

The Graduate School of Arts and Sciences

2019 - 2020



Bulletin of Wake Forest University

COVER: Springtime at Wake Forest University Reynolda Campus.

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GRADUATE SCHOOL
2019/2020

Arts and Sciences
Biomedical Sciences



WAKE FOREST
UNIVERSITY

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Programs of Study

The Graduate School conducts programs on the Bowman Gray campus (location of the Wake Forest School of Medicine) and the Reynolda campus (undergraduate college and associated graduate programs). On the Bowman Gray and affiliated campuses of the medical school, the Graduate School offers 8 PhD programs in biomedical sciences, and master's programs in 10 disciplines, including programs in addiction research and clinical health, biomedical science, clinical and population translational sciences, clinical research management, and healthcare leadership. The PhD programs in biology, chemistry, and physics, and Master's-only

programs in twenty-two disciplines, ranging from bioethics, education, mathematics, religion and sustainability, are located on the Reynolda campus. The Graduate School also offers twelve joint degree programs in conjunction with the Wake Forest School of Medicine, Schools of Business, School of Divinity, and School of Law; as well as thirteen certificate programs.

Contact information on all programs and certificates of study may be found on our website at <http://graduate.wfu.edu>.

PHD PROGRAMS

Biology
Biomedical Engineering
Chemistry
Integrative Physiology & Pharmacology
Molecular & Cellular Biosciences:
(comprising the following programs)

- Biochemistry & Molecular Biology
- Cancer Biology
- Microbiology & Immunology
- Molecular Genetics & Genomics
- Molecular Medicine & Translational Science

Neuroscience
Physics

Documentary Film (MA/MFA)
Education (MAEd)
English (MA)
Health and Exercise Science (MS)
Healthcare Leadership (MS - Online)
Health Disparities in Neuroscience-related Disorders (MS)
Interpreting and Translation Studies (MA):

- Interpreting and Translation Studies
- Intercultural Services in Healthcare
- Teaching of Interpreting

Liberal Arts Studies (MA)
Mathematics & Statistics (MA)
Molecular Medicine & Translational Science (MS)
Neuroscience (MS)
Physics (MS)
Psychology (MA)
Religious Studies (MA)
Sustainability (MA)

MASTER'S PROGRAMS

Addiction Research & Clinical Health (MS)

- Clinical
- Research

Bioethics (MA)
Biology (MS)
Biomedical Engineering (MS)
Biomedical Science (MS)

- Pre-health
- Research

Chemistry (MS)
Clinical & Population Translational Sciences (MS)
Clinical Research Management (MS - Online)
Communication (MA)
Comparative Medicine (MS)
Computer Science (MS)
Counseling (MA)
Counseling (MA - online)
Counseling - Human Services (MAHS - online)

CERTIFICATES

Bioethics:

- Bioethics
- Biomedical Research Ethics
- Clinical Bioethics

Clinical & Population Translational Sciences
Curriculum, Instruction, and Assessment
Interpreting and Translation Studies:

- Intercultural Services in Healthcare
- Interpreting Studies
- Teaching of Interpreting (Postgraduate)
- Translation Studies

Medieval and Early Modern Studies
Structural and Computational Biophysics
Sustainability

CONCENTRATIONS

Antimicrobial Stewardship & Infection Prevention
Cancer Biology
Integrative Physiology & Pharmacology
Neuroscience
Regenerative Medicine
Religion and Public Engagement
Women's Gender, and Sexuality Studies

JOINT DEGREE PROGRAMS

BS/A & MA (Bioethics)
BS/A & MS (Computer Science)
BS/A & MS (Neuroscience)
JD/MA (Bioethics)
JD/MA (Religious Studies)
JD/MA (Sustainability)
MD/MA (Bioethics)
MD/MS (CPTS)
MD/PhD
MDiv/MA (Bioethics)
MDiv/MA (Counseling)
MDiv/MAED (Education)
MDiv/MA (Sustainability)
PhD/MMS (MMTS & PA)
PhD/MBA

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.

Wake Forest Institute was founded in 1834 by the Baptist State Convention of North Carolina. The school opened its doors on February 3 with Samuel Wait as principal. Classes were first held in a farmhouse on the Calvin Jones plantation in Wake County, North Carolina, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, Wake Forest is one of the oldest institutions of higher learning in the state. The School of Law was established in 1894, followed by a two-year medical school in 1902. Wake Forest was exclusively a college for men until World War II, when women were admitted for the first time.

In 1941 the medical school moved to Winston-Salem to become affiliated with North Carolina Baptist Hospital and was renamed the Bowman Gray School of Medicine. In 1946 the trustees of Wake Forest and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the College to Winston-Salem. The late Charles and Mary Reynolds Babcock donated much of the R.J. Reynolds family estate as the site for the campus and building funds were received from many sources. From 1952 to 1956, the first fourteen buildings were constructed in Georgian style on the new campus. The move to Winston-Salem took place in the summer of 1956; the original, or "old" campus, is now home to Southeastern Baptist Theological Seminary.

Following the move, Wake Forest grew considerably in enrollment, programs, and stature and became a University in 1967. The School of Business Administration, first established in 1948, was named the Charles H. Babcock School of Business Administration in 1969 and admitted its first graduate students in 1971. In 1972 the school enrolled only graduate students and the name was changed to the Charles H. Babcock Graduate School of Management; departments of business and accountancy and economics were established in the College. In 1980 the Department of Business and Accountancy was reconstituted as the School of Business and Accountancy; the name was changed to the Wayne Calloway School of Business and Accountancy in 1995. On July 1,

2009, the Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University Schools of Business.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Bowman Gray campuses. In 1997 the medical school was renamed the Wake Forest School of Medicine; its campus is now known as the Bowman Gray Campus. The School of Divinity was established in 1999.

Wake Forest honors its Baptist heritage in word and deed. The University will fulfill the opportunities for service arising out of that heritage. Governance is by an independent Board of Trustees; there are advisory boards of visitors for the College and each professional school. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible for Wake Forest University Baptist Medical Center, which includes the hospital and the medical school.

The College, Schools of Business, School of Law, the Graduate School, and the School of Divinity are located on the Reynolda Campus in northwest Winston-Salem and the Morrocroft Campus in Charlotte, NC. The Wake Forest School of Medicine is about five miles away, with locations in the city's downtown area and in the Baptist Medical Center. 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 College offers courses in more than forty fields of study leading to the baccalaureate degree. The School of Divinity offers the Master of Divinity degree.

The Wake Forest Schools of Business offer a four-year bachelor of science degree, with majors in accountancy, business and enterprise management, finance, and mathematical business (offered jointly with the Department of Mathematics); and three graduate degree programs, Master of Science in Accountancy

(MSA), Master of Arts in Management (MA), and Master of Business Administration (MBA).

The School of Law offers the Juris Doctor and Master of Laws in American law degrees. The school also offers a joint JD/MBA degree with the Schools of Business.

The Wake Forest School of Medicine offers the Doctor of Medicine degree (MD) as well as the Master of Medical Science (MMS) through the Physician Assistant program, and the Master of Science (MS) in Nurse Anesthesia, and the Doctor of Nursing Practice (DNP degree). The School of Medicine and the Schools of Business offer a joint MD/MBA program.

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

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 American Library Association and in the Association of Southeastern Research Libraries.

The Wake Forest University libraries include the Z. Smith Reynolds (ZSR) Library, which is located on the Reynolda Campus and supports the undergraduate College, the Wake Forest School of Business, the Graduate School of Arts and Sciences, and the School of Divinity. The Professional Center Library, housed in the Worrell Professional Center on the Reynolda Campus, serves the School of Law. The Coy C. Carpenter Library serves the Wake Forest School of Medicine and is located on the Bowman Gray Campus.

The three library collections total over 2.4 million titles, including over 1.4 million e-books, more than 100,000 electronic journals and over 15,000 DVDs as well as streaming media and other formats. The ZSR Library serve as a congressionally designated selective federal depository. The Professional Center Library holds nearly 130,000 volumes and the Coy C. Carpenter Library holds nearly 27,000 volumes. The three libraries share an online search portal, which also provides access to books, electronic resources, journals and databases. Through interlibrary loan service, students, faculty and staff may obtain materials from other libraries at no charge.

BOWMAN GRAY CAMPUS AND INNOVATION QUARTER

All faculty, staff and students in the Wake Forest University Graduate School of Arts and Sciences and Biomedical Sciences have full and unrestricted access to the Coy C. Carpenter Library of Wake Forest School of Medicine at its main facility on the first floor of the Gray Building. The Library is centrally located within the Wake Forest-affiliated hospital (Wake Forest Baptist Medical Center), and most of the resources are available online. The main facility of the Library is also well-stocked with print volumes covering all medical and surgical specialties, as well as the basic sciences. There is a branch of the Library located on the third floor of the Bowman Gray Center for Medical Education (BGCME) building in Innovation Quarter that is reserved mostly for students. The Carpenter Library's website, www.wakehealth.edu/library, offers access to PubMed, UpToDate, Journal Citation Reports, Micromedex, PsycINFO, and Web of Science, as well as over 70 other bibliographic and full text databases.

Graduate students receive free document delivery service for materials the Library owns and interlibrary loan service for materials from other libraries when the Library does not own or license a particular journal or book. In addition, all graduate school students have unlimited copying and printing services at both locations.

The Library provides assistance to graduate students as they complete the Graduate School's requirement to archive an electronic full-text copy of their thesis or dissertation in Wake Forest University's institutional repository, WakeSpace at etd.wfu.edu.

Librarians also offer publication assistance, Research ID and ORCID setup, copyright

guidance, instruction in NIH and other government funded public access compliance, BioSketch creation, individual database instruction on products such as PubMed and EndNote, and more.

REYNOLDA CAMPUS

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

Special Collections & Archives (SCA) in ZSR is the repository for the Baptist Historical Collection of North Carolina (the Ethel Taylor Crittenden Collection), Personal Collections & Manuscripts, the Rare Book Collection, and the University Archives. All are welcome to use the SCA online collections and to visit the Research Room. It is a beautiful space for researchers to delve into the collections, and where SCA hosts many events and exhibits.

The library has ten group study rooms equipped with large screen monitors that can be booked online. Publicly available Windows and Macintosh computers are available in the Scholars Commons and Reference areas, and media viewing stations are available in the Media Room. Multimedia equipment, Chromebooks, tablets, and other technology devices may be reserved for checkout. The Reference Desk and online chat are available to help library visitors to find resources and research assistance. The library has a 118-seat auditorium for use by Wake Forest community groups for programs, lectures, and film screenings. There is also the ZieSta Room, a space for students to take a break from studying to nap or rest in comfortable loungers.

ZSR houses the Information Systems Service Desk, the Teaching and Learning Collaborative, and The Writing Center. The Teaching and Learning Collaborative is a resource center for Wake Forest faculty at all stages of their careers.

The Writing Center provides help to guide students through their writing process.

ZSR library is committed to creating an accessible, enriching, and welcoming community space for all. The library is open for students continuously during the fall and spring terms 24 hours a day from Sunday through Thursday, and daytime hours Friday and Saturday. Two 24-hour study rooms are located near the entrance to the library and may be accessed by keycard even when the library is closed. The study room on one side houses a Starbucks. Check out the hours and events calendar to stay up to date.

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.

The Medical Center's Information Technology group provides contiguous technical support for faculty, staff and students 24 hours per day, each day of the year. Both hardware and software support are covered through various groups in this department. 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.

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 campus buildings and in some outdoor areas, such as Hearn and Manchester Plaza.

Students may download all their academic software from *software@WFU*. Visit *software.wfu.edu* to view available software and downloading instructions.

Information Systems maintains an extensive array of online resources that support University admissions, student registration, grade processing, payroll administration, finance and 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; online class registration; and vehicle registration.

Students also have access to computing resources outside the University. The University is a member of Eduroam, a global wireless network access service for research and education, accessed using Wake Forest credentials.; EDUCAUSE, a national consortium of colleges and universities concerned with computing issues; and 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's computing resources serve both academic and business needs. Wake Forest's network infrastructure includes a ten gigabit per second Ethernet backbone and pervasive wireless connectivity in all campus buildings. Linux and Windows-based servers provide for administrative computing needs and services. A mix of Linux systems and Windows-based systems provide for communication and collaboration tools, Learning Management System, website hosting, various research needs,

and print services. A Linux High Performance Computing cluster provides supercomputing services for math, computer science, physics, and other scientific research applications. These systems are available to students, faculty, and staff 24 hours a day through the Wake Forest University network.

Information Systems provides assistance online at *is.wfu.edu*, (including Live Chat) by telephone at 336-758-HELP (4357) and supports walk-in customers at the Service Desk located on the main floor of the Z. Smith Reynolds Library. The Service Desk provides general information technology assistance and laptop repair for students, faculty and staff.

The Service Desk is a partnership of the Z. Smith Reynolds Library and Information Systems. Hours of operation are posted online at *help.wfu.edu*.

RECOGNITION AND ACCREDITATION

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Wake Forest University.

The Wake Forest 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 Wake Forest University Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant Inc. (ARC-PA). For more information on the accreditation status of the program, visit the ARC-PA website (www.arc-pa.org/Acc_Programs/acc_programs.html) or the medical school website (<https://www.wakehealth.edu/Academic-Programs/Physician-Assistant-Program/Accreditation.htm>). The School of Law is a member of the Association of American Law Schools, the American Bar Association, 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. Wake Forest University Schools of Business are accredited by the Association to Advance

Collegiate Schools of Business. The program in counseling leading to the Master of Arts in Education degree is accredited by the Council for the 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 of the major institutional organizations and associations at the national, regional, and statewide levels, including the following: The American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Commission on Colleges of the Southern Association of Colleges and Schools, Oak Ridge Associated Universities, Southern Universities Conference, the North Carolina Conference of Graduate Schools, the North Carolina Association of Colleges and Universities, the North Carolina Department of Public Instruction, and 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.

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-eight 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.ornl.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.ornl.gov.

NONDISCRIMINATION STATEMENTS

REYNOLDA CAMPUS

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

The following persons have been designated to handle inquiries regarding the University's nondiscrimination policies:

Tanya Jachimiak
Title IX Coordinator
jachimtl@wfu.edu
336-758-7258

Angela Culler
Assistant Vice President, HR Services
Section 504/ADA Coordinator
culleraa@wfu.edu
336-758-4010

BOWMAN GRAY CENTER FOR MEDICAL EDUCATION

The Wake Forest School of Medicine, inclusive of the Physician Assistant, Academic Nursing, and Undergraduate Medical Educational (MD) programs (the School of Medicine), and the Graduate School of Arts and Sciences, Biomedical Sciences Program (the Graduate School), are committed to diversity, inclusion and the spirit of Pro Humanitate. In adherence with applicable laws and as provided by School of Medicine and Graduate School policies, the School of Medicine and Graduate School prohibit discrimination in its educational programs, admissions, and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status.

Inquiries regarding non-discrimination policies should be directed to:

Tanya L. Jachimiak, JD
Title IX Coordinator
Section 504/ADA Coordinator
tjachimi@wakehealth.edu
336.758.7258

Marcia Wofford, MD
Associate Dean, Student Affairs
mwofford@wakehealth.edu
336-713-7879

The Student Disability Grievance Procedure has been established to resolve disability grievances for students who believe they have been denied “reasonable accommodations” for their documented disability or that they have been discriminated against on the basis of their disability.

ADDITIONAL INFORMATION

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

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education.

For further information on notice of non-discrimination, visit: <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U. S. Department of Education office that serves your area, or call 1-800-421-3481.

The Graduate School

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

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

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

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

summer of 1987. The first PhD program on the Reynolda campus was begun in 1970.

STATEMENT OF PURPOSE OF THE UNIVERSITY

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 comprised of Wake Forest College, the Graduate School, the School of Law, the School of Medicine, the School of Divinity and the School of Business. 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 co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Triad 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.

MISSION OF THE GRADUATE SCHOOL

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

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

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

Our vision is for the Graduate School to be a

diverse community of excellence. We achieve our vision and fulfill our mission through strategic activities that build pillars of excellence in:

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

ADMINISTRATION

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

Procedures

All students are responsible for familiarizing themselves with the portions of this bulletin that pertain to their course of study. Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The university reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

ADMISSIONS

HOW TO APPLY

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

ELIGIBILITY

Undergraduate seniors and graduates of accredited 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. 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.

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 includes personal and academic merit. Upon matriculation, all students will be required to meet the same standards for graduation.

The University endeavors to provide facilities which are in compliance with all laws and regulations regarding access for individuals with disabilities. Additionally, special services are available to reasonably accommodate students with disabilities. For more information on assistance for graduate students, please contact Dr. Michael Shuman, director of the Learning Assistance Center at 336.758.5929 or refer to Disability Services under Campus Life at the Wake Forest website (<https://lac.wfu.edu>).

ADMISSION CATEGORIES

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

Provisional Status in a Degree Program. Provisional admission may be granted in certain circumstances and is limited to not more than 1 semester of full time study or its equivalent in part-time study.

Unclassified Non-Degree Graduate Status. Applicants seeking courses for graduate credit, but not wishing to formally seek a graduate degree, may apply for admission as an unclassified or non-degree seeking student. Applicants are required to complete an application, submit the application fee, meet the immunization requirements, complete a background check (Bowman Gray Campus only), 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 ADMITTED STUDENTS

Full-Time Status. A student who devotes full-time effort to a graduate program as outlined by his or her faculty committee and is in full-time geographic residence with a minimum of 9 semester hours of coursework in fall and spring terms, including thesis research, is considered a full-time student. During summer terms, 6 semester hours of coursework is considered full-time for students on the Bowman Gray campus, and 9 semester hours of coursework for students on the Reynolda campus. Students registered as "Thesis Only" or "Graduate Fee" are considered full-time. Half-time status on the Bowman Gray campus is defined as 5 hours in fall/spring terms and 3 hours in summer terms.

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

Bowman Gray Campus graduate students enrolled as part-time are required to register for at least one course or 3 research/project/internship hours in fall and spring terms. Bowman Gray Campus graduate students enrolled for full-time or part-time study are entitled to full privileges regarding libraries and laboratories, and may have access to Reynolda campus extra-curriculum activities. Please consult with the Bowman Gray Graduate School office for further information.

Reynolda Campus graduate students enrolled for full-time and part-time status are entitled to full privileges regarding libraries, laboratories, athletic events, student publications, Student Union, University Theatre, Secret Artists Series of Wake Forest University, University Counseling Center, and Student Health Service.

Switching Between Full-Time and Part-Time Status. Bowman Gray Campus students wishing to switch from full-time to part-time status or vice versa may do so by request. Requests should be directed to the Director of the Graduate School.

CONTINUOUS ENROLLMENT

Degree-seeking students must have continuous enrollment through the semester in which they graduate. Continuous enrollment may be achieved by registering for courses, including research, internship, or project hours, or by registering as Thesis-Only or Graduate Fee as outlined in the previous section under the definitions for Full- or Part-time status. Bowman Gray MS students should also consult the Registration Policy for Continuing Master's Students in the section on Academics & Coursework Policies for additional information on Bowman Gray registration policies.

COST OF ATTENDANCE

Detailed Cost of Attendance is available for Reynolda students at: <http://grad.financialaid.wfu.edu/cost-of-attendance/>; for Bowman Gray students at: <http://www.wakehealth.edu/School/Financial-Aid/Graduate/Cost-of-Attendance.htm>.

TUITION SCHEDULE

Summer Session 2019

- Reynolda (*per hour*) \$1,200

- Bowman Gray (*full-time, 6 hours*) \$1,200

Fall 2019/Spring 2020 Sessions

- Full-time tuition (*minimum 9 hours*) \$38,650

- Part-time tuition (*per credit hour*) \$1,465

On-line Programs \$1,465

FEES

Application Fee \$100

Audit Fee \$150

Thesis only (*per term*) \$150

Graduation Fee \$150

Late Registration Fee \$40

(*Reynolda only, per term, excludes On-line programs*)

Student Activity Fee (per term) \$50

TUITION CONCESSION

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

TUITION FOR COURSES TAKEN ACROSS CAMPUSES

During fall and spring terms, full-time graduate students on either campus may take graduate courses on the other campus without additional tuition.

During the summer term, full-time graduate students wishing to take a course on the other campus are charged tuition consistent with the policies of the campus hosting the course.

STUDENT GRADUATION FEES

All students pay the graduation fee shown in the fee schedule during the term in which the student files an intent to graduate form with their appropriate Graduate School office and graduates. This is a non-refundable fee and is charged once per degree.

UNIVERSITY FEES

A student health fee of \$450/semester is charged for all full-time Reynolda campus students. A student activity fee of \$50/semester is charged to all students, excluding on-line programs, on the Reynolda campus.

PAST DUE BALANCES

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

- Registering for future semesters
- Receiving an official transcript of academic record
- Having academic credits certified

- Receiving regalia and participating in the Hooding ceremony
- Receiving a diploma at graduation
- Returning from leave of absence
- Being reinstated as a student

In addition, on the Bowman Gray campus, a student with a past-due balance may be subject to having their a) current course load cancelled; b) access to parking and facilities eliminated; and, c) their stipend (if applicable) held. A long standing past due balance will result in administrative withdrawal from the Graduate School. Bowman Gray students should consult the student payment policy found in the Wake Forest School of Medicine handbook.

TUITION REFUNDS DUE TO WITHDRAWAL

A student who withdraws from the University during a term or who drops a course before completing it may be entitled to a refund. It is important to note that a withdrawal/course drop may affect financial aid eligibility. Online Counseling and Human Services Programs are refunded according to the Refund Policy for Online Counseling & Human Services Programs. For more information please go to <http://finance.wfu.edu/sfs/student-refund>. For all other program, refer to the Return of Financial Aid Funds Policy and the Schedule of Adjustments for Withdrawal shown below.

SUMMER TERMS

Class Days	Tuition Refunded
Days 1-3	100% <i>less deposit</i>
Days 4	75%
Days 5	50%
Days 6	25%
After Days 6	0%

FALL & SPRING TERMS

Official Date	Tuition Refunded
Before classes begin	100% <i>less deposit</i>
First week of classes	90%
Second week of classes	75%
Third week of classes	50%
Fourth week of classes	30%
Fifth week of classes	20%
After fifth week of classes	0%

A student using scholarships, grants, or loans to help pay educational expenses, whose account was paid-in-full prior to withdrawal, is likely to owe the University after withdrawal. Return of Title IV funds are handled in accordance with federal

law. Please refer to Wake Forest's official Refund of Charges and Return of Financial Aid Funds Policy. Students should consult the Office of Financial Aid for more information.

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 attorney's fees, reasonable expenses, and costs incurred.

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 expecting payment from a third party should refer to the policy located at <http://ishare.wakehealth.edu/GoverningPolicy/Policies/Student%20Payment%20Policy.pdf>.

Students using Veterans Affairs (VA) education benefits should refer to eligibility and payment requirements at <https://school.wakehealth.edu/Education-and-Training/Student-Records/Veteran-Certification>.

FINANCIAL AID

REYNOLDA CAMPUS

On the Reynolda campus, full-tuition scholarships, partial-tuition scholarships, fellowships, graduate assistantships, teaching assistantships, and research assistantships are available to qualified students. Assistantships and fellowships may include tuition scholarships as part of the grant. An assistantship may include tuition scholarship plus compensation for services rendered. Assistants may work up to 20 hours weekly and carry a normal course load.

Acceptance of a teaching 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 may result in the withdrawal of all institutional financial aid. In this case, students may be allowed to continue in 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 policy 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. 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. Interested students are urged to contact the Office of Residence Life and Housing for more information by calling 336.758.5185; emailing housing@wfu.edu; or visiting the employment section of www.wfu.edu/housing.

The Barn, a venue for student gatherings of a social nature, has a small number of positions available for graduate students to assist with event and program management. Interested students are encouraged to contact campus life at 336.758.4070 or campuslife@wfu.edu.

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

BOWMAN GRAY CAMPUS

Financial support for students on the Bowman Gray campus may be provided from a combination of sources, including Dean's fellowships, graduate fellowships, and tuition scholarships. In addition, many students are supported as graduate research assistants or associates from externally funded sources, typically from federal grants. Fellowships often include some form of tuition scholarship.

STUDENT LOANS

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

Bowman Gray campus students may contact the Office of Financial Aid for information on federal student loans by phone: 336-716-4264;

by email: finaid@wakehealth.edu; or in person: Bowman Gray Center for Medical Education (Building 60N), 1st floor, Enrollment Services, Monday-Friday, 7:30 AM - 4:30 PM. The Bowman Gray Graduate School FAFSA school is E00524.

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

POLICY ON EXTERNAL REMUNERATION

A student supported on a stipend from the Graduate School, faculty grant, student fellowship, or other sources may be allowed to engage in additional remunerative work with written permission from his or her advisor, provided the work does not delay or interfere with the duties required for timely completion of the degree. A student who receives no support beyond a partial tuition scholarship may engage in outside remunerative work without approval from the Graduate School. All students will be monitored for satisfactory academic progress. Failure to make satisfactory academic progress may result in dismissal from the Graduate School as detailed in the section on Satisfactory Academic Progress.

GRADUATE SCHOOL SCHOLARSHIP AWARDS

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

- *Gordon A. Melson Outstanding Doctoral and Master's Student Awards* provides a cash award to the students selected as being most outstanding in research, productivity, and quality in the PhD and MS programs at the time of commencement each year. Other factors which are considered are academic record, activity in the discipline, as well as university and departmental citizenship.
- *The Louis Argenta Physician-Scientists Scholar Award Scholarship* seeks to develop leaders in translational science by providing funds to support MD/PhD students during their research years. The new calling for the physician-scientist is to lead these diverse teams. This scholarship will be awarded to MD/PhD students that have outstanding interpersonal skills, superior communication,

and the potential to develop into a leader in translational science.

- *The Norman M. Sulkin Scholarship Fund* provides scholarship assistance to a student conducting research in the area of in the neurobiology and anatomy.
- *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.
- *Herbert C. Cheung PhD Award* provides a cash award to recognize an outstanding graduate student in the Department of Biochemistry and to promote excellence in research in the broad field of biochemistry.
- *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 Mike and Lucy Robbins Fellowship Fund* provides a stipend for a current graduate student conducting cancer-related research.
- *David K Sundberg Award* provides a cash award to recognize a PhD student with outstanding academic proficiency and professionalism as well as exemplary character as citizens and colleagues in the Department of Physiology & Pharmacology.

SATISFACTORY ACADEMIC PROGRESS

To determine continuing financial aid eligibility, the financial aid committee evaluates the student's satisfactory academic progress at the end of each term. The receipt of federally-controlled aid requires half-time enrollment (4.5 or more hours on the Reynolda Campus and 5.0 or more hours on the Bowman Gray Campus) in a degree seeking program during the fall and spring semesters. On the Bowman Gray Campus, 3.0 or more hours in the summer term constitutes half-time enrollment. In addition to the enrollment requirements, a minimum cumulative grade point average of 2.5 on work attempted in the Wake Forest University Graduate School of Arts and Sciences is required. Certain programs have higher academic requirements, which are communicated

directly to the students by the programs. More detailed information can be found at: <http://grad.financialaid.wfu.edu/policies/>. The Dean may revoke institutionally-controlled financial aid for violation of University regulations, including its Honor Code, or for violation of federal, state, or local laws. The full policy may be found on the Graduate School's website.

ACADEMIC & COURSEWORK POLICIES

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 in the Student Handbook found on the Graduate School website.

HONOR CODE & GRIEVANCE PROCEDURES

The graduate faculty has adopted a formal Honor Code to provide guidance for student conduct with respect to academic pursuits. This policy may be accessed at the Graduate School website.

Faculty are appointed as liaisons on both campuses to facilitate faculty or students who seek to file a grievance. Graduate students interested in filing a grievance are also encouraged to speak with the chair(s) of the Graduate Student Association or other of its officers to seek advice regarding the grievance procedure. The names and e-mail addresses of the faculty liaisons and GSA co-chairs can be obtained from the Graduate School office on either campus or the Graduate School website (<http://internal.graduate.wfu.edu/faculty/graduate-council.html>).

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 Office of Technology Asset Management.

COPYRIGHT POLICY

The Copyright Policy of Wake Forest University is intended to:

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

REGISTRATION POLICIES

TERM REGISTRATION

Thesis Only Registration Policy (Bowman Gray Campus). Registration for the Thesis Only course is restricted and requires permission from the Director of the Graduate School. In order to register for the thesis-only course, one of two conditions must be met: 1) the student defends the thesis at a point in time that precludes them from being able to have their degree conferred within the current term; requiring a registration in the next term for no reason other than to confer the degree, or 2) the student has advanced to candidacy and leaves the institution with their faculty advisor. In both cases, Thesis Only is used to allow a student to continue their relationship with the Graduate School, and will be considered continuously enrolled, until their degree can be conferred.

Registration Policy for Continuing Master's Students (Bowman Gray Campus). Master's students on a thesis, project, or internship plan on the Bowman Gray campus who have completed 25 (out of the required 30) credit hours, of which 3 (out of the required 6) are research, project, or internship hours, and have a GPA ≥ 3.0 , are permitted to register as a full-time student, but will receive additional tuition scholarship that will lower the student's cost to be equivalent with the per credit hour rate for 5 credit hours in spring and fall terms. No additional scholarship is applied in summer terms for full-time students. Master's students on a coursework-only plan on the Bowman Gray campus who have completed 31 (out of the required 36) credit hours, and have

a GPA ≥ 3.0 are also subject to this guidance. Continuing Master's students who fail to complete the described benchmarks, or if the GPA drops below 3.0, will register full-time and are subject to the financial terms described in their original letter of acceptance.

Late Registration (Bowman Gray Campus). A continuing student who fails to register for any courses by the first day of classes will be charged a late registration fee.

COURSE REGISTRATION

Repeating a Course. As of the fall 1999 term, a graduate student may repeat a course in which a B- or lower grade has been received. The course may be counted only one time for credit. The higher grade earned will be counted in calculation of grade point average. Both grades will appear on the transcript. In addition, federal financial aid rules dictate that federal aid can only be used twice for the same graded course.

Dropping a Course. During the Add/Drop period, a student may drop a course without penalty or notation on the transcript. After the Add/Drop period, a student may drop a course with the approval of the Dean of the Graduate School, the program, and the student's faculty advisor. The student is assigned a Drop (DRP). Courses marked Drop are not counted in determining the grade point average. Reynolda students may access Add/Drop forms on the Graduate School website. Bowman Gray students should reach out to Graduate Student Records to request a course drop. Students are responsible for officially dropping courses to be eligible for a refund of tuition. Nonpayment for classes for which a student is registered or non-attendance in a registered class does not release the student from financial obligation, nor does it result in a withdrawal from the course.

Auditing a Course. Auditing a course consists of participation in a course without receiving a letter grade or credit hours. When space is available after registration of students enrolled for credit, others may request permission of the instructor to enter the course as auditors. 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 unclassified or non-degree seeking students, an audit fee is assessed. 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.

Transfer of Credit. *Transfer of graduate credits earned at other universities.*

Bowman Gray Campus. A course that was completed at another college or university may be considered for transfer by a Master's program within the Wake Forest University Graduate School, provided that: a) the course was taken at an accredited institution in the United States; b) the course is classified as a graduate course; c) the course was not taken as part of a previous earned degree at another institution; d) the grade in the course is B (or the equivalent thereof as determined by the Graduate School) or better. The maximum number of hours that may be transferred toward a Master's degree within the Graduate School from another college or university may not exceed one-third of the total credits required by the program. Transfer of courses from another college or university for PhD degree candidates are held to the same standards for transfer credits, but are not limited in terms of the count of credit hours.

International students on the Bowman Gray campus wishing to transfer credits are responsible for having their transcript evaluated by World Educational Services (WES), and are to have the evaluation sent directly to Graduate Student Records.

Reynolda Campus. A course that was completed at another college or university may be considered for transfer by a Master's program within the Wake Forest University Graduate School, provided that: a) the course was taken at an accredited institution in the United States; b) the course is classified as a graduate course; c) the course was not taken as part of a previous earned degree at another institution; d) the grade in the course is B (or the equivalent thereof as determined by the Graduate School) or better. The maximum number of hours that may be transferred toward a Master's degree is 6. Transfer of courses from another college or university for PhD degree candidates are held to the same standards for transfer credits, but are not limited in terms of the count of credit hours.

Transfer of graduate credits earned while enrolled in a previous graduate degree program at Wake Forest University.

Bowman Gray Campus. A graduate course that was completed while the student was enrolled

previously in another graduate or professional program at Wake Forest University may be considered for transfer by a program within the Wake Forest University Graduate School, provided that the course was not counted toward the first degree and a grade of B (or the equivalent thereof as determined by the Graduate School) or better was earned. The maximum number of hours that may be transferred to a Master's degree within the Graduate School from a different program within the University may not exceed two-thirds of the total credit hour requirement of the accepting program.

Reynolda Campus. A graduate course that was completed while the student was enrolled previously in another graduate or professional program at Wake Forest University may be considered for transfer by a program within the Wake Forest University Graduate School, provided that the course was not counted toward the first degree and a grade of B (or the equivalent thereof as determined by the Graduate School) or better was earned. The maximum number of hours that may be transferred to a different program within the University toward a Master's degree in another program is 6..

Students seeking to follow their mentor and enroll at Wake Forest.

A student seeking to follow their mentor from another institution and enroll in the Wake Forest Graduate School must apply to the Graduate School using standard application processes. The student may be accepted as a Wake Forest student and credits may be transferred if the criteria described for the Transfer of Credits Earned at Other Universities are met, and if the student has not yet advanced to candidacy. A student who has advanced to candidacy prior to following their mentor to Wake Forest should remain a student at their current institution.

GRADING POLICIES

Records of progress are kept by the institution on all students enrolled. Grade reports are furnished to students at the end of each 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 beginning of the student's next enrolled term, the grade automatically becomes F. The instructor must report the final grade to the registrar within forty-five days after the beginning of the student's next enrolled term. In no case is a graduate degree

awarded to a student who has an I on record. Incomplete grade forms are available on the Graduate School website.

Grade of NR. The grade of NR (Not Reported) must be resolved within forty-five days after the beginning of the student's next enrolled term or the grade automatically becomes F or Unsatisfactory. In no case is a graduate degree awarded to a student who has an NR on record.

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

Minimum Grade Requirements. A student whose cumulative grade point average (GPA) falls below 2.5, or below the program's GPA standard, 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 factor into the GPA calculation.

GRADES ASSIGNED GRADE POINTS

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

WP	Withdrew passing (<i>not counted as hours attempted</i>)
WF	Withdrew failing (<i>not counted as hours attempted</i>)

Individual programs may require a higher grade point average than 2.5 for ongoing enrollment. If there is such a requirement, it is stated in the program policies. A student may be dismissed from the Graduate School by the Dean upon recommendation of the program if the student is failing to make adequate progress in research. Adequate progress is determined by the standards of the 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. A 3.0 grade point average is also required to earn a graduate certificate.

CHANGES IN STATUS

Leave of Absence. A leave of absence allows a student enrolled in the Wake Forest University Graduate School of Arts and Sciences to interrupt his or her studies for a compelling reason, for example, a medical condition or a personal or family matter requiring absence from campus. A leave of absence is defined as a temporary separation from the Graduate School. To be eligible for a leave of absence, students should be in good academic standing, fulfilling research, service and course obligations.

Students who intend to take a leave of absence must submit a Request for a Leave of Absence form to the appropriate Office of the Dean of the Graduate School of Arts and Sciences. A letter of support should be provided to the Dean, co-signed by the student's graduate program director and advisor. This letter must indicate all unsatisfied degree requirements for the student. If available, other supporting letters should be included in the request for a Leave of Absence.

Until students are notified by the Office of the Dean that the leave has been approved, they remain registered and are expected to fulfill their responsibilities. A Leave of Absence will not be granted retroactively. The maximum time for a leave of absence is one year. The effective date of a Leave of Absence might take into account a reasonable time to arrange for the suspension or completion of ongoing experiments and projects, and proper withdrawal from courses.

Students on leave of absence should submit a request to return to the appropriate Dean at least

one month prior to the first date of the semester or term in which a return is planned. This request may require a letter which addresses the suitability of the student's return. Students who have decided not to return from a leave of absence should inform the appropriate Dean of the Graduate School of Arts and Sciences in writing. Students who fail to petition to return after a leave of absence will be withdrawn from The Graduate School of Arts and Sciences and need to apply for readmission in order to return.

Unless allowed by the external funding agency or source supporting the student's stipend, a student may not qualify for stipend support during a Leave of Absence. In all cases, the guidelines provided by the supporting agency will apply. Since these guidelines may vary from one agency to another, students are encouraged to consult agency program officials to determine the agency specific guidelines governing leaves of absence. If the student's stipend is supported by internal funds, the Dean might be able to provide limited stipend support during a Leave of Absence.

If applicable, tuition is refunded on a prorated basis, and the refund schedule is set by the Wake Forest University Board of Trustees.

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

Students on a leave of absence may not fulfill any degree requirements during the time on leave. If a student plans to be away from the University to work on a thesis, dissertation, or other degree requirements, this does not constitute a leave of absence and requires enrollment.

A student on a leave of absence will have limited access to University facilities normally available to enrolled students. In order to facilitate communication between the student and the Graduate School, access to the campus network will be continued during the leave, but will be deactivated if the student does not return. Library access will be continued during the period of leave, but will be revoked if the student does not return. Badge access will be deactivated during the period of leave.

Students who are granted a Leave of Absence must consult with their health insurance provider

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

International students who are granted a Leave of Absence must notify either the Office of Global Studies on the Reynolda Campus or the Office of International Studies on the Medical School Campus. Visa status is subject to federal laws and regulations.

Students on an approved leave of absence are not eligible for federal financial aid, including Federal Direct Loans. In some cases, student loans may not be deferred for the entirety of a leave. Students should contact Student Financial Services on the Reynolda Campus or the Office for Student Aid on the Medical School Campus for additional information.

Transferring to a Different Program.

This policy applies to students in the biomedical sciences (Bowman Gray Campus) **ONLY**.

A student who wishes to transfer from one program to another are allowed to do so provided the standards of the new program are met. The student should contact the program director of the program to which the student wishes to transfer. After consultation with the program 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 program director for evaluation and consideration of financial aid. At the conclusion of this process, the program 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 program has been approved.

It is understood that the 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.

Accommodation for Students of Faculty Who Leave the Institution.

In the case where a student has advanced to candidacy, and their faculty advisor leaves the institution prior to completion of the degree by his or her student(s),

the Dissertation Committee (or Department Graduate Committee if there is no Dissertation Committee) is responsible for recommending an appropriate plan for the completion of the degree. The plan should address the following: support of stipend and research funding (including lab space), designation of a primary mentor, and designation of a manager to carry out the plan. This plan must be submitted within six weeks of the faculty member's resignation and approved by the Dean.

In the case where a student has advanced to candidacy and chooses to leave the institution with their faculty advisor, the student will be required to continue register for Thesis-only for the remainder of their course of study.

In the case where a student has not yet advanced to candidacy and chooses to leave the institution with their faculty advisor, the student will be required to transfer to the new institution.

Withdrawal from the University. Students who wish to withdraw from the Graduate School must complete the appropriate form, which requires approval from the program and the Dean of the Graduate School. Students who leave without following this procedure will receive a grade of F, or U if appropriate, 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 Academic Computing office. During the academic year, all students, full- and part-time, receive tuition refunds according to the stated 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/badges and laptop computer before claiming refunds. Graduate students who are recipients of Title IV federal financial aid should refer to the Return of Financial Aid Funds Policy and the Schedule of Adjustments for Withdrawal at <http://grad.financialaid.wfu.edu/policies/>.

A student who withdraws by the drop date for the semester, as established by the academic calendar, will not have a grade recorded for courses in progress. A student who withdraws after the drop date will be assigned a grade of withdraw-passing or withdraw-failing for each course in progress. The withdrawal date for a student enrolled in an on-line program will be determined by the last time the student participated in an online discussion or made contact with a faculty member. Simply logging in to a course is not determinative of participation in the course.

Reinstatement. A student who has withdrawn from the Graduate School and wishes 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 an approved leave or while withdrawn 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 program. If the student re-enters Graduate School after a five-year period, previous courses will not count toward the degree requirements.

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

STUDENT WELLNESS

STUDENT HEALTH SERVICE

Bowman Gray Campus. Health Insurance: Wake Forest School of Medicine requires that all students have adequate and applicable hospitalization insurance. Any charges generated that are not covered by the student's insurance policy will be the personal responsibility of the student. Students who are eligible to continue coverage under a parent's or spouse's policy may do so. As an alternative, Wake Forest School of Medicine offers a student plan through United Healthcare Student Resources. The cost of this insurance is billed to the student each semester on the student account. Students are required to waive out or enroll in the plan each semester. Students who fail to either waive or enroll will be automatically enrolled in the plan and responsible for all premium costs.

Dental Insurance: Optional dental insurance is offered to all students through United Healthcare. Students must enroll in the dental plan each year

directly with United Healthcare.

Prior to matriculation, each student is required to comply with the Policy on Student Health Requirements, available in the Student Handbook, or at <https://school.wakehealth.edu/-/media/WakeForest/School/Files/About-the-School-of-Medicine/Student-Health-Requirements.pdf>. The student is responsible for all costs required to meet matriculation (and continuing/renewal) requirements, including any services received at Employee Health, excepting those items noted in the Student Health Requirements-Wake Forest School of Medicine policy.

Immunizations. Wake Forest University and North Carolina State law require that all new, transfer, re-admit, unclassified, or visiting students, excepting unclassified, distance education, or those with a valid exemption, submit certification of certain immunizations PRIOR TO MATRICULATION. 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. The Medical Center Employee Health Services will have the responsibility for monitoring compliance with the immunization requirements. The current Policy and the requirements therein can be reviewed at <https://school.wakehealth.edu/-/media/WakeForest/School/Files/About-the-School-of-Medicine/Student-Health-Requirements.pdf>.

The North Carolina requirements must be documented within thirty days following enrollment. After that time, students not compliant with required immunizations 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.

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, and medical information and vaccinations related to travel to

international destinations. For more information go to shs.wfu.edu.

A full staff is available by appointment during clinic hours (fall and spring semesters): 8:30 a.m. to noon; 1:30 to 5:00 p.m., Monday–Thursday until 4:00 p.m. on Friday. Summer hours are Monday–Friday from 8:30–4:00 when school is in session. Nursing staff are available for after hour visits 7 days a week, when school is in session during the academic year. The services of the staff are covered by the student health fee. In addition, there are discounted “fee-for-service” charges for medications, laboratory tests, observation care, and some supplies and services (such as minor surgery). Payment can be made using cash, check, or credit card. 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, transfer and readmit students are required to have on file in the Student Health Service the WFU Health Information & Immunization Form. It must be received by the Student Health Service by 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 <https://prod.wp.cdn.aws.wfu.edu/sites/93/2019/04/2019-HIFE.pdf>. This form includes documentation of immunizations required by the University and the State of North Carolina.

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

Class Excuses. The responsibility of excusing students from class rests with the faculty. Consequently the Student Health Service does not issue “excuses” for students. Students who are evaluated at the Student Health Service are encouraged to discuss their medical situations with their professors. A receipt documenting visits is available to students at checkout. Information concerning hospitalization and prolonged illnesses is sent, with the student's permission, to the appropriate dean.

Student Insurance Program Information. Health insurance is required as a condition of enrollment for full-time students. Students who

demonstrate comparable coverage may waive the coverage provided by Wake Forest University. Information about the policy plan and process instructions can be found at shi.wfu.edu.

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. 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 Health Information & Immunization Form in order to assure correct identification of the student. This form can be downloaded from the Wake Forest University Student Health Service website shs.wfu.edu. Acceptable documentation is a statement signed by the appropriate official(s) having custody of the records of immunization, such as a physician or county health department. 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 AND RECOMMENDED IMMUNIZATIONS

A list of all REQUIRED and recommended immunizations can be found at shs.wfu.edu.

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.

In addition, accepted students to programs of study in the Biomedical Sciences are required to complete a criminal background check and drug screening prior to enrollment.

COUNSELING CENTERS

Bowman Gray Campus. Counseling & Well-being Services (CAWS) is located on the 1st floor of the Bowman Gray Center for Medical Education (Building 60N), Room 1213. Paige Bentley, PhD, MAEd., LPC-S, RYT is the Director of Counseling & Well-being Services and Ryan MacLeod, MA, LMFT is a Senior Mental Health Counselor. Both Dr. Bentley and Mr. MacLeod provide counseling and consultation, and oversee well-being activities to currently enrolled Bowman Gray students. All counseling and consultation services are confidential and are free of charge to students.

Counseling & Well-being Services offers counseling for a variety of concerns including depression, anxiety, personal adjustment, disordered eating, managing stress, school/life balance, sexuality, and relationship issues.

Well-being activities include activities such as yoga, mindfulness meditation, fitness, dancing, and facilitated discussions related to helping students manage demands of graduate school.

Appointments are available to students from 8 am - 5 pm, Monday-Friday. Well-being activities will be posted on the Counseling & Well-being Website Calendar. Although CWS is not a 24/7 crisis center, arrangements can be made for emergent, urgent situations. To make an appointment for counseling, please email counselingservices@wakehealth.edu. If you do not hear back from one of the counselors within two days of requesting an appointment, please contact Dr. Paige Bentley directly at pbentley@wakehealth.edu.

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

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

The Center is open Monday-Friday from 8:30 a.m. to 5:00 p.m. whenever the University is operating. A crisis counselor is available by phone after-hours and on weekends 365 days a year by calling the University Counseling Center: 336-758-5273.

