

The Graduate School of Arts and Sciences 2006–2007



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Wake Forest University

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Bowman Gray Campus

2006-2007 Academic Calendar

Fall Semester 2006

August 1-4	Tuesday-Friday	Mandatory new-student orientation/registration
August 7-11	Monday-Friday	Ethics Program—new students
August 7-22		Biochemistry Techniques course
August 23	Wednesday	Classes begin
September 4	Monday	Labor Day holiday
September 6	Wednesday	Last day to add courses
September 27	Wednesday	Last day to drop courses
October 6	Friday	Graduate School Career Day
November 17	Friday	Last day to submit thesis to graduate December 30 (to the Graduate School office for review)
November 20-Dec. 9		Registration for spring 2007 (File intent to graduate)
November 22-24	Wednesday-Friday	Thanksgiving holiday
December 1	Friday	Classes end
December 4-8	Monday-Friday	Examinations
December 14	Thursday	Grades Due
December 15	Friday	Last day to defend to graduate December 30
December 30	Saturday	Graduation

Spring Semester 2007

January 9	Tuesday	Classes begin
January 15	Monday	Martin Luther King Jr. holiday
January 24	Wednesday	Last day to add courses
January 26	Friday	Graduate School Forum
February 14	Wednesday	Last day to drop courses
March 5-9	Monday-Friday	Spring recess
March 23	Friday	Graduate Student Research Day
April 6	Friday	Good Friday holiday
April 9	Monday	Last day to submit thesis to graduate May 21 (to the Graduate School office for review)
April 18-May 4		Registration for Summer Session 2007
April 25	Wednesday	Classes end
April 30-May 4	Monday-Friday	Examinations
May 7	Monday	Last day to defend to graduate May 21
May 11	Friday	Grades due
May 19	Saturday	Hooping and Awards Ceremony
May 21	Monday	Commencement

Summer Session 2007

May 23	Wednesday	Summer session begins
May 30	Wednesday	Last day to add/drop courses
July 2-18	Wednesday-Friday	Registration for returning students/Fall 2006
July 3	Wednesday	Last day to submit thesis to graduate August 15
July 27	Wednesday	Last day to defend to graduate August 15
August 10	Friday	Summer session ends
August 15	Wednesday	Graduation
August 17	Friday	Grades due for summer session

Reynolda Campus

2006-2007 Academic Calendar

Fall Semester 2006

August 21-22	Monday-Tuesday	Registration for new students
August 22	Tuesday	New student orientation
August 23	Wednesday	Classes begin
September 6	Wednesday	Last day to add courses
September 8	Friday	Deadline to file statement of intent to graduate
		December 30
September 27	Wednesday	Last day to drop courses
October 13	Friday	Fall break
October 30-Nov. 3	Monday-Friday	Registration for Spring 2007
November 17	Friday	Deadline to submit thesis to the Graduate School office for review of format to graduate December 30
November 22-24	Wednesday-Friday	Thanksgiving holiday
December 1	Friday	Classes end
December 4-9	Monday-Saturday	Examinations
December 20	Wednesday	Deadline to submit final copies of thesis to Graduate School office for December graduation
December 30	Saturday	Graduation

Spring Semester 2007

January 15	Monday	Martin Luther King Jr. holiday
January 16	Tuesday	Registration for new students
January 17	Wednesday	Classes begin
January 31	Wednesday	Last day to add courses
February 9	Friday	Deadline to file statement of intent to graduate
		May 21
February 21	Wednesday	Last day to drop courses
March 10-18	Saturday-Sunday	Spring break
March 19-April 6	Monday-Friday	Registration for Summer 2007
April 2	Monday	Last day to submit thesis to graduate May 21 (to the Graduate School office for review)
April 6	Friday	Good Friday holiday
April 9-13	Monday-Friday	Registration for Fall 2007
May 2	Wednesday	Classes end
May 4-5	Friday-Saturday	Examinations
May 7-10	Monday-Thursday	Examinations
May 11	Friday	Deadline to submit final copies of thesis to Graduate School office for May graduation
May 19	Saturday	Hooding and Awards Ceremony
May 21	Monday	Commencement

Summer Session 2007

May 28-July 2		Summer Session I
July 9-August 11		Summer Session II
August 15	Wednesday	Graduation

Programs of Study



The Graduate School conducts programs on the Bowman Gray Campus (location of the Wake Forest University School of Medicine) and the Reynolda Campus (undergraduate and associated graduate programs). On the Bowman Gray and associated campuses of the medical school, the Graduate School offers PhD programs in biomedical sciences and masters programs in biomedical engineering, comparative medicine, health sciences research, and molecular medicine. The PhD programs in biology, chemistry, and physics, and masters-only programs in eleven

disciplines, ranging from accountancy to religion, are located on the Reynolda Campus. In addition, the masters of arts in liberal studies program enables the college-educated adult student to pursue graduate study in the liberal arts. The Graduate School also offers the combined MD/PhD with the Wake Forest University School of Medicine, the PhD/MBA with the Babcock Graduate School of Management, and an MSA in collaboration with the Wayne Calloway School of Business and Accountancy. Listed on the following pages are the degrees offered.

Program	Degree(s)	Director(s)	E-mail Address
Accountancy	MSA	Dr. Yvonne Hinson	hinsonyl@wfu.edu
Biochemistry and Molecular Biology	PhD	Dr. Suzy Torti	storti@wfubmc.edu
Biology	MS, PhD	Dr. Brian Tague	taguebw@wfu.edu
Biomedical Engineering	MS, PhD	Dr. Craig Hamilton	crhamilt@wfubmc.edu
Cancer Biology	PhD	Dr. Steven Akman	sakman@wfubmc.edu
Chemistry	MS, PhD	Dr. Bruce King	kingsb@wfu.edu
Communication	MA	Dr. Ananda Mitra	ananda@wfu.edu
Comparative Medicine	MS	Dr. Carol Shively	cshively@wfubmc.edu
Computer Science	MS	Dr. William Turkett	turketwh@wfu.edu
Counseling	MA	Dr. Sam Gladding	stg@wfu.edu
Education	MAEd	Dr. Leah McCoy	mccoy@wfu.edu
English	MA	Dr. Scott Klein	klein@wfu.edu
Health & Exercise Science	MS	Dr. Anthony Marsh	marshap@wfu.edu
Health Sciences Research	MS	Dr. Ronny Bell Dr. Michelle Naughton	rbell@wfubmc.edu naughton@wfubmc.edu
Liberal Studies	MALS	Dr. Cecilia Solano	solano@wfu.edu

Program	Degree(s)	Director(s)	E-mail Address
Mathematics	MA	Dr. Edward Allen	allene@wfu.edu
MD/PhD		Dr. Charles McCall Dr. Paul Laurienti	chmccall@wfubmc.edu plaurien@wfubmc.edu
Microbiology and Immunology	PhD	Dr. Martha Alexander-Miller	marthaam@wfubmc.edu
Molecular and Cellular Pathobiology	PhD	Dr. John Parks	jparks@wfubmc.edu
Molecular Genetics and Genomics	PhD	Dr. Donald Bowden	dbowden@wfubmc.edu
Molecular Medicine	MS, PhD	Dr. Kevin High Dr. Linda McPhail	khigh@wfubmc.edu lmcphail@wfubmc.edu
Neurobiology and Anatomy	PhD	Dr. Emilio Salinas	esalinas@wfubmc.edu
Neuroscience	PhD	Dr. Ronald Oppenheim	roppenhm@wfubmc.edu
PhD/MBA		Dr. Dwayne Godwin	dgodwin@wfubmc.edu
Physics	MS, PhD	Dr. Keith Bonin	bonin@wfu.edu
Physiology and Pharmacology	PhD	Dr. Sara Jones Dr. Jeff Weiner	srjones@wfubmc.edu jweiner@wfubmc.edu
Psychology	MA	Dr. Catherine Seta	seta@wfu.edu
Religion	MA	Dr. Simeon Ilesanmi	ilesanmi@wfu.edu

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The University



*WAKE FOREST UNIVERSITY IS
CHARACTERIZED BY ITS DEVOTION TO
LIBERAL LEARNING AND PROFESSIONAL
PREPARATION FOR MEN AND WOMEN,
ITS STRONG SENSE OF COMMUNITY AND
FELLOWSHIP, AND ITS ENCOURAGEMENT
OF FREE INQUIRY AND EXPRESSION.*

Founded in 1834 by the Baptist State Convention of North Carolina, the school opened its doors to students on February 3 as Wake Forest Institute, with Samuel Wait as principal. It was located in the forest of Wake County, North Carolina, on the plantation of Calvin Jones, near which the town of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. The School of Medicine, founded in 1902, offered a two-year medical program until 1941. In that year the school was moved from the town of Wake Forest to Winston-Salem, became associated with the North Carolina Baptist Hospital, and was renamed the Bowman Gray School of Medicine in honor of the benefactor who made possible the move and expansion to a full four-year program. In 1997 the name was changed to the Wake Forest University School of Medicine.

The summer session was inaugurated in 1921. In 1942 Wake Forest admitted women as regular undergraduate students.

In 1946 the Trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College in Winston-Salem, where the School of Medicine was already established. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956 the first fourteen buildings were erected in Georgian style on the new Winston-Salem campus. In 1956 the College moved all operations, leaving the 122-year-old campus in the town of Wake Forest to the Southeastern Baptist Theological Seminary.

The Division of Graduate Studies was established in 1961. It is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Bowman Gray campuses in Winston-Salem.

In 1967 Wake Forest's augmented character was recognized by the change in name to Wake Forest University.

In 1969 the Babcock Graduate School of Management was formed and the professional business program for undergraduates, which was established in 1948, was phased out. On September 12, 1980, the undergraduate program in business and accountancy was reconstituted as the School of Business and Accountancy. In 1995, the name was changed to the Wayne Calloway School of Business and Accountancy.

The Divinity School was established in 1999.

Today enrollment in all schools of the University stands at over 6,000. Governance remains in the hands of the Board of Trustees, and development for each of the seven schools of the University is augmented by Boards of Visitors for the Wayne Calloway School of Business and Accountancy, the undergraduate College, the Divinity School, the Graduate School of Arts and Sciences, the School of Law, the Babcock Graduate School of Management, and the Wake Forest University School of Medicine. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible for the Wake Forest University Baptist Medical Center, which includes the hospital and the medical school.

Wake Forest's relationship with the Baptist State Convention is an important part of the school's heritage. Wake Forest's founders proposed to establish an institution that would provide education under Christian influences. Wake Forest and the Convention have a fraternal, voluntary relationship under which Wake Forest is autonomous in governance. The University is an associate member of the Convention's Council on Christian Higher Education. Wake Forest receives some financial and intangible support from Convention-affiliated churches.

The College, the undergraduate Wayne Calloway School of Business and Accountancy, the Divinity School, the Graduate School, the School of Law, and the Babcock Graduate School of Management, are located on the Reynolda Campus in northwest Winston-Salem. The School of Medicine is about four miles away, near the city's downtown on the Bowman Gray Campus. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, and in other places around the world.

The undergraduate faculties offer courses of study leading to the baccalaureate in over forty departments and interdisciplinary areas. The School of Law offers the Juris Doctor

degree and the Babcock Graduate School of Management, the Master of Business Administration degree. In addition to the Doctor of Medicine degree, the School of Medicine offers, through the Graduate School, programs leading to the Master of Science and Doctor of Philosophy degrees. The Graduate School also confers the Master of Arts, Master of Arts in Counseling, Master of Arts in Education, Master of Arts in Liberal Studies, Master of Science in Accountancy, Master of Science in the Arts and Sciences, and the Doctor of Philosophy degree. The Doctor of Philosophy is offered in several programs. The Divinity School offers the Master of Divinity degree.

The seven-year MD/PhD program is a integrated program between of the School of Medicine and the Graduate School of Arts and Sciences. In conjunction with the Babcock School, the Graduate School of Arts and Sciences offers a PhD/MBA degree joining doctoral training with business and management skills.

Libraries

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of Southeastern Research Libraries and in the Association of College and Research Libraries. They rank among the top schools in the southeast in library expenditures per student.

The Wake Forest University libraries hold more than 1.7 million volumes in print, over 32,000 subscriptions to periodicals and serials, over two million microforms, as well as growing media collections. All Wake Forest University libraries share an online catalog that also provides access to electronic journals, databases, and other resources, all accessible via the campus network and on the Internet.

Bowman Gray Campus

The Coy C. Carpenter Library is the principal learning resource serving the academic needs of the faculty, staff, and student body of the Wake Forest University School of Medicine.

The library contains extensive collections in all of the medical and surgical specialties and the basic sciences, as well as collections in nursing and allied health. Domestic and foreign periodicals, textbooks, audiovisuals, and computer software are included.

The Carpenter library's Web site, www.wfubmc.edu/library, offers access to Medline, UpToDate, InfoPOEMS, Journal Citation Reports, Natural Medicines Comprehensive Database, Micromedex, PsycINFO, and Web of Science, as well as over fifty other bibliographic and full text databases. Over 1,800 electronic journals and 100 textbooks are also available.

The print collection, containing more than 155,000 volumes, includes 2,290 medical and related scientific journal titles. Specific collections deal with the written and oral history of the medical school, the history of neurology, and the Suzanne Meads Art in Medicine Collection. The library also produces the Faculty Publications Database which contains nearly 25,000 citations to WFUSM-authored journal articles, books, and book chapters.

Reference librarians evaluate health information Web sites and organize them into subject-specific categories. Document delivery services and interlibrary loan services provide fast delivery of articles by e-mail, fax, or interoffice mail.

The library's Learning Resources Center offers computer classroom facilities for individual and group instruction. Over sixty classes are taught each month by various departments within the Medical Center and a local technology training company on technology and software applications. The library also offers instruction in individual databases (e.g. Reference Manager, EndNote), software (Microsoft Word, PowerPoint),

and on Internet browsers, search engines, and research resources. The library has over ninety connections to the Academic Network for faculty and student ThinkPad users as well as a wireless network.

Reynolda Campus

The Z. Smith Reynolds Library holds over 1.4 million volumes, over 1 million reels of microfilm and pieces of microtext, and more than 20,000 DVDs and videos. As a congressionally designated selected federal depository and depository of North Carolina government information, the Reynolds library holds nearly 170,000 government documents.

The Z. Smith Reynolds Library provides comprehensive reference and research services including, assistance with directed and independent research and online searching; discipline-related library instruction; information literacy classes; general library orientation; and tours. Reference tools are available in electronic and print formats. Wake Forest students, faculty, and staff may use interlibrary loan services to borrow materials from other libraries throughout the country at no charge.

Special collections in the Z. Smith Reynolds Library include the Rare Books and Manuscripts Collection and the Ethel Taylor Crittenden Baptist Historical Collection. The Rare Books Collection, greatly enhanced by the donation of rare and fine books of the late Charles H. Babcock, emphasizes American and British authors of the late nineteenth and early twentieth centuries. Among the collections are works of Mark Twain, Gertrude Stein, William Butler Yeats, and T. S. Eliot. The extensive Anglo-Irish literature collection includes the Dolmen Press Archives. The archive of alumna Harold Hayes, editor of *Esquire* magazine in the 1960s–70s, and the Maya Angelou works for theater, television, and screen are maintained in the special collections. The Ethel Taylor Crittenden Baptist Historical Collection contains significant

books, periodicals, manuscripts, and church records relating to North Carolina Baptists, as well as a collection of the personal papers of prominent ministers, educators, and government officials with ties to Wake Forest. The Wake Forest College/University Archive is also located in this area.

The entire library is equipped for wireless internet access. Facilities in the Z. Smith Reynolds Library include an Information Technology Center (ITC), which offers digital imaging, scanning, multimedia services, collaborative workstations, a computer lab, and technology training. Small group study rooms may be reserved at the circulation desk. In addition, ninety locking study carrels, located throughout the Reynolds stacks, may be reserved by graduate students. Two twenty-four-hour study rooms, one of which houses a cyber café, are located near the entrance to the library and are accessible by keycard when the library is closed. For more information, visit the Z. Smith Reynolds Library Web page at <http://zsr.wfu.edu>.

The Professional Center Library, also located on the Reynolda Campus, supports the Wake Forest University School of Law and the Babcock Graduate School of Business and Management. The Professional Center Library, housed in the Worrell Professional Center, holds over 200,000 volumes, subscribes to nearly 7,000 serials, and provides access to over 1,300 electronic databases.

Information Technology Academic Computing

Bowman Gray Campus

The Office of Academic Computing is dedicated to the development and support of technology innovations in graduate education. Its mission is to provide the infrastructure for faculty and students to effectively utilize technologies to augment the lifelong learning process. A key role of the department is to facilitate basic understanding with regard to

the uses of technology, not only within education but also within the workplace.

The department has developed a ubiquitous computing environment, focusing on technology standards in hardware, software, and networking. The main strategic initiative has been the development of a Web-based curriculum for the individual programs of the Graduate School. The Web-based curriculum provides an organization framework for the digitized lectures and course materials of each program, education-oriented Web sites, schedules, collaborative discussions, and links to specialty content application.

Incoming graduate students are issued a new ThinkPad through the University. The computer is issued to the student during the orientation week and remains the property of the Graduate School until graduation.

The Office of Academic Computing provides technical support for hardware and software issues related to the ThinkPad computers and electronic curriculum. During the hours of 7:30 a.m.-5:30 p.m. Monday through Friday, students can utilize the services of three technical support analysts. After hours technical services are available through the Information Services Help Desk at 716-HELP (4357). In addition to the technical support functions, the office also provides services to the faculty for the development of teaching applications and assistance with the digitization of curriculum content. Three software developers are employed for this specific purpose.

The laptop computers contain a standard suite of powerful programs that allow students easy access to research and class materials and offer the ability to interact with faculty, staff, and other students through the campus network. The programs include Microsoft Office, electronic mail, Internet, and library browsing, research, analytical, and developmental tools. A large variety of instructional, classroom, and research resources are accessible through the campus network.

Wake Forest has a gigabit Ethernet connection to the Internet. Wake Forest is also a key member of Internet 2, which is focused on providing advanced network technologies, and the North Carolina Research and Education Network (NCREN), which provides statewide educational programs.

Reynolda Campus

Information Systems supports the instruction, research, and administrative needs of the Reynolda Campus of Wake Forest University. The campus computer network offers high-speed wired and wireless connectivity from all residence hall rooms, classrooms, offices and most public areas.

Prior to the beginning of classes, Wake Forest University provides new graduate students with Wake Forest-owned ThinkPads. This practice does not include students in the Master of Arts in Liberal Studies program (MALS), the Visiting International Faculty Program (VIF) or Master of Accountancy students who are undergraduates of Wake Forest. Wake Forest retains ownership of the computer until the student graduates. Information Systems provides service and support for the ThinkPad and the standard software that Wake Forest licenses for use by students. Maintenance warranty against manufacturer's defects is provided for the notebook computers for a limited time. Students are responsible for the care of the computer and will be subject to full replacement cost for loss or damage not covered by warranty.

Continuing graduate students may lease ThinkPads from Information Systems (336-758-4357) or purchase computers from Wake Forest Computer Sales and Service located on the Bowman Gray Campus (336-716-9404). These notebook computers contain a standard suite of powerful programs that allow students easy access to research and class materials and offer the ability to interact with faculty, staff, and other students through the campus network. Software programs include Microsoft Office, electronic mail, and Internet

applications such as Mozilla and Macromedia Dreamweaver. A large variety of instructional, classroom, and research resources are also available on the ThinkPad. These include the online catalog, databases, and electronic journals provided by the Z. Smith Reynolds Library.

Information Systems maintains an extensive array of online information systems that support University admissions, student registration, grade processing, payroll administration, accounting services, and many other administrative and academic applications. In addition, the Wake Forest Information Network (WIN) provides the University community with features like faculty, staff, and student directories; an alumni directory and career networking service; online class registration; and vehicle registration.

Students also have access to computing resources outside the University. Wake Forest has a gigabit Ethernet connection to the Winston-Salem RPOP (regional point of presence) for Internet access. This RPOP connects the University to the North Carolina Research and Education Network (NCREN), the Internet service provider for the majority of North Carolina colleges and universities. Through this connection, Wake Forest has access to additional extensive supercomputing facilities located throughout the state of North Carolina as well as access to all the premiere research networks in the world, including Internet II, Abilene, and the VBNS (Very high performance Backbone Network Service). Wake Forest works closely with NCREN on other advanced network and Internet technologies. The University is a member of the Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data. The University is also a member of EDUCAUSE, a

national consortium of colleges and universities concerned with computing issues.

The University has an extensive collection of computing facilities that serve both academic and business needs. Wake Forest's network infrastructure includes a gigabit Ethernet backbone, 100 megabit switched connectivity to the desktop, and pervasive, 802.11a/g wireless connectivity in all classrooms and residence halls and most other campus buildings. Thirty LINUX servers and thirty-six Windows-based servers provide for business computing needs and services. A mix of forty-nine LINUX and AIX systems and thirty-four Windows-based systems provide for messaging, systems management, Internet, intranet, courseware, various research needs, and file and print services. A 130-node LINUX supercomputing cluster provides supercomputing services for math, computer science, physics, and other scientific research applications. These systems are available to students, faculty, and staff twenty-four hours a day through the Wake Forest University network or ISP connectivity. All connections are protected by VPN and firewalls.

Information Systems provides assistance online at <http://help.wfu.edu> and by telephone at 758-HELP (4357). Professional staff supports walk-in customers in room 256 of the Information Systems Building from 8 a.m. until 9 p.m. Monday through Thursday; 8 a.m. until 5 p.m. on Friday; and 5 p.m. until 9 p.m. on Sunday. A voice mail retrieval system is activated on weekends and during holiday breaks to respond to emergency calls.

Recognition and Accreditation

Wake Forest University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. The Commission can be contacted at (404) 679-4501, 1866 Southern Lane, Decatur, GA 30033-4097 and www.sacscoc.org. Inquiries should relate only to the accreditation status

of the institution and not to general admission information.

The Wake Forest University School of Medicine is a member of the Association of American Medical Colleges and is fully accredited by the Liaison Committee on Medical Education, the joint accrediting body of the Association of American Medical Colleges and the American Medical Association. The School of Law is a member of the Association of American Law Schools and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. The Babcock Graduate School of Management and the Wayne Calloway School of Business and Accountancy are accredited by the AACSB—The Association to Advance Collegiate Schools of Business. The Babcock Graduate School is accredited by the European Foundation for Management Development. The program in counseling leading to the master of arts degree is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The Divinity School is accredited by the Association of Theological Schools in the United States and Canada (ATS).

Wake Forest University is a member of many institutional organizations and associations at the national, regional, and statewide levels, including the following: the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools, the Commission on Colleges of the Southern Association of Colleges and Schools, the Southern Universities Conference, the Conference of Southern Graduate Schools, Oak Ridge Associated Universities, the North Carolina Conference of Graduate Schools, the North Carolina Association of Colleges and Universities, the North Carolina Department of Public Instruction, and the North Carolina Independent Colleges

and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of University administration.

There is an active chapter of the American Association of University Professors on campus.

Oak Ridge Associated Universities

Since 1993, students and faculty of Wake Forest University have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of ninety-one colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, 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 under-represented 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 at www.orau.gov/orise/educ.htm, or by calling the contact below.

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

For more information about ORAU and its programs, contact Monnie E. Champion, ORAU corporate secretary, at (865) 576-3306; or visit the ORAU at www.orau.org.

**Application materials and an online
application submission process are available
at www.wfu.edu/graduate**

The Graduate School



*IN ACCORD WITH THE PREVAILING
CUSTOM AMONG AMERICAN COLLEGES
DURING THE ANTEBELLUM PERIOD,
WAKE FOREST GRANTED HONORARY
MASTER'S DEGREES TO SELECTED ALUMNI.*

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

During the fifteen years the College and the School of Medicine were located in different towns, the study of graduate education continued on both campuses. The self-study report adopted by the faculty of the School of Arts and Sciences immediately prior to its move to Winston-Salem recommended that graduate study leading to the master's degree be resumed as soon as practicable. In 1958 the administration of the School of Medicine,

in view of an increasing demand for graduate instruction in basic medical and clinical sciences, appointed a Committee on Graduate Studies for the purpose of reorganizing the graduate program.

As a result of these two parallel studies and in recognition of the need for an institution-wide approach to graduate education, the trustees, on January 13, 1961, established the Division of Graduate Studies and authorized it to grant the master of arts degree in the School of Arts and Sciences and the master of science and doctor of philosophy degrees in the School of Medicine. The first PhD degree was awarded in 1964. In 1967 the master of arts in education degree was added to the graduate program in arts and sciences. A new program, leading to the master of arts in liberal studies, was begun in the summer of 1987. The first PhD program on the Reynolda campus was begun in 1970. The master of science in accountancy offered in collaboration with the Wayne Calloway School of Business and Accountancy was begun in 1995.

Statement of Purpose

Following is the official statement of the purposes and objectives of the University:

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

The University is now comprised of seven constituent parts: two undergraduate institutions: Wake Forest College and the Wayne Calloway School of Business and Accountancy; the Graduate School; and four professional schools: the School of Law, the Wake Forest University School of Medicine, the Babcock Graduate School of Management, and the Divinity School. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing the critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and using knowledge in the service of humanity.

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

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that

transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

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

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and lay people for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths.

The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

The Graduate School, operating within the framework of these principles, seeks to provide a community of faculty and advanced students dedicated to teaching, research, and productive scholarship. Through graduate programs in the arts and sciences and the basic medical sciences, an effort is made to expand the frontiers of knowledge and to keep abreast of man's understanding of the rapidly changing human environment. As a significant feature of the educational process, students are encouraged to develop initiative, resourcefulness, and responsibility required of those who become independent intellectual leaders in their chosen fields of endeavor.

Statement of Principle on Diversity

Wake Forest University is a community of men and women that seeks the enlightenment and freedom which come through diligent study and learning. Its higher goal, however,

is to give life to the University motto "Pro Humanitate," as members translate a passion for knowledge into compassionate service.

The community shares a tradition that embraces freedom and integrity and acknowledges the worth of the individual. The heritage, established by the school's founders and nurtured by succeeding generations, promotes a democratic spirit arising from open-mindedness and discourse.

Wake Forest fosters compassion and caring for others. Its collective strength and character are derived from the values and distinctive experiences of each individual; therefore, it affirms the richness of human intellect and culture and its contribution to knowledge, faith, reason, and dialogue. Furthermore, it strives toward a society in which good will, respect, and equality prevail. To that end, Wake Forest University rejects hatred and bigotry in any form and promotes justice, honor, and mutual trust.

Administration

The Graduate School is administered by a dean, an associate dean, and a Graduate Council composed of three ex-officio administrative officials, twelve faculty members elected by the Graduate School faculty, and two graduate students elected by the Graduate Student Association. Six of the twelve are members of the College of Arts and Sciences or the Wayne Calloway School of Business and Accountancy faculty (Reynolda campus) and six are members of the Wake Forest University School of Medicine faculty (Bowman Gray campus).

Application materials and an online application submission process are available at www.wfu.edu/graduate

Procedures



ALL STUDENTS ARE RESPONSIBLE FOR FAMILIARIZING THEMSELVES WITH THE PORTIONS OF THIS BULLETIN THAT PERTAIN TO THEIR COURSE OF STUDY. STATEMENTS CONCERNING COURSES AND EXPENSES ARE NOT TO BE REGARDED AS IRREVOCABLE CONTRACTS BETWEEN THE STUDENT AND THE INSTITUTION. THE UNIVERSITY RESERVES THE RIGHT TO CHANGE THE SCHEDULE OF CLASSES AND THE COST OF INSTRUCTION AT ANY TIME WITHIN THE STUDENT'S TERM OF RESIDENCE.

Dates for Applying

The deadline for applications is January 15, although early application is encouraged. Students normally matriculate at the beginning of the fall semester. Students in the Master Teachers Fellows Program or the Visiting International Faculty Program matriculate in early June.

How to Apply

Application materials, as well as the application process, are available on the Web at www.wfu.edu/graduate.

Financial Assistance

On the Reynolda Campus, tuition scholarships, fellowships, teaching assistantships,

and research assistantships are available to qualified students. On request, individual departments or the dean of the Graduate School will supply information regarding levels of support. Assistantships and fellowships include full-tuition scholarships as part of the grant. An assistantship includes a tuition scholarship plus compensation for services rendered. Assistants work from twelve to fifteen hours per week and carry a normal courseload.

Acceptance of a fellowship (Bowman Gray campus), teaching assistantship, or research assistantship carries with it the obligation to perform duties assigned by the student's department. Unsatisfactory performance or failure to complete these assigned duties will result in the withdrawal of all financial aid. In this case, students may be allowed to continue the program by paying the remainder of their own tuition on a pro rata basis, provided they are in good academic standing, or they may be dropped from the program. Exceptions to this regulation may be made on an individual basis involving extraordinary circumstances and with the recommendation of the student's department.

Assistantships and fellowships are potentially renewable, but the total number of years a student working toward the master's degree may receive support may not exceed two. A need for financial assistance may be noted on the application form. Information on financial aid awards will be included in the offer of admissions letter.

Some students who receive graduate assistantships may be assigned duties outside the department of study.

The residence life and housing office on the Reynolda Campus has a limited number of

hall director and compliance advisor positions available to qualified graduate students. Please note that tuition scholarships may be available for the hall director position. However, such scholarships are not available to students enrolled in divinity, law, liberal studies, MBA, Master Teacher Fellows, Visiting International Faculty, and biomedical programs. Interested students are urged to contact the Office of Residence Life and Housing for more information by calling (336) 758-5185, by e-mail at housing@wfu.edu, or by visiting the housing Web page at www.wfu.edu/housing under "employment."

A number of full-tuition scholarships and research grants are available for Reynolda continuing students for the summer sessions. Interested persons should contact their respective departments.

Financial support for students on the Bowman Gray campus is provided from various sources, including dean's fellowships, graduate fellowships, and tuition scholarships. In addition, many students are supported as research assistants from externally funded sources. Fellowships may include tuition scholarships.

The Norman M. Sulkin Scholarship Fund provides scholarship assistance to students in the neurobiology and anatomy PhD program.

The Camillo Artom Scholarship provides annual scholarship grants to one or more students enrolled in programs leading to the MD or PhD degrees with special preference given to students seeking a degree in biochemistry and molecular biology.

The Sandy Lee Cowgill Memorial Scholarship Fund provides scholarships to at least two students, the first of whom shall be enrolled in the MD program and the second of whom may be enrolled in the MD or PhD program, with preference given to a student in biochemistry and molecular biology.

The Lucy Robbins Fellowship Fund provides a scholarship for a current fourth-year graduate student conducting cancer-related research.

Reynolda graduate students who are interested in the Guaranteed/Insured Student Loan Program should request information from their state agency or the student financial aid office. North Carolinians may receive applications from College Foundation Inc., P.O. Box 12100, Raleigh, NC 27605-2100. Bowman Gray campus students may contact the financial aid office.

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

Admission

Eligibility. Undergraduate seniors and graduates of U.S. colleges and universities or recognized foreign institutions may apply for admission to the Graduate School for study on the Reynolda campus or the Bowman Gray campus. Undergraduates must complete their degree requirements prior to entering the Graduate School. Medical students who have satisfactorily completed, or will complete by the end of the spring semester, at least one year of the medical curriculum may apply for admission to the Graduate School. The Graduate School also accepts applications from holders of the MD, DDS, or DVM degrees, or from candidates for these degrees who will have satisfactorily completed the prescribed medical curriculum prior to matriculation in the Graduate School.

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

Graduate Record Examinations. All applicants (except for the master of arts in liberal studies, the master of science in accountancy program, and the combined MD/PhD program) are required to submit official scores on the General Test and the Subject Test* of the Graduate Record Examinations (GRE) administered by the Educational Testing Service, P.O. Box 6000, Princeton, New Jersey 08541-6000 (www.ets.org). Usually these examinations are taken in the fall of the student's senior year. When applying to take the GRE, applicants should enter the Wake Forest University Graduate School code 5885 for programs of study on the Reynolda campus, or 5920 for programs of study on the Bowman Gray campus. Test scores will be mailed from Education Testing Service.

**The GRE Subject Test is required for the Department of English. The GRE Subject Test is recommended but not required for the Departments of Chemistry, Physics, and Psychology. The other Reynolda campus departments and Bowman Gray campus programs do not require the subject test.*

Graduate Management Admission Test. Applicants to the master of science in accountancy program are required to submit official Graduate Management Admission Test (GMAT) scores. The GMAT is administered online by the Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103. When applying to take the GMAT, applicants should enter the Wake Forest University Graduate School code R5F-NS-33. Test scores will be mailed from Pearson VUE.

Test of English as a Foreign Language. An official test is required if college instruction was not in English; the minimum total score is 550 (paper-based test), 213 (computer-based test) or 79-80 (internet-based test). For the liberal studies program, the minimum total score is 650 (paper-based test) 280 (computer-based test), or 114-115 (internet-based test). The TOEFL bulletin of information and registration form can be obtained at American

embassies and consulates, offices of the United States Information Service, United States educational commissions and foundations abroad, and at bi-national centers. Students unable to obtain a bulletin from one of the above should write to: Test of English as a Foreign Language, P.O. Box 6155, Princeton, New Jersey 08542-6155, USA or visit www.toefl.org. Administrations of TOEFL are coordinated with the GRE and are available in most countries. Correspondence should be initiated at least three months before the testing date. When applying to take the TOEFL, applicants should enter the Wake Forest University Graduate School code 5885 for programs of study on the Reynolda campus or 5920 for programs of study on the Bowman Gray campus. Test scores will be mailed from Educational Testing Service.

International English Language Testing System. IELTS is jointly managed by the British Council, IDP:IELTS Australia, and the University of Cambridge ESOL Examinations. The IELTS is available at 270 test centers worldwide. The minimum score on the IELTS is 6.5. To obtain information regarding this test and the centers, visit www.ielts.org.

Personal Interviews. Although not required of all students, personal interviews are encouraged and may be specified as a requirement for some programs. For more information, contact the program director.

Transfer Students. Applicants for the master's degree who have completed a portion of their graduate training in another institution are eligible for admission but may not transfer for credit more than six semester hours of coursework. The minimum grade allowed for transferring courses in is B. This limitation does not apply to applicants for the PhD degree. An official release letter is required from the applicant's current institution.

Admission of Students with Disabilities

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

The University endeavors to provide facilities which are in compliance with all laws and regulations regarding access for individuals with disabilities. Additionally, special services are available to reasonably accommodate students with disabilities. For more information on assistance for graduate students, please contact Van D. Westervelt, director of the Learning Assistance Center at (336) 758-5929 or refer to Disability Services under Campus Life at the Wake Forest Web site.

Admission Categories

Regular Status in a Degree Program. A person with a superior undergraduate record (at least a B average or upper quarter of the class and with the appropriate courses), satisfactory GRE scores or GMAT scores (for an individual applying to the master of science in accountancy program), and good recommendations may apply for regular admission. The liberal studies program has a separate and distinct set of application procedures. For further information, write to the Liberal Studies Program Director, Wake Forest University, P.O. Box 6103, Winston-Salem, NC 27109-6103.

Provisional Status in a Degree Program. Those who may be awaiting GRE or GMAT scores or at the time of application have grades slightly below those specified for regular admission may be granted provisional admission. Provisional status is limited to not more than one semester of full-time study or its equivalent in part-time study.

Unclassified Non-Degree Graduate Status.

Applicants seeking courses for graduate credit but not wishing to work for a graduate degree may apply for admission as unclassified or non-degree status. Applicants are required to complete an application, submit a \$45 application fee, meet the immunization requirements, and submit an official transcript showing a baccalaureate degree at least one month prior to matriculation. Instructor approval is required for each course prior to enrollment.

Classification of Students

Full-Time Status. A student who devotes full-time to a graduate program as outlined by his or her faculty committee and is in full-time geographic residence with a minimum of nine semester hours of coursework, including thesis research, is considered a full-time student. Students registered as "thesis only" or "graduate fee only" may be considered full-time.

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

Tuition and Fees

2006-2007 Fee Schedule

Full-time Tuition	\$26,985
Fall 2006 and Spring 2007 (minimum 9 hours)	
Part-time Tuition per hour	\$970
Audit Fee per hour (Part-Time Students)	\$50
Master of Arts in Liberal Studies Program (per semester hour)	\$264
Summer Session	
Reynolda Campus (per semester hour)	\$535
Bowman Gray Campus (per semester)	\$300

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

Students on either campus not enrolled in classes but using University facilities or faculty time for such projects as the completion of a thesis are required to register and pay a graduate student fee of \$30 per semester or \$15 for each term of the summer session. Students must be enrolled for the semester in which they graduate.

During both the academic year and the summer session, full-time graduate students on either campus may take graduate courses on the other campus without additional tuition.

Students Fee. Students on either campus pay a fee at the time of graduation.

Doctoral Candidate Fee. Doctoral candidates on both campuses pay an additional \$55 at the time of graduation to have their dissertations added to the University Microfilms International (UMI) database and to have their abstracts published in Dissertation Abstracts International.

Tuition Concession. There is a tuition concession plan for faculty and staff of the University and for the spouses of faculty and eligible staff members. For further information, contact the human resources office. The Graduate School grants a one-half tuition rate for educators teaching full-time in public schools or state-approved, non-public schools. This policy covers only educators who teach either in grades kindergarten through 12th or in community college institutions.

Graduate students enrolled for full-time and part-time status are entitled to full privileges

regarding libraries, laboratories, athletic contests, student publications, the Student Union, the University Theatre, the Secrest Artists Series of Wake Forest University, and the Student Health Service.

During the academic year, all students, full- and part-time, receive tuition refunds according to the following schedule. This policy applies to students dropping courses as well as to those withdrawing. Withdrawals must be official and students must turn in their identification cards and laptop computer before claiming refunds.

Graduate students who are recipients of Title 4 federal financial aid (Pell Grants, SEOG, FWS, Perkins Loans, Stafford Loans and PLUS Loans) should refer to pages 25-26 of the 2006-2007 *Wake Forest Undergraduate Bulletin* for the Return of Program Funds policy.

Number of Weeks in Attendance	% of Total Tuition Refunded
1	100%
2	75%
3	50%
4	25%

**Counting from the first day of classes; fractions of a week count as a full week. For liberal studies students, the counting begins with the first day of class.*

If the University deems it necessary to engage the services of a collection agency or attorney to collect or to settle any dispute in connection with an unpaid balance on a student account, the student will be liable for all collection agency and/or attorney's fees, reasonable expenses, and costs incurred.

Housing Services

The Graduate School does not require that students live in University housing. Most students make their own arrangements for housing off campus. The Office of Residence

Life and Housing (Benson 101) serves as an information center for individuals who wish to advertise rooms, apartments, and houses for rent or sale. It also provides a place for students to list information if they are interested in finding a roommate to share expenses. Off-campus facilities are not screened. The University serves only as an information source and does not assume responsibility for placement, lease agreements, or landlord-tenant relations.

Graduate students who live in University housing are expected to follow the regulations and conditions governing occupancy as stated in the lease or contract agreement. Bowman Gray campus students may apply for a Medical Foundation apartment or secure housing in other facilities near the Medical Center.

It is advisable to make housing arrangements as early as possible as space is very limited for both single and married students. For information regarding available off-campus University housing on the Reynolda campus, students should contact Patti Hull, real estate manager, (336) 758-5584.

Food Services

The Wake Forest dining service offers a variety of locations where students can use their Deacon OneCard. Seven dining locations on the Reynolda campus offer a variety of food options and atmospheres: The Fresh Food Company at Reynolda Hall, The Benson Food Court, Shorty's, The Magnolia Room, The IS Food Court, and three convenience stores (The Sundry, Polo Area Sundry, and Bodega). Cafeterias and fast-food services are also available on the Bowman Gray campus.

The Deacon OneCard is a declining balance account available with your student ID card. Money can be added to the account during the semester with a deposit of \$25 or more cash, check, or money order or \$100 or more with MasterCard or Visa.

For additional information, please contact ARAMARK Dining Services, P.O. Box 7393, Winston-Salem, NC 27109-7393, by telephone (336) 758-5607 or stop by the ARAMARK offices at 31C Reynolda Hall.

Student Health Service

Bowman Gray Campus

Students are assigned to physicians in the Department of Family and Community Medicine for provision of primary care services. Spouses and dependent children may request the services of the assigned physician.

Members of the faculty serve as student's physicians. Clinics are held Monday through Friday, by appointment, for preventive and therapeutic services. Physicians are available for emergencies twenty-four hours a day, seven days a week, through an answering service. The student's medical insurance company will be billed for *all* visits. A co-pay must be submitted at the time of service.

Students are *required* to have adequate health insurance. Any charges generated that are not covered by the student's insurance policy will be the personal responsibility of the student. Students may enroll in the student health and accident insurance plan. Information on this plan will be provided by the Graduate School office.

Prior to matriculation, each student is *required* to complete a health assessment questionnaire, have a complete physical exam, and have updated immunizations at his/her expense.

The Medical Center Employee Health Services will have the responsibility for monitoring compliance with the below mentioned immunization requirements as well as being responsible for ongoing tuberculosis screening done on a yearly basis. Employee Health Services also will manage any blood and body fluid exposures, as well as provide acute care clinics at no charge.

Immunization Policy

Bowman Gray Campus

Wake Forest University and North Carolina State law require that all new, transfer, readmit, unclassified, or visiting students, except those with a valid exemption, submit certification of certain immunizations PRIOR TO REGISTRATION. *Documentation should be on or attached to the completed immunization form provided by the Medical Center Employee Health Services.* Acceptable documentation is (1) the signature of the appropriate official(s) having custody of the immunization records, such as a physician or county health department official, or (2) a certificate from the student's former school containing the approved dates of immunizations, or (3) photocopies of the original records.

Tetanus and Diphtheria (Td). Students must document a booster less than ten years old.

Rubeola (Measles). Students must document two doses of live virus measles vaccine, given at least thirty days apart, on or after their first birthday (after 3/21/63*). If they were born prior to 1/1/57, they must have documentation of a titer indicating that they are immune, or documentation of vaccinations with live virus vaccine.

Rubella (German Measles). Students must document that they have had one dose of live virus vaccine on or after their first birthday (after 6/9/69*), or they must have documentation of a titer indicating they are immune. History of the disease is *not* acceptable.

Mumps. Students must document that they have had two doses of live virus mumps vaccine on or after their first birthday (after 12/28/67*), or provide documentation of a blood test (Mumps IGG) proving immunity.

PPD Tuberculin Skin Test. The test is required; a tine test will not be accepted. The test

must have been done after March of this current year. If the student is known to be tuberculin-positive or if the test result is positive, attach record of treatment and chest x-ray results.

Hepatitis B. A three-dose series of the vaccine with a confirmatory positive titer is recommended (not required).

Varicella Titer. A varicella titer result is required—without exception.

** Indicates date the vaccine was licensed by the FDA. Combination vaccines have different licensure dates.*

The North Carolina requirements must be documented within thirty days following enrollment. After that time, unimmunized students cannot attend classes until their immunizations are documented. Please note that the Hepatitis B series requires several months for completion.

Questions regarding these requirements should be directed to Employee Health Services at (336) 716-4801.

Student Health Service

Reynolda Campus

The Student Health Service promotes a healthy lifestyle through health education and health maintenance. A physician-directed medical staff offers urgent care, illness care, physical examinations, counseling, limited psychiatric care, allergy injections, immunizations, gynecological services, pharmacy, laboratory, sports medicine clinic, referral to specialists, confidential HIV testing, and travel information.

A full staff is available by appointment during clinic hours (fall and spring semesters): 8:30 a.m.–noon; 1:30 p.m.–4 p.m., Monday–Friday and Monday–Thursday during the summer. A limited staff is available for urgent care and observation twenty-four hours a day, seven days a week, when school

is in session during the academic year. The services of the staff are covered by tuition. There is a charge for medications, laboratory tests, observation care, and some supplies and services. Payment can be made using cash, check, or Deacon Dollars. The charge can also be placed on the student's account in Financial and Accounting Services. A copy of the statement is given to the student to file with their insurance company.

Health Information Summary

All new students are required to have on file in the Student Health Service the *WFU Student Health Service Health Information Summary Form*. It must be received by the Student Health Service before May 1 for summer session, July 1 for new students entering fall semester or before January 1 for new students entering spring semester. The form is available for download at <http://wfu.edu/shs>. This form includes documentation of immunizations required by the University and the State of North Carolina.

Confidentiality. Medical information and records are strictly confidential. Information or records are not released to University officials, friends, or family members without the student's permission. In addition information will not be shared with therapists or physicians who are not involved in the student's immediate care without the student's permission.

Online Health Information. Online health information is available through the "Campus Life" section of the Wake Forest University homepage.

Class Excuses. The health service does not issue statements or excuses for class attendance.

Health Insurance. *University policy requires that all students have health insurance.* Information about the student group insurance plan is available online, www.wfu.edu/shs or www.studentresources.com. Students are strongly encouraged to review their current plan to

assure adequate coverage. The annual rate for 2005-2006 was \$1,131.

Inclement Weather. When the University is closed due to inclement weather, the Student Health Service will have limited staff and will be able to provide care only for injuries and urgent illnesses. Appointments will be rescheduled.

Retention of Medical Records. Student medical records are retained for ten years after the last treatment, after which time they are destroyed. Immunization records are kept longer.

Immunization Policy

Reynolda Campus

Wake Forest University and North Carolina State law (G.S. 130A-152) requires documentation of certain immunizations for students attending a North Carolina college or university. Students must submit certification of these immunizations **PRIOR TO REGISTRATION**. Documentation should be on or attached to the completed *WFU Student Health Service Health Information Summary Form* provided by the Student Health Service in order to assure correct identification of the student. If you have not received the *Health Information Summary Form*, contact the Student Health Service or you may download it from the WFUSHS Web page (www.wfu.edu/shs/docs/HIS.pdf). Acceptable documentation is a statement signed by the appropriate official(s) having custody of the records of immunization, such as a physician, county health department director or a certificate from a student's high school containing the approved dates of immunizations. The State statute applies to all students except those registered in off-campus courses only, attending night or weekend classes only, or taking a course load of four credit hours or less.

The American College Health Association recommendations and North Carolina state

law require certification in accordance with the following:

Required:

Tetanus and Diphtheria (Td). Students must document a Td immunization series and a booster within ten years of enrollment.

Rubeola (Measles). Students must document two doses of live virus measles vaccine given at least thirty days apart, on or after their first birthday (after 3/21/63*) unless (a) they have a physician's certificate which states that they have had measles prior to 1/1/94, (b) they were born prior to 1/1/57, or (c) they have documentation of a titer indicating they are immune.

Rubella (German Measles). Students must document that they have had one dose of live virus vaccine on or after their first birthday (after 6/9/69*) unless (a) they have documentation of a titer indicating they are immune, or (b) they will be fifty years old before they enroll. History of the disease is *not* acceptable.

Mumps. Students must document that they have had one dose of live virus mumps vaccine on or after their first birthday (after 12/28/67*) unless (a) they were born before 1/1/57, or (b) they have documentation of a titer indicating they are immune. History of the disease is *not* acceptable.

Polio. Students must document that they have had a trivalent polio vaccine series and a booster on or after their fourth birthday unless they will be eighteen years old or older when they enroll.

Tuberculin Skin Test. The test is required within twelve months if (a) the student has been exposed to tuberculosis or (b) the student's home country is other than the United States, Australia, New Zealand, Canada, Western Europe, or Japan. If the

student is known to be tuberculin-positive or if this test is positive, attach a record of treatment.

** Indicates date the vaccine was licensed by the FDA. Combination vaccines have different licensed dates.*

Recommended:

Hepatitis B. A three-dose series of the vaccine is recommended by the Centers for Disease Control.

Varicella. The two-dose series is recommended. Discuss with your health provider.

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

Vehicle Registration

All students residing on the Reynolda campus (including all student and faculty apartments, satellite housing, language and theme houses) must register vehicles they are operating day or night, whether or not owned by the operator.

All vehicle registrations must be completed within twenty-four hours from the time the vehicle is first brought to campus or the next business day. Vehicles are registered online via the WIN system. Use your WIN password to sign in. Go to the personal section and select "Register your Vehicle." For more information, telephone (336) 758-6129, 8:30 a.m.-4 p.m., Monday-Friday.

At night, University Police and Student Shuttle Service provide safe rides when requested by dialing 758-5591. The shuttle runs a daytime fixed route with marked stops around the Reynolda campus. After dusk the shuttle is available by calling 758-RIDE (7433).

The shuttle schedule is available online at www.wfu.edu/police/shuttle.html.

Bowman Gray campus students may sign up for paid-monthly parking at orientation. Those who take classes on the Reynolda campus, including audit and thesis credit, or use other facilities, may register their vehicles to park in an off-campus lot at no charge. To park on campus, a commuter student decal must be purchased.

Students are responsible for their visitors. Students will be held financially responsible for citations issued to vehicles driven by family members or by friends who use a WFU/Bowman Gray student's vehicle.

University Identification Cards

Bowman Gray Campus

Arrangement is made with human resources during orientation for each student to obtain a photo identification card. Students must wear their ID badge at all times while on campus.

Reynolda Campus

All students are required to obtain an ID card and to have it with them at all times while on campus. Cards may be obtained from the Deacon OneCard Office, Room 139, Benson Center, between the hours of 8:30 a.m. to 5 p.m., Monday-Friday. For further information, call (336) 758-1949.

Career Services

The Office of Career Services (OCS) offers a full range of career services including job search guidance, internship opportunities, full-time vacancy listings, and library resources. Other services include resume consultations and mock interviews.

Students enrolled in graduate programs are encouraged to consult the OCS office as early as possible regarding the services described above.

The Career Services office is located in 8 Reynolda Hall (Reynolda Campus). Office

hours are 8:30 a.m.-5 p.m., Monday-Friday. Appointments may be made in person or by calling (336) 758-5902.

University Counseling Center

The University Counseling Center, located in 118 Reynolda Hall (Reynolda Campus), provides short-term, time limited counseling and consultation. All services are confidential, and no fees are charged to students. The Center offers counseling for a variety of concerns such as personal adjustment, managing stress, developing career plans, and relationship issues. The Center is open Monday-Friday from 8:30 a.m. to 5 p.m. During the academic year when the undergraduate school is in session (excluding summer), after-hours psychological crises are handled in conjunction with the Student Health Service.

Grading

Records of progress are kept by the institution on all students enrolled. Grade reports are furnished to students at the end of each semester or summer term.

Grade of I. The grade of I (Incomplete) may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, not counting the summer session, the grade automatically becomes F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester. In no case is a graduate degree awarded to a student who has an I or NR on record. Incomplete grade forms are available on the Graduate School Web site.

Grade of NR. The grade of NR (Not Reported) must be resolved within forty-five days after the beginning of the next semester or the grade automatically becomes F.

Minimum Grade Requirements. A student whose cumulative grade point average (GPA) falls below 2.5 may be placed on academic probation. The student will have one semester to bring his/her GPA to 2.5 or greater; otherwise, the student may be dismissed from the Graduate School by the dean. The grade point average is obtained by dividing the total number of grade points earned by the total number of hours attempted for a grade, including hours for courses in which the grade is F. Satisfactory/unsatisfactory grades do not enter into the GPA.

Grades Assigned		Grade Points
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Low Pass	2.00
F	Failed (counted as hours attempted)	
I	Incomplete (becomes passing grade or F)	
AUD	Audit	
DRP	Official Drop (not counted as hours attempted)	
NC	No credit	
NR	Grade not reported (becomes passing grade or F)	
WD	Withdrew (not counted as hours attempted)	
WP	Withdrew passing (not counted as hours attempted)	
WF	Withdrew failing (not counted as hours attempted)	
S	Satisfactory	
U	Unsatisfactory	
RPT	Course repeated (see repeating a course)	

Individual departments or programs may require a higher grade point average than 2.5 for continuation. If there is such a requirement, it is stated in the departmental or program policies. A student may be dismissed from the Graduate School by the dean upon recommendation of his or her department or program if he or she does not make adequate progress in research. Adequate progress is determined by the standards of the department or program in which the student is enrolled.

The minimum grade point average required for graduation is 3.0. PhD candidates must have a grade point average of 3.0 in graduate courses at the time of the preliminary examination.

Repeating a Course. Beginning with fall 1999 courses, a graduate student may repeat a course in which a B- or lower grade has been received. The course may be counted only one time for credit. The higher grade earned will be counted in calculation of grade point average. Both grades will appear on the transcript.

Dropping a Course. With the approval of the advisor and instructor, a student may drop a course during the first month of a semester or the equivalent period during a summer term without penalty or notation on the transcript.

A student who is permitted to drop a course after the first month, with the approval of the dean of the Graduate School and the department concerned, is assigned a Drop (DRP). Courses marked Drop are not counted in determining the grade point average. Add/Drop forms may be accessed on the Graduate School Web site.

Auditing a Course. Auditing a course consists of participation in a course without receiving a letter grade or credit hours. When space is available after registration of students enrolled for credit, others may request permission of the instructor to enter the course as auditors. In no case may anyone register to audit a course before the first meeting of the class. No additional charge is made to full-time students in the Graduate School of Arts and Sciences; for others the fee is \$50 per hour. In addition to the permission of the course instructor, permission of the advisor is required for degree-seeking students. An auditor is subject to attendance regulations and to other requirements of performance established by the instructor. Although an auditor receives no credit, a notation of audit is made on the final grade report and entered

on the record of enrolled students who have met the instructor's requirements.

Leave of Absence. Degree-seeking students must have continuous enrollment through the semester in which they graduate. Enrollment may be achieved by registering for courses, including research, or by registering as Thesis Only or Graduate Fee.

Full-time students who wish to take a leave of absence must receive approval from the department concerned and the dean of the Graduate School. The student must submit a leave of absence request in writing, be in good academic standing, complete forms required by the Graduate School for courses in progress, and provide letters of support from the program director and advisor. The maximum time for a leave of absence is one academic year.

One month prior to the beginning of the semester in which the student plans to re-enter the Graduate School, a written reinstatement request must be sent to the dean of the Graduate School. The time spent during the leave of absence will not count in the maximum time allotted for the degree. If a student on an approved leave has not requested reinstatement after a year, the student will be considered to have withdrawn from Graduate School.

Transferring to a Different Program. A student who wishes to transfer from one program to another should be allowed to do so provided the standards of the new department or program are met. The student should contact the graduate director of the department or program to which he or she wishes to transfer. After consultation with the graduate director, the student should interview with one or more prospective advisors. If a prospective advisor is identified, the student's transfer request may be considered further.

Upon receipt of a written request from the student, the Graduate School will forward credentials from the student's file to the

graduate director for evaluation and consideration of financial aid. At the conclusion of this process, the graduate director sends a transfer recommendation to the dean of the Graduate School for approval. The student is not required to withdraw from an existing program until the transfer request to the new department has been approved.

It is understood that the department or program from which the student is transferring would have no further financial responsibility for the student. The student must, however, complete the formal process of withdrawing from the original program by the end of the current semester.

Withdrawal from the University. Students who wish to withdraw from the Graduate School must complete the appropriate form, which requires approval from the department concerned and the dean of the Graduate School. Students who leave without following this procedure will receive a grade of F in each course in progress. Students on the Reynolda campus who were issued a Graduate School laptop computer are required to return it to Information Systems. Students on the Bowman Gray campus are required to return their laptop computers to the Graduate School office.

Students who withdraw by the drop date, established by the academic calendar, of the semester will not have a grade recorded for courses in progress. Students who withdraw after the drop deadline will be assigned a grade of Withdraw-Passing or Withdraw-Failing for each course in progress.

Students who have withdrawn from the Graduate School and wish to return within one academic year must request reinstatement in writing to the dean of the Graduate School at least one month prior to the semester in which they wish to re-enter.

To be reinstated the student must be in good academic standing and receive approval from the graduate program and the dean of

the Graduate School. The time spent during this one year of withdrawal will not count in the maximum time allotted for the degree.

Students who have withdrawn from the Graduate School and who wish to re-enter after one academic year must reapply for admission as stated in the Graduate Bulletin by the application deadline, and must be recommended by the program and accepted by the dean of the Graduate School.

If a student is approved for readmission to the Graduate School within a five-year period, previous coursework may count towards the degree requirements at the discretion of the dean of the Graduate School on the recommendation of the graduate program concerned. If the student re-enters Graduate School after a five-year period, previous courses will not count in the degree requirements.

