hereafter become totally and permanently disabled due to service during such periods if such parent (i) was a citizen of Virginia at the time of entering such service; (ii) is and has been, for at least ten years immediately prior to the date on which application was submitted by or on behalf of such child for admission to any education or training institution of collegiate or secondary grade in this Commonwealth, a citizen of Virginia; (iii) if such parent is deceased, was a citizen of Virginia on the date of his or her death and had been a citizen of Virginia for at least ten years immediately prior to his or her death; or (iv) if such parent is

deceased and the surviving parent had been, at some time previous to marrying the deceased parent, a citizen of Virginia for at least ten years and is and has been a citizen of Virginia for at least ten years immediately prior to the date on which application was submitted by or on behalf of such child for admission to any education or training institution of collegiate or secondary grade in this Commonwealth.

2. Such children, upon recommendation of the Director of the Department of Veterans' Affairs, shall be admitted to state institutions of secondary or higher education, free of tuition and all required fees. Each state-supported institution shall include in its catalogue or equivalent publication a statement describing the benefits provided by this subsection.

3. The amounts that may be or may become due by reason of attendance at any such educational or training institution, not in excess of the amount specified in subdivision 5, shall be payable on vouchers approved by the Director of the Department of Veterans' Affairs.

4. The Director of the Department of Veterans' Affairs shall determine the eligibility of the children who may make application for the benefits provided for in this subsection and shall satisfy himself of the attendance and satisfactory progress of such children at such institution and of the accuracy of the charge or charges submitted on account of the attendance of any such children at any such institution. However, neither the Director nor any employee of the Department of Veterans' Affairs shall receive any compensation for such services.

5. To carry out the provisions of this subsection, there may be expended such funds as shall be appropriated for the purpose in the general appropriation acts. However, the maximum amount to be expended for each such child shall not be more, when combined with any federal allowance which may be made for such tuition, charges, fees, rent, books and supplies, than the actual amount of the benefits provided for in this subsection.

6. For the purposes of this subsection, user fees, such as room and board charges, shall not be included in this authorization to waive tuition and fees. However, all required fees, educational and auxiliary, shall be waived along with tuition.

B. Any child between the ages of sixteen and twenty-five whose parent or any person whose spouse has been killed in the line of duty while employed or serving as a law-enforcement officer, firefighter, member of a rescue squad, sworn law-enforcement officer, special agent of the Department of Alcoholic Beverage Control, state correctional, regional or local jail officer, regional jail or jail farm superintendent, sheriff, deputy sheriff, or member of the Virginia National Guard while such member is serving in the Virginia National Guard or as a member of the United States Armed Forces, shall be entitled to free undergraduate tuition and required fees at any public institution of higher education in Virginia under the following conditions:

1. The chief administrative officer of the Alcoholic Beverage Control Board, emergency medical services agency, law-enforcement agency, or other appropriate agency or the Superintendent of State Police certifies that the deceased parent or spouse was employed or serving as a law-enforcement officer or a firefighter or member of a rescue squad or in any other capacity as specified in this section and was killed in the line of duty while serving or living in the Commonwealth; and

2. The child or spouse shall have been offered admission to a public institution of higher education. Any child or spouse who believes he is eligible shall apply to the public institution of higher education to which he has been admitted for the benefits provided by this subsection. The institution shall determine the eligibility of the applicant for these benefits and shall also ascertain that the recipients are in attendance and are making satisfactory progress. The amounts payable for tuition and required fees for the applicants shall be waived by the institution accepting the students.

For the purposes of this subsection, user fees, such as room and board charges, shall not be included in this authorization to waive tuition and fees. However, all required fees, educational and auxiliary, shall be waived along with tuition.

C. Senior citizens shall be entitled to free tuition and required fees pursuant to the provisions of Chapter 4.5 (§ 23-38.54 et seq.) of Title 23.

D. Tuition and required fees may be waived for a student from a foreign country enrolled in a public institution of higher education through a student

exchange program approved by such institution, provided the number of foreign students does not exceed the number of students paying full tuition and required fees to the institution under the provisions of the exchange program for a given three-year period. (1996, cc. 931, 981.)

§ 23-7.4:2. Eligibility for in-state or reduced tuition for students not domiciled in Virginia; members of the National Guard of the Commonwealth of Virginia. – A. A nonmilitary student whose parent or spouse is a member of the armed forces may establish domicile in the same manner as any other student. However, a nonmilitary student, not otherwise eligible for in-state tuition, whose parent or spouse is a member of the military residing in the Commonwealth pursuant to military orders and claiming a state other than Virginia on their State of Legal Residence Certificate, shall be entitled to in-state tuition charges when the following conditions are met: (i) if the student is a child of a member of the armed forces, then the nonmilitary parent shall have, for at least one year immediately prior to the date of alleged entitlement for in-state tuition charges, resided in Virginia, been employed full time and paid individual income taxes to Virginia. Such student shall be eligible for in-state tuition charges only if the nonmilitary parent claims him as a dependent for Virginia and federal income tax purposes, as evidenced by claiming him as a dependent on an individual or joint return; or (ii) if the student is the spouse of a member of the armed forces, then such student shall have, for at least one year immediately prior to the date of alleged entitlement for in-state tuition, resided in Virginia, been employed full time and paid individual income taxes to Virginia; or (iii) if the student is the child or the spouse of a member of the armed forces, then the student shall be entitled to in-state tuition charges for a maximum of one year during the period that the military parent or spouse is residing in the Commonwealth. Any student whose spouse or parent is a member of the armed forces shall be eligible for in-state tuition charges for so long as the conditions of clauses (i) and (ii) of this subsection continue to be met. Military dependents provided in-state tuition for one year during the period the military parent or spouse is

residing in Virginia shall be counted as out-of-state students for admissions, enrollment and tuition and fee revenue policy purposes.

B. Students who live outside this Commonwealth and have been employed full time inside Virginia for at least one year immediately prior to the date of the alleged entitlement for in-state tuition shall be eligible for in-state tuition charges if such student has paid Virginia income taxes on all taxable income earned in this Commonwealth for the tax year prior to the date of the alleged entitlement. Students claimed as dependents for federal and Virginia income tax purposes who live outside this Commonwealth shall become eligible for in-state tuition charges if the nonresident parents claiming them as dependents have been employed full time inside Virginia for at least one year immediately prior to the date of the alleged entitlement and paid Virginia income taxes on all taxable income earned in this Commonwealth for the tax year prior to the date of the alleged entitlement. Such students shall continue to be eligible for in-state tuition charges for so long as they or their qualifying parent is employed full time in Virginia, paying Virginia income taxes on all taxable income earned in this Commonwealth and the student is claimed as a dependent for Virginia and federal income tax purposes.