Degree Requirements

DEGREES OFFERED

The Graduate School of Arts and Sciences offers graduate programs leading to the Master of Arts (MA), Master of Arts in Education (MAEd), Master of Arts in Human Services (MAHS), Master of Fine Arts (MFA), Master of Science (MS), and Doctor of Philosophy (PhD) degrees.

The following pages contain information on the three major degree requirements: MA, MS and PhD. Degree requirements for dual degree programs, certificate programs, and individual degrees (i.e. education, human services, liberal arts, and fine arts) are found in the Programs & Certificates section of this publication.

For both the MA and MS degrees, the Graduate School requires a minimum of 24 hours of coursework; however, the coursework requirements for the PhD degree are set by the individual graduate program committees or student advisory committees. The MFA is only offered in Documentary Film.

THESIS/DISSERTATION COMMITTEE COMPOSITION & REVIEW GUIDELINES

For Master's degrees: When required by the degree or program, a thesis is written under the supervision of the student's advisory committee.

For students on the **Bowman Gray campus**, the committee must have no fewer than 3 members, including the advisor from the program, a second reader from within the program, and a third reader from outside the department or from the student's area of concentration who serves as the chair.

For students on the **Reynolda campus**, the committee must have no fewer than 3 members, including the advisor from the program, a second reader from within the program who serves as the committee chair, and a third reader from outside the department or from the student's area of concentration.

For the PhD degree: The examining committee for the dissertation must have no fewer than 5 members, including the program director, or a graduate faculty member chosen by the program director, the student's advisor, another member of the program, a representative from a related area from within

or outside the program, and a member from outside of the major department (or in the case of programs, outside of the student's area of concentration); this last member represents the Graduate Council and serves as the chair of the committee.

For all degrees: All members of the student's advisory or examining committee should be members of the graduate faculty. With the approval of his or her advisor, a student may recommend a person who is not on the graduate faculty to serve on the examining committee as a voting member; however, the committee must have a minimum of two members from the graduate faculty. The thesis advisor must justify the participation of this person on the basis of research, publications, and/or professional activities in a letter to the Dean of the Graduate School requesting approval. The responsibility to confirm the committee and its members rest with the Dean of the Graduate School.

FINAL EXAMINATION ASSESSMENT

Requirements for thesis submission and format are posted on the Graduate School of Arts and Sciences website, found at <http://graduate.wfu.edu>. The examination verifies the work stated in the thesis and knowledge in related areas. The possible committee decision is: unconditional pass, pass upon rectifying minor deficiencies, pass upon rectifying major deficiencies, and fail. If a student fails, the student may be reexamined only once. The defense must take place by the stated graduation deadlines on the academic calendar, or the student will be required to register for a subsequent semester in order to have their degree conferred.

UNCONDITIONAL PASS

If all committee members agree that the student has passed unconditionally, there is consensus to pass the examination. The committee chair will sign the ballot, submit the ballot to the Graduate School, and the student shall be recommended for award of the degree.

PASS UPON RECTIFYING MINOR DEFICIENCIES

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

that the reservations are communicated to the student and the Dean of the Graduate School by signing and submitting the ballot to the Graduate School. The student and the advisor are jointly responsible for ensuring that the thesis is modified to address the committee's reservations. Once the thesis has been modified, the student passes the examination, and the student will be recommended for award of the degree.

PASS UPON RECTIFYING MAJOR DEFICIENCIES

If reservations are expressed by committee members, the chair of the committee will ensure that the reservations are communicated to the student and the Dean of the Graduate School by signing and submitting the ballot to the Graduate School. The student and the advisor are jointly responsible for ensuring that the thesis is modified to address the committee's reservations. Once the thesis has been modified, the student passes the examination, and the student will be recommended for award of the degree.

FAIL

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

REQUIREMENTS FOR THE MASTER OF ARTS

Programs of study leading to the Master of Arts degree are offered in Bioethics, Communication, English, Liberal Studies, Mathematics and Statistics, Psychology, Religious Studies, and Sustainability. The degree is awarded to candidates who complete a minimum of 24 semester-hours of faculty-approved coursework with an average grade of B or above on all courses completed, meet any foreign language or special skills requirement,

and write an acceptable thesis (if required) for which six hours of credit toward the 30 required for graduation are allotted. Students may earn additional credit for thesis research, but such hours may not be substituted for the 24 hours of coursework required. Some programs require more than 30 hours for graduation. These requirements are listed in the Degree Requirements for the individual program; see the program listings elsewhere in the Bulletin.

RESIDENCE REQUIREMENTS

The minimum residence requirement is one academic year or three summer sessions (or the equivalent in Wake Forest online instruction). The total allowable time for completion of the degree must not exceed six years.

COURSE REQUIREMENTS

At least 12 of the 24 hours in coursework (not counting thesis research or GRD classes) required for the degree must be in courses numbered 700 or above. The remaining 12 hours may be in either 600-level, 700-level, or 800-level courses. All of the required 24 hours of coursework must be taken for a grade, although additional courses may be taken Pass/Fail, if offered in that mode. Credit may be allowed for as many as six hours of graduate work transferred from another institution at the discretion of the Program Director and Dean of the Graduate School, but the minimum residence requirement is not thereby reduced.

FOREIGN LANGUAGE OR SPECIAL SKILLS REQUIREMENT

Some programs may require students to demonstrate a reading knowledge of an appropriate foreign language or competency in one or more special skills. 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 program. The student must have satisfactorily met any foreign language or special skills requirement and is expected to complete the Master's degree requirements within one semester.

THESIS REQUIREMENT

Some of the programs granting an MA require a thesis; the student should verify

whether a thesis is required with the individual program. If required, 6 of the 30 hours required for the MA degree are allocated to thesis research. Thesis research courses are graded S (Satisfactory) or U (Unsatisfactory). If a U is assigned, the course must be repeated and an S earned before the degree can be awarded. A student who receives a grade of U in research in two semesters may be dismissed from the Graduate School by the Dean upon recommendation of the program. See the section on Thesis/Dissertation Committee Composition & Review Guidelines for details on the assessment of the Thesis.

REQUIREMENTS FOR MASTER OF FINE ARTS

REQUIREMENTS

The Master of Fine Arts degree requires 57 hours of coursework (not counting GRD classes). Students take four courses in documentary storytelling that address the core principles of research, theory, non-fiction writing, direction, and production design as well as courses in cinematography and sound and editing. Students receive nine credit hours for their creative thesis film, which they defend in the fall semester of their third year. The opportunity to create transmedia work is offered through The Imagination Project and courses in entrepreneurship and pedagogy prepare students for careers as entrepreneurial artists and academicians. Students may also take elective courses in an area of special interest.

RESIDENCE REQUIREMENTS

In general, a minimum of 12 months of full-time work or its equivalent in residence is required for the Master's degree (or the equivalent in Wake Forest online instruction). The total allowable time for completion of the degree must not exceed six years.

REQUIREMENTS FOR THE MASTER OF SCIENCE

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, the Master of Science degree is offered in Addiction Research and Clinical Health, Biomedical Engineering, Biomedical Science, Comparative Medicine, Clinical and Population Translational Sciences, Health Disparities in

Neuroscience-related Disorders, and Molecular Medicine and Translational Science.

RESIDENCE REQUIREMENT

In general, a minimum of 12 months of full-time work or its equivalent in residence is required for the Master's degree (or the equivalent in Wake Forest online instruction). The total allowable time for completion of the degree must not exceed six years.

COURSE REQUIREMENTS

An MS candidate must have a minimum of 30 semester-hours of graduate credit. When a thesis is required, 6 hours of thesis research is the minimum requirement. For the Reynolda Campus, at least 12 of the 24 hours in coursework (not counting thesis research or GRAD classes) required for the degree must be in courses numbered 700 or above. The remaining 12 hours may be in either 600-level, 700-level or 800-level courses. All of the required 24 hours of coursework must be taken for a grade, although additional courses may be taken Pass/Fail if offered in that mode. Some programs require more than 30 hours for graduation. Additional degree requirements are listed at the beginning of the applicable program section.

The course of study consisting of classes, seminars, and research is compiled by the student, the student's advisor, and the director of the program. It is recommended that, when possible, the course of study include courses in fields other than that of major interest. Credit may be allowed for as many as 6 hours of graduate work transferred from another institution at the discretion of the program director and Dean of the Graduate School, but the minimum residence requirement is not thereby reduced.

FOREIGN LANGUAGE OR SPECIAL SKILLS REQUIREMENT

Some programs may require students to demonstrate either a reading knowledge of an appropriate foreign language, or competence in one or more special skills. See the additional degree requirements for the applicable program.

TRAINING IN INTEGRITY AND RESPONSIBLE CONDUCT

For Bowman Gray campus students, the successful completion of a program in research, clinical, or behavioral ethics is required

prior to admission to degree candidacy. This requirement is fulfilled either by participating in courses designated by the Graduate School or by satisfactory completion of approved program electives that incorporate extensive discussion of responsible conduct in the research, clinical, or workplace settings.

ADMISSION TO DEGREE CANDIDACY

A student is admitted to degree candidacy by the Dean of the Graduate School after recommendation by the program director. The student must have satisfactorily met any foreign language, special skills, or ethics requirement and is expected to complete the MS degree requirements within one semester.

THESIS REQUIREMENT

Some of the programs granting an MS require a thesis; the student should verify whether a thesis is required with the individual program. If a thesis is required, 6 of the 30 hours required for the MS degree are allocated to thesis research at a minimum. Thesis research courses are graded S (Satisfactory) or U (Unsatisfactory). If a U is assigned, the course must be repeated and an S earned before the degree can be awarded. A student who receives a grade of U in research in two semesters may be dismissed from the Graduate School by the Dean upon recommendation of the program. See the section on Thesis/Dissertation Committee Composition & Review Guidelines for details on the assessment of the Thesis.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY

Programs of study leading to the Doctor of Philosophy (PhD) degree are offered in Biochemistry and Molecular Biology, Biology, Biomedical Engineering, Cancer Biology, Chemistry, Integrative Physiology and Pharmacology, Microbiology and Immunology, Molecular Genetics and Genomics, Molecular Medicine and Translational Science, Neuroscience, and Physics.

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 (or the equivalent in Wake Forest online instruction). The total allowable time for completion of the degree must not exceed seven years.

COURSE REQUIREMENTS AND ADVISORY COMMITTEE

The number of required courses is not prescribed by the Graduate School for PhD study. Certain programs have required courses; students should consult individual programs for specific course requirements. Coursework plans are typically arranged by the student's advisory committee with the approval of the program graduate committee, with the goal of assessing mastery of appropriate fields of concentration. Courses required by programs cannot be taken as Pass/Fail, and graduate committees may designate that certain courses may not be taken Pass/Fail. The advisory committee is appointed by the program director and consists of the student's advisor and a minimum of two other members of the graduate faculty as described above in the Thesis/Dissertation Review Requirements.

FOREIGN LANGUAGE OR SPECIAL SKILLS REQUIREMENT

Some programs may require students to demonstrate either a reading knowledge of one or more appropriate foreign languages, or competence in one or more special skills. See the additional degree requirements for the applicable program.

SCIENTIFIC INTEGRITY AND RESPONSIBLE CONDUCT OF RESEARCH

For Bowman Gray campus students, the successful completion of a program in research, clinical, or behavioral ethics is required prior to admission to degree candidacy. This requirement is fulfilled either by participating in courses designated by the Graduate School or by satisfactory completion of approved program electives that incorporate extensive discussion of responsible conduct in the research, clinical, or workplace settings.

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 typically fulfilled by participating in the courses Career Planning in the Biomedical Sciences and Seminars in Professional Development, often taken during

the first year of graduate study.

PRELIMINARY EXAMINATION

This examination is conducted by the program. The examining committee selected by the program 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 and notifies the Graduate School of the results. In case of failure, the committee may recommend that the candidate be dropped from the program. A reexamination may be allowed 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 PhD.

ADMISSION TO DEGREE CANDIDACY A student is admitted to degree candidacy by the Dean of the Graduate School after recommendation by the program director. The student must have passed the preliminary examination, satisfactorily met any foreign language, special skills, ethics, and professional development requirements, and is

expected to complete the degree requirements within one semester.

DISSERTATION REQUIREMENT

Under the supervision of an advisor committee, the candidate prepares a dissertation embodying the results of investigative efforts in the field of concentration. Students on the Bowman Gray campus must submit an electronic copy of the dissertation 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. Other faculty members may attend the final examination and participate in the questioning. Dissertation research courses are graded S (Satisfactory) or U (Unsatisfactory). If a U is assigned, the course must be repeated and an S earned before the degree can be awarded. A student who receives a grade of U in research in two semesters may be dismissed from the Graduate School by the Dean upon recommendation of the program. See the section on Thesis/Dissertation Committee Composition & Review Guidelines for details on the assessment of the Dissertation.

Degree Programs & Certificates

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. 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.

GRAD Courses

Overview

The Graduate School offers several courses for students in graduate programs. Some courses are required by the degree or program, while others serve as general electives. Please consult the degree requirements and the individual program requirements to determine which courses are mandatory.

Degree Requirements: Please see “Requirements for Degrees” beginning on Page 24.

Courses of Instruction

GRAD TO. Thesis-only. (0) This course is intended only for Bowman Gray students who need to continue their relationship with the University until such a time that their degree can be conferred. The requirement is that the Bowman Gray student meets one of two criteria: a) the student defends the thesis at a point in time that precludes them from being able to have their degree conferred within the term, or b) the student leaves the institution with their faculty advisor, but has already advanced to candidacy. Permission of the Graduate School Director or Dean is required, and a fee will be charged to the student when registering for this course. *P—POI*

700. Independent Study. (1-9) This course allows an interested student to pursue a topic covered in another class in greater depth under the guidance of a faculty member. The faculty member will work with the student to clarify the expectations; usually the course requires a combination of extensive reading, tutorial sessions, and a written paper. May be repeated.

701. Special Topics. (1-9) This course allows an interested student or students to pursue a topic covered in another class in greater depth under the guidance of a faculty member. The faculty member will work with the student or students to clarify the expectations; usually the course requires a combination of extensive reading, tutorial sessions, and a written paper. May be repeated for different topics.

702. Internship. (1-9) The objective of this experiential course is to prepare graduate students to practice their biomedical science expertise within one of a variety of career settings. The course is appropriate for those seeking either a Master's or PhD in biomedical sciences, preparing the student for roles in pharmaceutical/biotech (research, safety, marketing), law and regulatory agencies, medical writing, science policy, and grants management, among others. Students should register for this course if their internship placement is located within the Wake Forest umbrella. Students with placement outside of the Wake Forest umbrella should register for GRAD 703. Credit hours may be adjusted based on the length of the internship. May be repeated. *Satisfactory/Unsatisfactory.*

703. Internship. (1-9) The objective of this experiential course is to prepare graduate students to practice their biomedical science expertise within one of a variety of career settings. The course is appropriate for those seeking either a Master's or PhD in biomedical sciences, preparing the student for roles in pharmaceutical/biotech (research, safety, marketing), law and regulatory agencies, medical writing, science policy, and grants management, among others. Students should register for this course if their internship is located outside of the Wake Forest umbrella. Students with placement inside of the Wake Forest umbrella should register for GRAD 702. Credit hours may be adjusted based on the length of the internship. May be repeated. *Satisfactory/Unsatisfactory.*

704. Principles of Intellectual Property Development. (2) Designed for late-stage graduate students to supplement their scientific background with a greater understanding of intellectual

property protection, commercialization, and start-up company formation. Numerous aspects of our knowledge-based economy will be covered including an overview of the diverse types of intellectual property protection available to protect inventions (with a focus on patents), the technology transfer process in an academic setting, a primer of company formation and organization, and an analysis of the different agreements (including confidential disclosure agreements, material transfer agreements, and license agreements) necessary to move a technology from the bench to the bedside. *P—Scientific graduate students only.*

705. Commercializing Innovation. (3) This course will explore the processes that are involved from taking an interesting and innovative idea through to successful commercial or organizational application - in going from why something is a promising innovation on to how to develop a potentially successful business. It will look at product and process innovation, as well as the increasingly important area of business model innovation. There will be strong emphasis on practical application, group work and learning from experience. Guest lecturers will be used to illuminate some of the key issues in the commercialization process. Typically offered in spring terms.

706. Regulation and Reimbursement of Novel Drugs, Biologics & Medical Devices. (3) This course is an overview of the key areas of strategic clinical development, Regulatory Affairs and the FDA-imposed regulations pertinent to the product lifecycle in the pharmaceutical, biologics, and medical device industries. The course also explores the basics of market access and reimbursement as a “second approval” prior to the product entering the market. The implications for available scientific and clinical evidence in light of market access issues will be discussed and linked back to the design of successful clinical development programs. Students will gain insight into the key elements of the regulatory process and market access in various health sector industries, governmental agencies and consultancies.

707. Professional Responsibilities and Conduct I. (1) Students learn to identify general and discipline-specific professional norms and obligations for the responsible practice of science. Emphasizes development of professional decision-making skills. This course or equivalent is required for Reynolda campus Master’s students who will be supported on federal grants. *Pass/Fail*

708. Communicating Science. (1) This course is meant to train students in the best practices of taking highly technically scientific content and translating into formats that can be more easily comprehended by non-scientists and laypersons. The course will rely heavily on student presentations, often of their own research, followed by constructive critique from other class members. Typically offered in the summer term.

709, 710. Scientific Outreach. (1) This course provides hands-on engagement with teaching and educational opportunities directed at the lay public or other, non-university groups. Planning outreach events and communicating scientific concepts to the lay public are essential skills for any scientist-in-training, especially those who may be involved in academic lecturing or public policy. The scope of such activities will derive from the scientific disciplines of the students involved, but will include activities involving the informal teaching of basic and translational science concepts in the biomedical sciences and other STEM-related disciplines. Examples of such engagement include K-12 school visits, involvement in public symposia related to science for lay audiences, or any similar activity performed under faculty guidance. May be repeated for credit not to exceed 6 hours each. *Satisfactory/Unsatisfactory*

711. Introduction to College Teaching. (1) Prepares graduate teaching assistants for teaching roles. Coursework includes a 1-2 day orientation introducing students to the role and responsibility of being a teaching assistant, departmental orientation to teaching in the discipline, a series of educational workshops conducted by the Teaching and Learning Center, and classroom observation. *Satisfactory/Unsatisfactory*

712. Clinical Integrity and Professionalism. (3) This course offers foundational ethics and integrity training to Bowman Gray graduate students focused in pre-clinical studies. This course will utilize a combination of didactic presentations and small group, problem-based learning experiences to teach students methodology for addressing future ethical concerns in clinical and research practice. The course will provide an overview of the historical context and theoretical

frameworks of biomedical ethics. Emphasis will be placed on the use of case studies to discuss topics including but not limited to: the doctor-patient relationship, professionalism, the principles of biomedical ethics, informed consent, privacy and confidentiality, medical research, social factors in healthcare, and ethical issues at the beginning and end of life. This course satisfies graduation requirements for ethics training for Bowman Gray students. *Satisfactory/Unsatisfactory*

713. Foundations of Scientific Integrity and Professionalism. (1) A short-course designed to offer foundational ethics and integrity training to incoming Bowman Gray graduate students. Key concepts will include introduction to key professional norms in science, including, but not limited to, responsible conduct of research, new professional expectations, as well as student life. An introduction to topics, that will be further explored using case-studies in GRAD 714, will include: plagiarism, animal & human subject research, record keeping, data management, grant writing, the student and advisor relationship, laboratory dynamics, and managing conflicts of interest. Typically offered immediately following fall orientation. *Satisfactory/Unsatisfactory*

714. Scientific Integrity and Professionalism. (2) A small-group, problem-based learning formatted course designed to teach discipline-specific and broad, professional norms and obligations for the ethical practice of science, primarily for first-year graduate students on the Bowman Gray campus. The content will present ethical dilemmas and promote professional behavior on, but not limited to, the responsible conduct of research and the current regulatory climate with emphasis on the underlying principles that shape these concepts. Topics will include plagiarism, animal & human subject research, record keeping, data management, grant writing, the student and advisor relationship, laboratory dynamics, and managing conflicts of interest. Typically offered weekly at 2-hour discussion sections during the spring term. This course satisfies graduation requirements for ethics training for Bowman Gray students. *Satisfactory/Unsatisfactory*

715. Career Planning in the Biomedical Sciences. (1) A weekly seminar course, primarily for first-year graduate students on the Bowman Gray campus, in which invited alumni panelists share details on career options in the biomedical sciences, typically grouped by industry, highlighting a wide range of career paths. Speakers will share details from their own experiences in preparing for their chosen career paths, and may include: undergraduate college teaching, pharmaceutical research, law careers, medical writing, science policy, and grants management, among other careers. In addition to the panel discussions, students will have the opportunity to complete self-assessment exercises to help narrow their career focus, will begin to discuss best practices in resume, curriculum vitae, cover letter writing, and interviewing skills. Recommended for all students on the Bowman Gray campus. Typically offered in fall terms.

716. Seminars in Professional Development. (1) A weekly seminar course, primarily for first-year graduate students on the Bowman Gray campus, in which invited speakers give presentations organized around offering students best practices in professional behaviors on topics, including: animal & human subjects research, record keeping, authorship, grant writing, preparing talks and posters, and managing conflicts of interest. Required for PhD students on the Bowman Gray campus; recommended for MS students on the Bowman Gray campus. Typically offered in spring terms.

717. Career Planning for Graduate Students. (1) This course is designed to provide graduate students with experience in all three components of the career planning process: 1) self-assessment of work related values, interests, skills; 2) exploration and research of career options 3) development of job search materials including resumes, cover letters, and other relevant materials. Recommended for all students in the Reynolda Campus programs preferably in their first year. This will be offered in online format over half a semester to allow for self-guided investment in their own career plans. *Satisfactory/Unsatisfactory*

720. Topics in College-Level Teaching. (1-3) Students participate in the preparation and delivery of one or more lectures, homework assignments, and examinations, and facilitate small group learning sessions. Students attend at least two professional development workshops on a variety of aspects of the educational process. *P—Successful completion of the first year of coursework in a biomedical graduate training program and POI.* *Satisfactory/Unsatisfactory*

722. 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.

724. Biosafety in Research Laboratories. (3) This one-term course provides an overview of the types of biohazards that may be encountered while conducting scientific research, with emphasis on laboratories, and effective methods to minimize the risks associated with those hazards. *P—At least one microbiology course and laboratory experience.*

725. Speaking with Confidence. (3) Introduction to logic and rhetoric as well as grammar, comprehension, idioms, pronunciation, and vocabulary. Focuses on increasing self-confidence to improve speaking abilities as well as future employment opportunities.

726. Written English for the Professional Graduate. (3) Explores the different forms of written English and their application. Focuses on increasing understanding the application of grammar, structure, rhetoric, and idioms to improve future employment opportunities.

General Courses in Liberal Arts

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

601. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3) Field-based seminar compares the barriers to market participation experienced by independent entrepreneurs cross-culturally. Free trade policies are contrasted with fair trade practices to determine why so many independent producers have trouble succeeding in a globalizing world.

605. Museum Anthropology. (3) Examines the historical, social, and ideological forces shaping the development of museums, including the formation of anthropological collections and 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.

608. Archaeological Theory and Practice. (3) Examination of a contemporary archaeological topic through participation in the formulation and implementation of an archaeological research design. Building knowledge relevant to contemporary society through understanding the interdependent nature of archaeological theory and method.

615. Artifact Analysis and Laboratory Methods in Archeology. (4) Introduces methods for determining the composition, age, manufacture, and use of different prehistoric and historic artifact types. Techniques for reconstruction of past natural environments from geological or ecofact samples. Exploration of data display tools including computer-based illustration, and archeological photography.

618. Prehistory and Archaeology of Europe. (3) Problem-based survey of the archaeological record of Europe. Complex interrelationships of material culture, economy, ideology, and social life from earliest peopling to the late Iron Age. Offered only in WFU Study Abroad programs.

625. Roots of Racism: Race and Ethnic Diversity in the U.S. (3) Examines biological myths of race and race as a social construction; historical, economic, and political roots of inequalities; institutions and ideologies that buttress and challenge power relations; and implications of anthropological

teaching and research for understanding social class and race discrimination in the U.S.

627. Global Justice and Human Rights in Latin America. (3) Examines anthropological understandings of human rights, with emphasis on activism and rights-in-practice in Latin America. Explores how human rights are understood, mobilized, and reinterpreted in specific contexts. Investigates how anthropologists negotiate tensions between culture and rights, universalism and relativism, and advocacy and neutrality.

629. Feminist Anthropology. (3) Examines cultural constructions of gender from a cross-cultural perspective and the relationship between feminism and anthropology through time. Emphasizes how varied forms of feminisms are constituted within diverse social, cultural, and economic systems. Students consider how feminist anthropologists have negotiated positions at the intersection of cultural and human rights.

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 takes students to diverse locations, including Africa, South Dakota, China, India, and the Amazon for a cross-cultural comparison examining roles, responsibilities and expectations, and how these interact with related issues of class and race.

633. Language and Gender. (3) Uses an anthropological perspective to examine relationships among language structure, language use, persons, and social categories.

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.

635. Anthropology of Space and Place in the U.S. (3 or 4) Course examines the spatial dimensions of culture by focusing on housing disparities in the U.S. Particular attention is paid to the cultural, gendered, economic, political, and regional contexts of housing policies and the impact policies have on children, families and communities. Course includes an optional Service-Learning community asset mapping assignment of a local Winston-Salem neighborhood.

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 is 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: Introduction to Environmental Anthropology. (3) Explores humanity's "place" in the cosmos, focusing on different world views 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. (4) 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. Development Wars: Applying Anthropology. (3) Explores the application of anthropological concepts and methods in the understanding of contemporary problems stemming from cultural diversity, including competing social and economic development models and ideologies of terror. Emphasizes conflict and change in developing areas but also considers the urban experience.

647. Warfare and Violent Conflict. (3) Seminar focusing on the causes and nature of warfare and violent group interaction across cultures and through time. Compares case studies from around

the globe and of varying sociopolitical organization, past and present. Includes explorations of primate behavior, forms of warfare, and competing theoretical explanations for its existence and for particular occurrences.

650. Language, Indigeneity and Globalization. (3) Taking a global case-study approach, this seminar explores the role language plays in contemporary identity formation and expression, from indigenous to transnational contexts. Addresses relationships among language and colonialism, postcolonialism, nationalism, cultural revitalization, standardization, social and economic inequality, boundary-formation, and processes of cultural inclusion and exclusion.

653. Language in Education. (3) This seminar explores the role of language in educational contexts; includes the study of bilingual and bicultural education, second language education, cross-cultural education, and communication in the classroom. Service-learning component.

654. Field Methods in Linguistic Anthropology. (4) Trains students in basic skills of collecting and analyzing linguistic data at the levels of phonetics-phonology, grammar, lexico-semantics, discourse, and sociocultural context. Students will learn about the research questions that drive linguistic fieldwork as well as the relevant methods, tools, and practical and ethical concerns.

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 world view; 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 indigenous peoples and cultures of North America since European contact. Explores historic and modern cultures, social and political relationships with Euro Americans, and social justice.

660. Anthropology of Global Health. (3) A critical introduction to the interdisciplinary field of global health, focusing on contributions from medical anthropology. Compares a diversity of health experiences and evaluates interventions across the globe. Explores how biocultural, political, and economic forces shape patterns of illness and disease with special attention to improving the health of the world's most vulnerable citizens.

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) Examines Western and non-Western conceptions of health, illness, the roles of patient and healer, and the organization of health in Western and non-Western cultures. Service learning.

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. 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. Emphasizes the fossil evidence for primate evolution. Major topics include: primate origins, prosimian and anthropoid adaptations, patterns in primate evolution, and the place of humans within the order Primates.

666. Human Evolution. (3) The paleontological evidence for early human evolution, with an emphasis on the first five million years of bio-cultural evolution.

667. Human Biological Diversity. (3) Seminar focusing on current issues in human biological diversity. Special emphasis on the nature of human variation, and the relationship between human biological diversity and human behavioral diversity. Students learn what is known about how modern human biological variation is patterned, and investigate how this variation is interpreted culturally.

668. Human Osteology. (4) Survey and analysis of human skeletal anatomy, emphasizing archeological, anthropological, and forensic applications and practice.

670. Old World Prehistory. (3) Survey of Old World prehistory, with particular attention to

geological and climatological events affecting culture change.

674. North American Archaeology. (3) The development of indigenous cultures in North America from the earliest arrival of people to European contact as outlined by archaeological research, with an emphasis on ecology and sociocultural processes.

677. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry. (3) Explores 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, it links archeological and prHispanic 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. Field Program in Anthropological Archaeology. (3, 3) Integrated training in archaeological field methods and analytical techniques for researching human prehistory. Students learn archeological survey, mapping, excavation, recording techniques and artifact and ecofact recovery and analysis.

683, 684. Field Program in Cultural Anthropology. (3, 3) Comparative study of culture and training in ethnographic and cultural analysis 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. (4) Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Field experience and data analysis.

698. Individual Study. (3) Reading or research course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. May be repeated for a maximum of 6 hours.

785. Directed Research and Reading. (3) Research and reading course, including field component, designed to meet the needs of individual students and resulting in a professional-quality paper and/or presentation. May be repeated for a maximum of 6 hours. *P—POI*

Art

600. Introduction to Filmmaking. (4) Introduces historical, aesthetic, and technical principles of contemporary filmmaking in a fine art context. Students will work in groups to produce an experimental film and work individually to create a video that focuses on a personal story. *P—Some Video Art/Filmmaking experience required.*

614. Filmmaking: Site Specific. (4) A historical, aesthetic, and technical exploration of contemporary filmmaking in a fine art context. Students will produce multi-channel video projects that interact with physical space. *P—Video Art/Film-making experience required.*

624. Filmmaking: Cyberspace. (4) A historical, aesthetic, and technical exploration of contemporary filmmaking in a fine art context. Students will produce multi-channel video projects that interact with cyberspace. *P—Some Video Art/Filmmaking experience required.*

628. Filmmaking: Theatre Works. (4) A historical, aesthetic, and technical exploration of contemporary filmmaking in a fine art context. Students will produce single-channel video projects for theatre viewing *P—Some Video Art/Filmmaking experience required.*

685. Global Contemporary Art. (3) A global perspective on contemporary artistic trends since 1990, including discussions about art criticism, exhibitions and the changing art world.

696. Art History Seminar. (4) Offered by members of the faculty or visiting faculty on topics of their choice.

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|---------------------|--------------------------------|
| a. Ancient Art | h. Modern Architecture |
| b. Medieval Art | i. American Architecture |
| c. Renaissance Art | j. Global Art and Architecture |
| d. Baroque Art | k. Film |
| e. Modern Art | l. Architecture and Urbanism |
| f. Contemporary Art | m. Museums |
| g. American Art | n. Special Topics |

697. Advanced Topics in Studio Art. (1-4) Focus on selected studio projects, critical readings, and discussions on topics selected by members of department faculty. May be repeated for a maximum of 6 hours.

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|----------------|-------------------|
| a. Drawing | e. Photography |
| b. Painting | f. Digital Art |
| c. Printmaking | g. Special Topics |
| d. Sculpture | h. Video Art |

French Studies

621. Introduction to Translation. (3) Introduces translation strategies through theory and practice. Emphasizes translation of a broad variety of texts, including different literary and journalistic modes. Attention is given to accuracy in vocabulary, structures, forms, and to cultural concerns.

623. Advanced Grammar and Stylistics. (3) Review and application of grammatical structures for the refinement of writing techniques. Emphasizes the use of French in a variety of discourse types. Attention is given to accuracy and fluency of usage in the written language.

630. French for Management. (3) Explores oral and written French communication and develops intercultural skills in areas such as human resources, entrepreneurship, and marketing through case studies and current events.

643. Modern French. (3) Study of the features of contemporary French including colloquial French, contrasting grammar, vocabulary, and pronunciation with standard forms.

645. Language and Society. (3) Introduces sociolinguistic issues relating to the French language and its role in societies around the world.

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.

661. Special Topics in French and Francophone Film Studies. (3) In-depth study of particular aspects of French and/or francophone cinema. Topics may include film adaptations of literary works, cinematographic expressions of social or political issues, selected filmmakers, theories, genres, historical periods, or cinematographic trends. May be repeated for credit for a maximum of 6 hours when topics vary.

663. Trends in French and Francophone Poetry. (3) Study of the development of the poetic genre with analysis and interpretation of works from each period.

664. French and Francophone Prose Fiction. (3) Broad survey of prose fiction in French, with critical study of representative works from a variety of periods.

665. French and Francophone Drama. (3) Study of the chief trends in dramatic art in French, with reading and discussion of representative plays from selected periods: Baroque, Classicism, and Romanticism, among others.

670. Seminar in French and Francophone 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. May be repeated for credit for a maximum of 6 hours when topics vary.

674. Topics in French and Francophone Culture. (3) Study of selected topics in French and/or francophone culture. Works will be drawn from different fields (sociology, politics, art, history, music, cinema) and may include journalistic texts, films, historical and other cultural documents. May be repeated for credit for a maximum of 6 hours when topics vary.

675. Special Topics in French and Francophone Literature. (3) Selected themes and approaches to French literature transcending boundaries of time and genre. May be repeated for credit for a maximum of 6 hours when topics vary.

681. French Independent Study. (1.5, 3) May be repeated for credit. *P—Permission of the department.*

History

605. Medieval and Early Modern Iberia. (3) T Examines the variety of Christian, Muslim, and Jewish cultures that flourished on the Iberian peninsula between the years 700 and 1700. Themes include religious diversity and the imposition of orthodoxy, the formation of nation-states and empires, geographic exploration and discovery, and the economics of empire in the early modern period.

607. Italian Renaissance. (3) Examination of the economic, political, intellectual, artistic, and social developments in the Italian world from 1350-1550.

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.

609. European International Relations Since World War I. (3) Surveys European International Relations in the 20th century beyond treaties and alliances to the economic, social, and demographic factors that shaped formal arrangements between states. Covers the impact of new forms of international cooperation, pooled sovereignty, and non-governmental organizations on European diplomacy and internal relations.

610. 20th Century Eastern Europe. (3) Examination of the history of 20th century Eastern Europe, including the creation of nation-states, World War II, and the nature of Communist regimes established in the postwar period. Course includes a discussion of the collapse of the Eastern Bloc and the challenges of European integration.

612. Jews, Greeks, and Romans. (3) Largely from a Jewish context, the course explores the political, religious, social, and philosophical values shaped by the collision between Jews, Greeks, and Romans, from the Hellenistic Period to the Middle Ages.

613. The History of European Jewry from the Middle Ages to the Present. (3) Examines the Jewish historical experience in Europe from the medieval period to the Holocaust and its aftermath. Includes a consideration of social, cultural, economic and political history, and places the particular experience of Jews within the context of changes occurring in Europe from the medieval to the modern period.

614. European Economic and Social History, 1750-1990. (3) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors.

615. Greek History. (3) 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.

616. Rome: Republic and 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.

617. The French Revolution and Napoleonic Empire. (3) The revolution and wars that constitute one of the pivotal points in modern history.

618. Weimar Germany. (3) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration.

624 Fashion in the Eighteenth Century. (3) Examines the relationship between consumer culture and democratic politics in the eighteenth-century, focusing on Britain, North America, France, and Haiti. Considers laws regulating dress; the relationship between democracy, political resistance, and costume; the construction of political allegiance through clothes and symbols; and the ways fashion mediated ideas about empire, race, and gender.

625. English Kings, Queens, and Spectacle (3) Examines how English royal authority was created, legitimized, performed, and challenged between the reigns of Henry VIII and George III through ritual, image, and text. Topics include: gender and power; court culture; the press and political revolution; popular politics and propaganda; graphic satire; and the commercialization of politics.

627. Profit and Power in Britain. (3) Examines economic ideas and British society between 1688 and 1914. Topics include connections between consumption and identity; the relationship of morals to markets; the role of gender and the household; knowledge, technology, and the industrial revolution; and the place of free trade in the political imagination.

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.

629. British Empire. (3) A survey of Britain's global empire from the 17th century to its continuing influence on the Commonwealth, globalization, and violent conflict today.

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.

631. The United States in Age of Empire, 1877-1919. (3) Explores the late 19th and early 20th centuries when the United States joined in the global scramble for empire. Examines the domestic and international causes of American imperial expansion; the modes of rule that the U.S. exercised in its formal expansion and the political and intellectual debates at home and abroad about America's expansion as a world power.

632. The United States and the Global Cold War. (3) Considers United States efforts to secure its perceived interests through "nation building" and economic development in Africa, Latin America, the Middle East, and much of Asia during the Cold War and after, Emphasizes the ideological and cultural dimensions of American intervention.

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.

634. Mystics, Monarchs, and Masses in South Asian Islam. (3) An introduction to Islam through South Asian social, political, cultural, and intellectual history.

635. Hindus and Muslims in India, Pakistan, and Beyond. (3) Examines the shared yet different, intertwined yet separate histories of the Hindus and Muslims of modern India, Pakistan, Bangladesh, and Sri Lanka primarily over the last two centuries. Explores the checkered existence of the two communities in order to understand diversity and questions of coexistence and conflict.

636. Gender in African History. (3) Examines the close relationship between understandings of gender and power in African societies, with particular focus on the last several hundred years. After addressing the sources and methods scholars have used to address these topics, the course examines conceptions of gender and power in pre-colonial African societies, the impact of the colonial period on men and women, the gendered nature of nationalism and independence, and the importance of gender and power to many of Africa's post-colonial challenges.

637. Women and Gender in Early America. (3) History of women and gender roles from 1600 through the Civil War, including the social constructions of femininity and masculinity and their political, economic, and cultural significance. (CD)

638. Sexuality, Race and Class in the United States since 1850. (3) History of gender relations from the mid-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.

639. Sickness and Health in American Society. (3) Analysis of major trends in health, sickness, and disease within the broad context of social, political, and economic developments. Examines indigenous healing; colonial medicine; emergence of hospitals and asylums; public health; medical ethics; race, class, and gender issues; and natural versus high-tech approaches to health care in the 20th century.

640. Social and Cultural Change in Urban Africa. (3) While popular imagination suggests that the African past is largely a rural one, many of the continent's most explosive social and cultural transformations have taken place in its cities. This course examines how urban residents have worked to creatively shape some of sub-Saharan Africa's major transformations. Major topics include the social and cultural fabric of precolonial African cities, the impact of colonialism on African towns, cities as sites of revolution and independence, and the contemporary conditions and challenges facing urban residents. (CD)

641. Africans in the Atlantic World, 1750-1815. (3) 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. Also listed as AES 341. (CD)

644. Early Modernity in China. (3) This course explores historic transformations in Chinese economy, society, thought and culture from 1500 to 1800. These developments are placed within their local, global and comparative context. Students read a wide variety of Chinese primary sources in English translation, including philosophical treatises, literary works, letters, diaries, and memoirs, some of which were written by Jesuit missionaries from Catholic Europe. (CD)

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.

648. Samurai and Geisha: Fact, Film, and Fiction (3) Focuses on two well-known groups in Japanese history, the samurai (warriors) and geisha (entertainers). By analyzing historical studies and primary sources, as well as works of fiction and films about samurai and geisha, the course considers how Japanese and Western historians, novelists, and filmmakers have portrayed the two groups and by implication Japan and its history in the modern period.

650. World Economic History: Globalization, Wealth, and Poverty, 1500-Present. (3) Explores the growth of globalization and its role in the creation of wealth and poverty in both developed and underdeveloped nations. Focuses on trade, industrialization, and agriculture and technological advances in global contexts.

651. Global Environmental History. (3) Analysis of environmental aspects of world history from the beginning of agriculture to the present. Focus on how humans have used the environment to different ends. Topics include forests, agriculture, water, urbanism, science, warfare, conservation, energy, and perceptions of nature.

652. Ten Years of Madness: The Chinese Cultural Revolution, 1966 to 1976. (3) A history of the Chinese Cultural Revolution from 1966 to 1976. Examines the origins, consequences, and collective memories of the catastrophic political events and the social and cultural transformations that took place in China during the last decade of Mao's leadership.

653. War and Society in Early America. (3) Examines the evolution of warfare among the indigenous and colonial societies of North America between 1500 and 1800 and considers the roles of economics, class, gender, race, religion, and ideology in cultures of violence.

654. The Early American Republic. (3) A history of the formative generation of the United States. Considers the dramatic transformations of the constitutional, economic, and racial orders, as well as new performances in politics, national identity, gender and culture.

656. Jacksonian America, 1815-1850. (3) The U.S. in the age of Jackson, Clay, Calhoun, and

Webster.

658. Race and the Courts. (3) Examines the impact of state and federal court cases upon the evolution of race relations in the U.S. Beginning with Dred Scott, the historical context of each case is placed in juxtaposition to the social and political realities for the given time periods. Case law, scholarly articles, as well as the Supreme Court Digest provide a foundation for analyzing government intervention, inaction, and creative interpretation.

659. Prostitutes, Machos, and Travestis: Sex and Gender in Latin-American History. (3) Explores gender and sexuality across 20th century Latin America and the Caribbean. Applies new theoretical developments in gender, masculinity, and LGBT studies to the region's history of race, revolution, labor, dictatorship, and social movements. Cases include the Mexican, Cuban, and Nicaraguan Revolutions and the Dominican and Argentine dictatorships.

660. Jewish Migrations to the Americas (3) Compares Jewish migrations to the U.S., Latin America, and the Caribbean from the colonial period to the present, focusing on the peak mobility of the 1880s-1920s. Topics include changing conceptions of identity (national, racial, ethnic, religious), class, gender, assimilation, institutions, and relations both among Jews and between Jews and other groups. (CD)

661. Economic History of the U.S. (3) The economic development of the U.S. from colonial beginnings to the present.

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.

665. Modern Native American History. (3) Considers broad historical issues and debates about Native American identity, experiences with and memories of colonialism, cultural preservation and dynamism, and political sovereignty from 1830 to the present. Focuses on individual accounts, tribal case studies, and popular representations of Native people.

666. Historic Preservation and Conservation. (3) Explores the history of the preservation and conservation movements organized to save historic buildings and landscapes in the U.S. and other nations. Examines the laws, international charters, national, statewide, and local agencies, practices, collaborations, and emerging challenges of historic preservation and conservation.

667. Public History. (3) Introduces students to the major issues involved in the practice, interpretation, and display of history for nonacademic audiences in public settings. Central themes include controversial historical interpretations, the role of history in popular culture, issues and aims in exhibiting history, and the politics of historical memory. Explores some of the many ways people create, convey, and contest history, major themes in community and local history, and the problems and possibilities of working as historians in public settings.

669. Modern Military History. (3) Making war in the modern era, with special attention to the social context of military activity.

670. Topics in North Carolina History. (3) General chronological survey of North Carolina with emphasis on selected topics. May be repeated for credit if topic varies.

671. Transgender History, Identity, and Politics in the U.S. (3) This course explores the experiences of and responses to transgender, gender non-conforming, and intersex (TGI) people in nineteenth- and twentieth-century America. We will examine how scientific/medical authorities, legal authorities, and everyday people have understood and responded to various kinds of gender non-conformity. (CD)

672. Queer Public Histories. (3) Explores how public history projects (oral histories, museums, archives, documentaries) document gay, lesbian, and queer communities in the U.S. Discusses how historical and contemporary LGBTQ stories have been collected and examines the various queer identities that emerge through this process.

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.

675. Black Lives (3) Explores both the lived experience and the historical reality of African Americans. Black lives are profoundly shaped by their group experience, influenced in no small part by the role of racism. The biographical approach individuates historical figures struggling to fashion identity. Topics include character development, intimacy, gender roles, public and private personas, self-deceptions or defenses, and personal perceptions and biases. The craft of writing biography is taught throughout the semester.

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.

677. American Diplomatic History. (3) Introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.

678. Race, Memory and Identity (3) Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism. Also listed as REL 348.

680. America at Work. (3) Examines the American entrepreneurial spirit within the broader context of industrial, social, and economic change from the colonial period to the present and explores the social and cultural meanings attached to work and workers, owners and innovators, businesses and technologies, management and leadership. Also listed as ESE 380.

681. Religious Utopias and the American Experience. (3) Religious groups of many different origins have found in North America an open space for creating settlements that would embody their ideals. This course surveys a range of such 18th- and 19th-century communities, including Moravians, Rappites, Shakers, and the Oneida and Amana colonies. Also listed as REL 346.

682. Religion in the Development of Higher Education. (3) Examines the role of religious groups in the founding of American colleges and universities, and explores how their role has changed across history up through contemporary trends and issues. Major themes include the heritage of religion in European higher education; institutions of higher education founded by specific American religious groups; religion in the liberal arts curriculum; religious activities in student life; the relationship of colleges and universities with religious sponsors and constituents, focusing on controversies such as science and religion; the impact of universities on liberal arts colleges; and the trends toward growth and “secularization” in the last 50 years.

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.

684. Global Outlaws in History Since 1500. (3) Examines the motivations, ideologies, goals, and behavior of those who have been deemed “outlaws” to international society since 1500, including pirates, terrorists, smugglers, war criminals, and violators of copyright. Analyzes the role of power in creating the global regimes that define and target such activities.

685. History of Film: Bollywood and the Making of Modern India. (3) Juxtaposes historical films made by the world’s largest film industry based out of Bombay/Mumbai with textual primary sources and secondary historical works and seeks to understand films as both interpretations and sources of history. Explores specific themes such as nation, gender, caste, and community that are critical to understanding modern India and South Asian History and culture.

686. History of Islamic Law. (3) Introduces students to the development of Islamic law in its historical context. Focuses on sources of law and methods of law-finding, emergence of schools of law, legal institutions, and administration of justice, changes that Islamic law underwent since the end of the 19th century, and its role in the modern nation states. (CD)

687. The Last Great Muslim Empires. (3) Examines, in a comparative way, central themes in the history of the Ottoman, Mughal, and Safavid Empires in the early modern period (1400-1800). Considers the ways in which Muslim rulers fostered political legitimacy, ruled over non-Muslims and heterodox subject populations, and recruited persons of diverse religious and ethnic background into state service.