Statement on Student Rights and Responsibilities

The graduate faculty has adopted a formal statement regarding student rights and responsibilities. The statement is a guideline to be used by students with respect to an honor code which applies to both teaching and research endeavors. It also includes clearly defined procedures for the handling

of student grievances should they arise. This statement may be accessed on the Graduate School Web site.

Honor Code

The graduate faculty has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. This policy may be accessed on the Graduate School Web site.

Patents Policy

Inventions and Patents. During a student's course of study, he or she may participate in research or other work which leads to an invention or discovery. These inventions or discoveries are the property of the University. The University's Inventions and Patent Policy is applicable to student inventions with respect to the definition of inventions covered, resolution of disputes, and the division of proceeds, including the determination of the inventor(s) share of any proceeds. Under this policy, a program exists to determine patentability and commercial value of each invention. Advice and guidance regarding this policy are available from the University Technology Transfer Service.

Requirements for Degrees



Degrees Offered

The Graduate School of Arts and Sciences offers graduate programs leading to the master of arts, master of arts in education, master of arts in liberal studies, master of science, master of science in accountancy, and doctor of philosophy degrees. For a description of the programs, see Courses of Instruction. "Instructions for the Preparation of Theses and Dissertations" may be obtained from the Graduate School Web site. All candidates who receive graduate degrees in August, December, or May are expected to attend the May Commencement of that school year unless excused by the dean of the Graduate School.

Foreign Language/Special Skill

Some programs may require students to demonstrate a reading knowledge of an appropriate foreign language or competence in a special skill such as statistics or computer programming and operation. Refer to each program's statement to see if there is such a requirement and how it may be satisfied.

Admission to Candidacy

Admission to graduate standing does not necessarily commit the student or the University to a program of study leading to a graduate degree. Students who wish to become candidates for degrees must file applications for candidacy with the dean of the Graduate School at least three months before the graduate degree is conferred.

Minor Program in Biomedical Sciences

A certified minor, indicated as such on the official transcript, may be obtained in some programs within the biomedical sciences (Bowman Gray campus) by completing twelve semester hours of coursework, including specific courses as required by individual programs. Program directors should be consulted for details.

Requirements for the Master of Arts Degree

Programs of study leading to the master of arts degree are offered in communication, English, mathematics, psychology, and religion. The degree is awarded to candidates who complete a minimum of twenty-four semester hours of faculty-approved coursework with an average grade of B or above on all courses attempted, meet any foreign language or special skills requirement, and write an acceptable thesis (if required) for which six hours of credit toward the thirty required for graduation are allotted. Students may earn additional credit for thesis research, but such hours may not be substituted for the twenty-four hours of coursework required.

Residence Requirements. The minimum residence requirement is one academic year or three summer sessions. In practice, most students in the arts require at least a summer

session in addition to the academic year, and most science students require two years. In all cases, work for the degree must be completed within six calendar years of the date of initial enrollment in the Graduate School.

Course Requirements. At least twelve of the twenty-four hours in coursework (not counting thesis research) required for the degree must be in courses numbered 700 or above. The remaining twelve hours may be in either 600-level or 700-level courses. Credit may be allowed for as many as six hours of graduate work transferred from another institution, but the minimum residence requirement is not thereby reduced.

Thesis Requirement. Six of the thirty hours required for the MA degree are allotted for the thesis. Although six semester hours are recorded when a thesis is approved, no letter grade other than S or U is ever assigned for the courses titled Thesis Research. If a U is assigned, the course must be repeated and an S earned before the degree can be awarded. Theses are written under the supervision of the student's advisory committee (an advisor and a first and second reader). The student should confer with the program director concerning the membership of the committee.

Foreign Language or Special Skills Requirement. Some departments may require students to demonstrate a reading knowledge of an appropriate foreign language or competency in a special skill, such as computer programming. Refer to each program's statement to see if there is such a requirement and how it may be satisfied.

Admission to Degree Candidacy. A student is admitted to degree candidacy by the dean of the Graduate School after recommendation by the major department. The student must have satisfactorily met any foreign language or special skills requirement and is expected to complete the master's degree requirements with one additional semester's work.

Final Examination. The examining committee for the thesis will consist of at least three members of the graduate faculty, including the advisor. The committee will be appointed by the dean of the Graduate School and may include one member from outside the student's department or program. With the approval of his or her advisor, a student may recommend a faculty member from outside the department or program to serve on the examining committee. The thesis advisor must justify the participation of external experts who are not members of the graduate faculty on the basis of research, publications and/or professional activities. If the external expert is to be a voting and signing member of the examining committee, the advisor must communicate to the dean of the Graduate School, in writing, the qualifications of the external expert. The examination covers the thesis and knowledge in related areas and is conducted at least ten days prior to graduation. A student may be reexamined only once.

Requirements for the Master of Arts Degree in Counseling

The master of arts degree in counseling is awarded to candidates who successfully complete a minimum of sixty hours in a planned and directed program of study with an average of B or above in all courses attempted. The program consists of thirteen required core courses, three clinical (field experience) courses, and three courses in one of the two program specialty areas (the school counseling program or the community counseling program) plus at least one elective.

The School Counseling Program. The school counseling program is designed to provide prospective school counselors with the knowledge, skills, and competence necessary to establish and conduct effective developmental guidance and counseling programs in schools, kindergarten through the twelfth grade. The course of study which leads to a

license in school counseling in North Carolina is based on the requirements of the North Carolina State Board of Education and is accredited by the National Council for Accreditation of Teacher Education and by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). School counseling students are not required to hold a teacher's license to enter the program.

The Community Counseling Program. In the community counseling program, students are prepared for counseling in a wide variety of community settings and agencies. The course of study is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). Students are admitted on a full-time basis only and all students begin their studies in the fall semester. The program takes two years and summer school attendance is required between the first and second years. Credit may be allowed for as many as six hours of graduate work transferred from another institution at the discretion of the director.

Continuation. Continuation in the program and admission to candidacy is dependent on academic performance and personal and professional development. In addition to maintaining an average of B or better in academic courses, the counseling department requires students to make a grade of B or better in each prerequisite counseling skills and clinical course in order to enroll in the next course. In the event a student makes a grade of C or lower in one of the courses listed, that course must be repeated. If a second grade of C or lower is made in the same course, the student is recommended for dismissal from the program. The progression of counseling skills and clinical courses is as follows: CNS 737, 738, 739, 744, and 745.

Graduates are eligible to sit for the National Certified Counselor examination. Those who complete the school counseling program are eligible to apply for licensure with the public schools of North Carolina.

Requirements for the Master of Arts in Education Degree

Graduate work in the Department of Education is offered leading to the master of arts in education degree. Full time teacher education students complete the program in one academic year. Students enrolled on a part-time basis may require three years or longer to complete the degree. The master of arts in education degree is awarded to candidates who successfully complete the following requirements within six calendar years of the date of initial enrollment in the Graduate School:

- *The Master Teacher Fellows program requires 42 semester hours for English, math, science and social studies areas and 48 semester hours for French and Spanish. The Master Teacher Associates program requires 39 semester hours for secondary English, math, science and social studies areas and 42 semester hours for K-12 French and Spanish. All courses must be approved, and an overall grade-point-average of B must be maintained. The course requirements must be completed in courses numbered 600 or above, with at least half of the total number of required hours in courses numbered 700 or above.*
- *Research competence in Teacher Education includes a set of three courses that include both research studies and personal reflection.*

In addition to qualifying for admission to the Graduate School, candidates for the master of arts in education degree seeking a North Carolina Class G Teacher's License must possess a North Carolina Class A Teacher's License or its equivalent. Master Teacher Fellows are not expected to hold a teacher's license when they enter the program.

Requirements for the Master of Arts in Liberal Studies Degree

The MALS degree is awarded to candidates who complete twenty-seven hours of faculty-

approved coursework with an average grade of B or above on all courses attempted and an acceptable thesis/project for which three hours of credit toward the thirty required for graduation are awarded.

A minimum of twelve of the twenty-seven hours of coursework must be chosen from the interdisciplinary courses particularly designed for the liberal studies program; a student may take all nine required courses from these specially designed offerings. The Directed Study Course (MLS 786) as well as MLS 693/694 do not count toward the requirement of four liberal studies courses. A maximum of five courses may be chosen from 600- and 700-level departmental courses that carry three hours of graduate credit. No more than four 600-level courses may count toward the degree.

A student may take six years to complete the master of arts in liberal studies degree. There is no residence requirement. A student may transfer a maximum of six semester hours from another liberal studies program or from an appropriate graduate program at the discretion of the director.

The liberal studies thesis project may be a traditional research paper, or a creative work; or it may take another form approved by the MALS Committee. The thesis committee should consist of three graduate faculty members (including the advisor). If a student wishes to include a faculty member who is currently not on the graduate faculty, the student's advisor should petition the dean of the Graduate School for temporary appointment to the graduate faculty. Like other graduate students, liberal studies students make an oral presentation and defense of their completed thesis or project.

Requirements for the Master of Science Degree

The master of science degree is offered on the Reynolda campus in biology, chemistry, computer science, health and exercise science, and

physics. On the Bowman Gray campus, it is offered in biomedical engineering, comparative medicine, health sciences research, and molecular medicine.

Residence Requirement. In general, a minimum of twelve months of full-time work or its equivalent in residence is required for the master's degree. For students who have already completed part of their graduate work, appropriate adjustment of the residence requirement can be made by the Graduate Council. The total allowable time for completion of the degree must not exceed six years.

Course Requirements. A master of science degree candidate must have a minimum of thirty semester hours of graduate credit. This minimum requirement can include no more than six hours of research. Sixteen hours of lectures, conferences, or examinations, or thirty-two hours of laboratory work are equivalent to one semester hour of credit.

Students desiring to transfer from another graduate school are not allowed more than six semester hours of credit for previous coursework.

The course of study consisting of classes, seminars, and research is compiled by a group including the student, the student's advisor, and the chair of the department of the major field of interest. It is recommended that, when possible, such programs include courses in fields other than that of major interest. At least twelve semester hours must consist of graduate courses exclusive of courses included in the medical curriculum or 600-level courses on the Reynolda campus.

Thesis Requirement. If a thesis is required, it embodies the results of the student's research. A final copy of the thesis must be submitted by the candidate to the dean of the Graduate School at least four weeks before the proposed date of the final examination and distributed to the examining committee at least three weeks before the final examination. The committee is polled by the chair of

the examining committee at least ten days before the proposed date of the examination to determine the acceptability of the thesis. A minimum of five copies must be printed. Three copies become the property of the University. An abstract of approximately 200 words is also required.

Foreign Language or Special Skills Requirement.

Some departments may require students to demonstrate either a reading knowledge of an appropriate foreign language, or competence in a special skill such as statistics or computer programming. See each department's statement to see if there is such a requirement and how it may be satisfied.

Ethics in Science Requirement for Biomedical Sciences (Bowman Gray Campus). The successful completion of a program in scientific ethics is required prior to admission to degree candidacy. This requirement is fulfilled either by participating in the courses designated by the Graduate School or by satisfactory completion of approved departmental electives that incorporate extensive discussion of scientific ethics. A list of approved departmental electives may be obtained from the Graduate School. MS students in other disciplines have the option of participating in this program.

Admission to Degree Candidacy. A student is admitted to degree candidacy by the dean of the Graduate School after recommendation by the major department. The student must have met satisfactorily any foreign language, special skills, or ethics requirement and is expected to complete the master's degree requirements by one additional semester's work.

Final Examination. The examining committee for the thesis will consist of at least three members of the graduate faculty, including the advisor. The committee will be appointed by the dean of the Graduate School and may include one member from outside the student's department or program who represents the Graduate Council and who serves as chair of the committee. With the approval of

his or her advisor, a student may recommend an external member to serve on the examining committee. The thesis advisor must justify the participation of an external expert who is not a member of the graduate faculty on the basis of research, publications and/or professional activities. If the external expert is to be a voting and signing member of the examining committee, the advisor must communicate to the dean of the Graduate School, in writing, the qualifications of the external expert. The examination covers the thesis and knowledge in related areas and is conducted at least ten days prior to graduation. A student may be reexamined only once.

Requirements for the Master of Science in Accountancy Degree

The master of science in accountancy degree is offered through the Wayne Calloway School of Business and Accountancy. All students participate in intensive course and seminar work preparatory to careers in auditing, financial accounting, managerial accounting, taxation, information systems, and financial management.

Residence Requirement. A minimum of one academic year of full-time work in residence is required for the master of science in accountancy degree. In practice, most students require three semesters to complete the degree. In addition, one summer session may be required, depending on an individual's academic background.

Course Requirements. Students in the master of science in accountancy program are required to complete a minimum of thirty semester hours of graduate credit. Only two 600 level courses may be taken for graduate credit. All other courses must be numbered 700 or above. For information on specific course requirements and sequencing, contact the Director of the Graduate Program in Accountancy at the Wayne Calloway School of Business and Accountancy.

Degree Candidacy. A student is admitted to degree candidacy by the dean of the Graduate School after recommendation by the dean of the Wayne Calloway School of Business and Accountancy.

Requirements for the Doctor of Philosophy Degree

Programs of study leading to the doctor of philosophy degree are offered in biochemistry and molecular biology, biology, biomedical engineering, cancer biology, chemistry, microbiology and immunology, molecular and cellular pathobiology, molecular genetics and genomics, molecular medicine, neurobiology and anatomy, neuroscience, physics, and physiology and pharmacology.

Residence Requirement. A minimum of three years of full-time study, of which at least two must be in full-time residence at the University. The total allowable time for completion of the degree must not exceed seven years.

Course Requirements and Advisory Committee. Specific course requirements are not prescribed. Coursework is arranged by the student's advisory committee with the approval of the departmental or program graduate committee to provide mastery of appropriate fields of concentration. The advisory committee is appointed by the chair of the department or the program director and consists of the student's advisor and two other members of the department or program. Teaching experience during the period of study is encouraged.

Foreign Language or Special Skills Requirement. Some departments may require students to demonstrate either a reading knowledge of one or more appropriate foreign languages, or competence in one or more special skills such as statistics or computer programming and operation. See each department's statement to see if there is such a requirement and how it may be satisfied.

Ethics in Science Requirement for Biomedical Sciences (Bowman Gray Campus). The successful completion of a program in scientific ethics is required prior to admission to degree candidacy. This requirement is fulfilled either by participating in the courses designated by the Graduate School or by satisfactory completion of approved departmental electives that incorporate extensive discussion of scientific ethics. A list of approved departmental electives may be obtained from the Graduate School. PhD students in other disciplines have the option of participating in this program.

Professional Development Requirement for Biomedical Sciences (Bowman Gray Campus). The successful completion of a program in professional development is required prior to admission to degree candidacy. This requirement is fulfilled by participating in the course Introduction to Professional Development in the Biomedical Sciences which is taken during the first and second semester of the first year.

Preliminary Examination. This examination is conducted by the major department. The examining committee selected by the department includes at least three members, one of whom represents a related concentration area. A single written examination or a series of written examinations should cover all areas of concentration and collateral studies. There may also be an oral examination in which any faculty member invited by the examining committee may participate. The examining committee passes or fails the student. In case of failure, the committee can recommend that the candidate be dropped or that reexamination be allowed no earlier than six months from the date of the first examination. A student may be reexamined only once. The preliminary examination is normally given near the end of the student's second year of graduate study and must be passed at least twelve months prior to the date of the awarding of the degree.

Admission to Degree Candidacy. A student is admitted to degree candidacy by the dean of the Graduate School after recommendation by the chair of the major department or program director. Each candidate must have passed the preliminary examination and must have satisfied any foreign language or special skills requirement.

Dissertation. Under the supervision of an advisory committee, the candidate prepares a dissertation embodying the results of investigative efforts in the field of concentration. A final copy of the dissertation must be submitted by the candidate to the dean of the Graduate School at least four weeks prior to the proposed date of the final examination and copies distributed to the examining committee at least three weeks before the final examination. The committee is polled by the chair of the examining committee at least ten days before the proposed date of the examination to determine the acceptability of the dissertation. Programs announcing the date of the examination should not be distributed by the candidate until it is determined by the chair of the examining committee that the dissertation is defensible and that the examination will take place as scheduled. A minimum of five copies of the dissertation must be printed. Three copies become the property of the University.

At the time the dissertation is submitted, an abstract of 350 words or less must be submitted for publication in Dissertation Abstracts International. A nonrefundable dissertation fee of \$55 covers the cost of this service. Other agencies of publication are encouraged, but such publication does not remove the requirement for submission of the abstract to Dissertation Abstracts International.

Final Examination. The examining committee for the dissertation appointed by the dean of the Graduate School consists of at least the following five members of the graduate faculty: the chair of the major department or

a faculty member chosen by the chair, the student's advisor, another member of the major department, a representative from a related area from within or outside the department and a member from outside the major department who represents the Graduate Council and who serves as chair of the committee. With the approval of his or her advisor, a student may recommend a faculty member from outside the department or program to serve on the examining committee. The dissertation advisor must justify the participation of external experts who are not members of the graduate faculty on the basis of research, publications and/or professional activities. If the external expert is to be a voting and signing member of the examining committee, the advisor must communicate to the dean of the Graduate School, in writing, the qualifications of the external expert. Other faculty members may attend the final examination and participate in the questioning. The examination covering the student's major field of concentration and the dissertation is held no later than ten days before graduation.

Two weeks prior to the final examination, the candidate must have prepared copies of his or her doctoral program. A distribution list for the programs is available in the appropriate graduate office.

After the examination of the degree candidate, the chair will ask each of the members of the examining committee whether the candidate has passed unconditionally, passed upon rectifying deficiencies, or failed.

Unconditional Pass. If all committee members agree that the student has passed unconditionally, there is consensus to pass the examination. The committee members will sign the title sheet and the student shall be recommended for award of the degree.

Pass Upon Rectifying Deficiencies. If reservations are expressed by committee members, the chair of the committee will ensure that the reservations are communicated to the student

and the dean of the Graduate School. The student and the advisor are jointly responsible for ensuring that the dissertation is modified to meet the committee's reservations. When the dissertation has been modified, the student passes the examination. The committee members will sign the title sheet, and the student will be recommended for award of the degree.

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

The MD/PHD Degree Program

An MD/PhD degree offers graduates outstanding opportunities in the new era of biomedical research of the twenty-first century. The invaluable perspective of an MD/PhD graduate positions the physician scientist as a crucial link in translating scientific research into improving human health and reducing disease. During the past decade, sixty-two percent of Nobel prizes in medicine and physiology were awarded to MD or MD/PhD researchers.

With the increasing sophistication of research tools, however, MDs without further formal training rarely have the depth of knowledge needed to progress rapidly in research. The increasing pace of research, the need for knowledge in specific techniques, and the competition in funding have made it more difficult for MD clinicians to succeed in a research-intensive career. Optimal training

is provided by combining an MD with a PhD academic program.

The MD/PhD program, a combined effort between the School of Medicine and the Graduate School of Wake Forest University, is an integrated program where neither the MD nor the PhD degree is compromised. The student gains the full perspective for identification and analysis of problems related to human health while receiving rigorous training in a basic or translational research discipline—training which provides the depth of knowledge of scientific logic and techniques for an effective, exciting, and successful career in medical research.

The program seeks outstanding students who have already shown aptitude and enthusiasm for research.

Structure of the Program

The duration of the program typically is seven years.

During the summer before entry into medical school, beginning in early June, students attend an orientation program to introduce faculty and available research opportunities. An eight-week research rotation is conducted with a selected member of the participating graduate faculty. This research rotation (and subsequent ones, if needed) familiarize students with faculty and their fields of expertise; usually one of these faculty are chosen as the student's graduate (PhD) adviser.

Years One and Two. The first two academic years are spent as a medical student. Phase I (7 months) introduces core biochemical knowledge, including development and structure of the human body (gross, microscopic, embryological, and radiological anatomy) and basic cellular functions (biochemistry, molecular biology and genetics, immunology, introduction to pathology).

Phase II (months 8-20) includes courses in systems pathophysiology (physiology, pharmacology, microbiology and pathology), and a two-month period for a second rotation in

a lab of the selected graduate program in the summer after the first year.

Medicine as a profession, clinical decision making, and epidemiology studies are included in both Phases I and II.

During these years, the student usually attends a graduate seminar course. The seminar meets once a week and provides a continuing in-depth introduction to the chosen graduate discipline in addition to social and intellectual contact with other graduate students and faculty.

If possible, the student chooses a graduate adviser by the end of Phase II of the medical curriculum. Otherwise, the summer after Phase II may be used for another laboratory rotation, prior to choosing an adviser.

Years Three through Five. The third year is spent taking advanced basic science courses and conducting research. Didactic coursework is intended to supplement the biomedical knowledge base built in the medical school curriculum. Program or departmental courses also provide a more discipline-specific focus and, therefore, depend on the chosen graduate program.

The duration of the dissertation research may vary but typically is completed in years three-to-five and, if needed, a portion of year six. The PhD dissertation is completed and defended prior to returning to clinical studies.

Years Six and Seven. The student completes eighteen months of required clinical rotations (Phase III of the clinical curriculum) which include internal medicine, surgery, pediatrics, obstetrics, women's health, neurology, psychiatry, radiology, anesthesiology, family and community medicine, and emergency medicine. Four months of elective time are spent in other clinical experiences or may be used for completion of graduate studies prior to returning to the medical curriculum. This part of the schedule is tailored to the individual student with the approval of the graduate adviser, MD/PhD program director, and the

associate deans for medical education and student services.

Conferring of Degrees. The PhD degree is conferred in the semester in which all requirements for that degree are met. The MD degree shall be awarded upon completion of the program.

Graduate Programs

The graduate programs participating in the MD/PhD program are:

Biochemistry and Molecular Biology
Biology
Biomedical Engineering
Cancer Biology
Chemistry
Microbiology and Immunology
Molecular and Cellular Pathobiology
Molecular Medicine
Molecular Genetics and Genomics
Neurobiology and Anatomy
Neuroscience
Physics
Physiology and Pharmacology

Mechanism of Application

Both the School of Medicine and the Graduate School evaluate the applicant's credentials. The MCAT is the required standardized test for all applicants.

Initial application is through the American Medical College Application Service (AMCAS). When the School of Medicine receives AMCAS applications, students are sent supplemental forms for application to the School of Medicine. The applicant should indicate interest in the combined MD/PhD program on the supplemental application. The School of Medicine supplemental packet requests an evaluation by the applicant's premedical advisory committee. For the MD/PhD program, the applicant should also include letters of evaluation specifically addressing his or her research experience and abilities.

This is a highly competitive, limited program. The two or three students per year who matriculate compete for scholarships that cover tuition throughout the program. In addition to outstanding grades and MCAT scores, the applicant should provide evidence of enthusiasm and aptitude for research, with prior research experience beyond that of college courses. This is an important factor in evaluation of the application.

After the supplemental application packet, MCAT scores, and letter(s) of evaluation are received, the completed application is reviewed by the committees on admissions of the MD/PhD program, the Medical School, and the Graduate School. A small percentage of applicants are then asked to visit the University for interviews from October through March.

Funding Opportunities for MD/PhD Students

During the graduate study years, all MD/PhD students receive a stipend and tuition scholarship. There are a limited number of merit awards for the medical school years, which include both stipend and tuition scholarship.

For more information, contact:

Charles E. McCall, MD
Director, MD/PhD Graduate Program
Wake Forest University School of Medicine
Medical Center Boulevard
Winston-Salem, NC 27157-1054
Phone: (336) 716-2691
E-mail: chmccall@wfubmc.edu

or

Paul J. Laurienti, MD, PhD
Associate Director, MD/PhD
Graduate Program
Wake Forest University School of Medicine
Medical Center Boulevard
Winston-Salem, NC 27157-1022
Phone: (336) 716-1286
E-mail: plaurien@wfubmc.edu

The PhD/MBA Degree Program

There is a growing realization that graduate education must adapt to new economic and societal realities. With a significant proportion of new PhDs going to work in the private sector, graduate education should impart a broader range of skills to prepare students for a changing employment climate. At the same time, the PhD should retain the rigor of an original research experience that makes it a world model. The Wake Forest University Graduate School of Arts and Sciences, in conjunction with the Babcock Graduate School of Management, has initiated an innovative course of study leading to the PhD/MBA.

In addition to intensive doctoral training, the PhD/MBA program incorporates a core knowledge of business and managerial skills to provide the student with a marketable, competitive advantage, whether the student finds employment in industry or academia. Graduates choosing to pursue a traditional tenure-track faculty position will have the managerial and business training to initiate and operate their own research laboratories and to interface more effectively with the private sector. Graduates choosing a non-traditional career path will be prepared to exercise their research training in management positions in the pharmaceutical industry, private foundations, government agencies, or university research and technology transfer offices.

Structure of the Program

The program is a synthesis of curricula from the Graduate School and the Evening MBA Program of the Babcock School, with specialized coursework and opportunities for industrial and business internships. The joint program is open to all PhD-granting programs across all Wake Forest campuses. It has taken students from four to six years to complete the joint program, depending on the nature of the graduate research undertaken in the home program. The first year of

the curriculum provides students with a core base of knowledge in biomedical sciences and includes training in the core competencies of the home graduate program. At the same time students begin to be exposed to issues related to research and design, career development, and journal clubs. Laboratory rotations usually occur in this first year. The students begin their dissertation research during the second year. At the end of the second year and before beginning MBA coursework, the student must take and pass a qualifying exam that will admit him or her to candidacy for the PhD. A student enrolling in the PhD/MBA program will have 5-6 semesters of evening MBA courses added to his or her graduate degree requirements. Opportunities for industrial projects and internships are possible after ascent to PhD candidacy and during the MBA coursework phase. The PhD and MBA degrees are awarded simultaneously at the completion of all requirements for both degrees.

Application Process

Admissions are administered through the Graduate School of Arts and Sciences. Students wishing to enroll in the program must apply to both programs and meet the respective admissions requirements of the Graduate School of Arts and Sciences and the Babcock Graduate School of Management. Admission to the MBA portion of the program can occur

separately after gaining admission to the home graduate program and after securing appropriate release from the home program for participation in the joint program. In addition to the general requirements of the Graduate School of Arts and Sciences, the Babcock Graduate School of Management requires completion of the GMAT (General Management Aptitude Test). Prospective students should also submit a one-page statement of interest indicating future plans for use of the joint degree, official transcripts from each college or university attended, and three completed recommendation forms.

Before admission to the program, the applicants complete a personal interview with individuals from the respective PhD program, the Babcock School, and the PhD/MBA Program Committee. After the interview phase, the top applicants may be offered admission to the joint program.

For more information, contact:

Dwayne W. Godwin, PhD
PhD/MBA Program Director
Department of Neurobiology and Anatomy
Wake Forest University School of Medicine
Medical Center Boulevard
Winston-Salem, NC 27157
Phone: (336) 716-9437
Fax: (336) 716-4534
Email: dgodwin@wfubmc.edu

Courses of Instruction



Semester hours of credit are shown by numerals immediately after the course title—for example, (3) or (3, 3). Some laboratory courses have numerals after the course descriptions showing hours of recitation and laboratory per week—for example, (2-4). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites in the department. POI indicates permission of instructor is required. Many entries show the name of the professor who teaches the course.

Because graduate study occurs at a level of complexity and specialization exceeding that of undergraduate education, the work required of graduate students in any course in which instruction is combined with undergraduate students will reflect this difference.

Accountancy (ACC)

Reynolda Campus

Director of Graduate Program in Accountancy Yvonne Hinson

Hylton Professor of Accountancy Lee G. Knight

Wayne Calloway Professor of Accountancy Dale R. Martin

Wayne Calloway Professor of Taxation Ralph B. Tower

Professors S. Douglas Beets, Jack E. Wilkerson Jr.

Professor Emeritus Thomas C. Taylor

PricewaterhouseCoopers Faculty Fellow and Associate Professor George R. Aldhizer

PricewaterhouseCoopers Professor for Academic Excellence and Associate Professor Terry Baker

Merrill Lynch Associate Professor of Accountancy Jonathan E. Duchac

PricewaterhouseCoopers Faculty Fellow and Associate Professor Yvonne Hinson

Benson-Pruitt Associate Professor of Business G. Page West

Associate Professor Paul E. Juras

The Wayne Calloway School of Business and Accountancy offers a program leading to the master of science degree in accountancy. The MSA program is designed to prepare students for careers in professional accounting and financial management and requires the completion of thirty hours of graduate credit. Students must have a passing grade in all course and seminar work and a B average or higher for graduation.

Students in the MSA program fall into two broad categories:

- (1) *Students who already have an undergraduate degree and are earning credit only toward the MSA degree.*
- (2) *Students who are earning credit toward both a Wake Forest undergraduate degree and the MSA degree.*

Note for students earning credit toward a Wake Forest undergraduate degree—Changes to the required courses for the undergraduate and graduate degrees in accountancy have been approved and will be fully implemented by the 2007-08 academic year. Wake Forest undergraduates are advised to obtain information about these changes through the Calloway School Web site or from the director of graduate studies for accountancy.

For alleged academic and non-academic infractions involving students who are earning credit only toward the MSA degree, jurisdiction lies with the Graduate School of Arts and Sciences rather than the Honor System maintained and overseen by the Judicial Council of the undergraduate schools.

For students who are earning credit toward both a Wake Forest undergraduate degree and the MSA degree, jurisdiction lies with the Honor System through a student's fourth year of study and with the Graduate School of Arts and Sciences during the fifth year of study.

Business (BUS)

633. Investment Analysis. (3) Equity market analysis course where students are exposed to portfolio development and analysis, valuation of equity securities, selection of equity securities for portfolio construction.

634. Multinational Financial Management. (3) Analysis of the international aspects of managerial finance. Emphasis upon institutional and environmental factors influencing foreign exchange market, capital acquisition and allocation.

635. Fixed-Income Securities and Financial Institutions. (3) Thorough examination of fixed-income securities, their sensitivity to changes in interest rates, and the impact of imbedded options and credit risk. Explores the role of financial intermediaries in a free market economy and the functions of financial institutions within money and capital markets. Special topics may include interest rate risk management technique, fixed-income portfolio management, and hedging financial risks.

636. Financial Derivatives. (3) Futures, options, and swaps are the three most important types of financial derivatives, and they are linked by a common pricing framework. This course emphasizes the use of these derivatives in risk management but includes speculative strategies that can be implemented with derivatives.

638. Financial Statement Analysis. (1.5) Study of the techniques used to analyze and interpret the information in corporate financial statements. Emphasis is on 1) accounting methods used in the preparation of financial statements, 2) implications of management's accounting choices for evaluation of corporate performance by creditors and investors, and 3) linkages among financial statement items.

762. Business Law for Accountants. (3) Introduction to law and a study of substantive law applicable to business transactions, including contracts, agency, property, the Uniform Commercial Code, and business organizations, with emphasis on areas with auditing and accounting implications. P—Admission to MSA program.

763. Enterprise Law. (2) Examines the substantive law related to business organizations, property, and the governmental regulation of business functions. Specifically, topics include the law of corporations, partnerships, and limited liability companies with emphasis on the formation and liability associated with each business form. Intellectual property and real property law is examined, focusing on ownership and transfer rights. Includes an introduction to securities regulation, antitrust law, labor law, and environmental law. P—BUS 762 or POI.

Accountancy (ACC)

651. Accounting Information Systems. (3) Study of accounting system data security, fiduciary and reliability risks and mitigating internal controls. Emphasis is on the revenue and expenditure cycles and computer assisted audit techniques. P—Admission to MSA program.

652. Introduction to Auditing. (4) Examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis is on auditing standards and the auditing procedures commonly used in public accounting. P or C—ACC 651. P—Admission to MSA program.

677, 678. Individualized Reading and Research. (Credit to be arranged) Directed study in specialized areas of accountancy. P—Admission to MSA program.

714. Corporate Financial Reporting. (3) Examination of a variety of financial reporting topics, including revenue recognition, income taxes, accounting changes and error analysis, interim and segment reporting, business combinations, foreign currency transactions and translations, and accounting for partnerships. P—Admission to MSA program.

716. Governmental and Nonprofit Accounting. (1.5) Provides a working knowledge of governmental and nonprofit accounting and financial reporting, and prepares students for professional certification in these areas. Governmental accounting is studied using the textbook and incorporating real-world examples. Nonprofit accounting instruction gives students the knowledge needed to work with nonprofits as auditors, board members, or volunteers. Classes include lectures, group discussions, and guest speakers. P—Admission to MSA program.

721. Strategic Cost Management. (3) Examines the role of accounting in supporting strategic and operational decisions. Focuses on, but is not limited to, performance measurement, planning, and control, with examples drawn from various industries. Attention is given to contemporary and behavioral issues associated with various topics.

730. Tax Research Methods. (1.5) Survey of the methods and resources used by tax practitioners in researching compliance and planning issues.

731. Federal Taxation of Corporations, Estates, and Trusts. (3) Review of federal taxation principles associated with the organization, operation, and dissolution of corporate partnership and tax-exempt organizations. Introduction to federal estate and gift taxes and to income taxation of trusts and estates. P—Admission to MSA program or POI.

732. Selected Topics in Taxation. (3) Review of advanced tax topics including consolidated tax returns, international transactions, multistate corporate taxation, and family tax planning. P—ACC 731 or POI.

733. Tax Policy and Planning. (1.5) Examination of current tax policy issues and the effects of taxes on investment alternatives.

734. Estate and Gift Taxation. (1.5) Review of taxation of gratuitous transfers under the federal estate and gift tax code and under state inheritance gift tax law. Analysis of tax planning and compliance issues.

750. Forensic Accounting. (1.5) Overview of fraud prevention and detection techniques, and an in-depth discussion of how to assist an audit committee and legal counsel with fraud investigations. Topics examined include investigating theft and concealment, conversion investigation methods, inquiry methods, and fraud reports.

754. Advanced Auditing and Assurance Services. (3) Study of current issues, practices, and techniques related to auditing and assurance services. Students utilize available research materials, databases, personal auditing experience, and practitioner sources to address relevant issues. Emphasis is on analysis, teamwork, writing, and presentation skills. P—Admission to MSA program and ACC 652, or POI.

770. Global Issues in Accounting: Risk, Regulation, and Reporting. (1.5) Identifies the primary issues in the area of global financial reporting with a focus on multinational business risks and accounting implications, regulation of accounting and attestation in different countries, and reporting financial performance in a global context. The class considers how international reporting requirements help or hinder access to capital markets and examines the current state of convergence toward global reporting standards. P—Admission to the MSA program.

780. Graduate Colloquium. (2) Seminar course that reflects on the internship experience and examines current issues facing the accountancy profession. Allows students to share and discuss issues and problems faced during the internship and utilizes speakers and readings to stimulate discussion. P—Admission to MSA program.

781. Accounting and Financial Management for Entrepreneurs. (1.5) Focuses on critical accounting and financial management issues within the business plan, such as cash flow planning, measuring market potential, financial statement projections, and identifying capital needs. Requires students to employ concepts and tools developed in the business curriculum. Course framework is equally applicable to support all types of entrepreneurial activity, including social, public policy, educational, and other forms of not-for-profit initiatives. P—Admission to the MSA program.

790. Current Topics Seminar. (3)

792. Accounting in Emerging Economies: Transitioning to a Market Economy. (3) Examines the challenges and problems faced by former socialist countries such as Czech Republic, Hungary, Poland, and Russia, in the transition process towards democracy and market economies. The process of accounting reform as a crucial and integral part of this transformation process is explored. Due to the complexity of these transition problems, the course is interdisciplinary in nature. P—Admission to MSA program and POI.

Biochemistry and Molecular Biology (BICM)

Bowman Gray Campus

Biochemistry

Chair Douglas S. Lyles

Professors Donald W. Bowden, H. Alexander Claiborne, Carol C. Cunningham, Larry W. Daniel, Mark O. Lively, Douglas S. Lyles, Linda C. McPhail, Fred W. Perrino, Leslie Poole, Lawrence L. Rudel, Peter B. Smith, Michael J. Thomas, Alan J. Townsend, Mark Welker

Associate Professors Roy R. Hantgan, Charles S. Morrow, Suzy V. Torti

Assistant Professors Thomas Hollis, David Horita, W. Todd Lowther

Research Assistant Professors T. Conn Mallett, Derek Parsonage, Andrew J. Sweatt

Instructor Susan Sergeant

Associate Faculty Gregory L. Kucera, John S. Parks, Gregory S. Shelness, Mary G. Sorci-Thomas, Reidar Wallin, Richard Weinberg

The graduate training program in biochemistry and molecular biology of the Department of Biochemistry is designed to prepare students for careers of investigation and teaching in biochemistry, molecular biology, and in related sciences that involve biochemical, structural and molecular approaches and techniques. Although the programs of study are individually planned, all students are expected to possess competence in certain basic areas of biochemistry and related sciences. Programs leading to the PhD degree in biochemistry and molecular biology are offered.

All entering students are expected to have developed competence in fundamental areas of basic science. For all students, minimal requirements include a two semester course in organic chemistry theory and mechanisms as a prerequisite for admission. Students are also strongly encouraged to have completed a calculus-based physical chemistry course and a one semester course in cell biology.

To provide a comprehensive background for advanced work, the initial phase of the student's program generally includes the courses biochemistry I and II, molecular biology, biochemical techniques, scientific communication, introduction to biochemical research, and any courses needed to correct areas of deficiency. Specialization and depth are provided through pertinent advanced courses in biochemistry and molecular biology, including sections of special topics in biochemistry, special topics in the biochemical literature, and selected courses in other departments. The student also participates in the department's program of research seminars.

Thesis research under the supervision of a faculty member may be pursued in various areas of biochemistry, including enzymology, NMR and X-ray structure determination of macromolecules, membrane structure and function in excitable tissues, relation of lipid and protein metabolism and of protein-lipid association to membrane structure and function, biological oxidations and bioenergetics, molecular genetics and nucleic acid function, biophysics, biochemical pharmacology of anticancer agents, leukocyte metabolism and function, signal transductional mechanisms in normal and cancerous cells, and molecular mechanisms of blood coagulation. The department has specialized equipment and facilities to support training and investigation in these areas.

The biochemistry program participates in the Interdisciplinary Graduate Track in Structural and Computational Biophysics. For more information, refer to the pages in this bulletin regarding the program.

The graduate program was begun in 1941, and the PhD degree has been offered since 1962.

700, 701. Scientific Communication. (1, 1) Instruction and practice in oral and written scientific communication. Meets weekly. *S. Torti, Staff*

702, 703. Introduction to Biochemical Research. (1-5) Conferences on biochemical literature, the planning and execution of research, and the interpretation and presentation of experimental results. To put these principles into practice, individualized lab projects are carried out under staff supervision. *Staff*

704. Preparatory Biochemistry. (3) Conducted as a combination of lectures, case studies, reading assignments, course notes, and group conferences. The sequence of topics is: a. protein structure, b. enzyme mechanisms, c. bioenergetics, d. signal transduction, e. intermediary metabolism and f. interorgan metabolism. The principles of each topic are discussed in relation to clinical disease entities, e.g. protein structure: hemoglobin/sickle cell anemia/sickle cell hemoglobin/sickle cell disease due to abnormal hemoglobin structure. *Smith*

705. Biochemistry I. (4) Examination of the basic physical and chemical principles underlying protein structure, protein assembly and interactions, enzyme function, and production and storage of metabolic energy within cells. Contemporary concepts concerning the organization and cellular regulation of metabolic pathways are also presented. P—General and organic chemistry, general biology, or POI. *Hantgan*

706. Intracellular Signaling. (2) Advanced study of the biochemical mechanisms involved in intracellular signaling of normal and malignant cells, including 1) growth factor and G protein-coupled receptors 2) second messengers, 3) protein kinase cascades, 4) gene regulation, and 5) oncogenes. Lectures and discussions provide in-depth coverage of each topic with emphasis on recent advances and current literature. P—705. *McPhail, Staff*

707. Biochemical Techniques. (2) Theory and application of selected important biochemical lab techniques. Lectures and problems. P—or C—705, or equivalent exposure to biochemistry. *Poole, Staff*

708. Biochemistry II. (4) In-depth study of macromolecular assembly and interactions, as well as the application of structural biology and proteomics technology. Topics include molecular graphics, X-ray diffraction, nuclear magnetic resonance, hydrodynamic techniques, optical spectroscopy, and mass spectrometry. P—BICM 705. *Poole, Staff*

709, 710. Special Topics in Biochemical Literature. (2) Critical reading and interpretation of the recent literature in biochemistry. Emphasis is decided by students and staff. Meets weekly. Required of second and third year graduate students in the biochemistry and molecular biology program. P—BICM 705 and 708. *Lyles, Staff*

711. Advanced Topics in Protein Structure Determination. (2) Emphasizes methods for modern structure determination using X-ray crystallographic methods. Students are exposed to practical techniques in growth of protein crystals, collection and processing of X-ray diffraction data, phase determination, model building and refinement. Students are also expected to develop an in-depth understanding of the latest instrumentation and programs used in protein structure determination. P—BICM 705 and 708. *Hollis*

714. Instrumental Techniques. (3) Theoretical and technical aspects of instrumentation currently employed in the biological sciences. Experience is provided on a variety of instruments including high performance liquid chromatographs; gas chromatographs; gas chromatograph/mass spectrometer; nuclear magnetic resonance spectrometer; electron paramagnetic resonance spectrometer; ultraviolet, visible, and infrared spectrophotometers; spectrofluorimeters; and cell sorter/cytofluorograph. It is highly recommended but not required that the student have a foundation in electronics equivalent to Physiology 791. P—Chemistry through physical chemistry and two semesters of physics or POI. Offered in odd-numbered years. *Thomas, Staff*

715, 716. Special Topics in Biochemistry. (1-9) Advanced conference course that considers various areas of current interest or rapid development. Topics covered are (a) biochemistry of excitable tissue, (1h) *Smith*; (b) membrane biology, (1h) *Staff*; (c) biochemical genetics, (1h) *Staff*; (d) bioactive lipids, (1h) *Daniel*; (e) oxidative mechanisms, (1h) *Claiborne*; (f) bioenergetics, (1h) *Cunningham* [(e) and (f) may be taken together]; (g) experimental cancer chemotherapy, (1h) *Townsend*; (h) mechanistic enzymology and kinetics, (1h) *Poole, Parsonage*. Additional topics are developed depending on the interests of students and staff. P—BICM 705 or equivalent.

719, 720. Research. The department offers opportunities for investigation in a wide variety of biochemical subjects under the guidance of staff members. *Staff*

731. Molecular Biology. (3) A survey of the fundamentals of molecular biology. Included are fundamentals of microbial genetics and discussions of nucleic acid structure and mutagenesis, DNA replication and recombination, transcription and control of gene expression and protein translation (1h). The introduction is followed by an advanced treatment of these topics, and discussions of mammalian genetics and immunogenetics with emphasis on current trends in research. P or C—BICM 705. *Perrino, Staff*

732. Molecular Biology. (3) Detailed lectures and discussion surveying the analysis of cellular processes, oncology, atherosclerosis, and development by the experimental approaches of molecular biology. Emphasis is on eukaryotic systems and review of pertinent research literature. P—BICM 731. *Shelness, Staff*

734. Human Molecular Genetics. (2) Combined lecture/seminar course providing an overview of current theoretical and technical approaches for locating, identifying, and cloning human genes using molecular genetic methods. Emphasis is on the search for genes that contribute to simple single-gene disorders and common complex diseases. Topics include genetic mapping in humans, construction of physical maps of chromosomes, identification of coding sequences and disease susceptibility genes, and functional analysis of gene products. P—BICM/MICR/MOBN 731 or POI. *Bowden*

Biology (BIO)

Reynolda Campus

Chair Herman E. Eure

Reynolds Professor Susan E. Fahrbach

Thurman D. Kitchin Professor of Biology Ronald V. Dimock Jr.

Charles M. Allen Professor of Biology Gerald W. Esch

William L. Poteat Professor of Biology Raymond E. Kuhn

Charles H. Babcock Chair of Botany William K. Smith

Professors David J. Anderson, Carole L. Browne, Robert A. Browne, William E. Conner, James F. Curran, Herman E. Eure, Kathleen A. Kron, Hugo C. Lane, Gloria K. Muday, Wayne L. Silver, Peter D. Weigl

Z. Smith Reynolds Foundation Fellow and Associate Professor Miles R. Silman

Z. Smith Reynolds Foundation Fellow and Associate Professor Clifford W. Zeyl

Associate Professors Miriam A. Ashley-Ross, Brian W. Tague

Assistant Professor Erik C. Johnson

Adjunct Assistant Professor Anita McCauley

Lecturers A. Daniel Johnson, Pat C.W. Lord

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

At the master's level, the department emphasizes broad biological training rather than narrow specialization. Current research opportunities include physiological ecology, animal physiology, plant physiology, sensory biology, biomechanics, behavioral ecology, plant and animal systematics, immunology, plant and animal cell biology, developmental biology, microbiology, molecular and population genetics, biochemistry and molecular biology, evolution, parasitology, and population and community ecology. It should be noted that graduate students desiring to use work taken in biology for graduate teacher certification should consult the Department of Education before applying for candidacy.

At the doctoral level, few specific requirements are prescribed. Under the guidance of the student's faculty adviser and advisory committee and with the approval of the departmental graduate committee, individual programs are designed for each student. As a supplement to the formal course work, the department has established a special tutorial program. This program brings to campus each year three outstanding biologists to direct and participate in a series of seminars and discussion sessions with doctoral candidates and selected MS students. The areas covered by the tutorial program vary from year to year.

Enrollment in the PhD program is open only to students whose interests are reflected by the areas of expertise represented by the faculty. Thus, prospective PhD students are encouraged to correspond with staff members whose areas of research interest seem compatible with their own. Additional information is available from the chair of the departmental graduate committee.

Graduate study often requires the use of special research tools and skills such as computer work or foreign languages. Candidates for the MS degree must demonstrate proficiency with one such special skill; PhD candidates must be competent with two skills. The student's

advisory committee determines, in consultation with the student and with the approval of the departmental graduate committee, the specific areas and demonstrations of competence associated with these skills requirements. Specific coursework in areas such as biometrics and electron microscopy may be used to satisfy a skill requirement, if approved by the advisory committee.

At least one year of teaching, e.g. as a teaching assistant, is required of all PhD students during their tenure.

In order to remain a bona fide graduate student in the department, the student must maintain an overall B average in all courses attempted. Any time this condition is not met the student will lose all financial support and must reapply for acceptance into the program.

Wake Forest is an institutional member of the Highlands Biological Station, which offers research facilities in a high mountain area rich in transitional flora and fauna. The department has a field station situated on Belews Lake, about twenty miles from the Reynolda campus. Additional opportunities for research are available at the Savannah River Ecology Laboratory.

Study leading to the MS degree was inaugurated in 1961. The PhD degree program began in September 1970. A departmental graduate committee consisting of five members of the biology department, four faculty and one graduate student, oversees all aspects of the graduate program from application review to acceptance to matriculation.

601-605. Topics in Biology. (1-4) Seminar and/or lecture courses in selected topics, some involving laboratory instruction. *Staff*

607. Biophysics. (3) Introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized. *Kim-Shapiro*

614. Evolution. (3) Analysis of the theories, evidences, and mechanisms of evolution. *Eure*

615. Population Genetics. (4) Study of the amount and distribution of genetic variation in populations of organisms, and of how processes such as mutation, recombination, and selection affect genetic variation. Lectures present both an introduction to theoretical studies and discussion of molecular and phenotypic variation in natural populations. *Zeyl*

617. Plant Physiology and Development. (3) Lecture course examining the growth, development, and physiological processes of plants. The control of these processes are examined on genetic, biochemical, and whole plant levels. *Muday*

617. Plant Physiology and Development. (4) Lecture course examining the growth, development, and physiological processes of plants. The control of these processes are examined on genetic, biochemical, and whole plant levels. Labs consist of structured experiments and an independently designed research project. *Muday*

620. Comparative Anatomy. (4) Study of the vertebrate body from an evolutionary, functional, and developmental perspective. Labs emphasize structure and function, primarily through the dissection of representative vertebrates. *Ashley-Ross*

621. Parasitology. (4) Survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. *Esch, Eure*

622. Biomechanics. (4) Analysis of the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems, especially vertebrates. *Ashley-Ross*

- 623. Animal Behavior.** (4) Survey of laboratory and field research on animal behavior. *Conner*
- 624. Hormones and Behavior.** (3) Introduction to the hormonal regulation of behavior in a broad range of animals, including humans and invertebrates. Topics include reproductive behavior, parental behavior, social behavior, sex differences, aggressive behavior, stress, mood, and the regulations of molting in insects. *Fahrbach*
- 625. Chronobiology.** (3) Introduction to the field of biological rhythms, covering different types of rhythms, their evolution, and the mechanisms by which such rhythms are generated and regulated at the molecular, cellular, and system levels. *E. Johnson*
- 626. Microbiology.** (4) The structure, function, and taxonomy of microorganisms with emphasis on bacteria. Topics include microbial ecology, industrial microbiology, and medical microbiology. Labs emphasize microbial diversity through characterizations of isolates from nature. *Curran*
- 631. Invertebrates.** (4) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. *Dimock*
- 633. Vertebrates.** (4) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. *Weigl*
- 635. Insect Biology.** (4) Study of the diversity, structure, development, physiology, behavior, and ecology of insects. *Conner*
- 635S. Insect Biology.** (4) A five-week course taught during the summer. A study of the diversity, structure, development, physiology, behavior, and ecology of one of the most diverse taxa on earth. Course location and field trip destinations to be announced each summer. P—POI. *Conner*
- 638. Plant Systematics.** (4) Study of the diversity and evolution of flowering plants. Lectures emphasize the comparative study of selected plant families, their relationships, and the use of new information and techniques to enhance our understanding of plant evolution. Labs emphasize more practical aspects of plant systematics such as the use of identification keys, recognition of common local plants, molecular techniques, and basic phylogenetic analysis. *Kron*
- 639. Principles of Biosystematics.** (4) Exploration of the current theoretical and practical approaches to the study of macroevolution in plants and animals. Topics include theory and methods of constructing evolutionary trees, sources of data, and cladistic biogeography. *Kron*
- 640. Ecology.** (4) Interrelationships among living systems and their environments, structure and dynamics of major ecosystem types, contemporary problems in ecology. *Weigl*
- 641. Marine Biology.** (4) Introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. *Dimock*
- 642. Aquatic Ecology.** (4) Designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field studies centered at the Charles M. Allen Biological Station. *R. Browne, Esch*
- 643. Tropical Ecology.** (3) Exploration of the ecology, biodiversity, history, and future of tropical ecosystems. Lectures emphasize ecological principles and rely heavily on the primary literature. *Silman*
- 644S. Tropical Marine Ecology.** (4) Intensive field-oriented course focusing on tropical marine ecosystems and their biological communities. Emphasis is on biodiversity, the ecology of dominant taxa, the interaction between physical and biological processes, and the structure and

function of representative communities. Includes 2.5 weeks at the Hofstra University Maine Laboratory, Jamaica. Offered during summer school only. (First term/Special term) *Dimock*

646. Neurobiology. (4) Introduction to the structure and function of the nervous system with emphasis on neurophysiology. The labs emphasize traditional electrophysiological techniques with experiments from the cellular to the behavioral level. *Silver*

647. Physiological Plant Ecology. (3) Designed to provide a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rain forests. *Smith*

648. Physiological Plant Ecology. (4) Designed to provide a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rain forests. The labs introduce students to a broad array of field instrumentation. *Smith*

649S. Tropical Biodiversity. (4) Intensive field course in tropical biodiversity. Students travel to major tropical biomes, including deserts, glaciated peaks and rain forests. Lectures emphasize the basic ecological principles important in each ecosystem; labs consist of student-designed field projects. Course location varies yearly. *Silman*

651. Vertebrate Physiology. (4) A lecture and lab course that discusses and demonstrates the principles of bioelectricity and biomechanics. Regulatory principles and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates are covered. *Lane*

652. Developmental Neuroscience. (4) Focuses on the development of neural structures and the plasticity of the mature nervous system. Special attention is given to experimental model systems, particularly *Drosophila melanogaster*. The labs feature molecular, immunocytochemical, and cell culture techniques for the study of neurons. *Fahrbach*

654. Endocrinology. (3) Lecture course that explores the evolution of hormones and endocrine glands, and the physiology of the main hormonal pathways of vertebrates. *Lane*

655. Avian Biology. (4) A lecture and lab course emphasizing ecological and evolutionary influences on the physiology, behavior, and population biology of birds. Includes taxonomy of the world's major bird groups. *Anderson*

659. Genomics. (3) Introduction to the acquisition, analysis, and utility of DNA sequence information. Topics covered include structural, comparative, and functional genomics, genetic mapping, bioinformatics, and proteomics. *Staff*

660. Development. (4) A description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Special attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer. *C. Browne*

661. Microbial Pathogenesis. (3) Explores the molecular mechanisms by which microorganisms attack hosts, how hosts defend against pathogens, and how these interactions cause disease. *Curran*

662. Immunology. (3) Study of the components and protective mechanisms of the immune system. *Kuhn*

663. Sensory Biology. (3) Lecture course that examines a variety of sensory systems. Emphasis is on sensory physiology, although other aspects of sensory systems, e.g. molecular biology and anatomy, are also covered. *Silver*

664. Sensory Biology. (4) Lecture and lab course that examines a variety of sensory systems. The emphasis is on sensory physiology, although other aspects of sensory systems, e.g. molecular biology and anatomy, are also covered. In the laboratory, students learn several different procedures which they use to conduct assigned experiments. A final project is required in which students design and carry out their own experiments. *Silver*

665. Biology of the Cell. (4) Lecture and lab course on recent advances in cell biology. Lectures emphasize analysis and interpretation of experimental data in the primary literature, focusing on topics such as the large scale architecture of the cell, targeting of macromolecules, cell-cell communication, cell signaling, and the control of cell division. The labs introduce basic techniques in cell biology and leads to an independent project. *Tague*

667. Virology. (3) Designed to introduce students to viruses, viral/host interactions, pathogenicity, methods of control and their use in molecular biology, including gene therapy. *Curran, Lord*

668. The Cell Biological Basis of Disease. (3) Examines some of the defects in basic cellular mechanisms that are responsible for many common and less common diseases. Special topics in cell biology are discussed, and students read original scientific papers correlating these topics with specific disease states. *C. Browne*

669. The Cell Biological Basis of Disease. (4) Examines some of the defects in basic cellular mechanisms that are responsible for many diseases. The labs use advanced microscopic and histological techniques to investigate basic properties of cells. *C. Browne*

670. Biochemistry: Macromolecules and Metabolism. (3) Lecture course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. *Muday*

671. Biochemistry Macromolecules and Metabolism. (4) Lecture and lab course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bio-energetics, and regulation of metabolic pathways. The labs emphasize approaches for isolation of proteins and enzymes. *Muday*

672. Molecular Biology. (4) Analysis of the molecular mechanisms by which stored information directs cellular development. Emphasis is on storage and transmission of genetic information, regulation of gene expression, and the role of these processes in development. The labs focus on modern techniques of recombinant DNA analysis. *Muday, Tague*

676. Biology of Fishes. (4) Comparative study of the structure/function, classification, and phylogeny of fish. *Eure*

677. Community Ecology. (4) An advanced ecology course covering mechanisms that determine the dynamics and distribution of plant and animal assemblages: life-history, competition, predation, geology, climate, soils, and history. Lectures focus on ecological principles and theory. Labs include local field trips and discussion of primary literature. Several weekend field trips. *Silman*

678. Biogeography. (3) Study of geographical, historical, and ecological influences on the distribution, movements, and diversity of organisms. The seminar relies on extensive reading, film, and map work as a basis for class discussions. *Weigl*

680. Biostatistics. (3) Introduction to statistical methods used by biologists, including descriptive statistics, hypothesis testing, analysis of variance, and regression and correlation. *R. Browne*

681. Biostatistics Laboratory. (1) Application of computer-based statistical software. Optional laboratory available only to students who have taken or are currently enrolled in BIO 680.