C. Any person who (i) is a member of the National Guard of the Commonwealth of Virginia and has a minimum remaining obligation of two years, (ii) has satisfactorily completed required initial active duty service, (iii) is satisfactorily performing duty in accordance with regulations of the National Guard, and (iv) is enrolled in any state institution of higher education, any private, accredited and non-profit institution of higher education in the Commonwealth whose primary purpose is to provide collegiate or graduate education and not to provide religious training or theological education, any course or program offered by any such institution or any public vocational or technical school shall be eligible for a grant in the amount of one-half of the tuition not exceeding \$500 per term, semester or quarter. No person shall receive grants totaling more than \$1,000 in any one year. Application for a grant shall be made to the Department of Military Affairs. Grants

shall be awarded from funds available for the purpose by such Department.

D. Notwithstanding the provisions of § 23-7.4 or any other provision of the law to the contrary, the governing board of any state institution of higher education or the governing board of the Virginia Community College System may charge the same tuition as is charged to any person domiciled in Virginia pursuant to the provisions of § 23-7.4 to:

1. Any person enrolled in one of the institution's programs designated by the State Council of Higher Education who is domiciled in and is entitled to reduced tuition charges in the institutions of higher learning in any state which is a party to the Southern Regional Education Compact which has similar reciprocal provisions for persons domiciled in Virginia;

2. Any student from a foreign country who is enrolled in a foreign exchange program approved by the state institution during the same period that an exchange student from the same state institution, who is entitled to in-state tuition pursuant to § 23-7.4, is attending the foreign institution; and

3. Any high school or magnet school student, not otherwise qualified for in-state tuition, who is enrolled in courses specifically designed as part of the high school or magnet school curriculum in a community college for which he may, upon successful completion, receive high school and community college credit pursuant to a dual enrollment agreement between the high school or magnet school and the community college.

E. The governing board of the Virginia Community College System may charge reduced tuition to any person enrolled in one of the System's institutions who lives within a thirty-mile radius of a Virginia institution, is domiciled in, and is entitled to in-state tuition charges in the institutions of higher learning in any state which is contiguous to Virginia and which has similar reciprocal provisions for persons domiciled in Virginia. This subsection shall expire on July 1, 1998.

F. The advisory board of Clinch Valley College and the board of visitors of the University of Virginia may charge reduced tuition to any person enrolled at Clinch Valley College who lives within a fifty-mile radius of the College, is domiciled in, and is entitled to in-state tuition charges in the institutions of

higher learning in Kentucky, if Kentucky has similar reciprocal provisions for persons domiciled in Virginia.

Any out-of-state students granted in-state tuition pursuant to this subsection and subsection E shall be counted as out-of-state students for the purposes of determining admissions, enrollment, and tuition and fee revenue policies.

G. Public institutions of higher education may enter into special arrangement contracts with Virginia employers or authorities controlling federal installations or agencies located in Virginia. The special arrangement contracts shall be for the purpose of providing reduced rate tuition charges for the employees of the Virginia employers or federal personnel when the employers or federal authorities are assuming the liability for paying, to the extent permitted by federal law, the tuition for the employees or personnel in question and the employees or personnel are classified by the requirements of this section as out-of-state.

Special arrangement contracts with Virginia employers or federal installations or agencies may be for group instruction in facilities provided by the employer or federal authority or in the institution's facilities or on a student-by-student basis for specific employment-related programs.

Special arrangement contracts shall be valid for a period not to exceed two years and shall be reviewed for legal sufficiency by the Office of the Attorney General prior to signing. All rates agreed to by the public institutions shall be at least equal to in-state tuition and shall only be granted by the institution with which the employer or the federal authorities have a valid contract for students for whom the employer or federal authorities are paying the tuition charges.

All special arrangement contracts with authorities controlling federal installations or agencies shall include a specific number of students to be served at reduced rates.

Nothing in this subsection shall change the domiciliary status of any student for the purposes of enrollment reporting or calculating the proportions of general funds and tuition and fees contributed to the cost of education. (1996, cc. 931, 981.)

§ 23-7.4.3. Determinations of eligibility; appeals and guidelines. – A. Each public institution of higher education shall establish an appeals process

for those students who are aggrieved by decisions regarding eligibility for in-state or reduced tuition charges pursuant to §§ 23-7.4 and 23-7.4.2. The Administrative Process Act (§ 9-6.14:1 et seq.) shall not apply to these administrative reviews.

An initial determination shall be made. Each appeals process shall include an intermediate review of the initial determination and a final administrative review. The final administrative decision shall be in writing. A copy of this decision shall be sent to the student. Either the intermediate review or the final administrative review shall be conducted by an appeals committee consisting of an odd number of members. No person who serves at one level of this appeals process shall be eligible to serve at any other level of this review. All such due process procedures shall be in writing and shall include time limitations in order to provide for orderly and timely resolutions of all disputes.

Any party aggrieved by a final administrative decision shall have the right to review in the circuit court for the jurisdiction in which the relevant institution is located. A petition for review of the final administrative decision shall be filed within thirty days of receiving the written decision. In any such action, the institution shall forward the record to the court, whose function shall be only to determine whether the decision reached by the institution could reasonably be said, on the basis of the record, not to be arbitrary, capricious or otherwise contrary to law.

B. To ensure the application of uniform criteria in administering this section and determining eligibility for in-state tuition charges, the State Council of Higher Education shall issue and from time to time revise guidelines, including domiciliary status questions to be incorporated by all state institutions of higher education in their admissions applications. These guidelines shall not be subject to the Administrative Process Act.

An advisory committee, composed of at least ten representatives of institutions of higher education, shall be appointed by the Council each year to cooperate with the Council in developing the guidelines for determining eligibility or revisions thereof. The Council shall consult with the Office of the Attorney General and provide opportunity for public comment prior to issuing any such guidelines. (1996, cc. 931, 981.)

1999-2000 Graduate Curriculum Requirements

When completing an application to graduate study, refer to this chart for the type of degree awarded, terms of entry, application deadline dates, test and other special admission requirements. Transfer to the application the exact titles of curriculum, specialization, track (if applicable) and degree. Applicants are encouraged to contact the school/department sponsoring the intended program of study at the numbers listed in the chart. Other important phone numbers are listed in the Directory on the inside back cover. Refer to the inside front cover for additional information on how to contact the School of Graduate Studies.