688. Nation, Faith, and Gender in the Middle East. (3) Traces the development of nationalism and its interaction with religious, transnational, and gender identities in the Middle East in the 19th and 20th centuries. Topics include Zionism, Arabism, Turkish nationalism, and Islamic revivalism.

689. The British Empire in the Middle East. (3) Covering the period from the late eighteenth to late twentieth centuries, this course considers British involvement in the Middle East, exploring the political, economic, social and cultural facets of imperial power, decolonization and postcolonial international relations.

690. Research Seminar. (3) Offered by members of the faculty on topics of their choice. A paper is required.

691. Making History (3) Seminar explores how historians make history through analysis, synthesis, and interpretation. Open to all students. Honors students must take HST 391.

692. Individual Research. (3) Writing of a major research paper. May be taken in lieu of HST 390. *P—POI*

697. Historical Writing Tutorial. (1.5) Individual supervision of historical writing to improve a project initiated in HST 390 or HST 392. *P—POI*

698. Individual Study. (3) Project for a qualified student in an area of study not otherwise available in the department; subject to approval. Work must be equivalent to an upper-level course.

699. Directed Reading. (1-3) Concentrated reading in an area of study not otherwise available. May be repeated for credit if topic varies. *P—POI*

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).

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.

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.

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. May be repeated for credit.

Linguistics

640. Special Topics. (3) Inter-cultural Communication. In-depth examination of the role of intercultural communication in the shaping of the world order today. Through a historical and theoretical survey, as well as self-awareness tools, students will acquire insights and experience in the analysis and design of intercultural communication strategies with a global mindset at personal, corporate, national and international mass-media levels.

680. Language Use and Technology. (3) Introduction to the fundamental concepts of creating and accessing large linguistic corpora (electronic collections of “real world” text) for linguistic inquiry. Course surveys a variety of cross-discipline efforts that employ corpus data for research and explores current applications.

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*

Middle East & South Asian Studies

611. Elementary Arabic I. (3) The first part of a two-semester course designed for students with no knowledge of the language. Focuses on developing proficiency in reading, writing, listening, and speaking skills in Modern Standard Arabic. Introduction to Arabic script and basic grammar, with oral and written drills and reading of simple texts.

612. Elementary Arabic II. (3) The second part of a two-semester course designed for students with no knowledge of the language. Focuses on developing proficiency in reading, writing, listening, and speaking skills in Modern Standard Arabic. Introduction to Arabic script and basic grammar, with oral and written drills and reading of simple texts. *P—611*

653. Intermediate Arabic I. (4) Review of grammar and focus on the acquisition of more complex grammatical structures, building of vocabulary, and expansion of reading, writing, and listening and speaking skills in Modern Standard Arabic. *P—612*

701. Intermediate Arabic II. (3) Further building of vocabulary and grammar and expansion of reading, writing, listening, and speaking skills in Modern Standard Arabic. *P—653*

730. Upper Intermediate Arabic I. (3) With an emphasis on speaking and writing, this course will develop students' oral and written proficiency on an upper intermediate level of fluency. *P—701*

731. Upper Intermediate Arabic II. (3) A continuation of ARB 730. *P—730*

Philosophy

631. Plato. (3) Detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology.

632. Aristotle. (3) Study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge.

641. Kant. (3) Study of Kant's principal contributions to metaphysics and the theory of knowledge.

642. Studies in Modern Philosophy. (3) Treatment of selected figures and/or themes in 17th and 18th century European philosophy.

652. 19th Century European Philosophy: Hegel, Kierkegaard, and Nietzsche. (3) Is there a way to think about the natural world that also makes sense of human life and history? Is anything gained, or lost, by thinking holistically about the world as a whole? Is a life dedicated to thinking about the world (and living accordingly) a way of avoiding an authentic human life? What does it mean to live authentically? Does nihilism provide the answer or is it a form of avoidance?

654. Wittgenstein. (3) Study of the work of Ludwig Wittgenstein on such topics as the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical.

660. Ethics. (3) Systematic explanation of central ethical theories in the Western philosophical tradition. Such theories include Kantian deontology, utilitarianism, Aristotelian virtue ethics, and divine command theory.

661. Topics in Ethics. (3)

662. Social and Political Philosophy. (3) Systematic examination of the work of selected contemporary and traditional philosophers on topics such as the state, the family, distributive justice, property, liberty, and the common good.

670. Philosophy and Christianity. (3) Examines the philosophical foundations of Christian thought and belief. Christian concepts of God and life everlasting, trinity, incarnation, atonement, prayer, sin, evil, and obligation.

671. Aesthetics and the Philosophy of Art. (3) Covers such questions as: What is beauty? What is taste? What is art? Must art be beautiful? Can immoral art be good art? Readings may cover historical figures such as Plato or Kant, or may focus on contemporary writers.

672. Philosophy of Religion. (3) What is religion? Are the gods dead? Is God dead? Is religious belief a symptom of an underlying human weakness or biological process, or could it be a response to the sacred? Must believers rely on something less than knowledge? Are philosophical proofs the way to knowledge of God? What sort of problem is the “problem of evil” and what is its significance? How are religious beliefs like and unlike metaphysical, moral, and modern scientific beliefs?

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.

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.

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. Also listed a LIN 675.

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.

682. Topics in Metaphysics. (3)

685. Seminar. (2-3) Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit.

Politics and International Affairs

Undergraduate students are given preference in enrollment for courses in the Department of Politics and International Affairs.

611. Political Parties, Voters, and Elections. (3) Examines 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) Explores 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) Examines the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the U.S.

620. The American Presidency. (3) Explores the interaction of the presidential office and the individual contemporary presidents in an evolving political context.

629. Women, Gender, and Politics. (3) Examines classical and contemporary studies of how gender structures politics, including the political participation of women and other gendered social groups, as well as current policy issues.

632. Politics in Russia and Eastern Europe. (3) Analysis of the political, economic, and social patterns of the region emphasizing the internal dynamics and divergent outcomes of the regime transitions after the fall of communism in Central and Eastern Europe and the former Soviet Union.

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) Surveys 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. Deals with Islam as a political ideology which shapes the structure of political institutions and behavior. Looks at Islam in practice by examining the interaction between Islam and the

political systems of Iran, Pakistan, Saudi Arabia, and others. (CD)

650. Afghanistan, Pakistan, Iraq and U.S. Policy since 2001. (3) Broadly addresses the phenomena of U.S. involvement in two ongoing conflicts -- the Afghanistan war and the Iraq war. Focuses on the respective domestic and international politics and policies of the four main actors relevant to the conflicts: U.S., Afghanistan, Pakistan, and Iraq.

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. (3) Analyzes the historical and theoretical perspectives shaping U.S. engagement with the world past and present. Applies this understanding to current problems in U.S. foreign Policy.

659. Palestine and the Arab-Israeli Conflict. (3) Explores the nature and scope of the conflict with particular emphasis on the time period post-1967 and the respective policies of the three most significant actors in the conflict: the U.S., Israel and Palestine.

663. U.S. Foreign Policy in the Middle East. (3) Critical analysis of U.S. foreign policy with respect to the Middle East since the second World War. Utilizes a case study method of instruction.

672. Democratic Theory. (3) Examines the historical and theoretical underpinnings of democracy and some of the critiques of those foundations. Focuses on understanding some of the major theories of democracy and how key democratic concepts are defined differently within these various traditions.

673. Marx, Marxism and Post-Marxism. (3) Examines Marx's early humanistic writings, his later philosophy, the vicissitudes of 20th century Marxism and attempts to reorient Marx's theory in light of developments in contemporary political thought and practice.

677. Feminist Political Thought. (3) Introduces feminist thought and its implications for the study and practice of political theory. Topics include feminist critiques of the Western political tradition and schools of feminist political theory. (CD)

678. Politics and Identity. (3) Investigation of the ways in which concepts of identity have informed political norms, structures, and practices; the myriad forms identity takes (particularly gender, sexual orientation, class, race, religion, and ethnicity) drawing on examples from across the globe and theoretical approaches proposed for engaging differences.

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 initiate the project and secure the permission of an appropriate instructor. May be repeated for a maximum of 6 hours, only three of which may count toward the major. *P—POI*

688. Directed Reading. (2 or 3) Concentrated reading in an area of study not otherwise available. Students initiate the project and secure the permission of an appropriate instructor. *P—POI*

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 initiate the project and secure the permission of an appropriate instructor. Normally one course in an appropriate subfield is taken prior to the internship. *P—POI*

Spanish and Italian

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.

623. Advanced Grammar and Composition. (3) Advanced-level review of Spanish morphology and syntax applied to the refinement of writing techniques.

- 630. The Debate about Woman in Late Medieval Spain.** (3) Explores romantic love in the Iberian Peninsula in the 14th and 15th centuries focusing on the debate about woman as an index of social changes happening at the moment.
- 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 16th and 17th centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics.
- 633. Don Quijote: 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.
- 634. Voices of Modern Spain.** (3) Study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. Sociology
- 634. Sociology of Education.** (3) 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*
- 635. Love, Death, and Poetry.** (3) Study of the representation of universal themes in Spanish poetry from different historical periods.
- 636. 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 20th century.
- 641. European-American Encounters, 1492 to the Present.** Study of the 500-year tradition of representations of encounter between Spain and the Americas, with special attention to the ways the topic is used to define and redefine individual and collective identities. Primary texts include narratives, plays, engravings, murals, films, and advertisements.
- 642. From Colonial to Postcolonial Voices.** (3) Study of a variety of texts from the 18th and 19th centuries dealing with political emancipation, nation-building, and continental identity.
- 647. Contemporary Theatre in Spain and Spanish America.** (3) Study of contemporary Peninsular and Spanish-American theatre within its political, social, cultural, and aesthetic context.
- 648. 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.
- 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.
- 649. Special Topics.** (1.5-3) Selected special topics in Hispanic literature. May be repeated for credit. *P—POI*
- 655. 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.
- 656. 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.

657. Spanish-American Short Story. (3) Intensive study of the 20th-century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, García Márquez.

658. Spanish-American Novel. (3) Study of the novel in Spanish America from its beginning through the contemporary period.

659. Spanish-American Theatre: From Page to Stage. (3) Study of the transition of a dramatic work from text to performance and the role of Spanish-American theatre as a vehicle for cultural values and sociopolitical issues. Includes rehearsals for the public staging of selected one-act plays. Proficiency in Spanish and willingness to act on stage are required.

661. Fictions Literatures of the Mexican Revolution. (3) Explores 20th-century Mexican cultural production as it relates to the Mexican Revolution (1910-1920). Readings include novels, short stories, popular poetry, and historiographic texts. Attention to Mexican muralism and cinema, and special emphasis on relationships between literature, history, and contemporary politics.

670. 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.

671. Contrastive Spanish/English Grammar and Stylistics. (3) Advanced study of structure and style in a variety of Spanish texts, with an in depth approach to idiomatic expressions and some back/cross translation exercises.

679. Special Topics in Hispanic Linguistics. (3) Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage.

681. Spanish Translation. (3) Introduces translation strategies through practice, with emphasis on Spanish into English. Focuses on translating in domains such as social science, computing economics, the entertainment industry, banking, and journalism.

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/escort/simultaneous interpreting. Some voice-over talent training is also included.

683. Medical-Scientific Translation. (3) In this elective course, students will develop and refine a practical translation skill set within the scientific and medical domains. In addition students will gain familiarity with textual conventions that govern source and target texts within these domains and deepen their understanding of both Spanish and English as language for special purposes. Apart from translation proper, students will also be able to analyze texts for register, style, tone and content to determine the most appropriate process to achieve the highest quality translation. Finally, students' research skills will improve through the examination of available resources and the creation of domain-specific resources.

684. Internships for Spanish Translation/Localization and Spanish Interpreting. (1.5-3) 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. 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. Two mid-term essays and final essays are required.

692. Spanish for Medical Professions. (3) Study of terminology and sociocultural issues relevant to interlinguistic medical communication. Oral and written practice in medical context.

Women's Gender, and Sexuality Studies

602. Studies in Gender and Literature. (3) Addresses ways in which gender and literary practices

intersect in various cultures and historical periods. Attention will be paid to the role of literature in formulating, subverting, or resisting gender norms. May be repeated for credit if topic differs.

604. Transgender, History, Identity and Politics. (3) This course explores the experiences of and responses to transgender, gender non-conforming, and intersex (TGI) people in nineteenth- and twentieth-century America. We will examine how scientific/medical authorities, legal authorities, and everyday people have understood and responded to various finds of gender non-conformity.

605. Film Lab. in Women's, Gender, and Sexuality Studies. (1) Viewing, dissecting, and analyzing films. Fosters the skills to create complex cinematic analyses and explore feminist theoretical issues related to spectatorship.

606. Queer Public Histories. (3) Explores how public history projects (oral histories, museums, archives, documentaries) document gay, lesbian, and queer communities in the U.S. Discusses how historical and contemporary LGBTQ stories have been collected and examines the various queer identities that merge through this process. This course is cross-listed as HST 672.

610. Gender, Power, and Violence. (3) A research-centered study of various issues related to violence, power, and gender in American society. Emphasizes sociological analysis of competing theoretical explanations of violence with respect to race, class, gender, religion, and sexual orientation.

616. Introduction to Feminist Theory. (3) Introduction to key issues, questions, and concepts in feminist thought, which reflect a range of perspectives and methodologies.

617. Introduction to Queer Studies. (3) Provides an interdisciplinary grounding in the foundations of queer culture and studies, with a critical interrogation of sex, gender, sexuality, pleasure, and embodiment in popular culture, literature, health, science, and politics.

619. Women Playwrights. (3) Examination of selected plays and/ or performance texts by women. Focus varies, for example, looking at works by contemporary American women or early women dramatists such as Hrosvitha, Sor Juana, and Aphra Behn.

620. Feminist Theory and Practice. (3) Examines the major themes and terminology in feminist thought, with focus on its diverse and multicultural expressions through time. Themes to be explored include schools of feminism, interlocking systems of oppression and the connection between theory and practice. May be repeated for credit if topic differs.

621. Interdisciplinary Seminar. (3) Research-centered study of questions raised by women's gender, and sexuality studies on an interdisciplinary topic, such as gender and health issues, men, women, and pornography, lesbian and gay culture and theory, and transnational feminism. May be repeated for credit if topic differs.

622. Introduction to Women's, Gender, and Sexuality Studies. (3) An interdisciplinary course that integrates materials from the humanities and the sciences. Topics include critical methods and practical solutions, history and theory of women's, gender, and sexuality studies, women in culture and society, and cross-cultural issues of gender, ethnicity, social class, disability, and sexual orientation.

623. Feminist, Womanist, and Mujerista Theologies: Constructive Perspectives on Christian Thought. (3) Examination of selected plays and/ or performance texts by women. Examines major topics in Christian theology from African American (womanist), Latina/Hispanic (mujerista), and queer perspectives.

624. Readings in Queer Theology. (1.5) This seminar-style reading course surveys classic and new works in queer theology. Queer theology transgresses dominant constructions of gender identity and sexuality; and as such, it can be seen as an expression of the Christian gospel that subverts human understandings of life, community, and the divine. The course explores biblical and Christian theological perspectives on sexuality, social constructions of sexuality, and issues such as power, marriage equality, and sexual ethics.

625. Feminist Leadership Project. (1.5) Explores the principles of feminist leadership to deepen self-awareness about personal leadership skills and gain tools for creating feminist social change.

This highly interactive class welcomes students who are new to feminist thought/activism as well as those seeking to deepen their engagement with feminism. *Satisfactory/Unsatisfactory*

626. Telling Women's Lives: Writing about Entrepreneurs, Activists, and Thought Leaders.

(3) This course will use an interdisciplinary approach to address fundamental issues of female leadership by examining recent developments in long- and short-form narratives about women (biography, essays, profiles) and employing journalistic tools to interview and write profiles of women entrepreneurs, activists, and thought leaders.

627. The Feminist Book Society. (1.5) A reading course designed to introduce students to classic and contemporary feminist texts. Emphasis on close reading, discussion, and writing. May be repeated for credit if texts differ. *Satisfactory/Unsatisfactory*

629. Politics of Gender and Sexuality: Cross-Cultural Perspectives. (3) Examines cultural constructions of gender and sexuality from a cross-cultural perspective and the relationship between feminism and cultural rights activism through time. Emphasizes how varied forms of feminisms are constituted within diverse social, cultural, and economic systems. Students consider how feminists are negotiating positions at the intersection of cultural and human rights.

630. Gender and the Politics of Health. (3) This course examines the intersections of gender, medicine, health, and illness, with a focus on the U.S. context. Topics include: reproduction, mental illness, breast cancer, heart disease, and HIV/AIDS, among others. We explore the following questions: How have women and men interacted differently with the field of medicine, as healers, patients, and subjects of medical research? How do social and cultural norms about gender influence the definition of illness categories? What role does medicine play in defining and enforcing the boundaries of what is considered socially acceptable in terms of gender? How does gender as a social role affect health outcomes?

633. Sexual Politics in the United States. (3) This course explores the politics of sexuality in the United States. Drawing on feminist scholarship, queer theory, and lesbian, gay, and transgender studies, we will explore different historical and theoretical approaches to thinking about issues of power and sexuality. We will discuss sexual identities and cultures, state regulation of sexuality, sexual commerce, and cultural representations of sexuality, among other topics. Throughout we will examine how other social categories, such as race, class, gender, and disability, intersect with the politics of sexuality.

640. Feminist Philosophy. (3) Examines feminist approaches to philosophical theorizing. Topics may include feminist critiques of the scope and methods of mainstream philosophy, feminist approaches to ethics, epistemology and philosophy of language, and feminist conceptions of the self, sexuality, and moral agency.

645. Girls Gone Wild: A Century of Misbehavior. (3) This course analyzes what made girls and women “bad” and “wild” in the twentieth-century United States, and how such judgments changed over time. This class engages closely with novels, short stories, movies, comics, podcasts, and an opera with an eye to what behaviors were considered appropriate, and how they interrelated with sexual attraction, with economics, and with love. We examine the relationship between being configured as a sexual object (a recipient of desire) and a sexual subject (a possessor of desire), and come to a critical understanding of how the “proper” and “improper” forms of both were constantly in flux. We ask how race, ethnicity, and queerness interacted with hegemonic concepts of beauty and desire, and whether “masculinity” and “femininity” are necessarily attached to men and women. We read theories of sex and gender, examine concepts of projection and male hegemony, and ask how men as well as women are shaped by rules of appropriate behavior.

646. Visual Narratives: Image, Sequence, Story. (3) This class investigates the relationship of image, sequence, and story in typography, comics, woodcut novels, and photographic books, and film, as well as fiction and poetry with unusual visual elements, and then asks how these various elements offer different visual and textual expressions of sexuality. Students will conduct formalist analyses and further investigate visual narrative through creative exercises with the goal of developing an aesthetic sensibility and a technical vocabulary that enable them to discuss visual narrative with precision. Please note that some visual narratives will include graphic scenes of

sexuality. This course is cross-listed as ENG 645.

647. Joan Didion/Edmund White: Personal/History. (3) This course examines Didion and White, two of the most important American writers of the past fifty years. Both are known for their journalism as well as their fiction, and their interest in U.S. cultural and political history, especially in terms of gender and sexuality, permeates their novels. This course analyzes three works by each author, developing themes from motherhood, sexuality, imperialism, rebellion, and AIDS. This course is cross-listed as ENG 602.

649. Invert, Pervert, Bull Dagger, Queen: U.S. Queer Fiction in the 20th Century. (3) This class explores the history of lesbians, gay men, bisexuals, the transgendered, and other queers through fiction by and about them written over the last century in the United States. We also consider biography, artifacts of popular culture, comics, drama, and film. Topics include the relationship between homosexual desire and queerness in a broad sense; LGBTQ children; biological and psychological understandings of sexual orientation; and how social construction informs sexual identity and desire.

650. Biocultural Perspectives on Women and Aging. (3) Examines biological, socio-psychological, and cultural issues affecting older women.

651. Race and Ethnic Diversity in America. (3) Different race and ethnic experiences are examined through an institutional approach that examines religion, work, gender, schooling, marriage patterns, and culture from a cross-cultural perspective. Grand theoretical schemes like the “melting pot” are critiqued for their relevance in an age of new cultural expectations among the many American ethnic groups.

658. Mothers and Daughters: Literature and Theory. (3) Examines literature and feminist theories on motherhood and the mother-daughter relationship. A cross-cultural perspective is taken.

665. Asian American Feminism: Poetics and Politics. (3) This course will analyze historical, socio-political, and cultural events as well as contemporary issues structuring the lives of Asian American women and queer community. Students will learn intersectional and transnational feminist approaches to examine race, class, gender, sexuality, ethnicity, nationality, and kinship in Asian American art and activism.

671. Making Sense of the News Through a Feminist Lens. (1-3) Inquiry into news literacy from a feminist perspective, with the intention to identify gender bias and consider questions of empowerment, exclusion, consumerism, and how to navigate the digital landscape to distinguish verified, reliable news from propaganda.

677. Special Topics. (1.5-3) Includes such a wide range of women's, gender, and sexuality studies topics as gender issues in the 21st century, critical approaches to gender issues, and the emergence of feminist thought. May be repeated for credit if topic differs.

680. Sexuality, Law and Power. (3) This course will explore a wide variety of issues related to sexual identity and orientation, particularly as those issues continue to push the law to address the wide variations of patterns in which human beings relate. The course will look at the law as it both constricts societal development at times, and acts as a catalyst for radical social change at other times. Examines how religion and popular morality shape the law and, in some instances, are shaped by it.

681. Gender and the Law. (3) This course will examine how the law affects women's lives in a number of contexts. The class will consider a number of different areas, including but not limited to employment, education, family responsibilities, violence against women, and other issues affecting women's bodies, including pornography and prostitution. The class will also review a number of feminist legal theories and issues relating to the intersection of gender with race and class. This course is cross-listed as LAW 647.

683. Race, Gender and the Courts. (3) Examines the impact of state and federal court cases upon the evolution of race and gender relations in the U.S. from 1789 to the present. Each case is placed within the political, economic, and social historical context for the given time periods. Race includes Native Americans, African Americans, Asian Americans, and Latino Americans. This class will

analyze government intervention, inaction, and creative interpretation. This course is cross-listed as HST 658.

688. South Asian Women: Religion, Culture, and Politics. (3) Using a feminist and post-colonial perspective, and taking into account the histories, experiences, and lives of South Asian women, this course examines the intersection of religion, race, and gender from both a theoretical and a practical point of view. It focuses on issues of representation and identity formation, recognizing how categories such as “South Asian” and “woman” become tools for a simultaneous understanding of both culture and gender, creating a place for both oppression and empowerment. This course is cross-listed as REL 688.

696. Independent Study. (1-3) Independent projects in women’s gender, and sexuality studies, which either continue study begun in regular courses or develop new areas of interest. By prearrangement. May be repeated for credit.

697. Public Engagement in Women’s, Gender, and Sexuality Studies. (1.5; 3) An opportunity for students to engage in work and research that is shared with the broader public, either on campus or in a local community. A maximum of 3 hours may apply to the major or minor.

Addiction Research and Clinical Health (ARCH)

Bowman Gray Campus

Program Co-Directors
Affiliated Faculty

Elizabeth Shilling and Laura Veach
EJ Essic

Overview

To meet the critical needs for addiction care and treatment, the Addiction Research and Clinical Health (ARCH) Master of Science program at Wake Forest University provides graduate training at the master’s level to prepare specialists in addiction services.

The ARCH program provides two track options, one focused on a clinical outcome, and another focused on addictions research with an emphasis on neuroscience.

ARCH integrates student learning and research experiences throughout our medical community. The program, considered the first of its kind, is perfectly suited for the innovative environment at Wake Forest and is helping to create a workforce that will make a direct impact on the addiction crises faced by our patients, our community, and our nation.

The program goals are to: (1) Provide evidence-based integrated care effectively and ethically; (2) Value diversity, life-long learning, self-awareness, and personal growth; (3) Champion empathy, multicultural competencies, and the highest quality of skills; and (4) Base care on treating others with dignity and respect.

ARCH welcomes students from multiple disciplines, and can enhance the likelihood for further advanced studies in psychology, counseling, social work, medicine, or nursing, as well as provide opportunities for those who already hold an advanced degree and want to pursue further addiction specialized education.

Degree Requirements: *please see “Requirements for Degrees” beginning on Page 24.*

Program Requirements: All students are required to take 18 course credit hours in core courses.

Clinical MS: Students must complete a minimum of 39 course credit hours, including core courses, and 9 credit hours of clinical internship experiences amounting to a minimum of 600 hours of clinical experience.

Research MS: Students must complete a minimum of 39 course credit hours, including core courses, and 6 credit hours of a research internship.

Courses of Instruction

702. Human Development, Addictive Disorders & Human Services. (3) The course addresses development and cognitive processes governing learning from conception to death with an emphasis on the implications for addictive disorders and the treatment of addictive disorders. Normative, non-normative and historical effects within childhood, adolescence, adulthood and later life are presented. Formal developmental and learning theory is emphasized in conjunction with practical interpretation and application. The course provides an orientation and background for sound educational and clinical practices. Typically offered in fall semester.

703. Helping Skills in Addiction & Human Services. (3) Helping Skills in Addiction & Human Services investigates techniques of helping skills and multi-disciplinary intervention options for addictive disorders. The course teaches fundamental helping skills such as relationship building, basic assessment, goal setting, selecting interventions and evaluation of client outcomes in the context of addictive disorders in human services settings. Typically offered in fall semester.

704. Theories of Addictive Disorders. (3) Theories of Addictive Disorders is designed to introduce students to the theoretical, philosophical, and historical premises upon which addictive disorders are explained and treatment and prevention of addictive disorders are based. Biological, psychological, and sociological aspects of substance abuse and dependence will be the frameworks upon which the course will be taught. Typically offered in fall semester.

705. Addictive Disorders Treatment: Individuals, Families, and Groups. (3) This course is an introduction to basic therapeutic counseling skills for use with chemically dependent clients and/or their families. It is designed for counseling students who have worked as professional substance abuse counselors and for those who have little or no such experience. The course helps prepare students for certification as North Carolina Licensed Clinical Addictions Specialists (LCAS). Typically offered in spring semester.

706. Assessment & Diagnosis: Addictive Disorders. (3) This course is an introduction to assessing and diagnosing risky misuse and addiction disorders with the use/abuse & dependency continuum. It is designed for graduate students preparing to work as a professional Clinical Addiction Specialist. The course helps prepare students for certification as North Carolina Licensed Clinical Addictions Specialists (LCAS) through the approved program at Wake Forest Graduate School – Biomedical campus. Typically offered in spring semester.

707. Addictive Disorders Symposium. (3) The Addictive Disorders Symposium will explore contemporary issues in the field of addictive disorders and their influences on the roles of clinical addictive specialists and researchers. This course is designed to benefit clinical addictive disorders researchers, scientists and specialists. Students will actively participate in discussions related to the theme and sessions will feature researchers who will share their current thinking and agenda relevant to the concerns of addictive disorders professionals. Typically offered in summer term.

708. Advanced Study in Addictive Disorders. (3) The Advanced Study in Addictive Disorders is a course designed to provide an in-depth look at special topics related to addictive disorders such as process disorders, codependency, emerging practices and more. The disease of substance abuse and dependence has many unique characteristics when it occurs in persons and groups outside the typical family unit. In this course, an examination of those characteristics is explored among special populations including adolescents, the elderly, racial and ethnic minorities, gas/lesbians, the physically and developmentally disabled and the chronically ill. *P—ARCH 703*

709. Ethics in Health, Addictive Disorders & Human Services. (3) The Ethics in Health, Addictive Disorders & Human Services course is designed to examine the ethical and legal standards required by the industry, state entities, or federal entities that affect the practice of addiction prevention and addiction treatment of adults and minors. This course discusses five principles of ethical decision-making in addictive disorders clinical practice and provides a step-by-step model for resolving ethical dilemmas. The course also explores specific ethical and legal issues as they relate to addictive disorders treatment.

710. Addictive Disorders Clinical Experience I & Lab. (3) The Addictive Disorders Clinical Experience I & Lab is the introductory professional experience in a student's program. It is an

opportunity to increase an understanding of addictive disorders treatment and the clinical, personal and professional skills necessary to be successful in this profession. Through experiences at a clinical addiction site and with classmates, students will grow in the use of intervention and helping skills, case conceptualization skills and self-awareness. *P—ARCH 703*

711. Addictive Disorders Clinical Experience II & Lab. (3) The Addictive Disorders Clinical Experience II & Lab is the second comprehensive professional experience in a student's program. It is an opportunity to continue to synthesize and apply knowledge with supervised training at a site congruent with the student's career goals, while also helping clients representative of the ethnic, lifestyle, and demographic diversity in the community. Through the sharing of experiences in the lab experiences, students refine previously learned skills in an increasingly autonomous role with clients. *P—ARCH 706, ARCH 710*

712. Addictive Disorders Clinical Experience III & Lab. (3) The Addictive Disorders Clinical Experience III & Lab is the final comprehensive professional experience in a student's program. It is an opportunity to continue to synthesize and apply knowledge with supervised training at a site congruent with the student's career goals, while also helping clients representative of the ethnic, lifestyle, and demographic diversity in the community. Through the sharing of experiences in the lab experiences, students refine previously learned skills in an increasingly autonomous role with clients. *P—ARCH 711*

713. Addictive Disorders Research Internship I. (3) The Addictive Disorders Research Internship sequence of courses represent the final comprehensive professional experience in a research student's program. It is an opportunity to synthesize and apply knowledge with supervised training in up to three research laboratory experiences with the student's career goals.

714. Addictive Disorders Research Internship II. (3) The Addictive Disorders Research Internship sequence of courses represent the final comprehensive professional experience in a research student's program. It is an opportunity to synthesize and apply knowledge with supervised training in up to three research laboratory experiences with the student's career goals. *P—ARCH 713*

719/720. Addiction Research & Clinical Health Journal Club. (1) This journal club focuses on articles related to current trends in addiction research and addictive disorders treatment. Students are encouraged to review current research articles on addictive disorders with particular attention given to the implications of sociocultural, demographic, and lifestyle diversity. Each week a different student presents an article providing a thorough review of the article and relevant background information.

721. Social & Cultural Diversity in Addictive Disorders. (2) The clinical addiction profession strives to account for and thoroughly consider issues of cultural and ethnic diversity. The purpose of this course is to help students gain awareness of their cultural values and biases, of other's worldviews, and of culturally appropriate research and intervention strategies related to addictive disorders.

Biochemistry and Molecular Biology (BAMB)

Bowman Gray Campus

Program Director
Chair
Professors

Associate Professors

Assistant Professors

Thomas Hollis
Donald W. Bowden
Rebecca Alexander, Reto Asmis, Donald W. Bowden,
Cristina Furdui, Greg Hawkins, Thomas Hollis, Todd Lowther,
Douglas S. Lyles, John Parks, Fred W. Perrino, Leslie Poole
Nicholette Allred, Timothy Howard,
Jed Macosko, Allen Tsang
Derek Parsonage, Susan Sergeant, Terrence Smalley

Overview

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.

Students enter the program through the Molecular and Cellular Biosciences Track and participate in the MCB common curriculum in the first year. Curriculum in subsequent years includes participation in Scientific Communication, Topics in Biochemical Literature and electives of the student's choice. The student also participates in the department's program of research seminars.

Dissertation 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, virus assembly, 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 transduction 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.

Degree Requirements: Please see "Requirements for Degrees" beginning on Page 24.

Program Requirements: Students are required to take BAMB 700/701 Scientific Communication in year 2 and BAMB 709/710 Special Topics in Biochemical Literature in years 2 and 3.

MCB Track Electives

MCB 711. Biological Systems and Structures. (2) In depth study of macromolecular assembly and interactions, as well as the application of structural biology and proteomics technology. Contemporary concepts of the principles of protein and nucleic acid structure are discussed. Other topics include methods for structure determination such as X-ray diffraction, NMR spectrometry, and molecular modeling. Typically offered in the fall term. Intended for all graduate students in biochemistry and molecular biology (BAMB); open to students in other tracks or programs.

MCB 712. Biological Spectroscopy. (2) Principles and practicalities of the study of biomolecules using spectroscopic techniques such as absorbance, fluorescence and circular dichroism analyses. Other biophysical approaches such as mass spectrometry and sedimentation analysis will be included. Topics in the study of enzymes utilizing these techniques will be discussed. Typically offered in the fall term. Intended for all graduate students in biochemistry and molecular biology (BAMB); open to students in other tracks or programs.

MCB 715. Fundamentals of Redox Biology and Medicine. (2) Redox chemistry as it applies to biological systems is a specialized field where a fundamental understanding of the underlying biochemistry and appropriate methodologies for evaluating redox regulation and its effects on cellular function are essential. This course will provide the theoretical background and emphasize highly quantitative and robust approaches to evaluate redox changes when these are investigated 1) at the level of single molecules (e.g. working with redox-regulated recombinant proteins; 2) in vitro at the cellular level; 3) in vivo using animal models; and 4) in clinical studies.

BAMB Advanced Courses

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

706. Intracellular Signaling. (3) 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.

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.

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.

713. Large Experimental Datasets and Analysis - Advanced. (3) Conducted as a combination of lectures, reading assignments, and student-led discussions. Lectures detail experimental methods that generate large-scale datasets. Topics will include genotyping, expression profiling, metabolomics, high-content cellular imaging techniques and practical examples of bioinformatic software and statistical analyses.

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. P—Chemistry through physical chemistry and two semesters of physics or POI. Offered in odd-numbered years.

715, 716. Special Topics in Biochemistry. (1-9) Advanced conference course that considers various areas of current interest or rapid development. Topics are developed depending on the interests of students and staff.

717, 718. Principles and Practice of Teaching Biochemistry. (2) Structured participation of students as mentors in existing biochemistry classes. Under the supervision of biochemistry faculty, students create laboratory demonstrations, field questions, write and grade exam questions, conduct review sessions and participate in one-on-one instruction. P—POI

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

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.

740. Drug Discovery, Design, and Development—Molecules to Medicines. (3) Conducted as a combination of lectures, reading assignments, and student-led discussions. Examines drug discovery and development pathways from target and lead compound identification through metabolic and toxicology studies, clinical trials, FDA approval, and marketing. Regulatory processes, intellectual property, and ethical issues are also considered. Taught by WFU faculty from both the Reynolda and Bowman Gray campuses and colleagues in the pharmaceutical and biotechnology industries, students work in teams to present case studies on the discovery, development, and marketing of recently approved pharmaceuticals. Also listed as CHM 740. P—*Organic chemistry and biochemistry.*

745. Drug Discovery VirtualLaboratory. (1) Interactive laboratory course complements Seminars in Drug Discovery, Design, and Development—Molecules to Medicines by providing students with hands-on experience with state-of-the-art software used by the pharmaceutical industry to discover new drugs and refine their target interactions *in silico*. Following an introduction to structure-based drug design principles, students will complete tutorials; guided by WFU faculty from both the Reynolda and Bowman Gray campuses, they will develop and present exercises that examine how structure-based drug design has contributed to recently approved pharmaceuticals. C—BAMB 740

Bioethics (BIE)

Reynolda Campus

Program Co-Directors

Nancy King and Mark Hall

Overview

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

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

The program has particular emphases without declaring particular specializations. This is in part because bioethics education is by its nature fundamentally generalist: Students receive broad exposure to ideas, discussion, scholarly literature, and experience, as well as a set of intellectual skills to be developed and practiced widely before being turned to special areas of interest. Visit <http://bioethics.wfu.edu/academic/graduate-programs> for more information.

The MA in Bioethics requires 30 credit hours of work; 24 hours of coursework with an average grade of B or above plus 6 hours of thesis research. At least 12 of the 24 hours of coursework must be in courses numbered 700 or above (graduate students only). The remaining 12 hours may be in either 600 or 700 level courses. All work must be completed within six years of the date of initial enrollment in the graduate program.

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

Degree Requirements: please see "Requirements for Degrees" beginning on Page 24.

Courses of Instruction

619. Concepts of Health and Disease. (2 or 3) Concepts of health and disease shape discussions in bioethics and health policy. This course examines and critically evaluates competing conceptions of health and disease. The implications of adopting different understandings of health and disease for bioethics and health policy will be explored. P—POI

690. Special Topics. (1-3) Study of bioethics topics not covered in the regular curriculum. Topics may be drawn from any theory or content area in the field of bioethics. May be repeated for a maximum of 6 hours. *P—POI*

701. Historical Foundation of Bioethics. (2 or 3) Explores the origins of bioethics thought, through examination of core concepts in philosophy, moral theory, social and cultural studies, and law and policy. Topics may include, for instance: the ancient Greeks, Confucius, and key religious teaching on health; the civil rights movement; the history of scientific medicine; and the legal conceptualization of medical practice. This course expands and extends students' knowledge of the contemporary history of bioethics as incorporated in to various aspects of their required courses. *P—POI*

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

703. Bioethics Theory. (3) An investigation of the main theoretical approaches to contemporary bioethics and their philosophical foundations. Each approach will be examined critically and students will explore how each approach informs analysis of contemporary issues in bioethics. *P—POI*

704. Public Policy, Medicine, and Justice. (3) An examination of the organization of medicine and biomedical science in the U.S. today. The relationships between scientific and medical institutions and the implementation of public policies are critically analyzed in light of the requirements of the principle of justice. Topics include conflicts of interest, broadly understood, within and between institutional and professional actors; the regulation of medical practice; access to health care; and the balance between the public good and market forces. Students are required to successfully complete two of the following courses: BIE 702, 704, or 705. *P—POI*

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

706/707. Bioethics Seminar. (1-3) A seminar on bioethics topics of interest featuring Wake Forest University and invited external faculty, with additional student presentations. Participants engage with presenters and scholarly literature on a variety of aspects of bioethics, including, but not limited to, the scholarly and professional practice of bioethics, the role of empirical scholarship in bioethics and related disciplines, the relationship of bioethics to advocacy and policy, and bioethics communication and mediation. May be repeated for credit up to a maximum of 6 hours. *P—POI*

708. Research Methods. (2) An introduction to the methods, concepts, and tools used in quantitative and qualitative empirical research in bioethics. Students develop skills in design, conduct, interpretation, and evaluation of bioethics research. *P—POI*

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

710. Global Bioethics. (2 or 3) A comparison of American bioethics with the views of other societies and cultures, including western and non-western perspectives. Topics may include: individualism vs. the community, reproductive freedom, organ transplantation, definitions and views of death, access to medical advances, and the use of human subjects in medical research. Other issues include health disparities, justice in research, and the role of humanitarian aid in

promotion of global health. *P—POI*

711. Current Topics in Clinical and Biomedical Research Ethics. (2 or 3) An in-depth critical examination of selected topics of current interest in clinical and research ethics. Topics are identified by staff and students. Examples of pertinent topics include human pluripotent stem cell research; assisted-reproduction; research without consent; the sale of human organs; pandemic and biodefense preparedness; synthetic body parts and transhumanism; genetic enhancement; regenerative medicine and biogerontology. May be repeated for credit up to a maximum of 6 hours. *P—POI*

713. Law, Medicine, and Ethics. (2 or 3) An examination of the relationships between law and medicine, including the legal regulation of medical practice, concepts of medical malpractice, medical neglect, informed consent, confidentiality and privacy. The ethical implications of the intersection of law and medicine will be critically analyzed. This course is cross listed as LAW 524. *P—POI*

715. Bioethics and Religion. (3) Explores fundamental themes, methods, and issues in religious bioethics. Seeks to determine the ways that religious approaches offer distinctive, complementary, or overlapping perspectives with secular approaches. Specific topics will include assisted reproductive technologies, family planning and abortion, genetic therapy and enhancement, withholding and withdrawing life-sustaining treatment, suicide and euthanasia, and justice issues in the allocation of health care resources. Combines lectures and discussions with case analysis. *P—POI*

717. Ethics, Economics, and Health Policy. (3) Examines ethical and justice aspects of social decision-making and market allocation mechanisms in the context of health care, health policy, and population health. *P—POI*

721, 722. Research/Independent Study. (1-3) Students may work with a faculty member on a project of mutual interest. May be repeated for credit up to a maximum of 6 hours. *P—POI*

723. Bioethics at the Movies. (2) A critical examination of the bioethical issues raised in selected full length feature films. The goal of this course is to increase students' ability to think critically about complex issues, paying close attention to relevant details. *P—POI*

725. Health Care Law and Policy. (2 or 3) This course examines the public policy and legal dimensions of the financing and regulation of health care delivery. Its focus is on how medical institutions (hospitals, insurers, HMOs) are structured and regulated, and how these institutions relate to their physicians and patients. Ongoing debate over health care reform is a main focus. The dominant theme is how law shapes and responds to the rapid economic and structural changes that are taking place in the health care sector. This course is cross-listed as LAW 525. *P—POI*

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

729: Bioethics as a Profession. (2) A critical examination of the scholarly literature both in and about bioethics. Topics may include the ethics of the profession of bioethics, controversies concerning the role of bioethics professionals, and the standards and evaluation of practitioners of bioethics. *P—POI*

731. Bioethics at Work: The IRB. (1-3) Provides students with the opportunity to experience and understand human research oversight by attending Institutional Review Board (IRB) meetings, reviewing submitted protocols, and considering the ethical issues arising therein. Students assigned to a single IRB for a single semester will receive 1 credit They will attend monthly meetings, meet periodically with course faculty and staff, and meet with IRB senior staff at the beginning and end

of the semester. Students are also required to maintain and submit a journal of commentary on meetings and protocols and the ethical issues arising therein and an end of semester paper. Initial enrollment must be concurrent with enrollment in BIE 702: Biomedical Research Ethics or LAW 677/BIE 777: Health-Related Research. Additional credits may be earned by students who attend the meetings of more than one IRB or who continue attendance during the summer terms and for in the fall semester. Course may be repeated up to a maximum of 3 hours. *Co-Requisite BIE 702 or LAW 677/BIE 777 POI.*

733. Bioethics at Work: The Clinical Context. (1-3) This course is designed to introduce students to central clinical ethics activities in health care facilities, including ethics consultation, ethics policy development and review, and continuing education in bioethics. In addition to weekly seminar classes, students will attend meetings of the Wake Forest Baptist Medical Center Clinical Ethics Committee and its standing subcommittees and continuing education conferences in bioethics. Students will meet with a variety of health care professionals to learn about their contributions to clinical ethics, will observe the process of clinical ethics consultation at WFBMC, and will study and practice ethics consultation skills. *P—BIE 705 and POI.*

737: Bioethics & Genetics (3) An exploration of some of the ethical issues generated by the acquisition and application of knowledge about the human genome. Topics include eugenics, confidentiality, gene therapy, genetic testing of minors, genetic testing of adults, and ownership of genetic information. *P—POI*

739. Neuroethics. (3) This course introduces students to basic philosophical and ethical issues in neuroethics. In this course we explore two branches of neuroethics: the ethics of neuroscience and the neuroscience of ethics. The ethics of neuroscience investigates the ethical implications of the application of neurotechnology for individuals and society, and the neuroscience of ethics attempts to answer traditional ethical questions through neuroscience. In the first half of the course, we study issues related to the ethics of neuroscience such as brain privacy (mind reading), brain manipulation, and cognitive enhancement, and in the second half we review contemporary neuroscientific results bearing on ethical issues like personal identity, free will, and the nature of normative judgments. This course is cross-listed as THS 790. *P—POI*

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

757. Biotechnology Law and Policy. (2 or 3) Surveys a range of legal and public policy topics in biotechnology, such as: FDA regulation of drugs and devices, regulation of medical research, product liability, insurance coverage of pharmaceuticals, intellectual property and genetics. This course is cross-listed as LAW 657. *P—POI*

777. Health Related Research: Law, Regulation and Policy. (2) The course explores the regulatory framework and the policy issues that animate health-related research. Topics include public health and quality improvement research, genetic research, health related behavioral and social science research, first-in-human trials, and international considerations. This course is cross-listed as LAW 677. *P—POI*

790. Biotechnology and Ethics. (3) With the convergence of medicine, nanotechnology, computer science, molecular biology, genetic engineering, and business, biotechnologies are emerging not only as an important provider of life-saving and life-enhancing treatments but also a fast-growing and very profitable industry. This course explores some of the major ethical issues related to the current and proposed uses of biotechnologies with particular attention to the reasons and arguments that are often used to support various views on the use of biotechnology. This course is cross-listed as THS 790. *P—POI*

791, 792. Thesis Research. (1-6) Research directed toward fulfilling the thesis requirement. May be

repeated for credit up to a maximum of 6 hours. P—*POI*.

794. Bioethics and Law. (2 or 3) This course involves applying principles of bioethics in scientific and medical scenarios from the perspective of the legal system to see how the bioethics principles affect decision-making and strategy in the litigation and legislative processes. This course is interactive in nature, and involves the use of simulation and role-playing to help understand and address emerging bioethics issues in areas including informed consent, genetic testing, biomedical experimentation, and end of life decisions. This course is cross-listed as LAW 594. P—*POI*

Biology (BIO)

Reynolda Campus

Program Director

Chair

Reynolds Professor

Charles M. Allen Professor of Biology

Andrew Sabin Family Foundation Presidential Chair in Conservation Biology

William L. Poteat Professor of Biology

Charles H. Babcock Chair of Botany

Professors

David J. Anderson, Miriam A. Ashley-Ross, Robert A. Browne,
William E. Conner,

James F. Curran, Carole L. Gibson, Kathleen A. Kron,

Gloria K. Muday, Wayne L. Silver, Clifford W. Zeyl

T. Michael Anderson, Erik C. Johnson, Brian W. Tague

Matthew J. Fuxjager, James B. Pease, Ke Zhang

A. Daniel Johnson, Pat C.W. Lord

Diana R. Arnett, Anna Kate Lack

Associate Professors

Assistant Professor

Teaching Professors

Assistant Teaching Professors

Overview

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

Research opportunities include behavioral ecology, biochemistry and molecular biology, biomechanics, cell biology, ecology, epigenetics, evolution, genomics, microbiology, neurobiology, physiology, population genetics, sensory biology, and systematics.