R. Browne

691, 692, 693, 694. Research in Biology. (1, 1, 1, 1) Independent library and laboratory investigation carried out under the supervision of a member of the staff. P—POI. *Staff*

701-708. Topics in Biology. (1-4) Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. *Staff*

711, 712. Directed Study in Biology. (1, 1) Reading and/or laboratory problems carried out under and by permission of a faculty member. *Staff*

715. Foundations of Physiology. (1-4) Covers classical and current topics and techniques in comparative physiology. Format varies from seminar to a full laboratory course. *Staff*

716. Signal Transduction. (2) Focuses on the mechanisms of inter- and intra-cellular communication. Topics range from receptors to signaling molecules to physiological responses. Largely based on the primary literature and requires student presentation of primary research articles.

C. Browne, Muday, Tague

717. Developmental Mechanisms. (2) Seminar course examining the molecular, biochemical, and cellular mechanisms of animal and/or plant development. Relevant topics selected from the current literature are discussed in lecture and presentation formats. *C. Browne, Tague, Muday*

718. Gene Expression. (2) Seminar covers gene expression in eukaryotic and prokaryotic systems. Topics range from transcription to translation to other aspects of gene regulation. Emphasis is on the experimental basis for understanding the mechanisms of gene expression. Students present, in seminar format, appropriate papers from literature. All students participate in discussion and evaluation of presentations. *Tague, C. Browne, Curran, Muday*

725. Plant Genetics. (1,2) Covers various aspects of plant genetics in a seminar format. Topics range from classical Mendelian genetics to genomics and bioinformatics, depending on the interests of the students. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. *Muday, Tague*

726. Plant Physiology. (1, 2) Covers various aspects of plant physiology and hormones in a seminar format. Topics range from auxin transport to properties of light within the leaf. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. *Muday, Smith*

727. Plant Evolution. (1,2) Covers various aspects of plant evolution in a seminar format. Topics range from problems in phylogeny reconstruction and patterns of diversity to major evolutionary innovations in various plant groups. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. *Kron, Silman*

728. Plant Ecology. (1,2) Covers various aspects of plant ecology in a seminar format. Topics vary depending on graduate student interest. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. *Silman, Smith*

730. Invertebrate Zoology. (4) Emphasis on the physiology and ecology of invertebrate animals. *Dimock*

736. Bioacoustics. (4) Analysis of the mechanisms of sound production, transmission, and reception and their relevance to animal orientation and communication. *Conner*

740. Physiological Ecology. (4) Introduction to evolutionary/ecological physiology, with emphasis on the interactions between organisms and major abiotic factors of the environment including, water balance—hydration, gaseous exchange—respiration, temperature tolerance—thermal physiology. *Dimock*

757. Techniques in Mathematical Biology. (3) Offers students a framework for understanding the use of mathematics in both biological theory and empirical research. Emphasis is on practical applications of mathematical techniques, and learning by doing. A central goal is to give students tools to use in their own research. Topics covered include continuous and discrete population models, matrix models, stochastic models, life-history theory, and fitting models for data. Mathematical skills are taught and refreshed, but knowledge of basic calculus is required. *Silman, Anderson, Baxley*

762. Immunology. (4) Humoral and cellular immune responses are examined to understand the basic immunobiology of vertebrates with special emphasis on cell-cell interactions and immunoregulation. Labs introduce students to basic methods in immunological research. *Kuhn*

763. Cellular and Molecular Interactions Between Hosts and Parasites. (3) Examines the responses of animal hosts in attempting to immunologically and non-immunologically reject/control both endo- and ecto-parasites and responses of these parasites to the host environment. Consists of lectures and student presentations and requires a comprehensive review article by students. *Kuhn*

764. Sensory Biology. (4) Lecture and lab course involving a study of energy in the environment and how it is absorbed and transduced in sensory systems. Anatomical, physiological, biochemical, and biophysical approaches are integrated in the study of sensory mechanisms in plants and animals. A lab project implementing the scientific method and designed to produce new knowledge is required. *Silver*

775. Microscopy for the Biological Sciences. (4) Introduction to the various types of light, confocal, and electron microscopy. Students learn technical and theoretical aspects of microscopy, methods of sample preparation, digital image acquisition and analysis, and the preparation of publication quality images. Emphasizes practical applications of microscopy, microscopy experimental design, and hands-on use of microscopes and digital imaging systems. Students are expected to design and conduct a microscopy project and present their results to the class. Additionally, students are expected to participate in class discussions regarding newly emerging microscopy techniques in various biological disciplines. *McCauley*

777. Biophysical Ecology. (4) Designed to introduce students to the interactions of the organism with the physical environment. Sunlight, temperature, water availability and humidity, wind, and longwave radiation (greenhouse effect) strongly influence an organism's growth

and reproductive potential. Differences in heat and mass transfer to and from the organism, plus corresponding organism responses in structure, physiology, and behavior to changes in the local environment, are addressed. These same principles are also important to the design of energy-efficient homes (passive solar), clothing design (Gortex), outdoor survival and gardening, to name only a few of humankind's everyday activities. *Smith*

778. Advanced Ecology. (4) Covers current research in the field of ecology with a focus at the community level. Experimental design, data analysis, and interpretation are emphasized. *Silman*

779. Molecular Techniques in Evolution and Systematics. (4) Lecture and lab course that explores molecular methods that are basic to many disciplines within biology, especially ecology, evolution, and systematics. Labs focus on the acquisition of molecular techniques, including allozyme electrophoresis, mitochondrial plastid, and nuclear DNA restriction fragment length polymorphism analyses, gene amplification, PCR (polymerase chain reaction), direct and/or cycle sequencing, and RAPDS (randomly amplified polymorphic DNAs). *Kron*

780. Advanced Systematics. (3) Literature-based course that covers various subdisciplines within systematics including cladistic biogeography, history and theory of systematics, analytical techniques and database management of systematic data. *Kron*

782. Behavioral Ecology. (3) Lecture course analyzing behavioral solutions to challenges faced by animals in nature, emphasizing the role of natural selection in shaping behavior. Topics include mating systems, optimal foraging, sociobiology, parental care, and evolution of sexual reproduction. *Anderson*

783. Teaching Skills and Instructional Development. (3) Introduction to teaching college-level science courses. Emphasis is on: defining and achieving realistic course goals; mechanics of selecting, developing and refining topics for lecture or laboratory; effective presentation strategies; and creating an active learning environment. Students develop a teaching portfolio containing course syllabi, lecture outlines, and student-ready laboratory materials. Format combines didactic lectures, individual projects, and group discussions and critiques. Course meets for two, 2-hour periods each week. *D. Johnson*

791, 792. Thesis Research. (1-9) *Staff*

793. Summer Research. A course for summer research by continuing graduate students working with their adviser. *Staff*

891, 892. Dissertation Research. (1-9) *Staff*

Biomedical Engineering (BMES)

Bowman Gray Campus

Chair Peter Santiago II

Associate Professors Craig A. Hamilton, Peter Santiago II

Assistant Professors Joel L. Berry, Robert A. Kraft, Joel D. Stitzel

Associate Faculty J. Daniel Bourland, Jonathan H. Burdette, David L. Carroll, H. Donald Gage,

David M. Herrington, W. Gregory Hundley, Frederick W. Kremkau, Paul J. Laurienti,

Daniel B. Kim-Shapiro, Kerry M. Link, Joseph A. Maldjian, Michael J. Morykwas, Michael T. Munley,

Robert J. Plemmons, Bruce K. Rubin, Thomas L. Smith, Jian-Ming Zhu

The Department of Biomedical Engineering offers PhD and MS degrees in biomedical engineering in conjunction with the joint degree program between Wake Forest University and Virginia Polytechnic Institute and State University. The program emphasizes medical applications, particularly in image and signal processing and analysis, regenerative medicine, and biomechanics. The program is open to qualified applicants with undergraduate degrees in technical fields, including engineering, computer science, mathematics and physics. Additional training in the life sciences and signal/image processing is desirable, but not essential.

The program consists of traditional classroom instruction, clinical involvement, and independent research. For the MS degree, students must take a minimum of 22-24 credit hours of which 7-9 hours are thesis research. For the PhD degree, 90 credit hours must be taken, of which 39-54 hours are dissertation research. Courses for both degrees come from engineering and life science core courses and selected electives in engineering, life sciences, and related physical sciences. Selection of elective courses can be individualized to complement the student's background and interests, and offerings include courses in the departments of physics, mathematics, and computer science at Wake Forest University.

During clinical rotations, students are exposed to technical equipment with medical applications, to patient care and procedures used in medical centers, and to the reading and interpreting of medical images. During the rotation, guest speakers provide lectures on clinical and health care topics, and students visit various hospital facilities.

Office and laboratory space are provided in the Magnetic Resonance Imaging (MRI) Building. Computer equipment includes desktop workstations, multiprocessor servers, personal computers, laser printers, scanners, and other necessary peripheral equipment. All of the computers are networked and connected to the clinical modalities, the University, and the Internet II. Facilities also include a chemistry lab and a machine shop with associated instrumentation and tools. Associated labs in clinical and basic science departments also provide equipment for student research.

Ongoing research topics include bioreactors, cardiac and neuro MRI, engineered tissue scaffolds, injury biomechanics, radiation treatment planning, ultrasound tissue characterization, and vascular stent design.

More information is available on the Web site, www.sbes.vt.edu. Prospective students are encouraged to contact individual faculty members or schedule a visit to the department.

600. Mammalian Physiology. (4) Topics include cell biology, neurological and muscle physiology, autonomic nervous system, cardiovascular system, cardiac function and hormonal regulation, pulmonary system, renal system, endocrinology, gastrointestinal system, glucose and lipid storage.

603. Introduction to Biomedical Engineering. (3) Topics covered include cell membrane equivalent circuits, biomedical sensors, instrumentation, frequency and time domain, physiologic modeling, compartmental analysis, mass transport, cardiovascular biomechanics, biomaterials, tissue engineering, prosthetics, cell therapies, histology, biotechnology and genomics, radiographic imaging, computerized tomography, ultrasound, magnetic resonance imaging, lasers, and optics.

610. Engineering Analysis of Physiologic Systems I. (3) Engineering analysis of human physiology. Physiologic systems are treated as engineering systems with emphasis on input-output considerations, system interrelationships and engineering analogs. Also studied are mass and electrolyte transfer, nerves, muscles and renal system. P—POI.

611. Engineering Analysis of Physiologic Systems II. (3) Engineering analysis of human physiology. Physiologic systems are treated as engineering systems with emphasis on input-output considerations, system interrelationships and engineering analogs. Also studied are cardiovascular mechanics, respiratory system, digestive systems, and senses. P—POI.

612. Musculoskeletal Biomechanics and Biologic Control. (3) Static and dynamic forces in the musculoskeletal system, joint reactions, and prosthetic joint design and replacement. Soft and hard tissue response to force loads. Muscle mechanics. Biomechanical lumped parameter systems: modeling and frequency response. Spatially distributed biomechanical models. Feedback control (closed-loop control) of biomechanical systems. P—POI.

613. Biodynamics and Control. (3) Application of dynamics and control theory for analysis and simulation of human movement. Topics include dynamics of muscle contraction, forward-dynamic simulation of human movement, stability, neuromotor control feedback and robotics. Students are exposed to clinical problems in orthopedics and rehabilitation. P—POI.

616. Advanced Impact Biomechanics. (3) Review of impact biomechanics and critical investigation of the impact response of the human body. Participants study the dynamic response of the head, neck, chest, abdomen, upper and lower extremities. Real-world examples from automobile safety, military applications, and sport biomechanics. P—POI.

620. Work Physiology. (3) Anthropometry, skeletal systems, biomechanics, sensorimotor control, muscles, respiration, circulation, metabolism, climate. Ergonomic design of task, equipment, and environment. P—POI.

621. Human Physical Capabilities. (3) Examination of human physical attributes in human-technology systems, with emphasis on models of anthropometry and biomechanics, on intero- and exteroceptors, and on the work environment; force fields (transitory and sustained), sound, light, and climate. P—POI.

624. Biomechanics of the Cardiovascular System I. (3) Mechanics of the heart, arterial blood vessels and microcirculation; history of the circulation; anatomy and physiology of the heart; mechanics of cardiac contraction; cardiac fluid mechanics; work, energy, efficiency of cardiac function. P—POI.

625. Biomechanics of the Cardiovascular System II. (3) Rheology of blood; hematology; elasticity of blood vessel walls; transport processes; control of the circulation; mathematical analysis of pulsatile blood flow and pulse-wave propagation through small arteries, capillary beds and extra-corporeal devices. P—POI.

651. Digital Signal Processing. (2) The fundamentals of digital signal processing of data experimentally obtained from mechanical systems is covered. Attention is given to data acquisition, A/D conversion, aliasing, anti-aliasing filtering, sampling rates, valid frequency ranges, windowing functions, leakage, and various transform methods. Special attention is given to random, transient, and harmonic function data processing. Various methods of estimation of frequency response function (FRF) are explored. The estimation methods are assessed as to their impact on FRF estimation errors.

652. Stochastic Signals and Systems. (3) Engineering applications of probability theory, random variables and random processes. Time and frequency response of linear systems to random inputs using both classical transform and modern state space techniques.

653. Biomedical Stochastic Systems. (2) Engineering applications of probability theory, random variables and random processes with emphasis on biomedical systems, signals, and images. Time and frequency response of linear systems to random inputs using both classical transform and modern state space techniques.

654. Biomedical Signal Processing. (2) The fundamentals of biomedical signal processing including discrete-time signals and systems. Fourier and z-transformers of discrete-time signals and systems, sampling and reconstruction, digital filter design, the discrete Fourier transform and fast Fourier transforms for its implementation. Application to biomedical signals is made throughout the course. Makes use of computer-aided signal analysis and algorithm design tools (Matlab).

697. Independent Study. (3) Opportunity to pursue a topic covered in a regular course in greater depth. Usually involves extensive reading and tutorial sessions with a faculty supervisor. Written papers may be required.

698. Special Study. (3) Designed for a group of students. It may be used to study a timely topic—one in which there is current, but not necessarily lasting interest. It also may be used to launch an experimental course before the course is incorporated into the regular curriculum.

706. Clinical Rotation. (2) Offers both a broad view of the use of engineering principles in medicine and general clinical care, together with an in-depth study of a particular aspect of medicine under the direct supervision of a physician. The student sees the operation and maintenance of various clinical modalities, systems, and devices under the guidance of a working engineer or technician. Students participate in clinical rounds and in image reading sessions to gain insight into the actual operation and needs of departments using medical imaging modalities.

708. Topics in Biomedical Engineering. (3) Topics in biomedical engineering that are not considered in regular courses. Content varies.

716. Computational Modeling in Impact Biomechanics. (3) Dynamic modeling of the human body subjected to impact loading. A combination of finite element analysis and multi-body simulation techniques. Utilizes software packages with dynamic solvers. Applications include computer-aided design for automobile safety, sports, biomechanics, and military restraint systems.

750. Medical Imaging I. (3) First part of a two-semester sequence that covers medical imaging modalities from an engineering and signal processing viewpoint. Included, however, is much of the underlying physics of the modalities. The course covers MR imaging, X-ray, and X-ray physics, and an introduction to computerized tomography. Topics include underlying physical

processes, data acquisitions, sampling and quantization, and clinical applications. Each modality is reviewed in the context of its underlying physical processors as well as a common model describing such basic imaging parameters as resolution, contrast, and noise.

751. Medical Imaging II. (3) Study of several medical image modalities, including magnetic resonance (MR) imaging, positron emission tomography (PET), single photon emission computed tomography (SPECT), computer tomography (CT), and ultrasound; taught from signal processing point of view. Topics include an overview of the underlying physical processes, data acquisition, sampling, and quantization; image reconstruction techniques; relationships between the various modalities; and clinical and industrial applications.

752. Biomedical Image Processing. (2) Study of advanced techniques of image processing including image formation and perception, digitization, Fourier transform domain processing, restoration, enhancement, morphology, segmentation, and image representation.

758. Biomedical Pattern Recognition. (2) Study of image pattern recognition techniques and computer-based methods for scene analysis, including discriminant functions, feature extraction, classification strategies, clustering, and discriminant analysis. Applications to medicine and current research results are covered. P—BMES 653 or equivalent.

759. Advanced Image Analysis. (3) An overview of current trends in image analysis with in-depth studies of topics particularly relevant to medical imaging. Students analyze and report on current literature. Computer-oriented projects allow students to implement several analysis algorithms. Topics include statistical parameter mapping, expectation maximization, Markov random fields, fuzzy set methods, and methods which incorporate prior knowledge. Emphasis is on defining image analysis problems in a cost minimization/optimization setting. Experience with an appropriate programming tool such as Matlab or IDL is required. A prior course in optimization is useful. P—BMES 652, 752, 758.

770. Radiation Therapy Physics. (3) The physics of radiation treatment including: radiation producing equipment, character of photon and electron radiation beams, radiation dose functions, computerized radiation treatment planning, brachytherapy, special radiation treatment procedures, quality assurance, and radiation shielding for high energy facilities.

797, 798. Research. (1-9)

Cancer Biology (CABI)

Bowman Gray Campus

Chair Frank M. Torti

Professors Steven A. Akman, William H. Gmeiner, Mark S. Miller, Frank M. Torti, Jianfeng Xu

Associate Professors Yong Chen, Zheng Cui, S. Bruce King, Scott D. Cramer, G.L. Prasad, Gary Schwartz,
Suzy Torti, Mark Welker

Assistant Professors Rebecca Alexander, Ulrich Bierbach, Karin Drotschmann-Scarpinato, Paul Jones,
Steven Kridel, George Kulik, James Vaughn

Research Assistant Professor John Wilkinson

Associate Faculty Isabelle Berquin, Bernard Brown, Kazushi Inoue, Greg Kucera,
Tim Kute, Charles Morrow, David Ornelles, Stephen S. Rich, Michael Robbins,
Shay Soker, Alan Townsend

The graduate training program of the Department of Cancer Biology is designed to prepare students for future research careers focused on the issues relevant to human cancer. All applicants are required to have taken the general Graduate Record Exams prior to admission to the cancer biology graduate program. Subject tests are not required. Applicants must have completed college-level fundamental courses in biology, and general and organic chemistry. Courses in physics and mathematics through calculus are encouraged, but not required.

The cancer biology graduate program was begun in 1997.

701. Molecular Pathogenesis of Cancer. (2) Reviews the discovery, biochemistry, and function of oncogenes and tumor suppressor genes, signal transduction pathways, and regulators of the cell cycle, including cyclins, cyclin-dependent kinases and inhibitors. Both normal function and dysfunction relating to cancer are covered. P—Familiarity with basic biochemistry, molecular biology, and cell biology. *S. Torti*

702. Carcinogens, DNA Damage and Repair. (3) Covers the identification and reaction mechanisms of environmental carcinogens, DNA damage and mutagenesis by endogenous and exogenous mechanisms, and nucleotide excision repair, base excision repair, double strand break repair, and mismatch repair. P—Undergraduate courses in organic chemistry and biochemistry. *Miller*

704. Cell Biology of Cancer. (3) Teaches students how to evaluate and communicate scientifically in the area of cell biology and cancer. Examples are taken from all areas of cancer in this advanced course. Uses current peer-reviewed journal articles to teach fundamental concepts and act as a medium for allowing the students to communicate ideas. Prepares the student to write a thesis proposal and practice defending this proposal. P—Undergraduate biochemistry and CABI 701. *Thorburn*

705. Molecular Targets of Cancer Therapy. (3) Covers basic principles and recent advances in cancer chemotherapy, tumor immunology, and cancer gene therapy. *Vaughn*

707, 708. Topics in Cancer. (1) A weekly lecture series. Each week throughout the fall and spring semesters, a different topic in the clinical presentation, course, and treatment of human malignancies is presented. Designed to be a comprehensive overview of clinical oncology for clinical medical and radiation oncology fellows and cancer biology graduate students. *Kucera, Staff*

711, 712. Advanced Topics in Cancer Biology. (1) Focuses on new and important aspects of research in cancer biology with an emphasis on the current literature. Themes are chosen by the course director and the students. A topic is selected for presentation by each student; with the help of the course director, the student prepares a short lecture to introduce the topic, assigns two key papers for participants to read, and provides a supplemental reading list. The following week, the student leads a discussion of key experimental findings. Broad participation from faculty, postdoctoral fellows, and graduate students is encouraged. *Kridel, Staff*

714. Cancer Biology Tutorials. (2) Focuses on specific topics related to cancer predisposition, development, progression, and treatment. Topics include, but are not limited to, DNA damage and repair, damage signaling, cell death response, cell cycle checkpoint control, animal models and cancer treatment. Topics are determined by faculty. The class is a combination of lectures providing background information and student presentations introducing specific topics and related research articles in the field, followed by group discussions. Attendance and at least one full length presentation are mandatory to obtain credit.

715. Introduction to Radiation Biology. (3) Focuses on the biological changes which follow the interaction of ionizing and non-ionizing radiation with living matter. Emphasis is on the role of ionizing radiation in the treatment of cancer, mechanisms of radiation-induced carcinogenesis, and changes in normal and tumor cells at the molecular, cellular and tissue levels. *Koumenis, Robbins*

723, 74. Research in Cancer Biology. Opportunities for investigation in a variety of the facets of cancer biology under the guidance of staff members. *Staff*

Chemistry (CHM)

Reynolda Campus

Chair Bradley T. Jones

John B. White Professor of Chemistry Willie L. Hinze

Thurman D. Kitchin Professor of Chemistry Dilip K. Kondepudi

William L. Poteat Professor of Chemistry Mark E. Welker

Professors Bradley T. Jones, Abdessadek Lachgar, Gordon A. Melson,
Ronald E. Nofle, Robert L. Swofford

Associate Professors Ulrich Bierbach, Christa Colyer, S. Bruce King

Assistant Professors Rebecca W. Alexander, Bernard A. Brown, Karen L. Buchmueller, Paul B. Jones,
Suzanne L. Tobey, Akbar Salam

The Department of Chemistry offers programs of study leading to the MS and PhD degrees. Opportunities for study in courses and through research are available in analytical, biological, inorganic, organic, and physical chemistry. Research plays a major role in the graduate program. Since the number of graduate students is limited, the research program of the individual student is enhanced by close daily contact with the faculty.

All applicants for graduate work in the department are expected to offer as preparation college-level fundamental courses in general, analytical, organic, and physical chemistry; physics; and mathematics through one year of calculus. During registration all new graduate students take qualifier examinations covering the fields of analytical, biological, inorganic,

organic, and physical chemistry. Programs of study are in part determined by the results of these examinations, and deficiencies are to be remedied during the student's first academic year.

For the MS degree, the student is expected to undertake a broad program of course work at an advanced level and to complete successfully an original investigation. This investigation must be of the highest quality but necessarily limited in scope. Students who hold assistantships normally spend two years in residence for the completion of this degree.

For the PhD degree, individual programs are designed for each student under the guidance of the student's faculty adviser and advisory committee and with the approval of the graduate committee.

The University preliminary examination requirement is satisfied by successful completion of a series of written cumulative examinations and by presentation of two research proposals, one of which is the dissertation research project. Each student is to present two departmental seminars, one of which will be on the results of his or her dissertation research. The student must present a dissertation and pass an examination on it as prescribed by the Graduate School, and other University requirements must be satisfied.

The chemistry program participates in the Interdisciplinary Graduate Track in Structural and Computational Biophysics. For more information, refer to the pages in this bulletin regarding the program.

The original graduate program, which led to the MS degree, was discontinued in 1949. The present MS program was begun in 1961, the PhD in 1972.

***623. Organic Analysis.** (4) The systematic identification of organic compounds.

***625, 626. Organic Synthesis.** (4, 4) Reagents for and design of synthetic routes to organic molecules.

***634. Chemical Analysis.** (3 or 4) Theoretical and practical applications of modern methods of chemical analysis. C—CHM 641.

***641, 642, 644. Physical Chemistry.** (3 or 4) Fundamentals of physical chemistry.

648. Electronic Structure Theory and Computational Chemistry I. (3) Introduction to quantum mechanical foundation of electronic structure theory and its application to problems in computational chemistry. *Salam, Swofford*

651. Special Topics in Biochemistry. (3) Fundamentals of biochemistry, with particular emphasis on mechanistic analysis of metabolic pathways, enzymatic activity, and drug action.

***656, 657. Chemical Spectroscopy.** (1.5, 1.5) Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis varies. Seven week courses. P—CHM 642 or 644, 661, or POI.

661. Inorganic Chemistry. (3 or 4) Principles and reactions of inorganic chemistry. C—CHM 641.

670. Biochemistry: Macromolecules and Metabolism. (3) A lecture course introducing the principles of biochemistry, with emphasis on the experimental approaches that elucidated these

**Departmental graduate committee approval required.*

principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways.

681, 682. Chemistry Seminar. Discussions of contemporary research. Attendance required of all graduate students and all chemistry majors. No credit.

701. Advanced Physical Chemistry. (3) An accelerated survey of classical and statistical thermodynamics, chemical kinetics, and quantum chemistry. *Staff*

711, 712. Directed Study in Chemistry. (1 or 2, 1 or 2) Reading and/or lab problems carried out under supervision of a faculty member. P—Permission of graduate committee. *Staff*

721. Advanced Organic Chemistry. (3) An accelerated survey of organic reactions and mechanisms. *King, Welker, Jones*

722. Physical Organic Chemistry. (3) Physical methods for determining structure-activity correlations and reaction.

723. Transition-Metal Organic Chemistry. (3) Introduction to principles of bonding in organometallic chemistry and organometallic reaction mechanisms. Uses of transition-metal complexes in organic synthesis. *Welker*

724. Organic Synthesis. (3) Modern principles of organic synthesis and retrosynthetic analysis. Stereoselective synthesis of complex natural products. *King, Welker, Jones*

725. Structure Identification in Organic Chemistry. (3) Theory and use of spectroscopic techniques for structural identification of organic compounds. *King, Welker*

726. Reactive Intermediates. (3) Mechanistic and preparative photochemistry. Structure and chemistry of excited states, free radicals, carbenes, and selected ions. *Jones*

734. Advanced Analytical Chemistry. (3) Principles and practical applications of analytical methods, with particular emphasis on modern spectral methods, electroanalytical methods, and chemical separations. *Hinze, Jones, Colyer*

735. Spectrochemical Analysis. (3) Principles of atomic and molecular spectrometric methods; discussion of instrumentation, methodology, and applications.

736. Chemical Separations. (3) Theory and practice of modern separation methods with emphasis on gas and liquid chromatographic techniques. *Hinze, Jones, Colyer*

737. Electrochemical Processes. (3) Principles of electrochemical methods, ionic solutions, and electrochemical kinetics. *Colyer, Hinze, Jones, Nofle*

745. Statistical Thermodynamics. (3) The application of statistical mechanics to chemistry to understand and predict the thermodynamic properties. *Kondepudi*

746. Chemical Kinetics. (3) Kinetics and mechanisms of chemical reactions; theories of reaction rates. *Swofford, Kondepudi*

747. Self-Organization in Nonequilibrium Chemistry. (3) Study of the phenomena of self-organization, such as oscillations, multistability, propagating waves, and formation of spatial patterns. Kinetic systems with autocatalysis will be studied using bifurcation theory and other methods of non-linear systems. *Kondepudi*

751. Biochemistry of Nucleic Acids. (3) Survey of the structure, reactivity, and catalytic properties of RNA and DNA, including modern experimental techniques. *Alexander*

752. Protein Chemistry: Structures, Methods, and Molecular Mechanisms. (3) Advanced survey of protein biochemistry with an emphasis on structural families, enzyme catalytic mechanisms, expression and purification methods, and biophysical and structural experimental techniques.

B. Brown

756. Biomolecular NMR. (1.5) One-half semester course designed for graduate and advanced undergraduates focusing on NMR of small oligonucleotides and proteins. Covers sample preparation, data acquisition and processing as well as generating solution structures from NMR data. A student should have command of 1D acquisition and processing as well as experience with 2D acquisition and processing before taking this class. All computational exercises involve some familiarity with the UNIX operating system. P—POI. *Wright*

757. Macromolecular Crystallography. (1.5) One-half semester course designed for graduate and advanced undergraduates focusing on structural characterization of macromolecules utilizing X-ray crystallography. Covers sample preparation, diffraction theory, data acquisition and processing as well as structure solution and refinement techniques. P—CHM 656 highly recommended. *Day*

761. Chemistry of the Main Group Elements. (3) Principles of bonding, structure, spectroscopy, and reactivity of compounds of the main group elements. Synthesis and applications of organometallic compounds of the main group. *Noftle*

762. Coordination Chemistry. (3) Theory, structure, properties, and selected reaction mechanisms of transition metal complexes. Design and synthesis of ligands and their applications in bioinorganic chemistry. *Bierbach, Melson*

763. Solid State Chemistry and Its Application. (3) Principles of solid state chemistry. Applications to the design and synthesis of new materials with important technological applications such as superconductors, superacids, ion exchangers, semiconductors and ferromagnets. *Lachgar*

764. Chemical Applications of Group Theory and Symmetry. (3) Symmetry, group theory, bonding, and spectroscopy. Applications to structure, stereoisomers, multicenter bonding and symmetry-controlled reactions. *Bierbach, Lachgar, Noftle*

765. Bioinorganic Chemistry. (3) The inorganic chemistry of life. a) Metals in biocatalysis: elucidation of structure and function of metalloenzymes by various spectroscopic and molecular biology methods; biomimetic ligands; synthetic models of active sites. b) Metals and toxicity. c) Inorganic compounds in therapy and diagnosis. *Bierbach*

771. Quantum Chemistry. (3) The quantum theory and its application to the structure, properties, and interactions of atoms and molecules. Theoretical and computational approaches. *Salam, Swofford*

791, 792. Thesis Research. (1-9, 1-9) *Staff*

829. Tutorial in Organic Chemistry. (3) *King, Welker, Jones*

830. Heterocyclic Chemistry. (3) Survey of the major groups of heterocyclic compounds. Modern applications of heterocycles. *King*

831. Principles of Chemical Carcinogenesis. (3) Fundamental chemistry of carcinogenesis. Survey of the chemistry and structure of carcinogenic compounds. Defense and chemotherapeutics.

832. Theoretical Organic Chemistry. (3) Molecular orbital treatment of structure and reactivity of organic molecules with emphasis on the applications of MO theory in pericyclic and photochemical reactions. *Welker*

- 833. Advanced Reaction Mechanisms.** (3) Detailed analysis of mechanisms with emphasis on characterization of transition state structure.
- 834. Chemical Equilibria and Related Topics.** (3) Theory of electrolytic solution equilibria as applied to chemical analysis and review of statistical treatment of data. *Hinze*
- 835. Advances in Analytical Chemistry—Thermal Analysis.** (3) Theory, principles, and selected applications of thermal methods of analysis, including thermogravimetry, thermometric titrations, and differential scanning calorimetry. *Hinze*
- 836. Advances in Analytical Chemistry—Physical Methods of Measurements.** (3) Theory, principles, and analytical applications of selected physical measurements, including determination of molecular weight distributions and reaction rate methods in chemical analysis. *Hinze*
- 837. Advances in Analytical Chemistry—Lasers in Chemistry.** (3) Introduction and investigation of the link between chemistry and lasers. Topics include modes of laser operation, laser-based probes, and laser-induced chemical change. *Jones, Swofford*
- 838. Advances in Analytical Chemistry—Luminescence Spectroscopy.** (3) Instrumentation, methods, and applications of molecular luminescence spectroscopy. *Jones, Swofford*
- 839. Tutorial in Analytical Chemistry.** (2 or 3) *Colyer, Hinze, Jones*
- 843. Tutorial in Advanced Kinetics.** (3)
- 844. Tutorial in Thermodynamics/Statistical Mechanics.** (3) *Kondepudi*
- 848. Lasers in Physical Chemistry.** (3) Survey of lasers and their use to study physical-chemical processes. Topics include types of lasers, range of spectral and temporal operation, methods of detection, and application to specific chemical problems. *Swofford*
- 849. Tutorial in Chiral Asymmetry in Chemistry and Physics.** (3) Chiral asymmetry in nuclear, atomic, and molecular interactions. General group theoretic approach to spontaneous chiral symmetry breaking and the study of specific mechanisms. *Kondepudi*
- 860. Analytical Electrochemistry.** (3) Applications to the identification and quantification of chemical compounds. *Hinze, Jones*
- 861. Applications of Electrochemistry.** (3) Determination of inorganic and organic reaction mechanisms, electrochemical synthesis, applications to materials science. *Noftle*
- 862. Special Topics in Coordination Chemistry.** (3) Selected applications of transition metal chemistry such as in paramagnetic resonance (NMR, EPR), bioinorganic chemistry, and industrial processes. *Bierbach, Melson*
- 863. Crystallography.** (3) Crystal structure determination using powder and single crystal X-ray diffraction. *Lachgar*
- 864. Modern Chemical Spectroscopy.** (3) Applications of vibrational, rotational, electronic, and nuclear spectroscopy to current problems in chemistry. *Beirbach, Lachgar, Noftle*
- 865. Metallopharmaceuticals.** (3) Design and mechanism of metal-containing pharmaceuticals in cancer therapy and diagnosis. *Bierbach*
- 869. Tutorial in Inorganic Chemistry.** (3) *Bierbach, Noftle, Lachgar*
- 871. Advanced Quantum Chemistry.** (3) Advanced quantum mechanical methods for the investigation of electronic structure and radiation-molecule interaction. *Salam, Swofford*

879. **Tutorials in Theoretical Chemistry.** (3) *Salam*

891, 892. **Dissertation Research.** (1-9, 1-9) *Staff*

Communication (COM)

Reynolda Campus

Chair Randall G. Rogan

**University Distinguished Professor of Communication Ethics
and Professor of Communication** Michael J. Hyde

Professors Michael David Hazen, Jill Jordan McMillan, Randall G. Rogan

Associate Professors John Llewellyn, Allan Loudon, Ananda Mitra, Eric Watts, Margaret D. Zulick

Assistant Professors Mary Dalton, Steven Giles, Don Helme

The Department of Communication offers graduate study leading to the MA degree. The minimum requirement is thirty-three semester hours of work, six of which are allotted for the thesis.

The program requires a core of courses in general theories and research methodology and then allows students to take courses in context areas such as health communication, intercultural communication, interpersonal communication, mass communication, organizational communication, and public communication. In addition, the department provides work in communication ethics, communication technologies, and argumentation. A program of study should include 6 hours of thesis work and a minimum of 27 hours of coursework, of which 6 hours may be in electives outside the department.

All students must demonstrate competence in a research skill relevant to their thesis and/or professional goals. Most students demonstrate their competency in empirical methodology or critical methodology; however, a foreign language also may be elected. Graduate courses taken to fulfill the research skill requirement may not count toward the required twenty-three hours for the MA.

Students who enroll for the master's degree are expected to have a strong undergraduate background in the discipline or in related areas. Teaching experience may be accepted in partial fulfillment of the background requirement. The student who has certain deficiencies in undergraduate training may be asked to complete undergraduate requirements at the University while studying for the degree.

Although it is possible to obtain the MA degree in one calendar year, most students find it advantageous to take two academic years to complete the program.

The program began in 1969. Departmental graduate committee: Mitra (director), Giles, Hyde, Loudon, McMillan, and Zulick.

600. Classical Rhetoric. (3) Study of major writings in Greek and Roman rhetorical theory from the Sophists to Augustine. Offered in alternate years. *Zulick*

601. Semantics and Language in Communication. (3) Study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. *Hazen, Hyde, Zulick*

602. Argumentation Theory. (3) Examination of argumentation theory and criticism; emphasis on both theoretical issues and social practices. Offered in alternate years. *Hazen, Zulick*

- 603S. Directing the Forensics Program.** (1-3) A pragmatic study of the methods of directing high school and college forensics. Laboratory work in the High School Debate Workshop. Summer only. *Staff*
- 604. Freedom of Speech.** (3) Examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression. Offered in alternate years. *Llewellyn, Zick*
- 605. Communication and Ethics.** (3) A study of the role of communication in ethical controversies. *Hyde*
- 606. Burke & Bakhtin Seminar.** (3) Examines the language theories of Kenneth Burke and Mikhail Bakhtin in relation to contemporary rhetorical theory. *Zulick*
- 610. Advanced Media Production.** (3) Special projects in audio and video production for students with previous media production experience. P—POI. *Staff*
- 611. Film Theory and Criticism.** (3) Study of film aesthetics through an analysis of the work of selected filmmakers and film critics. P—POI. *Dalton*
- 612. Film History to 1945.** (3) Survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings. *Dalton*
- 613. Film History since 1945.** (3) Survey of the development of motion pictures from 1946 to present day. Includes lectures, readings, reports, and screenings. *Dalton*
- 614. Mass Communication Theory.** (3) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. *Mitra*
- 615. Communication and Technology.** (3) Exploration of how communication technologies influence the social, political, and organizational practices of everyday life. *Hyde, Mitra*
- 617. Communication and Popular Culture.** (3) Explores the relationship between contemporary media and popular culture from a cultural studies perspective using examples from media texts. *Mitra*
- 630. Communication and Conflict.** (3) Review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict. *Rogan*
- 635. Survey of Organizational Communication.** (3) Overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization. *Llewellyn, McMillan*
- 636. Organizational Rhetoric.** (3) Explores the persuasive nature of organizational messages—those exchanged between organizational members and those presented on behalf of the organization as a whole. Offered in alternate years. *McMillan*
- 637. Rhetoric of Institutions.** (3) A study of the communication practices of institutions as they seek to gain and maintain social legitimacy. Offered in alternate years. *Llewellyn*
- 638. The Art of Twentieth-Century African-American Rhetoric.** (3) Explores how African Americans have invented a public voice in the twentieth century. Focuses on how artistic cultural expression, in particular, has shaped black public speech. *Watts*
- 640. American Rhetorical Movements to 1900.** (3) Examines the interrelation of American rhetorical movements through the nineteenth century by reading and analyzing original speeches and documents, with emphasis on antislavery and women's rights. *Zulick*

- 641. American Rhetorical Movements since 1900.** (3) Examines the interrelation of American rhetorical movements in the twentieth century by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student radicals, and women's liberation. *Watts, Zulick*
- 642. Political Communication.** (3) Study of electoral communication including candidate and media influences on campaign speeches, debates, and advertising. Offered in alternate years. *Louden*
- 643. Presidential Rhetoric.** (3) Examines theory and practice of speechmaking and mediated presidential communication. *Louden*
- 650. Intercultural Communication.** (3) Introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. Offered in alternate years. *Hazen, Mitra, Rogan*
- 651. Comparative Communication.** (1.5, 3) Comparison of communicative and rhetorical processes in the U.S. with one or more other national cultures with an emphasis on both historical and contemporary phenomena. a) Japan; b) Russia; c) Great Britain; d) Multiple countries. Offered in alternate years. *Hazen*
- 654. International Communication.** (3) In-depth look at the role of mass media in shaping communication between and about cultures using examples from traditional and emerging media systems. *Hazen, Mitra*
- 655. Health Communication.** (3) Examination of theories, research, and processes of health communication in contemporary society. *Giles*
- 670. Special Topics.** (1-4) Examination of topics not covered in the regular curriculum. *Staff*
- 680. Great Teachers.** (3) Intensive study of the ideas of three noted scholars and teachers in the field of communication. Students interact with each teacher during a two- or three-day visit to Wake Forest. *Staff*
- 719. Theory and Research Design in Communication Science.** (3) Examination of communication science theory with a focus on critiquing and utilizing theory in research, accompanied by an overview of quantitative research design and methodology. *Giles, Helme, Mitra, Rogan*
- 720. Quantitative Analysis in Communication Science.** (3) Overview of statistical data analysis, interpretation, and reporting for communication research. P—COM 719. *Giles, Helme, Mitra, Rogan*
- 752. Contemporary Rhetorical and Communication Theory.** (3) Introduction to theory building in human communication and rhetoric, with a survey and evaluation of major contemporary groupings of theorists. Approaches studied are those which emphasize the symbol (George Herbert Mead and Kenneth Burke), human relations (Martin Buber), the media (Marshall McLuhan), and systems (Norbert Wiener). *Hazen, Watts*
- 753. Seminar in Persuasion.** (3) Study of contemporary social science approaches to persuasion theory and research. Influence is examined with interpersonal, social, and mass media contexts. *Louden*
- 758. Rhetorical Theory.** (3) Introduction to primary texts in the theory of rhetoric including classical theories, dramatism, semiotics, and critical/cultural studies. *Llewellyn, McMillan, Watts, Zulick*
- 759. Rhetorical Criticism.** (3) The critical application of rhetorical theories aligning with the traditions covered in Communications 758. P—COM 758. *Llewellyn, McMillan, Watts, Zulick*

- 763, 764. Proseminar in Communication.** (1, 1) Introduction to graduate study in communication. *Mitra*
- 773. Seminar in Interpersonal Communication.** (3) Study of recent research and theoretical developments in dyadic communication. Methodology examined includes conversational analysis, field, and experimental approaches. *Rogan*
- 774. Research and Theory of Organizational Communication.** (3) Advanced study of theoretical approaches to the role of communication in organizations and empirical application of such theories. *Llewellyn, McMillan*
- 780. Special Seminar.** (1-3) Intensive study of selected topics in communication. Topics may be drawn from any theory or content area of communication, such as persuasion, organizational communication, or film. *Staff*
- 781, 782. Readings and Research in Speech Communication.** (1-3, 1-3) Students may receive credit for a special reading project in an area not covered by regular courses or for a special research project not related to the master's thesis. *Staff*
- 791, 792. Thesis Research.** (1-9) *Staff*

Comparative Medicine (COMD)

Bowman Gray Campus, Friedberg Campus

Pathology (Section on Comparative Medicine)

Section Head Jay Kaplan

Professors Michael R. Adams, Thomas B. Clarkson Jr., Jay R. Kaplan, Carol A. Shively, Janice D. Wagner, J. Koudy Williams

Associate Professors J. Mark Cline, Randolph Geary, Nancy Kock, Thomas C. Register

Assistant Professors Cynthia J. Lees, Richard W. Young

Instructors Susan E. Appt, Charles E. Wood

Associate Faculty Mary Lou Voytko

The section on comparative medicine in the Department of Pathology offers a program leading to the MS degree in Comparative Medicine for individuals with a professional degree (DVM or MD).

Research is an important facet of departmental activities, and research training is emphasized in its educational programs. Investigative efforts focus on animals as models of human disease and the use of animals in biomedical research. Major interests include cardiovascular disease (especially atherosclerosis), lipoprotein metabolism, matrix and cell biology, behavioral biology and reproductive medicine, comparative pathology, and osteopathology.

There is an active interest in the biology and diseases of nonhuman primates. A colony of approximately 1,000 nonhuman primates of several species is maintained to provide ample material for students interested in nonhuman primate biology. In addition, specialized colonies of rodents and other species also are used in Wake Forest University's biomedical research programs.

The MS degree has been offered since 1964.

703. Diseases of Laboratory Animals. (3) Naturally occurring diseases of laboratory animals are considered in depth. Lectures are organized by animal species and are designed to emphasize the prevalence and physiological and pathological expression of both infectious and metabolic/degenerative diseases. Additional emphasis is on the diagnosis and management of these diseases in the laboratory animal facility. Special topics, including disease surveillance, zoonoses, and strain differences in disease susceptibility, are also presented. P—DVM or MD degree or POI. Offered in odd-numbered years. *Kock*

706. Animal Models in Biomedical Research. (3) Designed to provide the student with the current knowledge about animal models used in biomedical research. The major disease problems of man are discussed by organ system. For each disease problem, the advantages and disadvantages of animal models in current use are discussed. Both experimentally induced and naturally occurring diseases of animals are considered. P—POI. Offered in even-numbered years.

J. Wagner, Staff

708. Medical Primatology. (3) Acquaints the student with the biology, laboratory management, behavior, and diseases of the nonhuman primates of biomedical interest. Emphasis is on both: a) the clinical manifestations, diagnosis, and management of diseases that are the principal causes of morbidity and mortality in laboratory primates; and b) those aspects of social structure and colony management that contribute to susceptibility and resistance to such diseases. Course considers issues relating to the psychological well-being of laboratory primates. P—POI. Offered in even-numbered years. *Adams, Kaplan*

709, 710. Advanced Topics in Comparative Medicine. (Credit to be arranged, 1-5) An advanced lecture and student participation course dealing with areas of new knowledge in comparative medicine. P—General biochemistry, general pathology, or equivalents. *Staff*

711, 712. Comparative Pathology Conference. (1, 1) Necropsy cases are presented and discussed by postdoctoral fellows and staff. Management of current medical problems and the comparative aspects of the materials presented are emphasized. *Staff*

713, 714. Research. The department offers research in a variety of topics in comparative medicine, including research in preparation for the master's thesis and the doctoral dissertation. *Staff*

Computer Science (CSC)

Reynolda Campus

Chair Stan J. Thomas

Reynolds Professors Jacquelyn S. Fetrow, Robert J. Plemmons

Associate Professors Jennifer J. Burg, Daniel A. Cañas, David J. John, Stan J. Thomas, Todd C. Torgersen

Assistant Professors Errin Fulp, V. Paúl Pauca, William H. Turkett Jr.

Adjunct Assistant Professor Timothy E. Miller

Lecturer Yue-Ling Wong

The department offers a program of study leading to the master of science degree in computer science. The program is designed to accommodate students seeking either a terminal master's degree or preparation for PhD work at another institution.

The Master of Science in Computer Science

In addition to the graduate school admission requirements, students entering the graduate program must have completed computer science coursework in the areas of: 1) programming in a modern high-level language, 2) basic computer organization and architecture, 3) data structures, and 4) principles of operating systems and networks. Students should also have completed mathematics courses equivalent to: 1) differential and integral calculus including infinite series, 2) discrete mathematics, 3) linear algebra, and 4) probability and statistics.

The requirements for the Master's of Science degree may be met in one of three ways. The courses CSC 631, 641, 702, and 721 are identified as the core courses for the MS degree and are required of all students.

The MS degree with thesis requires 30 semester hours including 6 hours of thesis research (CSC 791, 792) and a successfully completed thesis. The coursework must include the twelve-hour core. The remaining twelve hours are selected from computer science courses with at least six of these hours from 700-level courses other than CSC 795.

The MS degree with project requires thirty-three semester hours including three hours of project research (CSC 795) and a successfully completed project. The coursework must include the twelve-hour core. The remaining eighteen hours are selected from computer science courses with at least six of these hours from 700-level courses other than CSC 791, 792.

For the MS degree without thesis or project, 36 semester hours are required. The coursework must include the 12-hour core. The remaining hours are selected from computer science courses with at least 6 of these hours from 700-level courses other than CSC 791, 792 and 795.

With the approval of the graduate adviser, graduate courses may be taken in related areas to fulfill requirements; however, no more than 6 such hours may count toward the degree.

Computer science graduate students can apply to participate in the Interdisciplinary Graduate Track in Structural and Computational Biophysics. The specific requirements are found in this bulletin under the courses of instruction. On successful completion of this Track a student will earn an MS degree in computer science (thesis option) with a Certification in Structural and Computational Biophysics.

The Master's of Science program in computer science began in 1991. Current information on the program and links to faculty interests can be accessed on the Web at www.cs.wfu.edu.

Computing Resources

The department supports UNIX-based workstations, file servers, and personal computers in a local area network, with high-speed access to the Internet. Access is also available to the University's parallel computing systems for high performance computation.

611. Computer Architecture. (3) In-depth study of computer systems and architectural design. Topics include processor design, memory hierarchy, external storage devices, interface design, and parallel architectures.

621. Database Management Systems. (3) Introduction to large-scale database management systems. Topics include data independence, database models, query languages, security, integrity, and concurrency.

631. Object-oriented Software Engineering. (3) Study of software design and implementation from an object-oriented perspective, covering abstraction, encapsulation, data protection,

inheritance, composition, polymorphism and dynamic versus static binding. Students practice software engineering principles through team projects.

633. Principles of Compiler Design. (3) Study of techniques for compiling computer languages including scanning, parsing, translating, and generating code.

641. Operating Systems. (3) Study of the different modules that compose a modern operating system. In-depth study of concurrency, processor management, memory management, file management, and security.

643. Internet Protocols. (3) Study of wide area connectivity through interconnection networks. Emphasis is on Internet architecture and protocols. Topics include addressing, routing, multicasting, quality of service, and network security.

646. Parallel Computation. (3) Study of hardware and software issues in parallel computing. Topics include a comparison of parallel architectures and network topologies, and an introduction to parallel algorithms, languages, programming, and applications.

652. Numerical Linear Algebra. (3) Numerical methods for solving matrix and related problems in science and engineering. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis on parallel matrix computations. Beginning knowledge of a programming language such as Pascal, FORTRAN, or C is required. Credit not allowed for both MTH 626 and CSC 652.

655. Introduction to Numerical Methods. (3) Numerical computations on modern computer architectures; floating-point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations, and least squares methods. Credit not allowed for both MTH 655 and CSC 655.

661. Digital Media. (3) Introduction to digital media covering sampling and quantization, resolution, color representation, multimedia file formats, data encoding and compression, multimedia network issues, streaming data, and multimedia programming.

663. Computer Graphics. (3) Study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing.

665. Image Processing Fundamentals. (3) Study of the basic theory and algorithms for image enhancement, restoration, segmentation, and analysis.

671. Artificial Intelligence. (3) Introduction to problems in artificial intelligence. Knowledge representation and heuristic search in areas such as planning, machine learning, pattern recognition, and theorem proving.

685. Bioinformatics. (3) Introduction to bioinformatics and computing techniques essential to current biomedical research. Topics include genome and protein sequence and protein structure databases, algorithms for bioinformatics research, and computer architecture and environment considerations. Also listed as PHY 627.

691. Selected Topics. (1, 2, 3) Topics in computer science which are not studied in regular courses or which further examine topics begun in regular courses. P—POI.

693. Individual Study. (1 or 2) Independent study directed by a faculty adviser. By prearrangement.

702. Theory of Computation. (3) Basic theoretical principles of computer science. Topics include the relationship between automata and grammars, Church's thesis, unsolvability, and computational complexity.

721. Theory of Algorithms. (3) Design and analysis of algorithms. Topics may include time and space complexity analysis, divide-and-conquer algorithms, the fast Fourier transform, NP-complete problems, and efficient algorithms for operations on lists, trees, graphs, and matrices.

726. Parallel Algorithms. (3) A thorough, current treatment of parallel processing and supercomputing. Modern high-performance commercial architectures, parallel programming, and various supercomputing applications are discussed. Hands-on experience is emphasized. Students are given access to a variety of machines.

731. Compiler Optimization. (3) Design and implementation of optimizing compilers. Optimization techniques, parallelizing transforms, and comparative examples from the literature. P—CSC 633.

743. Topics in Operating Systems. (3) Issues in operating system development; resource management, queuing theory, concurrent processing, and languages for operating system development. P—CSC 641.

753. Nonlinear Optimization. (3) The problem of finding global minimums of functions is addressed in the context of problems in which many local minima exist. Numerical techniques are emphasized, including gradient descent and quasi-Newton methods. Current literature is examined and a comparison made of various techniques for both unconstrained and constrained optimization problems. Credit not allowed for both MTH 753 and CSC 753. P—CSC or MTH 655.

754. Numerical Methods for Partial Differential Equations. (3) Numerical techniques for solving partial differential equations (including elliptic, parabolic and hyperbolic) are studied along with applications to science and engineering. Theoretical foundations are described and emphasis is on algorithm design and implementation using either C, FORTRAN or MATLAB. Also listed as MTH 754. P—CSC 655 or MTH 655.

765. Image Processing. (3) Advanced techniques in image processing including image formation and corruption models, digitization, Fourier domain methods, enhancement, restoration, and tomographic reconstruction. P—CSC 721.

766. Pattern Recognition. (3) Study of statistical pattern recognition techniques and computer-based methods for decision-making, including discriminant functions, feature extraction, and classification strategies. Emphasis is on applications to medical image analysis. P—POI.

767. Computer Vision. (3) Techniques for extracting features from images: optimal thresholding, 2D and 3D feature measurement, graph isomorphism and graph matching methods. P—CSC 766.

775. Neural Networks. (3) Design of artificial neural networks. Introduction to the relevant neurophysiology, feedforward networks, recurrent networks, and applications to pattern recognition and optimization.

779. Topics in Artificial Intelligence. (3) Advanced topics in artificial intelligence. Individual projects are assigned. P—CSC 671.

781. Computer Science Seminar. (0) Discussions of contemporary research. No credit.

782. Computational Biology Journal Club. (1) Seminal and current publications in computational biology and biophysics. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion.

790. Advanced Topics in Computer Science. (3) Advanced topics of current interest in computer science not covered by existing courses. P—POI.

791, 792. Thesis Research. (1-9)

795. Project. (3)

Counseling (CNS)

Reynolda Campus

Chair Samuel T. Gladding

Professors John P. Anderson, Samuel T. Gladding, Donna A. Henderson

Associate Professors Debbie W. Newsome, Laura J. Veach

The master of arts in counseling degree is awarded to candidates who successfully complete a minimum of sixty semester hours in a planned and directed program of study. The program consists of a common core of courses to provide knowledge in eight areas: human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, and professional orientation. The program also supplies clinical instruction with practicum and internship experiences. In addition, students must select a program specialty area—school counseling or community counseling—in which they complete their internships and take courses that assure at least entry-level competence.

School Counseling Program. The School Counseling Program is designed to provide prospective school counselors with the knowledge, skills, and competence necessary to establish and conduct effective developmental guidance and counseling programs in schools, kindergarten through the twelfth grade. The course of study that leads to a license in school counseling in North Carolina (and through reciprocity agreements leads to licensure in most other states), is based on the requirements of the North Carolina State Board of Education, and is accredited by the National Council for Accreditation of Teacher Education, and the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

Community Counseling Program. In the Community Counseling Program, students are prepared for counseling in a wide variety of community settings and agencies. The course of study is accredited by the Council on Accreditation of Counseling and Related Educational Programs.

Admission to the Program. Admissions decisions are based on consideration of a combination of criteria: college grade-point average, Graduate Record Examination scores, recommendations, professional commitment, work or volunteer experience in the human services field, and suitability for the profession. Applicants being considered for admission are required to have a personal interview with program faculty. Candidates for the counseling programs are not required to have a specific undergraduate major or minor.

Continuance in the program and admission to candidacy are based on success in academic courses and on personal, ethical, and performance considerations.

Graduates are eligible to sit for the National Certified Counselor examination. Those who complete the School Counseling Program are eligible to apply for licensure with the Public Schools of North Carolina.

All courses listed are open to counseling students only unless otherwise noted.

721. Research Analysis in Counseling. (3) Qualitative and quantitative research methods. Analysis and evaluation of research-based literature in the counseling field. Program evaluation.

Anderson, Karr

723. Statistical Analysis for the Helping Professions. (3) Descriptive, inferential, and nonparametric statistical procedures involved in research. Computer methods for statistical analysis.

Newsome

736. Appraisal Procedures for Counselors. (3) Appraisal, assessment, and diagnosis of personality, emotional, intellectual, and learning characteristics and disorders of clients in schools, colleges, and community human service agencies. Use of tests in counseling as an adjunct to clinical impressions. *Newsome*

737. Counseling Skills and Techniques. (2) Basic communication skills, helping relationships, and strategies for personal change. Issues and ethics in counseling. *Veatch*

738. Counseling Practicum. (2) Supervised experience for the development of individual and group counseling skills under individual and group supervision in a school or community agency. Involvement in direct service work and activities similar to those of regularly employed professional staff. Individual and group supervision of practicum experiences. P—EDU 737.