Curriculum (In bold type) Specialization and track(s) (If applicable)	Department/phone (Area code 804)	Degree	Terms of entry	Deadline dates	Test requirements	Special Requirements
Administration and Supervision Administration, Supervision, Dual Major in Administration and Supervision (See Principalship Certificate or Supervisory Endorsement)	Educational Studies (828-1332)	M.Ed.	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	
Adult Education and Human Resource Development (See Human Resource Development Certificate)	Educational Studies (828-1332)	M.Ed.	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	
Advertising Indicate specialization: Account Management, Art Direction, Copywriting	Adcenter (828-8384)	M.S.	Fall only	Mar 2		Contact the Adcenter for specific admission requirements
Aging Studies	Gerontology (828-1565)	Certificate	All terms			
Anatomy	Anatomy (828-9623)	M.S., Ph.D. Certificate	Fall preferred	May 1 No deadline	GRE, *MCAT or *DAT	
Anatomy Physical Therapy	Anatomy (828-9623) Physical Therapy (828-0234)	Ph.D.	Fall	May 1	GRE	B.S. or M.S. in Physical Therapy Contact Physical Therapy or Anatomy for specific admission requirements
Applied Social Research	Sociology (828-1026)	Certificate	Fall	Aug 1		
Art (See Art Education, Art History, Design, Fine Arts, Music, Theatre and Off-campus Interdisciplinary Arts Program)						
Art Education	Art Education (828-1996)	M.A.E.	Fall Spring Summer	Mar 1 Nov 1 May 1		**Portfolio
Art History Indicate specialization for M.A.: Architectural History, Historical Studies, Museum Studies	Art History (828-2784)	M.A., Ph.D.	Fall Spring Summer	Mar 15 Nov 1 May 1	GRE	
Biochemistry	Biochemistry and Molecular Biophysics (828-9762)	M.S., Ph.D., Certificate	Fall preferred No deadline	May 1	GRE, *MCAT or *DAT	
Biology	Biology (828-1562)	M.S.	Fall Spring Summer	Jul 1 Nov 15 May 1	GRE-General and Subject	

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** Audition tapes or portfolio required for programs in the School of the Arts should be sent to the Office of Graduate Studies, School of the Arts, Pollak Building, Room 230, Richmond, VA 23284-2519. **Please be sure to send self-addressed, stamped envelopes for return of portfolios.**

Curriculum (In bold type) Specialization and track(s) (If applicable)	Department/phone (Area code 804)	Degree	Terms of entry	Deadline dates	Test requirements	Special requirements
Biomedical Engineering	Biomedical Engineering (828-7263)	M.S., Ph.D.	Fall preferred	Apr 15 (for support)	GRE	Contact department for Biomedical Engineering brochure
Biostatistics	Biostatistics (828-9824)	M.S., Ph.D.	Fall preferred	Applications received prior to Feb 15 given priority consideration	GRE, *MCAT or *DAT	Contact department for Biostatistics brochure
Biostatistics Clinical Research (For professionals holding terminal degree)	Biostatistics (828-9824)	M.S.	Fall preferred	Applications received prior to Feb 15 given priority consideration	GRE, *MCAT or *DAT	M.D., D.D.S., R.N., Pharm.D. or equivalent health science professional degree
Biotechnology (See Interdisciplinary Studies)						
Business (See Business – M.S., Business – Ph.D., Business Administration – M.B.A., Economics, and Taxation)						
Business (Certificates offered by the School of Business are post-baccalaureate undergraduate certificates. Contact the School of Business (828-1741) directly for information and application materials.)						
Business – M.S. Indicate specialization: Decision Sciences, Finance, Human Resource Management and Industrial Relations, Information Systems, Marketing, Real Estate Valuation	Business (828-4622)	M.S.	Fall Spring Summer	Application Rounds - deadline/admission notification Apr 1/Apr 30 Jun 1/Jun 30 Aug 1/Aug 15 Nov 1/Nov 30 Mar 1/Mar 30	GMAT	Applications will be reviewed in a series of rounds. The time line of each round provides both a deadline to submit complete applications and a time frame by which appli- cants will be notified of deci- sion. Applications received between rounds will be processed no later than the notification date for the next scheduled round.
Business – Ph.D. Select one major specialization: Accounting, Information Systems, Management and Organizational Behavior, and one minor track: Decision Sciences, Economics, Finance, Human Resource Management and Industrial Relations, International Business, Marketing, and other related areas of study approved by the School of Business	Business (828-4622)	Ph.D.	Fall Spring	Feb 15 Oct 15	GMAT	
Business Administration – M.B.A. Indicate specialization: without concentration, with concentration, Fast Track M.B.A. For M.B.A. with a concentration, indicate track: Accounting, Decision Sciences, Economics, Finance, Human Resource Management and Industrial Relations, Information Systems, Marketing, Real Estate and Urban Land Development, Risk Management and Insurance	Business (828-4622) Fast Track (828-3939)	M.B.A.	Fall Spring Summer (Fast Track M.B.A. Fall only)	Application Rounds - deadline/admission notification Apr 1/Apr 30 Jun 1/Jun 30 Aug 1/Aug 15 Nov 1/Nov 30 Mar 1/Mar 30	GMAT	Applications will be reviewed in a series of rounds. The time line of each round provides both a deadline to submit complete applications and a time frame by which appli- cants will be notified of deci- sion. Applications received between rounds will be processed no later than the notification date for the next scheduled round.
Chemistry Indicate specialization: Analytical, Inorganic, Organic, Physical, Chemical Physics (Ph.D. only)	Chemistry (828-1298)	M.S., Ph.D.	Fall Spring	Mar 15 Nov 15	GRE	
Clinical Laboratory Sciences (formerly Medical Technology) Indicate specialization: Advanced Master's Program, Categorical Master's Program	Clinical Laboratory Sciences (828-9469)	M.S.	Fall Spring	Jul 1 Nov 15	GRE	Contact department for list of institutions with guaranteed admissions agreements
Computer Science	Mathematical Sciences (828-1301)	M.S.	Fall Spring	Jul 1 Nov 15	GRE-General	Contact director of graduate studies for specific requirements
Counselor Education Indicate specialization: Guidance and Counseling, Dual Certification in Counselor Education and Visiting Teacher	Educational Studies (828-1332)	M.Ed.	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	