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

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

To remain a graduate student in good standing, the student must maintain an overall minimum GPA of 3.0. If the GPA falls below this minimum, the student will be placed on academic probation for a one-semester period in which the GPA must be brought back up to 3.0 or higher. Failure to do so will result in dismissal from the Graduate School.

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

application review to acceptance to matriculation.

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

Courses of Instruction

601-605. Topics in Biology. (1-4) Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

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.

611. Ecology & Conservation Biology of Coral Reefs. (3) In-depth study of the various biotic and abiotic components that come together to structure ecosystem functional and biodiversity at all spatial scales in one of Earth's most productive and diverse environments, yet one most threatened by human use and climate change.

612. Ecology & Conservation Biology of Coral Reefs. (4) In-depth study of the various biotic and abiotic components that come together to structure ecosystem function and biodiversity at all spatial scales in one of Earth's most productive and diverse environments, yet one most threatened by human use and climate change. Lab component is a one-week field trip over spring break.

613. Herpetology. (3) Lecture course on the biology of reptiles and amphibians, emphasizing the unique morphological, physiological, and behavioral adaptations of both groups, and their evolutionary histories and relationships. Two local field trips are planned.

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

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.

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.

618. 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.

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.

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

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.

623. Animal Behavior. (4) Survey of laboratory and field research on animal behavior.

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.

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.

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.

627. Epigenetics. (3) An introduction to the concepts of epigenetics. This course involves the study of molecular level of how chromatin structure affects DNA template processes including transcription, DNA replication and DNA repair. Topics will cover the mechanisms of chromatin modifications, the role of non-coding RNA in epigenetics, how epigenetic modifications affect phenotypic expression, the environmental impact on the epigenome, heritability of epigenetic modifications, and the role of epigenetics in health and diseases.

628. Biology of Aging. (3) Explores mechanisms of aging and effects of aging on cellular and physiological processes in a range of organisms.

630. Land and Natural-Resource Management. (3) Provides a fundamental understanding of land and resource management. The major focus is on federal oversight and policies but state, local, non-profit, and international aspects are included.

631. Invertebrates. (4) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny.

633. Vertebrates. (4) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies.

635. Insect Biology. (4) Study of the diversity, structure, development, physiology, behavior, and ecology of insects.

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*

636. Development. (3) A study of the molecular, cellular, and anatomical aspects of embryonic development or invertebrate and vertebrate organisms.

637. Development. (4) Lecture and laboratory study of the molecular, cellular, and anatomical aspects of embryonic development of invertebrate and vertebrate organisms.

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.

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.

640. Ecology. (4) Interrelationships among living systems and their environments, structure and dynamics of major ecosystem types, contemporary problems in ecology.

641. Marine Biology. (4) Introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms.

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)

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.

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.

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.

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.

650. Conservation Biology. (3) Lectures, readings, and discussions examining biological resources, their limitations and methods for sustainability. Genetic, aquatic, terrestrial, and ecosystem resources are examined.

650L. Conservation Biology Lab. (1) Taught using the case study approach with an in-depth field study of the ecology and conservation of a particular ecosystem. Includes an extended field trip.

651. Vertebrate Physiology. (4) Lecture and laboratory course that examines the functional systems that sustain life in vertebrate animals.

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.

653. Functional Neuroanatomy. (3) An Introduction to the gross and cellular anatomical organization of the vertebrate central nervous system. Attention is given to relating structure to function, the anatomical basis of neuropathologies, and modern approaches on neuroanatomy and imaging.

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

655. Biology of Birds. (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.

656. Ecology and Resource Management of Southeast Australia. (4) Intensive field-oriented course focusing on ecosystems, natural resource management and environmental conservation of southeastern Australia. Students travel to major biomes including sub-tropical rainforests, coral reefs and the Australian urban environment. Labs are field-based with some consisting of study-designed field projects. *Taught only in summers in Australia.*

657. Bioinspiration and Biomimetics. (3) Explores the way in which biological mechanisms can inspire new technologies, products, and businesses. The course combines basic biological and entrepreneurial principles. Also listed as ESE 657.

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.

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.

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

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.

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.

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.

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.

668. The Cell Biological Basis of Disease. (3) Examines some of the defects in basic cellular mechanisms that are responsible for many diseases.

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.

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.

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.

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.

673. Cancer Biology. (3) Analysis of molecular and cellular mechanisms that transform normal cells, trigger abnormal proliferation, and lead to tumor formation. Emphasis is on the biological basis of cancer, with some exploration of clinical and social consequences.

674. Neuropsychopharmacology. (3) An introduction to how pharmacological agents affect cellular and molecular functions in the nervous system of normal and disease states. Lecture and case studies will be used to examine topics including drugs targeting mood and emotion, memory and dementia, and movement disorders. Drugs of abuse and the neurological basis of addiction will also be evaluated.

675. Great Threatening and/or Neglected Diseases of Mankind. (3) This course will examine various diseases and, particularly, those found in developing countries. Students will research these diseases, prepare a Power Point presentation on them, and write a comprehensive paper of each disease that will include clinical aspects of the diseases, treatments (if any), social and political aspects of the diseases, and evaluate why these diseases remain threats to mankind.

676. Methods in Molecular Genetics. (4) A hybrid lecture/laboratory course that gives students a hands-on introduction to a diverse array of techniques commonly used in molecular genetics laboratories.

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.

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.

679. Introduction to Geographic Information systems (GIS). (4) Lecture and laboratory course that introduces the concepts and uses of GIS as a mapping and analytical tool. Lectures cover the history of GIS, GIS data structures and sources of data, map projections, GIS tools, applications, and resources. Exercises include examples of GIS applications in environmental modeling, socio-demographic changes and site suitability analyses.

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

685. Bioinformatics. (3) Introduction to bioinformatics and computing techniques essential to current biomedical research. Primary focus is gene and protein sequence and protein structure databases, and algorithms for sequence and structure analysis. Emphasizes interdisciplinary interaction and communication. Also listed as CSC 685 and PHY 685.

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. May be repeated for credit.
P—POI

701-708. Topics in Biology. (1-4) Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. May be repeated for credit.

711, 712. Directed Study in Biology. (1, 1) Reading and/or laboratory problems carried out under and by permission of a faculty member. May be repeated for credit if topic varies.

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.

716. Signal Transduction. (2) Focuses on the mechanisms of inter- and intracellular 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.

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.

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.

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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.

767. Foundations of Ecology. (3) A graduate seminar focusing on understanding the seminal developments in the field of ecology and then tracing their intellectual impacts on the modern literature.

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.

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.

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.

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).

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

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.

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.

791, 792. Thesis Research. (1-9) May be repeated for credit. *Satisfactory/Unsatisfactory*

891, 892. Dissertation Research. (1-9) May be repeated for credit. *Satisfactory/Unsatisfactory*

Biomedical Engineering (BMES)

Bowman Gray Campus

Program Director
Chair

Emmanuel Opara
Joel D. Stitzel

Associate Professors

Craig A. Hamilton, F. Scott Gayzik

Assistant Professors

Philip Brown, Jillian Urban Hobson, Adam R. Hall,
Elaheh Rahbar, Ashley Weaver, Jared Weis, Dawen Zhao

Associate Faculty Members

Graca Almeida-Porada, Evelyn Anthony, Anthony Atala,
Kristin Beavers, Khalil Bitar, J. Daniel Bourland, Arjun Chatterjee,
Tracy Criswell, Kerry Danelson, Wu Feng, Don Gage, William Gmeiner,
Metin Gurcan, Erin Henslee, Jennifer Jordan, Youngkyoo Jung, Adam Katz,
Bethany Kerr, Daniel Kim-Shapiro, Kenneth Kishida, Paul Laurienti, Sang Jin Lee
Nicole Levi-Polyachenko, Xin Ming, Michael Morykwas,
Michael Munley, Sean Murphy, Kristen Nicholson, Emmanuel Opara,
Boris Pasche, Olga Pierrakos, Christopher Porada, Alexander Powers,
Hooman Sadri-Ardekani, Sean Simpson, Thomas Smith,
Shay Soker, Charles Tegeler, Umit Topaloglu, Thad Wadas,
William Wagner, Christopher Whitlow, James Yoo, Wei Zhang

Overview

The Department of Biomedical Engineering offers PhD and MS degrees in biomedical engineering in conjunction with the joint degree program in the **Virginia Tech–Wake Forest University School of Biomedical Engineering and Sciences (SBES)**. The program emphasizes medical applications, particularly in image and signal processing and analysis, regenerative medicine/tissue engineering, biomechanics, medical physics, nanotechnology, and translational cancer research. Qualified applicants should have undergraduate degrees in technical fields, including engineering, computer science, mathematics, and physics. Additional training in life sciences is desirable but not essential.

The program consists of traditional classroom instruction, independent research with a

mentoring team, and clinical experience. Courses come from engineering and life science core courses and selected electives in engineering, life sciences, and related physical sciences, offerings include courses in the physics, mathematics, and computer science departments. The program is very flexible, and selection of elective courses can be individualized to complement the student's background and interests.

A clinical rotation is offered to PhD students during their first year of study. Students are exposed to technical equipment with medical applications, and to patient care and procedures used in medical centers, thus providing relevance and context for their classroom studies and research.

Office and laboratory space are located throughout the Medical Center and include the Image Analysis Lab, the Movement Biomechanics Lab, the Tissue Mechanics Lab, the Center for Injury Biomechanics, the Wake Forest Institute for Regenerative Medicine, Radiation Oncology, Plastic and Reconstructive Surgery, and others campus locations. Facilities also include a chemistry lab and a machine shop with associated instrumentation and tools, including the Wake Health Additive Manufacturing core lab. Academic space is provided in the Wake Forest Biotech Place Building. Computer and network facilities are state of the art, and several projects utilize the cluster computer facility, the DEAC Cluster. Associated labs in clinical and basic science departments also provide equipment for student research.

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

Degree Requirements: *Please see "Requirements for Degrees" beginning on Page 24.*

Program Requirements: For the MS degree, students must take a minimum of 21-24 course credit hours and 6-9 hours in research for a minimum of 30 credit hours. For the PhD degree, students must take 35-50 course credit hours and 40-55 dissertation research hours for a total of 90 credit hours.

Courses of Instruction

602. Biomedical Engineering and Human Disease. (3) Comprehensive overview of a variety of human diseases, including neurological disorders, cardiovascular disease, infectious disease, and cancer, designed primarily for graduate students majoring in engineering and other related areas who have a long-term academic and professional goal in the field of biomedical engineering and life sciences. Introduction to state-of-the-art biomedical engineering approaches used for the study of early detection/diagnosis, treatment, and prevention of human disease.

605. Quantitative Cell Physiology. (3) This course in mathematical modeling and simulation will include the following: quantitative descriptions of cell physiology and control pathways; numerical simulations of cellular physiologic processes such as, reaction kinetics, inhibition and cooperatively, passive transport, facilitated and carrier-mediated reaction kinetics; cell membrane resting potential in nerve and muscle tissue. Additionally, the course will cover modeling of neuronal processes such as voltage-gated channels, neurotransmitter release and uptake kinetics, and postsynaptic membrane potentials. *For SBES graduate students only.*

606. Quantitative Organ Systems Physiology. (3) Mathematical modeling, simulation, quantitative description of organ physiology and control. Numerical simulation of cardiovascular physiologic processes including regulation of cardiac output, the baroreceptor - stroke volume model, venous return, and closed-loop control. Respiratory ventilation mechanics, gas exchange, pulmonary circulation, alveolar-capillary diffusion, and respiratory ventilation control. Nephron countercurrent mechanism and hemodialysis. Modeling of endocrine system functions. For SBES graduate students only. *P—MATH 5495/ESM 5725/BMES 5044 or equivalent.*

612. Advanced Musculoskeletal Biomechanics. (3) Skeletal anatomy and mechanics. Muscle anatomy and mechanics. Theory and application of electromyography. Motion and force measuring equipment and techniques. Inverse dynamics modeling of the human body. Current topics in musculoskeletal biomechanics research.

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*.

617. Biomechanics of Crash Injury Prevention. (3) Presents an introduction to the design and analysis of crash injury prevention methods in vehicle crashes. Encompasses three major focus areas: crash energy absorption in (1) the vehicle structure, (2) the occupant, and (3) the occupant restraints.

618. Injury Physiology. (3) Presents an introduction to the physiology of injury. Focuses on the pathophysiology, mechanisms, and outcomes of injury in mammalian tissues. Explores injury physiology at the organ, tissue, and cellular level. Topics include physiology of injury to tissues of the peripheral and central nervous systems, the musculoskeletal system, the pulmonary system, the abdomen, the pregnant female, and the eye.

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*

630. Biological Transport Phenomena. (3) The fundamental principles of mass transport phenomena are introduced and applied to the characterization of transport behavior in biological systems (e.g. cell, tissues, organs, people). Topics include active, passive, and convective molecular transport mechanism. These fundamentals will be used to develop analytical and predictive models and describe phenomena such as oxygen transport, kidney function, systemic drug delivery, and design of extracorporeal devices. *P—Undergraduate courses in fluid mechanics and transport phenomena*.

631. Introduction to Regenerative Medicine I. (3) The course explores the current state of the field of regenerative medicine with specific emphasis on the technological challenges that limit the efficacy and clinical translation of engineered tissues and therapies. Course content will be presented from both the life science (e.g., cell biology, organ physiology, biochemical methods) and engineering perspective (e.g. transport phenomena, materials engineering) to compare and evaluate alternative approaches and strategies that are being developed and tested. Emphasis is placed on the promising roles of stem cells, biologically-inspired materials, and gene therapies. *P—Graduate standing or consent of instructor. Undergraduate biology and calculus are suggested*.

641. Biomaterials. (3) Lectures and problems dealing with materials used to mimic/replace body functions. Topics include basic material types and possible functions, tissue response mechanisms, and considerations for long-term usage. Issues of multicomponent materials design in prosthetic devices for hard and soft tissues are discussed.

643. Polymeric Biomaterials. (3) The major objective of this course is to introduce principles and concepts critical to the successful design of polymer-based biomaterials, drug-delivery devices, and bio-implants. The course will be broken down into the following four areas, polymer design and processing, inflammatory responses to polymers, interaction of blood with polymeric materials, and the effect of mechanical, chemical, and surface properties of polymers on cells.

651. Digital Signal Processing. (3) 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.

655. Biomedical Signal and Image Processing. (3) The mathematical theory underlying the processing of one and two dimensional signals, including Fourier transforms, sampling, quantization, correlation, and filtering. For images, the topics of segmentation, restoration,

enhancement, color, and registration will be explored. Matlab projects will be utilized extensively, with an emphasis on biomedical signals and images.

676. Biomedical Nanoengineering. (3) Biomedical Nanoengineering is an interdisciplinary course intended for graduate students (and undergraduates by permission) that will introduce major concepts in the design, production, and utility of micro- and nanotechnologies in biomedicine. The learning objectives of the course are to: (i) understand techniques critical to the fabrication of molecular sensors and nanodevices; (ii) explain fundamental physical and engineering principles at play in such devices; and (iii) describe practicable applications of the technologies to biomedicine. Students will learn about contemporary and emerging technologies, understand their working concepts, and read and critique high-impact papers in the field to appreciate the current state-of-the-art.

694. Seminar. (1) The focus of this course is on presentation of scientific work. Attendance at all SBES-sponsored, invited lectures is required. Students must attend 2/3 of all invited SBES seminars. First year graduate students are required to attend additional lectures aimed toward presentation skills, grant writing, and other special topics. A short formal presentation of research is required of all first year graduate students.

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. Cancer Mechanics. (3) This course provides an introduction to the key concepts of cancer biology including description and analysis of the mechano-biological environment of tumors. This course will help bridge the gap between engineering/analytical minds and classical cancer biology, by expanding beyond the biology to incorporate physical and engineering perspectives to studying cancer. This course provides a fundamental understanding of cancer as a mechanistic and predictable series of processes. Basic cancer biology principles and analysis of the mechano-biological environment of tumors are discussed.

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.

717. Advanced Human Modeling: Injury and Tissue Biomechanics. (3) Serves as a continuation of BMES 616 and BMES 716. It covers the basics of the finite element method as it applies to high-rate phenomenon. Focus is on practical problems and the use of commercial codes for solving vehicle crash-worthiness and biomechanics problems. Real-world examples from biomedical engineering, automobile safety, military applications, and sport biomechanics are used to augment lecture material. *P—BMES 616 and 716.*

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. Cancer Diagnostics and Therapeutics. (3) This class will take a broad integrative view of cancer, with particular emphasis on engineering approaches to diagnosis and treatment. Topics will include cancer genetics and phenotypes, the tumor microenvironment, cancer stem cells, immunology and tumor-microbiome interactions, and novel therapies being developed in the field as a whole, as well as at Virginia Tech and Wake Forest. The class will include a significant amount of critical analysis of the contemporary research literature, working through a number of case studies, as well as several group projects focused on posing specific research questions, and approaches to analyze these. *Satisfactory/Unsatisfactory*

771. Radiological Physics. (3) The nature and fundamental concepts of ionizing radiation including: ionizing radiation, radiation quantities, attenuation and stopping power, charged particle and radiation equilibria, radioactive decay, photon interactions, charged and uncharged particle interactions, x-ray production and quality, dosimetry concepts, ionization cavity theory, and calibration of ionizing radiation beams. *P—POI*

773. 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. *P—POI*

774. Physics of Medical Imaging. (3) The physical principles, mathematical algorithms and devices used in diagnostic medical imaging, covering the following imaging modalities: x-ray physics, x-ray digital imaging, digital image receptors, computerized tomography and reconstruction algorithms, ultrasound imaging, magnetic resonance imaging, and nuclear medicine imaging.

776. Medical Health Physics of Radiation. (3) Physical and biological aspects for the use of ionizing radiation in medical environments, biological consequences of human radiation exposure, principles of ionizing radiation protection, operational dosimetry, radiation exposure recommendations and regulations, physical principles of radiation shielding design, personnel monitoring, medical health physics instrumentation, and waste disposal.

797, 798. Research. (1-9) *Satisfactory/Unsatisfactory*

Biomedical Science (BMSC)

Bowman Gray Campus

Program Director

Allen Tsang

Overview

The graduate program in Biomedical Science offers a program of study leading to the MS degree. This program is a full-time, graduate degree that is designed to help students a bachelor's degree, preferably having majored in the sciences, improve their academic foundation in the biomedical sciences and improve their credentials for admission into health professional programs, medical school, doctoral study in the biomedical sciences, or to enter the workforce. All students take a minimum of 30-36 semester hour credits (see Degree Options below) in the basic sciences. Courses are in disciplines that include: biochemistry, molecular cell biology, neuroscience, biomedical engineering, genetics, human physiology, microbiology, immunology, pharmacology, scientific professionalism and the responsible conduct of research. Elective credits, offered in a variety of disciplines, include other courses offered outside of the BMSC program. These electives improve

critical thinking skills, study skills, and enhance the student's preparation for professional schools or entrance to the workforce.

Degree Requirements: *please see “Requirements for Degrees” beginning on Page 24 .*

In addition, the Biomedical Science MS degree has multiple options for the completion of the degree, shown below. Specific coursework taken by students is typically driven by the area of concentration or specialization desired by the student. Academic advising is offered by an assigned faculty director based on the student's chosen Degree Option and their chosen area of Concentration of Specialization.

Degree Options

- **Option 1 - MS Degree with a Thesis:** requires 30 semester hours including a minimum of 6 thesis research hours in the student's chosen area of specialty and a successfully completed thesis.
- **Option 2 - MS Degree with an Internship:** requires 30 semester hours including 6 internship hours with a mentor and a written report that summarizes the experience. The report will be evaluated by the mentor, the Program Director in the student's area of specialty, and one other faculty member.
- **Option 3 - MS Degree with a Capstone Project:** requires 30 semester hours including 6 project hours and a capstone project on a topic agreed upon by the advisor and student. The review will be evaluated by the advisor, Program Director in the student's area of specialty, and one other faculty member.
- **Option 4 - MS Degree without Thesis, Internship, or Project:** 36 course hours are required.

Areas of Concentration:

- Antimicrobial Stewardship & Infectious Disease
- Cancer Biology
- Integrative Physiology & Pharmacology
- Neuroscience
- Regenerative Medicine

Areas of Specialization:

- Biochemistry & Molecular Biology
- Biomedical Engineering
- Microbiology & Immunology
- Molecular & Cellular Biosciences
- Molecular Genetics & Genomics
- Molecular Medicine & Translational Science
- Pre-health

Courses of Instruction

620. Roots of Health Inequity. (2) The Roots of Health Inequity course is designed to examine the social processes that produce health inequities in the distribution of disease and illness. In this course, students will strategize more effective ways to act on the root causes of health inequity and discuss approaches to remove health inequities. A combination of online modules and in-class discussions will be used. This course is recommended for all Biomedical Science Pre-Health students. Typically offered in summer terms.

700. Independent Study. (1-9) This course allows an interested student to pursue a topic covered in another class in greater depth under the guidance of a faculty member. The faculty member will work with the students to clarify the expectations; usually the course requires a combination of extensive reading, tutorial sessions, and a written paper. May be repeated.

701. Medical Career Path I. (1) This course is designed for individualized career exploration, serve as an adjunct to career mentoring and provide students with a reasonable path/map for career goals.

They will learn about professionalism, explore real life opportunities for building their professional portfolio and pathway to medical licensure and practice of medicine. *Satisfactory/Unsatisfactory*

702. Medical Career Path II. (1) This course is designed as a continuation of individualized career exploration, serve as an adjunct to career mentoring and provide students with a reasonable path/map for career goals. They will learn about professionalism, explore real life opportunities for building their professional portfolio and pathway to medical licensure and practice of medicine. *Satisfactory/Unsatisfactory*

705. Problem Based Learning I. (1) Small group sessions designed for post-baccalaureate student interested in healthcare professions. These weekly sessions are designed to introduce students to basic history taking and clinical reasoning skills and the integration of basic and clinical science patient care. Topics on ethics, professionalism and the doctor-patient relationship are discussed. A combination of case studies, reading assignments, course notes, group discussion and group presentations will be used.

706. Problem Based Learning II. (1) Small group sessions designed for post-baccalaureate student interested in healthcare profession and who have completed BMSC 705. These weekly sessions are designed to integrate history taking skills and basic science into more advanced clinical reasoning. Students will be asked to use patient history, as well as laboratory data and imaging to solve weekly cases. In addition to topics on ethics, professionalism and the doctor-patient relationship, issues regarding health equality and high value health care will be discussed. A combination of case studies, reading assignments, course notes, group discussion and group presentations will be used. *P—BMSC705*

707, 708. Topics in Biomedical Science. (1-6) This course will consider current topics in Biomedical Science that are not considered in regular courses. Course requirements and grading may be based on participation written assignments or hands-on projects. Content will vary.

709. Special Topics. (1-9) Designed for a group of students interested in a timely topic, or in a topic not covered in other coursework. This course may also be used to test a new course prior to its incorporation into the standing curriculum. May be repeated.

710. 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. Course fees may apply. Typically offered in spring terms.

711. 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 for management, and aspects of genetic counseling are presented. Typically offered in fall terms.

712. Foundations of 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. Typically offered in summer and fall terms.

713. Applications of Epidemiology. (4) This course is designed to give students an introductory understanding of the concepts of epidemiology as it applies to public health. The course will also help students understand and evaluate the research reported by others, and apply epidemiologic concepts to public health practice. The course will cover topics such as measures of disease occurrence and association, epidemiologic study design, threats to validity, data interpretation, and reporting research results. Application of epidemiological principles to contemporary public health challenges will be introduced throughout the course. Typically offered in spring terms.

795. Project. (1-9) A written review of a scholarly topic or project in biomedical sciences, developed in consultation with the student's graduate advisor. *Satisfactory/Unsatisfactory*

796. Thesis Research. (1-9) Lab research in all areas of biomedical science. This course is taken in support of research done to fulfill degree requirements for the Master's degree in Biomedical Science. May be repeated. *Satisfactory/Unsatisfactory*

Cancer Biology (CABI)

Bowman Gray Campus

Program Director

Chair

Professors

Associate Professors

Assistant Professors

Associate Faculty Members

Steven Kridel

Boris Pasche

Waldemar Debinski, William H. Gmeiner, Hui-Kuan Lin,

Hui-Wen Lo, Mikhail Nikiforov, Boris Pasche,

Peiqing Sun, Kounosuke Watabe, Wei Zhang

Gagan Deep, Steven Kridel, Lance Miller,

Xin Ming, Ravi N. Singh, Umit Topaloglu

Elizabeth Alli, Zhen Cai, Guangxu Jin, Betheny Kerr,

Neveen Said, Yusuke Shiozawa, Pierre Vidi, Thad Wadas, Fei Xing

Rebecca Alexander, Ulrich Bierbach, Cristina Furdul,

Patricia Gallagher, Martin Guthold, Karen Haas, Paul B. Jones,

S. Bruce King, Gregory L. Kucera, Frank Marini,

Linda Metheny-Barlow, David A. Ornelles, Timothy S. Pardee,

Freddie Salisbury, Shay Soker, Ann Tallant, Pierre Triozzi, Mark Welker,

David Soto-Pantoja, Katherine Cook, Dawen Zhao

Overview

The cancer biology graduate program was established in 1997. 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.

Students enter the Cancer Biology training program through the Molecular and Cellular Biosciences (MCB) track. During the first year, in addition to the MCB common curriculum, students considering the Cancer Biology training program should consider taking one or more of the following electives: MCB 721 *Basic Concepts in Cancer Biology*, MCB 722 *Basic Concepts in Cancer Research*, and MCB 723 *Topics in Cancer Biology*. If not taken as electives in Year 1, students matriculating in the Cancer Biology training program will be required to complete these courses in subsequent years. Additional coursework in subsequent years will include *Advanced Topics in Cancer Biology*, *Statistical Experimental Design*, *Cancer Cell Biology*, *Tutorials in Cancer Biology*, and an elective course of the students' choice. Students also participate in the Cancer Biology seminar series.

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

MCB Track Electives

MCB 721. Basic Concepts in Cancer Biology. (2) This course will cover fundamental concepts in cancer biology including etiology, genetic abnormalities, gene expression reprogramming, signal transduction aberration, and stem cell regulation in various tumor types, such as, cancers of the breast, prostate, lung, CNS, lung, ovary, and bladder. The course is open to all students.

MCB 722. Basic Concepts in Cancer Research. (2) Over the last half century scientists have generated a complex body of knowledge illuminating the origins of cancer and revealed it to be a dynamic interplay between the genome and the cellular environment. MCB 722 is a hypothesis-driven and problem solving-based course that explores this interplay and the requirements for

malignant transformation. This course is offered in the spring term. The course is open to all students in thesis driven tracks and required for all graduate students in cancer biology (CABI). Student not performing thesis research are able to register but should recognize the course requires an understanding of experimental design and data analysis for course assignments.

MCB 723. Topics in Cancer Biology. (2) 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 with an emphasis on presentation skills. Typically offered in the spring term. Intended for all graduate students in cancer biology (CABI); open to students in other tracks or programs.

CABI Advanced Courses

701, 702. Cancer Biology Seminar Series. (1) The course will consist of weekly student and postdoctoral presentations to the Cancer Biology faculty and their peers based on their ongoing research projects. Required of all students who matriculate in Cancer Biology starting in their second year and continuing throughout their training period. Students and postdoctoral fellows will be expected to present at least once per year. Emphasis will be based on developing presentation skills and learning to critique colleagues in a professional manner. *Satisfactory/Unsatisfactory*

705. Cancer Cell Biology. (3) This is an intensive treatment to learn how to critically review the literature and requires the writing of a proposal that is critically reviewed. The course covers apoptosis, cell-cycle, angiogenesis, cancer genomics, metastasis, cancer immunology, and tumor suppressor genes. The translational aspects of research are emphasized.

707, 708. Topics in Cancer Lecture Series. (1) A weekly lecture series taken during the second year. 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. *Satisfactory/Unsatisfactory*

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. *Satisfactory/Unsatisfactory*

713, 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. The purpose of the tutorial is to provide an opportunity to discuss one of the above-mentioned topics in more detail than is possible in an overview-based lecture. The topic for upcoming semesters will be determined by the 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.

716. Special Topics: Teaching in the Small Group Setting. (2) Teaches students how to use a problem-based interactive approach to facilitate student self-learning. Introduces students to general methods of teaching with a focus on teaching in the small group setting of a literature-based course. Topics covered include teaching skills for reading scientific papers, oral presentation techniques, and scientific writing. Each student facilitates two weeks (4 class sessions) of the course including in-class participation as well as assisting with the written evaluation portion of the class.

718. 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.

723, 724. Research in Cancer Biology. Opportunities for investigation in a variety of the facets of cancer biology under the guidance of staff members. *Satisfactory/Unsatisfactory*

730. Approaches to Cancer Prevention and Treatment. (2) This elective course will offer an overview of various methods to intercept cancer. The overall goals are to provide a mechanistic understanding of current anti-cancer strategies and to introduce tools for the discovery and development of novel approaches. It is intended for graduate students interested in: 1) relating basic science mechanisms to preventing or treatment cancer, 2) exploring translational cancer research, and/or 3) understanding the clinical applications of anti-cancer drugs. *P—MCB701 and MCB702 (or equivalent) or POI.*

Chemistry (CHM)

Reynolda Campus

Program Director

William L. Poteat Professor of Chemistry and Chair

John B. White Professor of Chemistry

Ranlet and Frank Bell Jr. Faculty Fellow and Thurman D. Kitchin

Professor of Chemistry

Professors

Associate Professors

Assistant Professors

Patricia C. Dos Santos

Mark E. Welker

Willie L. Hinze

Dilip K. Kondepudi

Rebecca W. Alexander, Uli Bierbach, Christa L. Colyer,

Bradley T. Jones, Abdessadek Lachgar, Akbar Salam

Lindsay R. Comstock, Paul B. Jones, Patricia C. Dos Santos,

Amanda C. Jones

Scott Geyer, Elham Ghadiri, John Lukesh, Troy A. Stich

Overview

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

All applicants for graduate work in the department are expected to offer as preparation college level fundamental courses in general, analytical, organic, inorganic, and physical chemistry; physics; and mathematics through one year of calculus. During registration all new graduate students take qualifier examinations covering the fields of analytical, biological, inorganic, organic, and physical chemistry. Programs of study are in part determined by the results of these examinations, and deficiencies are to be remedied during the student's first academic year.

For the MS degree, the student is expected to undertake a broad program of coursework at an advanced level and to complete successfully an original investigation. This investigation must be of the highest quality but necessarily limited in scope. Students who hold assistantships 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 at least one departmental seminar on the results of his or her dissertation research. The student must present a dissertation and pass an examination on it as prescribed by the Graduate School, and other University requirements must be satisfied.

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

The original graduate program, which led to the MS degree, was discontinued in 1949. The

present MS program was begun in 1961, the PhD in 1972.

Graduate courses offered by the Department of Chemistry are from the following list. Not all courses are offered every year.

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

Courses of Instruction

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

624. Medicinal Chemistry. (3) This course is an introduction to drug targets, mechanism, design and synthesis. Topics of study include the review of biomolecular structure and function; druggable/targetable enzymes and signaling networks; the replisome- and transcriptome as targets; molecular and cellular pharmacology, molecular mechanism of action at the target level; drug metabolism and pharmacokinetics/pharmacodynamics. A significant portion of the course will be devoted to drug discovery, which includes design, SAR, optimization, synthetic methodologies, computer-assisted drug design; QSAR; prodrugs and "bench-to-bedside" approaches. *P—CHM223 and CHM370*

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.

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. May be repeated for a maximum of 3 hours each.*

661. Inorganic Chemistry. (3 or 4) Principles and reactions of inorganic chemistry.

666. Chemistry and Physics of Solid State Materials. (3) Describes basic principles of solid state chemistry. Focuses on the design, synthesis, structure, chemical, and physical properties and the application of solid state materials. The relationships between electronic structure, chemical bonding, and crystal structure are developed. Case studies are drawn from materials for energy generation and storage, e.g. batteries and fuel cells, and from emerging technologies, e.g., nano- and biomaterials.

664, 664L. Materials Chemistry. (3, 1) A survey of inorganic-, organic-, bio-, and nano-materials, including hybrid materials and applications. *P—CHM 641 or POI*

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

673. Biochemistry: Protein and Nucleic Acid Structure and Function. (3) Special topics in biochemistry, including catalytic mechanisms of enzymes and ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. *P—CHM 670 or POI*

676. Biophysical Chemistry. (3) Introduction to a variety of technologies (e.g. thermochemistry, electrochemistry, spectrometry, and spectroscopy) for determining physical properties of biomolecules. From these properties, the biological function can be more readily understood and leveraged for medical gain. In addition to problem sets, students will have opportunities to hone science communication skills through a writing assignment and oral presentation. Also listed as

BMB 376 and CHM 351. *P—CHM 670, MST 112, or POI*

681, 682. Chemistry Seminar and Literature. (.5, .5) Discussions of contemporary research and introduction to the chemical literature and acquisition of chemical information. *Pass/Fail*

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

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. May be repeated for credit if topic varies.*

721. Advanced Organic Chemistry. (3) An accelerated survey of organic reactions and mechanisms.

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.

724. Organic Synthesis. (3) Modern principles of organic synthesis and retrosynthetic analysis. Stereoselective synthesis of complex natural products.

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

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

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.

737. Electrochemical Processes. (3) Principles of electrochemical methods, ionic solutions, and electrochemical kinetics.

738. Statistics for Analytical Chemistry. (3) Practical investigation of the statistical procedures employed in modern analytical chemistry.

739. Special Topics in Analytical Chemistry. (3) The study of topical fields of research in analytical chemistry, with a focus on one or more specialties, such as ICP-MS; fluorescence; LIBS; Raman spectroscopy; nanoparticles in analysis; biosensors; or others. May be repeated for credit if course content differs.

740. Drug Discovery, Design, and Development—Molecules to Medicines. (3) Conducted as a combination of lectures, reading assignments, and student-led discussions. Examines drug discovery and development pathways from target and lead compound identification through metabolic and toxicology studies, clinical trials, FDA approval, and marketing. Regulatory processes, intellectual property, and ethical issues are also considered. Taught by WFU faculty from both the Reynolda and Bowman Gray campuses and colleagues in the pharmaceutical and biotechnology industries, students work in teams to present case studies on the discovery, development, and marketing of recently approved pharmaceuticals. Also listed as BAMB 740. *P—Organic chemistry and biochemistry.*

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

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

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.

751. Biochemistry of Nucleic Acids. (1.5-3) Advanced survey of the structure, reactivity, and catalytic properties of RNA and DNA, including modern experimental techniques. Current literature will be presented and critically evaluated.

752. Protein Chemistry. (1.5-3) Advanced survey of protein biochemistry with an emphasis on structural families, enzyme catalytic mechanisms, expression and purification methods, and biophysical and structural experimental techniques.

753. Chemical Biology. (3) Survey of the origins and emerging frontiers of chemical biology, with a focus on the impact of chemical methods on our understanding of biology. Topics include protein design, chemical genetics, and methods in genomics and proteomics research.

755 Biomolecular Mass Spectrometry: Fundamentals and Applications. (1.5-3) Designed for graduate and advanced undergraduates focusing on the principles of mass spectrometry and use in the analysis of small molecules, peptides, proteins, and nucleic acids. Covers sample preparation, data acquisition and interpretation, database searching, and quantification of molecules using a variety of techniques. *P—Biochemistry*

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*

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.*

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.

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.

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.

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.

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

791, 792. Thesis Research. (1-9, 1-9). *Satisfactory/Unsatisfactory*

829. Tutorial in Organic Chemistry. (3)

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

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.

833. Advanced Reaction Mechanisms. (3) Detailed analysis of mechanisms with emphasis on characterization of transition state structure.

838. Advances in Analytical Chemistry—Luminescence Spectroscopy. (3) Instrumentation, methods, and applications of molecular luminescence spectroscopy.

839. Tutorial in Analytical Chemistry. (2 or 3)

843. Tutorial in Advanced Kinetics. (3)

844. Tutorial in Thermodynamics/Statistical Mechanics. (3)

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.

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.

861. Applications of Electrochemistry. (3) Determination of inorganic and organic reaction mechanisms, electrochemical synthesis, applications to materials science.

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.

863. Crystallography. (3) Crystal structure determination using powder and single crystal X-ray diffraction.

864. Modern Chemical Spectroscopy. (3) Applications of vibrational, rotational, electronic, and nuclear spectroscopy to current problems in chemistry.

865. Metallopharmaceuticals. (3) Design and mechanism of metal-containing pharmaceuticals in cancer therapy and diagnosis.

869. Tutorial in Inorganic Chemistry. (3)

871. Advanced Quantum Chemistry. (3) Advanced quantum mechanical methods for the investigation of electronic structure and radiation-molecule interaction.

879. Tutorials in Theoretical Chemistry. (3)

888. Dependent Proposal. Course requires a written document detailing the Ph.D. project and an oral exam covering the basic chemical principles, foundation of the plan and experimental design. Pass/Fail. Must be taken before the 6th semester of residence.

891, 892. Dissertation Research. (1-9, 1-9). May be repeated for credit. *Satisfactory/Unsatisfactory*

Clinical and Population Translational Sciences (CPTS)

Bowman Gray Campus

Program Co-Directors

Division Director

Professors

Janet Tooze and Capri Foy

Lynne Wagenknecht

Walter Ambrosius, William Applegate, Nancy Avis, Alain Bertoni,

Donald Bowden, Gregory Burke, G. Haiying Chen, Ralph B. D'Agostino Jr.,

Jasmin Divers, Debra Diz, Douglas Easterling, Matthew Edwards,

Mark Espeland, Mark Hall, David Herrington, Jason Hoth, Fang-Chi Hsu,

Nancy King, Dalane Kitzman, Stephen Kritchevsky, Carl Langefeld,

Paul Laurienti, David Miller, Michael E. Miller, Barbara Nicklas,

Mary Claire O'Brien, Katherine Poehling, Sara Quandt, Steve Rapp, Scott Rhodes

Sally Shumaker, Beverly Snively, Elsayed Soliman, John Spangler, Mara Vitolins,

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Kathleen Hayden, Denise Houston, Tim Howard, Iris Leng,

Michael McCrory, Justin Moore, Nicholas Pajewski, John Salsman,

Sean Simpson, Joseph Skelton, Erin Sutfin, Kathryn Weaver, Joseph Yeboah

Assistant Professors

Capri Foy, Elizabeth Jensen, Morgana Mongraw-Chaffin,

Anna Snavelly, Stephanie Sohl, Jaime Speiser

Overview

The Master of Science degree in Clinical and Population Translational Sciences is administered through the Division of Public Health Sciences and the Clinical Translational Science Institute. The CPTS Program is open to individuals who already hold or are pursuing advanced degrees, such as the MD, DVM, ScD, PhD, DDS, DSN, MMS (Physician Assistant), or MSN who are seeking training in the clinical and population aspects of translational research. The program also may be appropriate for qualified applicants with at least a BA or BS in a social science, public health, or other health-related field, although additional post-baccalaureate coursework may be required. For applicants without an advanced degree, previous experience in a health-related field is required.

The purpose of this program is to assist students in developing competencies (theoretical/conceptual, methodology, statistics) required for the conduct of clinical and population research and the translation of knowledge gained from such research into improved human health. Development of translational research skills is vital for the future success of researchers in the basic science and health professions. Translational research includes two areas of translation. One area involves the process of applying discoveries generated during laboratory research, and in preclinical studies, to the development of trials and studies in humans. The second area of translation concerns research aimed at enhancing the adoption of best practices in health care settings and the community. This program focuses on clinical research and the second area of translational research described above. (Of note, the graduate program in Molecular Medicine focuses on the first area of translation described above.)

Clinical and Population research comprises studies and trials in human participants including:

- Patient-oriented research. Research conducted with human participants (or on material of human origin such as tissues, specimens and cognitive phenomena) for which an investigator (or colleague) directly interacts with human participants;
- Epidemiologic and behavioral studies; and
- Outcomes research and health services research.

While a minimum of twelve months of full-time work or its equivalent in residence is required for the master's degree, this program normally requires two years. In addition to coursework, all students complete a thesis project under the direction of a thesis committee. Students may initiate original data collection or analyze existing data sets. It is feasible to extend the program from two to three years or to enroll as a part-time student. Students may matriculate only at the beginning of the

fall semester each year.

The Master of Science degree in Clinical and Population Translation Sciences was initiated in the fall of 2008. It is one of a small number of similarly structured Master's degree programs in the U.S., placing it on the cutting edge of graduate education.

Degree Requirements: *Please see "Requirements for Degrees" beginning on Page 24.*

Program Requirements: All students are required to take a minimum of 30 graduate course credit hours, with 6 hours in thesis research. Students are required to take the following set of courses: CPTS 703, 704, 720, 730, 732, 741, 742, 748, 749, and 750.

CPTS Certificate

In addition to the Master of Science degree, an abbreviated CPTS Certificate is also available for students who do not have time to complete a thesis. The purpose and entrance requirements are identical to the Master's program. Although a thesis is not required, students who seek the certificate will need to complete at least 15 hours of CPTS coursework, complete ethics training requirements and demonstrate competency in basic biostatistics.

Courses of Instruction

703. Ethics and Responsibility in Clinical and Population Translational Science I. (1) Provides students with an overview of topics related to ethics and the responsible conduct of human subjects research. Students utilize a case-based format to address such topics as: study oversight and research design, informed consent, selection of subjects, conflicts of interest, the social effects of research, the use of embryos, fetuses and children in research, genetic research, and authorship and publication of study findings. Students are required to complete the Collaborative Institutional Training Initiative (CITI) Human Research On-Line Curriculum as part of this course. *P—POI; Satisfactory/Unsatisfactory*

704. Ethics and Responsibility in Clinical and Population Translational Science II. (1) Provides students with an overview of topics related to ethics and the responsible conduct of human subjects research. Students utilize a case-based format to address such topics as: study oversight and research design, informed consent, selection of subjects, conflicts of interest, the social effects of research, the use of embryos, fetuses and children in research, genetic research, and authorship and publication of study findings. Students are required to complete the Collaborative Institutional Training Initiative (CITI) Human Research On-Line Curriculum as part of this course. *P—CPTS 703 or POI; Satisfactory/Unsatisfactory*

720. Epidemiology. (4) Provides students with a foundation in the history, concepts, and methods of epidemiology. Topics include measurement of exposure to disease, prevalence, incidence, association, and sensitivity/specificity analyses. Measurement error, bias, confounding, effect modification, causality, and policy implications are discussed. The following observational study designs are reviewed: cross-sectional, cohort, ecological, and meta-analysis. Includes a weekly 1h problem solving laboratory. *P—POI*

722. Antimicrobial Stewardship. (3) The Antimicrobial Stewardship (AMR) course will expose candidates to the challenges and opportunities faced by the healthcare epidemiology community and provide the understanding and tools to mitigate the threat of infectious pathogens present in patient care settings. This course will provide students with the competency regarding antimicrobials to reduce the occurrence of AMR in diverse healthcare settings through surveillance, research, new product development, and prevention and control. This course is mandatory for students enrolled in the CPTS Antimicrobials and Infections track. Typically offered in the Spring term. *P—CPTS 720 or BMSC 713*

723. Infection Prevention and Health System Epidemiology. (3) This course will provide the knowledge base to apply epidemiological principles and determine appropriate infection prevention measures to reduce the occurrence of hospital associated infections and spread of communicable diseases in healthcare settings. The proposed training program will expose candidates to the challenges and opportunities faced by the healthcare epidemiology community and provide the understanding and tools to mitigate the threat of infectious pathogens present in patient care

settings. This course is mandatory for students enrolled in the CPTS Antimicrobials and Infections concentration. Typically offered during the Summer term. *P—CPTS 720 or BMSC 713*

725. Global Health Seminar Series. (1) The Global Health Seminar Series will teach the interaction between a pathogen, host, and environment, transmission modes and dynamics, and disease elimination pathways, with focus on issues affecting global populations. The course will address the causes and consequences of morbidity and mortality related to infectious diseases that cross regional or national boundaries, with emphasis on research and implementation of public health interventions in low and middle-income countries. Typically offered in the Fall term.

730. Introduction to Statistics. (4) This course provides an introduction to statistical concepts and basic methodologies that are prevalent in biomedical literature. It includes discussion topics such as descriptive statistics, probability, sampling distributions, hypothesis testing, simple linear regression, correlation, one-way analysis of variance, categorical data analysis, survival analysis, sample size and power analysis, and nonparametric methods. Access to SAS Enterprise Guide required. *P—POI*

731. Introduction to Biomedical Informatics for the Learning Healthcare System. (2) The Introduction to Biomedical Informatics for the Learning Healthcare System course provides an introduction to the core domains of biomedical informatics, including bioinformatics, medical/healthcare informatics, public health informatics, imaging informatics, and the evolving role of biomedical informatics in the “Big Data” era. Course content is provided using didactic lectures, group discussions, selected readings, directed self-study and classroom demonstrations.