Henderson, Newsome, Veatch

739. Advanced Counseling Skills and Techniques. (2) Advanced and specialized counseling interventions including reflecting, challenging, and assessing skills. Demonstration of skill level required. P—CNS 737. *Veatch*

740. Professional Orientation to Counseling. (3) Covers the history, roles, organizational structures, ethics, standards, specializations, and credentialing in the profession of counseling. Public policy processes and contemporary issues are also considered. *Gladding*

741. Theories and Models of Counseling. (3) Study of theories and approaches to professional counseling: psychoanalytic (Freud, Adler, Jung), person-centered (Rogers), existential (May, Frankl), behavioral (Skinner, Glasser), cognitive/rational (Ellis), holistic/systemic, eclectic. Professional orientation, issues, ethics, cultural pluralism, and trends in counseling. *Anderson, Karr*

742. Group Procedures in Counseling. (3) An experiential and conceptual exploration of the psychological dynamics and interpersonal communication of small groups, including group structure, leadership models, group process and practice, stages of group development, group techniques, and ethical principles. *Anderson*

743. Career Development and Counseling. (3) Vocational development throughout life; psychological aspects of work; occupational structure and the classifications of occupational literature; theories of vocational choice and their implications for career counseling. *Newsome*

744. Counseling Internship I. (3) Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling.

Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. Case review. P—EDU 737 and 741. *Henderson, Newsome, Veach*

a. School

b. Community agency

745. Counseling Internship II. (3) Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling. Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. Case review. P—EDU 744. *Henderson, Newsome, Veach*

a. School

b. Community agency

746. Counseling Children. (3) Theory and practice of counseling with children in schools and community agencies. Elementary school counseling; models, methods, and materials. Counseling children with special emotional, learning, psychological, or behavioral concerns. *Henderson*

747. Cultures and Counseling. (3) The influence of culture in human development and in counseling relationships. A study of personal and ethnic diversity and commonality. *Henderson*

748. Life Span Development: Implications for Counseling. (3) Examination of major theories and principles of human development across the life span, including physical, psychological, intellectual, social, and moral perspectives. *Henderson*

749. School Guidance and Counseling. (3) The organization and management of comprehensive school guidance and counseling programs. Individual and group counseling, consultation, coordination, and collaboration in student services in schools. Program development in elementary, middle, and secondary schools. *Henderson*

750. The Vienna Theorists—Freud, Adler, Moreno and Frankl. (3) Examination of the original writings of four of the leading theorists of modern counseling, which is enhanced by a visit to the city in which they initially formulated their clinical ideas. Students read and discuss several original writings of each practitioner—Freud, Adler, Moreno, and Frankl—prior to and during a two-week stay in the Wake Forest University Flow House in Vienna during which they visit relevant historical sites and institutes. *Staff*

760. Issues in School Counseling. (3) Designed to allow students to investigate current issues related to the practice of school counseling. Emphasis is on identifying appropriate prevention responses to these issues. *Henderson*

762. Issues in Community Counseling. (3) Examines specific issues related to community counseling including, but not limited to, reimbursement, outcome evaluation, advocacy strategies, community counselor roles and functions. *Veach*.

763. Specialized Study in Counseling. (1-3) Exploration of special topics or areas of practice in the field of counseling. *Staff*

a. School Guidance and Counseling

h. Rehabilitation

b. College Student Development Services

i. Adult Development/Aging Counseling

c. Mental Health Counseling

j. Religious Counseling

d. Marriage and Family Counseling

k. Health Counseling

e. Business/Industry Counseling

l. Multicultural Counseling

f. Correctional Counseling

m. Holistic Counseling

g. Career Counseling

764. Creative Arts in Counseling. (1-3) Examines history, theories, processes, and techniques of using the creative arts in counseling with clients throughout the life span. Particular attention is given to the visual and verbal arts, such as drawing, imagery, photography, cartooning, cinema, movement, dance, literature, drama, and music. *Gladding*

765. Addiction Counseling. (3) Introduces the concepts of chemical dependency, counseling procedures and techniques, and treatment considerations. The student has opportunities to apply models of chemical dependency counseling to hypothetical situations at various stages of substance use. *Veach*

770. Counseling and Mental Health. (3) Studies the healthy personality and reviews developmental and situational problems in adjustment. Explores personality and systemic interventions for career, educational, and relationship concerns. P—Counseling students only or POI. *Veach*

771. Community Counseling. (3) History, philosophy, organization, management, and delivery of counseling services in various community agencies. Preventative, developmental, and remedial strategies for use with various populations. *Veach*

772. Marriage and Family Systems. (3) Study of the institutions of marriage and the family from a general systems perspective. Exploration of how changes in developmental and situational aspects of the family life cycle influence individuals within the systems of marriage and the family. Both horizontal and vertical dimensions of change are focused on through the use of genograms. Different forms of family lifestyles, such as dual career, single parent, and blended are covered. *Gladding*

773. Family Counseling. (3) Examination of the philosophy and goals of seven major theories of family counseling (Bowenian, Adlerian, psychodynamic, experiential/humanistic, behavioral, structural, strategic) as well as the development of the profession of family counseling from an historical and current trends perspective. Differences between family counseling and individual/group counseling are highlighted and ethical/legal considerations for working with family units are stressed. Techniques associated with theories are demonstrated through video and play simulations. Research methods for gathering data on families are highlighted. *Gladding*

774. Marriage Counseling. (3) Study of the philosophy and goals of six main theories of marriage counseling (psychoanalytic, social learning, Bowenian, structural-strategic, experiential/humanistic, and rational-emotive) and the techniques associated with each. Historical and current trends associated with the field of marriage counseling are explored, along with related issues such as premarital counseling, family-of-origin influences within marriage, and widowhood. Appropriate marriage assessment instruments, research methods, and ethical/legal questions involved in marriage counseling are addressed. *Gladding*

775. Marital and Family Health and Dysfunctionality. (3) Examines system and individual dynamics associated with marital and family health and dysfunctionality. Longitudinal research on factors connected with healthy, long-term marriages and functional family life are explored. Interactive patterns that lead to such marital and family dysfunctionality as spouse and child abuse, anorexia nervosa, addictive disorders, and dependency are examined. *Gladding*

780. Professional, Ethical and Legal Issues in Counseling. (2) Provides an overview of the critical professional issues in counseling with emphasis on current ethical, legal, and values-related questions and the relationship of these issues to the counselor's role in training, supervision, consultation, appraisal, and research. P—Advanced graduate standing or permission of instructor. *Anderson, Henderson*

782. Developmental Counseling Psychology. (3) Theoretical, research, and methodological aspects of a developmental/holistic/systems framework for counseling. Integration and application of major theories and approaches to counseling. *Staff*

786. Consultation and Program Development in Counseling. (2) Consultation theory and process. Consultation with families, schools, colleges, and community agencies. Models for facilitating change in human systems. *Anderson, Henderson*

Education (EDU)

Reynolda Campus

Chair Joseph O. Milner

Francis P. Gaines Professor of Education Patricia M. Cunningham

Professors Robert H. Evans, Joseph O. Milner, Linda N. Nielsen

Associate Professors Leah P. McCoy, Mary Lynn Redmond

The Department of Education offers professional graduate programs in teacher education. The goals and requirements for these programs are available in the Licensure Office of the department.

Master Teacher Fellows Program. This program is designed for a select group of students who have earned a baccalaureate degree with a major in biology, chemistry, English, French, history, mathematics, physics, social science, or Spanish. Students enter the program in the first week of June and in thirteen months can earn the master of arts in education and the M secondary teaching license.

Master Teacher Associates Program. Fellowships are offered to students who have earned the initial A license to teach at the secondary level, have a record of strong teaching, and want to pursue graduate study. Students in this program earn an M license and help supervise student teachers who are earning an initial license.

Visiting International Fellows Program. This program offers a master of arts in education that is appropriate to the professional needs of the diverse group of excellent teachers from other nations who are teaching in American schools. The program can be completed in three summers.

License Only Coursework. Students who wish to enroll in graduate courses to obtain or renew a license may seek admission through the Licensure Officer of the Department of Education. The GRE is not required.

A copy of the Title II Federal Report Card may be obtained in the licensure office of the Department of Education.

601. Microcomputer and Audiovisual Literacy. (3) Introduction to microcomputers for educators and other users, emphasizing familiarity with computers, use and evaluation of software, and elementary programming skills. Experience with audiovisual materials and techniques is included.

- 602. Production of Instructional Materials.** (3) Methods of producing instructional materials and other technological techniques. P—EDU 601 and senior or graduate standing.
- 603. History of Western Education.** (3) Educational theory and practice from ancient times through the modern period, including American education.
- 604. Theories of Education.** (3) Contemporary proposals for educational theory and practice studies in the context of social issues.
- 605. The Sociology of Education.** (3) Study of contemporary educational institutions. Examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.
- 606. Studies in the History and Philosophy of Education.** (3) Study of selected historical eras, influential thinkers, or crucial problems in education. Topics announced annually.
- 607. Technology in Education.** (3) Introduction to the use of computers in education. Includes use of Internet, software, and hardware including multimedia to meet instructional goals.
- 612. Teaching Children with Special Needs.** (3) Survey of the various types of learning problems commonly found in elementary children. Students observe exemplary programs, tutor children with special needs, and attend seminars on effective instructional techniques.
- 613. Human Growth and Development.** (3) Theories of childhood and adolescent development, their relation to empirical research, and their educational implications. Consideration of the relation to learning of physical, intellectual, emotional, social, and moral development in childhood and adolescence.
- 651. Adolescent Psychology.** (4) Introduction to theories of adolescent psychology as related to teaching and counseling in various settings. Readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of 13 and 19.
- 654. Methods and Materials.** (3) Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies). Includes 40-hour field experience component.
- 661. Foundations of Education.** (3) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.
- 664. Secondary Student Teaching.** (9) Supervised teaching experience in grades 6-12. Pass/fail.
- 674. Student Teaching Seminar.** (1.5) Analysis and discussion of practical problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasis is on the application of contemporary instructional methods and materials. Includes prior (intercession) 20 hours field experience requirement.
- 681. Special Needs Seminar.** (1.5) Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include classroom management, reading and writing in the content area, inclusion, diversity, and evaluation. Meets 4 hours per week the first 6 weeks of the semester.
- 682. Reading and Writing in the Content Areas.** (2) Survey of methods for teaching reading and writing to help students learn in the various content areas, and of techniques for adapting instruction to the literacy levels of students.

- 684. Creative Research Methodologies.** (2) Investigation of source materials, printed and manuscript, and research methods which are applied to creative classroom experiences and the preparation of research papers in literature and social studies.
- 687. Tutoring Basic Writing.** (2) Review of recent writing theory applicable to teaching basic writers (including the learning disabled and non-native speakers). Special attention to invention strategies and heuristic techniques. Includes experience with tutoring in the Writing Center. (Credit not allowed for both EDU 387 and ENG 387.)
- 690. Methods and Materials for Teaching Foreign Language (K-6).** (3) Survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is on issues and problems involved in planning and implementing effective second language programs in grades K-6. Spring only.
- 693. Individual Study.** (3) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.
- 695. Teaching Exceptional Students.** (3) Introduction to understanding exceptional students and the most effective teaching strategies for their inclusion in the regular classroom.
- 697. Research and Trends in the Teaching of Foreign Languages.** (3) Study of current trends and issues in foreign language education. Research topics include language and linguistics, culture, and technology.
- 698. Seminar in Secondary Education.** (1) Investigation of the issues that form the context for teaching in secondary schools.
- 705. Sociology of Education.** (3) Study of contemporary society and education, including goals and values, institutional culture, and the teaching/learning process.
- 707. Sociology of Diverse Learners.** (3) Examination of the impact of race, ethnicity, and social class on the schooling process, including consideration of philosophical, historical, and sociological issues.
- 708. School and Society.** (3) Study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, assessment and evaluation, and contemporary problems and reform movements.
- 711. Reading Theory and Practice.** (3) Study of current reading theory and consideration of its application in the teaching of reading, grades K-12.
- 712. Psychology of Diverse Learners.** (3) Examination of group behavior, diverse learning styles, and the fundamental patterns of human development as they relate to classroom environments. Includes theories and processes of effective teaching and learning for all classrooms, including multicultural and inclusion settings.
- 713. Psychology of Learning: Classroom Motivation and Discipline.** (3) Study of the nature and fundamental principles of learning. Major learning theories and their implications for teaching problems. Cognitive processes, concept-formation, problem-solving, transfer of learning, creative thinking, and the learning of attitudes, beliefs, and values. Research in learning.
- 714. Instructional Strategies and Evaluation.** (3) Application of learning theories to instructional strategies and techniques and evaluation of various assessment techniques.
- 715. Descriptive Research.** (3) Individual research project on a specific pedagogical topic developed through descriptive methods in a school setting. Includes definition of research problem, literature review, collection of field data, and reporting of results.

716. Professional Development. (3) Reflection and self-evaluation of student teaching experience and definition of professional goals. Includes review of research literature on best practices in teaching, critical examination of personal teaching experiences as related to the research literature, and development of a teaching portfolio.

721. Educational Research. (3) Theory, construction, and procedures of empirical research dealing with educational and counseling problems. Analysis and evaluation of research studies; experience in proposal writing, the design and execution of research studies.

723. Educational Statistics. (3) Descriptive, inferential, and nonparametric statistical procedures involved in educational research. Computer methods for statistical analysis.

731. Foundations of Curriculum Development. (3) Philosophical, psychological, and social influences on the school curriculum. Examination of both theoretical and practical curriculum patterns for the modern school. Processes of curriculum development, including the leadership function of administration and research.

733. Supervision of Instruction. (3) Analysis of various techniques of supervision: orientation of teachers, in-service education, classroom observation, individual follow-up conferences, ways to evaluate instruction, and methods for initiating changes.

735. Appraisal Procedures for Teachers. (3) Overview of the development, interpretation, and application of tests of achievement, aptitude, interest, personality, intelligence, and other inventories commonly employed by teachers. Educational tests and measurement in the classroom. Test construction, validity, and reliability.

751. Adolescent Psychology. (3) Introduction to theories of adolescent psychology as related to teaching and counseling in various settings. Readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of 13 and 19.

758. Studies in Educational Leadership. (3) Examination of contemporary leadership theory and its various applications in education. Students engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership.

764. Seminar in Curriculum and Instruction. (3) Exploration of special topics in the field of curriculum and instruction.

781. Methodology and Research. (3) Advanced study of the methods and materials of a specific discipline (English, French, Spanish, social studies, mathematics, science) in the curriculum with special attention directed to the basic research in the discipline. Includes 20 hours field experience/project.

783. Readings and Research in Education. (1-3) Independent study and research on topics relevant to the student's field of concentration which may include a special reading program in an area not covered by other courses or a special research project. Supervision by faculty members. Hours of credit to be determined prior to registration.

784. Research in Writing. (3) Investigation of selected topics related to the writing process.

785. The Teaching of Writing. (3) Examination of the theories and methods of instruction of writing.

787. Teaching Advanced Placement. (3) Investigation of the content of and the pedagogy appropriate to advanced placement courses in the various disciplines. Summer only.

788. Teaching Foreign Languages in the Elementary Grades. (3) Intensive period of observation and instruction in an elementary school setting with a foreign language specialist. Methods for development of listening, speaking, reading, writing, and cultural awareness using content-based instruction and thematic units.

English (ENG)

Reynolda Campus

Chair Eric G. Wilson

Associate Chair William M. Moss

Reynolds Professor of English Herman Rapaport

Charles E. Taylor Professor of English James S. Hans

Thomas H. Pritchard Professor of English Eric Wilson

Professors Anne Boyle, Mary K. DeShazer, Andrew V. Ettin, Claudia Thomas Kairoff, Philip F. Kuberski,

Barry G. Maine, William M. Moss, Gillian R. Overing, Gale Sigal

Poet-in-Residence and Associate Professor Jane Mead

Associate Professors Scott W. Klein, Jefferson Holdridge, John McNally, Olga Valbuena

Assistant Professors Dean Franco, Jessica Richard

The courses for which credit may be earned toward the fulfillment of requirements for the MA degree offer opportunities for study and research in most of the major areas of both British and American literature and in the English language. The courses for graduates only (numbered above 700) stress independent study and research out of which theses may develop.

Applicants for graduate work in the department are expected to hold an undergraduate degree in English from an accredited institution. This major should consist of a well-rounded selection of courses demonstrating significant exposure to the range of literatures written in English and to ideas of literary history and interpretation. Candidates for degrees are required to have a reading knowledge of a modern foreign or classical language. After consulting with his or her advisory committee, the student can meet this requirement by making a satisfactory grade in an advanced reading course in a foreign language taken in residence at the University or by satisfactorily passing a translation examination administered by the appropriate language department of the University. With approval of the department, a classical language may be substituted.

Students seeking graduate teacher certification are required to take 6 semester hours of courses in the Department of Education in addition to those for the MA degree in English.

With approval by the departmental graduate committee, students may take one or two related courses in other departments.

601. Individual Authors. (3) Study of selected work from an important American or British author. *Staff*

602. Ideas in Literature. (3) Study of a significant literary theme in selected works. *Staff*

604. History of the English Language. (3) Survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth. *Overing*

605. Old English Language and Literature. (3) Introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from *Beowulf* and selected poems and prose. *Overing*

607. Dante I. (1.5) Study of the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. *Mandelbaum*

608. Dante II. (1.5) Completion of the course on the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. *Mandelbaum*

610. The Medieval World. (3) Through the reading of primary texts, this course examines theological, philosophical, and cultural assumptions of the Middle Ages. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance. *Staff*

611. The Legend of Arthur. (3) The origin and development of the Arthurian legend in France and England with emphasis on the works of Chretien de Troyes and Sir Thomas Malory. *Sigal*

612. Medieval Romance and Allegory. (3) The origin and development of poetic genres and lyric forms of Middle English. *Sigal*

615. Chaucer. (3) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background. *Sigal*

619. Virgil and His English Legacy. Study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin not required. *Ettin*

620. British Drama to 1642. (3) British drama from its beginnings to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies. *Staff*

623. Shakespeare. (3) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist. *Valbuena*

625. Sixteenth-Century British Literature. (3) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*. *Staff*

626. Studies in English Renaissance Literature. (3) Selected topics in Renaissance literature. Consideration of texts and their cultural background. *Staff*

627. Milton. (3) The poetry and selected prose of John Milton with emphasis on *Paradise Lost*. *Staff*

628. Seventeenth-Century British Literature. (3) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw, prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds. *Staff*

- 630. British Literature of the Eighteenth Century.** (3) Representative poetry and prose, exclusive of the novel, drawn from Addison, Steele, Defoe, Swift, Pope, Johnson, and Boswell. Consideration of cultural backgrounds and significant literary trends. *Staff*
- 635. Eighteenth-Century British Fiction.** (3) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. *Staff*
- 636. Restoration and Eighteenth-Century British Drama.** (3) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. *Kairoff*
- 637. Studies in Eighteenth-Century British Literature.** (3) Selected topics in eighteenth-century literature. Consideration of texts and their cultural background. *Staff*
- 640. Women and Literature.** (3) Selected topics. *DeShazer*
- 650. British Romantic Poets.** (3) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period. *Wilson*
- 653. Nineteenth-Century British Fiction.** (3) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others. *Staff*
- 654. Victorian Poetry.** (3) A study of the Brownings, Tennyson, Hopkins, and Arnold or another Victorian poet. *Staff*
- 657. Studies in Chicano Literature.** (3) Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and socio-cultural analysis. *Franco*
- 658. Postcolonial Literature.** (3) Survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender, and class. *Staff*
- 659. Studies in Postcolonial Literature.** (3) Examination of themes and issues in postcolonial literature, such as: globalization, postcolonialism and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of the Cold War, and race and class. *Staff*
- 660. Studies in Victorian Literature.** (3) Selected topics such as development of genres, major authors and texts, cultural influences. Reading in poetry, fiction, autobiography, and other prose. *Staff*
- 661. Literature and Science.** (3) Literature of and about science. Topics vary and may include literature and medicine, the two-culture debate, poetry and science, nature in literature, the body in literature. *Staff*
- 662. Irish Literature in the Twentieth Century.** (3) Study of modern Irish literature from the writers of the Irish Literary Renaissance to contemporary writers. Course consists of overviews of the period as well as specific considerations of genre and of individual writers. *Holdridge*
- 663. Studies in Modernism.** Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors. *Staff*
- 664. Studies in Literary Criticism.** (3) Consideration of certain figures and schools of thought significant in the history of literary criticism. *Staff*
- 665. Twentieth-Century British Fiction.** (3) Representative major works by Conrad, Ford, Forster, Joyce, Lawrence, Woolf, and others. *Klein*

- 666. James Joyce.** (3) The major works by Joyce, with an emphasis on *Ulysses*. *Klein*
- 667. Twentieth-Century English Poetry.** (3) A study of twentieth-century poets of the English language, exclusive of the U.S. Poets will be read in relation to the literary and social history of the period. *Kuberski*
- 668. Studies in Irish Literature.** (3) The development of Irish literature from the eighteenth century through the early twentieth century in historical perspective, with attention to issues of linguistic and national identity. *Holdridge*
- 669. Modern Drama.** (3) Main currents in modern drama from nineteenth century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller. *Staff*
- 671. American Ethnic Literature.** (3) Introduction to the field of American Ethnic literature, with special emphasis on post World War II formations of ethnic culture: Asian American, Native American, African American, Latino, and Jewish American. The course highlights issues, themes, and stylistic innovations particular to each ethnic group and examines currents in the still developing American culture. *Franco*
- 672. American Romanticism.** (3) Studies of Romanticism in American literature. Focus varies by topic and genre, to include such writers as Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. *Moss*
- 673. Literature and Film.** (3) Selected topics in the relationship between literature and film, such as adaptations of literary works, the study of narrative, and the development of literary and cinematic genres. *Staff*
- 674. American Fiction before 1865.** (3) Novels and short fiction by such writers as Brockden, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis. *Staff*
- 675. American Drama.** (3) An historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson. *Staff*
- 676. American Poetry before 1900.** (3) Readings and critical analysis of American poetry from its beginnings, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson. *Wilson*
- 677. American Jewish Literature.** (3) Survey of writings on Jewish topics or experiences by American Jewish writers. Explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions. *Staff*
- 678. Literature of the American South.** (3) Study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron. *Moss*
- 679. Literary Forms of the American Personal Narrative.** (3) Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors include Douglass, Brent, Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Hellman, and Dillard. *Staff*

- 680. American Fiction from 1865 to 1915.** (3) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather. *Maine*
- 681. Studies in African-American Literature.** (3) Reading and critical analysis of selected fiction, poetry, drama, and other writings by American authors of African descent. *Staff*
- 682. Modern American Fiction, 1915 to 1965.** (3) Includes such writers as Cather, Lewis, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Baldwin, Ellison, Agee, O'Connor, Styron, Percy, and Pynchon. *Maine*
- 683. Theory and Practice of Poetry Writing.** (3) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. *Staff*
- 685. Twentieth-Century American Poetry.** (3) Readings of modern American poetry in relation to the literary and social history of the period. *Kuberski*
- 686. Directed Reading.** (1-3) A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student. *Staff*
- 687. African-American Fiction.** (3) Selected topics in the development of fiction by American writers of African descent. *Staff*
- 689. African-American Poetry.** (3) Readings of works by American poets of African descent in theoretical, critical, and historical contexts. *Staff*
- 690. Structure of English.** (3) Introduction to the principles and techniques of modern linguistics applied to contemporary American English. *Overing*
- 691. Studies in Postmodernism.** (3) Interdisciplinary, comparative, and theoretical approaches to works and authors. *Staff*
- 694. Contemporary Drama.** (3) Considers experiments in form and substance in plays from *Godot* to the present. Readings cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertzenbaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard. *Staff*
- 695. Contemporary American Literature.** (3) Study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Morrison, Ashbery, Ammons, Bishop, and Rich. *Hans*
- 696. Contemporary British Fiction.** (3) Study of the British novel and short story, with particular focus on the multicultural aspects of British life, including work by Rushdie, Amis, Winterson, and Ishiguro. *Klein*
- 698. Advanced Fiction Writing.** (3) Primarily a short story workshop with class discussion on issues of craft, revision, and selected published stories. *McNally*
- 699. Advanced Expository Writing.** (3) Training and practice in writing expository prose at a level appropriate for publication in various print media, primarily magazines. *Staff*
- 702. Ideas in Literature.** (3) Study of a significant literary theme in selected works. *Staff*
- 710. Early Medieval Narrative.** (3) A variety of forms of early medieval narrative (history, saga, chronicle, poetry, hagiography), with a focus on issues of genre and narrative form, connections between story and history, and the text's relation to the culture that produced it. Emphasis is on interdisciplinary viewpoints (artistic, archaeological, geographic), and on contemporary narrative theory. *Overing*

711. Studies in the Arthurian Legend. (3) Emphasis is on the origin and developments of the Arthurian legend in England and France, with primary focus on Malory's *Le Morte d'Arthur*. Attention to social and intellectual backgrounds. *Sigal*

712. Studies in Medieval Literature: Romance and Identity. (3) A diverse corpus of medieval poetry, both lyric and narrative, is explored in an effort to trace the origin and evolution of the idea and meaning of "romance," a term signifying, for the medieval audience, narrative poetry in the vernacular, and, for our purposes, that uniquely new concept of ennobling love that emerged in the twelfth century. *Sigal*

715. Studies in Chaucer. (3) Emphasis on selected *Canterbury Tales*, *Troilus and Criseyde*, and the longer minor works, with attention to social, critical, and intellectual background. Lectures, reports, discussions, and a critical paper. *Sigal*

720. Renaissance Drama. (3) Using an historical approach, this seminar examines the relationship between the theater as an institution and centers of authority during the Tudor and Stuart periods. The plays—tragedies, comedies, tragicomedies—are approached as the products of a dynamic exchange between individual authors and the larger political and social concerns of the period. *Staff*

721. Studies in Spenser. (3) Emphasis on *The Faerie Queene*; attention to the minor works; intellectual and critical background. Lectures, discussions, and class papers. *Ettin*

722. Studies in Sixteenth-Century British Literature. (3) Introduction to critical and scholarly methodology for the study of the literature; particular emphasis on Spenser's *Faerie Queene* and Sidney's *Arcadia*. *Ettin*

723. Studies in Shakespeare. (3) Representative text from all genres, examined in light of critical methodologies in the field of Shakespeare studies. Emphasis is on reading primary sources as well as on discussion of the impact that historical, cultural, and religious developments had on Shakespeare, the theater, and the thematics of his plays. *Valbuena*

725. Studies in Seventeenth-Century British Literature. (3) Non-dramatic literature of the seventeenth century, exclusive of Milton. Emphasis on selected major writers. Lectures, discussions, and presentation of studies by members of the class. *Staff*

727. Studies in Seventeenth-Century British Literature: Primarily Milton. (3) The work of John Milton, primarily *Paradise Lost*, within its cultural environment. Some attention to connections between Milton's writings and that of his contemporaries. *Staff*

733. Eighteenth-Century British Fiction. (3) A study of two major British novelists of the eighteenth century. Lectures, reports, critical papers. Authors for study chosen from the following: Defoe, Richardson, Fielding, Smollet, and Austen. *Staff*

737. Studies in Restoration and Eighteenth-Century British Literature. (3) Selected topics in Restoration and eighteenth century literature. Consideration of texts and their cultural background. *Kairoff*

740. Studies in Gender and Literature. (3) An examination of selected writers and/or theoretical questions focusing on issues of gender. *Staff*

743. Nineteenth-Century British Fiction. (3) Study of one or more major British novelists of the nineteenth century. Lectures, reports, discussions, and a critical paper. Authors for study chosen from the following: Austen, Dickens, Thackeray, Eliot, and Hardy. *Staff*

- 745. British Poetry of the Nineteenth and Twentieth Centuries.** (3) Study of several British poets chosen from the major Romantics, Tennyson, Browning, Hardy, and Yeats. *Wilson*
- 746. Studies in British Romanticism.** (3) Examination of major writers, topics, and/or theoretical issues from the late eighteenth and early nineteenth centuries. *Wilson*
- 757. American Poetry.** (3) Studies of the poetry and poetic theory of three major American writers in the nineteenth and twentieth centuries. Writers chosen from the following: Whitman, Dickinson, Frost, Eliot, Stevens, or Williams. Discussions, reports, and a critical paper. *Staff*
- 758. Studies in Modern Poetry.** (3) Theoretical issues and themes in twentieth century poetry. *Kuberski*
- 765. Literary Criticism.** (3) Review of historically significant problems in literary criticism, followed by study of the principal schools of twentieth century critical thought. Lectures, reports, discussions, and a paper of criticism. *Staff*
- 766. Studies in Twentieth-Century British Literature.** (3) Examination of major writers, topics and/or theoretical issues in twentieth-century British literature. In addition to fiction, the course focuses on drama, theory, prose readings, and poetry. *Klein, Kuberski*
- 767. Twentieth-Century British Fiction.** (3) Study of one or more of the major British novelists of the twentieth century. Authors chosen from among the following: Conrad, Ford, Forster, Joyce, Lawrence, or Woolf. *Staff*
- 768. Irish Literature.** (3) Study of major themes, theories, individual authors, or periods, which might include discussions of mythology, folklore, landscape, poetics, narrative strategies, gender, and politics. *Holdridge*
- 771. American Ethnic Literature.** (3) Examination of how ethnic writers narrate cultural histories and respond to and represent the ambiguity of cultural location. Literary topics include slavery, exile, the Holocaust, immigration, assimilation, and versions of the American Dream. *Franco*
- 772. Studies in American Romanticism.** (3) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville. *Staff*
- 774. American Fiction Before 1865.** (3) Study of novels and short fiction by such writers as Brown, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis. *Moss*
- 776. American Poetry Before 1900.** (3) Close reading and critical analysis of selected American poets, such as Bryant, Longfellow, Poe, Emerson, Whitman, and Dickinson. *Moss*
- 779. Autobiographical Voices: Race, Gender, Self-Portraiture.** (3) Using an historical and critical approach, this seminar examines autobiography as an activity which combines history, literary art, and self-revelation. Lectures, reports, discussions, a critical journal, a personal narrative, and a critical paper. Authors for study chosen from the following: Douglass, Brent, Hurston, Wright, Angelou, Crews, Dillard, Moody, Malcolm X, Kingston, Wideman, or Sarton. *Staff*
- 780. Studies in American Fiction from 1865 to 1915.** (3) Study of the principal fiction of one or more major American writers of the late nineteenth and early twentieth centuries. Lectures, seminar reports, and a research paper. Authors for study chosen from the following: Twain, James, Howells, Adams, Crane, Dreiser, Wharton, or Cather. *Maine*
- 781. African-American Literature and the American Tradition.** (3) Critical readings of selected works of major American writers of African descent within the contexts of the African-

American and American literary and social traditions. Covers such genres as autobiography, fiction, drama, and poetry. Lectures, reports, discussions, and a critical paper. *Staff*

782. Studies in American Fiction from 1915 to 1965. (3) Study of the principal fiction of one or more major American writers of the twentieth century. Writers are chosen from the following: Cather, Lewis, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Baldwin, Ellison, Agee, O'Connor, Percy, or Pynchon. *Maine*

783. Contemporary American Fiction. (3) Seminar devoted to the close study of some of the most important novels produced in the United States since World War II. *Hans*

784. Contemporary American Poetry. (3) Seminar devoted to the close study of some of the most important poems written in America since World War II. *Hans*

786. Directed Reading. (1-3) A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student. *Staff*

789. Linguistics in Literature. (3) Examination of theories of grammar and attitudes toward the English language reflected in the literature of selected periods. *Overing*

791, 792. Thesis Research. (1-9) *Staff*

Health and Exercise Science (HES)

Reynolda Campus

Chair Paul M. Ribisl

Thurman D. Kitchin Professor of Health and Exercise Science W. Jack Rejeski

Charles E. Taylor Professor of Health and Exercise Science Paul M. Ribisl

Professors Michael J. Berry, Peter H. Brubaker, Stephen P. Messier

Dunn-Riley Junior Professor and Associate Professor Shannon L. Mihalko

Associate Professors Anthony P. Marsh, Gary D. Miller, Patricia A. Nixon

The Department of Health and Exercise Science offers a graduate program leading to the master of science degree. This program offers specialization in the area of health and exercise science and is designed for those who are interested in careers in research, preventive, and rehabilitative programs, and/or further graduate study.

Candidates for the health and exercise science program are not required to have a specific undergraduate major or minor. However, an undergraduate concentration in the sciences is preferred. Candidates for the program generally pursue research careers in exercise science laboratories (exercise physiology, biomechanics, or rehabilitation), and/or direct programs of exercise training or rehabilitation (YMCA's, corporate fitness programs, and cardiac rehabilitation). The prerequisites for this program include course work in human anatomy, human physiology, physiology of exercise, and biomechanics. These courses should be completed before admission to the program. None of the prerequisites may apply toward the graduate degree. All students in the program are required to take the following courses: 660, 675, 715, 721, 733, 761, 763, 765, 783-784 and 791-792. Students can normally expect to spend two years in this program. The first year is devoted to required coursework and the identification of a thesis topic. The research and data collection for the thesis are usually completed in the second year. The second year also allows an opportunity for elective coursework outside the department.

The Department of Health and Exercise Science supports the Healthy Exercise and Lifestyle Programs (HELPS), a chronic disease prevention program for the local community. As part of the coursework in HES 761 and 765, graduate students serve an internship in HELPS to gain practical experience as clinical exercise specialists. After serving an internship with HELPS during the first academic year, each student will have the opportunity to participate in the workshop and certification sessions for exercise specialists which are offered through the American College of Sports Medicine (ACSM). In the first year, students are expected to teach one departmental laboratory course each semester, Exercise for Health, a one-credit course for first-year undergraduate students. This experience fulfills the departmental language skill requirement for graduation.

The Department of Health and Exercise Science began offering graduate study in 1967. Departmental graduate committee: Marsh (chair), Berry, Brubaker, Messier, Mihalko, Miller, Nixon, Rejeski, Ribisl.

650. Human Physiology. (3) A lecture course that presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. *Berry, Brubaker*

651. Nutrition and Weight Control. (3) A lecture/lab course that presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on performance, energy balance, and weight control. Labs focus on intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. *Miller*

652. Human Gross Anatomy. (4) A lecture/lab course on the structure and function of the human body. Labs are devoted to the dissection and study of the human musculoskeletal, neuromuscular, and vascular systems. *Marsh, Messier*

653. Physiology of Exercise. (3) Lecture course that presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Other topics include exercise and coronary disease, strength and endurance training, somatotype and body composition, gender-related differences, and environmental influences. P—HES 650 or POI. *Miller, Nixon*

660. Epidemiology. (3) Introduction to basic determinants of the incidence of chronic disease in the population, and development of an understanding of individual, community, and environmental approaches to promoting healthful lifestyles in youth, adults, and elderly populations. Issues are analyzed by formal statistical modeling. *Nixon*

670. Biomechanics of Human Movement. (3) Study of the mechanical principles which influence human movement, sport technique, and equipment design. *Marsh, Messier*

675. Advanced Exercise Physiology. (3) Lecture course on the study of physiological and biochemical adaptations of the human body to exercise, with special emphasis on substrate metabolism, ventilation and respiration, oxygen transport, and muscle physiology. *Berry*

682. Independent Study. (1-3) Literature reviews and/or laboratory research performed on an individual basis under the supervision of a faculty member. *Staff*

715. Experimental Design. (3) Study of the various types of research relevant to health and exercise science. While attention is given to topics such as statistical treatment of data, the primary emphasis involves discussion concerning threats to internal and external validity for

experimental and quasi-experimental designs. In conjunction with a sound methodological approach, practical experiences are provided in the preparation and presentation of thesis proposals. *Rejeski*

721. Data Analysis and Interpretation. (3) The application of basic statistical techniques in the analysis and interpretation of data in scientific research. Topics include descriptive statistics, simple linear and multiple correlation/regression analysis, t-tests, analysis of variance and covariance, and non-parametric statistics. *Berry*

733. Health Psychology. (3) Seminar on current topics in health psychology with a focus on wellness programs and rehabilitative medicine. *Mihalko*

761. Cardiopulmonary Disease Management. (3) A lecture/lab class that examines the physiologic, pathologic, and pharmacologic considerations of managing patients with cardiovascular and pulmonary disease. Special emphasis on learning diagnostic procedures, interventions, and therapies, particularly models for cardiac and pulmonary rehabilitation. *Brubaker*

763. Advanced Biomechanics. (3) An in-depth study of the mechanical principles that influence human movement. Topics include the study of kinetics, kinematics, cinematography, sport shoe design, and skeletal biomechanics. P—Anatomy, kinesiology, physics, or POI. *Messier*

765. Graded Exercise Testing and Exercise Prescription. (3) The study of the rationale for the use of graded exercise testing in the evaluation of functional work capacity and prescription of exercise. Lectures include the analysis of different modes of evaluation: treadmill, bicycle ergometer, arm ergometer, and field testing, with the application of the results in the evaluation of normal and cardiac patients and prescription of exercise for special populations. Lab experiences include the use of electrocardiographs, ergometers, and metabolic analyzers in the assessment of functional capacity. *Brubaker*

780. Advanced Topics in Exercise and Sport Science. (3) This course is divided into two or more content areas to allow an in-depth treatment of selected topics that are not a regular part of required coursework. Topics are chosen from the following areas: anatomy, biomechanics, computer analysis, multivariate statistics, and physiology of exercise. Seminar and/or lab approach. *Staff*

782. Independent Study in Health and Exercise Science. (1-3) Literature and/or laboratory research performed on an individual basis under the supervision of a faculty member. *Staff*

783, 784. Seminar in Health and Exercise Science. (1, 1) Seminar class designed to bring graduate students and faculty together on a regular basis to discuss research proposals, research design and studies, results of research, and current topics in health and exercise science. Talks by invited or visiting speakers are included as seminar sessions. Graduate students receive reading and work assignments related to the material presented in the seminar. May be repeated for credit. *Staff*

791, 792. Thesis Research. (1-9) *Staff*

Health Sciences Research (HSRP)

Bowman Gray Campus

Chair Gregory L. Burke

Professors Roger T. Anderson, Nancy E. Avis, Gregory L. Burke, Robert P. Byington, L. Douglas Case, John R. Crouse III, Ralph B. D'Agostino Jr., Robert H. DuRant, Mark A. Espeland, Curt D. Furberg, David C. Goff, Mark A. Hall, Charles F. Longino Jr., Michael E. Miller, Timothy M. Morgan, Michelle J. Naughton, Ronald Prineas, Sara A. Quandt, David M. Reboussin, Stephen S. Rich, Sally A. Shumaker, Lynne E. Wagenknecht

Associate Professors Walter Ambrosius, Ronny A. Bell, Douglas Easterling, Ann Geiger, Edward Ip, Carl Langefeld, Claudine Legault, Barbara Nicklas, Beth A. Reboussin, Beverly Snively, Mark Wolfson, Mara Vitolsins, Jianfeng Xu

Assistant Professors Alain G. Bertoni, Denise Bonds, G. Haiying Chen, John Chen, Laura H. Coker, Kristie L. Foley, Capri Foy, Fang-Chi Hsu, Ann Lambros, Wei Lang, Carl Langefeld, Iris Leng, Yongmei Liu, Janeen Manuel, Scott Rhodes, Alison Snow Jones, Janet Tooze, Melicia Whitt-Glover

Research Assistant Professor Gregory W. Evans

Associate Faculty David M. Herrington, Stephen R. Rapp, Jeff D. Williamson

The master of science degree in health sciences research is administered through the Department of Public Health Sciences. This program is open to individuals with advanced degrees, such as the MD, DVM, ScD, PhD or DDS, who are seeking training in clinical and outcomes research.

The program is also appropriate for qualified applicants with at least a BA or BS in a social science, public health, or other health-related area. Previous experience in a health-related field is highly desirable.

The graduate program is built on the foundations of epidemiology, biostatistics, and health services research. Coursework exposes students to the principle steps in the process of scientific investigation. The objectives of the program are to: 1) provide students with training in conceptual/theoretical frameworks, research methodologies, and statistical methods essential to the design and conduct of clinical and population research; and 2) provide training in the measurement of health outcomes, such as morbidity and mortality, health-related quality of life, medical treatment or intervention effectiveness, health services utilization, and health economics. In addition to course work, all students complete a thesis project under the direction of a thesis committee. Students may initiate original data collection or analyze existing data sets.

All applicants must provide GRE or MCAT scores. For an applicant already affiliated with Wake Forest University as faculty, staff, or student, a letter of recommendation from the chair and/or faculty adviser of the applicant's major department is required.

While a minimum of twelve months of full-time work or its equivalent in residence is required for the master's degree, this program will normally require two years. It is feasible to extend the program from two to three years. Students may matriculate only at the beginning of the fall semester each year.

The master of science degree in health sciences research was initiated in the fall of 2005, and replaces the Clinical Epidemiology and Health Services Research Master of Science program. It is one of a small number of similarly structured master's degree programs in the United States, placing it on the cutting edge of graduate education.

710. Introduction to Health Services Research and the Health Care System. (3) Provides an introduction to health services research and an overview of the changing health care delivery system in both the public and private sectors. Students are provided with information about the organization and delivery of health care services in the U.S., international systems of health care, and health care reform, including health care policies enacted to promote the health of the public. P—POI. *Staff*

712. Medical Outcomes. (2) Introduces students to theory and methodologies used to evaluate the impact and effectiveness of health care outcomes. Emphasis is on how to assess a range of health outcomes including: morbidity and mortality, adverse effects, quality of care, compliance, health-related quality of life, and patient satisfaction. P—POI. *Staff*

720. Introduction to Epidemiology. (3) Introduction to the history, basic concepts, and methods of epidemiology. Topics include measurement of disease prevalence, incidence, effect, and sensitivity/specificity analyses. The following study designs are reviewed: prospective, case-comparison, cross-sectional, and clinical trials. P—POI. *Staff*

721. Epidemiology Laboratory. (1) This course accompanies HSRP 720, providing a structured learning environment for the completion of laboratory projects that complement the basic material of HSRP 720. Projects include a review of the pertinent literature related to the distribution and determinants of diseases in human populations. Others involve calculations of rates and proportions, effect size, and measures of association. C—HSRP 720 or POI. *Staff*

730. Introduction to Statistics. (4) Introduction to statistical concepts and basic methodologies that are prevalent in biomedical literature. Includes discussion of such topics as descriptive statistics, probability, sampling distributions, hypothesis testing, simple linear regression, correlation, one-way analysis of variance, categorical data analysis, and nonparametric methods. *Staff*

732. Applied Linear Models. (4) Topics include simple and multiple linear regression, analysis of variance and covariance, and repeated measures analysis. Emphasis is on proper application and interpretation of statistical methods and results. P—HSRP 730 or POI. *Staff*.

734. Applied Statistical Methods. (3) Provides students with advanced knowledge of statistical techniques to analyze health outcomes data. Topics covered include categorical data and survival analysis with detailed overviews of logistic regression and Cox's proportional hazards regression. Emphasis is on proper application and interpretation of statistical methods and results. P—HSRP 730 and 732 or POI. *Staff*

740. Research Design and Methodology. (4) Provides students with detailed knowledge of research design methodologies commonly used in health research. Topics covered include: an overview of the scientific method, ethical issues in research; observational designs; quasi-experimental designs; clinical trials; surveys, qualitative methodologies, data collection, and instrument design. P—POI. *Staff*

741. Research Grant Preparation. (3) Provides students with the knowledge and skills to develop grant proposals to pursue funding in their areas of interest. Topics covered include: the role of external funding in biomedical research; how to identify public and private sources of funding; required components in any type of grant submission; and human subjects and budgeting considerations. During the course, students develop a research proposal for peer review and critical discussion. P—POI. *Staff*

750. Thesis Research. (1-6)

763. Topics in Health Sciences Research. (1-3) Includes a wide range of topics, including the design of field and community studies, behavioral and social factors in health, quality of life issues, health policy and analysis, and health services research, among others. P—POI. *Staff*

Interdisciplinary Graduate Track in Structural and Computational Biophysics (SCB)

Departments of Biochemistry, Chemistry, Computer Science, and Physics

Director Jacquelyn S. Fetrow

Reynolds Professor Jacquelyn S. Fetrow

Professor Emeritus George M. Holzwarth

Professors Keith D. Bonin, Larry W. Daniel, Susan M. Hutson, Daniel B. Kim-Shapiro,
S. Bruce King, Mark O. Lively, Douglas S. Lyles, Linda C. McPhail, Fred W. Perrino, Leslie B. Poole,
Lawrence L. Rudel, Alan J. Townsend

Associate Professors Ulrich Bierbach, Roy R. Hantgan, David J. John, Charles S. Morrow,
Stan J. Thomas, Suzy V. Torti

Assistant Professors Rebecca Alexander, Martin Guthold, Thomas Hollis, David Horita,
W. Todd Lowther, Jed Macosko, V. Paul Pauca, Fred Salisbury, William Turkett

Research Assistant Professor Derek Parsonage

Affiliated Faculty in Non-participating Departments

Professors Edward E. Allen (Mathematics), James F. Curran (Biology), Gloria K. Muday (Biology)

Associate Professors Brian W. Tague (Biology), Peter Santago (Biomedical Engineering)

The Interdisciplinary Graduate Track in Structural and Computational Biophysics (SCB) is designed to meet the need for scientists and educators with broad, interdisciplinary training in the quantitative biological, biochemical, and biomedical sciences. Students who successfully complete the SCB Track and degree requirements will receive a certificate in Structural and Computational Biophysics, as well as the degree in the department in which they matriculate. The Track is implemented by collaboration among the departments of Biochemistry, Chemistry, Computer Science, and Physics at Wake Forest University.

Following matriculation and at least one semester of coursework in a participating department (currently Biochemistry, Chemistry, Computer Science, and Physics), students can apply for admission to the SCB Graduate Track. Admission to the Track is initiated by meeting with the SCB department representative. The student will then submit a letter of intent and a Wake Forest University graduate transcript to their department representative who will present it to the SCB advisory committee. The letter of intent should express the student's interest in the SCB program, a proposed plan of study, and how the SCB program meets the students career and academic goals. Following favorable evaluation, applicants may be recommended for admission by the SCB advisory committee, with final approval determined by the Graduate School. Prior to admission, it is recommended that applicants complete coursework in introductory chemistry, introductory biology, introductory biochemistry, molecular biology, or cell biology, calculus-based physics, and programming in a high-level language; however, all applicants should meet the prerequisites for the individual graduate degree program to which they are applying (physics, chemistry, biochemistry and molecular biology or computer science).

Students in the Interdisciplinary Graduate SCB Track must complete all graduate degree requirements in the individual department to which they were admitted. (The official degree requirements for the PhD in Physics, Chemistry, Biochemistry and Molecular Biology or MS in Computer Science are described under the department listing.) In addition, at least 15 hours of the student's graduate coursework should consist of courses approved as part of the SCB Track (listed in this bulletin), including a general, introductory SCB course and two hours of journal club credit. At least one course must be at the 700 level. Students must take at least two graduate hours in each of the curriculum areas: chemistry/biochemistry, computer science, and biophysics. All students in the SCB Track must complete and defend a PhD dissertation (or MS thesis for computer science) that involves original, interdisciplinary research in the area of structural and computational biology or biophysics, broadly defined. The dissertation committee will consist of members from at least three participating SCB departments. All students must successfully complete a course in scientific ethics. Each semester, several seminars from the participating departments will be designated as SCB seminars. Students in the Track are required to attend these seminars.

Students in the SCB Track have access to state-of-the-art equipment and facilities in multiple departments, including the Wake Forest Structural Biology Facility (www.csb.wfu.edu), the DEAC Linux cluster (www.deac.wfu.edu), and well-equipped research laboratories in biophysics, biochemistry, computational biology, and biomedical engineering.

The Interdisciplinary Graduate Track in Structural and Computational Biophysics began in 2005. Current information on the program and links to faculty research interests can be accessed at www.scb.wfu.edu.

Courses listed in this bulletin are those currently approved for the Interdisciplinary Graduate Track in Structural and Computational Biophysics at Wake Forest University (Other courses may be allowed with prior approval by the SCB Track advisory committee. Course descriptions can be found under the department which administers the course.)

SCB-specific courses.

SCB 701 course. Structural and Computational Biophysics Journal Club. (1) Seminal and current publications in structural and computational biophysics are read and discussed. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion. P—Admission to the SCB graduate track or POI. *Fetrow*

SCB course. Introduction to Structural and Computational Biophysics. (1) Lectures and discussions on research topics in the field of structural and computational biophysics and biochemistry. Topics depend on the specialty of the instructors in a given semester. P—Admission to the SCB graduate track or POI. *Fetrow*.

Curriculum Area 1. Chemistry/Biochemistry

General prerequisites: Two semesters of undergraduate chemistry and one semester of undergraduate biochemistry or molecular biology; one semester of organic chemistry is considered ideal, but is not required for most courses. (If additional prerequisites are required, they are listed individually by course.)

CHM 641. Fundamentals of Physical Chemistry. (3 or 4)

CHM/BIO 670. Biochemistry: Macromolecules and Metabolism. (3)

CHM 671. Biochemistry Laboratory: Macromolecules and Metabolism. (1)

CHM 672. Biochemistry: Protein and Nucleic Acid Structure and Function. (3)

BICM 705. Biochemistry I. (4) Taught every fall.

BICM 707. Biochemical Techniques. (2) Taught every summer.

BICM 708. Biochemistry II. (4) Taught every spring.

BICM 716. Special Topics in Biochemistry: Macromolecular X-ray Crystallography. (2)

P—one semester graduate level biochemistry.

BICM 731 or BIO 672. Molecular Biology. (3 or 4)

CHM 751. Biochemistry of Nucleic Acids. (3)

CHM 752. Protein Chemistry: Structures, Methods and Molecular Mechanisms. (3)

CHM 756. Biomolecular NMR. (1.5) P—POI.

CHM 757. Macromolecular Crystallography. (1.5) P—CHM 356A/656 highly recommended.

Curriculum Area 2. Physics

General prerequisites: Two semesters of undergraduate physics. (If additional prerequisites are required, they are listed individually by course.)

PHY 607. Biophysics. (3)

PHY 625. Biophysical Methods Laboratory. (1) C—PHY 607.

PHY 685. Bioinformatics. (3) P—Introductory courses in biology, chemistry, and molecular biology or biochemistry or permission of instructor; also listed as CSC 685, though requirements and prerequisites are different.

PHY 620. Physics of Biological Macromolecules. (3) P—PHY 651 or CHM 641, or POI.

PHY 623. Computational Biophysics Laboratory. (1) C—PHY 620 or POI.

Curriculum Area 3. Computer Science/Math

General prerequisites: Programming in a high level language. (If additional prerequisites are required, they are listed individually by course.)

CSC 621. Database Management Systems. (3)

CSC 631. Object-oriented Software Engineering. (3)

CSC 646. Parallel Computation. (3)

CSC 652. Numerical Linear Algebra. (3)

CSC 655. Introduction to Numerical Methods. (3)

CSC 671. Artificial Intelligence. (3)

CSC 685. Bioinformatics. (3)

CSC 721. Theory of Algorithms. (3)

CSC 753. Nonlinear Optimization. (3) P—Computer Science 655.

CSC 754. Numerical Methods for Partial Differential Equations. (3) P—CSC 655 or MTH 655.

Liberal Studies (MLS)

Reynolda Campus

Director Cecilia H. Solano

The liberal studies program enables the college-educated adult student to pursue graduate study in the liberal arts. The coursework consists of both courses designed specifically for the liberal studies program and courses available in the University curriculum. Students are encouraged to use this flexibility to tailor interdisciplinary programs to suit their particular needs and interests.

Applicants for the liberal studies program should have demonstrated an ability to succeed in a graduate-level humanities program. Ability to succeed is determined by either having obtained a B average in undergraduate work or at least two Bs in graduate level courses. Because of the nature of the program, no specific undergraduate major is required. However, the applicant should have taken courses in the humanities area as an undergraduate or graduate and should express appropriate interest in an interdisciplinary humanities degree program.

Liberal studies courses numbered above 700 are specially designed interdisciplinary graduate seminars for students enrolled for the master of liberal arts degree (MALS). The 30 hours required for the MALS degree must include a minimum of four liberal studies courses and Liberal Studies 791, Thesis Research. Students may elect a maximum of five departmental 600- and 700-level courses that carry 3 hours of graduate credit; no more than four 600-level courses may count toward the MALS degree. The Directed Study Course (MLS 786) as well as MLS 693/694 do not count toward the requirement of four liberal studies courses. The following list of courses is a representative rather than a complete list.

782. Mother Love: The Genesis of Emotional Attachments. (3) Explores how emotional relationships develop, are influenced, and may change over the life span. Students keep a journal that includes vignettes and a reflective analysis of their own interpersonal history and emotional predispositions. Class discussions revolve around various theories that promote understanding these interpersonal experiences. *Human Attachment* by Virginia Collin serves as a reference text, while famous works from literature and film provide the cultural backdrop against which to explore life experiences. *Schirillo*

786. Directed Study. (1-3) Working with a faculty advisor, the student completes a special reading project in an area not covered in regular courses or a special research project not related to the master's thesis. A student who wishes to enroll must submit the Directed Study Form, signed by the advisor, to the program director. May be repeated once for credit with the permission of the program director. *Staff*.

791. Thesis Research. (3) *Staff*

809. Modern Legends of Troy. (3) Wolfgang Petersen's film *Troy* is one of many modern versions of the Trojan legend. Twentieth-century re-workings include such literary works as Jean Giraudoux's *There Will Be No Trojan War* (1935), Marion Zimmer Bradley's *Firebrand* (1987), and Colleen McCullough's *The Song of Troy* (1998), and such films as *Iphigenia* (1979) and *Helen of Troy* (1956 and 2003 versions). Heinrich Schliemann's discovery of "Troy" as well as Brian Rose's recent archaeological findings at the site near Çannakale (Turkey) are discussed. The

course analyzes the moral lessons, feminist retellings, and anti-war messages of modern cinematic and considers how literary versions differ from their classical counterparts. *Rupp*

811. Wars, Just and Unjust: A History of Interpreting Conflict. (3) The history of modern warfare and the development of theories (both pre-modern and modern) about the origins and meaning of war to human culture are considered. Students explore the history of warfare in the modern period in a global context and examine western ideas about the meaning and origins of war including the ethical debate incorporated by the “just war” school. Consideration is given to the American Civil War, both World Wars, Vietnam, and the conflict in Sri Lanka. *McConnell*

812. Utopia and Its Discontents in Literature and Film. (3) How does the word utopia reflect its root meanings as the good place and no place? This class explores the literature and films that have responded to these questions from ancient times to the present. *The Utopia Reader* provides the class with an overview of utopian texts from antiquity to the twentieth century. Feminist utopias such as Marge Piercy’s *Woman on the Edge of Time* (1977) and Margaret Atwood’s dystopic *Handmaid’s Tale* (1985) are considered, as well as film treatments of utopia/dystopia such as *Blade Runner* (1982) and *Equilibrium* (2002). *Valbuena*

813. The Goddess in Myth and History. (3) Explores the myths and cults of goddesses from the history of world religions. Goddesses and feminine symbolism within the mythological literatures of the ancient Near East (Ishtar, Anat, and Isis), Greece (Athena, Artemis, and Aphrodite), and India (Durga, Kali, and the Mahadevi), as well as other historical traditions are examined. The course concludes by engaging the contemporary theological debates surrounding feminist spirituality, Wicca, and the rediscovery and revitalization of Goddess worship in our own society. *Walls*

814. Fall from Grace: The Decline of the Russian Aristocracy. (3) Examines the decline of the nobility in Russia from the mid-nineteenth century to the beginning of World War I. An interdisciplinary approach is taken by using both history texts and the literature of the time to capture the changes and emotions of the period. Topics include: the nobility and the growing middle class; the nobility and the new legal system; the effect of the free peasantry on nobility and agriculture; and the superfluous lives of the nobles. Readings include *Nobility and Privilege* by Seymour Becker, *The Cherry Orchard* by Chekhov, *Resurrection* by Tolstoy, *The Summer People* by Gorky, and *Fathers and Sons* by Turgenyev. *Bobroff*

815. What’s Up, Doc? The Ethics of Health Communication. (3) The ethics of health communication is a growing specialty in the fields of communication, medicine, and other related disciplines. Health communication researchers are primarily concerned with better understanding health promotion, disease prevention, and treatment process within the ethical, social, and political context of human interaction. This course provides an overview of the many substantive areas of study within the health communication field. Areas related to interpersonal communication, intercultural communication, mediated communication, communication campaigns, and problem behavior prevention are covered. *Giles, Hyde*

Mathematics (MTH)

Reynolda Campus

Chair Stephen B. Robinson

Reynolds Professor Robert J. Plemmons

Professors Edward E. Allen, Richard D. Carmichael, Fredric T. Howard, Ellen E. Kirkman, James Kuzmanovich, J. Gaylord May, James L. Norris III, Stephen B. Robinson

Sterge Faculty Fellow and Associate Professor Miaohua Jiang

Associate Professors Hugh N. Howards, Kenneth S. Berenhaut

Sterge Faculty Fellows and Assistant Professors Sarah Raynor, Greg Warrington

Assistant Professor Marielba Rojas

The department offers a program of study leading to the master of arts degree in mathematics. The program is designed to accommodate students seeking either a terminal master's degree or preparation for PhD work.