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Curriculum (In bold type) Specialization and track(s) (If applicable)	Department/phone (Area code 804)	Degree	Terms of entry	Deadline dates	Test requirements	Special requirements
Genetic Counseling (See also Human Genetics)	Human Genetics (828-9632)	M.S.	Fall preferred	Feb 1	GRE, *MCAT or *DAT	
Gerontology	Gerontology (828-1565)	M.S.	All terms		GRE or MAT	
Health Administration Executive Program	Health Administration (828-0719)	M.S.H.A.	Summer	Mar 15	GRE or GMAT	
Health Related Sciences Indicate specialization: Clinical Laboratory Sciences, Gerontology, Health Administration, Nurse Anesthesia, Occupational Therapy, Physical Therapy, Radiation Sciences, Radiation Sciences, Rehabilitation Leadership	Allied Health 828-3273	Ph.D.	Fall	Mar 15	GRE or MAT	Contact Dean's Office for specific admission requirements
Health Services Administration	Health Administration (828-0719)	M.H.A.	Fall	Mar 15	GRE or GMAT	
Health Services Organization and Research	Health Administration (828-5220)	Ph.D.	Fall preferred	Apr 15	GRE or GMAT	Contact the department for specific admission requirements
History	History (828-2211)	M.A.	Fall Spring Summer	Aug 1 Jan 4 May 1	GRE	
Human Genetics (See also Genetic Counseling)	Human Genetics (828-9632)	M.S., Ph.D., Certificate	Fall preferred No deadline	Feb 15	GRE, *MCAT or *DAT	International applicants must score 600 or greater on the TOEFL
Human Resource Development	Educational Studies (828-1332)	Certificate	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	
Immunology (See Microbiology/Immunology)						
Interdisciplinary Studies Indicate specialization: Arts (off-campus program), Environmental Studies, or other individual tracks as developed with coordinator, track in Biotechnology under development	School of Graduate Studies (828-6916) School of the Arts (828-3561) Center for Environmental Studies (828-7202)	M.I.S.	Fall Spring Summer	Jul 1 Dec 1 May 1	GRE	Essay required (request topics from the School of Graduate Studies, if not included with application)
Library/Media (See Curriculum and Instruction) List Curriculum and Instruction as curriculum, Instructional Technology as specialization and Library/Media as track	Teacher Education (828-1305)	M.Ed.	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	Teacher Certification
Mass Communications Indicate specialization: Core Program or Advertising (See Advertising)	Mass Communications (828-2660) Adcenter (828-8384)	M.S.	Fall Spring	Jul 1 Nov 15	GRE	Contact the Adcenter for specific admission requirements for Advertising
Mathematical Sciences Indicate specialization: Applied Mathematics, Mathematics, Operations Research, Statistics	Mathematical Sciences (828-1301)	M.S.	Fall Spring	Jul 1 Nov 15	GRE-General	Contact director of graduate studies for specific admission requirements
Medical Technology (See Clinical Laboratory Sciences)						
Microbiology Molecular Biology and Genetics	M.B.G. Program (828-9023)	Ph.D.	Fall preferred	Mar 1	GRE or *MCAT	Contact program director for specific admission requirements

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Curriculum (In bold type) Specialization and track(s) (If applicable)	Department/phone (Area code 804)	Degree	Terms of entry	Deadline dates	Test requirements	Special requirements
Microbiology/Immunology	Microbiology/ Immunology (828-9728)	M.S., Ph.D., Certificate	Fall preferred No deadline	May 1	GRE or *MCAT	Combined GRE Verbal and Quantitative Score of 1200 or greater, MCAT score of 26 or greater International applicants must score 600 or greater on the TOEFL
Music Indicate specialization: Composition, Music Education, Performance, including conducting	Music (828-1166)	M.M.	Fall Spring Summer	Jul 1 (Mar 15 for financial assistance) Dec 1 (Nov 1 for financial assistance) May 1	See special requirements	**Audition or audition tapes and department exam or GRE Subject Music exam are required. (Request depart- ment exam from School of Graduate Studies, if not included with application.) **Composition also requires a portfolio.
Nurse Anesthesia	Nurse Anesthesia (828-9808)	M.S.N.A.	Fall only	Applications received by Feb 1 given priority con- sideration	GRE	Contact department for specific admission requirements
Nurse Anesthesia, Postcertification CRNA Master's Program (A track in the Nurse Anesthesia program for those students who are already certified nurse anesthetists) List Nurse Anesthesia as curriculum, CRNA as specialization	Nurse Anesthesia (828-9808)	M.S.N.A.	Fall only	Applications received by Feb 1 given priority con- sideration	GRE	Contact department for specific admission requirements
Nursing – M.S. (Entry-level program for qualified the non-R.N. student who has earned a bachelor's degree in another discipline) Indicate specialization: Adult Health (indicate Acute or Primary as track), Child Health, Family Health (indicate Regular or Weekend as format), Psychiatric Mental Health, Women's Health. List Accelerated Second Degree as track	Nursing (828-5171)	M.S.	Summer only	Applications received by Dec 1 given priority consideration	GRE	See Graduate Bulletin or contact the school for specific admission requirements
Nursing – M.S. Indicate specialization: Adult Health (Indicate Acute or Primary as track), Child Health, Family Health (indicate Regular or Weekend as format), Nursing Administration (indicate Clinical Nurse Manager or Nurse Executive as track), Psychiatric Mental Health, Women's Health	Nursing (828-5171)	M.S.	Fall only	Applications received by Feb 1 given priority consideration	GRE	See Graduate Bulletin or contact the school for specific admission requirements
Nursing – Post-Master's Certificate (For master's prepared nurses who need courses for additional certification for advanced practice) Indicate specialization: Adult Health (Indicate Acute or Primary as track), Child Health, Family Health, Nursing Administration, Psychiatric Mental Health, Women's Health	Nursing (828-5171)	Post- Master's Certificate	Fall only	Applications received by Feb 1 given priority consideration	GRE requested but not required	See Graduate Bulletin or contact the school for specific admission requirements
Nursing – Ph.D. Indicate specialization: Biology of Health and Illness, Human Health and Illness, Nursing Systems	Nursing (828-5171)	Ph.D.	Fall – even years only	Apr 1	GRE	See Graduate Bulletin or contact the school for specific admission requirements
Occupational Therapy – Entry Level (A three-year professional program based on three years of previous college work. Applicant may or may not have a bachelor's degree.) List OT as curriculum, Entry Level as specialization, and M.S.O.T. as degree. Leave track blank.	Occupational Therapy (828-2219)	M.S.O.T.	Summer only Note: Entering class begins sec- ond Monday in June each year	Feb 1	GRE or MAT	See Graduate Bulletin or contact department for specific admission requirements. Also, complete supplemental program information sheet (Request from School of Graduate Studies, if not included with application)