732. Applied Linear Models. (4) The topics of the course include statistical concepts and basic methodologies related to the general linear model and its extensions. The basic statistical procedures discussed in the course include simple and multiple linear regression, analysis of variance and covariance, logistical regression, and repeated measures analysis. Emphasis is given to proper application and interpretation of statistical methods and results. Access to SAS/STAT required. *P—CPTS 730 or POI*

733. Learning Health System Team Science Practicum I. (0.5-1) The Learning Health System Team Science Practicum I is the first part of a two-part experiential activity in which course participants are embedded in an interdisciplinary team at Wake Forest Baptist Health working to implement evidence-based strategies to improve healthcare quality, access, or costs. The goals of the Practicum are to enhance participants' 1) competency in working in interdisciplinary team; 2) awareness of the complexity of implementing organizational change in the complex milieu of a large integrated delivery system; 3) understanding of potential patient, provider and system level barriers to change; and 4) understanding of the marketplace challenges faced by healthcare delivery systems in rapidly changing environments. In Part I, trainees will develop a literature review that will describe 1) the significance of the issue that is being addressed by the team; 2) challenges or barriers that have to be overcome to address the issue; 3) interventions to address the issue that have been described in the literature; and 4) potential metrics to measure the impact of interventions to address the issue. Part I will encompass activities in the summer term and subsequent fall and spring terms. *P—POI*

734. Learning Health System Team Science Practicum II. (1) The Learning Health System Team Science Practicum II is the second part of a two-part experiential activity in which course participants are embedded in an interdisciplinary team at Wake Forest Baptist Health working to implement evidence-based strategies to improve healthcare quality, access, or costs. The goals of the Practicum are to enhance participants' 1) competency in working in interdisciplinary team; 2) awareness of the complexity of implementing organizational change in the complex milieu of a large integrated delivery system; 3) understanding of potential patient, provider and system level barriers to change; and 4) understanding of the marketplace challenges faced by healthcare delivery systems in rapidly changing environments. In Part II, trainees will prepare a summary of the progress made by the team. The summary will include 1) a description of the interventions or strategies used by the team; 2) the impact of the team's efforts on key metrics; and 3) a discussion of anticipated or unanticipated barriers that were encountered in implementing the interventions and strategies used by the team. Typically offered in the summer term. *P—CPTS 733; POI*

736. Principles of Improvement and Implementation Science. (2) The Principles of Improvement

and Implementation Science course provides an introduction to dissemination and implementation (D&I) science and a theoretical foundation to translate evidence into clinical practice, health policy, or public health. Participants will be introduced to the foundations of implementation science and will explore a broad range of implementation research in health and healthcare. Topics include: D&I research terminology, efficacy and effectiveness research, quality improvement methods, evidence-based interventions, D&I measures and analytic strategies, fidelity, developing sustainable partnerships, and evaluating and adapting D&I strategies. Typically offered in the spring term. *P—POI*

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 of grant submission; and human subjects and budgeting considerations. Students develop a research proposal for peer review and critical discussion. *P—POI*

742. Clinical Trial Methods. (3) Provides students with knowledge of clinical trials methodology from Phase I through Phase IV and beyond. Topics include: why trials are needed; specification of the trial question(s); basic trial designs; identification of the appropriate study population, interventions, and response variables; the randomization process; masking; sample size; data analysis; recruitment/retention/adherence; trial monitoring and interim analyses; assessing/reporting adverse effects; interpreting trial results; meta-analyses; and post marketing surveillance. *P—POI*

747. Topics in Cancer Survivorship Research. (1) Provides students with an overview of topics related to cancer survivorship. Topics include: epidemiology of cancer survivorship, quality of life issues, cancer and the family, disparities in morbidity and mortality, late effects of cancer treatment, ethical issues, complementary and alternative medicine, symptom management, behavioral and lifestyle issues post-treatment, health services research, and special populations. Course may be repeated for credit. *P—POI*

748. Population Research Methods I (2) The course will focus on the development of integrated aims, literature reviews, and conceptual frameworks that provide the necessary foundation for successful community and health delivery translational research. To provide students with the opportunity to expand their ability to develop and communicate research concepts, the course will include numerous in-class activities and several written assignments. Typically offered in the fall term. *P—POI*

749. Population Research Methods II. (4) The course examines how study designs are selected and examines specific application of these designs within the community and health delivery settings. The latter part of the course focuses on measurement, with emphasis on the development of data collection forms and surveys. To provide students with the opportunity to expand their ability to develop and communicate research concepts, the course will include in-class activities plus a presentation and written assignments. Typically offered in the spring term. *P—POI*

750. Thesis Research. (1-6)

761. Detecting and Understanding Health Disparities. (1) This course will define and measure health disparities, evaluate landmark reports, and examine the social determinants and health systems determinants of healthcare disparities. Professional skills developed in this course will include evaluation of implicit bias, critical thinking in health care ethics, adjusting to group dynamics, and practice in public speaking. *P—POI*

762. Promoting Health Equity. (1) This course will address organizational and community points of interventions to reduce health disparities, strategies for policy intervention to address health disparities, development of platforms for community engagement, and incorporating service learning projects into the educational structure. Professional skills developed in this course will include problem-solving skills, adjusting to group dynamics, and written communications. *P—POI*

766. Individual Study in Clinical and Population Translational Science. (1-4) Provides students with opportunities to pursue advanced topics in their individual areas of interest with guidance from expert faculty. May be repeated for credit. *P—POI*

Clinical Research Management (CRM)

Bowman Gray Campus

Program Director

Ralph D'Agostino Jr.

Overview

Clinical research management is a vast and expanding field that involves the processes by which products (drugs, devices, biologics) and treatment protocols are developed to improve patient care. Clinical research management continues to evolve into a more global and complex set of integrated research and business processes. This online Masters of Clinical Research Management (CRM) program will provide participants with state-of-the-art information on clinical, regulatory and business requirements in the development of new therapeutics and conduct of clinical trials. Designed for working clinical research professionals, or those in a related field, this degree program expands participants' knowledge of drug and medical device development, clinical trial conduct, monitoring, and the business, ethical and legal perspectives of the clinical research industry.

The Masters of Clinical Research Management (CRM) online program will be an accelerated, intense course of study focused on leading transformative change in the clinical research industry as well as the National Institutes of Health (NIH) supported clinical research environment. The program's faculty and participants will have deep experience in the clinical research industry and will be fully engaged in addressing the gaps and constraints of the current clinical research system as we look at our systems and others around the globe. The material will be tailored to this industry for current and future leaders. This program will provide a range of learning experiences that add up to a powerful transformative experience.

Clinical research management includes studies in the following areas:

1. Scientific Concepts and Research Design
2. Ethical and Participant Safety Consideration
3. Medicines Development and Regulation
4. Clinical Trials Operations (GCPs)
5. Study and Site Management
6. Data Management and Informatics
7. Leadership and Professionalism
8. Communication and Teamwork

A minimum requirement of 20 months of part-time online work will be needed for the master's degree. Students will learn to explore the commercial and ethical dimensions of medical innovation and be prepared to lead in clinical research while earning 35 credit hours.

The program will culminate with the Capstone Experience in which students will complete an independent or group project that spans the duration of the CRM program. We ask each participant to identify a critical challenge related to healthcare while applying to the CRM program and confirm the selection early in their coursework. The challenge could relate to his/her organization or to a personal interest. Throughout the CRM, each student will work collaboratively with a variety of people including their CRM peers, professional colleagues, course faculty, advisors, and chairs, integrating various perspectives across healthcare sectors to develop possible solutions to his/her challenge.

Participants draw upon knowledge and skills from their coursework with an emphasis on collaborating across healthcare sectors, considering strategic and ethical implications, communicating effectively and developing feasible, viable, and transformative solutions.

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

Program Requirements: Students are required to take a minimum of 35 graduate course credit hours, with 4 hours in an elective area. Students are required to take the following set of courses:

CRM 701, CRM 702, CRM 703, CRM 704, CRM 711, CRM 712, CRM 715, CRM 721, CRM 722, CRM 731, and CRM 732.

Courses of Instruction

701. Research Design and Methods in Clinical Research. (3) The Research Design and Methods in Clinical Research course addresses scientific, clinical, and regulatory concepts required in medical agent and/or device development. Students will explore ethical design and methods used in clinical research, measurement issues in conducting research across diverse populations, and appropriate statistical measurement and analysis for given study designs. Issues concerning practical considerations and rare disease studies will also be included. Intended for all graduate students in Clinical Research Management (CRM). *C—CRM 702*

702. Data Analysis and Interpretation in Clinical Research. (3) The Data Analysis and Interpretation in Clinical Research course introduces the principles of biostatistical methods used in biomedical and public health research. Analysis of clinical trials data and interpretation of statistical results in biomedical studies will be emphasized. Intended for all graduate students in Clinical Research Management (CRM). *C—CRM 701*

703. Leadership and Professionalism I. (3) The Leadership and Professionalism I course covers essential skills and knowledge areas related to clinical research management. Participants assess their own leadership skills and knowledge and develop a specific plan for leadership skills development. This course also develops skills for team management and leading an organization toward goals accomplishment. Participants acquire knowledge and develop skills through case studies, experimentation with their own behaviors, and feedback from faculty and peers. Intended for all graduate students in Clinical Research Management (CRM).

704. Leadership and Professionalism II. (3) The Leadership and Professionalism II course covers essential skills and knowledge areas related to clinical research management. Participants assess their own leadership skills and knowledge and develop a specific plan for leadership skills development. This course also develops skills for team management and leading an organization toward goals accomplishment. Participants acquire knowledge and develop skills through case studies, experimentation with their own behaviors, and feedback from faculty and peers. Intended for all graduate students in Clinical Research Management (CRM). *P—CRM 703*

711. Ethical and Participant Safety Considerations. (3) The Ethical and Participant Safety Considerations course examines clinical trials management topics within an ethical context. Ethical issues confronted by most organizations and the approach to ethical decision making are discussed. Topics include conducting research with vulnerable populations, conflict of interest, and scientific misconduct. Students will develop study protocols, progress reports, journal publications, and scientific presentations. Intended for all graduate students in Clinical Research Management (CRM).

712. Medicines Development, Regulation, Industry. (3) The Medicines Development, Regulation, Industry course explores legal and regulatory decision making as well as the structure and role of key U.S. and international regulatory bodies. Participants explore how healthcare is regulated. Risk management, public health, and product/drug regulations are discussed. Other topics include changes to health care and advancement in technology. Intended for all graduate students in Clinical Research Management (CRM).

715. Capstone Experience. (1-3) The Capstone Experience course is an independent or group project that spans the duration of the Clinical Research Management graduate program. Participants identify a critical challenge related to healthcare and work collaboratively with peers, colleagues, course faculty, advisors, and chairs to integrate various perspectives across healthcare sectors and develop possible solutions to the identified challenge. Participants draw upon knowledge and skills from their coursework with an emphasis on collaborating across healthcare sectors, considering strategies, and ethical implications, communicating effectively, and developing feasible, viable, and transformative solutions. Intended for all graduate students in Clinical Research Management (CRM).

721. Clinical Operations and Project Management. (3) The Clinical Operations and Project Management course integrates project management principles and clinical operations by exploring

regulatory, policy, ethical, and practical considerations associated with the engagement, recruitment, retention, and interaction with human research subjects. Operational planning of clinical trials are discussed, including budgeting, study timeline, site evaluation and selection, study initiation, content and timing of monitoring visits, quality assurance, study closure procedures, decision-making models, cross cultural competency, and interdisciplinary team dynamics. Intended for all graduate students in Clinical Research Management (CRM). *P—CRM 701 or POI*

722. Clinical Studies Development. (2) The Clinical Studies Development course examines the nonclinical, clinical, commercial, regulatory, and risk assessment strategies required to develop a clinical development plan for an approvable, marketable new therapeutic or device. Intended for all graduate students in Clinical Research Management (CRM).

731. Quality Systems and Risk Management. (3) The Quality Systems and Risk Management course explores how to manage risk and safety assessments to ensure quality in clinical research. Students will examine how management concepts and training methods are used in managing risk and ensuring quality. Other topics include post marketing for new products and data quality assurance methods. Intended for all graduate students in Clinical Research Management (CRM).

732. Data Management and Informatics. (3) The Data Management and Informatics course provides an introduction to database design, data management, quality assurance and technology assessment in clinical research administration. Topics include establishing budgets for clinical trials, methods for tracking participants and findings, complexities of ethical data management, and evaluation of data sources and data quality. Intended for all graduate students in Clinical Research Management (CRM).

Electives for Strategic Leadership/Communications Concentration

751. Conflict Resolution and Negotiations. (2) This course studies key management concepts and roles of management and how they apply in successful, dynamic organizations. Students will examine the competencies of effective managers in developing customer focus, planning, selecting and developing individuals and teams, communicating, managing resources, using technology and being adaptable. Additional topics include the theory and process of effective negotiation and various team building and conflict resolution strategies in a variety of contexts.

752. Design Thinking. (2) In this course, participants will learn how to solve complex business challenges and promote industry leadership with a systematic approach to creativity and innovation. Design will be used as a practical, everyday process to spur innovation, organic organizational growth, and effective strategy implementation. Topics include the best procedures for generating and testing concepts, how to engage customer feedback and solicit new ideas, and testing assumptions to discover which problems/solutions matter the most to customers.

753. Business Communication Skills for Healthcare Professionals (2) This course focuses on developing effective business communication skills for professionals in managerial/senior roles in healthcare and life sciences. Writing scenarios include: preparing briefings and updates using presentation software and/or briefing packets; organizing data; constructing proposals and reports; solicitations; coordinating projects via email; and drafting and editing group documents. On-the-job examples from each participant's workplace are used throughout the course.

Electives for Operations Concentration

761. Project Management. (2) This course integrates project management principles, decision-making models, cross cultural competency, and interdisciplinary team dynamics to facilitate effective and efficient conduct of clinical trials. The curricula is designed to take participants through the entire life cycle of a project, while assessing organizational, cultural, and personnel factors that influence successful clinical trial performance.

762. Financial Management for Clinical Research Professionals. (2) This course focuses on the area of financial management as applied to healthcare and life sciences organizations. The emphasis in this course is to apply the principles and concepts of financial management to health and life

science providers that represent innovative new structures and organizations, such as Accountable Care Organizations (ACOs) offering integrated patient care. Participants will gain competency in the application of financial and analysis tools and techniques internationally through a case study approach. Upon completion of this course, participants will be able to utilize a comprehensive range of tools and techniques that can assist them in future financial decision making in complex, multinational healthcare and life science organizations.

763. Technical Writing for the Regulatory Professional. (2) This course focuses on the technical writing skills required for the regulatory professional. Students will construct coherent written regulatory documents using “Plain Language” techniques, synthesize valid, scientific information to support regulatory decisions, and appraise supporting regulatory documents and exhibits for appropriate use in argument development. Additional topics include how to constructively critique, evaluate, and revise written documents and oral presentations.

Communication (COM)

Reynolda Campus

Program Director	Ron Von Burg
Chair	Steven Giles
Associate Chair	Marina Krcmar
University Distinguished Professor of Communication Ethics	Michael J. Hyde
Professors	Mary Dalton, Sandra Dickson, Michael David Hazen, Woodrow Hood, Marina Krcmar, Allan D Louden, Ananda Mitra, Randall G. Rogan
Larry J. and LeeAnn E. Merlo Presidential Chair for Communication and Entrepreneurship and Associate Professor	Rebecca Gill
Associate Professors	Jarrod Atchison, Steven Giles, John Llewellyn, Jennifer Priem, Alessandra Von Burg, Ron Von Burg, Margaret D. Zulick
Assistant Professors	Mollie Canzona
Assistant Teaching Professors	Rowie Kirby-Straker
Professor of Practice and Head Debate Coach	Justin Green
Associate Debate Coach	Amber Kelsie
Lecturer	T. Nathaniel French
Affiliated Teaching Professors	Peter Gilbert, Cindy Hill, Cara Pilson
Manager of Communication/Media Laboratory	Ernest S. Jarrett
Adjunct Professor of Practice (Bio-Ethics)	Richard Robeson

Overview

The Department of Communication offers graduate study leading to the MA degree. Students who enroll for the master’s degree are expected to have a strong undergraduate background and rationale for graduate work in communication. The program is designed as a PhD preparation program. Most students will require two academic years to complete the program. The graduate program is associated with the Bioethics and Documentary Film graduate programs. Students have the opportunity to take classes in those areas as well. The program began in 1969.

Degree Requirements: *please see “Requirements for Degrees” beginning on Page 24.*

Thesis Option

The minimum requirement is 33 semester hours of work, six of which are allotted for the thesis. The program requires a core of courses in research methodology and then allows students to take courses in content areas such as health communication, intercultural communication, interpersonal communication, mass communication, organizational communication, public communication, and rhetorical communication.

In addition, the department provides work in communication ethics, communication

technologies, and argumentation. 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. At least 18 of the 27 hours of coursework must be in courses numbered 700 or above. Credits for up to 6 hours of graduate work can be transferred from another institution.

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.

Comprehensive Examination Option

Students are required to complete 33 semester hours of coursework. At least 24 of the 33 hours required for the degree must be in courses numbered 700 or above. The remaining 9 hours may be in either 600-level or 700-level courses. A program of study can include 6 hours of coursework in electives outside the department. This includes credit for as many as 6 hours of graduate work transferred from another institution. Students will be required to successfully complete a comprehensive examination at the end of completing the 33 hours of coursework. Students are required to indicate their desire to take a comprehensive examination by the end of the first year of graduate work.

Courses of Instruction

602. Argumentation Theory. (3) Examination of argumentation theory and criticism; emphasis on both theoretical issues and social practices.

604. Freedom of Speech. (3) Examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression.

605. Communication and Ethics. (3) A study of the role of communication in ethical controversies.

610. Advanced Media Production. (3) Special projects in audio and video production for students with previous media production experience. *P—POI*

612. Film History to 1945. (3) Survey of the developments of motion pictures to 1945; includes lectures, readings, reports, and screenings.

613. Film History since 1945. (3) Survey of the development of motion pictures from 1946 to present day; includes lectures, readings, reports, and screenings.

614. Media Effects. (3) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication.

615. Communication and Technology. (3) Exploration of how communication technologies influence the social, political, and organizational practices of everyday life.

616. Screenwriting. (3) Introduction to narrative theory as well as examination of the role of the screenwriter in the motion picture industry, the influence of genre on screenwriting, and exploration of nontraditional narrative structures. Students complete and original, feature-length screenplay.

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.

619. Media Ethics. (3) Examines historical and contemporary ethical issues in the media professions within the context of selected major ethical theories while covering, among other areas, issues relevant to: journalism, advertising, public relations, filmmaking, and media management.

620. Media Theory and Criticism. (3) Critical study of media including a survey of major theoretical frameworks.

630. Communication and Conflict. (3) Review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict.

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.

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.

638. 20th-Century African-American Rhetoric. (3) Explores how African Americans have invented a public voice in the 20th century. Focuses on how artistic cultural expression, in particular, has shaped black public speech.

639. Practices of Citizenship. (3) Explores the history and theory of citizenship as a deliberative practice linked to the rhetorical tradition of communication with an emphasis on participatory and deliberative skills as part of the process in which communities are formed and citizens emerge as members.

640. Public Discourse I. (3) Examines the interrelation of American rhetorical movements through the 19th century by reading and analyzing original speeches and documents, with emphasis on antislavery and women's rights.

641. Public Discourse II. (3) Examines the interrelation of American rhetorical movements in the 20th century by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student radicals, and women's liberation.

642. Political Communication. (3) Study of electoral communication including candidate and media influences on campaign speeches, debates, and advertising. Offered in alternate years.

643. Presidential Rhetoric. (3) Examines theory and practice of speech making and mediated presidential communication. Offered in alternate years.

650. Intercultural Communication. (3) Introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. Offered in alternate years.

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.

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.

655. Health Communication. (3) Examination of theories, research, and processes of health communication in contemporary society. May be repeated for credit.

656. Health Communication: Patient-Provider. (3) Explores contemporary issues related to communication in health care contexts, notably theories and research on patient-provider communication.

657. Health Communication Campaigns. (3) Examination of the principles behind designing, implementing, and evaluating a health campaign, including message design and application of media theories for behavior change.

670. Special Topics. (1-4) Examination of topics not covered in the regular curriculum.

680. Great Teachers. (3) Intensive study of the ideas of three noted scholars and teachers in the field of communication. Students interact with visiting scholars during visits to Wake Forest.

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.

720. Quantitative Analysis in Communication Science. (3) Overview of statistical data analysis, interpretation, and reporting for communication research. *P—COM 719*

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.

758. Rhetorical Theory. (3) Introduction to primary texts in the theory of rhetoric including classical theories, dramatism, semiotics, and critical/cultural studies.

759. Rhetorical Criticism. (3) The critical application of rhetorical theories aligning with the traditions covered in Communications 758. *P—COM 758*

763, 764. Proseminar in Communication. (1.5, 1.5) Introduction to graduate study in communication.

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.

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.

780. Special Seminar. (1-3) Intensive study of selected topics in communication. Topics may be drawn from any theory or content area of communication and offer a wide variety of special topics across a two year program. May be repeated for credit for a maximum of 12 hours.

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. May be repeated for credit for a maximum of 16 hours.

791, 792. Thesis Research. (1-9). May be repeated for credit. *Satisfactory/Unsatisfactory*

Comparative Medicine (COMD)

Bowman Gray Campus

Program Director

Section Head (Pathology/Comparative Medicine)

Professors

Susan Appt

Susan Appt

J. Mark Cline, Nancy D. Kock,

Thomas C. Register, Carol A. Shively

Associate Professor

Susan Appt, David L. Caudell, Matthew J. Jorgensen, Kylie Kavanagh

Assistant Professor

Gregory O. Dugan, Melaney Gee, Matthew Quinn

Overview

The Section on Comparative Medicine in the Department of Pathology offers a program leading to the Master of Science (MS) degree in Comparative Medicine for individuals that have previously achieved the MD or DVM degree. The MS degree has been offered since 1964. Students enrolled in the Comparative Medicine program typically conduct research on the Clarkson campus.

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), cancer biology and risk assessment, diabetes and obesity, behavioral biology such as depression and anxiety, women's health/reproductive medicine, nutrition, comparative pathology, radiation countermeasures, and substance abuse.

There is an active interest in the biology and diseases of nonhuman primates as translational surrogates for the study of human diseases. Approximately 600 nonhuman primates of several species are maintained to provide ample opportunity for students interested in nonhuman primate biology. Other large animal models and rodents are also studied in collaboration with other biomedical research programs at Wake Forest University. A full description of research interests may be found by linking to the Department of Pathology/Section on Comparative Medicine <https://school.wakehealth.edu/Departments/Pathology/Comparative-Medicine>.

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

Courses of Instruction

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. Offered in even-numbered years. *P—DVM or MD degree or POI.*

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. Offered in odd-numbered years. *P—POI*

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*

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.*

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.

713, 714. Research. Research in a variety of topics in comparative medicine, including research in preparation for the master's thesis and the doctoral dissertation. *Satisfactory/Unsatisfactory*

715. Ultrastructural Pathology. (1) This Course provides didactic and case-oriented training in basic principles of biomedical transmission electron microscopy and ultrastructural anatomy of major organ systems in animals and humans, and advanced case studies of ultrastructural pathology of animal and human diseases. Infectious, metabolic, neoplastic, toxic and other disease processes are covered. *P—POI*

716. Toxicologic Pathology. (1) This course provides didactic and case-oriented training in basic principles of toxicologic pathology of major organ systems in animals and humans, supplemented by case studies of regulatory and forensic toxicology in animals. *P—POI*

717/718. Comparative Medicine Journal Club and Scientific Review. (1) A key aspect of biomedical and translational medicine is the use of animal models. The appropriateness of the species, model, methods and attention to welfare is a knowledge base that has to be learned. This course will cover the application of large and small animal models in preclinical research and discuss them in a journal club and research seminar format. The student will be expected to present an article that utilizes animals in research and critically review the science. The student will be expected to review the weekly journal club article, attend research seminars and actively participate in discussions in person. Typically offered in the Fall and Spring terms. *Satisfactory/Unsatisfactory*

Computer Science (CSC)

Reynolda Campus

Program Director

Chair

Emeritus Reynolds Professor

Professors

Associate Professors

Assistant Professors

Errin W. Fulp

Peter Santago

Robert J. Plemmons

Jennifer J. Burg, Errin W. Fulp, David J. John,

V. Paul Pauca, Peter Santago

Daniel A. Cañas, Samuel S. Cho, Stan J. Thomas,

William H. Turkett Jr.

Sarra Alqahtani, Minghan Chen, Natalia Khuri

Overview

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 a terminal MS degree or preparation for entering a PhD program.

In addition to the graduate school admission requirements, students entering the graduate program must have completed computer science coursework in the areas of: 1) programming in a modern high-level language, 2) basic computer organization and architecture, 3) data structures and algorithms, 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.

Completion of the MS degree requirements may be fulfilled in one of four ways: thesis, project, coursework-only, and joint-degree. The MS degree with a thesis requires thirty semester hours, including six hours of thesis research (CSC 791, 792) and a successfully completed thesis. The MS degree with a project requires thirty-six semester hours, including three hours of project research (CSC 795) and a successfully completed project. The coursework-only MS degree requires thirty-six semester hours of coursework. The joint BS and MS degree requires thirty-three semester hours, including an internship and it is available to qualified Wake Forest University students. Details can be found in the Joint Degree Programs section of the Bulletin.

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 remaining hours are then selected from graduate computer science courses. For the thesis, project, and coursework-only options, at least six of the remaining hours must be selected from 700-level courses other than CSC 791, 792, and 795. Graduate courses may be taken outside of the department to fulfill requirements with prior approval from the graduate program director; however, no more than six such hours may count toward the degree.

Students in the program may apply to participate in the Interdisciplinary Graduate Track in Structural and Computational Biophysics. The specific requirements are found in the 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 Certificate in Structural and Computational Biophysics.

Current information about the program and links to faculty interests can be accessed on the Web at <http://college.wfu.edu/cs/>.

Degree Requirements: *please see “Requirements for Degrees” beginning on Page 24.*

Courses of Instruction

611. Computer Architecture. (3) In-depth study of computer systems and architecture design.

Topics include processor design, memory hierarchy, external storage devices, interface design, and parallel architectures.

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

622. Database Management and Analytics. (3) Management, analysis, and visualization of

large-scale data sets. Topics include key-value databases, distributed file systems, map-reduce techniques, similarity measures, link analysis, and clustering. *P—CSC 621.*

631. Software Engineering. (3) Study of fundamental topics in software engineering including software processes, agile software development and project management, requirements engineering, system modeling, design patterns and implementation, and software testing. Students practice software engineering principles through team projects.

632. Mobile and Pervasive Computing. (3) Study of the fundamental design concepts and software principles underlying mobile and pervasive computing, including mobile interface design, data management, mobile networks, location aware computing, and mobile security. Involves significant programming on modern mobile platforms.

633. Principles of Translators for Compilers and Interpreters. (3) Study of techniques for translating high-level programming languages to a target language. Typical target languages include Java bytecode and assembly language. Topics include lexical analysis, parsing, intermediate representations, language semantics, code generation, and optimization.

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 techniques for parallel and high performance computing. Topics include an overview of modern high-performance computer design, pipelining, concurrency, data dependency, shared memory, message passing, and graphics processors. Select parallel algorithms and methods for asymptotic scalability analysis are also presented. Assignments may include coding with OpenMP, MPI, and the CUDA library.

647. GPU Programming (3) An introduction to general purpose parallel program development on Graphics Processing Units (GPUs). Topics covered will include data parallelism, memory, and data locality, parallel algorithm patterns and performance metrics, and application test studies.

648. Computer Security. (3) Introduction to computer security concepts and associated theory. Detailed coverage of the core concepts of access control, cryptography, trusted computing bases, digital signatures, authentication, network security, and secure architectures. Legal issues, security policies, risk management, certification and accreditation are covered in their supporting roles. Students will learn to analyze, design, and build secure systems of moderate complexity.

652. Numerical Linear Algebra. (3) Numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to applications. Credit not allowed for both CSC 652 and MTH 626.

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

661. Digital Media. (3) Study of the mathematics and algorithms underlying digital sound, image, and video manipulation. Topics may include sampling and quantization, resolution, filters, transforms, data encoding and compression, multimedia files types and transmission, 3D printing, and digital media in multimedia and web programming.

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. Topics may include knowledge representation, heuristic search, formal logic, planning, robotics, machine learning, intelligent agents, and pattern recognition.

685. Bioinformatics. (3) Introduction to bioinformatics and computing techniques essential to current biomedical research. Primary focus is gene and protein sequence and structure databases and algorithms for sequence and structure analysis. Emphasizes interdisciplinary interaction and communication. Also listed as PHY 685 and BIO 685.

687. Computational Systems Biology. (3) Introduction of concepts and development of skills for comprehension of modern systems biology research problems, including both biological and computational aspects. Topics may include microarrays, protein interaction networks, large-scale proteomics experiments, and algorithms and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interaction and communication.

691. Selected Topics. (1, 2, 3) Topics in computer science that 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. Credit not allowed for both MTH 754 and CSC 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.
- 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). May be repeated for a maximum of 18 hours each. *Satisfactory/Unsatisfactory*
- 795. Project.** (3). *Satisfactory/Unsatisfactory*

Counseling (CNS)

Reynolda Campus

Program Director

Professor Emeriti

Professors

Associate Professors

Assistant Professors

Assistant Teaching Professors

Visiting Assistant Professor

Clinical Program Manager

Overview

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

Admission to the Programs. 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. Candidates for the MAHS program are not required to have a specific undergraduate major or minor.

Criminal Background Check. Acceptance to the program will be contingent on the successful completion of a criminal background check. The background check is standardized and mandatory for all students. Any student who has a criminal offense documented through this procedure will have to address this on a case-by-case basis with the Program Director and Department Chair. Areas of concern may include, but are not limited to, felony convictions, especially those involving

harm to others, theft or fraud convictions, and patterns of misdemeanors other than moving traffic violations.

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

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

On Campus and On-line Programs

There are two counseling concentrations offered through the Department of Counseling: the school counseling track and the clinical mental health counseling track. Both concentrations are offered on campus and via online delivery systems. The Department of Counseling also offers a masters of arts in human services which is offered via the online delivery system only. The campus programs are for full-time students. Applications are accepted for entry into the on campus programs for the fall semester only. The online programs are for part-time students. Applications are accepted for entry in the online programs for the fall, spring and summer semesters. Course and admissions requirements for on campus and online students are the same.

Course Requirements

The Master of Arts degree in Counseling is awarded to candidates who successfully complete a minimum of 60 hours in a planned and directed program of study. Courses required by the program cannot be taken as Pass/Fail.

MASTER OF ARTS IN COUNSELING - SCHOOL COUNSELING

The school counseling concentration provides prospective school counselors with the knowledge, skills, and competence necessary to establish and conduct effective developmental guidance and counseling programs in schools, kindergarten through the 12th grade. The course of study which leads to a license in school counseling in North Carolina is based on the requirements of the North Carolina Department of Public Instruction and is accredited by the 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.

MASTER OF ARTS IN COUNSELING - CLINICAL MENTAL HEALTH

In the clinical mental health 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).

MASTER OF ARTS IN HUMAN SERVICES (ONLINE ONLY)

The Masters of Arts in Human Services degree is offered by the Department of Counseling via online delivery only. The degree will be awarded to candidates who successfully complete a minimum of 39 semester hours in a planned and directed program of study. The program consists of 30 hours of courses in common with the Masters in Counseling program, an additional 6 hours of specialized study in human services administration and programming, and 3 hours of field experience. At present, the Master of Arts in Human Service degree is offered only in an online delivery system. Applications are accepted for entry in the online programs for the fall, spring and summer semesters.

Residency Requirements

Two Thursday night through Sunday at noon residency experiences are required for online classroom students. These face-to-face sessions will allow faculty to engage in competency and readiness evaluations as well as to plan and evaluate practicum and internship arrangements. Students will also complete the experiential group requirements at this time. Dates will be announced six months in advance.

Courses of Instruction (*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 evidence-based evaluation of research-based literature in the counseling field. Grant writing. Program evaluation. Descriptive, inferential, parametric and non-parametric statistical procedures involved in research.

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

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.

737. Basic Counseling Skills and Techniques. (3) Basic communication skills, helping relationships, and strategies for personal change. Issues and ethics in counseling.

738. Counseling Practicum. (3) 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—CNS 737*

a. School

b. Clinical mental health

739. Advanced Counseling Skills and Crisis Management. (3) Topics covered will be advanced and specialized counseling interventions including crisis intervention, suicide prevention, and emergency management models. Students will be required to demonstrate appropriate skill level. *P—CNS 737*

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.

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.

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.

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.

744. Counseling Internship I. (2-3) Supervised counseling experience in a school, college, or clinical mental health agency under a regularly employed staff member professionally trained in counseling and in supervision. Active participation in direct service work to clients. Monitoring of audio or videotaped interviews. Case review. *P—CNS 738*

a. School

b. Clinical mental health

745. Counseling Internship II. (2-3) Supervised counseling experience in a school, college, or clinical mental health agency under a regularly employed staff member professionally trained in counseling and in supervision. Active participation in direct service work to clients. Monitoring of audio or videotaped interviews. Case review. *P—CNS 744*

a. School

b. Clinical mental health

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.

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.

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.

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.

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.

752. Human Services Administration (3) This course will focus on the knowledge, theory, and skills used in the administrative aspects of the human services delivery systems including organizational management, supervision, strategic planning, budgeting, grant and contract negotiation, and legal/regulatory issues. The course also covers managing the professional development of staff, recruiting and managing volunteers, and advocacy techniques. *P—CNS 737, 741, 742*

753. Human Services Program Planning and Evaluation (3) This course will focus on the range and characteristics of human services delivery systems and major conceptual models used to integrate prevention, maintenance, intervention, and rehabilitation and healthy functioning. The course includes the history of human services as well as the systematic analysis of service needs. The course also covers the selection of strategies, services or interventions and the evaluation of outcomes. *P—CNS 737, 741, 742.*

754. Human Services Fieldwork (3) Field experience is a learning experience in a human services delivery organization in which the student will complete 350 hours of on-site volunteer work with an agency. Students, university supervisors, and on-site partners will determine the student's role, activities, outcomes, and instructional needs based on placement site possibilities. *P—CNS 752, 753.*

755. Counseling Internship III. (2) Supervised counseling experience in a school, college, or clinical mental health agency under a regularly employed staff member professionally trained in counseling and in supervision. Active participation in direct service work to clients. Monitoring of audio or videotaped interviews. Case review. *P—CNS 745*

a. School

b. Clinical mental health

758. Studies in Educational Leadership. (3) This course includes examination of contemporary leadership theory and its various applications in education. It includes field work and reflections (Service Learning). *P—EDU 664L*

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.

762. Issues in Clinical Mental Health Counseling. (3) Examines specific issues related to clinical mental health counseling including, but not limited to, reimbursement, outcome evaluation, advocacy strategies, clinical mental health counselor roles and functions.

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

a. School Guidance and Counseling

b. College Student Development Services Counseling

c. Mental Health Counseling

d. Marriage and Family Counseling

e. Business/Industry Counseling

h. Rehabilitation

i. Adult Development/Aging

j. Religious Counseling

k. Health Counseling

l. Multicultural 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.

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.

766. Crisis Prevention and Response. (3) This course will present counseling approaches which effectively address crises. The course will examine the characteristics and impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in theory-based prevention and response models and community-based strategies for a diverse society. Students will also explore counseling and human service contexts for application of assessment and intervention approaches in addressing specific crisis situations. *POI*

767. Human Sexuality. (3) This course is designed for counseling students whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a.) students' knowledge base related to human sexuality, b.) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c.) students' skills in assessment and intervention skills with sexuality issues and d.) increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. Course participants will become more effective in identifying, assessing and intervening with human sexuality related counseling issues. *POI*

768. PsychoPharmacology for Counselors. (3) Students will learn the basic principles of psychopharmacology, pharmacokinetics, and neurobiology as they pertain to their role as a professional counselor. They will learn how psychopharmacological drugs are classified, prescribed, and managed. The information presented in this course will prepare student to function as knowledgeable members of multi-disciplinary treatment teams serving clients seeking counseling services. Finally, students will gain knowledge about the important and complex ethical and legal issues that surround the use of psychopharmacological drugs. *POI*

770. Classification of Mental and Emotional Disorders. (3) Analyzes healthy and unhealthy personality, as well as developmental and situational problems in adjustment. Studies the classification of mental disorders, as defined by the American Psychiatric Association in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders. Examines appropriate ways in which diagnosis can be utilized by counselors to explore personality and systemic interventions for career, educational, and relationship concerns.

771. Clinical Mental Health Counseling. (3) History, philosophy, organization, management, and delivery of counseling services in various clinical mental health settings. Preventative, developmental, and remedial strategies for use with various populations.

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.

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.

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.

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.

776. Assessment and Treatment Planning in Addictions. (3) Examines screening, assessment, and diagnosis of addiction and co-occurring disorders. *P—CNS 765, POI or a master's degree in the counseling field.*

777. Addictions Counseling Skills. (3) Explores the development of skills for individual and group counseling with persons diagnosed with addictive and co-occurring disorders. *P—CNS 765, POI or a master's degree in the counseling field.*

778. Addiction and the Family. (3) Explores the influence of addiction on family systems. Covers knowledge and skills for assisting individuals and families with substance abuse and addiction. *P—CNS 765, POI or a master's degree in the counseling field.*

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 POI*

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.

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.

790. Professional Identity Capstone Course. (2) Review and application of counseling skills, settings, practice parameters and other current issues necessary to integrate students into the profession of counseling. *P—CNS 744*

Documentary Film Program (DOC)

Reynolda Campus

Program Director
Professor
Professor of Practice
Associate Professor of Practice
Assistant Teaching Professor

Cara Pilson
Sandra Dickson
Peter Gilbert
Christopher Sheridan
Christopher Zaluski

Overview

The Documentary Film Program offers an MFA degree through a two-year course of study and an MA through a one year course of study. The program admits students on a full-time basis only.

The comprehensive curriculum is designed not only to equip students with the skill set needed to produce professional quality films, but also to develop a respect for the traditions of the craft, an understanding of the economic aspects of the industry, and the intellectual discipline required

to translate a creative vision into film. While this is a skills intensive curriculum, it is also a plan of study that emphasizes the social awareness elements that lie at the heart of the documentary tradition. The faculty believes it is imperative to impart to students the power and responsibility documentary filmmakers have in a world increasingly dependent on the moving image as a way to educate, inform, and affect change.

Requirements

The MFA requires 48 hours: The first year of the program is dedicated to documentary core courses such as research, theory, writing, direction, and production and the development of the thesis film. The second year builds on the foundation of the first year of study with courses in entrepreneurship and pedagogy. Students may also take elective courses in an area of special interest.

The MA requires 33 hours. Students take required documentary courses in research, theory, writing, direction, and production and develop and produce a short thesis film. Students also take additional coursework in sports storytelling

Courses of Instruction

701. Internship I. (1.5) Internships may be taken for 1.5 credits on a pass/fail basis when approved by faculty members. These internships provide students the opportunity for experiential learning at production houses, television networks, public television stations, and at other facilities deemed useful as well as with independent producers. *Satisfactory/Unsatisfactory*

702. Internship II. (1.5) Internships may be taken for 1.5 credits on a pass/fail basis when approved by faculty members. These internships provide students the opportunity for experiential learning at production houses, television networks, public television stations, and at other facilities deemed useful as well as with independent producers. *Satisfactory/Unsatisfactory*

703. Internship. (3) Internships may be taken for 3 credits on a pass/fail basis when approved by faculty members. Internships provide students the opportunity for experiential learning at production houses, television networks, public television stations, and at other facilities deemed useful as well as with independent producers. *Satisfactory/Unsatisfactory*

713. Documentary Storytelling I. (3) The course provides an introduction to the fundamental theory and craft of non-fiction visual storytelling and familiarizes students with concepts such as drama structure, story development and visual style..

715. Cinematography and Sound. (3) Through a combination of lectures, film screenings, hands-on demonstrations, and field exercises, this course familiarizes students with the basics of documentary shooting, lighting, and sound gathering.

717. Fundamentals of Documentary Editing. (3) Through a combination of lectures, film screenings, hands-on demonstrations, and assignments, this course familiarizes students with the basics of documentary editing.

718. Social Media and Marketing in the Creative Arts. (3) This course will take a deep dive on how social media is changing not just what content creators produce, but also changing the way creators engage with their audience by using social media and marketing techniques to drive attention to their work and enhance their overall brand. This course will survey how communication is continually changing, different forms of social media as well as creativity in the digital space. Through guest lectures, case studies and hands-on production - students will study each social media platform, learn how it's being used and see how it can be leveraged to enhance all aspects of the creative arts. Course may be offered on campus or online.

722. Documentary Storytelling II. (3) This course teaches students how to research, conceptualize and develop a non-fiction story idea. Students receive instruction on effective research strategies, idea development, production planning, and proposal writing and pitching. *P—DOC 713, DOC 715, DOC 717,*

724. Advanced Documentary Production. (3) Designed to teach theoretical, aesthetic, and technical principles of non-linear editing for documentary. Principally, students are taught how to: digitize and organize source material, create basic effects and titles, develop sequences, and organize

and edit raw materials into a polished final product. *P—DOC 717*

726. Advanced Sports Storytelling. (3) Introduces students to both the theoretical and technical aspects of non-fiction sports storytelling. Students will examine both historical and contemporary examples of sports storytelling, including various styles of documentaries, branded and commercial content, social media and web-based content, and podcasts. *P—DOC 717*

728. Documentary History. (3) Acquaints students with the historical development of documentary film from its roots in 19th-century art forms to the present. Examines various styles and techniques of documentary and analyzes the contribution of the documentary as a persuasive means of communication to achieve social and political goals. *Open to all Wake Forest University graduate students with POI.*

730. Sports, Culture and Society. (3) Through films, case studies and discussions with sports professionals, media industry leaders and scholars we will look at how sports helps frame our common understanding of society's biggest social issues including - race - gender and human rights.

733. Business of Sports Media. (3) Students will get a high level understanding of the business of sports media and how the digital revolution is changing the game for content creators, leagues and teams. Through lectures, current periodicals, projects and guest speakers, students will learn to look beyond the final score and better understand the entire sports communication eco-system.

735. Documentary Law and Ethics. (3) Provides students with the opportunity to explore the ethical issues that can arise in documentary filmmaking. The discussion points will evolve from the in-depth examination of a select group of films and directors.

737. Documentary Storytelling III. (3) The class focuses on advanced principles of writing, producing, directing and editing documentary. Theoretical, aesthetic, technical and ethical aspects of the creative non-fiction storytelling process will be the focus. The class format will be a combination of theory and practice as it relates to the dramaturgical process of filmmaking. *P—DOC 713, DOC 715, DOC 717, DOC 728, DOC 722, DOC 750*

746. Documentary Storytelling IV. (3) The course combines lectures, screenings, and exercises to build a technical and aesthetic foundation in digital post-production. Special emphasis will be placed on advanced visual storytelling techniques--including continuity, pacing, character development and dramatic structure. Students will also explore various distribution strategies and transmedia applications *P—DOC 713, DOC 715, DOC 717, DOC 728, DOC 722, DOC 724, DOC 750, DOC 735, DOC 737, DOC 748.*

748. Creative Thesis Project. (9) Students work under faculty supervision on a creative thesis project.

750. The Imagination Project (3-6) Students will produce short films, digital study guides or E-books and/or other types of multimedia materials on important social, political, cultural and economic issues. The course, structured around digital media projects, provides opportunities for students to immerse themselves in a single topic and interact with scholars from various disciplines. The topics will vary each year. *P—DOC 713, DOC 715, DOC 717*

751. Pedagogy and Curriculum. (3) Provides an understanding of pedagogical practices and major theories of curriculum and provide a foundation for students interested in pursuing careers in academe.

753. Individual Study. (1-3) For students who wish to perform independent study in a cognate area with a professor from the Documentary Film Program or another program. May be repeated for credit for a maximum of 9 hours.

755. Entrepreneurship Education in Non-fiction Filmmaking. (3) This course will provide students with the knowledge and skills to help them create their own creative arts venture and help them design and teach a course in entrepreneurship in the creative arts, particularly digital media and non-fiction filmmaking.

764. Individual Study. (1-3) For students who wish to perform independent study in a cognate area with a professor from the Documentary Film Program or another program. May be repeated for

credit for a maximum of 9 hours.

766. Teaching Practicum. (3-6) Students work closely with Documentary Film Program faculty during the teaching of an undergraduate course. Students participate in the design and development of course material and observe classroom and organizational aspects of teaching in an apprenticeship role. *Satisfactory/Unsatisfactory*

780. Special Topics. (3) Intensive study of selected topics in documentary film. Topics may be drawn from any content area of documentary studies and production. May be repeated for credit for a maximum of 6 hours.

Education (EDU)

Reynolda Campus

Program Director

Chair

Professors

Associate Professors

Assistant Professors

Leah McCoy

Adam Friedman

Adam Friedman, Leah P. McCoy, Linda N. Nielsen

M. Alan Brown, Ann Cunningham, Donal Mulcahy

Danielle Parker-Moore

Overview

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

Initial Licensure Program – Master Teacher Fellows (MTF). This thirteen-month program involves coursework and fieldwork, including one semester of full-time student teaching. It is offered for either Secondary (grades 9-12) or for Elementary (grades K-6). For secondary, students must have a Bachelor's degree (or equivalent coursework) in one of our content areas: English, Mathematics, Science (Biology, Chemistry, or Physics), or Social Studies.