To obtain the MA in one year, a graduate student must present evidence of having completed the work required of an undergraduate who majors in mathematics in a fully accredited college or university. Such a major is understood to include at least 33 semester hours of mathematics, of which at least 18 require as prerequisite one year of calculus. Students who are admitted with less than the level of preparation specified should expect to take additional courses at the 600-level and remain in residence for more than one year.

The requirements for the MA degree may be met in either of two ways, depending upon whether or not a thesis is submitted. If a thesis is written, 30 semester hours of coursework, including MTH 791, 792, and at least four additional courses numbered above 700, are required for the MA degree. If a thesis is not written, 36 semester hours of coursework, including at least five courses numbered above 700, are required for the MA degree. An advanced course is required in each of the areas of analysis, algebra, and topology; normally this requirement is met with the courses 711, 721, 731. With the approval of the graduate adviser, graduate courses may be taken in related areas to fulfill requirements; however, no more than 6 such hours may count toward the requirements for either the thesis or non-thesis option.

Students desiring to use work taken in the department for graduate teacher certification should consult the Department of Education before applying for candidacy.

Computers are used in mathematics in conjunction with coursework and research. The department utilizes UNIX-based workstations and file servers along with microcomputers connected to local and wide-area networks. Access is available to the University's computing facilities, supercomputers at the North Carolina Supercomputing Center and other specialized computing equipment.

This program began in 1961. Mathematics graduate committee: Ed Allen (chair), Kenneth Berenhaut, Richard Carmichael, Fred Howard, Robert Plemmons, and Sarah Raynor. Mathematics graduate adviser: Howard.

601. Vector Analysis. (1.5) Vector functions, partial derivatives, line and multiple integrals, Green's theorem, Stokes' theorem, divergence theorem. Not to be counted toward any major offered by the department, except for the major in mathematical business.

602. Matrix Algebra. (1.5) Matrices, determinants, solutions of linear equations, special matrices, eigenvalues and eigenvectors of matrices. Not to be counted toward any major offered by the department, except for the major in mathematical business. Credit not allowed for both MTH 121 and 602.

603. Complex Variables. (1.5) Topics in analytic function theory, Cauchy's theorem, Taylor and Laurent series, residues. Not to be counted toward any major offered by the department. Credit not allowed for both MTH 603 and 617.

604. Applied Partial Differential Equations. (1.5) The separation of variables technique for the solution of the wave, heat, Laplace, and other partial differential equations with the related study of special functions and Fourier series. Not to be counted toward any major offered by the department.

610. Advanced Calculus. (3) A rigorous proof-oriented development of important ideas in calculus. Limits and continuity, sequences and series, pointwise and uniform convergence, derivatives and integrals. Credit not allowed for both MTH 610 and 611. May not be used toward any graduate degree offered by the department.

611, 612. Introductory Real Analysis I, II. (3, 3) Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems. Credit not allowed for both MTH 610 and 611.

617. Complex Analysis I. (3) Analytic functions. Cauchy's theorem and its consequences, power series, and residue calculus. Credit not allowed for both MTH 603 and 617.

622. Modern Algebra II. (3) A continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields.

624. Linear Algebra II. (3) A thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups.

626. Numerical Linear Algebra. (3) Numerical methods for solving matrix and related problems in science and engineering. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language such as Pascal, FORTRAN, or C is required. Credit not allowed for both MTH 626 and CSC 652.

631. Geometry. (3) An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

634. Differential Geometry. (3) Introduction to the theory of curves and surfaces in two and three dimensional space including such topics as curvature, geodesics, and minimal surfaces.

645, 646. Elementary Theory of Numbers I, II. (3, 3) Properties of integers, including congruences, primitive roots, quadratic residues, perfect numbers, Pythagorean triples, sums of squares, continued fractions, Fermat's Last Theorem, and the Prime Number Theorem.

647. Graph Theory. (3) Paths, circuits, trees, planar graphs, spanning trees, graph coloring, perfect graphs, Ramsey theory, directed graphs, enumeration of graphs and graph theoretic algorithms.

648, 649. Combinatorial Analysis I, II. (3, 3) Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions.

652. Partial Differential Equations. (3) Detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle.

653. Mathematical Models. (3) Development and application of probabilistic and deterministic models. Emphasis given to constructing models that represent systems in the social, behavioral, and management sciences.

655. Introduction to Numerical Methods. (3) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language (C or FORTRAN). Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both MTH 655 and CSC 655.

656. Statistical Methods. (3) Study of statistical methods that have proven useful in many different disciplines. These methods include tests of model assumptions, regression, general linear models, nonparametric alternatives, and analysis of data collected over time. Knowledge of matrix algebra is desirable but not necessary.

657, 658. Mathematical Statistics I, II. (3, 3) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance.

659. Multivariate Statistics. (3) Multivariate and generalized linear methods for classification, modeling, discrimination, and analysis. P—MTH 602 and 656; or POI. *Berenhaut, Norris*

661. Selected Topics. (1, 1.5, 2, or 3) Topics in mathematics that are not considered in regular courses. Content varies.

681. Individual Study. (1 or 2) A course of independent study directed by a faculty adviser. By prearrangement.

682. Reading in Mathematics. (1, 2, or 3) Reading in mathematical topics to provide a foundational basis for more advanced study in a particular mathematical area. Topics vary and may include material from algebra, analysis, combinatorics, computational or applied mathematics, number theory, topology, or statistics. May not be used to satisfy any requirement in the mathematics MA degree with thesis. No more than three hours may be applied to the requirements for the mathematics MA degree without thesis. *Staff*

711, 712. Real Analysis. (3, 3) Measure and integration theory, elementary functional analysis, selected advanced topics in analysis. *Carmichael, Robinson*

715, 716. Seminar in Analysis. (1, 1)

717. Optimization in Banach Spaces. (3) Banach and Hilbert spaces, best approximations, linear operators and adjoints, Frechet derivatives and nonlinear optimization, fixed points and iterative methods. Applications to control theory, mathematical programming, and numerical analysis.

718. Topics in Analysis. (3) Selected topics from functional analysis or analytic function theory. *Robinson*

721, 722. Abstract Algebra. (3, 3) Groups, rings, fields, extensions, Euclidean domains, polynomials, vector spaces, Galois theory. *Kirkman, Kuzmanovich*

723, 724. Seminar on Theory of Matrices. (1, 1) *Plemmons*

725, 726. Seminar in Algebra. (1, 1) *Kirkman*

728. Topics in Algebra. (3) Topics vary and may include algebraic coding theory, algebraic number theory, matrix theory, representation theory, non-commutative ring theory. *Kirkman, Kuzmanovich*

731, 732. General Topology. (3, 3) An axiomatic development of topological spaces. Includes continuity, connectedness, compactness, separation axioms, metric spaces, convergence, embedding and metrization, function and quotient spaces, and complete metric spaces. *Staff*

733. Topics in Topology and Geometry. (3) Topics vary and may include knot theory, non-Euclidean geometry, combinatorial topology, differential topology, minimal surfaces and algebraic topology. *Howards*

735, 736. Seminar on Topology. (1, 1) *May*

737, 738. Seminar on Geometry. (1, 1) *Staff*

744. Topics in Number Theory. (3) Topics vary and are chosen from the areas of analytic, algebraic, and elementary number theory. Topics may include Farey fractions, the theory of partitions, Waring's problem, prime number theorem, and Dirichlet's problem. *Howard*

745, 746. Seminar on Number Theory. (1, 1) *Howard*

747. Topics in Discrete Mathematics. (3) Topics vary and may include enumerative combinatorics, graph theory, algebraic combinatorics, combinatorial optimization, coding theory, experimental designs, Ramsey theory, Polya theory, representation theory, set theory and mathematical logic. *Allen, Howard*

748, 749. Seminar on Combinatorial Analysis. (1, 1) *Allen, Howard*

750. Dynamical Systems. (3) Introduction to modern theory of dynamical systems. Linear and nonlinear autonomous differential equations, invariant sets, closed orbits, Poincare maps, structural stability, center manifolds, normal forms, local bifurcations of equilibria, linear and non-linear maps, hyperbolic sets, attractors, symbolic representation, fractal dimensions. P—MTH 611. *Jiang*

752. Topics in Applied Mathematics. (3) Topics vary and may include computational methods in differential equations, optimization methods, approximation techniques, eigenvalue problems. *Plemmons, Robinson*

753. Nonlinear Optimization. (3) The problem of finding global minimums of functions is addressed in the context of problems in which many local minima exist. Numerical techniques are emphasized, including gradient descent and quasi-Newton methods. Current literature is examined and a comparison made of various techniques for both unconstrained and constrained optimization problems. Credit not allowed for both MTH 753 and CSC 753. P—MTH (or CCS) 655. *Plemmons*

754. Numerical Methods for Partial Differential Equations. (3) Numerical techniques for solving partial differential equations (including elliptic, parabolic and hyperbolic) are studied along with applications to science and engineering. Theoretical foundations are described and emphasis is placed on algorithm design and implementation using either C, FORTRAN or MATLAB. Credit not allowed for both MTH 754 and CSC 754. P—MTH 655 or CSC 655. *Jiang, Plemmons, Robinson*

758. Topics in Statistics. (3) Topics vary and may include linear models, nonparametric statistics, stochastic processes. *Kirkman, Norris*

761. Stochastic Processes. (3) Discrete time and continuous time Markov chains, Poisson processes, general birth and death processes, renewal theory. Applications, including general queuing models. *Norris*

791, 792. Thesis Research. (1-9) *Staff*

Microbiology and Immunology (MICR)

Bowman Gray Campus

Chair Griffith D. Parks (Acting Chair)

Professors Charles E. McCall, Steven B. Mizel

Associate Professors Martha Alexander-Miller, David Ornelles, Griffith Parks, Daniel J. Wozniak

Assistant Professors Rajendar Deora, Jason Grayson, Elizabeth M. Hiltbold,
Sean D. Reid, W. Edward Swords

The Department of Microbiology and Immunology offers a graduate program leading to the PhD degree. The program prepares students for careers in research and teaching in the fields of bacteriology, immunology, molecular biology, and virology.

Students complete their formal coursework in the first year with a core curriculum consisting of bacteriology, bacterial genetics, immunology, virology, biochemistry, and molecular biology. Also during the first year, students participate in research through three rotations in laboratories studying bacterial and viral pathogenesis, cellular and molecular immunology, and the cell and molecular biology of the microbe-host interaction. At the end of the first year, students select their research area and dissertation adviser. In the second and third years, all students participate in the interdisciplinary, literature-based course 749, 750.

See the Department of Microbiology and Immunology homepage (<http://wfubmc.edu/microbio>) for further information on the department and detailed descriptions of faculty research interests.

Applicants for the graduate program should have demonstrated undergraduate proficiency in biology, chemistry, and mathematics, and should also have satisfactory scores on the Graduate Record Examination.

702. Fundamentals of Virology. (4) Lecture course that deals with basic aspects of structure, replication, and pathogenesis of animal viruses. Intended for all graduate students in microbiology and immunology to provide in-depth coverage of these areas. P—BICM. *Parks, Staff*

703. Fundamentals of Bacteriology. (4) Lecture course that deals with basic aspects of bacterial structure, physiology, genetics, and pathogenesis. Intended for all graduate students in microbiology and immunology to provide in-depth coverage of these areas. P—Biochemistry. *Wozniak, Staff*

705. Biochemistry I. (4) See Biochemistry and Molecular Biology.

705. Fundamentals of Immunology. (4) Focuses on the cellular, biochemical, and molecular aspects of innate, cellular and humoral immunity. Intended for all graduate students in microbiology and immunology, and provides in-depth coverage of these areas. P or C—MICR 731. *Hiltbold, Staff*

707. Scientific Methodology. (1) Instruction in the scientific method as applied to basic research in bacteriology, virology, and immunology and microbial pathogenesis. Examples from the scientific literature are used to provide practical training in effective oral communication and expository scientific writing. P—POI. *Ornelles, Staff*

711. Tutorial in Medical Microbiology. (1-3) Guided reading and discussion of the pathogenesis of infectious diseases. *Staff*

719, 720. Research in Microbiology. (Credit to be arranged.)

721, 722. Teacher Training. (0) Advanced graduate students give a lecture in their areas of specialization in one of the graduate courses offered by the department. P—Advanced standing.

731. Molecular Biology. (3) Survey of the fundamentals of molecular biology. Included are fundamentals of microbial genetics and discussions of nucleic acid structure and mutagenesis, DNA replication and recombination, transcription and control of gene expression and protein translation. The introduction is followed by an advanced treatment of these topics and discussions of mammalian genetics and immunogenetics with emphasis on current trends in research. P or C—BICM 705. *Staff*

732. Molecular Biology. (3) Detailed lectures and discussion surveying the analysis of cellular processes, oncology, atherosclerosis and development by the experimental approaches of molecular biology. Emphasis is on eukaryotic systems and review of pertinent research literature. P—MICR 731. *Staff*

749, 750. Advanced Topics in Microbiology and Immunology. (2) Seminar course dedicated to the analysis of current research literature on the fundamental biochemical and molecular processes involved in the growth, differentiation, and functions of bacteria, viruses, and eukaryotic cells. The course not only provides the student with experience in literature analysis, but also offers a broad exposure to timely and important themes and principles that link the disciplines of microbiology, virology, and immunology. P—Biochemistry, microbiology, immunology, and virology. *Grayson, Staff*

Molecular and Cellular Pathobiology (PATH)

Bowman Gray Campus, Friedberg Campus, Piedmont Triad Research Park

Pathology

Director John S. Parks

Professors Michael R. Adams, Thomas B. Clarkson, J. Mark Cline, Steven Feldman, A. Julian Garvin, Jay R. Kaplan, John S. Parks, Lawrence L. Rudel, Gregory S. Shelness, Carol A. Shively, Mary Sorci-Thomas, Richard W. St. Clair, Janice D. Wagner, William D. Wagner, J. Koudy Williams, Mark C. Willingham

Associate Professors Zheng Cui, Paul A. Dawson, Iris J. Edwards, Nancy Kock, Timothy Kute, Thomas C. Register

Assistant Professors Isabelle M. Berquin, Purnima Dubey, Kazushi Inoue, Liqing Yu

Associate Faculty from other Departments David W. Busija, Floyd H.(Ski) Chilton, John R. Crouse III, Randolph L. Geary, Nilamadhab Mishra, Richard B. Weinberg

Molecular and Cellular Pathobiology was the first interdisciplinary graduate program leading to the PhD degree at Wake Forest University and is offered by the Department of Pathology. The course of study and research are designed for students who wish to prepare for a career of research and/or teaching in pathobiology, the study of fundamental mechanisms of disease processes. By means of coursework, seminars, and journal clubs, the student is given a firm background in the basic medical sciences, including pathology, cell biology, molecular biology, biochemistry, physiology, and statistics. Advanced coursework is designed to fit the interests of the individual student, and disciplinary strength may be developed in molecular, cellular, biochemical, metabolic, comparative, or morphologic aspects of disease processes. Experimental design, the use of modern techniques and procedures, and interpretation of experimental results are stressed. The student is required to fulfill a special skills requirement, such as statistics, microscopy, computational analysis in molecular biology, or a foreign language.

Research opportunities are available in the areas of cell and molecular biology, including gene discovery and translational genetics; macrophage and smooth-muscle cell biology; cancer biology; lipid and lipoprotein metabolism; arteriosclerosis; diabetes; hypertension; osteoporosis; nutrition; reproductive biology; nonhuman primate behavior; comparative genetics; and diseases of laboratory animals. Research is particularly strong in the area of cardiovascular disease, chiefly arteriosclerosis, with emphasis on the use of transgenic animals and nonhuman primates as animal models for this disease.

The program is open to qualified applicants with the BS or BA degree and a strong background in the physical and biological sciences, including organic chemistry. In addition, the program is open to applicants holding the MD or DVM degree who desire an advanced degree to prepare them for careers in research. The PhD program began in 1969.

702. Fundamentals of Pathology. (3) Introduction to the principles of disease with special emphasis on mechanisms of cellular and tissue responses. The first portion of the course deals with methods of study; cellular pathobiology and mechanisms of inflammatory response; and genetic, immune and infectious disorders. The second portion is concerned with disorders of cellular differentiation and growth, disorders of circulation, metabolic disorders and aging. Exposure to human gross pathology is provided during the course. P—Histology or POI.
Feldman, Staff

705. Biochemistry I. See Biochemistry and Molecular Biology.

706. Animal Models in Biomedical Research. (3) See Comparative Medicine.

709, 710. Advanced Topics in Comparative Medicine. See Comparative Medicine.

710. Pathologic Biochemistry. (2) Lecture and student participation course designed to present concepts of biochemical changes associated with disease processes. It is meant to provide the student with examples of various ways in which biochemical changes can cause disease or result from disease. The course is not designed as a survey of all the biochemical disorders that have been described; emphasis is on the intensive discussion of examples of different mechanisms of biochemical alterations associated with disease. Examples of biochemical disorders affecting the following systems are considered: disorders of protein, amino acid, and carbohydrate metabolism; endocrine disorders; lipid storage diseases; disorders of metal, porphyrin, heme metabolism, receptors and hemostasis; diseases of muscle and connective tissue.

P—General biochemistry or equivalent. *St. Clair, Staff*

715, 716. Advanced Topics in Pathology. (1-5) Advanced lecture and student participation course dealing with areas of new knowledge in pathobiology. Course content may change with recent advances in knowledge. Four semesters may be taken for credit. P—PATH 702, COMD 703, or POI. *Staff*

717. Pathobiology of Atherosclerosis. (4) Lecture course exploring intensively the pathogenetic mechanisms that underlie this most prevalent human disease. Broad areas studied include human atherosclerosis as a disease process (natural history and factors affecting extent and severity), approaches to the study of pathogenesis of atherosclerosis in man (animal models, homeostasis of serum lipids, lipoproteins, diet, behavioral factors, arterial wall metabolism, cellular and molecular biological aspects of atherosclerosis, clotting mechanisms and thrombosis, genetic factors, experimental myocardial infarction), and the scientific basis for therapy in atherosclerosis (surgery, sterol synthesis inhibitors, etc.). P—General biochemistry, general pathology, or equivalent. *St. Clair, Staff*

719. Research Techniques in Microscopy. (3) Introductory course designed to develop skill in the use of microscopy in biomedical research. The basic lab-oriented, hands-on program provides the opportunity to develop proficiency in operation of light, video, confocal, and electron microscopes. Labs are supplemented with a lecture series introducing major research applications such as histo- and cytochemistry, digital image processing and analysis, quantitative microscopy, and 3-D microscopy. The final project requires students to apply microscopy techniques to their research interests. Class is limited to eight students with a preference for students after their first year of graduate school. *Willingham, Staff*

721, 722. Select Topics in Microscopy. (1-3) Lab-based independent study course to develop specialized practical knowledge in the use of a select research technique such as autoradiography, histo- or cytochemistry, whole-mount (3-D) microscopy, replica techniques, or morphometry. This student-initiated, individualized study is designed to meet specific research and educational needs. P—PATH 719 or POI. *Willingham, Staff*

723, 724. Specialized Training in Electron Microscopy. (5, 5) Intensive lab skills course designed to provide comprehensive technical training in all phases of electron microscopy. Intended for students wishing to develop full competency in the use of electron microscopy as a major research tool. Encompassed is training in sample processing for both transmission and scanning electron microscopy, routine microscope service, and darkroom skills. Limited enrollment. P—POI. *Willingham, Staff*

727, 728. Molecular and Cellular Pathobiology Seminar. (1,1) Seminars on topics of current interest are offered weekly by graduate students, staff, and visiting lecturers. *Sorci-Thomas, Staff*

729, 730. Research. Research opportunities are available in molecular and cellular pathobiology projects conducted in the Department of Pathology.

731, 732. Molecular Biology. See Biochemistry and Molecular Biology.

Molecular Genetics and Genomics (MOGN)

Bowman Gray Campus

Director Mark O. Lively

Professors Steven A. Akman, Donald W. Bowden, H. Alexander Claiborne, Wademar Debinski, Ross P. Holmes, Susan M. Hutson, Mark O. Lively, Douglas S. Lyles, Charles E. McCall, Deborah Meyers, Mark S. Miller, Steven B. Mizel, Ronald W. Oppenheim, John S. Parks, Fred W. Perrino, Leslie B. Poole, Peter B. Smith, William E. Sonntag, Mary G. Sorci-Thomas, Alan J. Townsend, Richard B. Weinberg

Associate Professors Martha A. Alexander-Miller, Yong Q. Chen, Scott D. Cramer, Zheng Cui, Paul A. Dawson, Roy R. Hantgan, Carolanne E. Milligan, Charles S. Morrow, David A. Ornelles, Griffith D. Parks, Mark J. Pettenati, Gaddamanugu Prasad, Thomas C. Register, David C. Sane, Paul D. Savage, Greg S. Shelness, Ann Tallant, Suzy V. Torti, Daniel J. Wozniak, Jianfeng Xu

Assistant Professors Bao-Li Chang, Rajendar Deora, Karin Scarpinato, Gregory Hawkins, Ashok N. Hegde, Elizabeth M. Hiltbold, Thomas Hollis, David Horita, Timothy Howard, Constantinos Koumenis, Liwu Li, W. Todd Lowther, Nilamadhab Mishra, Derek Parsonage, Michele Sale, Fernando Segade, W. Edward Swords, Liqing Yu

Research Assistant Professors Islam Khan, Barb K. Yoza

Faculty representing eight basic science and clinical departments are brought together to form an interdisciplinary curriculum that emphasizes detailed analyses of the molecular and biological mechanisms of a wide variety of biomedical problems. The major goal of the program is to train students for independent research and teaching in the fields of molecular and cellular biology, genetics, and genomics. The curriculum provides a broad treatment of the fundamental techniques of molecular biology as well as specialization which is developed through the application of the approaches of molecular biology to the research areas investigated by molecular genetics and genomics faculty members. These areas include: control of gene expression; molecular pathogenesis; protein biosynthesis and compartmentalization; cell development and differentiation; carcinogenesis; development of cellular resistance to cancer; genetic linkage analysis and gene identification; major histocompatibility genes; clinical cytogenetics; molecular mechanisms of mutagenesis; lymphokine function; and others. Individualized programs of study leading to the PhD degree in molecular genetics and genomics are offered.

Applicants for the graduate program should have demonstrated undergraduate proficiency in biology, chemistry, physics and mathematics, and should also have satisfactory scores on the Graduate Record Examination and TOEFL (if appropriate).

During the first year, students participate in courses that build a strong foundation upon which to add the specialization developed later in laboratory research. The first-year courses include 701, 702, 705, 721 and 731. Additionally, first-year students participate in laboratory rotations designed to help them choose a thesis adviser. During the second year, students begin research in their thesis laboratory and take specialty courses relevant to the research. Second-

year courses include 741 and 742, advanced seminar-style courses. Thesis research is performed under the supervision of a program faculty member and is tailored to meet the interests of the individual student.

701, 702. Research in Molecular Genetics. (1-9) Research investigations in molecular genetics are conducted in the laboratories of program members studying a wide range of disciplines. *Staff*

702. Fundamentals of Virology. (4) See Microbiology and Immunology.

705. Biochemistry I. (4) See Biochemistry and Molecular Biology.

710. Scientific Writing. (1) Designed to provide training in the preparation of scientific papers for publication, preparation of research proposals, and discussions of ethical conduct of scientific research. P—POI. *Staff*

721. Computational Analysis in Molecular Biology. (2) Lecture and lab. An introduction to the use of computers in analysis of gene sequences and molecular modeling. Students learn to use a variety of computer software important to research in molecular biology, with emphasis on use of the Wisconsin Sequence Analysis Package. *Lively, Mychaleckyj*

731. Molecular Biology. (3) Lecture course that surveys the fundamentals of molecular biology. Topics include nucleic acid structure, DNA replication and repair, transcription and translational control, microbial and human genetics. Emphasis is on the use of molecular approaches to research in these areas. *Perrino*

732. Molecular Biology. (3) Detailed lectures and discussion surveying the analysis of cellular processes, oncology, atherosclerosis and development by the experimental approaches of molecular biology. Emphasis is on eukaryotic systems and review of pertinent research literature. *Staff*

734. Human Molecular Genetics. (2) A combined lecture/seminar course providing an overview of current theoretical and technical approaches for locating, identifying, and cloning human genes using molecular genetic methods. Emphasis is on the search for genes that contribute to simple single-gene disorders and common complex diseases. Topics include genetic mapping in humans, construction of physical maps of chromosomes, identification of coding sequences and disease susceptibility genes, and functional analysis of gene products. P—Molecular Genetics and Genomics, Biochemistry, Microbiology and Immunology 731 or POI. *Bowden*

741, 742. Tutorials in Molecular Biology. (2, 2) Seminar course that focuses on new and important aspects of research in molecular and cellular biology with an emphasis on the current literature. Each semester the course explores specific themes chosen by a committee of faculty and students. Students select topics for presentation and lead discussions with faculty and graduate students. *Staff*

751. Medical Genetics. (3) Introduction to the principles and clinical evaluation of human genetic diseases. Covers modes of inheritance, etiology, characteristics, epidemiology, pathogenesis and clinical features of a wide variety of medical genetic disorders. Procedures for diagnostic confirmation (cytogenetic, molecular, biochemical), considerations in management and aspects of genetic counseling is presented. *Pettenati, Staff*

Molecular Medicine (MOME)

Bowman Gray Campus

Co-directors Kevin P. High, Linda C. McPhail

Recruiter Bridget K. Brosnihan

The graduate program in Molecular Medicine, an interdisciplinary program offering the PhD and MS degrees, is specifically designed to meet the challenge of training basic scientists to function successfully in clinical environments. The last decade has brought about fundamental and radical advances in a number of disciplines including biochemistry, cellular and molecular biology, and immunology. These changes have led to unparalleled opportunities to advance medical research and patient care. Both basic and clinical scientists can now test novel and provocative hypotheses using tools such as recombinant DNA technologies, functional imaging techniques, mass spectrometry, and monoclonal antibody therapy and quickly acquire results that would have seemed fanciful science fiction only a few years ago. These new approaches have not only made it possible to understand cellular and molecular mechanisms of human disease, but they also offer the promise of new and revolutionary therapeutic options for clinicians.

Translating new advances in science to improved bedside care for patients requires erasing many of the historical divisions between basic and clinical scientists. For modern-day clinicians to understand and take advantage of new developments, a great deal of time must be spent at both the bedside and the bench. Conversely, the potential to understand mechanisms of illness and its treatment brings relevance and urgency to the work of basic scientists, moving them closer to their clinical colleagues. This movement into the clinical arena facilitates the challenge of viewing a complex clinical disorder through the eyes of the basic scientist. For these reasons, there has been a major emphasis by national, private, and industrial granting organizations to fund basic research that has the potential to immediately impact human disease. This creates a unique niche for basic (PhD) scientists who are trained on the cutting edge of molecular advances to perform “translational” research in human biology and disease.

The molecular medicine program provides training in the use of cellular, molecular, and integrative approaches to investigate biologic events with an emphasis on human disease. The multidisciplinary faculty consists of scientists who have major ongoing human research programs. The program offers PhD students a comprehensive knowledge of human biology and disease that allows them to develop basic research programs with fundamental clinical implications. It is also designed to train biomedical researchers to fill an important niche in academia or industry.

For MD- or DO-trained physician-scientists on faculty or in training at Wake Forest University Baptist Medical Center, a master’s degree in molecular medicine is also available for qualified candidates. The overall objective of the MS program is to train individuals who already hold an MD degree in the cellular and molecular techniques needed to integrate basic science with clinical applications involving human disease. An additional benefit of the program is that it enhances interaction between MDs in clinical departments and PhDs who are engaged in fundamental bench research focused on human disease.

For more information regarding the PhD or MS degree programs in molecular medicine visit our homepage, www1.wfubmc.edu/PTCR/MolMed/PhD+Program. Prospective students

are encouraged to contact individual faculty members whose research is of particular interest. All PhD applicants should have a bachelor's degree with training in biology, chemistry, biochemistry, molecular biology, or physics; are required to have taken two semesters of organic chemistry; are strongly encouraged to have taken biochemistry, cell biology, physics and mathematics through the calculus level; and must submit recent scores from the Graduate Record Examination.

Required Courses

700, 701. Scientific Communication. (1,1) See Biochemistry and Molecular Biology.

702. Phys/Pharm II: Basic Physiology and Pharmacology. (4-6) See Physiology and Pharmacology.

705. Biochemistry I. (4) See Biochemistry and Molecular Biology.

705. Fundamentals of Immunology. (4) See Microbiology and Immunology.

707. Biochemical Techniques. (2) See Biochemistry and Molecular Biology.

711, 712. Contemporary Issues in Molecular Medicine. (1,1) Designed to provide a format for students in the molecular medicine program to present seminars that describe his or her current research. Students are graded primarily on their preparation and presentation skills. Introduces students to potential preceptors and allows them to see experimental and clinical strategies used to study human disease through additional seminars presented by molecular medicine faculty and visiting guests. *Penn*

715. Clinical Experience. (3) Serves as an introduction to clinical medicine for the PhD student. Students are required to round with medicine and pediatric teams in the intensive care units and to observe pediatric and internal medicine outpatient clinics. Students observe in several clinical laboratory settings. Students observe and interact with members of the health care team in medical decision-making and serve as a source of basic science information to the medical team. *P—POI. High, McPhail, Staff*

721. Molecular Basis of Human Disease. (3) Designed to build on the student's basic biochemistry and cell biology knowledge obtained in the first year with an intensive examination of human disease. Students examine a series of case scenarios with the assistance of an MD and PhD facilitator. Cases take students through the patient presentation and diagnostic evaluation. Physiology, pathophysiology, and the molecular mechanisms of health and disease are emphasized in group discussions. Once the diagnosis is established, learning issues are developed by the group centered upon mechanisms of disease development, treatment options and their mechanisms of action, and the research base for future advances in prevention and treatment. The facilitators assist with student-led discussions of these issues, and relevant, current literature is examined. *High, McPhail*

Choice of one of the following Statistics courses.

721. Data Analysis and Interpretation. (3) See Health and Exercise Science.

730. Introduction to Statistics. (4) See Health Sciences Research.

741. Quantitative Methods in Behavioral Science. (2) See Physiology and Pharmacology.

722. Molecular Basis of Human Disease II. (3) Spring semester. Continuation of 721. See Molecular Basis of Human Disease I for course description. *High, McPhail*

724. Scientific Development and the Business of Science. (3) Review of techniques for effective communication of scientific proposals and presentations, both oral and written. For oral presentations, emphasis is on content organization and connecting with the audience. Assignments include the presentation and critical discussion of papers by the students. For written presentations, the emphasis is on grant proposal development, as well as familiarization with the peer-review process. The course consists of lectures on all aspects of grant development (including budgets and protocols and compliance regulations for human and animal research), and student preparation of a grant proposal. An oral exercise includes the discussion of an NIH RO1 proposal in a mock study section format. P—POI. *Loeser*

731. Molecular Biology. (3) See Biochemistry and Molecular Biology.

732. Molecular Biology. (3) See Biochemistry and Molecular Biology.

791, 792. Research. (1-9) Involves closely supervised research in various topics in molecular medicine, with a special emphasis on models of human disease, including research in preparation for the doctoral dissertation. *Staff*

Neurobiology and Anatomy (NBAT)

Bowman Gray Campus

Chair Barry E. Stein

Professors Walter J. Bo, Judy K. Brunso-Bechtold, Craig K. Henkel, Ronald W. Oppenheim, Barry E. Stein, Michael Tytell

Associate Professors Dwayne W. Godwin, James E. Johnson, John G. McHaffie, Carolanne E. Milligan, David R. Riddle, Terrence R. Stanford, Mary Lou Voytko

Assistant Professors Robert C. Coghill, Christos Constantinidis, Qiang Gu, James A. Hammarback, Ashok Hegde, Emilio Salinas, Christopher P. Turner

Research Assistant Professor John A. Anstrom

The Department of Neurobiology and Anatomy offers a graduate program leading to the PhD degree for students interested in research and teaching in areas of contemporary neuroscience and anatomy.

The department offers a flexible and highly individualized curriculum designed to fit the needs and interest of the student. The first year core has been developed to provide the student with a solid foundation in the areas of neuroscience, and cell and structural biology. In addition, during this time students gain practical laboratory experience by participating in a series of research rotations. In their second year, many students opt to specialize in one of the two core academic and research areas within the department—systems neurobiology or cell and molecular developmental neurobiology. During the second year, students typically choose a research area and begin thesis work. Throughout the course of training in the department, an emphasis is placed on the development of such important skills as mentoring, networking, career options, presentation skills and grant writing. The department is home to a federally sponsored training program in sensory systems that funds both pre- and postdoctoral fellowships.

There is a wide diversity of research interests within the department. These include such topics as sensory, multisensory and sensorimotor integration, neural plasticity and learning,

computational models, naturally occurring cell death and the role of neurotrophins, regeneration and repair of nervous system damage, development and aging in the nervous system, cellular differentiation and migration, heat shock and cytoskeletal proteins, and the pathogenesis of atherosclerosis.

The department is home to a number of state-of-the-art research facilities, including core laboratories for molecular biology, microscopy, imaging, electrophysiology and behavior/psychophysics. In addition, numerous institutional cores and laboratories are readily accessible to students in the department program.

Applicants applying for the graduate program should have demonstrated undergraduate proficiency in biology, chemistry, physics and mathematics, and should also have satisfactory scores on the Graduate Record Examination. The PhD was first offered in 1961.

701. Gross Anatomy. (10) Designed for graduate students. Consists of in-depth dissection of the human body and cross-sectional anatomy. Students are given special reading assignments that are designed to bring together fundamental concepts of gross anatomy and microscopic anatomy. In addition, students are required to read additional articles concerned with some of the major concepts of gross anatomy. Evaluation is based on performance in the lab, conferences, and oral and written examinations. P—Chordate Anatomy. *Bo, Staff*

702. Tutorial in Neurobiology. (1) Taken once a year by all PhD students in the neurobiology and anatomy program. A one-hour presentation by students on their current research as would be expected at a scientific meeting. Students are evaluated by faculty and peers on a written abstract of their work and on their presentation. An overall assessment of the introduction, methods, graphics, explanation of data, conclusions, and speaking style is made. *Salinas*

704. Molecular Neuroscience. (3) Introduces graduate and advanced undergraduate students to the basic principles of neurobiology as studied by cell and molecular biologists. Lectures introduce invertebrate and vertebrate model neuronal systems and the cellular and molecular methods to study them. Also listed as NUSC 704. P—POI. *Walker, Staff*

707. Human Gross Anatomy. (4) A regional and systemic approach to the study of human gross anatomy incorporating cross-sections, X-ray films, CT and MRI scans with clinical implications. *Bowden*

710. Cell Biology. (3) An interdisciplinary course utilizing faculty from several departments. Historical and current concepts relating to cell theory, experimental approaches to the study of cells, and knowledge of cellular components are discussed in detail. The cell surface, nucleus, and cellular organelles are presented in relation to membrane turnover, cell division, cellular growth, and energetics, as well as cell motility and regulation. Several features of cellular metabolism also are covered. P—POI. *Tytell, Staff*

712. Introduction to Neuroscience I. See Neuroscience.

713. Introduction to Neuroscience II. See Neuroscience.

717, 718. Special Topics in Gross Anatomy. (1-2) Special dissection of selected areas of the body, as well as discussions and reading assignments in those areas. P—NBAT 701.

719, 720. Special Topics in Microanatomy. (1-2) Special preparations and discussions, seminars, and reading assignments in selected areas of histology. P—POI.

721, 722. Special Topics in Developmental Biology. (1-2) Focuses on selected current topics in the field of developmental biology. Includes seminars, discussions, and reading assignments in the areas of interest. P—POI.

731, 732. Special Topics in Sensory Neuroscience: Hearing and Multi-Sensory Integration.

(1) Emphasizes current topics in neuroscience pertaining to sensory systems. Topics cover neurobiology of individual sensory systems such as visual, auditory, somatosensory, olfactory, and gustatory systems. The importance of multi-sensory integration, i.e. how different sensory systems function together to generate perception, is highlighted. Includes lectures, seminars, discussions, and reading assignments in the area of interest. P—POI. *Coghill*

733, 734. Special Techniques in Sensory Neuroscience: Hearing and Multi-Sensory Integration.

(1) A lab-based course that covers special molecular, electrophysiological, behavioral, psychophysical, and imaging techniques used in contemporary research in sensory neuroscience. Includes experimental techniques used in investigation of visual, auditory, somatosensory, and olfactory systems as well as multi-sensory processes. P—POI. *Coghill*

735. The Development and Anatomy of Sensory Systems. (3) Designed as an introduction to the structure and ontogeny of the sensory pathways. Provides a foundation for the subsequent advanced coursework in sensory systems, which provides one of the most fertile experimental areas in developmental biology. Topics include: basic genetic control of developmental processes; embryonic development of the sensory nervous system; development and organization of subcortical sensory pathways; development of sensory cortices; role of the environment in neural development; and the genetics of neuronal ontogeny. *Riddle*

741. Sensory Neuroscience I: Audition and Vision. (6) Designed to introduce students to auditory and visual sensory neurobiology from the cellular to systems level. The first segment of this course emphasizes the auditory system and includes the following topics: signal transduction and sensory coding in the cochlea; the perception of pitch, derivation of position through interaural phase differences; auditory processing in the ascending pathways and cortical processing of sound; electroreception in fish as a specialization of the auditory pathway; prey localization by barn owls and echolocation in bats. Coverage of the visual system includes: signal transduction, sensory coding and pattern perception in the retina; receptive field analysis at the retina, lateral geniculate nucleus, superior colliculus and cortex; Fourier theorem applied to sensory systems; multiple visual areas of cortex; higher order processing in parietal cortex and inferotemporal cortex; color and motion. Separate lab exercises present techniques used in the study of these systems. *Hegde*

742. Sensory Neuroscience II: Somatosensation, Taste and Olfaction. (6) Emphasizes the somatosensory system as well as the chemical senses of taste and olfaction. Topics covered include: peripheral sensory receptors in the skin and joints, and signal transduction; texture encoding and receptive field structure of somatosensory neurons; perception of pain and phantom limb phenomena; localization of somatosensory stimuli on the body surface; somatosensory processing in the ventrobasal thalamic complex and primary somatosensory cortex; encoding of taste; hypotheses of taste perception; higher level olfactory processing. Separate lab exercises present techniques used in the study of these systems. *McHaffie*

743. Sensory Neuroscience III: Higher Order Interactions and Integration. (3) Designed to integrate the information presented in I and II into a unified view of sensory systems. Comparison and contrasts are made between sensory systems at key points along the ascending pathways including the cellular basis of response properties as well as neurochemical transmission and

interactions with voltage-dependent membrane conductances. Higher order phenomena, including attention, sensory neglect, and the merging and interaction of the senses in the cerebrum and midbrain are emphasized, as well as neuropathologies associated with deficits in one or more sensory systems. Includes a detailed consideration of clinical neuroscience and neuropathology. Separate lab exercises present techniques used in the study of these systems. *Stanford*

745. Special Topics: Thalamus. (1-2) Considers the thalamus from a multidisciplinary perspective, with directed readings on the detailed neuroanatomy, neurophysiology and neuropharmacology of the thalamus designed to portray a unified view of its many functions in health and disease. P—POI. *Godwin*

747, 748. Directed Journal Club in Sensory Neuroscience. (2) Correlates with topics in journal club readings, the formal lecture courses in Sensory Neuroscience I-III. Students are required to read and critique papers chosen to complement the classroom lectures. Both seminal papers and current research are reviewed. The directed nature of the readings enhances the student's appreciation and understanding of the formal lectures. Students lead the presentation of the journal articles, thus providing opportunities for teaching in the area of sensory systems. *Hedge/McHaffie*

749. Multisensory Journal Club. (1) Designed around the historical and contemporary research literature in an area of burgeoning scientific interest—multisensory and cross-modal processes. Students are assigned readings, and are expected to present and participate in the discussion of the assigned literature. The goals are to familiarize students with this fascinating field of research, and to develop presentation and critical reading skills. *Staff*

751. Developmental Neurobiology I: Molecular Control of Neural Lineages and Differentiation. (6) Designed as an introduction to principles of early neural development. Topics include both the genetic and epigenetic control of early developmental events including the determination of neuronal and glial cell lineages, expression of homeotic genes and neural pattern formation, inductive signal events required for neuronal differentiation and migration in both the central and peripheral nervous system and the role of the extracellular environment in axonal growth. Students examine both historical and current models of molecular mechanisms regulating neural development through prescribed readings, tutorials and interactive discussion sessions. A weekly hands-on tutorial introduces students to a variety of cellular and molecular methods including mRNA analysis (mRNA purification, electrophoresis and Northern blot analysis, Rnase protection assays, RT-PCR analysis, cryostat sectioning, in situ hybridization) and protein analysis (protein polyacrylamide gel electrophoresis—PAGE, Western blot analysis, Immunoassays and Immunocytochemistry). *Johnson*

752. Developmental Neurobiology II: Progressive and Regressive Events in Neural Development. (6) Emphasizes regressive and progressive events required for the maturation of neural systems. Topics include molecular mechanisms of regulating both normal and pathological cell death in neurons and glia, including extracellular signals, receptors and intracellular pathways promoting or preventing cell death. Also included are topics concerning the development, specificity and pruning of synaptic connections in neural networks. The role of cell adhesion and extracellular matrix in the formation of neural networks is included. Students examine both historical and current molecular models of cell death, neurotrophism, neurotrophic factors and their receptors. A weekly hands-on tutorial introduces students to a variety of cellular and molecular methods including in vitro methods of analysis (explant and dissociated neuronal

cell culture assays for studies of cell death and axonal growth) and in vitro methods (quantitative analysis of cell death including fluorescent, histological and TUNNEL labeling of cell death, methods of axonal and dendritic labeling and EM ultrastructural analysis of synaptic changes). *Oppenheim*

753. Developmental Neurobiology III: Neural Plasticity and Regeneration. (4) Focuses on the capacity of neural networks to be modified by experience or to be reconstructed after injury. Examines molecular mechanisms proposed for activity-dependent competition in the initial construction of the nervous system, the plasticity of connections in models of activity mediated sprouting, mechanisms proposed for neural plasticity in learning and memory and a comparison of events required for neuronal repair and regeneration in the PNS and CNS. Current attempts to utilize neural transplantation to enhance the recovery of function in models of neurological diseases and trauma are also reviewed. Students examine both historical and current models of neural plasticity and regeneration through prescribed readings, tutorials and interactive discussion sessions. *Riddle*

757, 758. Directed Journal Club in Developmental and Molecular Neurobiology. (2) Correlates with topics in journal club readings, the formal lecture courses in Cellular, Molecular, and Developmental Neurobiology I-III. Students are required to read and critique papers chosen to complement the classroom lectures. Both seminal papers and current research are reviewed. The directed nature of the readings enhances the student's appreciation and understanding of the formal lectures. Students lead the presentation of the journal articles, thus providing opportunities for teaching in these areas. *Milligan*

760. Manuscript Preparation. (2) Sessions are held throughout the semester to discuss and critique the details of how the nature of a journal determines the look and feel of the published article. Classic journal styles are compared and contrasted with more contemporary styles or address a specific audience. Written summaries from students are critiqued with feedback on where or how to improve style, content, and presentation. Students are given the opportunity to develop skills that address presentation of simple figures with appropriately constructed figure legends. A final submission of a template manuscript is required. The submission simulates a typical interaction with a PI to develop a finished manuscript and includes the process of online manuscript submission. It is preferred that this course be taken the first year of graduate study. *Turner*

761, 762. Research Design in Neurobiology. (2-3) Emphasizes training in the essential elements of biomedical research design. The class sequence begins in the summer prior to other course work, in a two-hour course emphasizing the articulation, definition and prioritization of neurobiological research problems as well as formulation of strategies to address these problems. Statistical design focused on special requirements of sensory neurobiological inquiry is covered. In the following semesters, the concepts introduced in the first course are applied to student preparation (under the guidance of faculty mentors) of grant proposals styled after National Research Service Awards, that may be submitted to the appropriate agencies at the end of this course. The culmination of this series of courses will be a NIH-styled Study Section wherein students take part in the critique and evaluation of research proposals. *Staff*

771, 772. Career Development in Neurobiology. (1) Structured to address practical issues related to establishing and maintaining a career in neurobiology. Students are trained in the necessary skills to create employment opportunities, either in a traditional tenure-track academic environment, or in the rapidly growing areas of biotechnology in industry and government. As part of

this course, students are exposed to neurobiology-oriented biotechnology research in the local area of the Research Triangle Park. Other major topics covered include: managing and supervising a research lab, preparation for job interviews, biomedical ethics, and animal welfare issues. *Staff*

790. Marine Models in Cell Biological Research. (6) An eight-week course with an emphasis on independent research that is taught during the summer at the Marine Biological Laboratory in Woods Hole, MA. Students attend lectures and seminars in areas of cell and developmental biology and neurobiology. Each student is guided in a research project selected from the area of expertise of participating faculty. Research projects are designed to take advantage of the special facilities of the Marine Biological Laboratory, such as confocal microscopy and intracellular Ca^{++} imaging, and the availability of a wide variety of marine organisms. Students write their results in the standard format used for scientific journal publication and have the option of presenting their work orally at the annual MBL scientific meetings. This course is a companion to the undergraduate biology course (395S). P—POI. *Tytell, Browne*

791, 792. Research. (1-9) Closely supervised research in various topics in biological structure, developmental and cell biology, and neuroscience, including research in preparation for the doctoral dissertation. *Staff*

Neuroscience (NUSC)

Bowman Gray and Reynolda Campuses

Director Ronald W. Oppenheim

Associate Director Samuel A. Deadwyler

The program is composed of over 63 research faculty and 33 clinical faculty representing fourteen basic science and clinical departments. The program offers a PhD degree in neuroscience to students interested in a research and teaching career in all areas of neurobiology. All students are required to take a core curriculum composed of courses 701, 703, 704, 707, 712, and 713. Students also are required to take coursework in statistics and experimental design. During the first year of graduate study, students obtain hands-on research experience by participating in laboratory rotations. Additional graduate coursework is tailored to meet the individual needs of each student. A major goal of the program is the development of neuroscientists with a broad background in cellular, molecular and systems neuroscience with specialized skills in a specific sub-area of neurobiology. The neuroscience program is home to a federally sponsored training program in neuroscience that funds predoctoral students in the early years of their graduate education.

Areas of faculty research expertise include: cellular and molecular neurobiology; developmental neurobiology; epilepsy; learning and plasticity; nerve growth and regeneration; neural basis of memory; neurobiology; neurobiology of aging; neurobiology of drug abuse; neurodegenerative diseases; neuropsychology; sensory repair of the injured nervous system; and visual sciences.

As a major center of neuroscience research, the University has modern research facilities that cover all areas of contemporary neurobiological investigation, from gene cloning, genomics, and molecular genetics to electrophysiology, cell biology, and behavioral analysis. The PhD program began in 1989 and has graduated 34 students. There are currently 22 students in

the program. For more information, visit our homepage at www1.wfubmc.edu/neuroscience. Prospective students are encouraged to contact individual neuroscience faculty members.

Applicants to the neuroscience graduate program should have demonstrated proficiency in biology, chemistry, physics, and mathematics with emphasis on coursework in cell and molecular biology, organic and inorganic chemistry, biochemistry, and statistics. Research, although not required, is highly desirable.

Core Courses

701. Behavioral Neuroscience. (3) Behavioral neuroscience is a relatively new and rapidly expanding discipline utilizing techniques of molecular biology, neurochemistry, neurophysiology, and psychology to investigate the neurobiological aspects of behavior. A broad overview of the field and its relationship to these individual disciplines is presented. The course provides a survey of the field from the cellular level to the complexity of molar aspects of behavior including learning and memory. An introduction to lab models of human neurobiological disorders is included. *Roberts, Staff*

703. Introduction to Clinical Neuroscience. (3) Survey of the major classes of neurological and psychiatric disorders. Methodology for evaluation of patients, ranging from interview techniques and physical examination, to modern technological approaches, is discussed. Includes lectures on clinically relevant basic research. Students write a grant proposal that aims to bridge a gap in pathophysiological knowledge. *Wittenberg, Staff*

704. Molecular Neuroscience. (3) Introduces graduate and advanced undergraduate students to the basic principles of neurobiology as studied by cell and molecular biologists. Lectures introduce invertebrate and vertebrate model neuronal systems and the cellular and molecular methods to study them. Also listed as NBAT 704. P—POI. *Walker, Staff*

707. Neuropharmacology. (3) General survey of neuropharmacology, emphasizing neurotransmitters, receptors and their interactions. Discusses general principles of drug action, including receptor binding, second messengers, and neurotransmitter metabolism. Surveys neurotransmitter function, including acetylcholine, biogenic amines, excitatory and other amino acids, and neuropeptides. *Jones, Staff*

709. Seminars in Neuroscience. (0) A series of research presentations by invited speakers from other institutions that discusses modern concepts, methods, and approaches used in understanding nervous system structure, function, and pathology. This is a required two-semester course for first-year neuroscience students. *Oppenheim, Staff*

712. Introduction to Neuroscience I. (5) Neuroscience I is the first in a required two-course series for first-year neuroscience students covering basic topics in the neurosciences. Neuroscience I is offered only in the fall semester and deals with neuroanatomy (six weeks), cellular and molecular neuroscience (six weeks), and developmental neuroscience (three weeks). Approximately one third of the course includes laboratory work in neuro-anatomy. *Oppenheim, Staff*

713. Introduction to Neuroscience II. (4) Neuroscience II is the second in the series of required courses for first-year neuroscience graduate students covering basic topics in the neurosciences. Topics covered include: developmental neuroscience (3 weeks), sensory (six weeks) and motor systems (six weeks), as well as cognitive and computational neuroscience. Lectures are given by faculty in the neuroscience program. Additional participation is required outside of lecture in the form of a presentation at the end of the semester. P—NUSC 712. *Oppenheim, Staff*

715. Neuroscience Tutorial. (0) A tutorial format course required of all PhD students in the neuroscience program in the fall and spring semesters. A one-hour presentation by faculty and students of current research topics being conducted in the neuroscience program followed by a one-hour discussion of the topic and of recent research or review articles in the same area.

Oppenheim, Staff

717. Summer Neuroscience Tutorial. (1) A summer session tutorial format course required of all PhD students in the neuroscience program. A one-hour presentation by students on their current research. Students are evaluated by faculty and peers on their presentation and given an overall assessment of their introduction, methods, graphics, explanation of data, conclusions, and speaking style and rapport with the audience. *Oppenheim, Staff*

725, 726. Neuroscience Research. (1-12) Lab research in all areas of modern neurobiology, including studies done as part of the first-year research rotations and the requirements for the doctoral dissertation. *Staff*

Advanced Courses and Seminars

626. Learning Theory and Research. See Psychology.

629. Perception. See Psychology.

633. Motivation of Behavior. See Psychology.

661. Operant Conditioning and Behavior Modification. See Psychology.

702. Neuroscience and Animal Behavior. Seminar-style course including discussion, research projects, presentations, and trips to observe animals in the field. This survey of laboratory and field research considers current issues in the context of classic animal behavior. P—POI. *Shively*

710. Cell Biology. See Neurobiology and Anatomy.

710. Special Topics in the History of Neuroscience. (2) Discussions of important historical milestones and individual contributions to the present day conception of nervous system structure, function, and pathology. *Oppenheim*

711. Special Topics in Developmental Neurobiology. (2) Designed to focus on a specific theme each semester, including such topics as: cell death and regressive events, synaptogenesis, determination and differentiation, axonal guidance and pathway formation, neuroglia interactions, and neurotrophic agents. *Oppenheim, Brunso-Bechtold, Johnson*

714. The Development of the Synapse and Synaptic Function. (3) Examination of the morphological and physiological differentiation of vertebrate synapses in the peripheral and central nervous system. P—NUSC 701, 709, 710. *Staff*

715. Research Design and Analysis in Psychology. See Psychology.

716. Neurotrophic Factors. (2) Reviews the history of the neurotrophic hypothesis and neurotrophic molecules. The current status of the neurotrophic hypothesis is analyzed. Student skills in analysis and criticism of original literature (including discussion of experimental design and written expression of hypothesis testing) are developed. *Johnson, Oppenheim*

718. Developmental Psychobiology. (3) Surveys topics from a lifespan developmental perspective which includes: history, principles and concepts, development of the nervous system, the role of development in evolution, epigenesis, neural function in larva and fetus, sensory development, maternal stress and fetal programming, effects of parenting and early experience,

hormonal influences on neurodevelopment learning and cognition, puberty, adolescence and the development of sexual behavior, abnormal development of brain and behavior, age-related changes in brain and behavior, plasticity in adult brain, and aging and memory. P—NUSC 712 and 713. *Shively, Oppenheim*

720. Biological Psychology. See Psychology.

722. Behavioral Pharmacology. See Physiology and Pharmacology.

728. Neurotoxicology. See Physiology and Pharmacology.

730. Physiology and Pharmacology of Aging. See Physiology and Pharmacology.

731. Molecular Biology. See Biochemistry and Molecular Biology.

736. Neuroendocrinology. See Physiology and Pharmacology.

750. Neuropsychology and Learning Disabilities. (3) Language, perceptual/motor, memory, attentional, and emotional deficits arising from neuropsychological factors are studied in the context of brain functioning and information processing and applied to learning disabilities in children, in both theoretical and practical terms. Also listed as PSY 767. P—POI. *Wood*

751. Developmental Neurobiology I. See Neurobiology and Anatomy.

752. Developmental Neurobiology II. See Neurobiology and Anatomy.

753. Developmental Neurobiology III. See Neurobiology and Anatomy.

753. Psychophysiology and Psychopathology of Learning Disabilities. (3) Neurogenetic and developmental origins of learning and cognitive disabilities are reviewed, with emphasis on recognition and management of the physiological and emotional diatheses. P—NUSC 750 or POI as well as student's major department. *Wood*

754. Inter-professional and Ethical Issues in Learning Disabilities. (3) Comprehensive review of quality assurance, inter-professional relations and protection of the welfare of learning or cognitively disabled students, patients, and research subjects with emphasis on the implications of recent advances in the neuroscience literature. P—POI. *Wood*

755, 756, 757. Practicum in Neuropsychology and Learning Disabilities. (1, 3) Weekly on-site supervised work experience in an applied learning disability setting (e.g. educational, psychological, medical, legal). P—current state government issued practice credentials by state department of education for teachers, state licensing board for psychologists or physicians, or the state bar association for attorneys. *Wood*

763. Directed Journal Club in Brain Imaging. (1) Designed to cover the literature associated with physiological/functional brain imaging. Assigned readings range from historical techniques to the most recent technologies. Although the primary focus is methodological application, readings are not restricted to methods. The goal is to introduce imaging methods and develop critical reading skills. *Laurienti*

764. Sensory Biology. See Biology.

781. Neuroscience of Music. (3) The current literature on music perception and production is reviewed, with an emphasis both on its functional neuroanatomy and on the cognitive consequences of music instruction. P—POI. *Burdette, Wood*

782. Readings and Research in Neuropsychology. (1-3) Allows the graduate student, working under the supervision of a faculty member, to pursue and receive credit for a special project in an area not covered by regular courses or a special research project not related to the master's

thesis. Supervising faculty member and credit hours for the course are determined by graduate committee prior to registration. Also listed as PSY 782. Fall and spring. *Wood*

783, 784. Readings on Current Issues in Neurobiology. (1-3) Designed to provide an opportunity for students to participate in in-depth readings and discussions with faculty on specific hot topics in the field (e.g. adult neurogenesis, neurodegenerative therapy, drug abuse, etc.). Students are responsible for choosing an appropriate faculty member, and establishing together a format and credit hours for the class. *Wood*

Physics (PHY)

Reynolda Campus

Chair G. Eric Matthews

Reynolds Professors Jacquelyn Fetrow, Richard T. Williams

Professors Paul R. Anderson, Keith D. Bonin, Natalie A. W. Holzwarth, William C. Kerr,
Daniel Kim-Shapiro, G. Eric Matthews

Professors Emeritus Robert Brehme, George M. Holzwarth, Howard Shields, George P. Williams Jr.