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Curriculum (In bold type) Specialization and track(s) (If applicable)	Department/phone (Area code 804)	Degree	Terms of entry	Deadline dates	Test requirements	Special requirements
Occupational Therapy – Post-Professional (An advanced master's program for registered occupational therapists) List OT as curriculum, Post-Professional as specialization, and M.S. as degree	Occupational Therapy (828-2219)	M.S.	Fall preferred		GRE or MAT	Contact department for specific admission requirements
Pathology	Pathology (828-5092)	Ph.D.	Fall	Mar 1	GRE or *MCAT	See the Department of Pathology Web site
Patient Counseling Indicate specialization: Extern Program Residency Program Summer Intern Program	Patient Counseling (828-0540)	Certificate	Fall and spring Fall preferred Summer only			See Graduate Bulletin for description of each program. Contact department for specific admission requirements.
Pharmacology Neuroscience	Neuroscience Program (828-7823)	Ph.D.	Fall preferred		GRE	Contact Dr. L. Satin (828-7823)
Pharmacology/Toxicology	Pharmacology/ Toxicology (828-8400)	M.S., Ph.D., Certificate	Fall preferred No deadline	Apr 15 (Submission of application by Mar 1 highly recommended)	GRE, *MCAT or *DAT	
Pharmaceutical Sciences Indicate specialization: Medicinal Chemistry, Pharmaceutics, Pharmacy Administration	Medicinal Chemistry (828-8483) Pharmacy and Pharmaceutics (828-8334)	M.S., Ph.D.	Fall preferred	Jun 1	GRE	International applicants must complete the TOEFL and international admissions application.
Physical Education	Health and Physical Education (828-1948)	M.S.	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	
Physical Therapy – Entry-Level (A three-year professional program based on three years of previous college work. Applicant may or may not have a bachelor's degree.) List PT as curriculum and Entry-Level as specialization. Leave track blank.	Physical Therapy (828-0234)	M.S.	Fall	Feb 1	GRE	See Graduate Bulletin or contact department for specific admission requirements. Also, complete supplemental program information sheet. (Request from the School of Graduate Studies, if not included with application)
Physical Therapy – Advanced (An advanced master's program for licensed physical therapists who have graduated from a PT program approved by the APTA) List PT as curriculum, Advanced as specialization, and indicate track: Musculoskeletal PT, Neurological PT	Physical Therapy (828-0234)	M.S.	Fall preferred Spring	Aug 1 Dec 1	GRE	See Graduate Bulletin or contact department for specific admissions requirements
Physical Therapy/Anatomy	Anatomy (828-9623) Physical Therapy (828-0234)	Ph.D.	Fall	May 1	GRE	Contact Physical Therapy or Anatomy for specific admissions requirements
Physics Indicate specialization: Instrumentation, Physics of Materials, Physics Research See Chemistry for Ph.D. specialization in Chemical Physics	Physics (828-1818)	M.S.	Fall Spring	Aug 1 Dec 1	GRE	
Physiology	Physiology (828-9756)	M.S., Ph.D., Certificate	Fall preferred No deadline		GRE, *MCAT or *DAT	
Physiology Physical Therapy	Physical Therapy (828-0234) Physiology (828-9756)	Ph.D.	Fall	May 1	GRE	Contact Physical Therapy or Physiology for specific admissions requirements

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Curriculum (In bold type) Specialization and track(s) (If applicable)	Department/phone (Area code 804)	Degree	Terms of entry	Deadline dates	Test requirements	Special requirements
Physiology/Physical Therapy	Physical Therapy (828-0234)	Ph.D.	Fall	May 1	GRE	B.S. or M.S. in Physical Therapy
Planning Information Systems	Urban Studies and Planning (828-2489)	Certificate	Fall Spring	Jun 1 Dec 1	GRE	
Pre-Medical Basic Health Science Indicate specialization: Anatomy, Biochemistry, Human Genetics, Microbiology and Immunology, Pharmacology and Toxicology, Physiology	Anatomy (828-9512) Biochemistry (828-4117) Human Genetics (828-9632) Microbiology/Immunology (828-2311) Pharmacology/Toxicology (828-8902) Physiology (828-9557)	Certificate	Fall	No deadline	GRE, *MCAT or *DAT	
Principalship	Educational Studies (828-1332)	Post- Master's Certificate	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	
Psychology Clinical Counseling General	Psychology (828-1193)	Ph.D.	Fall only	Jan 15 Jan 15 Feb 15	GRE-General and Subject	Applicants should apply to the Ph.D. program only. Psychology does not offer a terminal master's degree. Personal interview may be required for the clinical program.
Public Administration	Political Science and Public Administration (828-1046)	M.P.A.	All terms	Mar 30 (for financial aid consideration)	GRE, GMAT, LSAT or MAT	
Public Health	Preventive Medicine and Community Health (828-9785)	M.P.H. M.D./M.P.H.	Fall Fall	Apr 1	GRE, *MCAT, *DAT or GMAT	Students applying to joint M.D./M.P.H. program should be accepted to the VCU School of Medicine prior to applying to the M.D./M.P.H. program.
Public Management	Political Science and Public Administration (828-1046)	Certificate	All terms			
Public Policy and Administration	Center for Public Policy (828-6837)	Ph.D.	Fall only	Mar 15	GRE, GMAT, LSAT or MAT	
Reading	Teacher Education (828-1305)	M.Ed.	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	
Reading Specialist	Teacher Education (828-1305)	Post- Master's Certificate	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	
Recreation, Parks and Tourism Admission to the Tourism Track is currently suspended. Indicate specialization: Leisure Service Management, Therapeutic Recreation, Sports Leadership	Recreation, Parks and Tourism (828-1948)	M.S.	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	Students applying to the Sports Leadership specialization should contact the VCU Sports Center (828-8326) directly for information and application materials.
Rehabilitation Counseling	Rehabilitation Counseling (828-1132)	M.S.	Fall Spring Summer	Aug 1 Dec 1 May 1	GRE or MAT	
Rehabilitation Counseling/Professional Counseling	Rehabilitation Counseling 828-1132	Post- Master's Certificate	Fall Spring Summer	Aug 1 Dec 1 May 1		