Advanced Licensure Program – Master Teacher Associates (MTA). This program provides an extension of the candidate's current teaching license. It is also thirteen months and it includes coursework and other requirements to foster the candidate's further development in content, pedagogy, and leadership. It is offered for either Elementary or Secondary levels.

Non-Licensure Program – Master of Educational Studies (MES). This program is for students who are interested in education, but choose not to seek a teaching license.

Certificate Program – The Curriculum, Instruction, and Assessment Certificate is appropriate for those with elementary, secondary, or higher education interest.

Requirements

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

Residence Requirement. 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. Credit may be allowed for as many as six hours of graduate work transferred from another institution at the discretion of the program director and dean of the Graduate School.

Course Requirements. The Master Teacher Fellows program requires 42-48 semester hours. The Master Teacher Associates and Master of Educational Studies programs each require 36 semester hours. The Curriculum, Instruction, and Assessment Certificate requires 15 credit hours. Field-based courses, including 614L, 650L, 664L, and 665, are offered only as pass/fail. All remaining coursework must be taken for a grade.

All courses must be approved, and an overall grade-point-average of B must be maintained. The course requirements must be completed in courses numbered 600 or above, with at least half of the total number of required hours in courses numbered 700 or above.

Research Competence in Teacher Education. Research competence in Teacher Education includes a set of three courses that include both research studies and personal reflection.

Admission to Degree Candidacy. A student is admitted to degree candidacy by the dean of the Graduate School after recommendation by the education department. The student must expect to complete the master's degree requirements with one additional semester's work.

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

A copy of the Title II Federal Report Card may be obtained in the Licensure Office of the department.

Courses of Instruction

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. Social Justice Issues in Education. (3) This course facilitates exploration of issues of social justice and schooling from both theoretical and practical perspectives. It includes a focus on multicultural education, global awareness, issues of equity in school funding, urban and rural education, poverty, and marginalized populations.

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.

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.

614L. Elementary Teaching Rounds. (2) Involves practical experiences in elementary classrooms with focus on pedagogy and content. Weekly public school experience and seminar. *Pass/Fall*

637. TESOL Linguistics. (3) Introduction to the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the U.S. or abroad. *P—LIN/ANT 150, or ENG 304*

641. Teaching Elementary Literacy. (3) Methods and materials for implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in grades K-6.

642. Teaching Elementary Social Studies. (3) Methods and materials for teaching K-6 social studies, including adaptations for diverse and exceptional learners. Also includes experience in diverse elementary classrooms

643. Teaching Elementary STEM (Science, Technology, Engineering, Mathematics). (3) Methods and materials for teaching STEM subjects in elementary schools, emphasizing inquiry teaching and learning, and including adaptations for diverse and exceptional learners.

650L. Student Teaching: Elementary. (9) Supervised teaching experience in grades K-6. Full-time. Service Learning. *Satisfactory/Unsatisfactory*

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. Content Pedagogy. (3) Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies).

654L. Content Pedagogy Rounds. (2) Practical experiences in classrooms with focus on pedagogy and content. Weekly public school experience and seminar. *Satisfactory/Unsatisfactory*

655. Professional Seminary: Elementary. (3) Professional Seminary: Elementary. Analysis and discussion of problems and issues in elementary school teaching. Includes examination of research and best practice strategies in curriculum, instruction, assessment, diverse learners, classroom management and leadership. *Satisfactory/Unsatisfactory*

661. Foundations of Education. (3) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

664L. Student Teaching Internship. (9) Supervised teaching experience in grades 9-12 (K-12 for foreign language). Full-time, 15-week field experience. Includes a weekly on-campus seminar. *Satisfactory/Unsatisfactory*

665. Professional Development Seminars. (3) Analysis and discussion of problems and issues in secondary school teaching. Examination of research and practice-based strategies. *Satisfactory/Unsatisfactory*

668. Professional Experience in Education. (3) This course offers students a placement in an educational setting under the supervision of a professional mentor. During this internship, students examine a critical topic in a local school, a community agency, a nonprofit organization, or other educational setting.

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.

677. Literacy in the 21st Century. (3) This course examines the impact of emerging literacy trends on 21st century students in a digital, global world. There is specific focus on engaging reluctant and struggling readers.

681. Special Needs Seminar. (1) Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include classroom management, reading and writing in the content area, inclusion, and evaluation. *Satisfactory/Unsatisfactory*

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.

683. Classroom Management Seminar. (1) Examination of research and practice-based strategies for secondary school classroom management and discipline. *Satisfactory/Unsatisfactory*

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.

685. Diversity Seminar. (1) Exploration of multi-cultural issues and relevant Spanish language and cultural teaching practices essential for classroom communication. *Satisfactory/Unsatisfactory*

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.)

688. Writing Pedagogy. (3) This course blends theory and practice, providing students from all content areas with a foundational understanding of writing pedagogy methods and approaches. Topics of study will include writing across the curriculum, writing research and writing assessment.

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. May be repeated for credit.

695. Teaching Diverse Learners. (3) This course addresses diversity in the classroom, particularly the needs of English Language Learners (ELL) and Exceptional Children (EC). It examines differentiated instruction with appropriate instructional and behavioral strategies to meet the needs of all students.

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. Educational Policy and Practice. (3) Examination of the impact of race, ethnicity, and social class on educational achievement and attainment, 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. Learning and Cognitive Science. (3) Examination of patterns of human development, and theories and principles of cognition applied to teaching and learning.

713. Classroom Climate: Classroom Management and Conflict Resolution. (3) This course focuses on the development and maintenance of a safe, orderly, and respectful classroom environment in conjunction with advanced pedagogical strategies. Students learn classroom management and conflict resolution techniques while considering their own teaching practices.

714. Advanced Content Pedagogy. (3) This course assists students in developing skills for content-specific teaching of critical thinking and problem solving while building upon existing pedagogical content knowledge through collaboration that is rooted in current practice, and addressing state and national standards.

715. Action Research I. (3) Individual planning for action research study on a specific pedagogical topic in a school setting. Includes definition of research problem, literature review, and proposal for collection of field data and reporting of results.

716. Professional Growth Seminar. (3) Students will provide reflections on their teaching experiences, report the results of their action research, and define their professional goals.

717. Instructional Design, Assessment and Technology. (3) Introduction to contemporary technologies and their applications for supporting instruction, assessment, professional practice, and school leadership.

718. Advanced Multimedia Technology in Education. (3) This course develops advanced technology skills and knowledge of how to incorporate technology tools into pedagogical practice through a variety of assignments including an implementation project.

721. Educational Research. (3) Theory, construction, and procedures of empirical research on

teaching and learning. Analysis and evaluation of published research studies.

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

725. Action Research II. (1) Reporting of results of action research study on pedagogical topic. Includes oral and written presentations.

730L. Service Learning: Tutoring. (1) Practical experiences in classrooms with focus on tutoring and assisting with preparation for standardized testing. Includes field work and reflection. *Pass/Fall*

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. Assessment of Teaching and Learning. (3) This course focuses on the assessment of learning from a theoretical and practical perspective. It includes an understanding of formative and summative assessments, traditional and non-traditional assessments, standardized testing, and the interpretation and application of test data.

747. 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.

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.

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. May be repeated for credit.

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. (2 or 3) Investigation of the content of and the pedagogy appropriate to advanced placement courses in the various disciplines. A. English Literature and Composition; B. Calculus; C. English Language and Composition; J. Chemistry; L. U.S. Government and Politics; M. Psychology; I. U.S. History. Offered in summer only.

788. Teaching Foreign Languages in the Elementary Grades. (2) 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

Program Director

Chair

Associate Chair

Reynolds Professor of English

Charles E. Taylor Professor of English

Thomas H. Pritchard Professor of English

Professors

Associate Professors

Assistant Professors

Overview

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

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. 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 English department.

Degree and Grade Requirements:

8 Courses (24 credit hours) with an average grade of B or above: at least 5 courses at the 700-level, with three additional courses at the 600-level, or 6 courses at the 700-level and 2 courses at 600-level. A number of credit hours are allotted for completing and defending a final critical project, which must be original and not revised material from course work; these courses receive a grade of satisfactory or unsatisfactory only.

Courses of Instruction

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

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

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.

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.

606. Special Topics in Rhetoric and Writing. (1.5, 3) Study of significant rhetorical or writing theories and practices focused on one area of study.

- 608. Beowulf.** (3) This course offers an intensive study of the poem, with emphasis on language, translation skills and critical contexts.
- 609. Modern English Grammar.** (3) A linguistics approach to grammar study. Includes a critical exploration of issues such as grammatical change and variation, the origins and effects of grammar prescriptions/proscriptions, the place of grammar instruction in education, and the politics of language authority.
- 610. The Medieval World.** (3) Examines theological, philosophical and cultural assumptions of the Middle Ages through the reading of primary texts. Topics include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life and Arthurian romance.
- 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.
- 612. Medieval Poetry.** (3) The origin and development of poetic genres and lyric forms of medieval vernacular poetry.
- 613. The Roots of Song.** (3) Interdisciplinary investigation of poetry and song in the Middle Ages and early Renaissance. Study of the evolution of poetic and musical genres and styles, both sacred and secular. Students must complete a project or projects on the technical or theoretical aspects of early song.
- 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.
- 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 16th through the 18th centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin not required.
- 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.
- 623. Shakespeare.** (3) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.
- 625. 16th-Century British Literature.** (3) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.
- 626. Studies in English Renaissance Literature.** (3) Selected topics in Renaissance literature. Consideration of texts and their cultural background.
- 627. Milton.** (3) The poetry and selected prose of John Milton with emphasis on *Paradise Lost*.
- 628. 17th-Century British Literature.** (3) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw, prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.
- 630. Restoration and 18th Century British Literature.** (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.
- 633. Jane Austen.** (3) An intensive study of the works of the British novelist Jane Austen and her cultural contexts.
- 635. 18th-Century British Fiction.** (3) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.
- 636. Restoration and 18th-Century British Drama.** (3) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan.
- 637. Studies in 18th-Century British Literature.** (3) Selected topics in 18th-century literature. Consideration of texts and their cultural background.
- 638. Studies in Gender and Literature.** (3) Thematic and/or theoretical approaches to the study of

gener in literature.

639. Studies in Sexuality and Literature. (3) Thematic and/or theoretical approaches to sexuality within literary studies.

640. Studies in Women and Literature. (3) Women writers in society.

641. Literature and the Environment. (3) This course studies the relationship between environmental experience and literary representation.

644. Studies in Poetry. (3) Selected topics in poetry.

645. Studies in Fiction. (3) Selected topics in fiction.

646. Studies in Theatre. (3) Selected topics in theatre.

647. Internship in the Major. (1.5) Internship that involves both hands-on experience and academic study. Students will partner with a literature faculty member to integrate work in the community and engagement with his or her academic plan of study.

648. English Studies and the Professions. (1.5) A practicum course focused on career design and career planning, specific to career options in humanities fields. The course will broaden awareness of career opportunities available to English graduate students. Pass-Fail only. Cannot be repeated.

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.

651. Studies in Romanticism. (3) Selected topics in European and/or American Romanticism with a focus on comparative, interdisciplinary, and theoretical approaches to literature.

653. 19th-Century British Fiction. (3) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.

654. Victorian Poetry. (3) A study of the Brownings, Tennyson, Hopkins, and Arnold or another Victorian poet.

656. Literature of the Caribbean. (3) Readings include significant works by authors from the Caribbean and authors writing about the Caribbean. Critical, historical, and cultural approaches are emphasized. All texts are in English..

657. Studies in Chicano/a Literature. (3) Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and sociocultural analysis.

658. Postcolonial Literature. (3) Survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender, and class.

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.

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.

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, and the body in literature.

662. Irish Literature in the 20th 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.

663. Studies in Modernism. Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors.

664. Studies in Literary Criticism. (3) Consideration of certain figures and schools of thought significant in the history of literary criticism.

- 665. 20th-Century British Fiction.** (3) A study of Conrad, Ford, Forster, Joyce, Lawrence, Woolf and later British writers, with attention to their social and intellectual backgrounds.
- 666. James Joyce.** (3) The major works by Joyce, with an emphasis on *Ulysses*.
- 667. 20th-Century English Poetry.** (3) A study of 20th-century poets of the English language, exclusive of the U.S. Poets will be read in relation to the literary and social history of the period.
- 668. Studies in Irish Literature.** (3) The development of Irish literature from the 18th century through the early 20th century in historical perspective, with attention to issues of linguistic and national identity.
- 669. Modern Drama.** (3) Main currents in modern drama from 19th-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.
- 670. American Literature to 1820.** (3) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods.
- 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.
- 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.
- 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.
- 674. American Fiction before 1865.** (3) Novels and short fiction by such writers as Brockden, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis.
- 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.
- 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.
- 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.
- 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.
- 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.
- 680. American Fiction from 1865 to 1915.** (3) Study of such writers as Twain, James, Howells, Crane, Dreiser, Wharton and Cather.
- 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.

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.

683. Theory and Practice of Poetry Writing. (3) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles.

684. Playwriting. (3) Examines the elements of dramatic structure and their representations in a variety of dramatic writings. Explores the fundamentals of play writing through a series of writing exercises.

685. 20th-Century American Poetry. (3) Readings of modern American poetry in relation to the literary and social history of the period.

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. May be repeated for credit if topic varies.

687. African-American Fiction. (3) Selected topics in the development of fiction by American writers of African descent.

689. African-American Poetry. (3) Readings of works by American poets of African descent in theoretical, critical, and historical contexts.

690. The Structure of English. (3) Introduction to the principles and techniques of modern linguistics applied to contemporary American English.

691. Studies in Postmodernism. (3) Interdisciplinary, comparative, and theoretical approaches to works and authors.

692. Magazine Writing. (3) Analysis of magazines and their audiences through tone, design, and content. Practice story pitches and writing articles of various lengths aimed at a stated magazine which students research and select. Digital skills practiced; class magazine produced.

693. Multicultural American Drama. (3) Examines the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, and Latino. Includes consideration of issues, themes, style, and form.

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, Wertenbaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard.

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.

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.

697. Creative Nonfiction. (3) A writing intensive course exploring the practice and theory of nonfiction, a genre that encompasses memoir, the personal essay, travel writing, and science writing.

698. Advanced Fiction Writing. (3) Primarily a short story workshop with class discussion on issues of craft, revision, and selected published stories.

699. Practice in Rhetoric and Writing. (3) Training and practice in the reading and writing of expository prose. Students study the uses of rhetoric to frame arguments and marshal evidence, then learn to practice these skills in their own writing of expository prose.

700. Teaching Internship. (1.5) An internship for the observation and practice of undergraduate pedagogy, placing an MA student into a core literature course taught by a tenured or tenure-track professor, typically in the first semester of the student's second year. Arranged by permission or invitation of the supervising faculty member. Must be taken as an overload in addition to the coursework for the degree. May be repeated for credit for a maximum of 3 hours.

701. Individual Authors. (3) Study of selected works from an important American, English, or Global Anglophone author.

702. Ideas in Literature. (3) Study of a significant literary theme in selected works.

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.

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.

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 12th century.

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.

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.

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

722. Studies in 16th-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*.

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.

725. Studies in 17th-Century British Literature. (3) Non-dramatic literature of the 17th century, exclusive of Milton. Emphasis on selected major writers. Lectures, discussions, and presentation of studies by members of the class.

727. Studies in 17th-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.

729. Early Modern Literature. (3) Introduction to Early Modern literature, spanning a variety of genres, periods, and regions and including historical contexts, critical methodologies, and secondary criticism in Early Modern studies.

733. 18th-Century British Fiction. (3) A study of two major British novelists of the 18th century. Lectures, reports, critical papers. Authors for study chosen from the following: Defoe, Richardson, Fielding, Smollet, and Austen.

737. Studies in Restoration and 18th-Century British Literature. (3) Selected topics in Restoration and 18th-century literature. Consideration of texts and their cultural background.

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

741. Studies in Sexuality and Literature. (3) Thematic and/or theoretical approaches to sexuality

within literary studies.

743. 19th-Century British Fiction. (3) Study of one or more major British novelists of the 19th century. Lectures, reports, discussions, and a critical paper. Authors for study chosen from the following: Austen, Dickens, Thackeray, Eliot, and Hardy.

745. British Poetry of the 19th and 20th Centuries. (3) Study of several British poets chosen from the major Romantics, Tennyson, Browning, Hardy, and Yeats.

746. Studies in British Romanticism. (3) Examination of major writers, topics, and/or theoretical issues from the late 18th and early 19th centuries.

757. American Poetry. (3) Studies of the poetry and poetic theory of three major American writers in the 19th and 20th centuries. Writers chosen from the following: Whitman, Dickinson, Frost, Eliot, Stevens, or Williams. Discussions, reports, and a critical paper.

758. Studies in Modern Poetry. (3) Theoretical issues and themes in 20th-century poetry.

759. Studies in Postcolonial Literature. (3) Examination of themes and issues in postcolonial literature and/or theory such as globalization, identity and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of neo-imperialism and economic policy, and race and class.

760. Studies in Victorian Literature. (3) Selected topics such as development of genres, major authors and texts and cultural influences of Victorian Literature. Readings in poetry, fiction and autobiography, and other prose.

763. Studies in Modernism. (3) This course will examine elected issues in Modernism, from interdisciplinary, comparative, and theoretical approaches.

765. Literary Criticism. (3) Review of historically significant problems in literary criticism, followed by study of the principal schools of 20th-century critical thought. Lectures, reports, discussions, and a paper of criticism.

766. Studies in 20th-Century British Literature. (3) Examination of major writers, topics and/or theoretical issues in 20th-century British literature. In addition to fiction, the course focuses on drama, theory, prose readings, and poetry.

767. 20th-Century British Fiction. (3) Study of one or more of the major British novelists of the 20th century. Authors chosen from among the following: Conrad, Ford, Forster, Joyce, Lawrence, or Woolf.

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.

770. Studies in American Literature. (3) Introduction to studies in American literatures, spanning a variety of genres, periods, and regions (U.S., Black Atlantic, Caribbean, Central American, South American, and hemispheric literatures), including historical contexts, critical methodologies, and secondary criticism in the field.

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.

772. Studies in American Romanticism. (3) Writers of the mid-19th century, including Emerson, Thoreau, Hawthorne, and Melville.

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.

776. American Poetry Before 1900. (3) Close reading and critical analysis of selected American poets, such as Bryant, Longfellow, Poe, Emerson, Whitman, and Dickinson.

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.

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 19th and early 20th centuries. Lectures, seminar reports, and a research paper. Authors for study chosen from the following: Twain, James, Howells, Adams, Crane, Dreiser, Wharton, or Cather.

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.

782. Studies in American Fiction from 1915 to 1965. (3) Study of the principal fiction of one or more major American writers of the 20th century. Writers are chosen from the following: Cather, Lewis, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Baldwin, Ellison, Agee, O'Connor, Percy, or Pynchon.

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.

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.

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. May be repeated for credit if topic varies.

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

791, 792. Thesis Research. (1-9). May be repeated for credit. *Satisfactory/Unsatisfactory*

Health and Exercise Science (HES)

Reynolda Campus

Program Director
Chair

Thurman D. Kitchin Professor of Health and Exercise Science
Professors

Associate Professors
Assistant Professor

Jeffrey A. Katula
Peter H. Brubaker
W. Jack Rejeski

Michael J. Berry, Peter H. Brubaker,
Anthony P. Marsh, Stephen P. Messier, Gary D. Miller, Patricia A. Nixon

Jeffrey A. Katula, Shannon L. Mihalko
Kristen M. Beavers, Jason Fanning

Overview

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 (e.g. exercise physiology, biomechanics, behavioral medicine, or rehabilitation), and/or careers in clinical exercise physiology, rehabilitation, or health behavior promotion (e.g., cardiac rehabilitation, YMCAs, and corporate fitness programs). The prerequisites for this program include course work in human anatomy, human physiology, physiology of exercise, and biomechanics. These courses should be completed before admission to the program. None of the prerequisites may apply toward the graduate degree. 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 and management 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 be certified as an American College of Sports Medicine (ACSM) Clinical Exercise Physiologist.

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

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

Courses of Instruction

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.

651. Nutrition in Health and Disease. (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.

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.

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*

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.

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

675. Advanced Exercise Physiology. (3) Lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are cellular changes in response to exercise, the ventilatory response to exercise and metabolic consequences of exercise.

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

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.

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.

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

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.

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*

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.

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.

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. May be repeated for credit.

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.

791, 792. Thesis Research. (1-9). May be repeated for credit. *Satisfactory/Unsatisfactory*

Health Disparities in Neuroscience Related Disorders (HDND)

Bowman Gray Campus

Program Co-Directors

Carol Milligan and Alain Bertoni

Overview

Disparities in presentation, care, severity, and disability for neurological disorders such as stroke, Alzheimer's disease, epilepsy and Parkinson's have been identified in U.S. minority populations. Addressing health disparities becomes critical when considering the cost and burden on society of unequal care and treatment of what will be more than 50% of our society by 2060. The goal of the Health Disparities in Neuroscience-related Disorders master's program is to recruit students from diverse backgrounds into Health Disparities research program. The program builds on unique resources at Wake Forest University that make it an ideal institution for students to succeed.

The product of this program will be a solid foundation in Neuroscience, Epidemiology and Biostatistics training and hands-on, practical research projects. Another goal is to interest students in a career choice in health disparity and to develop a love of neuroscience and understanding neurological disorders to motivate students to consider moving onto PhD and MD programs and careers addressing these important issues.

Degree Requirements: Please see “Requirements for Degrees” beginning on Page 24.

Program Requirements: The program will include coursework, a thesis research project, mentoring, and career development. A plan of study is available from the program co-directors.

Healthcare Leadership (HCL)

Bowman Gray Campus

Program Director

Bret Nicks

Overview

Healthcare is undergoing persistent, disruptive and increasingly rapid change. Visionary leadership is essential in the ongoing transformation required for healthcare organizations to continually improve the delivery of quality care in the midst of a dynamic and ever-changing environment. The Wake Forest Master of Science in Healthcare Leadership (HCL) will prepare leaders for the task of quality transformations and sustainability amidst inherent challenges and change. The program goes beyond the traditional MBA and MHA programs, integrating longitudinal leadership competency development focused on the specialized sector of healthcare.

In today's complex work environment, healthcare organizations need leadership that is dynamic, diverse and reflective of the communities in which they operate, the organizations and patients they serve, and increasingly global impact on health. Leadership development is needed to help achieve this balance. This program provides outstanding professional development along with affinity group access to explore solutions to current issues and future uncertainties within healthcare industries in a diverse cohort of healthcare experts.

If you seek to make a positive impact in the future of healthcare, the health of society, and establishing an incredible forward-reaching legacy, this is the program for you.

Healthcare Leadership includes studies in the following areas:

- Leadership Essentials Skills Workshops
- Strategic Thinking and Decision-Making for Healthcare Leaders
- Healthcare Policy and Law: Past, Present and Future
- Healthcare Leadership Journal Club
- Financial Management in Healthcare Organizations
- Quality Outcomes and Improvement
- Marketing in Transformative Healthcare
- Leveraging Big Data for Data-Driven Decision Making
- Optimizing Healthcare Operations
- Healthcare Leadership: Wins, Losses, and Lessons
- Crossroads: Population and Global Health

A minimum requirement of 20 months of part-time online work will be needed for the master's degree which will also include 2 short (4 day) on-site residential sessions.

The program will culminate with the Capstone Experience in which students will complete a group project that spans the duration of the program. Students draw upon knowledge and skills from their coursework with an emphasis on collaborating across healthcare sectors, considering strategic and ethical implications, communicating effectively, and developing feasible, viable, and transformative solutions.

Degree Requirements: Please see “Requirements for Degrees” beginning on Page 24.

Program Requirements: Students are required to take a minimum of 35 graduate course credit hours. Students are required to take the following set of courses:

Courses of Instruction

701. Healthcare Policy & Law: Past, Present, and Future. (3) This course evaluates past and current political, legal, technological, and economic healthcare policy developments and critically examines the implementation of alternative methods of health services delivery and financing within multiple global healthcare systems. Students question assumptions, think creatively, and consider integrated patient care solutions to prepare for change and new paradigms within the global healthcare sector. In addition, this course will integrate legal and regulatory decision-making as well as the structure and role of key U.S. and international regulatory bodies.

702. Leveraging Big Data for Data-Driven Decision Making. (3) This course provides an overview of the methods and applications of therapy economics, biostatistics, and epidemiology in healthcare decision-making. Specific topics include: pharmaco-economics, decision analysis, comparative effectiveness research, and technology assessment; program evaluation; the critical review and interpretation of published epidemiological studies, institutional oversight of epidemiological research programs; and the key four steps of statistical analysis (identification of scientific programs or problems of interest, collection of the required data, analysis and summary of data, and generation of a conclusion). In this course, students will work collaboratively to develop and implement an analytical plan that relates to their Capstone Experience. *P—HCL 701; HCL 721*

705. Crossroads: Population and Global Health. (3) This course prepares students to examine and respond to both challenges and opportunities to improve health within and across populations. The course explores the ethical issues confronted by most organizations and how

to approach ethical decision making. In this course, students will: (1) Identify determinants of population health that impact health outcomes in a community and apply the essentials of public health practice to design low cost interventions; (2) Lead the formation and management of contemporary health care systems that consist of, and rely upon, diverse stakeholders in the organization and delivery of community-based models of care; (3) Communicate effectively to constituencies both within and outside of the health system; (4) Articulate and apply frameworks for collecting, analyzing, and using data to inform decisions, facilitate care coordination, and improve health outcomes of targeted populations within and outside the health system; and (5) Develop effective collaboratives and support state and local public health. *P—HCL 701; HCL 721*

711. Healthcare Leadership Journal Club: Refining Yourself as an Organizational Leader. (3) This Healthcare Leadership Journal Club: Refining Yourself as an Organizational Leader course will be conducted longitudinally throughout the program. The primary course focus is on the role of the students as current and future transformational leaders, and understanding and development of the skills required for these roles. It will incorporate attribute analysis and development to move beyond being positional leaders, focusing on many of the foundational attributes of successful leaders and the future projections of healthcare. This course will incorporate select readings on impactful leadership topics, integrated activities applying these topics and open discussion of each content application to the healthcare sector. *P—HCL 701; HCL 721*

712. Healthcare Leadership: Wins, Losses and Lessons. (3) This course focuses on the foundations of effective healthcare leadership seen through numerous examples of successes and failures and the unique insights gleaned through these endeavors. This course challenges learners to not only acknowledge their own leadership approach, but provide opportunities to analyze the attributes that led to the respective outcomes demonstrated. Topics include analysis of various healthcare business cases of various success, preparing analysis of respective cases, and constructing assessments and interventions. *P—HCL 701; HCL 721*

713. Leadership Essentials Skills Workshop I. (3) This course is focused on the role of students as leaders in their current or future healthcare organizations. During the online course launch week, leadership essential skills workshops will be provided to enhance the leadership capacity of each student. This will serve as the foundation for developing and refining leadership characteristics and techniques. The workshops will parallel journal-club readings on topics such as conflict management, resiliency, effective communication, organizational culture, diversity, and inclusion. The workshops will also include self-assessment testing. Students will explore the meaning of value creation in healthcare organizations - how it relates to high performance, how it varies

and is measured in different healthcare segments, and how it is embodied in the structure and performance on their own organizations. *P—HCL 701; HCL 721*

714. Leadership Essentials Skills Workshop II. (3) This course is focused on the role of students as leaders in their current or future healthcare organizations. During the on-site residency experience, leadership essential skills workshops will be provided to enhance the leadership capacity of each student. This will serve as the foundation for developing and refining leadership characteristics and techniques. The workshops will parallel journal-club readings on topics such as conflict management, resiliency, effective communication, organizational culture, diversity, and inclusion. The workshops will also include self-assessment testing. Students will explore the meaning of value creation in healthcare organizations - how it relates to high performance, how it varies and is measured in different healthcare segments, and how it is embodied in the structure and performance on their own organizations. *P—HCL 701; HCL 713; HCL 721*

715. Capstone Experience. (0.5-2.5) The Capstone Experience course is an independent or group project that spans the duration of the Healthcare Leadership graduate program. In this course, students identify a critical challenge related to healthcare and work collaboratively with a variety of people including their HCLs peers, professional colleagues, course faculty, advisors, and chairs, integrating various perspectives across healthcare sectors to develop possible solutions to his or her challenge. Students draw upon knowledge and skills from their coursework with an emphasis on collaborating across healthcare sectors, considering strategic and ethical implications, communicating effectively, and developing feasible, viable, and transformative solutions. *P—HCL 701; HCL 721*

721. Strategic Thinking and Decision-Making for Healthcare Leaders . (3) This course examines principles and applications of strategic management and the change management applied to healthcare organizations. A structured approach to the strategic management process is explored, including methods for assessing key features of organization environments and competitive situations, approaches for developing where to engage in healthcare services and how to offer them, and processes for ensuring successful strategy implementation. The course will also foster the ability to integrate strategic concepts into actionable, forward-focused steps and apply principles to a variety of business models. Additional topics include basic economics; demand management; concepts of efficiency, production, and distribution of healthcare services; impact of regulation and reimbursement; and economic incentives in healthcare.

722. Quality Outcomes and Improvement. (3) This course explores the quality improvement drivers, principles, systems, and tools that help create a healthcare learning organization and includes topics on performance measurement and safety and the development of high-reliability organizations optimizing variation reduction, and efficiency. Additional topics include how quality improvement creates value; how to demonstrate the value of quality improvement to their colleagues; and how to ultimately develop a culture of learning within their organization. Students compare the learning needs of healthcare organizations to those in other industries, design and implement a quality improvement project within their own organization, and develop a “learning organization roadmap” for their organization. *P—HCL 701; HCL 721*

731. Financial Management of Healthcare Organizations. (3) This course focuses on the area of financial management as applied to healthcare organizations. The course's emphasis is to apply the principles and concepts of health financial management to health providers that represent innovative new structures and organizations, such as Accountable Care Organizations (ACOs) offering integrated patient care. Students will gain competency in the application of financial analysis tools and techniques internationally through a case study approach. The financial tools and techniques covered include: (1) working capital management and cash budgeting; (2) break-even analysis and contribution margin analysis using “what-if” scenarios; (3) pricing analysis techniques under different competitive conditions; (4) financial condition analysis using financial statements from international healthcare companies; (5) capital budgeting and cost of capital analysis techniques; (6) return on investment analysis techniques as applied to global healthcare investment ventures; and (7) financial forecasting of future cash flows. *P—HCL 701; HCL 721*

732. Marketing in Transformative Healthcare. (3) In this course, students develop several essential

marketing and customer-related skills, specifically in branding, product and services design, channel selection, pricing, and positioning. This course will include how to use data to make decision. Other topics include how to dissect marketing plans and exploration of approaches to healthcare customers and consumers. *P—HCL 701; HCL 721*

733. Healthcare Operations. (3) This course examines the common failures around healthcare operations and introduces a framework to analyze current and future states and integrate emerging technologies with a global mindset. Topics include analysis of various operational challenges common in healthcare organizations today and developing a skillset to analyze, devise, implement, monitor and refine approaches to address those challenges. *P—HCL 701; HCL 721*

Integrative Physiology and Pharmacology (IPP)

Bowman Gray Campus

Program Director

Professors

Paul Czoty

Graca Almeida-Porada, Karl-Erik Andersson,

Reto Asmis, Anthony Atala, Michael Berry, Colin Bishop,

Khalil Bitar, Donald Bowden, Bridget Brosnihan, David Carroll, Mark Chappell,

Steven Childers, J. Mark Cline, Suzanne Craft, Paul Czoty, Samuel A. Deadwyler,

Oswaldo Delbono, Debra Diz, Eric Donny, James Eisenach, J. Charles Eldridge,

Carlos Ferrario, Jorge Figueroa, David Friedman, Patricia Gallagher, Randolph Geary,

William Gmeiner, Dwayne Godwin, Leanne Groban, Robert Hampson,

David Herrington, Tim Howard, Allyn Howlett, Sara Jones, Mei-Chuan (Holden) Ko,

Nancy Kock, Greg Kucera, Hui-Wen Lo, Frank Marini, Brian McCool, Stephen Messier,

Michael Nader, Barbara Nicklas, John Parks, Linda Porrino, Jack Rejeski,

Carol Shively, Thomas Smith, Shay Soker, Ann Tallant,

Richard Weinberg, Jeffrey Weiner, Koudy Williams, James Yoo

Associate Professors

Matthew Edwards, Thomas Martin, Shannon Mihalko,

Gary Miller, Justin Moore, Christopher Porada, Wayne Pratt,

Pat Nixon, Kimberly Raab-Graham, Tom Register,

Leah Solberg-Woods, Andrew South, Raghunathan Yammani

Assistant Professors

Antoine Almonte, Susan Appt, Hooman Sadri Ardekani,

Evgeny Budygin David Caudell, Rong Chen, Katherine Cook,

Tracy Criswell, James Daunais, Mark Ferris, TanYa Gwathmey-Williams,

Karen Haas, Jim Jordan, Matthew Jorgenson, Jeff Katula,

Kylie Kavanaugh, Kenneth Kishida, Nicole Levi,

Samuel Lockhart, Tao Ma, Anthony Molina, Snezana Petrovic,

Ellie Rahbar, Hossam Shaltout, David Soto-Pantoja, Allen Tsang,

Jeffrey Willey, Hariom Yadav, Liliya Yamaleyeva

Overview

The Integrative Physiology and Pharmacology graduate program at Wake Forest University is designed to train students for a research career in the physiological and pharmacological sciences. The IPP program has excelled in obtaining federal and foundational funding for many years, with dozens of well-funded investigators working in a highly collaborative research environment. Research interests of the IPP program include a strong emphasis on substance abuse, cardiovascular disease, regenerative medicine, cancer therapeutics, life-span physiology and neuropsychiatric disorders. There are currently 28 PhD students in various stages of training, and there are 75 full-time primary and adjunct faculty members.

Degree Requirements: *please see “Requirements for Degrees” beginning on Page 24.*

Courses of Instruction

601. Foundations of Pharmacology. (3) This introductory course for MS students presents

basic elements of pharmacology, with an emphasis on clinical and translational relevance of drug administration, distribution, metabolism, elimination and pharmacokinetics, and the pharmacodynamics of receptors and their cellular signaling.

701. Principles of Pharmacology. (1-3) The first required course for physiology and pharmacology PhD students introduces students to basic principles of physiology and pharmacology and the cellular, ADME principles (administration, distribution, metabolism, elimination), pharmacokinetics, and pharmacodynamics (receptors and signal transduction).

702. Systems Physiology and Pharmacology. (1-6) The second required course for physiology and pharmacology PhD students is composed of six blocks on the physiology and pharmacology of neural (Block 1), endocrine (Block 2), gastrointestinal physiology and pharmacology/metabolism (Block 3), renal/vascular (Block 4), and cardiac/pulmonary (Block 5) as well as regenerative physiology (Block 6). Each block can also be taken for 1 credit.

703, 704. Student Seminar. (1) Students present seminars as well as attend seminars by other IPP students and post-doctoral researchers once per academic year. Students provide a written critique of a journal article once per year. Course may be repeated.

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.

715. Physiological Techniques. (1-2) Provides students with an introduction to the techniques used to assess physiological parameters by a combination of lectures and demonstrations.

716. Translational and Educational Research Topics. (1) Topics covered in this course include translational research, conducting clinical trials, inter-professional research, qualitative research, educational research, and an overview of statistical procedures. Professional skills developed during this course focus on team-effort, written and oral communications, and maximizing the mentor-mentee relationship. This course is available for both MS and PhD students, and is a co-requisite for CPTS 761 and CPTS 762.

717. Current Topics in Drug Abuse. (3) Provides students with a contemporary perspective in the problem of drug abuse by introducing cutting-edge technologies, emerging issues and persistent controversies. Defines the basic issues central to the field of drug abuse, including concepts of tolerance, physical dependence and reinforcement mechanisms, and relates them 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. Also listed as NEUR 717.

718. Making Medicines. (1) Offers students an opportunity to experience the process of taking a preclinical product through the innovation life cycle from ideation to clinical trials and FDA approval. The course utilizes prepared online materials which students complete at their own pace, and a group project that is presented at the end of the semester. Intended for PhD and MS students who are interested in learning about careers in the pharmaceutical and related industries. Typically offered in the summer term.

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. This course is cross-listed as NEUR 722.

724. Biology of Alcohol Abuse—Alcoholism. (3) 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 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. These 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. This course is cross-listed as NEUR 724.

726. 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 are explored.

730. Lifespan Physiology and Pharmacology. (1-2) Lectures on the physiology of development and aging and the study of drugs during development and aging. 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.

736. Endocrinology. (2) Recent advances in endocrinology, with emphasis on receptor-linked functions, hormonally-active drugs, and influences of pharmacologic agents on endocrine function. In a tutorial setting, students study principles of structure and function, examine current technology and published literature, and design and critique experimental approaches.

738. Advanced 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.

740. Neuropharmacology. (2-3) General survey of neuropharmacology, emphasizing neurotransmitters, receptors and their interactions. Discussion of published literature with some lectures. 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. Also covers techniques used to measure receptor function. This course is cross listed as NEUR 740.

741. Quantitative Methods in Bioscience. (3). An introduction to essential concepts and methods for the quantitative analysis of biological data, with a focus on descriptive and inferential statistics. General topics include basic concepts in statistics such as probability theory and chance models, samples and populations, analyses of the relationships between variables, analysis of normal data, analysis of non-normal data and non-parametric analyses, an introduction to Bayesian frameworks, clustering analysis, and multivariate analyses. Didactic lectures cover core frameworks, analytic approach, and the mechanics and intuitive logic behind the methods. Laboratory sessions provide experience using a software platform (R) for data analysis and visualization using practical problems. This course is cross-listed as NEUR 741.

755. Nanotherapeutics. (3) Interdisciplinary survey course intended to introduce students to the potential benefits and challenges of nanomedicine. The primary focus will be on the development and characterization of nanoparticles and nano-structured materials for applications in imaging, drug delivery, diagnostics, and tissue regeneration. Additional topics will explore the utility of nanomaterials in personalized medicine for mitigating cancer and infectious disease. *Satisfactory/Unsatisfactory*

781/782. Alcohol Research Journal Club. (1) This journal club covers articles related to alcohol abuse and alcoholism including cellular/molecular, pharmacological, behavioral, and anatomical studies. Students are encouraged to review current research findings from all aspects of alcohol research including basic science, translational and clinical studies. Students present articles providing a thorough review of relevant background information drawing upon seminal and related papers.

783/784. Cardiovascular Sciences Journal Club. (1) This journal club discusses peer-reviewed articles related to molecular mechanisms of cardiovascular diseases and disorders including hypertension, congestive heart failure, coronary artery disease, stroke, atherosclerosis, cardio-oncology, angiogenesis, and obesity. Participating students will review current research reporting on all aspects of cardio-health from basic science to translational and clinical studies. Every week a student will present a published article and provide a comprehensive review of relevant background,

methods, results, clinical implications, and conclusions. Student should also include a discussion of the article's rigor and reproducibility as defined by the NIH guidelines.

785/786. Regenerative Medicine Journal Club. (1) This journal club covers articles related to all aspects of regenerative medicine including stem cells, gene therapy and gene editing, tissue engineering, small molecules, nanotechnology, and cell and organ transplantation. Students are encouraged to review current research findings from all aspects of regenerative medicine including basic science, translational and clinical studies. Each week a student presents an article, providing a thorough review of relevant background information drawing upon seminal and related papers.

797, 798. Research. Mentored research on physiological or pharmacological problems in preparation for the thesis. Course may be repeated. *Satisfactory/Unsatisfactory*

Interpreting and Translation Studies (ITS)

Reynolda Campus

Program Director

Associate Director

Charles E. Taylor Professor of Romance Languages

Professor

Associate Professors

Olgierda Furmanek

Diego Burgos

Candelas Gala

Olgierda Furmanek

Jerid Francom, Diego Burgos, Luis González,

Tiffany Judy, Stephanie Pellet

Teaching Assistant Professors

Xijinyan Chen, Brett Rosenberg, Chaowei Zhu

Overview

This program prepares professionals for working in the growing language industry as it relates to a variety of fields—foreign affairs, media, business, law, and especially healthcare delivery. The current lack of interpreters and translators has led the U.S. Department of Labor to project a 18 percent increase in employment over the next decade. The program in interpreting and translation studies will not only help meet this demand, but also responds to Wake Forest's "Pro Humanitate" motto, as its graduates will serve underprivileged communities while at the same time contributing to the quality of mainstream healthcare delivery and demonstrating the strong connections between liberal arts education and public service. The program offers four MA tracks: Intercultural Services in Healthcare; Teaching of Interpreting; Interpreting and Translation Studies, Spanish-English and Chinese-English. For students who are not able or ready to commit to earning an MA degree, but who would like to focus on an area of interest, the program also offers three Graduate Certificates and one postgraduate Certificate in specialized areas. Pairing various certificates provides a comprehensive package for students to reach their career goals in a more flexible, customized manner.

Requirements

The ITS program offers graduate study leading to a professional MA degree in Interpreting and Translation Studies through an intense two-semester course of study or an extended two year program for the Chinese-English Track. The program admits students on a full-time basis only.

Interpreting and Translation Studies: Spanish-English, Intercultural Services in Healthcare and Teaching of Interpreting are intense two-semester programs, where students in each track are required to complete a minimum of 27 credit hours of course instruction, 3 credit hours of internship, and a 6 credit hour applied research project. None of the 27 credit hours of course instruction may be taken Pass/Fail.

The Interpreting and Translation Studies: Chinese-English track is a two year program of study where students are required to complete a minimum of 30 credit hours of course instruction, 3 credit hours of internship and a 6 credit hour applied research project during the last 2 semesters of the program.

At the end of each student's program of study, the applied research project will be presented to

the ITS graduate committee. The primary members of the applied research project committee are the ITS program faculty, but a student may include an approved committee member from outside of the program.

MASTER OF ARTS TRACKS.

The *Interpreting and Translation Track* is a language-specific, professionally oriented and research-based program that prepares interpreters and language specialists for working in the language industry. Graduates of this program will have a solid foundation in applied interpreting and translation studies, analysis of contextual meaning and extra-linguistic aspects of communication, cross-cultural awareness, sociolinguistics and dialectology, localization and terminology management, and advanced technologies for linguistic services. This program is especially appropriate for those who intend to pursue a doctorate in this field.

The *Teaching of Interpreting Studies Track* is a non-language-specific program that prepares graduates to be instructors in community or college-level interpreter training programs. It is the only program in the Northern hemisphere to focus on methodology of teaching interpreting in the medical context. Graduates of the program will not only provide their students with a set of techniques on how to interpret, but they will also teach, mentor, and raise awareness about the interpreting practice. The curriculum lays the foundation for understanding the interpreting encounter, the co-conversational process and sociocultural determinations. It also includes a broad interdisciplinary research component, which is absent from the training seminars/workshops of other, non-academic programs.

The *Intercultural Services in Healthcare Track* is a non-language-specific program and is the first such specialization in the U.S. It prepares graduates to enter managerial positions in culturally sensitive healthcare delivery areas such as bilingual employment, patient relations, translation and interpreting services, health discourse and health messages. The curriculum provides a solid foundation in cross-cultural health communication, sociolinguistics, applied interpreting and translation studies, written and oral discourse analysis, medical translation, advanced technologies for linguistic services, localization and terminology management, organizational behavior, and health promotion as related to ethnicity.

Foreign Language or Special Skills Requirements

The Interpreting and Translation Track: Spanish-English. Applicants who do not have a college or high school degree from a Spanish speaking country are required to take an online Spanish proficiency exam.

The Interpreting and Translation Track: Chinese-English. Applicants who do not have a college or high school degree in Chinese (Mandarin) may be subject to a written exam and/or oral interview.

The Teaching of Interpreting Studies Track. Proven interpreting experience is required for this program.

The Intercultural Services in Healthcare Track. Foreign language competency is desirable, but not required for this program

Certificate Requirements

Students are required to complete 15 credit hours of instruction within four consecutive semesters. The minimum GPA average required for graduation is 3.0.

Foreign Language or Special Skills Requirements for Certificates

The Graduate Certificate in Interpreting Studies and the Graduate Certificate in Translation Studies are language-specific.

Certificates Offered

- Graduate Certificate in Interpreting Studies (language-specific)
- Graduate Certificate in Translation Studies (language-specific)
- Graduate Certificate in Intercultural Services in Healthcare

- Post-Graduate Certificate in Teaching of Interpreting (students holding an MA, MS, or MBA)

Courses of Instruction

SPA 671. Contrastive Spanish/English Grammar and Stylistics. (3) Advanced study of structures and vocabulary, with an emphasis on common transfer mismatches in healthcare settings. Exploration of general principles behind 'atom-like' rules and the main lexical dichotomies, and how implications for meaning help in choosing the best option. Discussion of structures that are usually taught as idiomatic but are more compositional than previously thought: satellite-frame vs. verb frame constructions, datives, verb+particle, reflexive constructions, etc.

SPA 681. Spanish Translation. (3) Spanish 681 develops advanced translating skills through practice with a strong emphasis in Spanish into English translating, primarily having in mind English speakers as a target public. Some back translation exercises will be offered.

SPA 682. Spanish English Interpreting. (3) Spanish/English Interpreting an introductory course to the art of oral translation. It develops basic strategies useful in community, conference, court, escort and other types of interpreting. Current employment opportunities in the field of interpreting will be also briefly presented. In class work will focus on learning and practicing interpreting techniques. Individual, at home, preparation- besides the assigned readings and interpreting exercises- will also include a strong terminology enhancement.