Z. Smith Reynolds Foundation Fellows and Associate Professors Gregory B. Cook

Associate Professors Eric D. Carlson, David Carroll

Assistant Professors Martin Guthold, Jed Macosko, Fred Salsbury

Research Professors George M. Holzwarth (Professor) K. Burak Ucer (Associate Professor)

Adjunct Associate Professor Peter Santago

Adjunct Assistant Professors John D. Bourland, Timothy E. Miller

The Department of Physics offers programs of study leading to the MS and PhD degrees. Opportunities for study are those usually associated with large research universities, while the atmosphere of a small liberal arts university with an ideal faculty/student ratio is maintained.

For admission to graduate work, the entering student should have a knowledge of undergraduate mechanics, electricity and magnetism, thermodynamics, and quantum physics. The course of study for each student is planned in conference with the graduate adviser after an evaluation of academic background and experience. Deficiencies may be removed during the first year of study.

For the MS degree, the student's course of study must include PHY 711, 712, and 741, as well as participation in departmental seminars. These seminars, in fields of special interest, are regularly scheduled and usually feature outside speakers. In addition to satisfying the residency and course requirements, the student must be admitted to candidacy, complete an acceptable thesis under faculty supervision, and pass an oral examination in its defense.

For the PhD degree, the student's course of study must include PHY 711, 712, 741, 742, and 770 unless satisfactorily completed elsewhere. Students must also take three elective courses at the graduate level (600 or 700 level), one of which must be in physics. To graduate, students must achieve a 3.0 grade point average in graduate courses within the physics department. A research advisory committee, appointed after completion of the preliminary examination, determines the additional courses needed for the PhD, such as Advanced Quantum Mechanics, Solid State Physics, General Relativity, Nonlinear Optics, Math or Computer Science, Medical Engineering, etc. The University's preliminary examination requirement is satisfied by passing

a written preliminary examination at the end of the first year of graduate study. The examination may be retaken once, at the end of the second year. Within twelve months of completing the preliminary examination, the student submits to his or her individual advisory committee, and defends orally a dissertation research plan. The research advisory committee meets annually with the student to ensure timely progress toward the degree. Upon completion of the research in the approved plan, the student writes his or her dissertation, presents it to the department, and defends it orally as prescribed by the Graduate School.

The research interests of the graduate faculty are in experimental and computational biophysics, optics, experimental and theoretical solid state physics, particle physics, and relativity. Well-equipped laboratories are available for subpicosecond pulsed laser studies, time-resolved biospectroscopy optical tweezers to study nanomotors, surface physics, atomic force microscopy, single molecule manipulation, biochemical DNA techniques, aptamer and fibrin research, dynamics of macromolecules, and video microscopy. Theoretical research is supported by a 24 processor IBM SP2 supercomputer and Linux clusters.

For more details on the PhD program, visit www.wfu.edu/physics or write to the chair of the graduate committee. Departmental graduate committee: Bonin (chair), Cook, Carroll, Fetrow, Macosko, Matthews, R. Williams.

601, 602. Physics Seminar. (0, 0) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.

607. Biophysics. (3) Introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized.

610. Extragalactic Astronomy and Cosmology. (3) Topics covered include galactic structure, models for galaxies and galaxy formation, the large-scale structure of the universe, the Big Bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology.

620. Physics of Biological Macromolecules. (3) Physics of biologically important molecules, especially proteins and nucleic acids. Topics covered include the physical basis of biomolecular structure, the energetics and statistical mechanics of biomolecular dynamics, and the electrostatics and solvation of biomolecules. Designed to be accessible to students with biochemistry, chemistry, or physics backgrounds. P—PHY 651 or CHM 641, or POI. *Fetrow, Salisbury*

623. Computational Molecular Biophysics Laboratory. (1) Application of techniques in molecular modeling, including energy minimization, molecular dynamics simulation, and conformational analysis, to biological macromolecules. C—PHY 620 or POI. *Fetrow, Salisbury*

625. Biophysical Methods Laboratory. (1) Lab involves experiments using various biophysical techniques such as electron paramagnetic resonance, atomic force microscopy, stopped-flow absorption spectroscopy, X-ray diffraction, and gel electrophoresis. C—PHY 607. *Guthold, Macosko*

637. Analytical Mechanics. (1.5) The Lagrangian and Hamiltonian formulations of mechanics with applications. Taught in the first half of the fall semester.

639, 640. Electricity and Magnetism. (1.5, 3) Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. The first half course is taught in the second half of the fall semester, following PHY 637. The other course is taught in the spring semester. These should be taken in sequence. P—PHY 601.

643, 644. Quantum Physics. (3,3) Application of the elementary principles of quantum mechanics to atomic, molecular, solid state, and nuclear physics.

645. Advanced Physics Laboratory. (1) The lab associated with PHY 643, 644.

651. Thermodynamics and Statistical Mechanics. (3) Introduction to classical and statistical thermodynamics and distribution functions.

652. Physical Optics and Optical Design. (4) Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab—three hours.

654. Introduction to Solid State Physics. (3) Survey of the structure, composition, physical properties, and technological applications of condensed matter. P—PHY 643.

661. Biophysics Seminar. (1) Seminal and current publications in biophysics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion. Does not fulfill course requirements for Master's or PhD degrees. *Staff*

663. Condensed Matter Seminar. (1) Seminal and current publications in condensed matter physics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion. Does not fulfill course requirements for Master's or PhD degrees. *Staff*

681, 682. Research. (1-3, 1-3) Library, conference, and lab work performed on an individual basis.

685. Bioinformatics. (3) Introduction to bioinformatics and computing techniques essential to current biomedical research. Topics include genome and protein sequence and protein structure databases, algorithms for bioinformatics research, and computer architecture and environmental considerations. P—Introductory courses in biology, chemistry, and molecular biology or biochemistry or POI. Also listed as CSC 685. *Burg, Fetrow, John, Miller*

711. Classical Mechanics and Mathematical Methods. (3) A study of variational principles and Lagrange's equations, the rigid body equations of motion, the Hamilton equations of motion and canonical transformations, Hamilton-Jacobi theory, and applications to continuous systems and fields. *Kerr, N. Holzwarth*

712. Electromagnetism. (3) A study of Maxwell's equations, boundary value problems for the electromagnetic field, and radiation; the ponderomotive equation for the charged particle. *N. Holzwarth*

715. Nonlinear Optics and Quantum Electronics. (4) Nonlinear phenomena in laser spectroscopy, the quantum nature of optical processes in matter, and topics in laser physics. Lab—three hours. *R. Williams*

731. Elementary Particle Physics. (3) Fundamentals of contemporary elementary particle physics. *Carlson*

741, 742. Quantum Mechanics. (3, 3) Study of the foundations of modern quantum theory, with an emphasis on the meaning of the wave equation, operators, eigen-functions, eigenvalues, commutators, matrix mechanics, spin, and scattering. *Anderson, Carlson, N. Holzwarth, Kerr*

743. Advanced Quantum Mechanics. (3) Advanced topics in quantum mechanics, including an introduction to relativistic quantum theory, quantum electrodynamics, and many particle treatments. *Anderson, Carlson, N. Holzwarth, Kerr*

744. Introduction to Quantum Field Theory. (3) Introduction to relativistic quantum field theory, including canonical quantization, path integral techniques, perturbation theory, and renormalization. *Anderson, Carlson*

745. Group Theory. (3) Group theory and its applications to the quantum mechanics of atoms, molecules, and solids. *Carlson*

752. Solid State Physics. (3) Introductory course including the structure of perfect crystalline solids, their thermal electronic properties, the free electron and band theory of metals, imperfect crystals, transport properties, and semiconductors. *Carroll, N. Holzwarth, Kerr Matthews, R. Williams*

754. Surface Science. (3) Experimental and theoretical methods for the study of surfaces and interfaces. Lab—1.5 hours. *N. Holzwarth, R. Williams*

756. Seminar on Defects in the Solid State. (2) The generation and interactions of point and line defects such as color centers, vacancies, and dislocations treated. *Matthews, R. Williams*

765. Gravitational and Particle Theory Seminar. (1) Topics in general relativity, particle physics, and astrophysics are studied. Each week a faculty member or member of the class makes an oral presentation on a chosen topic and leads the ensuing discussion. Does not fulfill course requirements for Master's or PhD degrees. *Staff*

770. Statistical Mechanics. (3) Introduction to probability theory and to the physics of systems containing large numbers of particles from the classical as well as the quantum point of view. *Kerr*

780. Theory of General Relativity. (3) Study of the covariant formulation of physical laws in mechanics and electromagnetism. *Anderson, Cook*

785. Topics in Theoretical Physics. (1-3) Selected topics of current interest in theoretical physics not included in other courses. *Anderson, Carlson, Cook, Fetrow, N. Holzwarth, Kerr, Salsbury*

787. Advanced Topics in Physics. (1-3) Lectures on advanced topics in physics that depend on the subspecialty of the instructor. Topics range from medical physics to special topics in biophysics, condensed matter physics, or quantum optics. *Staff*

791, 792. Thesis Research. (1-9) *Staff*

793. Summer Research. Summer research by continuing graduate students working with their adviser. *Staff*

891, 892. Dissertation Research. (Hours open) *Staff*

Physiology and Pharmacology (PSPR)

Bowman Gray Campus

Chair James E. Smith

Professors David W. Busija, Steven R. Childers, Floyd H. Chilton, Samuel A. Deadwyler, Osvaldo Delbono, Debra I. Diz, Charles Eldridge, David R. Friedman, Michael A. Nader, Linda Porrino, David C.S. Roberts, William E. Sonntag, Jack W. Strandhoy

Associate Professors Jing-Yu Chang, Robert E. Hampson, Scott E. Hemby, Anthony Liguori, Thomas J. Martin, Brian McCool, Jeffrey Weiner

Assistant Professors Kristin Anstrom, Allyson Bennett, Eugueni A. Boudygine, Michael F. Callahan, Paul Czoty, James Daunais, Sara R. Jones, Drake Morgan, Peter Pierre, Stephen Walker, Shou Y. Zhuang

Instructor Yolanda Mateo

Associate Faculty Anthony Atala, David B. Averill, , K. Bridget Brosnihan, Vardaman M. Buckalew Jr., Mark Chapell, Che-Ping Cheng, George J. Christ, Carol Cunningham, Debra I. Diz, Thomas D. Dubose Jr., Delrae Eckman, James C. Eisenach, Carolos Ferrario, Jorge Figueroa, Patricia E. Gallagher, Pradeep K. Garg, Susan M. Hutson, James E. Jordan, Gregory L. Kucera, Charles Mathias, Mark S. Miller, Josef Mychalecky, R. Mark Payne, Raymond B. Penn, James C. Rose, Bruce K. Rubin, David C. Sane, Shay Soker, William Strawn, E. Ann Tallant, Richard B. Weinberg, George F. Wittenberg, James Yoo

Adjunct Faculty Azeez Aileru, Michael Aschner, Merouane Bencherif, Wesley Byerly, Gary Byrd, William E. Caldwell, Michelle Chenault, Huw M.L. Davies, J. Donald deBethizy, Kathleen Grant, Gary M. Hellmann, David B. Jarrett, Patrick M. Lippiello, Michael Maynard, Robert C. MacPhail, Craig H. Miller, Walter S. Pritchard, John Robinson, Jeffrey D. Schmitt, Darrell Sumner, Kim Tan, Kent E. Vrana

The Department of Physiology and Pharmacology offers graduate work leading to a PhD degree. The graduate program provides advanced courses and seminars in physiology and pharmacology for students who hold a BA, BS, or higher degree and who seek a PhD degree with intent to pursue an academic or research career.

The program is individualized to meet student needs. Students are expected to obtain a broad background in physiology and pharmacology and in related sciences by taking introductory courses. Through selected advanced courses and seminars, the student is offered the opportunity of exploring topics intensively.

After acquiring basic knowledge of physiology and pharmacology and developing fundamental skills and techniques of investigation, a student embarks on an area of research which forms the basis of a dissertation. The research program is guided by the adviser and a departmental dissertation committee.

Research interests of the department are focused in the areas of aging, drug and alcohol abuse, cardiovascular control, renal function, the endocrine system, toxicology, and neuroscience. Collaborative research in the department provides a multifaceted approach resulting in a molecular, cellular, and systems level of analysis.

Interested applicants should have demonstrated undergraduate proficiency in the biological sciences, evidence of prior laboratory research experience, and satisfactory scores on the Graduate Record Exam. The PhD degree has been offered since 1941.

701. Phys/Pharm I: Cell and Molecular Pharmacology. (3) The first required course for physiology and pharmacology students and introduces students to basic cellular and molecular biological principles. Topics ultimately integrate these principles with receptor physiology and pharmacology in the central nervous system. *McCool, Staff*

702. Phys/Pharm II: Basic Physiology and Pharmacology. (4-6) Instruction in fundamentals of physiology and pharmacology. Areas addressed include basic features of physiological systems including muscle, renal, endocrine, and cardiovascular systems, as well as basic pharmacological concepts such as pharmacokinetics. *Daunais, Staff*

703. Phys/Pharm III: Systems Pharmacology. (4) Instruction in pharmacological systems. Topics covered include neuroanatomy, neurotransmitters and receptors, and drug classes. *Martin, Staff*

704. Phys/Pharm IV: Integrative Physiology and Pharmacology. (5) Advanced instruction in specialty areas in physiology and pharmacology. Focus is on integrating concepts from previous courses to discuss advanced topics including psychiatric and physiological disease states. *Jones, Staff*

705, 706. Journal Club. (1) Recent papers by departmental and visiting faculty are presented and critiqued by graduate students. *Czoty*

711, 712. Advanced Topics. (1-6) An advanced lecture and conference course that considers various topics of current research interest and concepts under rapid development. Areas of interest within the department are covered on a rotating basis. Additional topics can be offered by announcement.

713, 714. Advanced Readings. (1-4) Individualized instruction involving detailed review of literature pertaining to a specific area of interest in physiology or pharmacology. *Staff*

715, 716. Current Topics. (1) Interactive course aimed at a critical examination of current issues in substance abuse research. Topics include: genetic basis of substance abuse, cellular mechanisms of drug action, neurochemical approaches, animal models, development of treatment strategies, imaging and principles of studies of human subjects. *Porrino, Staff*

717, 718. Current Topics in Drug Abuse. (2) Provides students with perspective in the problem of drug abuse. Defines the basic issues central to the field of drug abuse, including concepts of tolerance, physical dependence and reinforcement mechanisms, and relate these issues to the current problems of drug abuse in society. Describes how current research in drug abuse contributes to the design of rational treatment and prevention programs. *Childers*

722. Behavioral Pharmacology. (3) Focuses on behavioral factors that influence the effects of drugs. Material presented provides a detailed review of the rate-dependent, reinforcing, and stimulus effects of drugs. Additional topics include behavioral factors related to tolerance and sensitization and a review of animal models of drug action. *Nader, Staff*

724. Biology of Alcohol Abuse—Alcoholism. (2) Designed to instruct graduate and postdoctoral students on the pharmacological, physiological, and behavioral effects of alcohol. Lectures cover topics ranging from the epidemiology and etiology of alcohol abuse and alcoholism to the basic biochemistry, metabolism, and pharmacokinetics of alcohol in the mammalian system. Lectures concerning effects of alcohol on specific organ systems include the hepatic system, the endocrine system, reproductive systems, the cardiovascular system, the gastrointestinal system, and the renal and pancreatic systems. Lectures focusing on the effects of alcohol on the nervous system include neuroreceptor interactions, ethanol's effects on intracellular signaling

processes, neuroanatomical substrates for the actions of alcohol, systems electrophysiology, and mechanism of the behavioral effects of alcohol such as the reinforcing effects, anxiolytic effects, amnesic effects, and motor impairing effects. The neuroscience lectures provide the basis for an exploration of the conditions leading to tolerance and dependence, and how the brain adapts to prolonged exposure to alcohol. *Grant*

726. General Toxicology. (2) Lecture course designed to provide the student with the basic concepts and mechanisms underlying toxic responses to xenobiotics. Emphasis is on the toxicology relevant to the diagnosis and prevention of poisoning in humans from occupational, environmental, or iatrogenic origin. Broad area studies are general principles of toxicology, common toxic agents, and target organs. Experimental models and methodologies of risk assessment is explored. *Aschner, Staff*

728. Neurotoxicology. (2) Identifies damage specific to the central nervous system that occurs after exposure to neurotoxic compounds. Emphasis is on cellular mechanisms that are altered and the classes of neurotoxic agents that induce cell damage. Experimental models and risk assessment are explored. *Aschner, Staff*

730. Physiology and Pharmacology of Aging. (2) Seminar on the physiology of aging and the study of drugs and the aging process. Presentations address current topics relevant to age-dependent changes in various organ systems and theories of aging. The topics of age-related alterations in drug absorption, kinetics, and metabolism are also examined. Emphasis on degenerative diseases and mechanisms of action. *Sonntag, Staff*

731. Perinatal Physiology I. (2) Discussion of literature in physiology and pharmacology concerning developmental aspects of mammalian organ systems. Emphasis is on the endocrine and cardiovascular systems. *Rose*

732. Perinatal Physiology II. (2) Discussion of literature in physiology and pharmacology concerning developmental aspects of mammalian organ systems. Emphasis is on endocrinology and developmental pharmacology. *Rose*

734. Drug Discovery and Development. (2) Introduces students to the intricacies of the pharmaceutical industry. Emphasis is on providing an overview of drug discovery from both the pharmacologic and business perspective. Students receive an overview of drug metabolism and pharmacokinetics, drug discovery, pre-clinical and clinical testing, and bioinformatics. P—Pharmacology 782 or Physiology 782 or permission of course director. *Vrana*

736. Neuroendocrinology. (2) Recent advances in neuroendocrinology, with emphasis on receptor-linked functions, hormonally-active drugs, and influences of pharmacologic agents on neuroendocrine function. In a tutorial setting, students study principles of structure and function, examine current technology and published literature, and design and critique experimental approaches. *Eldridge*

738. Cardiovascular Physiology and Pharmacology. (2) Lectures, readings and discussions center on normal and abnormal cardiovascular physiology and recent developments in drugs affecting the heart and circulation. *Averill, Staff*

740. Neuropharmacology. (3) General survey of neuropharmacology, emphasizing neurotransmitters, receptors and their interactions. Discusses general principles of drug action, including receptor binding, second messengers, and neurotransmitter metabolism. Surveys neurotransmitter function, including acetylcholine, biogenic amines, excitatory and other amino acids, and neuropeptides. *Childers, Staff*

741. Quantitative Methods in Behavioral Science. (2) Addresses applied statistical approaches within common behavioral research studies. Focus is on selection of the most appropriate test for research aims and hypotheses as well as computational methods. Specific topics include power analyses, effect sizes, analyses of variance, analyses of covariance, regression techniques, multivariate statistics, and post hoc testing. *Ligouri, Staff*

797, 798. Research. Mentored research on physiological or pharmacological problems in preparation for the thesis. *Staff*

Psychology (PSY)

Reynolda Campus

Chair Mark R. Leary

William L. Poteat Professor of Psychology Deborah L. Best

Thurman D. Kitchen Professor of Psychology Mark R. Leary

Professors Robert C. Beck, Terry D. Blumenthal, Dale Dagenbach, Charles L. Richman, Catherine E. Seta, Carol A. Shively

Ollen R. Nalley Associate Professor William W. Fleeson

Associate Professors Christy M. Buchanan, Janine M. Jennings, Batja Mesquita, James A. Schirillo, Cecilia H. Solano, Eric R. Stone

Assistant Professors R. Michael Furr, Karen L. Roper

Adjunct Professors Jay R. Kaplan, W. Jack Rejeski Jr., Frank B. Wood

Adjunct Associate Professor C. Drew Edwards

The Department of Psychology offers graduate work leading to a research-oriented general master's degree. The general MA emphasizes the scientific, theoretical, and research bases common to all areas of psychology (e.g., learning, social, motivation, cognition, personality, developmental, statistics).

The program is designed for capable students who expect to continue to the PhD degree but wish to begin graduate work in a department where they receive a high degree of individual attention from the faculty. The program is also appropriate for students who wish to terminate graduate work with the master's degree.

The applicant is expected to have an undergraduate major in psychology at an accredited institution, including a subset of basic foundational courses such as developmental, social, biopsychology, personality, cognition, learning, perception, motivation, etc., as well as statistics and/or research methods. The department does accept applications from students who were not psychology majors as undergraduates, but such applicants may want to consult with the director of graduate studies for psychology prior to applying.

The department has unusually good research facilities. The areas in which research is currently being conducted include aging, cognitive processes, cross-cultural development, emotion, judgment and decision making, learning, motivation, neuropsychology, perception, personality, physiology, and social.

Most students take two academic years to complete the program. Students who hold assistantships are required to spend two years in residence. In addition to satisfying the University requirements for the degree, all graduate students must write a major research paper, and conduct and defend a thesis.

The MA degree has been offered since 1964. Departmental graduate committee: Dagenbach (chair), Beck, Furr, Jennings, Seta, Leary (ex officio).

613. History and Systems of Psychology. (3) The development of psychological thought and research from ancient Greece to present trends, with emphasis on intensive examination of original sources.

620. Physiological Psychology. (3) Neurophysiological and neuroanatomical explanations of behavior.

622. Psychopharmacology. (4) Survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior.

623. Animal Behavior. (3) Survey of lab and field research on animal behavior.

626. Learning Theory and Research. (3) Theory and current research in learning with emphasis on applications of learning principles for behavior modification and comparisons across species.

629. Perception. (3) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste).

631. Cognition. (3) Current theory and research in cognitive processes. Emphasis on memory, attention, visual and auditory information processing, concept identification/formation, and language.

633. Motivation of Behavior. (3) Survey of basic motivational concepts and related evidence.

635. Fundamentals of Human Motivation. (3) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity.

638. Emotion. (3) Survey of theory, methods, and research in the area of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are given.

641. Research in Child Development. (3) Methodological issues and selected research in child development. Research projects required.

642. Current Issues in Developmental Psychology. (3) Intensive examination of selected theoretical or research issues in this area.

646. Psychological Disorders of Childhood. (3) Survey of problems including conduct disorders, attention deficit disorders, depression, and autism. Emphasis on causes, prevention, treatment, and the relationships of disorders to normal child development and family life.

651. Personality Research. (3) The application of a variety of research procedures to the study of human personality. Research projects required.

655. Research in Social Psychology. (3) Methodological issues and selected research in the study of the human as a social animal. Field research projects required.

657. Cross-Cultural Psychology. (3) Examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation.

- 659. Psychology of Gender.** (3) Exploration of the psychological similarities and differences between human males and females, including consideration of social, cognitive, motivational, biological, and developmental determinants of behavior.
- 661. Operant Conditioning and Behavior Modification.** (3) Principles, theory, and experimental research in operant learning, with applications to the modification of behavior in various populations and situations.
- 662. Psychological Testing.** (3) Theory and application of psychological assessment procedures in the areas of intelligence, aptitude, vocational interest, and personality.
- 663. Survey of Clinical Psychology.** (3) Overview of the field of clinical and other selected areas of applied psychology.
- 664. Prejudice, Discrimination, Racism, and Heterosexism.** (3) Comparison of cross-cultural similarities and differences in the initiation, maintenance, and treatment of prejudice, discrimination, and racism, with an emphasis on past and current trends in the U.S.
- 667. Effectiveness in Parent/Child Relations.** (3) Survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills.
- 669. Contemporary Applications of Psychology.** (3) Supervised field experience in applied psychology.
- 674. Judgment and Decision Making.** (3) Theoretical and empirical examination of how people make decisions and judgments about their lives and the world, and how these processes can be improved.
- 678. Instrumentation for Psychological Research.** (1) Lecture/demonstration presentation of electrical and mechanical equipment, followed by practical application in small group project work. Assumes no prior knowledge of electricity or construction.
- 692. Contemporary Problems in Psychology.** (3) Seminar treatment of current theory and research in several frontier areas of psychology. Principally for senior majors planning to attend graduate school.
- 715, 716. Research Design and Analysis in Psychology.** (3, 3) Intensive study of the design of experiments and the analysis of research data in psychology. Covers conventional methods, including univariate and multivariate analysis of variance, multiple regression, and factor analysis. Requires previous or concurrent coursework in basic statistics. Written permission of instructor required. *Furr, Leary, Stone*
- 720. Biological Psychology.** (3) Study of the biological basis of behavior and mental processes, with emphasis on current developments in neuroscience, and human applications of this information. Laboratory work in neuroanatomy and psychophysiology. *Blumenthal*
- 728. Human Cognition.** (3) Current theory and research on functional characteristics and neural correlates of cognitive processes in such areas as memory, attention, and language. *Dagenbach*
- 738. Learning and Motivation.** (3) Basic learning principles and concepts and related motivational concepts. *Beck*
- 742. Seminar in Developmental Psychology.** (3) Critical examination of the major findings, principles, and theories of development, with attention to both human and lower-animal research. *Buchanan*

752. Seminar in Social Psychology. (3) Content and methodology of social psychology examined through a critical and comparative analysis of contemporary theory and literature. *Seta*

757. Seminar in Personality Psychology. (3) Evaluation of contemporary solutions to important problems in personality psychology, with special attention to historical context and anticipated future directions. *Fleeson, Furr*

761. Theory and Practice of Psychological Testing. (3) In-depth study of intelligence and ability testing as carried out by psychologists. Comparative analysis and examination of standard tests in these areas, with special focus on techniques of administration and interpretation. *Edwards*

767. Neuropsychology and Learning Disabilities. (3) Language, perceptual/motor, memory, attentional, and emotional deficits arising from neurological factors are studied in the context of brain functioning and information processing and applied to learning disabilities in children, in both theoretical and practical terms. P—POI. Summer only. *Wood*

770, 771, 772, 773. Psychology Practicum. (1-3) Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor. *Staff*

782. Readings and Research in Psychology. (1, 2, or 3) This listing allows the graduate student, working under the supervision of a faculty member, to pursue and receive credit for 1) a special reading project in an area not covered by regular courses or 2) a special research project not related to the master's thesis. Supervising faculty member and hours credit for which enrolled determined by graduate committee prior to registration. Also listed as Neuroscience 782. Fall and spring. *Staff*

785, 786. Directed Thesis Research. (3, 3) First-year students undertake a substantial research project under the direction of their adviser. *Staff*

791, 792. Thesis Research. (1-9, 1-9) *Staff*

Religion (REL)

Reynolda Campus

Chair Stephen B. Boyd

Easley Professor of Religion Stephen B. Boyd

Albritton Professor of the Bible Fred L. Horton Jr.

Professors John E. Collins, Kenneth G. Hoglund, Charles A. Kimball

Zachary T. Smith Associate Professor Mary F. Foskett

Associate Professors James Ford, Simeon O. Ilesanmi

Assistant Professor Jarrod L. Whitaker

Adjunct Professor Bill Leonard

Adjunct Associate Professor Mark Jensen

The Department of Religion offers the MA in religion. The program offers a rigorous learning environment enriched by extended personal interaction with departmental faculty. The degree serves as either terminal degree or as preparation for further graduate study.

Ordinarily, applicants for admission into the MA in religion program have majored in religion or religious studies during their undergraduate coursework. Admission is based on the degree of success in previous courses in religion, the clarity of the applicant's educational goals,

and the general potential for successfully engaging in graduate level work within the program. Applicants will not be admitted if it is likely that they cannot fulfill any of the program requirements, including the foreign language requirement. Any student admitted into the program without what the Graduate committee considers to be a well-rounded undergraduate course of study in religion will be required to take remedial coursework without graduate credit.

In addition to the University's requirements for the MA, the Department of Religion requires proficiency in a modern foreign language, normally German. Another modern foreign language may be substituted only if the student, with the consent of their adviser, can show that it is more relevant to their thesis research. For theses written in the areas of Old Testament, New Testament, or Patristics, the primary ancient languages are required in addition to the modern foreign language requirement. Among the twenty-four required credit hours for the degree, a student must successfully complete REL 705 and 706 for admission to candidacy.

In the list of courses offered with graduate credit, not every course is scheduled every year, but usually two courses at the 700-level are offered in each semester. Substantive efforts are made to offer courses that are needed by students in either graduate course of study, and student input is welcome in determining the course schedule from semester to semester.

The general MA in religion program began in 1967. Departmental graduate committee: Høglund (chair), Ford.

600. Meaning of Religion. (3) A phenomenological study of different ways of defining religion, including views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.

601. Myth. (3) Study of the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.

602. Mysticism. (3) Study of mysticism from a multi-religious perspective with emphasis on the psychological and sociological aspects of this phenomenon.

603. Religion and Science. (3) Examination of the ways in which religion and science have conflicted with, criticized, and complemented one another in the history of Western thought from Galileo to the present.

608. Sacred Scripture in the Traditions of Abraham. Comparative study of sacred texts in Judaism, Christianity, and Islam with particular attention to the issues authority, function, and interpretation.

610. The Prophetic Literature of the Old Testament. (3) Examination of the development and theological contents of the literary products of Israel's prophetic movement.

611. The Psalms. (3) Study of the Psalter with particular emphasis on the setting of the Psalms in Israel's worship.

612. The Critical Study of the Pentateuch. (3) Study of the five traditional books of Moses (the Torah) and various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

613. Near Eastern Archeology. (3) Survey of twentieth-century archeology in the Near East with attention to its importance for Biblical studies.

614. Ancient Israel and Her Neighbors. (1.5) Study of ancient Near Eastern archeology with emphasis on Israel's relationships with surrounding peoples.

- 615, 616. Field Research in Biblical Archeology.** (3, 3) Study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.
- 617. The Wisdom Literature.** (3) Examination of the development, literary characteristics, and theological contents of the works of ancient Israel's sages.
- 618. Feminist and Contemporary Interpretations of the Bible.** (3) Study of feminist and contemporary approaches to the Bible in light of the history of interpretation and a range of contemporary concerns and interpretive contexts.
- 619. Visions of the End: Jewish and Christian Apocalyptic.** (3) Reading and study of Daniel, Revelation, and certain non-Biblical apocalyptic texts.
- 620. The Search For Jesus.** (3) Introduction to the issues, assumptions, evidence, and debate that shapes the continuing quest for the historical Jesus.
- 621. Introduction to the New Testament.** (3) Intensive introduction to the literature of the canonical New Testament along with methodologies for its study.
- 622. The General Epistles.** (3) Exegetical study of two or more of the General Epistles with emphasis on the setting of the epistles in the life of the early church.
- 623. The Parables of Jesus.** (3) Examination of the historical, social, cultural, and theological significance of the parables of Jesus as recorded in the synoptic gospels.
- 624. Early Christian Literature.** (3) Examination of various literature and perspectives of the first three centuries of the Christian movement.
- 626. Early Christian Theologians: Paul.** (3) Introduction to the Pauline interpretation of Christianity and its place in the life of the early church.
- 627. Early Christian Theologians: The Fourth Evangelist.** (3) Examination of the Johannine interpretation of Jesus and Christian faith.
- 628. The New Testament and Ethics.** (3) Study of selected ethical issues in the New Testament within the context of Mediterranean culture.
- 630. Comparative Religious Ethics.** (3) Comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with focus on their various methods of reasoning and sources of authority.
- 631. Christian Ethics and Social Justice.** (3) Inquiry from a Christian perspective into different theoretical and practical responses to the issue of justice in society.
- 632. Religion and Public Life.** (3) Examination of alternative historical paradigms within specific religious traditions and the implications of those paradigms for the public activity of their adherents. Traditions and topics, including religious leadership, social entrepreneurship and the separation of church and state, may vary with instructor.
- 633. Christian Ethics and the Professions.** (1.5) Study of the nature of the professions in contemporary society, their fundamental ethical suppositions, and the significance of being Christian for professional conduct.
- 635. Christian Ethics and the Problem of War.** (3) Examination of the causes and characteristics of war, various Christian response to it, and approaches to peacemaking, with attention to selected contemporary issues.

636. Religious Traditions and Human Rights. (3) Study of the relationships and tensions between religious traditions and human rights, with illustrations from historical and contemporary issues and movements.

638. Religion, Ethics, and Politics. (3) Examination of ethical issues in religion and politics using materials from a variety of sources and historical periods.

639. Religions of Africa. (3) Interdisciplinary study of the growth and transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions), and of their relations with secular social changes.

640. Men's Studies and Religion. (3) Examination of the ways in which masculine sex-role expectations and male experiences have both shaped religious ideas, symbols, rituals, institutions, and forms of spirituality and been shaped by them. Attention is given to the ways in which race, class, and sexual orientation affect those dynamics.

641. Civil Rights and Black Consciousness Movements. (3) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present.

642. Religion, Culture, and Modernity. (3) Inquiry into the origins and development of modernity as idea and ideology, with emphasis on its significance for non-Western social and religious movements.

643. The City as Symbol. (3) Study of the city, past and present, as a unique repository and symbol of religious values and human aspirations.

645. The African-American Religious Experience. (3) Exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements.

647. The Emerging Church in the Two-Thirds World. (3) Investigation of contemporary Christian communities in Africa, Asia, the Caribbean, and Latin America with special attention to theological, political, and economic activities.

648. Reconciling Race. (3) Comparative history of twentieth-century racial oppression, black rebellion, and religious reconciliation. Also listed as HST 678.

650. Psychology of Religion. (3) Examination of the psychological elements in the origin, development, and expression of religious experience.

651. Religion and Society. (3) Study of religion as a social phenomenon and its relationship to the structure of society—political, economic, and others, with special focus on the contemporary U.S.

654. Religious Development of the Individual. (3) Study of growth and development from infancy through adulthood, with emphasis on the influences of spirituality and mature religion.

655. Theology of Pastoral Care and Counseling. (3) Study of the relationship between theology and the purpose, theories, and methods of pastoral care and counseling.

660. World Religions. (3) Examination of the ideas and practices of major religious traditions in their historical and cultural context. Focus varies with instructor. *Kimball*

661. The Buddhist World of Thought and Practice. (3) Survey of the development of Buddhism from India to Southeast Asia, China, Tibet, Japan, and the West, focusing on the transformation of Buddhist teachings and practices in these different social and cultural contexts.

662. Islam. (3) Examination of the origins and development of Islam, the world's second largest religious tradition. Attention is given to the formation of Islamic faith and practice as well as contemporary manifestations of Islam in Asia, Africa, and North America.

663. Religions of Japan. (3) Study of the central religious traditions of Japan from pre-history to the present, including Shinto, Buddhism, Zen Buddhism, Christianity, and Confucianism.

664. Conceptions of the Afterlife. (3) Examination of the variety of answers given to the question, "What happens in death?" Attention is given to the views of Jews, Christians, Muslims, Hindus, and Buddhists and the ways their views relate to life in this world.

665. History of Religions in America. (3) Study of American religions from Colonial times until the present.

666. Gender and Religion. (3) Examination of the historical and contemporary interaction between religion and sex roles, sexism, and sexuality.

667. The Mystics of the Church. (3) Historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.

668. The Protestant and Catholic Reformations. (3) Study of the origin and development of Reformation theology and ecclesiology.

669. Radical Christian Movements. (3) Study of selected radical movements in the Christian tradition and their relation to contemporary issues.

670. Women and Christianity. (3) Study of the roles and contributions of women within the Christian tradition throughout history, and an analysis of the mechanisms of their oppression.

671. Theology and Sexual Embodiment. (3) Survey of theological responses to human sexuality, with special emphasis on contemporary issues.

672. History of Christian Thought. (1.5, 3) Study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times. The course may be divided into halves for 1.5 credits each:

(a) *Patristic Thought*

(b) *Medieval and Reformation Thought*

674. Contemporary Christian Thought. (3) Examination of the major issues and personalities in twentieth century theology, both Western and non-Western.

675. Major Themes in Catholic Theology. (3) Examination of the central themes of Christian theology through the study of major Roman Catholic theologians. Topics vary.

676. Twentieth Century Christian Theologians. (3) Study of the major exponents of the Catholic, Protestant, and Orthodox traditions.

677. The Problem of Evil from Job to Shakespeare. (3) Comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

678. Aesthetics and Religion. (3) Examination of aesthetic and religious theories of selected thinkers, noting what the arts and religion have in common as modes of perception and expression.

680. The Main Streams of Chinese Philosophy and Religion. (3) Introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism.

- 682. Religion and Culture in China.** (3) A thematic study of Chinese religious traditions and culture focusing on history, ritual, scripture, and popular practice. Topics include cosmology, ancestor veneration, shamanism, divination, and the role of women. *Ford*
- 683. The Qur'an.** (3) Introduction to the history, content, and main approaches to the sacred book of Islam. Focus is on the early centuries of Islam and major developments in the twentieth and twenty-first centuries. *Kimball*
- 684. Muhammad: Prophet and Paradigm.** (3) Exploration of the issues, assumptions, evidence, and debates that frame the various ways Muslims and non-Muslims understand the prophet of Islam. *Kimball*
- 685. Hindu Religious Traditions.** (3) Examination of the principal themes of traditional Hinduism with concentration on historical and cultural development of various traditions placed under the heading "Hinduism." *Whitaker*
- 686. The Indian Epics in Performance.** (3) Examines the two Indian epics, the *Mahabharata* and *Ramayana*, while considering issues of oral transmission, aesthetic theory, and epic performance. *Whitaker*
- 687. Magic, Ritual, and Power in Indian Culture.** (3) While paying special attention to academic theories of magic, this course considers magic in India and especially in the *Atharvaveda*. *Whitaker*

Near Eastern Languages and Literature (NLL)

- 111, 112. Elementary Hebrew.** (3, 3) A course for beginners in the classical Hebrew of the Bible, with emphasis on the basic principles of Hebrew grammar and the reading of Biblical texts. (Both semesters must be completed.)
- 113. Standard Literary Arabic.** (3) Introduction to the principles of Arabic grammar and a reading of selections from the Quran.
- 153. Intermediate Hebrew.** (3) Intensive work in Hebrew grammar and syntax based upon the reading of selected texts. Readings emphasize post-Biblical Hebrew. P—NLL 111, 112, or equivalent.
- 211, 212. Hebrew Literature.** (3, 3) The reading and discussion of significant Biblical texts. P—NLL 153.
- 601. Introduction to Semitic Linguistics.** (3) Study of the history and structure of four languages from the Hamito-Semitic family of languages.
- 602. Akkadian I.** (3) Analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of Semitic languages.
- 603. Akkadian II.** (3) A continuation of NLL 602 with further emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. *Hoglund or Staff*
- 610. Readings from the Rabbis.** (1) Analysis of selected classical Hebrew texts designed to expand the student's facility with Hebrew. May be repeated for credit. P—NLL 153 or POI. On request. *Horton*.
- 611. Aramaic.** (3) The principles of Aramaic morphology, grammar and syntax based on readings from the Bible and other ancient Near Eastern texts. P—NLL 112 or POI. *On request*.

- 614. Readings from the Rabbis.** (3) Texts in Hebrew and Aramaic from the Talmud and Midrash. P—NLL 611 or POI. On request. *Horton*.
- 615. Syriac.** (3) A study of the grammar, syntax, and scripts of Syriac based on the reading of selected texts. P—NLL 611 or POI. On Request. *Horton*.
- 621, 622. Introduction to Middle Egyptian I & II.** (3, 3) The phonology, morphology, and grammar of Middle Egyptian. On request. *Horton*.
- 625. Coptic.** (3) The phonology, morphology, and grammar of Sahidic Coptic with special emphasis on the texts from Nag Hammadi. Some knowledge of Greek is helpful. On request. *Horton*.
- 701, 702. Directed Reading.** (1-3, 1-3)
- 705. Research in Religion.** (3) Tools and methodologies applicable to research in religion. Fulfills the three hours in research methods that the religion department requires of first-year MA students. *Horton*
- 708. Religious Language and Symbol.** (3) Examination of the distinct use of language in religious discourse, with attention to theoretical understandings of human language, the variety of philosophical efforts to define the validity of religious language, and the role of metaphor and analogy in religious communication. *Hoglund*
- 716. Old Testament Theology.** (3) Major motifs of revelation in the Old Testament; analysis of recent attempts to write an Old Testament theology.
- 718, 719. Old Testament Exegesis.** (3, 3) Detailed analysis and exegesis of selected portions of the Hebrew Bible. P—Biblical Hebrew.
- 720. History of Biblical Interpretation.** (3) Detailed study of the history of biblical interpretation and hermeneutics. *Foskett*
- 721. New Testament Theology.** (3) Delineation of an approach to New Testament theology as a whole, a consideration of the hermeneutical problem, and an examination of two or three themes in New Testament theology.
- 723, 724. New Testament Exegesis.** (3, 3) Examination of selected portions of the Greek New Testament, with attention to the tools necessary for exegesis. P—Koine Greek.
- 738. Seminar in Christian Social Ethics.** (3) Critical study of classic texts and figures in the history of Christian ethics and social thought.
- 740. Seminar in the Sociology of Religion.** (3) Examination of selected classical and contemporary texts illustrative of the theories, methods, and purposes of the sociological study of religion.
- 751. Theory and Practice of Pastoral Counseling.** (3) Study of counseling methodologies, psychotherapeutic techniques, personal development, and human behavior in terms of the implications for pastoral counseling.
- 755, 756. Clinical Pastoral Education.** (3,3) Clinical experience in pastoral care, including work in crisis situations, seminars, interdisciplinary clinical group sessions, formal pastoral counseling, urban ministry assignments, and participation in group therapy. (Both semesters must be completed.)
- 761. Seminar in Eastern Religion.** (3) Directed study in selected areas of the religious traditions of the East.

762. The Literature of Ancient Judaism. (3) Examination of the rabbinic writings (Mishnah, Tosefta, Talmud, Midrashim, Targumim, and the Liturgy), the Dead Sea Scrolls, the Old Testament Apocrypha and Pseudepigrapha, and the literature of Hellenistic Judaism (e.g., Philo and Josephus).

763. Hellenistic Religions. (3) Consideration of available source materials, questions of method, and bibliography related to such Hellenistic religions as the Mysteries, Hellenistic Judaism, and Gnosticism.

766. Seminar in Christian History. (3) Directed study of selected areas in the history of Christianity, including Baptist history.

768. The Protestant and Catholic Reformations. (3) Study of the origin and development of Reformation theology and ecclesiology.

775. Seminar in the History of Christian Thought. (3) Intensive study of a selected period or movement in Christian theological history, with special reference to seminal persons and writings.

780. Seminar in Theology and Literature. (3) Intensive study of a single theologian in relation to a literary figure with a similar religious outlook, the aim being to investigate how literature and theology mutually invigorate and call each other into question. Representative pairings: Niebuhr/Auden, Barth/O'Connor, Tillich/Updike, Newman/Eliot, Kierkegaard/Percy. May be repeated for credit if the writers studied are different.

791, 792. Thesis Research. (1-9)

Courses in General Studies

Bowman Gray Campus

700, 701. Introduction to Professional Development in the Biomedical Sciences. (1) Intended to accomplish four specific aims: (1) To provide an introduction to the responsible conduct of research. (2) To introduce students to key aspects of professional development, such as grant writing, effective oral presentations, professional networking, career planning and advancement, and manuscript preparation (3) To provide insights into other biomedical science research activities through discussions of animal care and use in scientific research, human research, intellectual property, the pharmaceutical industry, and start-up companies (4) To establish a monthly opportunity to interact with other students to share academic experiences and develop personal and professional relationships outside the home academic department. *Godwin/Tytell*

702, 703. Internship. (1-9) Internships are available for a student who has completed one year of graduate study and desires experience working in the private sector or a nonprofit or government agency. Internships typically take place during the summer months and last for three months, although the timing and duration may be adjusted to satisfy each student's needs and the type of internship available. Credit hours are adjusted based on the length of the internship. The student receives a written evaluation from the host organization mentor and is required to submit a written report of his/her work. The course may be repeated.

705. Problem Based Learning (PBL). (1-3) Small group sessions with post-baccalaureate pre-medical program students to facilitate the development of clinical reasoning skills and basic and clinical science knowledge. Topics on ethics and professionalism and the doctor-patient relationship are discussed. A combination of case studies, reading assignments, course notes and group discussion will be used. *Staff*

710. Bioethics for Biomedical Researchers. (3) This course stresses biomedical research issues, providing students with tools to dissect and analyze biomedical research ethical cases. Includes an overview of ethical systems applicable for medical ethics and medical research. Technical, philosophical, theological, legal and social implications are examined in-depth on a few topics. Possible topics include principles of human research, using human embryos as research tools, human cloning, transgenic animals, implications of the human genetics era, germ-line genetic engineering of humans, cybernetics, artificial intelligence, and patenting of life forms. Uses literature and popularized images of biomedical research to examine the underlying concepts and societal impact of what it means to be human, personhood, species-ism, alive or dead, immortality, the fountain of youth, and the post human era. *Staff*

712. Teaching Skills and Strategies Seminar. (2) Designed to provide students with formal training and development in teaching strategies and teaching scholarship. A variety of theories and pedagogies are reviewed and discussed. Students receive some practical experience in developing and delivering instructional materials and assessment tools. Meets weekly for two hours throughout the spring semester. *Lambros*

Courses in General Studies

Reynolda Campus

As a mechanism for enrichment of graduate studies at Wake Forest University, additional courses in liberal arts are offered for graduate credit. These courses are designed to provide special opportunities for students in the humanities and social sciences, but are open to students on either campus. The courses may be taken after consultation with the student's departmental advisory committee.

ANTHROPOLOGY

605. Museum Anthropology. (3) Examines the historical, social, and ideological forces shaping the development of museums. Emphasizes the history of anthropology, the formation of anthropological collections, representation, and the intellectual and social challenges facing museums today.

607. Collections Management Practicum. (1.5) The principles of collections management including artifact registration, cataloging, storage, and handling; conservation issues and practices; disaster planning and preparedness; and ethical issues are covered through lectures, readings, workshops, and hands-on use of the Museum's collections.

613. Tradition, Continuity, and Struggle: Mexico and Central America. (3) Acquaints students with the lives and struggles of indigenous and non-indigenous people of Mexico and neighboring countries, with special focus on the Maya. Includes study of contemporary and prehispanic

traditions, including Mayan cosmology, language, art and architecture, issues of contact during Spanish colonization, and current political, economic, health, and social issues affecting these areas today.

615. Artifact Analysis and Laboratory Methods in Archeology. (3) Introduction to methods for determining the composition, age, manufacture, and use of different prehistoric and historic artifact types. Techniques for reconstruction of past natural environments from geological or ecofact samples. Exploration of data display tools including computer-based illustration, GIS, and archeological photography.

630. Seeing World Cultures. (3) Focuses on selected cultures throughout the world to better understand these societies through the use of ethnographic literature and assesses the effectiveness of visual communication in conveying ideas about these cultures through the use of ethnographic videos and films.

632. Anthropology of Gender. (3) Focuses on the difference between sex, a biological category, and gender, its cultural counterpart. An anthropological perspective is used to understand both the human life cycle and the status of contemporary women and men worldwide. In section one, topics covered include evolution and biological development, sexuality and reproduction, parenting and life cycle changes. The second section includes a cross-cultural comparison examining roles, responsibilities and expectations, and how these interact with related issues of class and race in diverse locations, including Africa, South Dakota, China, India and the Amazon.

634. Peoples and Cultures of South Asia. (3) Survey of the peoples and cultures of the Indian subcontinent in the countries of Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka. Reviews major topics of interest to anthropologists, including prehistory, history and politics, religion, social organization, caste, gender, development and population.

636. Myth, Ritual, and Symbolism. (3) Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices.

637. Economic Anthropology. (3) Examines the relationship between culture and the economy and its implications for applied anthropology. The variable nature and meaning of economic behavior will be examined in societies ranging from non-industrial to post-industrial. Discusses the impact of economic development programs, foreign aid and investment, technology transfer, and a variety of other economic aid programs.

639. Culture and Nature. (3) Exploration of humanity's "place" in the cosmos, focusing on different worldviews of nature and culture. Case studies from anthropology, archeology, and environmental science examine conceptions of technology, resources, environment, and ownership in the context of environmental change, "natural" disasters, and resource scarcity.

640. Anthropological Theory. (3) Study and evaluation of the major anthropological theories of humans and society. The relevance and significance of these theories to modern anthropology are discussed.

642. Applied Anthropology. (3) Seminar exploring the ways anthropological concepts and data contribute to understanding and solving contemporary problems facing human populations everywhere. Emphasis is on change and conflict situations in developing areas, but problems encountered by urban and industrialized cultures also are considered.

- 653/654. Field Research.** (3, 3) Issues based field program providing students with a critical understanding of the historical, social, political-economic and environmental conditions that have shaped the lives of the people of the Greater Southwest, with special attention to the Native American and Latino/a experience. The program moves from the Mexican border region through New Mexico and Arizona, focusing on border issues, archaeology and prehispanic history, and contemporary Native American culture. Students camp, hike, and learn to use digital technology in the field. Specific sites may vary from year to year.
- 655. Language and Culture.** (3) Covers theoretical and methodological approaches to the study of language and culture, including: semiotics, structuralism, ethnoscience, the ethnography of communication, and sociolinguistics. Topics include: linguistic relativity; grammar and worldview; lexicon and thought; language use and social inequality; language and gender; and other areas.
- 658. Native Peoples of North America.** (3) Ethnology and prehistory of the American Indian.
- 661. Evolution of Human Behavior.** (3) The application of Darwinian principles to the study of human nature and culture. Considers the existence, origin, and manifestation of human behavioral universals and the theoretical and practical implications of individual variability.
- 662. Medical Anthropology.** (3) The impact of Western medical practices and theory on non-Western cultures and anthropological contributions to the solution of world health problems.
- 663. Primate Behavior and Biology.** (3) Examines the evolution and adaptations of the order primates. Considers the different ways that ecology and evolution shape social behavior. A special emphasis on the lifeways of monkeys and apes.
- 664. Primate Evolutionary Biology.** (3) Examines the anatomy, evolution, and paleobiology of members of the order Primates. Emphasis is on the fossil evidence for primate evolution. Topics covered include: primate origins, prosimian and anthropoid adaptations, patterns in primate evolution, and the place of humans within the order Primates.
- 665. Evolutionary Medicine.** (3) Explicitly evolutionary approach to complex relationships between human evolutionary adaptations and health problems related to modern behavior and culture.
- 666. Human Evolution.** (3) The paleontological evidence for early human evolution, with an emphasis on the first five million years of bio-cultural evolution.
- 668. Human Osteology.** (3) Survey of human skeletal anatomy and analysis, emphasizing archeological and anthropological applications.
- 670. Old World Prehistory.** (3) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change.
- 674. Prehistory of North America.** (3) The development of culture in North America as outlined by archeological research, with emphasis on paleoecology and sociocultural processes.
- 676. Archeology of the Southeastern United States.** (1.5) Study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture.
- 677. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry.** (3) Exploration of factors that shaped the lives of people in the Southwest, with attention to Native American and Hispanic experience. From kivas to casinos, coyotes to cartels, links archeological and prehispanic history to contemporary lifeways in the canyons, deserts, and cities of the U.S./North Mexico.

- 678. Conservation Archeology.** (1.5) Study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources.
- 680. Anthropological Statistics.** (3) Basic statistics, emphasizing application in anthropological research.
- 681, 682. Archeological Research.** (3, 3) The recovery of anthropological data through the use of archeological fieldwork. Students learn archeological survey, mapping, excavation, recording techniques and artifact and ecofact recovery and analysis.
- 683, 684. Field Research in Cultural Anthropology.** (3, 3) Training in techniques for the study of foreign cultures, carried out in the field.
- 685, 686. Special Problems Seminar.** (3, 3) Intensive investigation of current scientific research within the discipline, concentrating on problems of contemporary interest.
- 687. Ethnographic Research Methods.** (3) Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Laboratory experience and data analysis.

ART

696. Art History Seminar. (3) Offered by members of the faculty or visiting faculty on topics of their choice.

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| <i>a. Ancient Art</i> | <i>h. Modern Architecture</i> |
| <i>b. Medieval Art</i> | <i>i. American Architecture</i> |
| <i>c. Renaissance Art</i> | <i>j. Art and Popular Culture</i> |
| <i>d. Baroque Art</i> | <i>k. Film</i> |
| <i>e. Modern Art</i> | <i>l. Architecture and Urbanism</i> |
| <i>f. Contemporary Art</i> | <i>m. Museums</i> |
| <i>g. American Art</i> | <i>n. Special Topics</i> |

CLASSICAL LANGUAGES

698, 699. The Teaching of Latin. (3, 3) A reading course and workshop in the problems of Latin pedagogy and the secondary Latin curriculum, designed to meet the needs and interest of selected students. P—POI.