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Curriculum (In bold type) Specialization and track(s) (If applicable)	Department/phone (Area code 804)	Degree	Terms of entry	Deadline dates	Test requirements	Special requirements
Social Work	Social Work (828-1044)	Ph.D.	Full-time – Fall only; Part-time – Fall and Spring	Applications received by Mar 1 given priority for financial aid	GRE	Written exercise required
Social Work – Advanced Standing Indicate concentration: Clinical Social Work, Social Work Planning and Administrative Practice	Social Work (828-0703)	M.S.W.	Summer only – Richmond campus	Dec 1		If applying for off-campus program for concentration year, indicate location in item 6 on application
Social Work – Regular Standing (A two-year program for full-time students, a four-year program for part-time students) Indicate concentration: Clinical Social Work, Social Work Planning and Administrative Practice	Social Work (828-0703)	M.S.W.	Full-time – Fall Part-time – Fall	Feb 1 Feb 1		If applying for off-campus program, indicate location in item 6 on application
Sociology	Sociology (828-1026)	M.S.	Fall Spring	Jul 1 (Feb 15 for financial assistance Nov 15)	GRE	
Special Education Indicate specialization: Early Childhood Special Education, Emotional Disturbance, Learning Disabilities, Mental Retardation, Severe Disabilities	Teacher Education (828-1305)	M.Ed.	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	
Supervisory Endorsement	Educational Studies (828-1332)	Endorsement				With the appropriate course work, a student may receive supervisory certification from the commonwealth of Virginia
Taxation Indicate specialization: Academic or Professional	Business (828-4622)	M.Tax.	Fall Spring Summer	Jul 15 Nov 15 Mar 15	GMAT (may be waived for professional track)	
Teaching – M.T. (A five-year program combining undergraduate and graduate study) Indicate specialization: Early Education, Middle Education, Secondary Education, Special Education	Teacher Education (828-1305)	M.T.	Fall Spring Summer	May 15 Nov 15 Mar 15	GRE or MAT	Contact Division of Teacher Education for further information
Teaching – Certificate Indicate specialization: Secondary Education (Available only in current shortage areas)	Teacher Education (828-1305)	Certificate	Fall Spring Summer	Mar 1 Oct 15 Mar 1	GRE or MAT	Contact Division of Teacher Education for further information
Theatre Indicate specialization: Acting, Costume Design, Directing, Scene Design, Theatre Education	Theatre (828-1514)	M.F.A.	Fall only for Acting Fall, Spring, and Summer for Directing, Theatre Education, Costume and Scene Design	May 1 for Acting Jun 1 for Directing, Scene and Costume Design		**Audition or portfolio and personal interview required. Contact department for additional admission requirements. There are a limited number of acting and directing students admitted each year. Early applicants will be given first priority.
Toxicology (See Pharmacology/Toxicology)						
Urban and Regional Planning Indicate specialization: Economic Development, Environmental Planning, Housing and Neighborhood Planning, Physical Planning, Urban Revitalization and Historic Preservation	Urban Studies and Planning 828-2489	M.U.R.P.	Fall Spring	Apr 15 (Mar 1 for financial assistance) Nov 15	GRE or LSAT	
Urban Revitalization	Urban Studies and Planning (828-2489)	Certificate	Fall Spring	Jun 1 Dec 1		

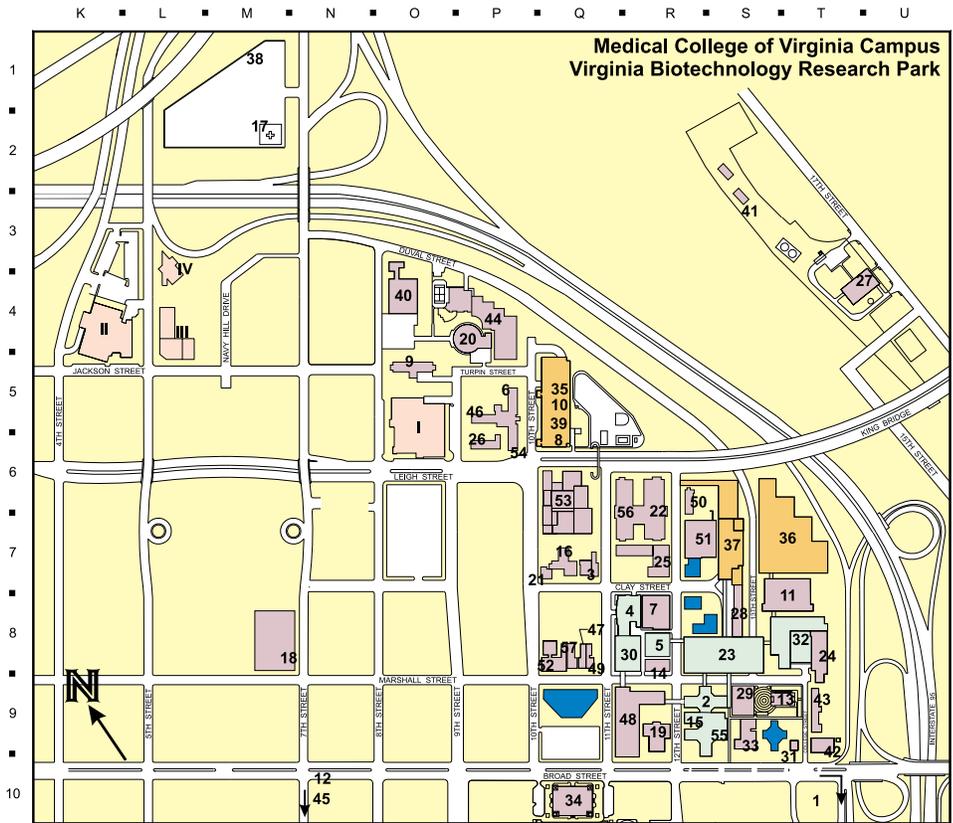
* The Medical College Admission Test or Dental Aptitude Test is acceptable in lieu of the Graduate Record Examination for combined professional/academic degree programs.

** Audition tapes or portfolio required for programs in the School of the Arts should be sent to the Office of Graduate Studies, School of the Arts, Pollak Building, Room 230, Richmond, VA 23284-2519. **Please be sure to send self-addressed, stamped envelopes for return of portfolios.**

Campus Maps

Medical College of Virginia Campus

- 1 (T-10) 2600 E. Cary St.
- 2 (S-9) A.D. Williams Clinic, 1202 E. Marshall St.*
- 3 (O-7) Alumni House, MCV Campus, 1016 E. Clay St.*
- 4 (R-7) Ambulatory Care Center (New), 417 N. 11th St.*
- 5 (R-8) Ambulatory Care Center (Old), 408 N. 12th St.*
- 6 (P-5) Bear Hall, 10th and Leigh streets*
- 7 (R-8) Blackwell Smith Building, 410 N. 12th St.*
- 8 (O-5) Bookstore, MCV Campus, 601 N. 10th St.*
- 9 (O-5) Cabaniss Hall, 600 N. Eighth St.*
- 10 (O-5) Child Care Center, MCV Hospitals, 607 N. 10th St.*
- 11 (T-7) Clinical Support Center, MCV Hospitals, 403 N. 13th St.*
- 12 (N-10) Daniel Call House, 217 W. Grace St.*
- 13 (T-9) Egyptian Building, 1223 E. Marshall St.*
- 14 (R-8) Food Court, MCV Campus, 400 N. 12th St.
- 15 (S-9) George Ben Johnston Auditorium, 305 N. 12th St.*
- 16 (O-7) Grant House (Old Sheltering Arms Hospital), 1008 E. Clay St.*
- 17 (M-2) Heliport, MCV Hospitals, 800 N. Seventh St.*
- 18 (N-8) Hospitality House, MCV Hospitals, 612 E. Marshall St.*
- 19 (R-9) Hunton Hall, 323 N. 12th St.*
- 20 (P-4) Larrick Student Center, 641 N. Eighth St.*
- 21 (O-7) Leigh House, 1000 E. Clay St.
- 22 (R-6) Lyons Dental Building, 520 N. 12th St.*
- 23 (S-8) Main Hospital, 410 N. 12th St.*
- 24 (T-8) Massey Cancer Center, 401 College St.
- 25 (R-7) McGuire Hall and Annex, 1112 E. Clay St.
- 26 (P-5) McRae Hall, 10th and Leigh streets
- 27 (U-3) MCV Campus Steam Plant (New)*
- 28 (S-8) MCV Campus Steam Plant (Old)
- 29 (S-9) Medical Sciences Building, 1217 E. Marshall St.*
- 30 (R-8) Nelson Clinic, 401-09 N. 11th St.* (under construction)
- 31 (T-9) Newton House, 1228 E. Broad St.
- 32 (T-8) North Hospital, 1300 E. Marshall St.*
- 33 (S-9) Nursing Education Building, 1220 E. Broad St.*
- 34 (O-10) Old City Hall, 1001-07 E. Broad St.*
- 35 (O-5) Parking and Transportation Offices/Mailing, 615 N. 10th St.*
- 36 (T-7) Parking, "D" Deck, Faculty/Staff, 515 N. 12th St.*
- 37 (S-7) Parking, "E and S" Deck, Patients/Visitors, 1220 E. Clay St.*
- 38 (M-1) Parking, "I" Lot, Seventh Street at I-95 Interchange*
- 39 (O-5) Parking, "N" Deck, MCV Campus, 615 N. 10th St.
- 40 (O-4) Physical Plant Shops Building 659 N. Eighth St.*