SPA 683. Medical-Scientific Translation. (3) In this elective course, students will develop and refine a practical translation skill set within the scientific and medical domains. In addition, students will gain familiarity with textual conventions that govern source and target texts within these domains and deepen their understanding of both Spanish and English as language for special purposes. Apart from translation proper, students will also be able to analyze texts for register, style, tone and content to determine the most appropriate process to achieve the highest quality translation. Finally, students' research skills will improve through the examination of available resources and the creation of domain-specific resources.

SPA 685. Spanish for Medical Professions. (3) Study of terminology and sociocultural issues relevant to interlinguistic medical communication. Oral and written practice in the medical context.

TIS 684. Internship (2) The internship requires 60 hours of interpreting, translation or observation work in a professional interpreting, translation, educational or healthcare setting, depending on the student's chosen track. May be repeated for credit for a maximum of 4 hours.

TIS 731. Applied Interpreting Studies. (3) Explores connections between research and practical issues in studies of interpreting (simultaneous, consecutive, bilateral and other modalities). Focuses on the interdisciplinary nature of the interpreting field and, based on case studies, examines the interface between interpreting as a profession, research in interpreting studies, and the teaching of interpreting. Students are required to complete a research project.

TIS 732. Methodology of Teaching Interpreting. (3) Addresses syllabus design and lesson planning for teachers of interpreting in a field-specific context. It focuses on the development of interpreting skills, including recent technological developments. It explores classroom management options and strategies for providing feedback to students and covers internship design methods, including an on-site observation of various interpreting settings. Overall program design and methodology for teaching other courses in the interpreting curriculum will be also discussed.

TIS 733. Applied Translation Studies. (3) Examines the theory and practice of translation from a variety of linguistic and cultural angles. Introduces key concepts such as relevance, equivalence, skopos, back-translation, and explores critical approaches depending on the translated text types.

TIS 734. U.S. Heritage Speakers and Bilingualism. (3) Provides a comprehensive introduction to the fields of heritage languages, bilingualism, and bilingual education from a cross-disciplinary perspective. Covers a wide variety of topics, including, among others, individual and societal conceptions of heritage and dominant languages, general bilingual educational issues, bilingualism and multilingualism as they relate to identity, political and ideological issues, Spanish in the U.S.

TIS 735. Discourse Organization and Interpreting. (3) Explores the links between social

situations, interlocutors, and the functional aspects of communicative events. Focuses on several important methodological approaches that have been developed to do discourse analysis in as much as they highlight important features of translation and interpreting. Students will review the varied traditions around meaning-making, including sociolinguistics, conversation analysis, critical discourse analysis, and discursive psychology. Readings will tie in traditional topics in discourse analysis with specific issues in translation and interpreting. This course will link theory to practice. One session per week will be devoted to practical, hands-on activities using real world data in various formats: written transcripts, aural speeches, or videos.

TIS 736. Organizational Behavior and Interpreting. (3) This course is designed to apply organizational behavior theories into the interpreting field in order to bring about a better understanding of how individual interpreters or interpreter teams actually behave in the large-scale project/organizational settings. Particular emphases are placed on interpreter roles and on how to evaluate interpreter performance, motivate interpreters, and maintain a high level of interpreting services. This course prepares students to enter managerial positions in translation/interpreting companies or organizations.

TIS 738. Editing and Revising for Translators. (3) This course covers various aspects of the editing of translated English text, from copy editing to more substantive forms. Rules of grammar, orthography and principles of composition are reviewed in the context of specialized discourses. Focus is placed on practical issues and editing tasks commonly faced by translators.

TIS 742. Spanish Specialized Translation. (3) Develops and refines a practical translation skill set within specialized domains, for example, technology, law, international relations, media. Students gain familiarity with textual conventions that govern source and target texts in specialized contexts and deepen their understanding of both Spanish and English as language for specific purposes.

TIS 750. Contrastive Chinese-English Grammar and Stylistics. (3) Advanced study of structures and vocabulary. Exploration of general principles behind 'atom-like' rules and the main lexical dichotomies, and how implications for meaning help in choosing the best option. Discussion of structures that are usually taught as idiomatic but are more compositional than previously thought: subject-predicate vs. topic-comment, verb-particle, verb-complement, serial verb construction, relative clause construction, reduplication, imperative, negation, adposition, etc.

TIS 751. Chinese-English Translation. (3) Development of advanced translating skills through the practice or bidirectional translation with a strong emphasis on Chinese into English translating. Some back translation exercises will be offered as part of this course.

TIS 752 . Chinese-English Specialized Translation. (3) Develops and refines a practical translation skill set within the specialized domains such as medicine, science, business, etc. In addition, students will gain familiarity with textual conventions that govern source and target texts within these domains and deepen their understanding of both Chinese and English as language for special purposes. Apart from translation proper, students will also be able to analyze texts for register, style, tone and content to determine the most appropriate process to achieve the highest quality translation. Finally, students' research skills will improve through the examination of available resources and the creation of domain-specific resources.

TIS 755. Chinese-English Interpreting. (3) Chinese-English Interpreting develops strategies for community, conference, escort and other types of interpreting. Current employment opportunities in the field of interpreting will be also briefly presented. In class work will focus on learning and practicing interpreting techniques. Individual, at home, preparation – besides the assigned readings and interpreting exercises– will also include a strong terminology enhancement.

TIS 760 .U.S. Landscape: Systems, Culture and Norms. (3) This course is designed for international students to increase their knowledge of U.S. socio-political structures and Anglo-American cultural identity through the study of U.S. history, politics and popular traditions.

TIS 785. Applied Research Project. (5) The applied research project will establish a rigorous connection between the practical experience in the workplace and the more theoretical experience in research and in the classroom. The applied research project will be divided in two components: during the fall semester (3 credit hours) students will learn about general research methodology

and receive individual guidance to choose between the research project options. During the spring semester (2 credit hours) students will complete the research project under supervision of a project director.

TIS 786. Special Topics. (1-3) Examination of topics not covered in the regular curriculum. May be repeated for credit

TIS 789. Independent Study. (1-3) Independent research project to meet the needs and interests of selected students to be carried out under the direction of a faculty member. Must be approved by program director. May be repeated for credit.

LIN 610. Sociolinguistics & Dialectology. (3) This course explores how and why language varies, with emphasis on the social context of speech. Students will learn survey methods for describing language variation, from traditional dialectology to modern discourse analysis. This course will evaluate the social, educational, and political implications of dialect variation, gender and ethnic differences, and other social variables in language differences.

LIN 680. Language Use and Technology. (3) The main objective of this course is to provide students with the opportunity to become familiar with the practical and theoretical issues concerned with creating and accessing large linguistic corpora (electronic collections of “real world” text) with computers for a host of applications; both academic and professional. We will discuss the advantages of approaching language through empirical data collected from real-world sources; in addition, we will highlight conceptual and practical aspects that pose challenges to creating robust, representative language samples. This course is designed to provide the student opportunities to discover new angles to their current academic or professional interests through the use of large-scale data sources and the power of computers.

LIN 683. Language Engineering Localization and Terminology. (3) In this course students will gain a familiarity with the language industry and understand the factors involved in the localization process. In addition, students will be able to appreciate the advantages of using computer assisted tools during this process, but also recognize the limitations and disadvantages of this approach. Apart from tool usage, students will also be able to analyze the various steps in the localization of a product to determine the most appropriate process to achieve the highest quality possible. Finally, students’ translation and research skills will improve through the examination of available resources and the creation of translation resources.

Liberal Arts Studies (LBS)

Graduate School @ Brookstown

Program Director
Program Assistants

Thomas E. Frank
Mimi Komos, April Strader Bullin

Overview

The Liberal Arts Studies program offers a master’s degree in interdisciplinary exploration of human questions, experiences, and challenges, drawing on diverse fields across the humanities, social sciences, and natural sciences, as well as law, medicine, business, and divinity. Faculty from varied academic disciplines offer interdisciplinary seminars with a focus on integrating knowledge, thinking critically, and strengthening practices of analysis and communication. Students are encouraged to shape their studies around their particular interests, and may enroll in directed studies as well as any master’s level course in the university with permission of the instructor.

Adult learners in any stage of life, from recent college graduation to preparation for post-career activities, are welcome to apply. No specific type of undergraduate degree or major is required. All applicants must show the ability to study in a graduate-level program, as indicated by a minimum of a B average in undergraduate studies. Further, the applicant’s writing sample included with the application should demonstrate capacities for reading comprehension, analysis of a topic, and clear writing.

Graduation Requirements

Students must have a 3.0 GPA (B average) in order to be awarded a Liberal Arts Studies M.A. The degree must be completed in no more than six years. There is no minimum residence (full-time enrollment) requirement.

Admission to Degree Candidacy. A student is admitted to degree candidacy by the dean of the Graduate School after recommendation by the Liberal Arts Studies program. The student must complete all master's degree requirements within the semester of application for candidacy.

Coursework Requirements

The Liberal Arts Studies M.A. requires a minimum of 30 credit hours. At least 15 hours must be taken in LBS courses designed for this degree. Up to 6 hours may be taken in Directed Study courses, which do not count toward the 15 hour LBS minimum. A maximum of 12 hours may be taken in 600 and 700 level departmental courses for graduate credit. A student may transfer a maximum of six semester hours from another liberal arts studies program or other appropriate graduate program at the discretion of the director and the dean of the Graduate School.

Students complete the program by choosing from the following:

Capstone Project. Students may choose one of four types of capstone projects, for which 3 credit hours are required: a research project, an original creation, an internship, or a coursework portfolio. A capstone project form must be signed by the faculty member advising the project and submitted to the program director for approval.

Thesis. Students may choose to write an M.A. Thesis under the general thesis requirements of the Graduate School. Six credit hours are required for the research and writing of a thesis. Thesis courses are graded S (Satisfactory) or U (Unsatisfactory). If a U is assigned, the course must be repeated and an S earned before the degree can be awarded.

Theses are written under the supervision of the student's advisory committee (an advisor, and two other readers). All members of the advisory committee should be members of the graduate faculty. The committee will be approved by the dean of the Graduate School. With the approval of his or her advisor, a student may recommend a person who is not on the graduate faculty to serve on the examining committee as a voting member; however, the committee must have a minimum of two members from the graduate faculty. The thesis advisor must justify the participation of this person on the basis of research, publications, and/or professional activities in a letter to the dean. The defense must take place by the deadline date listed on the academic calendar. The liberal studies thesis project may be a traditional research paper, a field research project, or a creative work.

Final Examination. Requirements for thesis submission and format are posted on the WFU Graduate School website. (<http://graduate.wfu.edu>) The examination covers the thesis and knowledge in related areas. The possible committee decisions are unconditional pass, pass upon rectifying deficiencies, and fail. If a student fails, he/she may be reexamined only once.

Pass. If all committee members agree that the student has passed unconditionally, there is consensus to pass the examination. The committee chair will sign the ballot, submit the ballot to the Graduate School, and the student shall be recommended for award of the degree.

Pass Upon Rectifying Minor Deficiencies. If reservations are expressed by committee members, the chair of the committee will ensure that the reservations are communicated to the student and the dean of the Graduate School by signing and submitting the ballot to the Graduate School. The student and the advisor are jointly responsible for ensuring that the thesis is modified to meet the committee's reservations. When the thesis has been modified, the student passes the examination and the student will be recommended for award of the degree.

Pass Upon Rectifying Major Deficiencies. If reservations are expressed by committee members, the chair of the committee will ensure that the reservations are communicated to the student and the dean of the Graduate School by signing and submitting the ballot to the Graduate School. The student and the advisor are jointly responsible for ensuring that the thesis is modified to meet the committee's reservations. When the thesis has been modified, the student passes the examination and the student will be recommended for award of the degree.

Fail. If, in the opinion of more than one member of the thesis committee, the student has failed the examination, there is no consensus to pass. The chair of the committee will advise the

student that the thesis fails to meet the requirements of the Graduate School. The chair will ensure that the student knows the reason(s) for failure and will submit the ballot to the Graduate School. If the modified or new thesis fails to meet the requirements of the Graduate School, the student shall be dismissed.

Courses of Instruction

720-729. Special Topics. (3) Topics vary by semester. Topic categories are listed below. Please see website for specific course descriptions *mals.wfu.edu*.

LBS 720 - Special Topics – Language and Literature

LBS 721 - Special Topics – Media, Arts, and Rhetoric

LBS 722 - Special Topics – Politics and International Relations

LBS 723 - Special Topics – History, Societies, and Culture

LBS 724 - Special Topics – Philosophy and Religion

LBS 725 - Special Topics – Popular Culture

LBS 726 - Special Topics – Urban Arts and Architectural Design

LBS 727 - Special Topics – Sciences, Health, and Culture

LBS 728 - Special Topics – Fine arts, Aesthetics, and Creativity

LBS 729 - Special Topics – Psychology, Humanism and Business

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 research project not related to the master's thesis. A student who wishes to enroll must submit to the program director a Directed Study Form, signed by the advising faculty member. May be repeated for credit for a maximum of 6 hours if topic varies.

790. Capstone Project. (3) Work toward completing one of the four types of capstone projects. *Satisfactory/Unsatisfactory*

791. Thesis Research I. (3) Research directed toward fulfilling the thesis requirement. *Satisfactory/Unsatisfactory*

792. Thesis Research II. (3) Research directed toward fulfilling the thesis requirement. *Satisfactory/Unsatisfactory*

Mathematics and Statistics (MST/STA)

Reynolda Campus

Program Director	Stephen Robinson
Chair	Sarah Raynor
Associate Chair	Robert Erhardt
Wake Forest Taylor Professor	Stephen Robinson
Shively Family Faculty Fellow and Professor	Sarah Raynor
Professors	Edward Allen, Kenneth Berenhaut, Hugh Howards, Miaohua Jiang, Ellen Kirkman, James Norris III
Professor of the Practice	Jule Connolly
Associate Professors	Robert Erhardt, Jennifer Erway Fey, Sarah Mason, W. Frank Moore, R. Jason Parsley, Jeremy Rouse
AT & T Faculty Fellow and Assistant Professor	Staci Hepler
Sterge Faculty Fellows and Assistant Professors	Abbey Bourdon, John Gemmer
Assistant Teaching Professor	Nicole M. Dalzell
Visiting Assistant Professors	C. Dwight Atkins, Kwame Kankam, Qing Liu, Rajan Puri, Nancy Scherich, Michael Weselcouch, Lynne Yengulalp
Teacher-Scholar Postdoctoral Fellows	Luigi Ferraro, Kaitlin Hill, Marco Lopez, Katherine Moore, Lori Watson
Research Professor and Part-Time Instructor	Richard Carmichael
Research Professor	Robert Plemmons
Part-Time Instructor	Nicholas Lowman

Overview

The department offers a program of study leading to the master of arts degree. 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 are met by selecting either the thesis option or the non-thesis option, and by selecting one of two possible tracks for coursework. If a thesis is written, 30 semester hours of coursework, including MST/STA 791, 792, and at least four additional 3-hour 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 3-hour courses numbered above 700, are required for the MA degree. MST/STA 791 and 792 cannot be counted as part of this coursework. An advanced course in analysis (MST 711 or 712) is required for all students. For the pure mathematics track, an advanced course is required in each of algebra (MST 721 or 722), and topology (MST 731 or 732). For the mathematical statistics track, both STA 611 and STA 612 are required, along with an advanced course in each of probability and linear models; normally this requirement is met with the courses STA 710 and STA 712. With the approval of the Graduate Committee, 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 and statistics 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.

Degree Requirements: *please see “Requirements for Degrees” beginning on Page 24.*

MST Courses of Instruction

605. Applied Multivariable Mathematics. (3) Introduction to several topics in applied mathematics including complex numbers, probability, matrix algebra, multivariable calculus, and ordinary differential equations. May not be used toward any graduate degree offered by the department.

606. Advanced Mathematics for the Physical Sciences. (3) Advanced topics in linear algebra, special functions, integral transforms, and partial differential equations. May not be used toward any graduate degree offered by the department. *P—MST 605*

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.

617. Complex Analysis I. (3) Analytic functions Cauchy’s theorem and its consequences, power series, and residue calculus.

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) An introduction to numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis is given to applications.

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. Elementary Number Theory. (3) Course topics include properties of integers, congruences, and prime numbers, with additional topics chosen from arithmetic functions, primitive roots, quadratic residues, Pythagorean triples, and sums of squares.

646. Modern Number Theory (3) Course topics include a selection of number-theory topics of recent interest. Some examples include elliptic curves, partitions, modular forms, the Riemann zeta function, and algebraic number theory.

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.

651. Introduction to Mathematical Modeling. (3) Introduction to the mathematical modeling, analysis and simulation of continuous processes using MATLAB, Mathematica or Maple. Topics include dimensional analysis, stability analysis, bifurcation theory, one-dimensional flows, phase plane analysis, index theory, limit cycles, chaotic dynamics, hyperbolic conservation laws and traveling waves.

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.

654. Discrete Dynamical Systems. (3) Introduction to the theory of discrete dynamical systems as applied to disciplines such as biology and economics. Includes methods for finding explicit solutions, equilibrium and stability analysis, phase plane analysis, analysis of Markov chains and

bifurcation theory.

655. Introduction to Numerical Methods. (3) An introduction to numerical computations on modern computer architectures; floating point arithmetic and round-off error including programming in a scientific/engineering language such as MATLAB, or Fortran. Topics include algorithms and computer techniques for the solution of problems such as roots of functions, approximations, integration, systems of linear equations and least squares methods. Also listed as CSC 655.

657. Probability. (3) Distributions of discrete and continuous random variables, sampling distributions. Covers much of the material on the syllabus for the first actuarial exam. This course is cross-listed as STA 610.

681. Individual Study. (1 or 2) A course of independent study directed by a faculty adviser. By prearrangement. May be repeated for credit.

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. May be repeated for credit for a total of 3 hours.

683. Advanced Topics in Mathematics. (1, 2 or 3) Topics in mathematics that are not considered in regular courses. Content varies.

711, 712. Real Analysis. (3, 3) Measure and integration theory, elementary functional analysis, selected advanced topics in analysis.

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.

721, 722. Abstract Algebra. (3, 3) Groups, rings, fields, extensions, Euclidean domains, polynomials, vector spaces, Galois theory.

723, 724. Seminar on Theory of Matrices. (1, 1)

725, 726. Seminar in Algebra. (1, 1)

728. Topics in Algebra. (3) Topics vary and may include algebraic coding theory, algebraic number theory, matrix theory, representation theory, non-commutative ring theory.

731. Topology. (3) Point-set topology including topological spaces, continuity, connectedness, compactness, and metric spaces. Additional topics in topology may include classification of surfaces, algebraic topology, and knot theory.

732. Topics in Topology and Geometry. (3) Topics vary and may include knot theory, algebraic topology, differential topology, manifolds, and Riemannian geometry. May be repeated for credit. *P—MST 731 or POI.*

735, 736. Seminar on Topology. (1, 1)

737, 738. Seminar on Geometry. (1, 1)

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.

745, 746. Seminar on Number Theory. (1, 1)

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.

748, 749. Seminar on Combinatorial Analysis. (1, 1)

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—MST 611*

752. Topics in Applied Mathematics. (3) Topics vary and may include computational methods in differential equations, optimization methods, approximation techniques, eigenvalue problems. May be repeated for credit.

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 MST 753 and CSC 753. *P—MST 655 or CSC 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 placed on algorithm design and implementation using either C, FORTRAN or MATLAB. Credit not allowed for both MST 754 and CSC 754. *P—MST 655 or CSC 655*

757. Stochastic Processes and Applications. (3) This course includes the axiomatic foundations of probability theory and an introduction to stochastic processes. Applications may include Markov chains, Markov Chain Monte Carlo with Metropolis-Hastings, Gibb sampling, Brownian motion, and related topics, with an emphasis on modern developments. This course is cross-listed as STA 710. *P— MST 657 or STA 610 and MST 611 or POI.*

791, 792. Thesis Research. (1-9). May be repeated for credit. *Satisfactory/Unsatisfactory*

STA Courses of Instruction

610. Probability. (3) Distribution of discrete and continuous random variables, sampling distributions,. Covers much of the material on the syllabus for the first actuarial exam. This course is cross-listed as MST 657.

611. Mathematical Statistics. (3) Derivation of point estimators, hypothesis testing, and confidence intervals using both frequentist and Bayesian approaches. *P— STA 610 or MST 657, or POI*

612. Linear Models. (3) Theory of estimation and testing in linear models. Topics include least squares and the normal equations, the Gauss-Markov Theorem, testing general linear hypotheses, model selection, and applications. *P— STA 610 or MST 657, or POI*

652. Networks: Models and Analysis. (3) A course in fundamental network theory concepts, including measures of network structure, community detection, clustering, and network modeling and inference. Topics also draw from recent advances in the analysis of networks and network data, as well as applications in economics, sociology, biology, computer science, and other areas.

662. Multivariate Statistics. (3) Multivariate and generalized linear methods for classification, modeling, discrimination and analysis.

663. Introduction to Statistical Learning. (3) An introduction to supervised learning from a statistical perspective. Topics may include lasso and ridge regression, splines, generalized additive models, random forests, and support vector machines. Requires prior experience with R programming.

664. Computational and Nonparametric Statistics. (3) Computationally intensive methods to fit statistical models to data. Topics include simulation, Monte Carlo integration and Markov Chain Monte Carlo, sub-sampling, and nonparametric estimation and regression. *P— MST 657, or POI*

668. Time Sequences and Forecasting. (3) Methods and models for time series processes, and auto correlated data. Topics include model diagnostics, ARMA models, spectral methods, computational

considerations and forecasting error. *P— STA 610 or MST 657, or POI*

679. Advanced Topics in Statistics. (1-3) Topics in statistics not considered in regular courses or which continue study begun in regular courses. Content varies.

682. Readings in Statistics. (3) Readings in statistical topics to provide a foundational basis for more advanced study in a particular area. May not be used to satisfy any requirement in the MA degree with thesis. No more than three hours may be applied to the requirements for the MA degree without thesis. May be repeated for credit for a total of 3 hours.

683. Individual Study. (3) A course of independent study directed by a faculty advisor. By prearrangement.

710. Stochastic Processes and Applications. (3) This course includes the axiomatic foundations of probability theory and an introduction to stochastic processes. Applications may include Markov chains, Markov Chain Monte Carlo with Metropolis-Hastings, Gibb sampling, Brownian motion, and related topics, with an emphasis on modern developments. This course is cross-listed as MST 757. *P— MST 657 or STA 610 and MST 611 or POI.*

711. Advanced Statistical Inference. (3) Advanced mathematical treatment of point estimators, hypothesis testing, and confidence intervals, using both frequentist and Bayesian approaches. *P— MST 657 or STA 610, or POI.*

712. Generalized Linear Models. (3) Extensions of the classical linear model to cover models for binary and count data, ordinal and nominal category data, and time-to-event data, along with numerical maximization techniques needed to fit such models. Additional topics may include longitudinal data, the Expectation-Maximization algorithm, non-linear models, or related topics. *P— STA 612 or POI.*

720. Bayesian Analysis. (3) Fundamental concepts, theory, and computational methods for Bayesian inference. Topics may include decision theory, evaluating Bayesian estimators, Bayesian testing, and credible intervals, Markov chain Monte Carlo methods, and hierarchical models. *P— MST 657 or STA 610, or POI.*

779. Topics in Statistics. (3) Topics vary by instructor. May be repeated for credit.

791. Thesis Research. (1-9) May be repeated for credit. *Satisfactory/Unsatisfactory. P-POI.*

792. Thesis Research. (1-9) May be repeated for credit. *Satisfactory/Unsatisfactory. P-POI.*

Microbiology and Immunology (MICR)

Bowman Gray Campus

Program Director

Chair

Professors

Associate Professors

Assistant Professors

Jason Grayson

Martha A. Alexander-Miller

Martha A. Alexander-Miller, Charles E. McCall,

Jason M. Grayson, Karen M. Haas, David Ornelles

Yong Lu

Overview

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 enter the program through the Molecular and Cellular Biosciences Track and participate in the MCB common curriculum in the first year. At the end of the first year, students select their research area and dissertation advisor. Students entering the program may choose to do their thesis work among the areas of bacterial and viral pathogenesis, cellular and molecular immunology, and the cell and molecular biology of the microbe-host interaction.

See the Department of Microbiology and Immunology homepage (www.wakehealth/microbio)

for further information on the department and detailed descriptions of faculty research interests.

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

Program Requirements: In addition to completion of the course curriculum, all students are required to take MCB 731 Fundamentals of Virology; MCB 732 Fundamentals of Bacteriology; and MCB 734 Fundamentals of Immunology. In the second and third years, all students are required to take MICR 749/750 Advanced Topics in Microbiology and Immunology.

MCB Track Electives

MCB 731. Fundamentals of Virology. (2) Basic aspects of the structure, replication, and pathogenesis of animal viruses are taught through a mixture of lectures and discussions based on current literature. Typically offered in the spring term. Intended for all graduate students in microbiology and immunology (MICR); open to students in other tracks or programs.

MCB 732. Fundamentals of Bacteriology. (2) Basic aspects of bacterial structure, physiology, genetics, and pathogenesis are taught through a mixture of lectures and discussions based on the current literature. Typically offered in the spring term. Intended for all graduate students in microbiology and immunology (MICR); open to students in other tracks or programs.

MCB 734. Fundamentals of Immunology. (2) This course focuses on the cellular, biochemical, and molecular aspects of innate, cellular and humoral immunity. Typically offered in the fall term. Intended for all graduate students in microbiology and immunology (MICR); open to students in other tracks or programs.

MICR Advanced Courses

704. Microbiology of Infectious Diseases. (3) An in-depth study of the role of microbial agents in host-parasite interactions. The course includes a survey of the basic properties of bacteria, viruses, fungi, and parasites. The pathways leading from exposure to successful infection to disease are examined. Specific examples of major pathogens and the diseases they cause are discussed in detail in the context of clinical situations employing the problem-based learning format. *P—POI*

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*

711. Tutorial in Medical Microbiology. (1-3) Guided reading and discussion of the pathogenesis of infectious diseases.

716. Practical Statistics in Microbiology and Immunology. (1) Provides a practical introduction to the application of statistical methods commonly required for studies in bacteriology, virology, and immunology. Consists of a mixture of lectures and in-class exercises based on problems drawn from current research in the department. Topics include sampling principles, descriptive statistics, parametric and non-parametric tests, one-way analysis of variance, contingency tables, linear regression, and power calculations. Emphasis is on recognizing and applying the appropriate methods. *P—POI*

719, 720. Research in Microbiology. (1-9). *Satisfactory/Unsatisfactory*

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.*

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—bacteriology, immunology, and virology.*

Molecular and Cellular Biosciences (MCB)

Bowman Gray Campus

Track Director

Fred Perrino

Overview

Molecular and Cellular Biosciences (MCB) is an interdisciplinary graduate track that provides students with opportunities to choose from mentors whose research spans basic and translational fields of cutting-edge molecular and cellular biology. Graduate programs within the MCB track enable students to earn a Ph.D. in Biochemistry and Molecular Biology (BAMB), Cancer Biology (CABI), Microbiology and Immunology (MICR), Molecular Genetics and Genomics (MOGN), or Molecular Medicine and Translational Science (MMTS), as well as a Certificate in Structural and Computational Biophysics (SCB).

Degree Requirements: *Degrees are not awarded by Molecular and Cellular Biosciences. All students admitted to this program must select a program after completing the first year of a core curriculum.*

Program Requirements: In their first year, MCB students will complete a short course in analytical skills followed by a year-long core course that first examines macromolecular structure, synthesis and function, as well as gene expression and genetics; the second semester focuses on cell structure, cell communication, organ systems integration and physiology and pathology. MCB students will also select three program-specific electives. They will explore a range of research opportunities by participating in three research rotations, each in a different MCB laboratory. These rotations introduce them to new techniques and guide their selection of a graduate program and dissertation research advisor; as 2nd year students they will complete program-specific requirements along their path toward a doctoral degree.

Courses of Instruction

700. Analytical Skills. (1) Molecular and Cellular Biosciences students will begin their graduate education with this 1-credit course focused on data acquisition and analysis methods. Balancing theory and practice, it will refresh their mathematical skills; describe techniques for isolating and characterizing cells and their macromolecular components; explore methods for manipulating genes and performing high-throughput assays; and introduce bioinformatics approaches. A series of take-home exercises reinforce problem-based learning. MCB 700 will be offered as 10 x 1.5 h sessions in the two weeks preceding the fall term. Intended for all graduate students enrolled in MCB, or BMSC students with an MCB specialization. Open to students in all tracks.

701. Molecular and Cellular Biosciences. (1-6) Molecular and Cellular Biosciences students will take a two-semester core course that will cover fundamental principles of the discipline. The overall goal of the course is to develop the student's understanding of molecular and cellular biosciences in the context of biomedical research as it relates to human disease. In the first semester students will focus on the basic building blocks of the cell, their synthesis, cellular metabolism and intracellular transport. The semester is broken into five blocks or themes that in order roughly cover; 1) proteins and enzymes; 2) carbohydrates and lipids; 3) DNA and microbial genetics; 4), mammalian genetics and genomics; and 5) intracellular sorting, cytoskeleton, extracellular matrix. The course is in the format of didactic lectures and meets for 6 hrs per week (four 90 minute lectures/week). Students are evaluated on the performance of 5 written exams given at the end of each block. Intended for all graduate students enrolled in MCB, or BMSC students with an MCB specialization. Open to students in all tracks. Other tracks or programs may elect to have students take one or more blocks as 1 credit hour courses.

702. Molecular and Cellular Biosciences. (1-6) In the second semester students will focus on additional cell biological topics followed by several units devoted to integrative physiology. The semester is broken into six blocks or themes that cover 1) cell signaling and cell-cell communication; 2) cell cycle, cell death, cancer, and development; 3) vascular and renal physiology; 4) gastrointestinal physiology and metabolism; 5) cardiac and pulmonary physiology; and 6)

microbiology and immunology. The course is in the format of didactic lectures and meets for 6 hours per week (four 90 minute lectures/week). Students are evaluated on the performance of 6 written exams given at the end of each block. Intended for all graduate students enrolled in MCB, or BMSC students with an MCB specialization. Open to students in all tracks. Other tracks or programs may elect to have students take one or more blocks as 1 credit hour courses. Although not required, it is expected that students are familiar with material covered in MCB 701.

703, 704, 705. Introduction to Molecular and Cellular Biosciences Research. (1-6) Molecular and Cellular Bioscience students will gain experience with the planning and execution of research, and the interpretation and presentation of experimental results. To put these principles into practice, they will carry out mentored research projects in the laboratories of three different Molecular and Cellular Biosciences faculty members with an optional fourth rotation during the summer term. Intended for all graduate students enrolled in MCB. *Satisfactory/Unsatisfactory*

MCB Electives: Biochemistry and Molecular Biology (BAMB) Focus

711. Biological Systems and Structures. (2) In depth study of macromolecular assembly and interactions, as well as the application of structural biology and proteomics technology. Contemporary concepts of the principles of protein and nucleic acid structure will be presented. Other topics include methods for structure determination such as X-ray diffraction, NMR spectrometry, and molecular modeling. Typically offered in the fall term. Intended for all graduate students in biochemistry and molecular biology (BAMB); open to students in other tracks or programs.

712. Biological Spectroscopy. (2) Principles and practicalities of the study of biomolecules using spectroscopic techniques such as absorbance, fluorescence and circular dichroism analyses will be covered. Other biophysical approaches such as mass spectrometry and sedimentation analysis will be included. Topics in the study of enzymes utilizing these techniques will be discussed. Typically offered in the spring term. Intended for all graduate students in biochemistry and molecular biology (BAMB); open to students in other tracks or programs.

715. Fundamentals of Redox Biology and Medicine (2) Redox chemistry as it applies to biological systems is a specialized field where a fundamental understanding of the underlying biochemistry and appropriate methodologies for evaluating redox regulation and its effects on cell signaling and human health are essential. This course will emphasize the need to use highly quantitative and robust approaches to evaluate redox changes when these are investigated 1) at the level of single molecules (e.g., working with redox-regulated recombinant proteins); 2) in vitro at the cellular level; 3) in vivo using animal models; and 4) in clinical studies.

MCB Electives: Cancer Biology (CABI) Focus

721. Carcinogenesis, DNA Damage and Repair. (2) This course will cover fundamental concepts in cancer biology including etiology, genetic abnormalities, gene expression reprogramming, signal transduction aberration, and stem cell regulation in various tumor types, such as, cancers of the breast, prostate, lung, CNS, lung, ovary, and bladder. The course is open to all students.

722. Molecular Pathogenesis of Cancer. (2) Over the last half century scientists have generated a complex body of knowledge illuminating the origins of cancer and revealed it to be a dynamic interplay between the genome and the cellular environment. MCB 722 is a hypothesis-driven and problem solving-based course that explores this interplay and the requirements for malignant transformation. This course is offered in the spring term. The course is open to all students in thesis driven tracks and required for all graduate students in cancer biology (CABI). Student not performing thesis research are able to register but should recognize the course requires an understanding of experimental design and data analysis for course assignments.

723. Topics in Cancer Biology. (2) 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 with an emphasis on presentation skills.

Typically offered in the spring term. Intended for all graduate students in cancer biology (CABI); open to students in other tracks or programs.

MCB Electives: Microbiology and Immunology (MICR) Focus

731. Fundamentals of Virology. (2) Basic aspects of the structure, replication, and pathogenesis of animal viruses are taught through a mixture of lectures and discussions based on current literature. Typically offered in the spring term. Intended for all graduate students in microbiology and immunology (MICR); open to students in other tracks or programs.

732. Fundamentals of Bacteriology. (2) Basic aspects of bacterial structure, physiology, genetics, and pathogenesis are taught through a mixture of lectures and discussions based on the current literature. Typically offered in the spring term. Intended for all graduate students in microbiology and immunology (MICR); open to students in other tracks or programs.

734. Fundamentals of Immunology. (2) This course focuses on the cellular, biochemical, and molecular aspects of innate, cellular and humoral immunity. Typically offered in the fall term. Intended for all graduate students in microbiology and immunology (MICR); open to students in other tracks or programs.

MCB Electives: Molecular Genetics and Genomics (MOGN) Focus

742. Molecular Genetics and Genomics of Human Disease. (2) This course will introduce students to applications of molecular genetic and genomic methods for the identification and functional characterization of genes contributing to human disease. In addition, complementary lectures will address the application of cell and animal model systems and methods which provide functional insights into the mechanism of action of genes that contribute to disease. Typically offered in the spring term. Intended for all graduate students in molecular genetics and genomics (MOGN); open to students in other tracks or programs.

MCB Electives: Molecular Medicine and Translational Science (MMTS) Focus

752. Foundations of Translational Science. (2) Builds on the student's basic biochemistry and cell biology knowledge with an intensive examination of the molecular basis of human disease and its' treatment. The course mixes lectures with a case-based approach to take students through the diagnosis, physiology, pathophysiology, and the molecular mechanisms of several diseases. Learning issues are developed by the group, centered upon treatment options, their mechanisms of action, the appropriate design of clinical trials to test new therapies, and the research base for further advances in prevention and treatment. MD and PhD facilitators assist with student-led discussions. Relevant, current literature is examined. Typically offered in the spring term. Intended for all graduate students in molecular medicine and translational science (MMTS); open to students in other tracks or programs.

753. Advanced Topics in Regenerative Medicine. (3) The remarkable advances in biomaterials, stem cell biology, and genetic manipulation over the last several years have now made it possible to begin devising means of treating diseases that were previously incurable, and developing corrective therapies for crippling injuries. These advances have led to the emergence of the field of research/clinical investigation that is known as Regenerative Medicine, and this field promises to revolutionize the way we treat/manage both disease and injury. In this course, students will learn about the major organ/tissue systems of the body, the key enabling technologies that make regenerative medicine possible, and how these technologies can be applied to each organ/tissue to mediate regeneration/repair to treat disease/repair injury. Students will then embark on projects that will require them to apply the knowledge gained from the lectures to develop realistic and clinically translational solutions to generate specific organs for transplantation. Students will present their projects to the class at the end of the semester. Typically offered in the spring term. Intended for all graduate students in molecular medicine and translational science (MMTS); open to students in other tracks or programs.

Molecular Genetics and Genomics (MOGN)

Bowman Gray Campus

Program Director

Professors

Timothy Howard

Rebecca W. Alexander, Martha A. Alexander-Miller, Colin E. Bishop,

Donald W. Bowden, Yong Q. Chen, Martin K. Childers (Adjunct),

Laura Cox, Waldemar Debinski, William H. Gmeiner,

Gregory A. Hawkins, Timothy Howard, Daniel B. Kim-Shapiro, Carl Langefeld,

Douglas S. Lyles, Charles E. McCall, Carol E. Milligan, Gloria K. Muday,

Barbara J. Nicklas, Michael Olivier, John S. Parks, Fred W. Perrino, Mark J. Pettenati,

Leslie B. Poole, Thomas C. Register, Beverly M. Snively, Shay Soker, Ann Tallant,

Richard B. Weinberg

Associate Professors

Nichollette Allred, Zheng Cui, Thomas Hollis,

Fang-Chi Hsu, Steven J. Kridel, W. Todd Lowther,

Lance D. Miller, David A. Ornelles

Assistant Professors

Timothy S. Pardee, Derek Parsonage, James Pease,

Ellen Quillen, Stephen J. Walker, Ke Zhang

Overview

The graduate training program in Molecular Genetics and Genomics is an interdisciplinary curriculum that leads to the Ph.D. degree in Molecular Genetics and Genomics. The major goal of the program is to train students for independent research and teaching in the fields of laboratory molecular and cellular biology or computational analysis in genetics and genomics. The program faculty has departmental affiliations in both basic science and clinical departments of the Medical School, and departments on the Reynolda Campus.

The Graduate Program in Molecular Genetics and Genomics provides specialized training in the field of Molecular Genetics and Genomics while integrating student training as much as possible with traditional departmental disciplines. Students may elect to pursue this program of study after successful completion of the first year common curriculum of the Molecular and Cellular Biosciences (MCB) Track.

The program accepts students with a variety of undergraduate degrees including majors in the biological sciences, chemistry, mathematics, computer science and statistics. Students with a laboratory focus have typically completed courses in general biology, general chemistry, organic chemistry, physics, statistics, and mathematics through calculus. Students with analytical interests have typically completed advanced courses in mathematics, statistics, and/or computer science.

Dissertation research is performed under the supervision of a program faculty member and is tailored to meet the interests and training objectives of the individual student.

Degree Requirements: *Please see "Requirements for Degrees" beginning on Page 24.*

Program Requirements: During the second year, students begin research in their dissertation laboratory and take specialty courses relevant to the area of research conducted in that laboratory. The majority of the required courses for the Program are fulfilled in the first-year MCB curriculum. A total of four (4) elective courses are required, three of which are usually completed in the first-year MCB curriculum. Second-year courses include the advanced seminar-style courses, 741 and 742. Attendance at seminars is strongly encouraged to broaden the educational experience of graduate students. Each student is expected to present his/her research once each year in an appropriate seminar series, such as those within the advisor's home department. Each student must fulfill the following requirements for admission to candidacy in the PhD program: 1) pass the MCB required core courses with final grades of B or better (the cumulative GPA must be at least 3.0); 2) pass four 4) approved elective courses; and 3) pass an oral defense of a written research proposal.

MCB Track Electives

MCB 742. Molecular Genetics and Genomics of Human Disease. (2) Introduces students to

applications of molecular genetic and genomic methods for the identification and functional characterization of genes contributing to human disease. In addition, complementary lectures address the application of cell and animal model systems and methods which provide functional insights into the mechanism of action of genes that contribute to disease. Typically offered in the spring term. Intended for all graduate students in molecular genetics and genomics (MOGN); open to students in other tracks or programs.

MOGN Advanced Courses

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.

Satisfactory/Unsatisfactory

726. Genetic Epidemiology. (2) Presents fundamental concepts and methods in genetic epidemiology. Introduces various genetic epidemiology study designs in related and unrelated individuals and covers basic analysis, inferences, plus their strengths and limitations. Lecture and lab. *P—MCB 701, CPTS 720; CPTS 730, or POI*

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 and association studies, chromosome structure at the molecular level, identification of coding sequences and disease susceptibility genes, and functional analysis of gene products. Typically offered in the spring term. *P—MCB 701 or POI*

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.

Molecular Medicine and Translational Science (MMTS)

Bowman Gray Campus

Director

John S. Parks

Co-Director

Donald A. McClain

Professors

Martha Alexander-Miller, Graca Almeida-Porada, Reto Asmis,
 Anthony Atala, Werner Bischoff, Khalil Bitar, Donald Bowden, Che-ping Cheng,
 J. Mark Cline, Laura Cox, Osvaldo Delbono, Carlos Ferrario, Barry Freedman,
 Cristina Furdul, Randolph Geary, William Gmeiner, Dwayne Godwin,
 J. Jason Hoth, Allyn Howlett, Danny Kim-Shapiro, Nancy Kock, Charles E. McCall,
 Donald McClain, Michael Olivier, Emmanuel C. Opara, John Parks, Boris Pasche,
 Leslie Poole, Christopher Porada, Thomas Register, Carol A. Shively, Thomas L. Smith,
 Shay Soker, E. Ann Tallant, Richard B. Weinberg, James J. Yoo

Associate Professors

Susan Appt, David Caudell, Kerry Danelson,
 William Anderson Dezarn, Daniel Clark Files, Jason Grayson,
 Karen Hass, Timothy D. Howard, John Jackson, Kylie Kavanagh, George Kulik,
 Sang Jin Lee, Nicole Levi, Allen Tsang, Jeff Willey, Leah Solberg Woods,
 Liliya Yamaleyeva, Raghunatha Yammani

Assistant Professors

Tracy Criswell, Swapna Das, TanYa Gwathmey-Williams,
 Bethany Kerr, Chia-Chi Chuang Key, Sean Murphy, Snezana Petrovic,
 Matthew Quinn, Tony Reeves, Michael Seeds,
 Pierre Vidi, Hariom Yadav, Xuwei Zhu

Overview

The graduate program in Molecular Medicine and Translational Science (MMTS), an

interdisciplinary program offering the Doctor of Philosophy (PhD) and Master of Science (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 MMTS 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, DVM or DO-trained physician-scientists on faculty or in training at Wake Forest University Baptist Medical Center, a Master's or PhD degree in MMTS is also available for qualified candidates. The overall objective of the clinician-scientist 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.

The MMTS program participates in the Molecular and Cellular Biosciences (MCB) PhD track. Prospective students interested in MMTS apply to the MCB track and can indicate their interest in the MMTS program on the application. Applicants to the MCB Program should have a solid background in biological and/or physical sciences, prior research experience and a passion for scientific inquiry. Students enter the program through the MCB Track and participate in the MCB common curriculum in the first year. Curriculum in subsequent years includes participation in Translational Science Seminar Series, Clinical Experience, Foundations of Translational Science, Scientific Development and Business of Science course, and electives of the student's choice.

Prospective students are encouraged to contact individual faculty members whose research is of particular interest.

Degree Requirements: *Please see “Requirements for Degrees” beginning on Page 24.*

Program Requirements: Students who enter the MMTS program are required to take the following set of courses: MCB 752, MMTS 711, 712, 715, 716, 724, 791, 792, and a statistics course. Students who have an MD or are in the combined MD/PhD program are exempt from MCB 752 and MMTS 715/716. Possible statistics courses include one of the following: HES 721. Data Analysis and Interpretation. (3); CPTS 730. Introduction to Statistics. (4); IPP/NEUR 741. Quantitative Methods in Bioscience. (3). See statistics course descriptions within the appropriate program sections.

Before a student can schedule the defense of their dissertation, it is required that at least one first author publication of original data from their work at Wake Forest be accepted in a peer-reviewed journal.

MCB Track Electives:

MCB 752. Foundations of Translational Science. (2) Builds on the student's basic biochemistry and cell biology knowledge with an intensive examination of the molecular basis of human disease and treatment. The course mixes lectures with a case-based approach to take students through the diagnosis, physiology, pathophysiology, and the molecular mechanisms of several diseases. Learning issues are developed by the group, centered upon treatment options, their mechanisms of action, the appropriate design of clinical trials to test new therapies, and the research base for further advances in prevention and treatment. MD and PhD facilitators assist with student-led discussions. Relevant, current literature is examined. Typically offered in the spring term. Intended for all graduate students in MMTS; open to students in other tracks or programs.

MCB 753. Advanced Topics in Regenerative Medicine. (2) The remarkable advances in biomaterials, stem cell biology, and genetic manipulation over the last several years have now made it possible to begin devising means of treating diseases that were previously incurable, and developing corrective therapies for crippling injuries. These advances have led to the emergence of the field of research/clinical investigation that is known as Regenerative Medicine (RM), and this field promises to revolutionize the way we treat/manage both disease and injury. In this course, students will learn about the major organ/tissue systems of the body, the key enabling technologies that make regenerative medicine possible, and how these technologies can be applied to each organ/tissue to mediate regeneration/repair to treat disease/repair injury. Students will then embark on projects that will require them to apply the knowledge gained from the lectures to develop realistic and clinically translational solutions to generate specific organs for transplantation. Students will present their projects to the class at the end of the semester. Typically offered in the spring term. Intended for all graduate students in MMTS; open to students in other tracks or programs.

MMTS Advanced Courses:

711, 712. Translational Science Seminar Series. (1, 1) Faculty and students jointly describe their research in a human disease, first in clinical terms and then to follow the development of the understanding of that disease to the molecular level with an emphasis on translational applications. Presentations introduce students to potential preceptors and experimental strategies used to study human disease. Students present their own research to gain experience and professional skills for seminars and national meeting presentations.