HISTORY

- 608. The World of Alexander the Great.** (3) Examination of Alexander the Great's conquests and the fusion of Greek culture with those of the Near East, Central Asia, and India. Special emphasis on the creation of new political institutions and social customs, modes of addressing philosophical and religious issues, as well as the achievements and limitations of Hellenistic Civilization. *Lerner*
- 614. European Economic and Social History, 1700-1990.** (3) Changes in Europe's economic structures and how they affected Europeans' lives, emphasizing how economic forces interacted with social and institutional factors. *Hughes*
- 615. Greek History.** (3) The development of ancient Greek civilization from the Bronze Age to the end of the Classical Period stressing social institutions, individual character, and freedom of social choice within the framework of cultural, political, and intellectual history. *Lerner*

- 616. Rome: Republic & Empire.** (3) Survey of Roman history and civilization from its beginning to about 500 C.E., with emphasis on the conquest of the Mediterranean world, the evolution of the Republican state, the growth of autocracy, the administration of the empire, and the interaction between Romans and non-Romans. *Lerner*
- 617. The French Revolution and Napoleonic Empire.** (3) The revolution and wars that constitute one of the pivotal points in modern history. *Williams*
- 618. Weimar Germany.** (3) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration. *Hughes*
- 628. History of the English Common Law.** (3) Study of the origins and development of the English common law and its legacy to modern legal processes and principles. *Zick*
- 630. Race, Religion, and Sex in Early Modern Europe.** (3) Explores issues of race, ethnicity, and gender in Europe between 1400 and 1800. Topics include contact and conflict among Jews, Muslims, and Christians; marriage, the family, and sexuality; migration and immigration; and slavery and conquest in early European colonies and empires. *Staff*
- 633. European Diplomacy, 1848-1914.** (3) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I. *Staff*
- 637. Gender in Early America.** (3) The history of gender roles from the colonial period to the mid-nineteenth century. Examines the social constructions of femininity and masculinity and their political and cultural significance. *Gillespie*
- 638. Gender in Modern America.** (3) The history of gender relations from the late nineteenth century to the present. Analyzes the varying definitions of femininity and masculinity, the changing notions of sexuality, and the continuity and diversity of gender roles, with special attention to race, class, and ethnicity. *Caron*
- 639. The History of American Medicine.** (3) Analysis of the changing approaches to healing in American history. Examines indigenous systems, the introduction of European methods, the attempts to professionalize in the nineteenth century, the incorporation of modern techniques, and the reemergence of natural approaches in the twentieth century. *Caron*
- 641. Africans in the Atlantic World, 1750-1815.** (3h) Explores Africans' experience in the Atlantic world (Africa, Europe, and the Americas) during the era of slave trade by examining their encounters with Indians and Europeans and their adjustment to slave traders in West Africa.
- 647. Japan since World War II.** (3) Survey of Japanese history since the outbreak of the Pacific War, with emphasis on social and cultural developments. Topics may include occupation and recovery of independence, the "1955 System," high-growth economics, and the problems of prosperity in recent years. *Staff*
- 650. Global Economic History.** (3) Overview of the growth and development of the world economy from precapitalist organizations to the present system of developed and under-developed states. *Watts*
- 651. U.S. Social History I.** (3) Examines various aspects of American social history from the colonial period to the mid-nineteenth century with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture. *Gillespie*

652. U.S. Social History II. (3) Examines various aspects of American social history from the late nineteenth century to the present with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture. *Caron*

654. Revolutionary and Early National America, 1763-1820. (3) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation. *Hendricks*

656. Jacksonian America, 1815-1850. (3) The U.S. in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach. *Fitzgibbon*

657. The Civil War and Reconstruction. (3) The political and military events of the war and the economic, social, and political readjustments which followed. *Escott*

658. The United States from Reconstruction to World War I. (3) National progress and problems during an era of rapid industrialization. *Watts*

659. The U.S. from World War I through World War II. (3) The transition of America from World War I to 1945, with emphasis on the New Deal and World War II. *Smith*

660. The U.S. since World War II. (3) Trends and changes in the nation from World War II to the present. *Smith*

661. Economic History of the U.S. (3) The economic development of the U.S. from colonial beginnings to the present. *Watts*

662. American Constitutional History. (3) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism. *Zick*

663. The Old South. (3) Examination of the origins of southern distinctiveness, from the first interactions of Europeans, Native Americans, and Africans to the Civil War and Emancipation. *Gillespie*

664. The New South. (3) Examination of sharecropping, segregation, political reform, the Sunbelt phenomenon, the Civil Rights Movement, and southern religion, music, and literature. Includes a service learning component. *Gillespie*

666. Studies in Historic Preservation. (3) Analysis of history museums and agencies and the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—POI. *Hendricks*

669. Modern Military History. (3) Making war in the modern era, with special attention to the social context of military activity. *Hughes*

670. Topics in North Carolina History. (3) A general chronological survey of North Carolina with emphasis on selected topics. Lectures, readings, and class reports. *Hendricks*

671. Winston-Salem/Forsyth County. (3) History of the Winston-Salem/Forsyth County area utilizing the techniques of local history, including local archives, museums, and oral history projects. Lectures, readings, and class projects. *Hendricks*

674. Protest and Rebellion in Latin America. (3) Study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations. *Meyers*

676. Civil Rights and Black Consciousness Movements. (3) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. *Parent*

- 677. American Diplomatic History.** (3) Introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies. *Sinclair*
- 678. Reconciling Race.** (3) Comparative history of twentieth-century racial oppression, black rebellion, and religious reconciliation. Also listed as Religion 648. *Parent*
- 680. America at Work.** (3) Examines the people who built America from 1750 to 1945. Themes include free labor versus slave labor, the impact of industrialization, the racial and gendered realities of work, and the growth of organized labor and its political repercussions. *Staff*
- 681, 682. Preservation Practicum I, II.** (3, 3) Training in the techniques and skills of historic preservation. Emphasis varies according to the specific site(s) involved. P—POI. *Hendricks*
- 683. Revolution and Culture in Latin America.** (3) Explores the links between revolutionary movements and cultural expression in Latin America and the Caribbean. Includes a Language Across the Curriculum component that allows students to earn credits in Spanish by reading and discussing at least half of the texts in Spanish. *Meyers*
- 690. Research Seminar.** (3) Offered by members of the faculty on topics of their choice. A paper is required. *Staff*
- 691. Honors Seminar.** (3) Seminar on problems of historical synthesis and interpretation. P—POI.
- 692. Individual Research.** (3) Writing of a major research paper. P—POI.
- 693. American Foundations I.** (3) Interdisciplinary study of American art, history, literature, and music. Using its collection of American art as the basis for study, Reynolda House Museum of American Art, in cooperation with Wake Forest University, accepts a limited number of students to study with professors from various disciplines through lectures, discussions, and concerts. Includes a study tour to New York City. (Taught in summer; students enroll for both courses. Students may enroll in either 693 or 763) *Staff*
- 697. Historical Writing Tutorial.** (1.5) Individual supervision of historical writing to improve a project. P—POI.
- 698. Individual Study.** (3) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student. *Staff*
- 699. Directed Reading.** (1-3) Concentrated reading in an area of study not otherwise available. P—POI. *Staff*
- 763. American Foundations I.** (3) Interdisciplinary study of American art, history, literature, and music. Using its collection of American art as the basis for study, Reynolda House Museum of American Art, in cooperation with Wake Forest University, accepts a limited number of students to study with professors from various disciplines through lectures, discussions, and concerts. Includes a study tour to New York City. (Taught in summer; students enroll for both courses. Students may enroll in either 763 or 693) *Staff*
- 765. Management of Cultural Organizations.** (3) The structure and management of not-for-profit institutions, with emphasis on museums, historical societies and preservation organizations, libraries, archives, and research institutions. *Staff*
- 771. Internship.** (1, 2, 3) A project involving supervised work in a historical organization or scholarly effort; permitted only upon approval by the graduate committee of a petition presented by a qualified student. *Staff*
- 791, 792. Thesis Research.** (1-9) *Staff*

798. Individual Study. (3) A project in an area of study not otherwise available in the department; permitted upon approval by the graduate committee of a petition presented by a qualified student. *Staff*

HUMANITIES

620. Perspectives on the Middle Ages. (3) A team-taught interdisciplinary course using a variety of literary, historical, and theoretical materials to examine one of the following: a) medieval women; b) medieval constructs of gender, race, and class; c) love and war in the middle ages; d) the medieval environment: landscape and culture. May be repeated for credit with different sub-topics. *Sigal, Overing*

653. African and Caribbean Women Writers. (3) Critical analysis of fiction by female authors whose works concern women in Africa and its Caribbean diaspora. *Barbour*

657. Images of Aging in the Humanities. (3) A multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging and contemporary culture. *Longino*

661. Dante I. (1.5) A study of the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of the modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. *Mandelbaum*

662. Dante II. (1.5) The completion of the course on the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of the modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. P—Humanities 661 or POI. *Mandelbaum*

683. Italian Fascism in Novels and Films. (3) Exploration of theories of fascism, with an emphasis on Italy between 1919 and 1944 as understood through novels and films. *Vitti*

685. Legends of Troy. (3) Interdisciplinary investigation of translations and transformations of the Trojan Legend from the Greeks through the Middle Ages and the Renaissance to the present. Texts, studied in English translation, are by such authors as Homer, Virgil, Ovid, Chaucer, Racine, and Girandoux. (The course mixes upper-level undergraduates with graduate students. Graduate students write a longer and more ambitious paper.) *Kem*

690. Interdisciplinary Seminar on Aging. (3) Study of aging in an interdisciplinary context, including the biological, psychological, neurobiological, cognitive, health status, and social structural and demographic aspects of aging. (The course mixes upper-level undergraduates with graduate students. Graduate students write a longer and more ambitious paper.) *Longino*

PHILOSOPHY

631. Plato. (3) Analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—POI.

632. Aristotle. (3) Study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—POI.

641. Kant. (3) Study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, religion, and aesthetics. P—POI.

- 642. Studies in Modern Philosophy.** (3) Treatment of selected figures and/or themes in seventeenth and eighteenth century European philosophy. P—POI.
- 652. Hegel, Kierkegaard, and Nietzsche.** (3) Examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—POI.
- 654. Wittgenstein.** (3) The work of Ludwig Wittgenstein on several central philosophical problems studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P—POI.
- 661. Topics in Ethics.** (3) P—POI.
- 662. Social and Political Philosophy.** (3) Systematic examination of selected social and political philosophers of different traditions, with concentration on Plato, Marx, Rawls, and Nozick. Topics include rights, justice, equality, private property, the state, the common good, and the relation of individuals to society. P—POI.
- 671. Philosophy of Art.** (3) Critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P—POI.
- 672. Philosophy of Religion.** (3) Analysis of the logic of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—POI.
- 673. Philosophy of Science.** (3) Systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implication of the scientific conclusions which result from such inquiry. P—POI.
- 674. Philosophy of Mind.** (3) Selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. Readings from classical and contemporary sources. P—POI.
- 675. Philosophy of Language.** (3) Study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign-systems. P—POI.
- 681. Topics in Epistemology.** (3) The sources, scope, and structure of human knowledge. Topics include: skepticism; perception, memory and reason; the definition of knowledge; the nature of justification; theories of truth. P—POI.
- 682. Topics in Metaphysics.** (3) P—POI.
- 685. Seminar.** (2-3) Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P—POI.

POLITICAL SCIENCE

Undergraduate students are given preference in enrollment for courses in the Department of Political Science.

- 611. Political Parties, Voters, and Elections.** (3) Examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

617. Politics and the Mass Media. (3) Exploration of the relationship between the political system and the mass media. Two broad concerns are the regulation of the mass media and the impact of media on political processes and events.

618. Congress and Policymaking. (3) Examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the United States.

620. The American Presidency. (3) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.

629. Women and Politics. (3) Examines classical and contemporary arguments regarding the participation of women in politics as well as current policy issues and changes in women's political participation.

631. Western European Politics. (3) Comparative analysis of political institutions, processes, and policy issues in selected West European countries. Special attention will be given to case studies involving Great Britain, France, Germany, Italy, and to the process of European integration.

632. Politics in Russia and Eastern Europe. (3) Analysis of the political, economic, and social patterns of the region emphasizing the internal dynamics of the political and economic transition processes currently underway.

636. Government and Politics in Latin America. (3) Comparative analysis of the institutions and processes of politics in the Latin American region.

646. Politics and Policies in South Asia. (3) Survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka.

647. Islam and Politics. (3) Explores the interrelationship of Islam and politics in the contemporary world. The course has two main foci. The first deals with Islam as a political ideology which shapes the structure of political institutions and behavior. The second looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia, and others.

653. International Political Economy. (3) Analyzes major issues in the global political economy including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, North-South relations, environmentalism, human rights, and democratization.

654. U.S. Foreign Policy: Contemporary Issues. (3) Examination of the most pressing issues in United States foreign policy today, with attention to the historical and institutional context in which U.S. foreign policy is determined.

659. The Arab-Israeli Conflict. (3) Analysis of factors influencing the relationship between Israel and its neighbors relative to fundamental aspects of U.S., Israeli, Palestinian, and Arab states policies.

667. America in Vietnam: Myth and Reality. (3) Analysis of American policy toward Vietnam with special emphasis on the period of 1954-1975. Focus is on the relationship between American policies and the problems posed by Vietnamese and American cultures.

673. Marx, Marxism and the Aftermath of Marxism. (3) Examination of Marx's indebtedness to Hegel, his early humanistic writings, and the vicissitudes of twentieth century vulgar Marxism and neo-Marxism in the works of Lenin, Lukacs, Korsch, Horkeimer, Marcuse, and Sartre.

687. Individual Study. (2 or 3) Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—POI. *Staff*

688. Directed Reading. (2 or 3) Concentrated reading in an area of study not otherwise available. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—POI. *Staff*

689. Internship in Politics. (2 or 3) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. Normally one course in an appropriate subfield is taken prior to the internship. P—POI. *Staff*

ROMANCE LANGUAGES

French

619. Advanced Grammar and Stylistics. (3) Review and application of grammatical structures for the refinement of writing techniques. Emphasis is on the use of French in a variety of discourse types. Attention given to accuracy and fluency of usage in the written language.

629. Introduction to Business French. (3) Introduction to the use of French in business. Emphasizes oral and written practices, reading, and French business culture, as well as a comprehensive analysis of different business topics and areas.

660. Cinema and Society. (3) Study of French and Francophone cultures through cinema. Readings and films may include film as artifact, film theory, and film history.

663. Trends in French Poetry. (3) Study of the development of the poetic genre with analysis and interpretation of works from each period.

664. French Prose Fiction. (3) Survey of French prose fiction, with critical study of several masterpieces in the field.

665. French Drama. (3) Study of the chief trends in French dramatic art, with reading and discussion of representative plays from selected periods: Baroque, Classicism, and Romanticism, among others.

670. Seminar in French Studies. (3) In-depth study of particular aspects of selected literary and cultural works from different genres and/or periods. Topics vary from semester to semester. Can be repeated for credit.

675. Special Topics. (3) Selected themes and approaches to French literature transcending boundaries of time and genre. Topics to be chosen by staff in consultation with majors prior to the term the course is offered. May be repeated once for credit.

681. Individual Study. (1.5, 3) P—Permission of the department.

Spanish

619. Advanced Conversation. (3) Advanced-level review of Spanish morphology and syntax applied to the refinement of writing techniques.

621. The Rise of Spanish. (3) The development of Spanish from an early Romance dialect to a world language. Study of ongoing changes in the language's sounds, grammar, and vocabulary system, with a focus on the effects of cultural history and relationships with other languages.

622. Spanish Pronunciation and Dialect Variation. (3) Description of, and practice with, the sounds, rhythm, and intonation of Spanish and the differences from English, with special attention to social and regional diversity. Strongly recommended for improving pronunciation. This course meets a N.C. requirement for teacher certification.

629. Introduction to Spanish for Business. (3) Introduction to Spanish vocabulary and discourse in business. Emphasizes oral and written practices, reading, and Hispanic business culture as well as a comprehensive analysis of different business topics and areas.

631. Medieval Spain: A Cultural and Literary Perspective. (3) Examination of the literary, social and cultural themes, such as: Quests and Discoveries, Pilgrimage and the Act of Reading, Images of Islam, The Judaic Tradition in Spanish Literature, and Spiritual Life and Ideal.

632. The Golden Age of Spain. (3) Close analysis of literary texts, such as *Lazarillo de Tormes*, and study of the history of art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics.

633. Eighteenth and Nineteenth Century Spanish Literature and Culture. (3) Study of the major intellectual movements of the period: Enlightenment, Romanticism, Realism, and Naturalism in Spain through literary texts, essays, paintings, and music.

641. Golden Age Drama and Society. (3) Study of the theatre and social milieu of seventeenth-century Madrid, where the works of playwrights such as Lope de Vega, Tirso de Molina, and Calderón de la Barca were performed. Includes analysis of texts and of modern stagings of the plays.

643. Cervantes: The Birth of the Novel. (3) Study of *Don Quijote*, the first modern novel, and several exemplary novels, and contemporary theoretical approaches to them. Considers related art, music, and film. Includes discussion of themes such as the development of prose fiction, the novel as a self-conscious genre, women and society, religion and humanism, nationalism, and imperialism.

648. Transatlantic Renaissance. (3) Study of the Spanish Golden Age period by reading and analyzing relevant peninsular and Colonial texts within the broader political, social and cultural contexts of the Spanish presence in the New World. Exposure to recent critical perspectives in early modern cultural studies.

649. Contemporary Women Novelists and their Female Characters. (3) Study of representative novels by women writers from Spain and Latin America, with emphasis on the representation of the female protagonist within her cultural context.

651. Transgressing Borders: Identity in the Literature of Latin American and U.S. Latino Cultures. (3) A socio-historical study of theories on culture, sexual politics, and race in relation to literary texts, lyrics of popular music, and art of Latin America and the diaspora.

652. Love, Death, and Poetry. (3) Study of the representation of universal themes in Spanish poetry from different historical periods.

653. Indigenous Myth in Spanish American Literary Art. (3) Study of Spanish-American writers' incorporation of Amerindian myths in twentieth-century narrative art. Includes works by Miguel Angel Asturias, Mario Vargas Llosa, and José Donoso.

654. The Social Canvas of Gabriel García Márquez and Pablo Neruda. (3) Exploration of the techniques used by two Nobel Prize winning writers to create a literary vision of Latin America. Special attention to humor, surrealism, and the grotesque, and both writers' assimilation of personal anxieties to their portrayal of a social world.

660. Cultural and Literary Identity in Latin American: From Colonial to Postcolonial Voices. (3) Study of a variety of texts from the eighteenth and nineteenth centuries dealing with political emancipation, nation-building, and continental identity.

661. Latin-American Cinema and Ideology. (3) Examination of major Latin-American films as cinematographic expressions of social and political issues.

662. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia. (3) Study of Latin-American poetry, including symbolist, surrealist, and conversational poetry, "happenings," and artistic manifestoes. Politics, nation-building, liberation theology, and love are common themes.

663. Contemporary Spanish-American Theater. (3) Study of the Spanish-American dramatic production from the end of the nineteenth century to the present. Focuses on some of the main dramatic movements of the twentieth century: realism, absurdism, avant garde, and collective theater.

664. Spanish-American Short Story. (3) Intensive study of the twentieth-century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, García Márquez.

665. Spanish-American Novel. (3) Study of the novel in Spanish America from its beginning through the contemporary period.

666. Seminar in Spanish-American Novel. (1.5,3) Study of one or more categories of Spanish-American novels, such as romantic, indianista, realistic, gauchesca, and social protest.

667. Colonial Spanish America. (3) Explores the early American colonial period alongside contemporary intellectuals' attempt to return to and recover this historical past. Readings include fifteenth- and sixteenth-century codices, post-conquest indigenous writings, Iberian chronicles and letters, as well as twentieth-century documents.

669. Imagined "White" Nations: Race and Color in Latin America. (3) Study of anti-slavery narratives, nineteenth-century scientific racism, and twentieth-century Negritude and "negritismo" movements. Exploration of race, the stratification of color, and ethnic images in Latin-American literature and culture.

670. Film Adaptations of Literary Works. (3) Study of the cinematic and literary discourses through major Spanish literary works from different historical periods and their film adaptation.

671. Lorca, Dalí, Buñel: An Artistic Exploration. (3) Study of the relationship of these three Spanish artists through their writings, paintings, and films, respectively, and of their impact on the twentieth century.

672. Lorca in the Twentieth Century. (3) Study of the life and works of poet, playwright, painter, and lecturer Federico García Lorca, within the social, cultural, literary, and artistic realities of the twentieth century, including Modernism and Surrealism. Emphasis is on Lorca's treatment of minority cultures, including the Gypsies, the Arab, and homosexuals.

- 673. Modern Spanish Novel.** (3) Study of representative Spanish novels from the Generation of 1898 through the contemporary period.
- 674. Voices of Modern Spain.** (3) Study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film.
- 675. Special Topics.** (1.5, 3) Selected special topics in Spanish literature. P—POI.
- 680. Contrastive Spanish/English Grammar and Stylistics.** (3) Advanced study of structure and style in a variety of Spanish texts, with an indepth approach to idiomatic expressions and some back/cross translation exercises.
- 681. Spanish Independent Study.** (1.5, 3) P—POI.
- 682. Spanish/English Interpreting.** (1.5, 3) Introduction to strategies of interpreting from Spanish into English, primarily. Intensive lab practice course to develop basic skills in consecutive/es-cort/simultaneous interpreting. Some voice-over talent training is also included.
- LIN 683. Language Engineering: Localization and Terminology.** (3) Introduction to the process of making a product linguistically and culturally appropriate to the target locale, and to computer-assisted terminology management. Surveys applications in translation technology. Taught in English. P—POI.
- 684. Internships for Spanish Translation/Localization and Spanish Interpreting.** (2-4) Under faculty supervision, a student undertakes a translation/interpreting project at a translation bureau or translation department of a company/public organization. A community service-oriented internship is preferred for interpreting.
- 687. Special Topics.** (1.5, 3) Selected special topics in Spanish-American culture and literature. P—POI.
- 690. Directed Reading.** (1.5) Working with a faculty advisor, the student will complete a special reading project in an area not covered in regular courses. P—POI.
- 691. Directed Research.** (3) Extensive reading and/or research to meet individual needs. Required for departmental honors. P—Permission of department.

SOCIOLOGY

- 634. Sociology of Education.** (3h) An evaluation of the major theories and significant empirical literature, both historical and statistical, on the structure and effects of educational institutions.
- 635. Sociology of Health and Illness.** (3) Analysis of the social variables associated with health and illness.
- 637. Aging in Modern Society.** (3) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements include field placement in a nursing home or similar institution. P—POI.
- 643. Sociology of Law.** (3) Consideration is given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, the impact of social class and stratification upon the legal order.
- 660. Social Inequality.** (3) Study of structured social inequality with particular emphasis on economic class, social status, and political power. *Staff*

662. Work, Conflict, and Change. (3) Examination of the changing trends in the U.S. labor force, the individual's view of work, and the effect of large organizations on white- and blue-collar workers. Use of some cross-cultural data. *Wahl*

663. Global Capitalism. (3) Analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions. *Taplin*

WOMEN'S AND GENDER STUDIES PROGRAM

Undergraduate students are given preference in enrollment for courses in the Women's and Gender Studies Program.

620. Introduction to Women's and Gender Studies. (3) Interdisciplinary course, taught by women's and gender studies faculty representing at least two fields, that integrates materials from the humanities and the sciences. Topics include critical methods and practical solutions, gender issues in the twenty-first century, women in culture and society, and cross-cultural issues of gender, ethnicity, social class, disability, and sexual orientation.

621. Interdisciplinary Seminar. (3) Research-centered study of questions raised by women's and gender studies on an interdisciplinary topic, such as women's health issues, international women's issues, perspectives on women and aging, lesbian and gay culture and theory, and women in the arts.

658. Mothers and Daughters: Literature and Theory. (3) Examines literature and feminist theories on motherhood and the mother-daughter relationship. Writers to be studied include Morrison, Rich, Allison, Danticat, and Walker. A cross-cultural perspective is taken.

677. Special Topics. (3) Includes such women's studies topics as gender issues in the twenty-first century, Jewish-American women writers, African-American women writers, women and aging, critical approaches to women's issues, the emergence of feminist thought.

696. Independent Study. (1-3) Independent projects in women's studies, which either continue study begun in regular courses or develop new areas of interest. By prearrangement.

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Mary Helen Young, Calabasas, CA

Terms Expiring June 30, 2009

Donna Boswell, Washington, DC
James Calvin Daniel, Washington, DC
Robert M. Frehse Jr., New York, NY
John Geissing, Darien, CT
Maximo M. Gomez, Briarcliff Manor, NY
Olivia Britton Holding, Raleigh, NC
George Whitfield McDowell, Charlotte, NC

David B. O'Maley, Cincinnati, OH
Karen G. O'Maley, Cincinnati, OH
Deborah Shively, Malvern, PA
Glen Shively, Malvern, PA
David P. Shouvin, Hilliard, OH
Zachary T. Smith, Winston-Salem, NC
William W. Webb, Raleigh, NC

Ex-Officio Members

Zachary T. Smith, Lifetime Trustee Liaison, Winston-Salem, NC
Donna Boswell, Trustee Liaison, Washington, DC

The Graduate Council

2006-2007

Cecilia H. Solano, Interim Dean of the Graduate School
Martha Alexander-Miller (2007)
Allyson Bennett (2008)
Christa Colyer (2008)
Will Fleeson (2007)
David John (2008)
Greg Kucera (2008)
Linda McPhail (2007)
Mark Miller (2009)
Pat Nixon (2009)
Stephen Robinson (2007)
Brian Tague (2009)
Jason Grigsby (GSA)
Jennifer Kiger (GSA)

Graduate Faculty Representatives to the University Senate

Kathy Kron (2009)
Michael Robbins (2010)
Suzy Torti (2008)

The Graduate Faculty



Date following name indicates year of appointment to the graduate faculty.

"" indicates a secondary or cross appointment.*

Jon S. Abramson (1981)	Professor, Pediatrics
BA, Boston; MD Wake Forest	*Associate in Microbiology and Immunology
John R. Absher (1994)	Adjunct Assistant Professor, Neurology
BS, Radford; MD, Virginia Commonwealth	*Adjunct Assistant Professor of Physiology and Pharmacology
Michael R. Adams (1980)	Professor, Pathology (Comparative Medicine)
BS, DVM, Illinois (Champaign-Urbana)	
Azeez A. Aileru (2000)	Adjunct Assistant Professor, Physiology and Pharmacology
BS, MS, North Carolina Central; PhD Howard University College of Medicine	
Steven A. Akman (1996)	Professor, Internal Medicine (Hematology/Oncology)
AB, Cornell; MD, Albert Einstein College of Medicine	*Professor of Cancer Biology
George Aldhizer (2002)	Associate Professor,
B.Bus. Admin, University of Richmond; PhD, Texas Tech	Wayne Calloway School of Business & Accountancy
Rebecca Wagner Alexander (2001)	Assistant Professor, Chemistry
BS, University of Delaware; PhD, University of Pennsylvania	
Martha Alexander-Miller (1997)	Associate Professor, Microbiology and Immunology
BS, Butler; PhD, Washington	
Edward E. Allen (1991)	Professor, Mathematics
BS, Brigham Young; MA, PhD, California (San Diego)	
Walter Ambrosius (2003)	Associate Professor, Public Health Sciences
AB, AM, Washington; PhD, University of Chicago	(Biostatistics)
David J. Anderson (1992)	Professor, Biology
BA, Denison; MS, Michigan; PhD, Pennsylvania	
John P. Anderson (1984)	Professor, Counseling
BS, MS, PhD, Georgia Institute of Technology; MBA, Alabama (Birmingham)	
Paul R. Anderson (1990)	Professor, Physics
BS, Wisconsin (Madison); MA, PhD, University of California (Santa Barbara)	
Roger T. Anderson (1996)	Associate Professor, Public Health Sciences
BA, Michigan State; PhD, Johns Hopkins (Social Sciences and Health Policy)	(Social Sciences Health Policies)
John A. Anstrom (1986)	Research Assistant Professor, Diagnostic Radiology
BS, Pennsylvania State; PhD, SUNY (Buffalo)	
Kristin K. Anstrom (2003)	Assistant Professor, Physiology and Pharmacology
BA, Davidson; PhD, Wake Forest	

- Robert J. Applegate (1987) Professor, Internal Medicine (Cardiology)
BA, University of California; BS, San Jose State;
MD, Virginia
- William B. Applegate (2002) Senior Vice President and Dean,
BA, MD, University of Louisville; Wake Forest University School of Medicine
MPH, Harvard School of Public Health
- Thomas Arcury (2004) Professor and Research Director, Family & Community Medicine
BA, Duquesne; *Associate in Public Health Sciences (Epidemiology)
MA, PhD, University of Kentucky
- Michael Aschner (1994) Adjunct Professor, Physiology and Pharmacology
BS, MS, PhD, Rochester
- Miriam A. Ashley-Ross (1997) Associate Professor, Biology
BS, Northern Arizona; PhD, University of California (Irvine)
- Anthony Atala (2004) Professor, Surgical Sciences (Urology)
BA, University of Miami; *Professor of Wake Forest Institute for Regenerative Medicine
MD, University of Louisville *Associate in Physiology and Pharmacology
*Associate in Internal Medicine (Molecular Medicine)
- Nancy Avis (2001) Professor, Public Health Sciences (Social Sciences Health Policies)
BA, University of Wisconsin;
MA, University of Illinois at Chicago Circle;
PhD, University of Michigan;
MSHyg, University of Pittsburgh School of Public Health
- Terry Baker (1998) Associate Professor,
BA, Miami; MS, University of Illinois; Wayne Callaway School of Business & Accountancy
MBA, University of Chicago;
PhD, University of Kentucky
- David A. Bass (1976) Professor Emeritus, Internal Medicine (Pulmonary)
BA, Yale; MD, Johns Hopkins;
PhD, Oxford (Infectious Diseases and Immunology)
- Robert C. Beck (1959) Professor, Psychology
BA, PhD, Illinois
- S. Douglas Beets (1987) Professor,
BS, Tennessee; Wayne Callaway School of Business & Accountancy
MAcc, PhD, Virginia Poly. Inst. and State
- Ronny A. Bell (1998) Associate Professor, Public Health Sciences (Epidemiology)
BS, UNC-Chapel Hill; *Associate in Family and Community Medicine
MS, Wake Forest; MEd, PhD, UNC-Greensboro *Associate in Internal Medicine (Gerontology)
- Allyson J. Bennett (2003) Assistant Professor, Physiology and Pharmacology
BS, University of Wisconsin Oshkosh; *Associate in Pathology (Comparative Medicine)
MS, PhD University of Memphis
- Kenneth Berenhaut (2001) Associate Professor, Mathematics
BA, MS, University of Manitoba; MA, PhD, University of Georgia
- Isabelle M. Berquin (2002) Assistant Professor, Pathology (Tumor Biology)
BS, Free University of Brussels; PhD, Wayne State *Associate in Cancer Biology
- Joel Lyman Berry (2004) Research Assistant Professor, Biomedical Engineering
BS, MS, Univ. of Alabama (Birmingham); *Associate in Wake Forest Institute for Regenerative Medicine
PhD, Wake Forest
- Michael J. Berry (1985) Professor, Health and Exercise Science
BS, Jacksonville State;
MA, Southeastern Louisiana; PhD, Texas A&M

Alain G. Bertoni (2002)	Assistant Professor, Public Health Sciences (Epidemiology)
BA, Yale; MPH, MD, Johns Hopkins	*Associate in Wake Forest Institute for Regenerative Medicine
	*Assistant Professor of Internal Medicine (General)
Deborah L. Best (1972)	William L. Poteat Professor, Psychology
BA, MA, Wake Forest; PhD, UNC-Chapel Hill	Dean of the College, WFU
Ulrich Bierbach (2000)	Associate Professor, Chemistry
MS, PhD, University of Oldenburg	
Eugene Bleecker (2003)	Professor, Internal Medicine (Pulmonary/Critical Care Medicine)
BA, NY University;	*Professor in Public Health Sciences
MD, State University of NY, Downstate Medical Center	*Associate in Pediatrics
Robert Bliss (2006)	Professor and F.M. Kirby Chair in Business Excellence,
BS, Purdue;	Wayne Calloway School of Business and Accountancy
MBA, PhD, University of Chicago	
Terry D. Blumenthal (1987)	Professor, Psychology
BSc, Alberta; MS, PhD, Florida University	
Walter J. Bo (1960)	Professor, Neurobiology and Anatomy
BS, MS, Marquette; PhD, Cincinnati	
Denise E. Bonds (2005)	Assistant Professor, Public Health Sciences (Epidemiology)
BS, University of California (Davis);	
MD, Creighton School of Medicine;	
MPH, Boston University School of Public Health	
Keith D. Bonin (1992)	Professor, Physics
BS, Loyola (New Orleans); PhD, Maryland (College Park)	
Susan Harden Borwick (1982)	Professor, Music
BM, BME, Baylor; PhD, UNC-Chapel Hill	
J. Daniel Bourland (1995)	Associate Professor, Radiation Oncology
BS, MSPH, PhD, UNC-Chapel Hill	*Associate in Biomedical Engineering
Donald W. Bowden (1989)	Professor, Biochemistry
BA, Vanderbilt;	*Professor of Internal Medicine (Endocrinology)
PhD, University of California (Berkeley)	*Associate in Pediatrics
Stephen B. Boyd (1986)	John Allen Easley Professor, Religion
BA, Tennessee; MDiv, ThD, Harvard Divinity School	
Anne M. Boyle (1997)	Professor, English
BA, Wilkes College; MA, PhD, University of Rochester	
K. Bridget Brosnihan (1993)	Professor, Surgical Sciences (General)
BS, College of St. Mary;	*Professor of Physiology and Pharmacology
MS, Creighton; PhD, Case Western Reserve	*Associate in Obstetrics/Gynecology
	*Associate in Internal Medicine (Molecular Medicine)
Bernard Brown (2002)	Assistant Professor, Chemistry
BA, BS(2), PhD, North Carolina State	*Associate in Cancer Biology
Carole L. Browne (1980)	Professor, Biology
BS, Hartford; PhD, Syracuse	
Robert A. Browne (1980)	Professor, Biology
BS, MS, Dayton; PhD, Syracuse	
Peter H. Brubaker (1991)	Professor, Health and Exercise Science
BS, East Stroudsburg; MA, Wake Forest; PhD, Temple	
Peter Brunette (2005)	Reynolds Professor of Film Studies, Art and Communication
BA, MA, Duquesne; PhD, University of Wisconsin	

Judy Karen Brunso-Bechtold (1983) BS, Duke; MS, PhD, Florida State	Professor, Neurobiology and Anatomy *Associate in Surgical Sciences (Otolaryngology)
Christy M. Buchanan (1992) BA, Seattle Pacific; PhD, Michigan	Associate Professor, Psychology
Karen L. Buchmueller (2005) BA, The College of Wooster; PhD, UNC-Chapel Hill	Assistant Professor, Chemistry
Vardaman M. Buckalew Jr. (1973) BA, UNC-Chapel Hill; MD, Pennsylvania	Professor, Internal Medicine (Nephrology) *Professor of Physiology and Pharmacology
Evgeny A. Budygin (2003) PhD, Institute of Pharmacology, Russian Academy of Medical Sciences	Assistant Professor, Physiology and Pharmacology
Jonathan Burdette (2003) BSE, Duke; MD, University of Tennessee	Associate Professor, Diagnostic Radiology *Associate in Biomedical Engineering
Jennifer J. Burg (1993) BA, Elizabethtown College; MA (French), MA (English), Florida; PhD, Central Florida	Associate Professor, Computer Science
Gregory L. Burke (1991) BA, Northern Iowa; MS, MD, Iowa	Professor, Public Health Sciences *Professor of Neurology
David W. Busija (1991) BS, Pittsburgh; MA, PhD, Kansas	Professor, Physiology and Pharmacology *Associate in Wake Forest Institute for Regenerative Medicine
Robert P. Byington (1987) BS, Loyola; MPH, PhD, Texas (School of Public Health)	Professor, Public Health Sciences (Epidemiology)
William S. Caldwell (1994) BS, University of the South; PhD, Wisconsin	Adjunct Assistant Professor, Physiology and Pharmacology Targacept, Inc.
Michael F. Callahan (1993) BA, Southern Mississippi; PhD, University of Health Sciences	Assistant Professor, Physiology and Pharmacology *Associate in Surgical Sciences (Orthopedics) *Associate in Wake Forest Institute for Regenerative Medicine
Daniel A. Cañas (1987) BS, Tecnológico de Monterrey (Mexico); MS, Georgia Tech; PhD, Texas (Austin)	Associate Professor, Computer Science
Eric D. Carlson (1995) BS, Michigan State; PhD, Harvard	Associate Professor, Physics
Richard D. Carmichael (1971) BS, Wake Forest; MA, PhD, Duke	Professor, Mathematics
Simone M. Caron (1991) BA, Bridgewater State; MA, Northeastern; PhD, Clark	Associate Professor, History
David Carroll (2003) BA, University of Colorado; PhD, UNC-Chapel Hill	Associate Professor, Physics *Associate in Biomedical Engineering
L. Douglas Case (1986) BS, MSPH, PhD, UNC-Chapel Hill	Professor, Public Health Sciences (Biostatistics)
Jing Yu Chang (1993) Bachelor of Medicine, Beijing Medical University (PR China); PhD, University of Lund (Sweden)	Associate Professor, Physiology and Pharmacology
Mark Chappell (1997) BA, American; PhD, Cleveland State	Associate Professor, Surgical Sciences (General) *Associate Professor of Physiology and Pharmacology
Haiying Chen (2005) Bachelor of Medicine, Master of Medicine, Shanghai Medical University (PR China); MS, PhD, Ohio State	Assistant Professor, Public Health Sciences (Biostatistics)

- Yong Q. Chen (2002) Professor, Cancer Biology
BS, Fudan University (PR China); PhD, Free University of Brussels
- Che-Ping Cheng (1993) Professor, Internal Medicine (Cardiology)
MD, Nanjing Railway Medical University (PR China); *Associate in Physiology and Pharmacology
PhD, Wayne State
- Steven R. Childers (1990) Professor, Physiology and Pharmacology
BS, Texas (Austin); PhD, Wisconsin (Madison)
- Floyd H. Chilton (1998) Professor, Physiology and Pharmacology
BS, Western Carolina; *Associate in Wake Forest Institute for Regenerative Medicine;
PhD, Wake Forest
- George Christ (2004) Professor, WFI for Regenerative Medicine
BS, Muhlenberg College; PhD, Wake Forest *Professor of Surgical Sciences (Urology)
*Associate in Physiology and Pharmacology
- H. Alexander Claiborne Jr. (1983) Professor, Biochemistry
BA, Vanderbilt; PhD, Duke
- Thomas B. Clarkson Jr. (1957) Professor, Pathology (Comparative Medicine)
DVM, Georgia
- J. Mark Cline (1993) Associate Professor, Pathology (Comparative Medicine)
BS, DVM, PhD, North Carolina State
- Robert C. Coghill (1999) Assistant Professor, Neurobiology and Anatomy
BS, College of William and Mary;
PhD, Virginia Commonwealth
- Laura H. Coker (2002) Assistant Professor, Public Health Sciences
BSN, MSN, PhD, UNC-Greensboro (Social Sciences Health Policies)
*Assistant Professor of Neurology
- John E. Collins (1970) Professor, Religion
BS, MS, Tennessee;
MDiv, Southeastern Baptist Theological Seminary; MA, PhD, Princeton
- Christa L. Colyer (1997) Associate Professor, Chemistry
BS, Trent University, Canada;
MS, University of Guelph, Canada; PhD, Queen's University (Canada)
- William E. Conner (1988) Professor, Biology
BA, Notre Dame; MS, PhD, Cornell
- Christos Constantinidis (2003) Assistant Professor, Neurobiology and Anatomy
BS, University of Athens (Greece); PhD, Johns Hopkins
- Gregory Cook (2000) Associate Professor, Physics
BS, PhD, UNC-Chapel Hill
- Scott D. Cramer (1996) Associate Professor, Cancer Biology
BA, PhD, University of California (Santa Cruz) *Associate in Surgical Sciences (Urology)
- Sonia J.S. Crandall (2004) Professor, Family and Community Medicine
BS, Western Illinois; MEd, University of Illinois;
MS, Wake Forest ; PhD, University of Oklahoma
- John R. Crouse III (1980) Professor, Internal Medicine (Endocrinology and Metabolism)
BA, Michigan; *Professor of Public Health Sciences (Epidemiology)
MD, SUNY (Downstate Medical Center) *Associate in Internal Medicine (Cardiology)
- Zheng Cui (1996) Associate Professor, Pathology (Tumor Biology)
Degree in Medicine, Tsuenyi Medical College (PR China);
MS, Shanghai Institute of Entomology, Chinese Academy of Sciences (PR China);
PhD, Massachusetts (Amherst)

Carol C. Cunningham (1970) BS, MS, Oklahoma State; PhD, Illinois	Professor, Biochemistry *Associate in Physiology and Pharmacology
Patricia M. Cunningham (1978) BA, Rhode Island; MS, Florida State; EdS, Indiana State; PhD, Georgia	Francis P. Gaines Professor, Education
James F. Curran (1988) BAAS, Delaware; MA, PhD, Rice	Professor, Biology
Paul Czoty (2003) BS, Notre Dame; PhD, Emory	Assistant Professor, Physiology and Pharmacology
Dale Dagenbach (1990) BA, New College; MA, PhD, Michigan State	Professor, Psychology
Ralph B. D'Agostino Jr. (1996) AB, Bowdoin College; AM, PhD, Harvard	Professor, Public Health Sciences (Biostatistics)
Mary M. Dalton (1996) BA, Wake Forest; MA, PhD, UNC-Greensboro	Associate Professor, Communication
Larry W. Daniel (1982) BS, MS, Western Kentucky; PhD, Tennessee (Memphis)	Professor, Biochemistry *Associate in Internal Medicine (Infectious Diseases)
Stephanie S. Daniel (2002) BS, College of Charleston; MA, PhD, UNC-Greensboro	Assistant Professor, Psychiatry (Child Adolescent)
James B. Daunais (1999) BS, PhD, East Carolina	Assistant Professor, Physiology and Pharmacology
Lisa David (2003) BS, Indiana Wesleyan; MD, Indiana University School of Medicine	Associate Professor, Surgical Sciences (Plastic and Reconstructive Surgery)
Paul A. Dawson (1991) BS, Florida; PhD, SUNY (Stony Brook)	Associate Professor, Internal Medicine (Gastroenterology) *Associate Professor of Comparative Medicine
Samuel A. Deadwyler (1977) BA, San Diego State; PhD, SUNY (Stony Brook)	Professor, Physiology and Pharmacology *Associate in WFI for Regenerative Medicine
Richard H. Dean (2005) BA, Virginia Military Institute; MD, Medical College of Virginia	Professor, Surgical Sciences (General) President and Chief Executive Officer, Wake Forest University Health Sciences
J. Donald deBethizy (1994) BS, MS, PhD, Utah State	Adjunct Professor, Physiology and Pharmacology Targacept Inc.
Waldemar Debinski (2004) BSc, 2nd Royal Gymnasium S. Batory (Warsaw); MD, Warsaw Medical School (Warsaw); PhD, McGill	Professor, Surgical Sciences (Neurosurgery) *Associate in Microbiology and Immunology
Oswaldo Delbono (1994) MD, PhD, Buenos Aires School of Medicine (Argentina)	Professor, Physiology and Pharmacology *Professor of Internal Medicine (Gerontology)
Rajendar K. Deora (2004) BSc, MSc, University of Calcutta (India); PhD, University of Illinois	Assistant Professor, Microbiology and Immunology
Mary K. DeShazer (1988) BA, Western Kentucky; MA, Louisville; PhD, Oregon	Professor, English and Women's and Gender Studies
Ronald V. Dimock Jr. (1970) BA, New Hampshire; MS, Florida State; PhD, University of California (Santa Barbara)	Thurman D. Kitchin Professor, Biology

Debra I. Diz (1970) BA, Randolph-Macon; PhD, University of Tennessee	Professor, Surgical Sciences (General) *Professor of Physiology and Pharmacology
David J. Doolittle (1993) BS, Wisconsin; PhD, Michigan State	Adjunct Professor, Physiology and Pharmacology
Donald M. Dougherty (2004) AS, Alabama Aviation & Technical College; BS, Bridgewater College; MS, PhD, Ohio	Professor and Vice Chair of Research, Psychiatry and Behavioral Medicine *Professor of Physiology and Pharmacology
Purnima Dubey (2004) AB, PhD, University of Chicago	Assistant Professor, Pathology (Tumor Biology)
Thomas DuBose, Jr. (2003) BS, University of Alabama; MD, University of Alabama (Birmingham)	Professor, Internal Medicine (Nephrology) *Associate in Physiology and Pharmacology *Professor of Internal Medicine (Molecular Medicine)
Jonathan E. Duchac (1993) BBA, MAcc, Wisconsin (Madison); PhD, Georgia	Merrill Lynch Associate Professor of Accountancy Wayne Calloway School of Business & Accountancy
Stefan M. Duma (2006) BS, University of Tennessee; MS, University of Cincinnati; PhD, University of Virginia	Associate Professor, VT/WFU School of Biomedical Engineering & Sciences
Robert H. DuRant (1998) BA, Appalachian State; MA, PhD, Emory	Professor, Pediatrics *Professor of Public Health Sciences (Social Science Health Policies)
Doug Easterling (2004) BA, Carleton College; MA, UNC-Chapel Hill; PhD, University of Pennsylvania, Wharton School	Associate Professor, Public Health Sciences (Social Sciences & Health Policy)
Delrae M. Eckman (2003) BA, University of Arizona; PhD, University of Nevada (Reno)	Assistant Professor, Pediatrics *Assistant Professor of Physiology and Pharmacology
Julie Edelson (2001) BA, Sarah Lawrence College; PhD, Cornell	Adjunct Assistant Professor, MALS Program/English
Curtis Drew Edwards (1980) BA, Furman; MA, Wake Forest; PhD, Florida State	Adjunct Associate Professor, Psychology
Iris J. Edwards (1993) BA, High Point; PhD, Wake Forest	Associate Professor, Pathology (Tumor Biology)
James C. Eisenach (1987) BA, Nebraska; MS, California Institute of Technology; MD, University California	Professor, Obstetrics Anesthesia
J. Charles Eldridge (1978) BA, North Central; MS, Northern Illinois; PhD, Medical College of Georgia	Professor, Physiology and Pharmacology
Gerald W. Esch (1965) BS, Colorado College; MS, PhD, Oklahoma	Charles M. Allen Professor, Biology
Paul D. Escott (1988) BA, Harvard; MA, PhD, Duke	Reynolds Professor, History
Mark A. Espeland (1986) BS, Arizona; MA, PhD, Rochester	Professor, Public Health Sciences (Biostatistics)
Andrew V. Ettin (1977) BA, Rutgers; MA, PhD, Washington	Professor, English

Herman E. Eure (1974)	Professor, Biology
BS, Maryland State; PhD, Wake Forest	
Gregory W. Evans (1996)	Research Assistant Professor,
BA, MA, Missouri	Public Health Sciences (Biostatistics)
Robert H. Evans (1983)	Professor, Education
BA, Ohio Wesleyan; MS, New Hampshire; PhD, Colorado	
Susan Elizabeth Fahrback (2004)	Reynolds Professor of Developmental Neuroscience, Biology
BA, University of Pennsylvania;	
BA, Oxford (St. Hilda's College); PhD, The Rockefeller University	
Douglas Fantz (2002)	Adjunct Assistant Professor, Biology
BS, Furman; PhD, University of South Carolina	
Steven R. Feldman (1993)	Professor, Dermatology
BA, Chicago; PhD, Duke	*Professor of Pathology (Anatomic Pathology)
	*Professor Public Health Sciences (Social Sciences Health Policies)
Carlos M. Ferrario (1993)	Professor, Surgical Sciences (General)
MD, Buenos Aires (Argentina)	*Professor of Physiology and Pharmacology
	*Associate in Surgical Sciences (Orthopedics)
	*Associate in Internal Medicine (Nephrology)
Jacquelyn Fetrow (2003)	Reynolds Professor, Physics and Computer Science
BS, Albright College;	
PhD, Pennsylvania State University College of Medicine	
Jorge P. Figueroa (1990)	Professor, Obstetrics and Gynecology (Maternal/Fetal)
MD, Chile; PhD, Cornell	*Professor of Physiology and Pharmacology
William W. Fleeson (1996)	Associate Professor, Psychology
BA, Wisconsin; PhD, Michigan	
D. Lynn Flowers (2003)	Assistant Professor, Neurology (Neuropsychology)
BA, MA, PhD, UNC-Greensboro	
Kristie L. Foley (2002)	Assistant Professor, Public Health Sciences
BA, MS, PhD, UNC-Chapel Hill	(Social Sciences Health Policies)
	*Associate in Family Medicine
James L. Ford (1998)	Associate Professor, Religion
BA, UNC-Chapel Hill; MTS, Vanderbilt; MA, PhD, Princeton	
Mary F. Foskett (1997)	Associate Professor, Religion
BA, New York; MDiv, Union Theological Seminary; PhD, Emory	
Capri G. Foy (2005)	Research Instructor, Public Health Sciences
BA, UNC-Chapel Hill;	(Social Sciences & Health Policy)
MEd, University of Virginia;	*Research Instructor, Public Health Sciences
MS, Wake Forest; PhD, UNC-Greensboro	(Epidemiology)
Dean J. Franco (2002)	Assistant Professor, English
BA, University of California (Irvine);	
MA, California State University; PhD, University of Southern California	
Donald E. Frey (1972)	Professor, Economics
BA, Wesleyan; MDiv, Yale; PhD, Princeton	
David P. Friedman (1991)	Professor, Physiology and Pharmacology
BS, Pittsburgh; MS, PhD, New York Medical College	*Associate of Surgical Sciences (General)
Errin W. Fulp (2002)	Associate Professor, Computer Science
BS, MS, PhD, North Carolina State	

Curt D. Furberg (1986)	Professor, Public Health Sciences
MD, PhD, University of Umea (Sweden)	
R. Michael Furr (2005)	Assistant Professor, Psychology
BA, College of William and Mary; MS, Villanova; PhD, University of California (Riverside)	
H. Donald Gage Jr. (1999)	Assistant Professor, Diagnostic Radiology
BA, South Florida; MS, PhD, North Carolina State	*Associate in Biomedical Engineering
Pradeep Garg (2004)	Professor, Diagnostic Radiology
BS, MS, Kurukshetra University (India); PhD, Lucknow University (India)	*Associate in Physiology and Pharmacology
A. Julian Garvin (2002)	Professor, Pathology (Anatomic Pathology)
BS, Furman; MD, PhD, Medical University of South Carolina	
Yaorong Ge (1995)	Assistant Professor, Computer Science
BS, Graduate Diploma, Zhejiang (PR China); MS, PhD, Vanderbilt	*Assistant Professor of Radiology
Randolf L. Geary (2004)	Professor, General Surgery
BS, University of Idaho;	*Professor of Comparative Medicine (Lipid Sciences)
MD, University of Washington	*Associate in WF Institute for Regenerative Medicine
Ann Geiger (2006)	Associate Professor, Public Health Sciences
AB, Harvard-Radcliffe College; MPH, PhD, University of Michigan (Ann Arbor)	(Social Sciences Health Policy)
Steven Giles (2002)	Assistant Professor, Communication
BA, Northern Kentucky; MA, Bowling Green State; PhD, University of Kentucky	
Michele K. Gillespie (2000)	Kahle Professor of History
BA, Rice; PhD, Princeton	
Samuel T. Gladding (1990)	Professor, Counseling
BA, MAEd, Wake Forest; MA, Yale; PhD, UNC-Greensboro	
William H. Gmeiner (2002)	Professor, Cancer Biology
BS, University of Chicago; PhD, University of Utah	
Dwayne Godwin (1997)	Associate Professor, Neurobiology and Anatomy
BA, University of West Florida; PhD, University of Alabama (Birmingham)	*Associate in Physiology and Pharmacology
David C. Goff Jr. (1996)	Professor, Public Health Sciences (Epidemiology)
BS, Duke; MD, UNC-Chapel Hill; PhD, Texas (Houston)	*Professor of Internal Medicine (General)
David Goldston (2001)	Adjunct Associate Professor, Psychiatry (Child Adolescent)
BA, North Carolina State; MA, Wake Forest; PhD, University of Iowa	
William C. Gordon (2002)	Provost
BA, MA, Wake Forest; PhD, Rutgers	
Kevin P. Granata (2004)	Associate Professor, Engineering Science & Mechanics, Virginia Tech
BS, PhD, Ohio State; MS, Purdue	
Kathleen A. Grant (1993)	Adjunct Professor, Physiology and Pharmacology
BS, Santa Clara; MS, PhD, Washington	
Jason M. Grayson (2002)	Assistant Professor, Microbiology and Immunology
BS, University of Maryland; PhD, University of Texas (Dallas)	
Qiang Gu (2004)	Assistant Professor, Neurobiology and Anatomy
BS, University of Giessen (German); PhD, Max Planck Institute for Brain Research (Germany)	

Martin Guthold (2003)	Assistant Professor, Physics
BA, Universitat Ulm (Germany); MA, PhD, University of Oregon	
Mark A. Hall (1996)	Professor, Public Health Sciences
BA, Middle Tennessee State;	(Social Sciences Health Policies)
JD, University of Chicago Law School	
Craig A. Hamilton (1993)	Associate Professor, Biomedical Engineering
BS, Georgia Tech;	*Associate in WFI for Regenerative Medicine
MS, PhD, North Carolina State	
William S. Hamilton (1986)	Professor, Russian
BA, MA, PhD, Yale	Associate Dean of the College, WFU
James A. Hammarback (1991)	Research Assistant Professor, Neurobiology and Anatomy
BS, PhD, University of Minnesota	
Robert E. Hampson (1993)	Associate Professor, Physiology and Pharmacology
BS, Texas University (San Antonio);	
MS, Lehigh; PhD, Wake Forest	
James S. Hans (1982)	Charles E. Taylor Professor, English
BA, MA, Southern Illinois; PhD, Washington (St. Louis)	
Roy R. Hantgan (1983)	Associate Professor, Biochemistry
BS, Juniata; PhD, Cornell	*Associate in Internal Medicine (Molecular Medicine)
Katy J. Harriger (2005)	Professor, Political Science
BA, Edinboro State; MA, PhD, Connecticut	
John W. Hartz (2001)	Associate Professor, Pathology (Anatomic Pathology)
BA, Albion; PhD, Wisconsin; MD, Harvard	
Nathan O. Hatch (2005)	President, Wake Forest
AB, Wheaton; AM, PhD Washington	
Angela Hattery (2004)	Associate Professor, Sociology
BA, Carleton College; MS, PhD, University of Wisconsin (Madison)	
Gregory A. Hawkins (2003)	Assistant Professor, Internal Medicine
BA, UNC-Chapel Hill;	(Pulmonary/Critical Care Medicine)
PhD, University of Maryland (College Park)	
Satoru Hayasaka (2006)	Assistant Professor, Public Health Sciences (Biostatistics)
BS, Concordia, Montreal, Canada;	*Assistant Professor of Diagnostic Radiology
MS, PhD, University of Michigan (Ann Arbor)	
Michael David Hazen (1974)	Professor, Communication
BA, Seattle Pacific; MA, Wake Forest; PhD, Kansas	
Thomas K. Hearn Jr. (1983)	President Emeritus, Wake Forest
BA, Birmingham-Southern;	
BD, Southern Baptist Theological Seminary; PhD, Vanderbilt	
Ashok N. Hegde (2002)	Assistant Professor, Neurobiology and Anatomy
BS, MS, University of Bangalore (India);	
PhD, Centre for Cellular and Molecular Biology, (India)	
Gary M. Hellman (2004)	Adjunct Associate Professor, Physiology and Pharmacology
BS, Centre College of Kentucky;	
MS, PhD, University of Kentucky; MBA, Wake Forest	
Donald Helme (2003)	Assistant Professor, Communication
BA, Michigan State; MA, Eastern Michigan;	
PhD, University of Kentucky	

Scott Edwards Hemby (2004) BS, Barton College; MA, Emory; PhD, Wake Forest	Associate Professor, Physiology and Pharmacology
Donna A. Henderson (1997) BA, Meredith College; MA, James Madison; PhD, Tennessee State	Associate Professor, Counseling
J. Edwin Hendricks Jr. (1961) BA, Furman; MA, PhD, Virginia	Professor, History
Craig K. Henkel (1978) BS, Wheaton College; PhD, Ohio State	Professor, Neurobiology and Anatomy *Associate in Surgical Sciences (Otolaryngology)
David M. Herrington (1990) BS, Davidson; MD, UNC-Chapel Hill; MHS, Johns Hopkins	Professor, Internal Medicine (Cardiology) *Associate in Public Health Sciences (Epidemiology)
Kevin P. High (1999) BS, Bucknell; MD, University of Virginia; MS, Wake Forest	Associate Professor, Internal Medicine (Infectious Diseases) *Associate Professor of Internal Medicine (Hematology/Oncology) *Associate in Internal Medicine (Molecular Medicine)
Elizabeth Hiltbold (2002) BA, Auburn; PhD, Emory	Assistant Professor, Microbiology and Immunology
Yvonne Hinson (1997) BS, MBA, UNC-Charlotte; PhD, University of Tennessee	Associate Professor, Wayne Calloway School of Business & Accountancy
Willie L. Hinze (1975) BS, MA, Sam Houston State; PhD, Texas A&M	John B. White Professor, Chemistry
Kenneth G. Hoglund (1990) BA, Wheaton College; MA, PhD, Duke	Professor, Religion
Jefferson M. Holdridge (2002) BA, San Francisco State; MA, PhD, University College (Dublin)	Associate Professor, English
Thomas Hollis (2003) BS, Florida State; PhD, University of Texas (Austin)	Assistant Professor, Biochemistry
Ross P. Holmes (2000) BS, University of Queensland; BS, PhD, Australian National University	Professor, Surgical Sciences (Urology)
Natalie A. W. Holzwarth (1983) BS, MIT; MS, PhD, Chicago	Professor, Physics
David Horita (2002) BA, Carleton College; PhD, University of Wisconsin (Madison)	Assistant Professor, Biochemistry
Fred L. Horton Jr. (1970) BA, UNC-Chapel Hill; BD, Union Theological Seminary; PhD, Duke	Albritton Professor of the Bible, Religion
Fredric T. Howard (1966) BA, MA, Vanderbilt; PhD, Duke	Professor, Mathematics
Timothy David Howard (2004) BS, MS, PhD, Wake Forest	Assistant Professor, Pediatrics (Medical Genetics) and Center for Human Genomics
Hugh N. Howards (1998) BA, Williams College; MA, CPhil, PhD, University of California (San Diego)	Associate Professor, Mathematics
Fang-Chi Hsu (2003) BPH, MS, National Taiwan University; PhD, Johns Hopkins	Assistant Professor, Public Health Sciences (Biostatistics)