- 41 (S-3) Physical Plant Storage Facility
- 42 (T-9) Randolph-Minor Annex, 301 College St.
- 43 (T-9) Randolph-Minor Hall, 307-15 College St.*
- 44 (P-4) Recreation and Aquatics Center, 10th and Turpin streets*
- 45 (N-10) Richmond Plaza Building, 110 S. Seventh St.*
- 46 (P-5) Rudd Hall, 10th and Leigh streets*
- 47 (O-8) Samuel Putney House, 1010 E. Marshall St.
- 48 (R-9) Sanger Hall, 1101 E. Marshall St.*
- 49 (O-8) Stephen Putney House, 1012 E. Marshall St.
- 50 (S-6) Strauss Research Laboratory, 527 N. 12th St.
- 51 (S-7) Tompkins-McCaw Library, 509 N. 12th St.*
- 52 (O-8) Virginia Mechanics Institute (VMI), 1000 E. Marshall St.*
- 53 (O-6) Virginia Treatment Center, 515 N. 10th St.*
- 54 (P-5) Warner Hall, 10th and Leigh streets*
- 55 (S-9) West Hospital, 1200 E. Broad St.*
- 56 (R-6) Wood Memorial Building, 521 N. 11th St.*
- 57 (O-8) Zeigler House, 1006-08 E. Marshall St.*

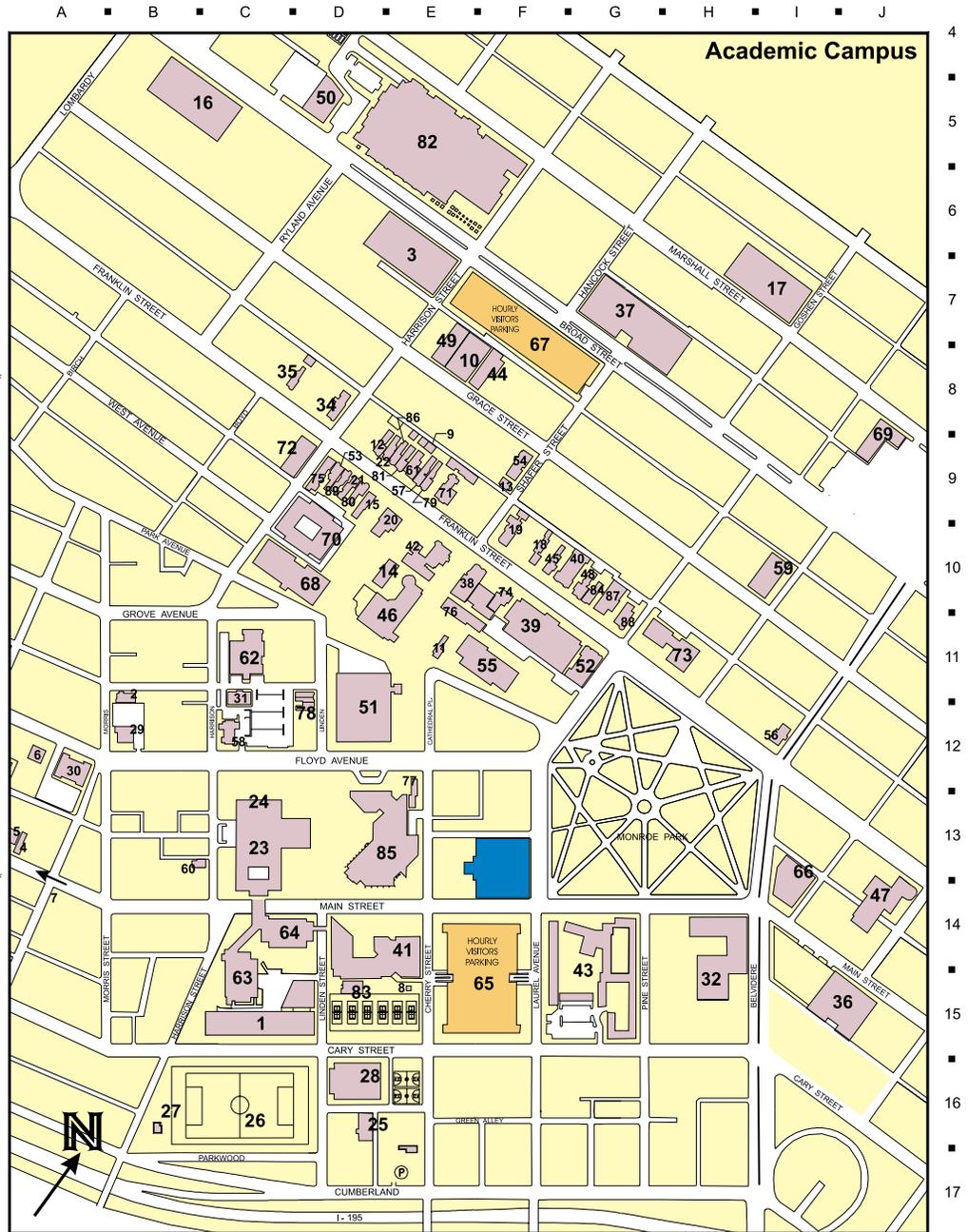
Virginia Biotechnology Research Park Campus

- I (O-5) Biotech Center and Biotech One 800 E. Leigh St.*
- II (K-4) Biotech Two, 400 E. Jackson St.* (under construction)
- III (L-4) Biotech Three, 701 N. Fifth St.*
- IV (L-3) Biotech Four, 737 N. Fifth St.*

* Accessible (may not indicate total accessibility)

Academic Campus

- 1 (C-15) Life Sciences Building (Future), 1000 W. Cary St.* (under construction)
- 2 (B-12) 107 N. Morris St.
- 3 (E-6) 1205-07 W. Broad St.
- 4 (A-13) 1312 W. Main St.
- 5 (A-13) 1314 W. Main St.*
- 6 (A-12) 1315 Floyd Ave.
- 7 (A-14) 1814 W. Main St.*
- 8 (E-15) 6 S. Cherry St.
- 9 (E-9) 916 W. Franklin St. (Rear)
- 10 (F-8) 938-40 W. Grace St.
- 11 (E-11) Adkins House, 824 Park Ave.
- 12 (D-9) Alumni House (Future), Academic, 924 W. Franklin St.* (under construction)
- 13 (F-9) Alumni House (Current), 310 N. Shafer St.
- 14 (D-10) Anderson Gallery, 907 1/2 W. Franklin St.*
- 15 (D-9) Anderson House, 913 W. Franklin St.*
- 16 (C-5) Archaeology Research Center, 1355 W. Broad St.*
- 17 (I-7) Biggs Building, 900 W. Marshall St.
- 18 (F-10) Bird House, 820 W. Franklin St.
- 19 (F-10) Blanton House, 826-28 W. Franklin St.
- 20 (D-9) Bocock House - Facilities Management, 909 W. Franklin St.
- 21 (D-9) Bowe House, 917 W. Franklin St.
- 22 (D-9) Buford House, 922 W. Franklin St.
- 23 (C-13) Business Building, 1015 Floyd Ave.*
- 24 (C-13) Business School Auditorium, 14 N. Linden St.*
- 25 (D-16) Cary Street Annex, 917 Green Alley
- 26 (C-16) Cary Street Field*
- 27 (B-16) Cary Street Field Support Facility*
- 28 (D-16) Cary Street Gym, 911 W. Cary St.*
- 29 (B-12) Child Care Center, VCU, 1128 Floyd Ave.*
- 30 (A-12) Dance Center, 10 N. Brunswick St.
- 31 (C-12) Education Annex, 109 N. Harrison St.*
- 32 (H-15) Engineering Building/Virginia Microelectronics Center, 601 W. Main St.*
- 34 (D-8) Facilities Management, Planning & Design, 1000 W. Franklin St.
- 35 (C-8) Facilities Management, Planning & Design, 1014 W. Franklin St.
- 36 (I-15) Finance Building, 327 W. Main St.*
- 37 (G-7) Fine Arts Center, 1000 W. Broad St.* (under construction)
- 38 (E-10) Founders Hall, 827 W. Franklin St.*
- 39 (F-11) Franklin Street Gymnasium, 817 W. Franklin St.*
- 40 (F-10) Franklin Terrace, 812-14 W. Franklin St.*
- 41 (D-14) T. Edward Temple Building, 901 W. Main St.*
- 42 (E-10) Ginter House, 901 W. Franklin St.*
- 43 (G-15) Gladding Residence Center, 711 W. Main St.*
- 44 (F-8) Grace Street Theater, 934-936 W. Grace St.*
- 45 (F-10) Harrison House, 816 W. Franklin St.
- 46 (E-11) Hibbs Building, 900 Park Ave.*
- 47 (J-14) Historic District Hotel, 301 W. Franklin St.*
- 48 (G-10) Hunton House, 810 W. Franklin St.*
- 49 (E-8) Internal Audit Building, 944 W. Grace St.*
- 50 (D-5) Sports Medicine Building (Future), 1224 W. Broad St.
- 51 (D-12) James Branch Cabell Library, 901 Park Ave.*
- 52 (G-11) Johnson Hall, 801 W. Franklin St.*
- 53 (D-9) Kearney House, 921 W. Franklin St.*
- 54 (F-9) Lafayette Hall, 312 N. Shater St.
- 55 (E-11) Life Sciences Building (Current), 816 Park Ave.*
- 56 (I-12) Lindsey House, 600 W. Franklin St.*
- 57 (E-9) McAdams House, 914 W. Franklin St.
- 58 (C-12) Meeting Center, 101 N. Harrison St.*
- 59 (I-10) Metropolitan Medical Building, 700 W. Grace St.*



- 60 (B-13) Military Science (ROTC), 6-8 N. Harrison St.
- 61 (E-9) Millhiser House, 916 W. Franklin St.
- 62 (C-11) Music Center, 1015 Grove Ave.*
- 63 (C-15) Oliver Hall-Education Wing, 1015 W. Main St.*
- 64 (C-14) Oliver Hall-Physical Science Wing, 1001 W. Main St.*
- 65 (E-15) West Main Street Parking Deck, 801 W. Main St.*
- 66 (I-14) Parking, CV Deck*
- 67 (F-7) West Broad Street Parking Deck, Bookstore, VCU Welcome Center, Business Services Office, 1111 W. Broad St.*
- 68 (D-10) Performing Arts Center, 922 Park Ave.*
- 69 (J-8) Physical Plant Storage Building
- 70 (D-10) Pollak Building, 325 N. Harrison St.*
- 71 (E-9) President's House, 910 W. Franklin St.
- 72 (C-9) Raleigh Building, 1001 W. Franklin St.*
- 73 (H-11) Rhoads Hall, 710 W. Franklin St.*
- 74 (F-11) Ritter-Hickok House, 821 W. Franklin St.*
- 75 (C-9) Scherer Hall, 923 W. Franklin St.
- 76 (E-11) Shafer Street Playhouse, 221 N. Shafer St.*
- 77 (E-13) Sitterding House, 901 Floyd Ave.*
- 78 (C-12) Social Work, 102-06 N. Linden St.*
- 79 (E-9) Stagg House, 912 W. Franklin St.
- 80 (D-9) Stark House, 915 W. Franklin St.
- 81 (E-9) Stokes House, 918 W. Franklin St.
- 82 (E-5) Stuart C. Siegel Center, 1200 W. Broad St.*
- 83 (D-15) Thalheimer Tennis Center, 7 S. Linden St.*
- 84 (G-10) Thurston House, 808 W. Franklin St.
- 85 (E-13) University Student Commons, 907 Floyd Ave.*
- 86 (E-9) Valentine House, 920 W. Franklin St.
- 87 (G-10) White House, 806 W. Franklin St.*
- 88 (G-11) Williams House, 800 W. Franklin St.
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* Accessible (may not indicate total accessibility)

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