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BS, Fu-Jen Catholic University, Taiwan;	
MS, Northeast Louisiana University; MS, Georgetown;	
PhD, New Jersey Medical School	
Michael L. Hughes (1984)	Professor, History
BA, Claremont Men's College;	
MA, PhD, University of California (Berkeley)	
Susan M. Hutson (1990)	Professor, Biochemistry
BA, Vanderbilt; PhD, Wisconsin (Madison)	*Associate in Physiology and Pharmacology
	*Associate in Internal Medicine (Molecular Medicine)
Michael J. Hyde (1997)	University Professor of Communication Ethics, Communication
BS, Pittsburgh; MA, PhD, Purdue	
Jamal Ibdah (2000)	Adjunct Associate Professor, Internal Medicine (Gastroenterology)
MD, University of Jordan (Jordan);	
PhD, Medical College of Pennsylvania	
Simeon O. Ilesanmi (1993)	Associate Professor, Religion
BA, University of Ife (Nigeria); PhD, Southern Methodist	
Kazushi Inoue (2005)	Assistant Professor, Pathology (Tumor Biology)
MD, Gifu University School of Medicine (Japan);	*Associate in Cancer Biology
PhD, University of Tokyo Graduate School of Medicine (Japan)	
Samy S. Iskandar (1973)	Professor, Pathology (Anatomic Pathology)
MB, BCh, University of Alexandria (Egypt);	
PhD, UNC-Chapel Hill	
Sharon A. Jackson (1996)	Adjunct Associate Professor,
BS, MEd, Florida; PhD, South Florida	Public Health Sciences (Epidemiology)
Douglas R. Jeffery (1994)	Associate Professor, Neurology
BS, Maryland; PhD, MD, SUNY (Buffalo)	
Janine M. Jennings (1998)	Associate Professor, Psychology
BSc, Toronto; PhD, McMaster (Canada)	
Mark Jensen (1993)	Adjunct Associate Professor, Religion
BA, Houston Baptist;	
MDiv, PhD, Southern Baptist Theological Seminary	
Miaohua Jiang (1999)	Associate Professor, Mathematics
BS, Wuhan University, China;	
MS, East China Normal University; PhD, Penn State	
David J. John (1982)	Associate Professor, Computer Science
BS Emory and Henry College; MS, PhD, Emory	
A. Daniel Johnson (1998)	Lecturer, Biology
BS, UNC-Charlotte; PhD, Wake Forest	
Erik C. Johnson (2006)	Assistant Professor, Biology
BA, PhD, University of Maine	
James E. Johnson (1991)	Associate Professor, Neurobiology and Anatomy
BA, UNC-Chapel Hill; PhD, Wake Forest	*Associate in Surgical Sciences (Ophthalmology)
Bradley T. Jones (1989)	Professor, Chemistry
BS, Wake Forest; PhD, Florida	
Nancy L. Jones (1988)	Adjunct Associate Professor, Pathology
BS, Virginia Poly. Inst. and SU; PhD, Wake Forest	
Paul Brandon Jones (2001)	Associate Professor, Chemistry
BS, Oklahoma State; PhD, Duke	

Sara R. Jones (2000) BS/BA, University of Georgia; PhD, UNC-Chapel Hill	Assistant Professor, Physiology and Pharmacology
Paul E. Juras (1991) BBA, MBA, Pace; PhD, Syracuse	Associate Professor, Wayne Calloway School of Business and Accountancy
Claudia N. Thomas Kairoff (1986) BA, Notre Dame; MA, Virginia; PhD, Brandeis	Professor, English
Peter D. Kairoff (2003) BA, University of California (San Diego); MM, DMA, University of Southern California	Professor, Music
Jay R. Kaplan (1979) BA, Swarthmore College; MA, PhD, Northwestern	Professor, Pathology (Comparative Medicine) *Professor of Anthropology *Adjunct Professor of Psychology
Jeffrey A. Katula (2006) BA, Augustana College; MA, Loyola University (Chicago); PhD, University of Illinois (Urbana-Champaign)	Research Assistant Professor, Health & Exercise Science
Judy K. Kem (1995) BA, Western Kentucky; MA, Louisville, PhD, UNC-Chapel Hill	Associate Professor, Romance Languages (French)
Charles H. Kennedy (2003) BA, Eckerd College; AM, MPP, PhD, Duke	Professor, Political Science
William C. Kerr (1970) BS, Wooster; PhD, Cornell	Professor, Physics
Charles A. Kimball (1996) BS, Oklahoma State; MDiv, Southern Baptist Theological Seminary; ThD, Harvard	Professor, Religion
Daniel B. Kim-Shapiro (1997) BA, Carleton; MS, Southern Illinois; PhD, California (Berkeley)	Professor, Physics
S. Bruce King (1995) BS, MS, West Virginia; PhD, Cornell	Professor, Chemistry
Ellen E. Kirkman (1975) BA, Wooster; MA, MS, PhD, Michigan State	Professor, Mathematics
Dalane Kitzman (2003) BA, MD, Johns Hopkins	Professor, Internal Medicine (Cardiology)
Scott W. Klein (1991) AB, Harvard; BA, MA, Cambridge College; MA, MPhil, PhD, Yale	Associate Professor, English
Lee G. Knight (2002) BS, Western Kentucky; MA, PhD, University of Alabama	Hilton Professor of Accountancy Wayne Calloway School of Business and Accountancy
Nancy Kock (2002) BS, University of California (Irvine); DVM, PhD, University of California (Davis)	Associate Professor, Pathology (Comparative Medicine)
L. Andrew Koman (1981) AB, MD, Duke	Professor, Surgical Sciences (Orthopedics) *Professor of Pediatrics *Associate in WF Institute for Regenerative Medicine
Dilip K. Kondepudi (1987) BS, Madras; MS, Indian Institute of Technology; PhD, Texas	Thurman D. Kitchin Professor, Chemistry

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Stephen I. Kramer (1996) BA, Pennsylvania; MD, Thomas Jefferson	Associate Professor, Psychiatry and Behavioral Medicine
Steven Kridel (2002) BS, California State (Los Angeles) ; PhD, University of California (Irvine)	Assistant Professor, Cancer Biology
Kathleen A. Kron (1992) BS, MS, Michigan State; PhD, Florida	Professor, Biology
Philip Kuberski (1989) BA, MA, PhD, University of California (Irvine)	Professor, English
Gregory L. Kucera (1993) BS, Davidson; PhD, Wake Forest	Assistant Professor, Internal Medicine (Hematology /Oncology) *Associate in Biochemistry *Associate in Cancer Biology *Associate in Physiology and Pharmacology
Raymond E. Kuhn (1968) BS, Carson-Newman; PhD, Tennessee	William L. Poteat Professor, Biology
George Kulik (2002) DVM, Ukranian Agricultural Academy, Ukraine; PhD, Institute for Experimental Pathology, Ukraine	Assistant Professor, Cancer Biology
Timothy E. Kute (1987) BS, Cincinnati; PhD, Louisville	Associate Professor, Pathology (Tumor Biology and Clinical Pathology) *Associate in Cancer Biology
James Kuzmanovich (1972) BS, Rose Polytechnic; PhD, Wisconsin	Professor, Mathematics
Abdessadek Lachgar (1991) BS, MS, PhD, University of Nantes (France)	Professor, Chemistry
Hugo C. Lane (1973) Licentiate of the Biological Sciences, Doctorate of the Biological Sciences (Geneva)	Professor, Biology
Wei Lang (2001) BS, Xi'an Jiao Tong University (PR China); PhD, University of Pittsburgh	Assistant Professor, Public Health Sciences (Biostatistics)
Carl Langefeld (2000) BA/BS, Concordia; MS, University of Nebraska (Lincoln); MS, Florida State; PhD, University of Michigan	Assistant Professor, Public Health Sciences (Biostatistics)
Paul Laurienti (2002) BS, University of Houston; MD, PhD, University of Texas	Assistant Professor, Diagnostic Radiology Associate in Biomedical Engineering *
Claudine Legault (1994) BS, MS, University of Quebec (Montreal); PhD, UNC-Chapel Hill	Associate Professor, Public Health Sciences (Biostatistics)
Xiaoyan (Iris) Leng (2005) MS, MD, Beijing Medical University (PR China); MS, PhD, University of California (Davis)	Assistant Professor, Public Health Sciences (Biostatistics)
Bill J. Leonard (2000) BA, Texas Wesleyan; MDiv, Southwestern Baptist Theological Seminary; PhD, Boston University	Adjunct Professor, Divinity School

Candyce Leonard (2002) BA, Texas Wesleyan; MEd, MA, University of Louisville; PhD, Indiana	Associate Professor, Humanities
Jeffrey D. Lerner (1998) BA, MA, PhD, Wisconsin (Madison)	Associate Professor, History
Liwu Li (2000) BS, Hebei Normal University (PR China); MS, Academy of Sciences of China (PR China); PhD, University of Michigan	Adjunct Associate Professor, Internal Medicine (Molecular Medicine)
Anthony Liguori (1998) BS, Georgetown; MA, PhD, Boston	Associate Professor, Physiology and Pharmacology
Grace Jeong Ok Lim (2005) MS, Cornell; PhD, University of Massachusetts	Assistant Professor, Wake Forest Institute for Regenerative Medicine *Assistant Professor of Surgery Urology
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Mark O. Lively (1983) BS, PhD, Georgia Institute of Technology	Professor, Biochemistry
John T. Llewellyn (1990) AB, UNC-Chapel Hill; MA, Arkansas; PhD, Texas (Austin)	Associate Professor, Communication
Richard F. Loeser (2005) MD, West Virginia	Professor, Internal Medicine (Molecular Medicine)
Charles F. Longino (1991) BA, Mississippi; MA, Colorado; PhD, UNC-Chapel Hill	Washington M. Wingate Professor, Sociology Professor of Public Health Sciences *
Pat Cotton Lord (2004) BS, North Carolina State; PhD, Wake Forest	Lecturer, Biology
William B. Lorentz Jr. (1974) BA, West Virginia; MD, Jefferson	Professor, Pediatrics
Allan D. Louden (1985) BA, Montana State; MA, University of Montana; PhD, Southern California	Associate Professor, Communication
Brian Love (2005) BS, MS, University of Illinois, Urbana (Champaign); PhD, Southern Methodist University	Professor, Materials Science & Engineering, Virginia Tech
W. Todd Lowther (2003) BA, Stetson; PhD, University of Florida	Assistant Professor, Biochemistry
John F. Lucido (2005) BA, California State (Humboldt); MFA, UNC-Greensboro	Lecturer, Communication
Douglas S. Lyles (1978) BA, Pennsylvania; PhD, Mississippi	Professor, Biochemistry
David Lyons (1998) BS, Pennsylvania State; PhD, Boston	Assistant Professor, Physiology and Pharmacology *Assistant Professor of Office of Research
Jed Macosko (2005) BS, MIT; PhD, University of California (Berkeley)	Assistant Professor, Physics and Center for Structural Biology
Barry G. Maine (1981) BA, Virginia; MA, PhD, UNC-Chapel Hill	Professor, English

Joseph A. Maldjian (2005) BA, Princeton; MD, UMDNJ	Associate Professor, Diagnostic Radiology Associate in Biomedical Engineering *
Janeen Manuel (2002) BS, Barry; MS, PhD, UNC-Greensboro	Assistant Professor, Public Health Sciences (Social Sciences Health Policies)
Anthony P. Marsh (1996) BPE, MEd, University of Western Australia; PhD, Arizona State	Associate Professor, Health and Exercise Science
Dale R. Martin (1982) BS, MS, Illinois State; DBA, Kentucky	Wayne Calloway Professor, Wayne Calloway School of Business & Accountancy
David F. Martin (1991) AB, Dartmouth; MD, Johns Hopkins (Orthopedic)	Professor, Surgical Sciences (Orthopedics) *Associate of Sports Medicine
James A. Martin Jr. (1984) BA, Wake Forest; MA, Duke; PhD, Columbia	University Professor, Religion
Thomas J. Martin (1995) BS, UNC-Chapel Hill; PhD, Medical College of Virginia	Associate Professor, Anesthesiology *Associate Professor, Physiology and Pharmacology
Yolanda Mateo (2004) BS, University of Oviedo (Spain); PhD, University of the Basque Country (Spain)	Instructor, Physiology and Pharmacology
Charles W. Mathias (2004) BS, Indiana (Bloomington); MS, PhD, University of New Orleans	Assistant Professor, Psychiatry & Behavioral Medicine *Associate in Physiology and Pharmacology
G. Eric Matthews (1979) BS, PhD, UNC-Chapel Hill	Professor, Physics
J. Gaylord May (1961) BS, Wofford College; MA, PhD, Virginia	Professor, Mathematics
Charles E. McCall (1968) BS, MD, Wake Forest	Professor, Internal Medicine (Molecular Medicine) *Professor of Microbiology and Immunology *Associate in Internal Medicine (Pulmonary)
Anita K. McCauley (2002) BS, Elon College; PhD, Wake Forest	Adjunct Assistant Professor, Biology
Brian A. McCool (2003) BS, University of Texas (Austin); PhD, Vanderbilt	Associate Professor, Physiology and Pharmacology
Leah P. McCoy (1990) BS, West Virginia Inst. of Tech; MA, Maryland; EdD, Virginia Poly. Inst. and State University	Associate Professor, Education
John G. McHaffie (1994) AS, Tidewater Community College; BS, Old Dominion; PhD, Virginia Commonwealth	Associate Professor, Neurobiology and Anatomy
John McNally (2002) BA, Southern Illinois; MFA, The Iowa Writers' Workshop, University of Iowa; PhD, University of Nebraska (Lincoln)	Associate Professor, English
Linda C. McPhail (1984) BS, Methodist College; MS, PhD, Wake Forest	Professor, Biochemistry *Associate in Internal Medicine (Molecular Medicine) *Associate in Internal Medicine (Infectious Diseases)

Jane Mead (1999) BA, Vassar; MA, Syracuse; MFA, The University of Iowa	Poet-in-Residence and Associate Professor, English
Paul J. Meis (1996) BA, MD, Iowa	Professor Emeritus, Obstetrics and Gynecology (Maternal-Fetal Medicine)
Gordon A. Melson (1991) BSc, PhD, Sheffield (England)	Dean Emeritus, Graduate School of Arts and Sciences (Bowman Gray Campus)
David C. Merrill (2004) BA, Dartmouth; MS, PhD, MD, Medical College of Wisconsin	Associate Professor, Obstetrics and Gynecology (Maternal-Fetal Medicine)
Batja Mesquita (1997) BSc, MSc, PhD, University of Amsterdam	Associate Professor, Psychology
Stephen P. Messier (1981) BS, MS, Rhode Island; PhD, Temple	Professor, Health and Exercise Science
Deborah A. Meyers (2004) BA, Ithaca College; PhD, Indiana	Professor, Pediatrics (Medical Genetics) and Center for Human Genomics *Professor of Public Health Sciences *Professor of Internal Medicine (Pulmonary)
Shannon L. Mihalko (1999) BS, Wake Forest; MS, MS, PhD, University of Illinois	Associate Professor, Health and Exercise Science
Allison Miller (1999) BS, PhD, University of Georgia	Adjunct Associate Professor, Physiology and Pharmacology
Gary D. Miller (1996) BS, Kansas; MS, Kansas State; PhD, University of California (Davis)	Associate Professor, Health and Exercise Science
Henry S. Miller (1972) BS, MD, Wake Forest	Professor Emeritus, Internal Medicine
Mark S. Miller (1996) BS, Fordham; MA, MPhil, PhD, Columbia	Professor, Cancer Biology *Professor of Physiology and Pharmacology
Michael E. Miller (1993) BA, Wooster; MS, Cincinnati; PhD, Michigan	Professor, Public Health Sciences (Biostatistics)
Timothy E. Miller (2004) BS, Mississippi State; PhD, Vanderbilt	Parallel Computing Systems Administrator, Departments of Computer Science, Physics, and Information Systems *Adjunct Assistant Professor, Computer Science
Carol E. Milligan (1997) BS, St. Josephs; PhD, Medical College of Pennsylvania	Associate Professor, Neurobiology and Anatomy
Joseph O. Milner (1969) BA, Davidson; MA, PhD, UNC-Chapel Hill	Professor, Education
Nilamadhab Mishra (2002) BSc, Bhadrak College (India); MD, MKCG Medical College (India)	Assistant Professor, Internal Medicine (Rheumatology & Clinical Immunology) *Associate in Physiology and Pharmacology
Ananda Mitra (1994) B Tech, Indian Inst. of Technology (Kharagpur); MA, Wake Forest; PhD, Illinois (Urbana)	Associate Professor, Communication
Steven B. Mizel (1985) BA, California (Berkeley); PhD, Stanford	Professor, Microbiology and Immunology *Associate in Dermatology *Associate in Internal Medicine (Infectious Diseases)

Timothy M. Morgan (1983)	Professor, Public Health Sciences (Biostatistics)
BA, MS, PhD, University of California (Los Angeles)	
Charles S. Morrow (1993)	Associate Professor, Biochemistry
AB, Cornell; PhD, Saint Louis;	*Associate in Cancer Biology
MD, Missouri (Columbia)	*Associate in Pediatrics
Michael J. Morykwas (1997)	Associate Professor, Surgical Sciences (Plastic and Reconstructive Surgery)
BS, University of Detroit;	*Associate in Biomedical Engineering
MS, PhD, University of Michigan	*Associate in Wake Forest Institute for Regenerative Medicine
William M. Moss (1971)	Professor, English
BA, Davidson; PhD, UNC-Chapel Hill	
Gloria K. Muday (1991)	Professor, Biology
BS, Virginia Poly. Inst. and SU; PhD, Purdue	
Josyf Mychaleckyj (1999)	Assistant Professor, Internal Medicine (Pulmonary)
BS, MS, PhD, Oxford	*Assistant Professor in Physiology and Pharmacology
	*Assistant Professor of Public Health Sciences
Michael A. Nader (1993)	Professor, Physiology and Pharmacology
BS, Wayne State; PhD, Minnesota	*Associate in Diagnostic Radiology
Michelle J. Naughton (1993)	Associate Professor, Public Health Sciences (Social Sciences Health Policies)
BA, PhD, Iowa; MA, Michigan State;	*Associate Professor of Surgical Sciences (Orthopedics)
MPH, Minnesota	
Deborah W. Newsome (2000)	Associate Professor, Counseling
BA, Oklahoma Baptist; MAEd, Wake Forest; PhD, UNC-Greensboro	
Barbara Nicklas (2003)	Associate Professor, Internal Medicine (Gerontology)
BSE, N.E. Missouri State; MS, Iowa State;	*Associate Professor of Health and Exercise Science
PhD, University of Maryland	
Michelle M. Nicolle (2005)	Assistant Professor, Internal Medicine (Gerontology)
BA, PhD, UNC-Chapel Hill	
Linda N. Nielsen (1974)	Professor, Education
BA, MS, EdD, Tennessee	
Patricia A. Nixon (1999)	Associate Professor, Health and Exercise Science
BS, Boston; MA, PhD, University of Pittsburgh	
Ronald E. Noffle (1967)	Professor, Chemistry
BS, New Hampshire; PhD, Washington	
James L. Norris, III (1989)	Professor, Mathematics
BS, MS (science), MS (statistics), North Carolina State;	
PhD, Florida State	
Monique E. O'Connell (2005)	Assistant Professor, History
BA, Brown; MA, PhD, Northwestern	
Joseph T. O'Flaherty (1982)	Research Professor, Internal Medicine (Infectious Diseases)
BA, MD, Temple	
Kenneth S. O'Rourke (1994)	Associate Professor, Internal Medicine (Rheumatology)
BS, University of California (Berkeley);	
MD, George Washington	
Thomas M. D. O'Shea, Jr. (1988)	Professor, Pediatrics
BA, MD, UNC-Chapel Hill	*Associate in Public Health Sciences (Social Sciences Health Policies)
Ronald W. Oppenheim (1983)	Professor, Neurobiology and Anatomy
BA, Des Moines; PhD, Washington (St. Louis)	

David Ornelles (1993) BS, Hawaii; PhD, MIT	Associate Professor, Microbiology and Immunology *Associate in Cancer Biology
Gillian R. Overing (1979) BA, Lancaster, England; MA, PhD, SUNY (Buffalo)	Professor, English
John Owen (1993) BScM, MD, McMaster, Canada; Assoc. Fellow, Inst. of Med. Lab. Science, U.K.	Professor, Internal Medicine (Hematology/Oncology) *Associate in Pathology
Anthony S. Parent (1989) BA, Loyola; MA, PhD, University of California (Los Angeles)	Associate Professor, History
Griffith D. Parks (1993) BA, Colorado (Boulder); PhD, Wisconsin (Madison)	Associate Professor, Microbiology and Immunology
John S. Parks (1982) BS, North Carolina State; MS, PhD, Wake Forest	Professor, Pathology (Lipid Sciences) *Associate in Biochemistry
Derek Parsonage (1991) BSc, PhD, Birmingham, England	Research Assistant Professor, Biochemistry
Victor Paul Pauca (2003) BS, MS, Wake Forest; PhD, Duke	Assistant Professor, Computer Science
R. Mark Payne (1997) BS, Washington and Lee; MD, Texas (Houston)	Adjunct Associate Professor, Pediatrics
Mary L.B. Pendergraft (1997) AB, PhD, UNC-Chapel Hill	Professor, Classical Languages
Raymond B. Penn (2003) BA, MS Ed, University of Pennsylvania; PhD, Temple	Associate Professor, Internal Medicine (Pulmonary/Critical Care Medicine) *Associate in Physiology and Pharmacology *Associate in Internal Medicine (Molecular Medicine)
Fred W. Perrino (1990) BS, Ohio State; PhD, Cincinnati	Associate Professor, Biochemistry
Stephen P. Peters (2003) BA, Yale; PhD, MD, University of Pittsburgh	Professor, Internal Medicine (Pulmonary/Critical Care Medicine) *Associate in Pediatrics
Mark J. Pettenati (1986) BS, St. Bonaventure; PhD, West Virginia (Medical Genetics)	Associate Professor, Pediatrics (Genetics) *Associate in Surgical Sciences (Ophthalmology) *Associate in Pathology *Associate in Wake Forest Institute of Regenerative Medicine
David P. Phillips (2003) BA, Cornell; MArch, Washington; MA, PhD, Pennsylvania	Associate Professor, Japanese (East Asian Language and Cultures)
Peter J. Pierre (2003) BS, University of Wisconsin (Oshkosh); MD, PhD, University of Memphis	Assistant Professor, Physiology and Pharmacology *Associate in Pathology (Comparative Medicine)
Robert J. Plemmons (1990) BS, Wake Forest; PhD, Auburn	Reynolds Professor, Mathematics
Leslie B. Poole (1994) BA, PhD, Wake Forest	Associate Professor, Biochemistry
Linda J. Porrino (1991) AB, Bates; PhD, New York	Professor, Physiology and Pharmacology
Ronald Prineas (2000) MBBS, University of Sydney, Australia; PhD, University of London, England	Professor, Public Health Sciences (Epidemiology)

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BA, Ohio State;	
MA, California State (Los Angeles); PhD, Cincinnati	
Sara A. Quandt (1994)	Professor, Public Health Sciences (Epidemiology)
BA, Lawrence; MA, PhD, Michigan State	*Associate in Family Medicine
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BA, California State College of Fullerton;	
MA, University of California (Los Angeles);	
PhD, University of California (Irvine)	
Stephen R. Rapp (1990)	Professor, Psychiatry (Geriatrics)
BA, MA, Bradley; PhD, West Virginia	*Professor of Dermatology
	*Associate in Public Health Sciences (Social Sciences Health Policies)
Sarah G. Raynor (2005)	Assistant Professor, Mathematics
BS, Yale; PhD, MIT	
Beth A. Reboussin (1996)	Associate Professor, Public Health Sciences
BS, Loyola; MS, PhD, Johns Hopkins	(Biostatistics)
David M. Reboussin (1994)	Associate Professor, Public Health Sciences
BA, Pomona College; MS, Chicago; PhD, Wisconsin	(Biostatistics)
Mary Lynn B. Redmond (1989)	Associate Professor, Education
BA, EdD, UNC-Redsboro; MEd, UNC-Chapel Hill	
Thomas C. Register (1991)	Associate Professor, Pathology (Comparative Medicine)
BS, Francis Marion; PhD, South Carolina	*Associate in Surgical Sciences (Orthopedics)
Sean D. Reid (2004)	Assistant Professor, Microbiology and Immunology
BS, Bucknell; PhD, Pennsylvania State	
Burton V. Reifler (1987)	Professor, Psychiatry (Geriatrics)
BA, MD, Emory; MPH, University of Washington	
W. Jack Rejeski (1978)	Thurman D. Kitchin Professor, Health and Exercise Science
BS, Norwich; MA, PhD, Connecticut	
Scott Rhodes (2004)	Assistant Professor, Public Health Sciences
BA, College of William and Mary;	(Social Sciences Health Policies)
MPH, University of South Carolina;	
PhD, University of Alabama (Birmingham)	
Paul M. Ribisl (1973)	Charles E. Taylor Professor, Health and Exercise Science
BS, Pittsburgh; MA, Kent State; PhD, Illinois	
Stephen S. Rich (1994)	Professor, Public Health Sciences
BS, North Carolina State;	*Professor of Neurology
MS, PhD, Purdue	*Associate in Cancer Biology
Jessica A. Richard (2002)	Assistant Professor, English
BA, Goucher; MA, PhD, Princeton	
David R. Riddle (1997)	Associate Professor, Neurobiology and Anatomy
BS, UNC-Chapel Hill; PhD, University of Michigan	
Michael E.C. Robbins (2002)	Professor, Radiation Biology
BSc, PhD, Thames Polytechnic Woolwich, London	*Professor of Surgical Sciences (Neurosurgery)
	*Associate in Cancer Biology
David C. S. Roberts (1999)	Professor, Physiology and Pharmacology
BS, University of Victoria;	
MS, PhD, University of British Columbia	
Stephen B. Robinson (1991)	Professor, Mathematics
BA, PhD, University of California (Santa Cruz)	

Randall G. Rogan (1990)	Associate Professor, Communication
BA, St. John Fisher College; MS, PhD, Michigan State	
Marielba Rojas-Larrazabal (2002)	Assistant Professor, Mathematics
BS, MS, Simon Bolivar University (Venezuela); MA, PhD, Rice	
April Elizabeth Ronca (2004)	Associate Professor, Obstetrics & Gynecology
BS, MA, PhD, Ohio State	*Associate in Neurobiology and Anatomy
James C. Rose (1976)	Professor, Obstetrics and Gynecology
BS, Richmond; MS, PhD, Medical College of Virginia	(Maternal/Fetal)
	*Professor of Physiology and Pharmacology
Bruce K. Rubin (1997)	Professor, Pediatrics
BS, MEngr, MD, Tulane, MBA, Wake Forest	*Associate in Internal Medicine (Pulmonary)
	*Associate in Diagnostic Radiology
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Lawrence L. Rudel (1973)	Professor, Pathology (Lipid Sciences)
BS, Colorado; MS, PhD, Arkansas	*Professor of Biochemistry
Susan Zayer Rupp (1998)	Associate Professor, History
AB, Grinnell College; AM, Harvard; AM, PhD, Stanford	
Akbar Salam (2003)	Assistant Professor, Chemistry
BSc, PhD, University of London (England)	
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BSc (2), PhD, University of Tasmania	*Associate in Biochemistry
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Emilio Salinas (2002)	Assistant Professor, Neurobiology and Anatomy
BSc, Universidad Nacional Autonoma (Mexico);	
PhD, Brandeis	
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BS, University of Chicago; PhD, University of California (Berkeley)	
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BA, Colorado; MA, McMaster; PhD, Waterloo	
David C. Sane (1993)	Associate Professor, Internal Medicine (Cardiology)
BS, Wake Forest; MD, Duke	*Associate in Physiology and Pharmacology
Peter Santiago II (1987)	Associate Professor, Biomedical Engineering
BS, MS, Virginia Poly. Inst. and SU;	*Assistant Professor of Wake Forest
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Paul Savage (1991)	Associate Professor, Internal Medicine
BS, MD, Tufts	(Hematology/Oncology)
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BS, Georg-August Universitaet (Goettingen, Germany);	
PhD, Institute for Molecular Genetics (Goettingen, Germany)	
James A. Schirillo (1996)	Associate Professor, Psychology
BA, Franklin and Marshall; PhD, Northeastern	
Gary G. Schwartz (1999)	Associate Professor, Cancer Biology
BA, Pamon College; PhD, State University of New York;	*Associate in Public Health Sciences
MPH, PhD, UNC-Chapel Hill	
Fernando Segade (2003)	Assistant Professor, Internal Medicine (Endocrinology)
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Gregory S. Shelness (1990) BA, PhD, New York	Associate Professor, Pathology (Lipid Sciences) *Associate in Biochemistry
Robert J. Sherertz (1990) BS, Wake Forest; MD, Virginia	Professor, Internal Medicine (Infectious Diseases)
Zakariya K. Shihabi (1972) BS, Alexandria; MS, Texas A&M; PhD, South Dakota	Professor, Pathology (Clinical Pathology)
Carol A. Shively (1986) BA, Hiram; MA, PhD, University of California (Davis)	Professor, Pathology (Comparative Medicine) *Professor of Psychology *Associate in Physiology and Pharmacology
Sally A. Shumaker (1995) BA, Wayne State; MA, PhD, Michigan	Professor, Public Health Sciences (Social Sciences Health Policies) *Professor of Internal Medicine (Gerontology)
Gale Sigal (1987) BA, City College (New York); MA, Fordham; PhD, City University of New York	Professor, English
Miles R. Silman (1998) BA, Missouri; PhD, Duke	Associate Professor, Biology
Wayne L. Silver (1985) BA, Pennsylvania; PhD, Florida State	Professor, Biology
Jeanne M. Simonelli (1999) BA, MA, PhD, University of Oklahoma; MPH Oklahoma Health Science Center	Professor, Anthropology
Earl Smith (1998) BA, State University of New York; MA, PhD, Connecticut	Rubin Professor, Sociology
J. Howell Smith (1965) BA, Baylor; MA, Tulane; PhD, Wisconsin	Professor, History
James E. Smith (1989) BA, California State (Northridge); PhD, Minnesota	Professor, Physiology and Pharmacology
Kathleen B. Smith (2005) BA, Baldwin-Wallace; MA, PhD, Purdue	Professor, Political Science
Margaret Supplee Smith (1979) BS, Missouri; MA, Case Western Reserve; PhD, Brown	Harold W. Tribble Professor, Art
Peter B. Smith (1976) BS, Spring Hill College; PhD, Tennessee	Professor, Biochemistry *Associate in Neurology
Thomas L. Smith (1982) BS, Texas A&M; PhD, Wake Forest	Associate Professor, Surgical Sciences (Orthopedic Surgery) *Associate in Physiology and Pharmacology *Associate in Wake Forest Institute for Regenerative Medicine
William K. Smith (1998) BS, MS, California State (San Diego); PhD, University of California (Los Angeles)	Charles H. Babcock Chair, Biology (Botany)
Beverly Mellen Snively (2000) AB, Colby College; MS, Medical College of Virginia; PhD, Johns Hopkins	Associate Professor, Public Health Sciences (Biostatistics)

Shay Soker (2004)	Associate Professor, Wake Forest Institute for Regenerative Medicine
BSc, MSc, The Hebrew University (Israel);	*Associate Professor of Surgical Sciences (Urology)
PhD, Technion-Israel Institute of Technology (Israel)	*Associate in Physiology and Pharmacology
	*Associate Professor of Cancer Biology
Cecilia H. Solano (1977)	Interim Dean of the Graduate School of Arts and Sciences
BA, Harvard; MA, PhD, Johns Hopkins	Associate Professor of Psychology
William E. Sonntag (1984)	Professor, Physiology and Pharmacology
BS, Tufts; MS, Bridgeport; PhD, Tulane	
Mary Sorci-Thomas (1987)	Professor, Pathology (Lipid Sciences)
BS, Louisiana State; PhD, Wake Forest	*Associate in Biochemistry
John Spangler (2004)	Associate Professor, Family & Community Medicine
BA, Davidson College;	*Associate in Public Health Sciences (Epidemiology)
MD, UNC-Chapel Hill; MPH, Johns Hopkins	
Richard W. St. Clair (1967)	Professor, Pathology (Lipid Sciences)
BS, PhD, Colorado State	*Associate in Physiology and Pharmacology
Terry Stanford (1997)	Associate Professor, Neurobiology and Anatomy
BA, Connecticut College; PhD, University of Connecticut	
Barry E. Stein (1994)	Professor, Neurobiology and Anatomy
BA, MA, Queens College; PhD, City University of New York	*Professor of Neurology
Joel Stitzel (2004)	Assistant Professor, Biomedical Engineering
BS, PhD, Virginia Polytechnic Institute and State University;	*Associate in Wake Forest
MS, Virginia Commonwealth	Institute for Regenerative Medicine
	*Associate in Surgical Sciences (General Surgery)
Eric R. Stone (1994)	Associate Professor, Psychology
BS, Delaware; MA, PhD, Michigan	
Jack W. Strandhoy (1973)	Professor, Physiology and Pharmacology
BS, Illinois; MS, PhD, Iowa	*Associate in Surgical Sciences (General)
	*Associate in Internal Medicine (Nephrology)
Dorothy A. Sugden	Registrar, Wake Forest (Reynolda Campus)
Patricia K. Suggs (1987)	Adjunct Associate Professor, Internal Medicine (Geriatrics)
BS, Illinois State; MDiv, Duke;	
MEd, PhD, UNC-Greensboro	
Darrell D. Sumner (1993)	Adjunct Associate Professor, Physiology and Pharmacology
AB, PhD, Kansas	
Lynn Sutton (2004)	Director of the Z. Smith Reynolds Library
AB, MLS, University of Michigan; PhD, Wayne State	
Andrew John Sweatt (1988)	Research Assistant Professor, Biochemistry
BA, Johns Hopkins; MS, Rhode Island; PhD, Duke	
Robert L. Swofford (1993)	Professor, Chemistry
BS, Furman; PhD, California (Berkeley)	
W. Edward Swords (2002)	Assistant Professor, Microbiology and Immunology
BS, Auburn; MS, Mississippi State;	*Associate in Internal Medicine (Molecular Medicine)
PhD, University of Alabama (Birmingham)	
Brian W. Tague (1995)	Associate Professor, Biology
ScB, AB, Brown; PhD, University of California (San Diego)	
E. Ann Tallant (1963)	Associate Professor, Surgical Sciences (General)
BS, Memphis State; PhD, University of Tennessee	*Associate Professor of Physiology and Pharmacology

Kim H. Tan (2000)	Adjunct Professor; Physiology and Pharmacology
BS, National University of Singapore;	
MS, University of Minnesota (St. Paul); PhD, Loyola (Chicago)	
Stephen B. Tatter (1997)	Associate Professor, Surgical Sciences (Neurosurgery)
BS, University of Michigan;	
MD, PhD, Rockefeller/Cornell University Medical College	
Thomas C. Taylor (1971)	Hylton Professor,
BS, MA, UNC-Chapel Hill; PhD, Louisiana State	Wayne Calloway School of Business and Accountancy
Michael J. Thomas (1980)	Professor, Biochemistry
BS, Indiana; PhD, California	*Associate in Internal Medicine (Pulmonary)
Stan J. Thomas (1983)	Associate Professor, Computer Science
BS, Davidson; PhD, Vanderbilt	
Suzanne Tobey (2005)	Assistant Professor, Chemistry
BS, University of Florida; PhD, University of Texas (Austin)	
Joseph R. Tobin (1994)	Professor, Pediatric Anesthesia
BA, SUNY (Buffalo); MD, SUNY (Syracuse)	*Professor of Pediatrics
James F. Toole (1962)	Walter C. Teagle Professor, Neurology
BA, Princeton; MD, Cornell; LLB, LaSalle	*Professor of Public Health Sciences
Janet Tooze (2005)	Assistant Professor, Public Health Sciences
AB, Earlham College; MPH, Harvard;	(Biostatistics)
PhD, University of Colorado	
Todd C. Torgersen (1989)	Associate Professor, Computer Science
BS, MS, Syracuse; PhD, Delaware	
Frank M. Torti (1996)	Professor, Internal Medicine (Hematology/Oncology)
BA, MA, Johns Hopkins; MD, MPH, Harvard	*Professor of Cancer Biology
	*Associate in Surgical Sciences (Urology)
	*Associate in Wake Forest Institute of Regenerative Medicine
Suzy V. Torti (1993)	Associate Professor, Biochemistry
BA, Reed College; PhD, Tufts	
Ralph B. Tower Jr. (1980)	Wayne Calloway Professor,
BA, PhD, UNC-Chapel Hill; MBA, Cornell	Wayne Calloway School of Business and Accountancy
Alan J. Townsend (1990)	Professor, Biochemistry
BS, South Florida; PhD, UNC-Chapel Hill	*Associate in Cancer Biology
William H. Turkett, Jr. (2006)	Assistant Professor, Computer Science
BS, College of Charleston; PhD, University of South Carolina	
Christopher P. Turner (2004)	Assistant Professor, Neurobiology and Anatomy
BSc, Chelsea College; MS, Indiana University (Pennsylvania);	
PhD, University of Texas Medical Branch	
Michael Tytell (1980)	Professor, Neurobiology and Anatomy
BA, Queen's College (New York);	*Associate in Surgical Sciences (Ophthalmology)
MS, Purdue; PhD, Baylor College	
Robert W. Utley Jr. (1987)	Associate Professor, Humanities
BA, Wake Forest; MA, PhD, Duke	
Olga Valbuena (1996)	Associate Professor, English
BA, Irvine; MA, PhD, SUNY (Buffalo)	
Mark E. Van Dyke (2005)	Assistant Professor, Wake Forest Institute for Regenerative Medicine
BS, Central Michigan;	*Assistant Professor of Surgery (Urology)
PhD, University of Cincinnati	

James P. Vaughn (1998) BS, Duke; PhD, Virginia	Assistant Professor, Cancer Biology
Laura J. Veach (2000) BA, MAEd, Wake Forest; PhD, University of New Orleans	Associate Professor, Counseling
Ramon Velez (1997) BS, City College of New York; MD, New York; MPH, UNC-Chapel Hill; MSc, London School of Hygiene and Tropical Medicine	Professor, Internal Medicine (General) *Associate in Public Health Sciences (Epidemiology)
Mara Vitolins (2001) ALA, North Idaho Junior College; BA, The College of Idaho; DrPh, MPH, Loma Linda University	Assistant Professor, Public Health Sciences (Epidemiology)
Mary Lou Voytko (1994) BS, Baldwin-Wallace College; PhD, SUNY (Syracuse)	Professor, Neurobiology and Anatomy *Associate in Comparative Medicine (Lipid Sciences)
Kent E. Vrana (1993) BS, Iowa; PhD, Louisiana	Adjunct Professor, Physiology and Pharmacology
Lynne E. Wagenknecht (1994) BS, Lenoir-Rhyne College; MPH, DPH, University of Alabama (Birmingham)	Professor, Public Health Sciences (Epidemiology)
Janice D. Wagner (1993) BA, Hiram; MS, Virginia; DVM, Ohio State; PhD, Wake Forest	Professor, Pathology (Comparative Medicine) *Associate in Wake Forest Institute for Regenerative Medicine
William D. Wagner (1972) BS, Geneva College; MS, PhD, West Virginia	Professor, Pathology (Comparative Medicine) *Associate in Wake Forest Institute for Regenerative Medicine
Stephen Walker (2001) BS, MS, PhD, West Virginia	Assistant Professor, Physiology and Pharmacology
Mark Wallace (1994) BA, MA, PhD, Temple	Adjunct Associate Professor, Neurobiology and Anatomy
Reidar Wallin (1994) BA, MS, Oslo (Norway); PhD, Tromso (Norway)	Professor, Internal Medicine (Rheumatology/Clinical Immunology) *Associate in Internal Medicine (Pulmonary) *Research Professor in Internal Medicine (Molecular Medicine) *Associate in Biochemistry
Reidar Walls (2004) BA, College of William & Mary; MS, University of Virginia; PhD, Johns Hopkins	Associate Professor, Divinity School
Gregory S. Warrington (2005) BA, Princeton; PhD, Harvard	Assistant Professor, Mathematics
Sarah L. Watts (1987) BA, Oklahoma College of Liberal Arts; MA, PhD, Oklahoma	Professor, History
Mary R. Wayne-Thomas (1986) BSA, Penn State; MFA, Ohio State	Associate Professor, Theatre Arts
Peter D. Weigl (1968) BA, Williams; PhD, Duke	Professor, Biology
Richard B. Weinberg (1994) AB, Harvard; MD, Johns Hopkins	Professor, Internal Medicine (Gastroenterology) *Professor of Physiology and Pharmacology *Associate in Biochemistry

Jeffrey Weiner (1999) BS, MS, PhD, University of Toronto	Associate Professor, Physiology and Pharmacology
E. Parks Welch III (1991) BS, UNC-Chapel Hill; MBA, Wake Forest; MLS, UNC-Greensboro	Director, Coy C. Carpenter Library
Mark E. Welker (1987) BS, UNC-Chapel Hill; PhD, Florida State	William L. Poteat Professor, Chemistry *Associate Professor of Biochemistry *Associate Professor of Cancer Biology
Byron R. Wells (1981) BA, MA, Georgia; PhD, Columbia	Professor, Romance Languages
G. Page West, III (1997) BA, Hamilton College; MBA, Amos Tuck School of Business Administration; PhD, Colorado	Benson-Pruitt Associate Professor of Business Wayne Calloway School of Business and Accountancy
Jarrold Whitaker (2006) BA, MA, University of Canterbury (New Zealand); PhD, University of Texas (Austin)	Assistant Professor, Religion
Melicia Whitt-Glover (2006) BA, MA, UNC-Chapel Hill; PhD, University of South Carolina	Assistant Professor, Public Health Sciences (Epidemiology)
Stephen L. Whittington (2004) AB, University of Chicago; MA, PhD, Pennsylvania State	Adjunct Associate Professor, Anthropology
Ulrike Wiethaus (1991) Colloquium, Kirchliche Hochschule (Germany); MA, PhD, Temple	Professor, Humanities
Jack E. Wilkerson, Jr. (1989) BS, Bob Jones; PhD, Texas	Professor, Wayne Calloway School of Business and Accountancy
John Wilkinson IV (2001) BA, Simon's Rock Early College; PhD, Boston	Research Assistant Professor, Cancer Biology
Alan J. Williams (1974) BA, Stanford; MPhil, PhD, Yale	Professor, History
J. Koudy Williams (1987) BS, DVM, Iowa State	Professor, Pathology (Comparative Medicine) *Professor of Surgical Sciences (General) *Associate in Wake Forest Institute for Regenerative Medicine
Richard T. Williams (1985) BS, Wake Forest; MA, PhD, Princeton	Reynolds Professor, Physics
Jeff D. Williamson (2001) BS, Emory; MD, Medical College of Georgia; MHS, Johns Hopkins	Associate Professor, Internal Medicine (Gerontology) *Associate in Public Health Sciences (Epidemiology)
Mark C. Willingham (1998) BS, College of Charleston; MD, University of South Carolina	Professor, Pathology (Tumor Biology) *Associate in Cancer Biology
Eric G. Wilson (1998) BA, Appalachian State; MA, Wake Forest; PhD, City University of New York	Thomas H. Pritchard Professor, English
George Wittenberg (2002) AB, Harvard; PhD, MD, University of California (San Diego)	Assistant Professor, Neurology *Associate in Physiology and Pharmacology
Mark Wolfson (1999) BA, Indiana; MA, PhD, Catholic University	Associate Professor, Public Health Sciences (Social Sciences Health Policies) *Associate Professor of Pediatrics

Yue-Ling Wong (2004) PhD, University of Texas (Austin)	Lecturer in Digital Media, Computer Science/ Art
Frank B. Wood (1975) BA, MA, Wake Forest; MDiv, Southeastern Baptist Theological Seminary; PhD, Duke	Professor, Neurology (Neuropsychology) *Associate in Diagnostic Radiology *Adjunct Professor of Psychology
Daniel J. Wozniak (1993) BS, Michigan; PhD, Ohio State	Associate Professor, Microbiology and Immunology
Jianfeng Xu (2001) MD, MS, Shanghai Medical University (PR China); MPH, PhD, Johns Hopkins	Professor, Public Health Sciences (Epidemiology) *Professor of Cancer Biology
James J. Yoo (2004) BA, University of Illinois (Urbana); MS, PhD, Korea University School of Medicine (Korea); MD, Korea University College of Medicine (Korea)	Associate Professor, Wake Forest Institute for Regenerative Medicine *Associate Professor of Surgery Urology *Associate in Physiology and Pharmacology
Barbara K. Yoza (1994) AB, Chemistry; PhD, SUNY (Stony Brook)	Research Assistant Professor, General Surgery
Liqing Yu (2004) MD, Southwestern Hospital (PR China)	Assistant Professor, Pathology (Lipid Sciences) *Assistant Professor of Public Health Sciences (Epidemiology)
Clifford Zeyl (1997) BSc, University of Guelph; MSc, PhD, McGill	Associate Professor, Biology
Jian-Ming Zhu (2002) BSc, Zhejiang University (China); MSc (2), Chinese Academy of Sciences, University of Saskatchewan (Canada); PhD, University of Manitoba (Canada)	Assistant Professor, Radiation Oncology *Associate in Biomedical Engineering *Associate in Wake Forest Institute of Regenerative Medicine
Shou-Yuan Zhuang (2003) MD, Nanjing Medical University (PR China)	Assistant Professor, Physiology and Pharmacology
Margaret D. Zulick (1997) BM, Westminster Choir College; MA, Earlham School of Religion; MTS, Garret-Evangelical Theo. Seminary; PhD, Northwestern	Associate Professor, Communication

The Administration



Years following name indicate year of hire/year of appointment to current position.

University

Nathan O. Hatch (2005, 2005)	President
AB, Wheaton College; AM, PhD, Washington University (St. Louis)	
Richard H. Dean (1986, 1998)	Senior Vice President for Health Affairs and President, Wake Forest University Health Sciences
BA, Virginia Military Institute; MD, Medical College of Virginia	
William C. Gordon (2002, 2002)	Provost
BA, MA, Wake Forest; PhD, Rutgers	
Matthew S. Cullinan (2006, 2006)	Vice President for Administration
BS, PhD, University of Notre Dame; MA, Duke	
Nancy D. Suttentfield (2006, 2006)	Senior Vice President and Chief Financial Officer
BS, Indiana University of Pennsylvania; MA, Virginia Commonwealth	
William B. Applegate (1999, 2002)	Dean, School of Medicine and Senior Vice President, Wake Forest University Health Sciences
BA, MD, University of Louisville; MPH, Harvard	
James R. Bullock (1985, 2006)	Vice President for University Advancement
BA, MBA, Wake Forest	
Douglas L. Edgeton (2000, 2000)	Senior Vice President for Health Affairs, Finance and Administration
BS, Alabama (Tuscaloosa); MBA, MPH, Alabama (Birmingham)	
James Reid Morgan (1979, 2002)	Vice President and General Counsel
BA, JD, Wake Forest	
Louis R. Morrell (1995, 1995)	Vice President for Investments and Treasurer
BS, Babson College; MBA, Massachusetts	
Kenneth A. Zick (1975, 1989)	Vice President for Student Life and Instructional Resources
BA, Albion; JD, Wayne State; MLS, Michigan	

Graduate School

Cecilia H. Solano (1977, 1999)	Interim Dean of the Graduate School
BA, Harvard; MA, PhD, Johns Hopkins	

Wake Forest University Health Sciences and School of Medicine

Richard H. Dean (1986, 1998) BA, Virginia Military Institute; MD, Medical College of Virginia	President and Chief Executive Officer
William B. Applegate (1999, 2002) BA, MD, University of Louisville; MPh, Harvard School of Public Health	Senior Vice President and Dean
Douglas L. Edgeton (2000, 2000) BS, Alabama (Tuscaloosa); MBA, MPH, Alabama (Birmingham)	Senior Vice President for Finance and Administration and Chief Operations Officer
Patricia L. Adams (1979, 2005) BA, Duke; MD, Wake Forest	Chief of Professional Services
G. Douglas Atkinson (1994, 1994) BS, Drake; MBA, Xavier	Vice President for Networks
Steven M. Block (1983, 2004) MB, BCh, Univ. of Witwatersran (South Africa)	Associate Dean for Faculty Services and Career Development
Johannes M. Boehme II (1978, 1990) BA, Southern College; MBA, Wake Forest; PhD, Western	Associate Dean for Academic Computing and Information Services
J. Kevin Bokeno (1997, 2001) BA, BS, Heidelberg College; MS, Michigan State	Vice President for Public Relations and Marketing
Edward Carter (1993, 1993) BS, Western Michigan; MS, San Diego State	Vice President for Facilities Planning and Construction
J. Mac Ernest III (1982, 2005) BA, William Carey College; MD, Mississippi	Associate Dean for Student Services
Denise Fетters (1998, 1998) BS, Washington National	Associate Vice President for Wake Forest University Physicians Business Operations
Michael L. Freeman (1993, 2001) BS, Bradley; MBA, University of Iowa	Vice President for Strategic Planning
Terry L. Hales Jr. (1996, 2002) BS, Appalachian State; MBA, Wake Forest	Vice President for Financial Planning and Chief Financial Officer
Peter R. Hoffmann (2001, 2003) AB, MD, MPhil, Columbia	Vice President for Clinical Operations
Ronald L. Hoth (1992, 1992) BS, Loyola College	Vice President for Human Resources
Ann Lambros (2000, 2005) BS, UNC-Chapel Hill; MEd, PhD, UNC-Greensboro	Assistant Dean for Education
Brenda Latham-Sadler (1990, 2002) BS, Pace; MD, Wake Forest	Assistant Dean for Student Services, Director, Diversity and Development Initiatives
Douglas E. Lischke (1999, 2003) BA, Georgia Southern; MBA, Valdosta State (Georgia)	Controller
Michael P. Lischke (2000, 2001) BA, MPh, Emory; EdD, Temple	Director, Northwest AHEC
Paul M. LoRusso (1987, 1987) BS, Syracuse; MBA, Florida State	Vice President for Information Services
Paula M. Means (2004, 2004) BS, Kent State; MPA, Roosevelt	Assistant Dean for Research

Laurie Molloy (1998, 2004) BS, St. Cloud State (Minnesota); MBA, Wake Forest	Assistant Dean for Resource Management
Lewis H. Nelson III (1976, 1985) BS, NC State; MD, Wake Forest	Associate Dean for Medical Student Admissions
K. Patrick Ober (1979, 2002) BS, Michigan State; MD, University of Florida College of Medicine	Associate Dean for Education
Patricia H. Petrozza (1984, 2001) BS, Chestnut Hill College; MD, Jefferson Medical College, Thomas Jefferson	Associate Dean for Graduate Medical Education
Norman H. Potter, Jr. (2005, 2005) BS, Penn State	Vice President for Development and Alumni Affairs
Joanne Ruhland (1988, 1988) BS, Gardner Webb; MBA, Appalachian State	Associate Vice President for Governmental Relations
Sally A. Shumaker (1990, 2004) BA, Wayne State; MA, PhD, University of Michigan	Associate Dean for Research
Rick C. Weavil (1985, 2002) BS, UNC-Chapel Hill	Associate Vice President for Wake Forest University Physicians Finance
E. Parks Welch III (1991, 2000) BS, UNC-Chapel Hill; MBA, Wake Forest; MLS, UNC-Greensboro	Director, Coy C. Carpenter Library

College

Deborah L. Best (1972, 2004) BA, MA, Wake Forest; PhD, UNC-Chapel Hill	Dean of the College
Linda McKinnish Bridges (2001, 2001) BA, Meredith College; PhD, MDiv, Southern Baptist Theological Seminary; MBA, Wake Forest	Associate Dean
Toby A. Hale (1970, 1997) BA, Wake Forest; MDiv, Duke; EdD, Indiana	Associate Dean and Dean of the Summer Sessions
William S. Hamilton (1983, 1983) BA, MA, PhD, Yale	Associate Dean
Paul N. Orser (1989, 1994) BS, Wake Forest; MS, PhD, Emory	Associate Dean and Dean of Freshmen
W. Douglas Bland (1975, 2000) BA, MA, Wake Forest	Associate Athletic Director and Assistant to the Dean of the College
Jane H. Caldwell (1999, 1999) BA, UNC-Greensboro; MA, Wake Forest	Director of Academic Counseling for Student-Athlete Services and Assistant to the Dean of the College

Wayne Calloway School of Business and Accountancy

Jack E. Wilkerson Jr. (1989, 1997) BS, Bob Jones; PhD, Texas	Dean of the Wayne Calloway School of Business and Accountancy
J. Kline Harrison (1990, 1999) BS, Virginia; PhD, Maryland	Associate Dean
Gordon E. McCray (1994, 2002) BS, Wake Forest; MBA, Stetson; PhD, Florida State	Associate Dean

Helen Akinc (1987, 1999) BA, UNC-Chapel Hill; MBA, SUNY (Binghamton)	Assistant Dean for Student Professional Affairs
Katherine S. Hoppe (1993, 1996) BA, Duke; MBA, Texas Christian; PhD, UNC-Greensboro	Assistant Dean for Student Academic Affairs
Terry A. Baker (1998, 1999) BA, Miami of Ohio; MS, MBA, Chicago; PhD, Kentucky	Director of Graduate Studies

Career Services

William C. Currin (1988, 1988) BA, Wake Forest; BD, Southeastern Baptist Theo. Seminary	Director of Career Services
Carolyn A. Couch (1997, 2000) BS, Meredith College; MA, Appalachian State	Associate Director of Career Services
Patrick Sullivan (1997, 2000) BA, MBA, Wake Forest	Assistant Director
Shan Woolard (2001, 2001) BA, Salem College; MS, UNC-Greensboro	Assistant Director

Information Systems

Jay L. Dominick (1991, 1996) BS, UNC-Chapel Hill; MA, Georgetown MBA, Wake Forest; PhD, UNC-Chapel Hill	Assistant Vice President for Information Systems and Chief Information Officer
Nancy R. Crouch (1992, 2001) BA, Virginia Tech; MAEd, Wake Forest	Assistant Chief Information Officer
Anne Yandell Bishop (1981, 2001) BA, MA, UNC-Greensboro; MBA, Wake Forest	Director of Research and Development
R. Kriss Dinkins (1990, 2003) BA, Wake Forest	Director of Support and Outreach Services
Michael Todd Edwards (1995, 2003) BS, NC State; MBA, Wake Forest	Director of Media Solutions
Lynda Goff (1991, 2003) BA, Southern California (Fullerton)	Director of Technology Initiatives
John D. Henderson (1998, 1999) BBA, Campbell	Director of Administration
Danny M. Kemp (2003, 2003) BS, MBA, Mississippi State	Director of Software Solutions
C. Lee Norris (1995, 2003) BA, MA, South Carolina; MBA, Wake Forest	Director of Information Technology Infrastructure

Institutional Research

Ross A. Griffith (1966, 1993) BS, Wake Forest; MEd, UNC-Greensboro	Director of Institutional Research and Academic Administration
Adam Shick (2001, 2001) BS, US Merchant Marine Academy; MA, Wake Forest	Assistant Director of Institutional Research

Legal Department

J. Reid Morgan (1979, 2002) BA, JD, Wake Forest	Vice President and General Counsel and Secretary of the Board of Trustees
Donna H. Hamilton (1988, 1988) AB, Drury; JD, Wake Forest	Counsel
Anita M. Conrad (1999, 1999) BA, University of Akron; JD, Wake Forest	Counsel
Dina J. Marty (2001, 2001) BA, Drake; JD, Wake Forest	Assistant Counsel
K. Carter Cook (2004, 2004) BS, MBA, JD, Wake Forest	Assistant Counsel

Libraries

Lynn Sutton (2004, 2004) AB, MLS, University of Michigan; PhD Wayne State	Director of the Z. Smith Reynolds Library
Marian F. Parker (1999, 1999) BA, UNC-Greensboro; MSLS, UNC-Chapel Hill; JD, Wake Forest	Director of the Professional Center Library and Professor of Law
E. Parks Welch III (1991, 2000) BS, UNC-Chapel Hill; MBA, Wake Forest; MLS, UNC-Greensboro	Director of the Coy C. Carpenter Library

Office of the Chaplain

Timothy L. Auman (2003, 2003) BA, Wofford College; MDiv, Duke	Chaplain
Rebecca G. Hartzog (1999, 1999) BA, Samford; MDiv, Southern Baptist Theological Seminary	Associate Chaplain and Baptist Campus Minister

Summer Session

Toby A. Hale (1970, 1997) BA, Wake Forest; MDiv, Duke; EdD, Indiana	Dean of Summer Sessions and Associate Dean of the College
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