713. Advanced Readings in MMTS. (1-2) This course allows individualized advisor-student discussion of literature pertaining to a specific area of interest in Molecular Medicine. *Satisfactory/Unsatisfactory*

715/716. Clinical Experience. (1) Students who choose to enter the MMTS program must take this course in the fall (MMTS 715) and spring (MMTS 716) term. This course serves as an introduction to clinical medicine for the PhD students. Each student observes and participates in 10 hours of clinical immersion with his/her clinical mentor. Experiences are custom-designed by the clinical mentor for each student. At the end of the semester, students enrolled in the course meet and each student presents a case study, based on his/her personal clinical experience.

719, 720. Special Topics in Stem Cell Biology. (2) This course utilizes directed readings and student presentations of primary literature to introduce students to the field of stem cell biology. Content focuses primarily on human stem cell properties, including pluripotency and its maintenance, the role of chromatin remodeling in fate determination and lineage restriction, self-renewal and differentiation, and the genetic conversion of somatic cells into pluripotent stem cells. The field is expanding rapidly and course content will be modified as needed to incorporate new findings and applications in stem cell biology and translational medicine. A background in the form of undergraduate or graduate courses in developmental biology is strongly recommended. This course is cross-listed as MOGN 719, 720. *P—POI*

721. Regenerative Medicine Immersion - Fundamentals, Principles and Clinical Applications.

(1-2) The course will provide a state-of-the-art review of various aspects of RM addressing the fundamental principles and progress in tissue engineering and regenerative medicine in recent years, including background material, key scientific components of RM, ethical, economic and other issues important to the field. RM has the potential to deliver cures to many diseases while also improving quality of life. RM integrates the principles of cell and molecular biology, materials science, biomedical engineering, and clinical science with the goal to develop materials and therapies to repair or replace cells, tissue, and organs damaged by disease, trauma, or congenital conditions. In recent years, approaches are being used routinely in daily clinical practice, with others in clinical studies, and multitudes in preclinical testing phase. The course addresses the interdisciplinary nature of RM, major components necessary to produce engineered tissues and organs, opportunities and today's most critical challenges. A series of eight topic areas features prominent faculty members of the Wake Forest Institute for Regenerative Medicine (WFIRM) along with distinguished invited experts in the field. The eight content areas are grouped thematically and address a breadth of topics spanning: stem cells, cell sources, biomaterials, cellular therapies, enabling technologies and animal models, as well as legal, commercial, regulatory and ethical issues. In addition to the formal presentations, students also have the opportunity to interact with speakers in smaller groups during lunch and other informal, social networking events and settings. Typically offered in the summer term. This course does have enrollment limits, and registrations are accommodated on a first-come, first-served basis. *Satisfactory/Unsatisfactory*

724. Scientific Development and the Business of Science. (1-3) This course reviews 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 student research. 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. *Also listed as P—POI.*

781/782. MMTS Graduate Program Journal Club. (1) This course is designed to enhance students' ability to critique and present high-quality papers from current literature. The journal club will provide a forum for: 1) in-depth discussion of basic and translational research that reinforces the principles of multiple research approaches (including in vitro cell studies, animal models, human studies, "omics" studies and others); 2) practicing scientific presentation skills and developing skills to critically evaluate peer-reviewed high-impact research articles; and 3) discussing state-of-the-art technology in the field. The course will also include active audience (i.e., students, postdoctoral fellows, technicians, and faculty) discussion of results to stimulate learning effective presentation and discussion of scientific research findings.

791, 792. Research. (1-9) This course 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. *Satisfactory/Unsatisfactory*

Other Electives:

In addition to the required courses, students in the PhD program may select, in consultation with their advisor, one or more other graduate-level science courses from a range of other programs, including but not limited to: biochemistry and molecular biology (BAMB), biology (BIO), biomedical engineering (BMES), cancer biology (CABI), chemistry (CHM), clinical and population translational science (CPTS), comparative medicine (COMD), health and exercise science (HES), mathematics (MTH), microbiology and immunology (MICR), molecular genetics and genomics (MOGN), neuroscience (NEUR), physics (PHY), or integrative physiology and pharmacology (IPP). Students should complete these additional courses prior to the end of their third year.

Neuroscience (NEUR)

Bowman Gray Campus

Program Director

Carol Milligan

Overview

Neuroscience PhD training has been a component of graduate student training at Wake Forest University for approximately 28 years. The field of Neuroscience is at the cutting edge of scientific developments and the Wake Forest Neuroscience Program believes its long-term returns from student training will have positive consequences for our community and nation. Neurological disorders associated with trauma, an aging population, drug addiction, and neurodevelopmental and psychiatric disorders represent urgent local and national needs. As scientists and educators, we are at an ideal position to train individuals capable of pioneering research into both normal development and function of the nervous system and into the causes and mechanisms underlying neurological disease.

The training faculty represent a wide range of specific research interests, who employ diverse human and animal techniques and methodologies with major strengths in neuropharmacology, behavioral neurobiology, aging, sensory neurobiology, neurophysiology, pain mechanisms, and neurodegeneration. One of the rewarding features of research at Wake Forest University is the extent of collaborative interactions between investigators both within, and equally importantly, between departments and centers. These interactions provide the means by which the trainees in the Neuroscience Training Program can readily interact with investigators and students in other labs, departments, and across campuses.

The goal of our Neuroscience training program is to provide students with:

- A fundamental understanding of all levels of nervous system organization, from genetics, molecular, and cellular to systems and behavioral,
- A skill set that includes extensive training in experimental design and interpretation, statistical and quantitative methodology,
- Hands-on experience in state of the art laboratories that carry out meaningful and significant research in all areas of modern neuroscience, and
- A "bench to bedside" appreciation of how basic neuroscience research supports and translates into treatments for neurobehavioral pathologies.

The program offers MS and PhD training. Competitive applicants to the neuroscience graduate program demonstrate proficiency in core disciplines such as biology, psychology, chemistry, physics, mathematics, statistics, computer programming, and have prior research experience.

Degree Requirements: *Please see "Requirements for Degrees" beginning on Page 24.*

Program Requirements: All students are required to take a core curriculum of neuroscience courses over the first 1.5 years as well as coursework in statistical and quantitative analysis.

MS students obtain hands-on research experience by participating in thesis research beginning in the first semester.

PhD students obtain hands-on research experience by participating in laboratory rotations during the first year. Students begin thesis research by the end of the summer of the first year. Additional graduate coursework is tailored to provide advanced training and meet the research goals of each student.

NEUR First-year Courses

701. Introduction to Neuroscience I. (6) Introduction to Neuroscience I is the first in a required three-course series for first-year neuroscience graduate students covering basic topics in the neurosciences. Introduction to Neuroscience I is offered only in the fall semester. In the first

section, Neuroanatomy, students will develop expertise in identification and understanding of neuroanatomical structures and pathways and proficiently apply that knowledge to normal and pathological nervous system function. The Neuroanatomy section includes both didactic and laboratory sessions. In the second section, Neurophysiology and Neuropharmacology, student will expand their understanding to basic cellular, molecular and physiological mechanisms mediating nervous system structure and function. Basic neuropharmacology will also be covered. The second section includes didactic and discussion based sessions. For non-Neuroscience students, the sections can be taken individually as two three-credit-hour courses.

702. Introduction to Neuroscience II. (6) Introduction to 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, sensory, and motor systems. Class format is student-led discussion of course material with faculty guidance and facilitation. For non-Neuroscience students, the sections can be taken individually as three two-credit-hour courses. *P—NEUR 701*

703. Introduction to Neuroscience III. (2) Introduction to Neuroscience III is the third in the series of required courses for first-year neuroscience graduate students covering basic topics in neurosciences. Topics covered in this section include core concepts of cognitive neuroscience and psychology (e.g., attention, learning and memory, language, perceptual encoding, executive function, specialization, segregation, and lateralization) and basic computational concepts and models (e.g., associative networks, feature maps, learning algorithms). Class format is student-given lectures and student-mediated discussion of course material with faculty guidance. *P—NEUR 701; NEUR 702*

705, 706. Tutorial in Neuroscience. (1) The Tutorial in Neuroscience runs during the fall, spring and summer semesters. The format is one in which a faculty member or postdoc presents his/her research and a student presents a paper on a topic related to that research topic. Additionally, students must submit a manuscript or review paper related to his/her own research at the end of each semester.

707, 708. Research. (1-9) Lab research in all areas of modern neuroscience, including studies done as part of the first-year research rotations and the requirements for the doctoral dissertation. *Satisfactory/Unsatisfactory*

711/712. Seminars in Neuroscience. (1) This is a weekly seminar given by students, postdocs, faculty and external speakers. It runs throughout the year and is structured so that each student presents one research seminar in a given year. First year students give a 30-minute seminar and senior students give an hour seminar. First year students are assigned seminar slots during the summer between first and second year. The remaining slots are used by postdocs, faculty, and visiting speakers. Departments and the WNCsN Chapter take turns sponsoring the seminars by external speakers.

741. Quantitative Methods in Bioscience. (3) An introduction to essential concepts and methods for the quantitative analysis of biological data, with a focus on descriptive and inferential statistics. General topics include basic concepts in statistics such as probability theory and chance models, samples and populations, analyses of the relationships between variables, analysis of normal data, analysis of non-normal data and non-parametric analyses, an introduction to Bayesian frameworks, clustering analysis, and multivariate analyses. Didactic lectures cover core frameworks, analytic approach, and the mechanics and intuitive logic behind the methods. Laboratory sessions provide experience using a software platform (R) for data analysis and visualization using practical problems. This course is cross-listed as IPP 741.

NEUR Advanced Courses (*by topics*)

Behavioral Neuroscience

714. 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 basis 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. *P—NEUR 701; NEUR 702; NEUR 703*

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 stimulating effects of drugs. Additional topics include behavioral factors related to tolerance and sensitization and a review of animal models of drug action. This course is cross-listed as IPP 722. *P—NEUR 701; NEUR 702; NEUR 703*

Structure and Function of Neurons

721. 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. *P—NEUR 701; NEUR 702; NEUR 703*

726. Synaptic Physiology for Biologists. (3) In this course, graduate students will be introduced to theory, techniques, and mechanisms of synaptic physiology. We will focus on molecular underpinnings of plasticity at the synapse - both pre- and post-synaptically, specifics of electrophysiological and electrochemical tools used to probe synaptic function, and how alterations of synaptic physiology contribute to maladaptive states in the whole organism. In order to be adequately versed in basic synaptic physiology to take this course, students are required to have completed NEUR 701/702 coursework as a prerequisite to attending this course. *P—NEUR 701; NEUR 702*

Development and Aging of the Nervous System

742. Developmental Neurobiology I: Molecular Control of Neural Lineages and Differentiation.

(3) 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). *P—NEUR 701; NEUR 702; NEUR 703*

743. Developmental Neurobiology II: Progressive and Regressive Events in Neural Development.

(3) 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, as well as the role of cell adhesion and extracellular matrix in the formation of neural networks. 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 TUNEL labeling of cell death, methods of axonal and dendritic labeling and EM ultrastructural analysis of synaptic changes). *P—NEUR 701; NEUR 702; NEUR 703; NEUR 742*

744. Developmental Neurobiology III: Neural Plasticity and Regeneration. (3) 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. *P—NEUR 701; NEUR 702; NEUR 703; NEUR 742; NEUR 743*

Sensory Neuroscience

753. Sensory Neuroscience I: Visual and Auditory Systems. (3) This course is designed to introduce students to sensory neurobiology of visual, auditory, olfactory and gustatory systems from the cellular to systems level. Under each sensory system, the topics cover the receptors in the sensory organs, signal transduction, subcortical and cortical areas and higher order processing. The course also includes topics relevant to sensory perception such as attention, working memory, decision making and plasticity. The course is structured to enable the students to learn how individual sensory systems function and to recognize the parallels between sensory systems. *P—NEUR 701; NEUR 702; NEUR 703*

754. Sensory Neuroscience II: Somatosensation and Multi-sensory Integration. (3) This course is the second in a series that focuses on mammalian sensory systems. The course is designed to introduce students to somatosensory, pain and multisensory processing from the molecular to the systems level. The aim is to introduce key concepts of global organization that transcend individual modalities. Cellular, molecular, behavioral and pharmacological approaches will be covered against the backdrop of relevant model sensory systems. *P—NEUR 701; NEUR 702; NEUR 703; NEUR 753*

755. Research Design in Sensory and Systems Neurobiology (3). This course combines didactic material with hands-on approaches so that students learn to properly design experiments in neurobiology and are able to analyze quantitatively the resulting experimental data. The didactic component provides a brief survey of fundamental mathematical and statistical concepts (e.g., probability, Bayesian inference, curve fitting, hypothesis testing, nonparametric statistics), which serves as a foundation for more advanced techniques used to analyze neuronal data (e.g., signal detection theory, cross-correlograms, information theory). Through computer-lab sessions and homework assignments tailored to each topic, students translate the theoretical knowledge to practical application as they learn to use the MATLAB programming environment. The specific quantitative methods covered, as well as the sample data used for the hands-on analysis assignments, are tailored according to the students' backgrounds, programming experience, and research interests. *P—NEUR 701; NEUR 702; NEUR 703; NEUR 741*

Substance Abuse and Addiction

717. Current Topics in Drug Abuse. (2-3) Provides students with perspective on 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 relates 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. This course is cross-listed as IPP 717.

724. Biology of Alcohol Abuse—Alcoholism. (3) 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. This course is cross-listed as IPP 724

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. This course is cross-listed as IPP 740. *P—NEUR 701; NEUR 702*

Translational Neuroscience

771. Clinical Neuroscience (3). Lectures and class discussions dealing with topics in neurobiology, pathophysiology, and treatment of patients with neurological and behavioral/psychiatric problems. Includes a brief introduction to major concepts of patient treatment and care with utilization of up-to-date methodology in clinical neuroscience. Students have the opportunity to observe and participate in patient evaluation and diagnostic testing in the clinical setting and to visit many of the neuroscience-related clinical research and treatment centers. Taught by both clinicians and basic science researchers. *P—NEUR 701; NEUR 702*

Neurosciences Journal Clubs

775, 776. Health Inequity in Neuroscience Journal Club. (1) Roots of Health Inequity (ROHI) consists of an online curriculum with guided in person discussions to expand upon the online content in ways that are relevant to the WFSM community within and outside the institution. This course will use the online component as a foundation and expand upon it with published reports from the literature exploring health inequities as they relate to neurological and related disorders.

777, 778. Directed Journal Club in Pain and Anesthesiology. (1) This journal club covers articles related to mechanisms of pain and somatosensory processing including cellular/molecular, pharmacological, behavioral, and anatomical studies of acute and chronic pain disorders. Students are encouraged to review current research findings from all aspects of pain research including basic science, translational and clinical studies. Each week a student presents an article providing a thorough review of relevant background information drawing upon seminal and related papers.

780, 781. Directed Journal Club in Sensory Neuroscience. (1) Correlates with the formal lecture courses in Sensory Neuroscience I-II. 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.

783, 784. Directed Journal Club in Developmental and Molecular Neurobiology. (1) Students are required to read and critique papers related to developmental, cell and molecular, or disease/pathological issues in the nervous system. 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.

785, 786. Directed Journal Club in Network Science in Neuroimaging. (1) This journal club covers articles related to network science and its application in biological systems, with a particular emphasis on the brain. Assigned reading will cover methodological foundation of network science, as well as the current literature on applications of network science in neuroimaging studies. Although the brain network will be of the main focus, readings may also include other types of networks such as biological, social and technological networks.

787, 788. Memory, Cognition and Aging Journal Club. (1) The topics in this journal club will cover all aspects of memory, cognition and cognitive aging from molecular and cellular/synaptic mechanisms to behavioral and imaging studies. Papers on basic research and translational science in any model system ranging from rodent, non-human primates to humans will be discussed. In the Journal Club course, each week a student will present a paper using a format indicated by the course director.

789, 790. Translational Addiction Journal Club. (1) The primary objective of this course is to provide a forum for students working in NIDA/NIAAA supported laboratories (or any students interested in addiction to present and discuss the latest research breakthroughs in the field of addiction research with a major focus on studies with high translational significance. Students are encouraged to present cutting-edge manuscripts that cover topics ranging from molecular adaptations that contribute to the etiology of drug or alcohol use disorder to the latest clinical trials on addiction treatments. *Satisfactory/Unsatisfactory*

NEUR Electives

713, 714. Advanced Readings. (2) Individualized instruction involving detailed review of literature pertaining to a specific area of interest in physiology and pharmacology.

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. This course is cross-listed as PSY 782

791, 792. Readings and Directed Study in Neurobiology. (1-2) Designed to provide an opportunity for graduate students to learn specific topics in the field that may not be covered by regular courses. Materials from the primary literature are presented to other participants, including at least one faculty member. The format is intended to generate in-depth discussion in a setting where each student acts as the lecturer. The supervising faculty member and the student will determine together the schedule and credit hours (either 1 or 2) for the course.

793, 794. 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.

795. The Development and Anatomy of Sensory Systems. (2) 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.

796, 797. Special Topics in Sensory Neuroscience: Hearing and Multi-Sensory Integration.

(2) 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*

798. Manuscripts, Seminars, and Posters. (2) A highly interactive course with enrolled students receiving detailed feedback on all written assignments. Covers areas such as writing style, composing abstracts, constructing figures and legends, as well as simulating the e-submission process (text, figures, cover letter, etc.). In addition, previously published work is dissected for style, structure, and presentation. Didactic lectures cover a wide range of subjects, including but not limited to, EndNote (for Web); basics of Adobe Illustrator; authorship issues, and responses to reviewer's comments. Background in neuroscience not required. Open to graduate students from all programs.

Physics (PHY)

Reynolda Campus

Program Director/Professor/Wake Forest Fellow	Martin Guthold
Department Chair/Professor/Harbert Family Distinguished Chair	Daniel B. Kim-Shapiro
Professors	Paul R. Anderson, Keith D. Bonin, David Carroll, Martin Guthold, Natalie A. W. Holzwarth, Jed Macosko, George Eric Matthews, Fred Salisbury, Timo Thonhauser George M. Holzwarth, William C. Ker, Howard Shields, Richard T. Williams
Professors Emeritus	Eric D. Carlson, Samuel S. Cho, Gregory B. Cook, Oana D. Jurchescu
Associate Professors	Jack A. Dostal
Associate Teaching Professor	Ilaria Bargigia, Ajay Ram Srimath Kandada
Assistant Professors	George M. Holzwarth (Professor), William C. Kerr (Professor), K. Burak Ucer (Associate Professor), Swati Basu (Associate Professor), Nadeem Wajih (Assistant Professor), Richard T. Williams (Reynolds Professor)
Research Professors	J. Daniel Bourland, Mark W. Roberson, Michael Munley
Adjunct Professor	Adam R. Hall
Adjunct Assistant Professor	Lauren Lowman
Affiliate Assistant Professor	

Overview

The Department of Physics offers programs of study leading to 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 knowledge of senior level undergraduate mechanics, electricity and magnetism, thermodynamics, and quantum physics. The course of study for each student is planned in conference with the graduate adviser after an evaluation of academic background and experience. Deficiencies may be removed during the first year of study by taking remedial courses.

For the MS degree, the student's course work must include PHY 711, 712, and 741, as well as participation in the departmental seminar series (PHY 601) each semester. If serious conflicts arise (e.g. time conflict with other classes or teaching duties, exceeding allowed credit hours for part-time students), the latter requirement may be waived for some semesters, at the discretion of the program director. These weekly seminars, in fields of special interest, and usually feature outside speakers. A MS degree candidate must have at least 30 credit hours of graduate credit. This must include at least six credit hours in thesis research and at least 24 credit hours in coursework. At least 12 of these 24 credit hours must be in courses numbered 700 or above. Credit may be allowed for as many as six hours of graduate work transferred from another institution at the discretion of the program director and the dean of the Graduate School. Thesis research courses are graded S (Satisfactory) or U (Unsatisfactory). If a U is assigned the course must be repeated and an S earned before the degree can be awarded. 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. The minimum grade point average (GPA) required for graduation is 3.0

For the PhD degree, the student's course of study must include PHY 711, 712, 741, 742, 770, unless satisfactorily completed elsewhere, as well as participation in the weekly departmental seminar series (PHY 601) for seven semesters. Students must also take three elective courses at the graduate level (600 or 700 level), at least one of which must be in physics. To graduate, students must achieve an overall GPA of 3.0 and a 3.0 GPA in graduate courses within the physics department. The University's preliminary examination requirement is satisfied by passing a written and an oral exam. The written preliminary examination is usually taken at the end of the first year of graduate study. Failed sections of the written examination may be retaken once, and must be passed before the third year of graduate study; extensions, for example for part-time students

may be approved by the department. Students must have at least a 3.0 GPA to take the preliminary examination. A research advisory committee, appointed after completion of the written preliminary examination, determines the additional courses needed for the PhD, such as Advanced Quantum Mechanics, Biophysics, Solid State Physics, General Relativity, Nonlinear Optics, Math or Computer Science, Medical Physics, Biomedical Engineering, etc. Within eighteen months of completing the preliminary written examination, the student submits to his or her individual advisory committee, and defends orally a dissertation research plan. This constitutes the oral part of the preliminary exam and upon passing it, the student can be advanced to candidacy. The 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 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.

The research interests of the graduate faculty are in experimental and computational biophysics, nanotechnology, optics, experimental and theoretical solid state physics, particle physics, and relativity. All research laboratories are well-equipped with state-of-the-art instrumentation, such as subpicosecond pulsed lasers; EPR; time-resolved, UV-vis spectrophotometers; optical tweezers; atomic force microscopes; single molecule manipulators; high-sensitivity optical and confocal microscopes; numerous, standard biochemical research apparatuses; and others. The Center of Nanotechnology and Molecular Materials (www.wfu.edu/nanotech), which houses state-of-the-art electronmicroscopies, and sample analysis and preparation instruments and a clean room, is part of the physics department. Theoretical research is supported by the DEAC Linux Cluster with several thousand computational processing cores.

For more details on the PhD program, visit www.wfu.edu/physics or write to the chair of the graduate committee. Departmental graduate committee: Guthold (chair), Anderson, Carroll, Cho, Holzwarth, Jurchescu.

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

Courses of Instruction

601, 602. Physics Seminar. (0.5, 0.5) Discussion of contemporary research, usually with visiting scientists. May be repeated for credit. *Satisfactory/Unsatisfactory*

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 several biophysical methods, such as X-ray diffraction, sedimentation, light scattering, light absorption, fluorescence and single molecule tools are studied. Designed to be accessible to students with biochemistry, chemistry, or physics backgrounds. *Recommended C—PHY 625*

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. Course requirements may include a field trip to a relevant conference, such as the Carolina Biophysics Symposium, and a discussion section with an appropriate physics colloquium speaker. Designed to be accessible to students with biochemistry, chemistry, or physics backgrounds provided they have some exposure to thermodynamics and macromolecular structure. *C—PHY 623*

623. Computational Molecular Biophysics Laboratory. (1) Application of techniques in molecular modeling, including energy minimization, molecular dynamics simulation, and conformational analysis, to biological macromolecules. *P—PHY 630 or POI*

- 625. Biophysical Methods Laboratory.** (1) Lab involves experiments using various biophysical techniques such as DNA and protein gel electrophoresis, protein crystallography and X-ray diffraction, electron paramagnetic resonance, atomic force microscopy, fluorescence microscopy, light scattering, stopped-flow absorption spectroscopy and ultracentrifugation. *Recommended C—PHY 607*
- 635. Computational Physics.** (3) An introduction to finding numerical solutions to scientific problems. Topics include understanding computational errors, differentiation, integration interpolation, root finding, random numbers, linear systems, Fourier methods, and the solution of ODEs and PDEs. There is no computer programming prerequisite. Credit will not be given for both PHY 635 and CSC/MST 655.
- 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*
- 641. Thermodynamics and Statistical Mechanics.** (3) Introduction to classical and statistical thermodynamics and distribution functions.
- 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
- 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*
- 655. Exotic Materials.** (1.5) This course is a study of materials that express exotic properties that are derived from some aspect of the system's dimensionality. It introduces the thermal, electrical, optical and magnetic properties of exotic materials systems. It discusses simple models for the structure-property relationships for a wide range of nanoscale and low-dimensional systems.
- 656. Electronic Imaging Sciences.** (1.5) This course introduces the theory and application of the electron imaging systems: transmission electron microscopy (TEM) and scanning electron microscopy (SEM). It focuses on basic materials science though some biological materials will be covered. It is taught as a series of lectures followed by laboratories.
- 657. Scanning Probes.** (1.5) This course examines the theory and application of scanning tunneling microscopy and atomic force microscopy (STM/AFM). It introduces how each type of imaging works, how to model spectroscopic data, and how to use each microscope. Students will image using the STM and AFM as well as take and reduce spectroscopy data using models built in Maple of Mathematica.
- 658. Kinetics of Materials.** (1.5) This course offers a study of driving forces for atomic and ionic motion within solids leading to a range of materials properties from work hardening to phase transformations and formation. Atomic-level models for diffusion will be introduced as well as techniques and examples of the solution to the diffusion equation. It complements the traditional thermodynamics course.
- 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. Students may also be required to make a second oral presentation relevant to their own research. Does not fulfill course requirements for Master's or PhD degrees. May be repeated for credit.
- 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. May be repeated for credit.

681, 682. Research. (1-3, 1-3) Library, conference, and lab work performed on an individual basis. May be repeated for credit.

685. Bioinformatics. (3) Introduces 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. Also listed as CSC 685 and BIO 685. *P—Introductory courses in biology, chemistry, and molecular biology or biochemistry or POI.*

691, 692. Special Topics in Physics. (1-4) Courses in selected topics in physics. May be repeated if content differs.

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.

712. Electromagnetism. (3) A study of electric and magnetic fields in vacuum and within media and their sources. Analytical and numerical methods for solving Maxwell's equations are also an important part of the course.

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—3 hours.

731. Elementary Particle Physics. (3) Fundamentals of contemporary elementary particle physics.

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.

743. Advanced Quantum Mechanics. (3) Advanced topics in quantum mechanics, including an introduction to relativistic quantum theory, quantum electrodynamics, and many particle treatments.

744. Introduction to Quantum Field Theory. (3) Introduction to relativistic quantum field theory, including canonical quantization, path integral techniques, perturbation theory, and renormalization.

745. Group Theory. (3) Group theory and its applications to the quantum mechanics of atoms, molecules, and solids.

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.

754. Surface Science. (3) Experimental and theoretical methods for the study of surfaces and interfaces. Lab—1.5 hours.

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.

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.

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.

771. Radiological Physics. (3) The nature and fundamental concepts of ionizing radiation including: ionizing radiation, radiation quantities, attenuation and stopping power, charged particle and radiation equilibria, radioactive decay, photon interactions, charged and uncharged particle Interactions, x-ray production and quality, dosimetry concepts, Ionization cavity theory, and

calibration of Ionizing radiation beams. *P—POI*

773. 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. *P—POI*

774. Physics of Medical Imaging. (3) The physical principles, mathematical algorithms and devices used in diagnostic medical imaging, covering the following imaging modalities: x-ray physics, x-ray digital imaging, digital image receptors, computerized tomography and reconstruction algorithms, ultrasound imaging, magnetic resonance imaging and nuclear medicine imaging. *P—POI*

776. Medical Health Physics. (3) Physical and biological aspects for the use of ionizing radiation in medical environments, biological consequences of human radiation exposure, principles of ionizing radiation protection, operational dosimetry, radiation exposure recommendations and regulations, physical principles of radiation shielding design, personnel monitoring, medical health physics instrumentation, and waste disposal.

780. Theory of General Relativity. (3) Study of the covariant formulation of physical laws in mechanics and electromagnetism.

785. Topics in Theoretical Physics. (1-3) Selected topics of current interest in theoretical physics not included in other courses.

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. May be repeated for credit.

789. Survival Skills for Scientists. (1) Students will learn skills that are essential to a successful career in the sciences. The following topics will be covered: Mentoring; How to Read, Write, and Review a Research Paper; Grant & Fellowship Basics; Choosing a Career Path & Creating a Winning Job Application; and Networking & Giving Effective Talks.

791, 792. Thesis Research. (1-9) May be repeated for credit. *Satisfactory/Unsatisfactory*

795. Physics for Education Research. (3) Fulfills the requirement for a graduate course in physics for students in the Masters in Education program seeking certification to teach physics.

891, 892. Dissertation Research. (1-9) May be repeated for credit. *Satisfactory/Unsatisfactory*

Psychology (PSY)

Reynolda Campus

Program Director
Chair

William L. Poteat Professor of Psychology
Professors

R. Michael Furr
Eric R. Stone
Deborah L. Best

Terry D. Blumenthal, Christy M. Buchanan,
Dale Dagenbach, William W. Fleeson, R. Michael Furr, Lisa Kiang,
John V. Petrocelli, Wayne E. Pratt, Catherine E. Seta, Eric R. Stone

Associate Professors

Eranda Jayawickreme, Janine M. Jennings,

Assistant Professor

Lara Kamrath, E.J. Masicampo, Christian E. Waugh
Shannon T. Brady, Anthony W. Sali

Overview

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., social, cognition, personality, developmental, statistics).

The program is designed for capable students who expect to continue to the PhD degree but wish to begin graduate work in a department where they receive a high degree of individual attention

from the faculty.

The applicant is expected to have an undergraduate major in psychology at an accredited institution, including a subset of basic foundational courses such as developmental, social, biopsychology, personality, cognition, learning, perception, etc., as well as statistics and/or research methods. The department does accept applications from students who were not psychology majors as undergraduates, but such applicants should have a background in coursework that prepares the student for graduate level work in psychology.

The department has unusually good research facilities. The areas in which research is currently being conducted include aging, cognitive processes, judgment and decision making, adolescent development, cultural identity, neuropsychology, perception, personality, physiology, and social psychology.

Most students take two academic years to complete the program. Students who hold assistantships are required to spend two years in residence. 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.

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

Courses of Instruction

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. Research in Cognitive Psychology. (3) In-depth examination of research in a selected area of cognitive psychology such as memory, attention, or executive function. Research projects required.

633. Motivation of Behavior. (3) Survey of basic motivational concepts and related evidence.

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 Developmental Psychology. (3) Methodological issues and selected research in child development. Research projects required.

646. Stereotyping and Prejudice (3) Research and theory on social and cognitive processes that underlie prejudice and discrimination.

648. Clinical Neuropsychology. (3) Surveys connections between abnormal neurological processes and clinical abnormalities. This implies already having an understanding of normal brain function and anatomy.

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.

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. Stereotyping and Prejudice. (3) Theoretical and empirical examination of the processes underlying prejudice, discrimination, and racism.

667. Parent-Child Relationships. (3) Surveys characteristics of parent-child relationships and issues of parenting as related to a variety of factors, including developmental changes of parent and child, family structure, and sociocultural context.

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.

692. Contemporary Issues in Psychology. (3) Seminar treatment of current theory and research in specific areas within psychology. The course is one-half semester.

701, 702. Current Topics in Psychology. (1.5, 1.5) Seminar courses in selected topics in psychology. *P—POI*

703. Current Topics in Psychology. (3) Seminar course in selected topics in psychology.

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 POI required.*

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.

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.

738. Learning and Motivation. (3) Basic learning principles and concepts and related motivational concepts.

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.

752. Seminar in Social Psychology. (3) Content and methodology of social psychology examined through a critical and comparative analysis of contemporary theory and literature.

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.

770, 771, 772, 773. Psychology Practicum. (1-3) Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor.

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.

785, 786. Directed Thesis Research. (3, 3) First-year students undertake a substantial research project under the direction of their adviser.

791, 792. Thesis Research. (1-9, 1-9) May be repeated for credit. *Satisfactory/Unsatisfactory*

Religious Studies (REL)

Reynolda Campus

Program Director

Chair

Professors

Associate Professors

Associate Teaching Professor

Assistant Professors

Emeritus Professor

Mary Foskett

Lynn Neal

Stephen Boyd, Jay Ford, Mary Foskett, Kenneth Hoglund,

Simeon Ilesanmi, Lynn Neal, Nelly van Doorn-Harder, Ulrike Wiethaus

Lucas Johnston, Ron Neal, Jarrod Whitaker

Tanisha Ramachandran

Annalise Glauz-Todrank, Kimberly Wortmann

Fred Horton

Overview

Associated Faculty Michaelle Browsers (politics), Stewart Carter (music), Steve Folmar (anthropology), Robert Hellyer (history), Kevin Jung (School of Divinity), Christian Miller (philosophy), Patrick Toner (philosophy), Neal Walls (School of Divinity), David Yamane (sociology)

The Master of Arts in Religious Studies offered by Wake Forest University's Department for the Study of Religions provides students an opportunity to forge a unique, creative, and rigorous program of study. The degree can serve either as a terminal degree or as preparation for a doctoral program. It emphasizes the comparative and theoretical study of religion in its various traditions and forms. Reflecting the teaching and research interests of the current graduate faculty in the department, the program fosters interdisciplinary approaches, offering training in traditional and contemporary theories and methods in conjunction with substantive investigations of diverse religious traditions and topics. Students are encouraged to make imaginative use of all available resources in the creation of their own distinctive programs of study. Typically, this would involve 1) a focus on a particular religious culture/region or historical period, and 2) an approach or approaches to the study of the subject area.

The general MA in religion program began in 1967. Departmental graduate committee: Whitaker (chair), Hoglund, Ilesanmi, Ramachandran.

Degree Requirements: *please see "Requirements for Degrees" beginning on Page 24.*

Program Structure

Students can graduate with an M.A. in Religious Studies via two options:

- Course Intensive Option
- Thesis Option

Course Intensive Option. The M.A. in Religious Studies "Course Intensive Option" is the default way in which students can graduate from the program. It requires a total of 36 hours of coursework. At least 12 of the 36 hours in coursework must be in courses numbered 700 or above, and one of these courses must be "REL 700: Theory and Method in the Study of Religion." The remaining 24 hours may be in courses at either the 600-level or 700-level. Students must also submit to a committee of 1 professor of their choice and the graduate director a final portfolio no less than a month before the end of their final semester, comprising a resume, personal statement, a selection of 3 papers (at least 1 theoretical) from any graduate level courses they have taken during their M.A., and a 12-15 page reflection paper that discusses the trajectory, methods, and personal growth across the 3 papers and the way in which the student's views of "religion," broadly defined, have developed. In addition, students will present and discuss their portfolio with their committee in a meeting lasting no longer than one hour. The portfolio will be graded pass/fail (with an option to resubmit) and the committee will consider its overall presentation, clarity of expression and purpose, and attention will be given to the reflection paper and the student's ability to articulate its views during this oral examination.

Thesis Option. The Thesis Option is available for students who wish to undertake substantial

independent research and who are already thinking and writing in a succinct, analytical, and sophisticated manner. In order to write a thesis, the student must have submitted a proposal and been approved by the graduate director and primary thesis adviser. The student must also form a committee of 3 faculty (2 must come from the Department for the Study of Religions). If no faculty member in the Department of the Study of Religions agrees to serve as Primary Adviser, then the student cannot finish the program via the Thesis Option. The M.A. in Religious Studies Thesis Option requires a total of 36 hours course work. At least 12 hours of coursework (not counting thesis research hours) must be in courses numbered 700 or above, and one of these courses must be "REL 700: Theory and Method in the Study of Religion." A further 18 hours may be in courses at either the 600-level or 700-level (not counting thesis research hours). The final 6 hours are to be taken as thesis research (REL 791 and 792), typically in the final semester of study.

Thesis Proposal. In order to write a thesis, the student must have a primary thesis adviser from the Department for the Study of Religions faculty, and a committee comprising two additional faculty in relevant areas of research (one of whom must also be a member of the Department for the Study of Religions). In addition, the student must submit a thesis proposal in her or his third semester of study (typically in the Fall, by October 15th) to the graduate program director and the primary thesis adviser. The proposal must be 6-10 pages, with a clear synopsis of the thesis argument, proposed chapters, a timeline for chapter submission, and an annotated bibliography. If the student cannot demonstrate her or his ability to pursue the thesis independently and in a sophisticated analytical manner, the advisory committee will recommend that the student continue with the Course Intensive Track to finish the program. This decision is made between the Graduate Program Director and the primary thesis adviser by November 1st.

Thesis Length and Quality. The length of the thesis is to be decided between the student and the primary faculty adviser, but the department recommends no more than 100 pages. At minimum, the department expects that the thesis should be a publishable, article-length paper (35-50 pages) accompanied by substantial sources. It should be original work and can be a heavy reworking of a previous term paper or other research effort. The thesis process culminates in an oral examination by a committee of at least three faculty members who must assess the thesis according to the normal guidelines (see Graduate Handbook).

Language Requirements

The Department of Religion requires proficiency in a foreign research language relating to the student's area of study, whether ancient or modern. Proficiency is normally a minimum of two years work in a specific language at the university level or equivalent and may include, but not limited to, the following: Hebrew, Greek, Sanskrit, Arabic, Spanish, French, German, Chinese, or Japanese. A second research language is not required, but may be advised depending on the student's area of study and their plans after graduation (i.e., whether or not they plan on pursuing a Ph.D.). For example, students working on the Hebrew Bible, New Testament, or Sanskrit literature may be advised to learn German (the German Department offers a reading course for graduate students most summers: 001 German for Science and Humanities).

M.A. in Religious Studies with a Concentration in Religion and Public Engagement

Religion and Public Engagement (RPE) Concentration is unique to Wake Forest University—the only program like it in the country. Encouraging theoretical and practical exploration at the intersection of religion and public life, the Concentration is open to graduate students enrolled in the M.A. in Religion Program, who want to relate their area of study to issues of public life. Students will be expected to apply their academic study to specific problems by engaging in public work through research projects, service-learning opportunities, and internships for academic credit. Internships or research projects may focus on local, state, regional, or international issues. The program has existing relationships with non-profits, governmental and non-governmental agencies in such places as Winston-Salem, Raleigh, The San Carlos Apache Reservation, Washington, DC, Chile, the Ukraine, Chile, Israel/Palestine, and South Africa. By working with professors in various specialties, students develop competence in public engagement in reciprocal collaboration with diverse communities regionally, nationally, and globally. Embracing the spirit of Pro-Humanitate, the RPE Concentration allows students to pursue their deepest interests and directs them towards

community development consistent with internationally accepted standards of human rights and the highest academic standards of teaching, research and collaboration.

Graduate Students are to meet all requirements of and are subject to the policies of the M.A. in Religion (see <http://college.wfu.edu/religion/graduate-program/overview-of-the-program/>). REL 700: Theory and Method in the Study of Religion is required for all M.A. students, including students completing the RPE Graduate Concentration.

As with all graduate students enrolled in the M.A. in Religion, students seeking to finish with a Concentration in RPE are initially enrolled on the Course Intensive Option, but can submit a thesis proposal to finish on the Thesis Option (the thesis can be on a topic independent/unrelated to RPE Concentration or it can focus on RPE; if so, then it is advised that the Primary Thesis Advisor should be a faculty member in the Department of Religion who has worked closely with the student on RPE topics).

Graduate Concentration requires 12 hours of course work, and must include:

1. REL 632: Religion and Public Engagement (Core Course) (3h)
2. Internship: REL 709: Field Program in Religion and Public Engagement (3h)
 - a) If the student has already completed a significant internship or held a job that intersected with issues of public life, he or she can substitute an extra elective course for the internship requirement with the approval of the Director of RPE and Graduate Program Director.
3. One Graduate Course (3h) focused on theory and its application, taken from the “Theory” group listed below (the following are given as examples and other courses may be approved by the Director of RPE and Graduate Program Director):
 - a) Theory: REL 605: Ethnography of Religion; REL 636: Religion and Human Rights; REL 638: Religion, Ethics, and Politics; REL 631: Religion and Law; REL 644: Religion, Poverty, and Social Entrepreneurship
4. One Elective Graduate Course (3h) from any of the following choices (other courses can be approved by the Director of RPE and Graduate Program Director). Since these are taken toward the RPE Graduate Concentration, they will also count toward the M.A. in Religion degree, even if they do not have a REL designator.
 - a) REL 619: Feminist and Contemporary Interpretations of the Bible; REL 669: Radical Christian Movements; REL 679: Feminist and Liberation Theologies; REL 690: South Asian Women: Religion Culture and Politics; REL 648: Race, Memory and Reconciliation; REL 690: Socially and Politically Engaged Buddhism; MIN 790: Faith, Food Justice, and Local Communities; THS 621: Christianity and Public Policy; THS 624: Church and State in America; THS 625: Sexuality, Religion and the Law; THS 721: Freedom of Religion Under the Constitution; LAW 582: Non-Profit Management; LAW 601: Non-Profit Organization Law

Courses of Instruction

In the list of courses offered with graduate credit, not every course is scheduled every year, but usually 1-2 courses at the 700-level are offered each year, including REL 700: Theory and Method in the Study of Religion. In addition, we encourage students to approach individual professors to teach 700-level directed reading courses on specific topics. Substantive efforts are made to offer courses that are needed by students in either graduate course of study, and student input is welcome in determining the course schedule from semester to semester.

600. Approaches to the Study 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.

604. 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.

605. Ethnography of Religion. (3) Study of theory and method in ethnography of religion where students closely read ethnographies from a variety of cultures and discuss the practical, methodological, and ethical issues related to ethnography. Culminates with students researching and writing their own ethnographies.

- 606. Ritual Studies.** (3) An introduction to the various methods and theories employed in the field of ritual studies, while examining comparative rituals and ritualized practices from around the world.
- 607. Magic, Science, and Religion.** (3) Explores concepts of magic, science, and religion that emerged in Western thought and culture from late antiquity through the European Enlightenment and analyzes connections between religious traditions and Western, Modern Science.
- 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.** (3) Examination of the development and theological contents of the literary products of Israel's prophetic movement.
- 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 20th-century archeology in the Near East with attention to its importance for Biblical studies.
- 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. 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.
- 620. The Search For Jesus.** (3) Introduction to the issues, assumptions, evidence, and debate that shapes the continuing quest for the historical Jesus.
- 623. Jesus Traditions.** (3) Examines ancient Christian and other religious representations of Jesus in historical, social, cultural and theological context.
- 624. Early Christian Literature.** (3) Examination of various literature and perspectives of the first three centuries of the Christian movement.
- 628. Jewish-Christian Relations and the New Testament.** (3) Study of Jewish-Christian relations and selected writings of the New Testament in the historical, social, religious and political contexts of ancient Judaism and emerging Christianity. Focus varies with instructor.
- 629. Chinese Medicine.** (3) An interdisciplinary exploration and analysis of Chinese medicine, its fundamental theories, and its range of health-oriented and religious applications.
- 630. Pope, Jefferson & Imam: A Study in Comparative Ethics.** (3) Comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with particular focus on their various methods of reasoning and sources of authority.
- 631. Religion and Law.** (3) A study of religion and law as distinct yet interdependent spheres that influence cultural negotiations about authority, power, identity, and the regulation of society. Geographic and tradition-specific focus may vary with instructor.
- 632. Religion and Public Engagement.** (3) This seminar introduces students to dynamics at work at the interface between religious communities and the public sphere. It will explore, through a wide range of readings, guest lectures, and films, the potential for social change-constructive and destructive-within and between communities in locally, regionally, nationally and globally.
- 635. Religious 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. Religion, Power and Society in Modern Africa. (3) Interdisciplinary study of the growth transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions), and of their relations with secular social changes.

641. Religion and Ecology. (3) Cross-cultural examination of the relationships among human beings, their diverse cultures, habitats, and religions, including social and political understandings of the environment.

642. Religious Intolerance in the U.S. (3) Study of the various manifestations of religious intolerance in the U.S. from the colonial period until the present.

643. Religion, Culture, and the Body. (3) A cross-cultural, multi-disciplinary exploration of the body as a malleable locus of contested ideals that informs personal, social, and religious identity formation.

644. Religion, Poverty, and Social Entrepreneurship. (3) Interdisciplinary study of major themes in religion, poverty reduction, and social entrepreneurship. Focus and community emphasis may vary with instructor.

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.

648. Race, Memory and Identity. (3) Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism.

649. Asian Meditation Practices. (3) Introduces and examines theoretical and practical aspects of various forms of Eastern meditation (concentration, mindfulness, Zen, visualization, and moving energy work) from both practitioner and modern scientific perspectives.

651. Sociology of Religion. (3) Introduces the sociological analysis of religion, including religious beliefs and experiences, the cultural context of religion, varieties of religious organization, religious change and social change.

655. Jewish Identities: Religion, Race, and Rights. (3) Examines how evolving definitions of race, religion, and Jewishness have correlated and conflicted in varied and sometimes surprising ways and how these shifts have been tied to legal rights and social privileges.

656. Modern Jewish Movements. (3) Examines modern Jewish movements from Isaac Luria's system of Kabbalah in 16th century Palestine through Jewish Renewal in the Contemporary United States.

657. Jews in the United States. (3) Focusing on the 19th-21st centuries, this course examines Jewish American histories, experiences, and identities, as well as their impact on American society as a whole.

659. Hinduism in America. (3) Study of the meanings, values, and practices associated with the religions of Hinduism in dialogue with the dominant culture of America.

661. Topics in Buddhism. (3) Variable topics in Buddhist history, thought, and/or practice. May be repeated for credit if topic varies.

662. Topics in 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. May be repeated for credit if topic varies.

663. The 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.

665. History of Religions in America. (3) Study of American religions from Colonial times until

the present.

667. Christian Mysticism. (3) Study of Christian mysticism and contemplation (spirit possession, visions, dreams, and meditation) and their relation to contemporary issues.

668. 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.

672. History of Christian Thought. (3) Study of recurring patterns in Christian thought across time and cultures and some of the implications of those patterns in representative ancient and modern figures.

673. Special topics in African-American Religious Traditions. (3) Variable topics in African-American religious traditions. May be repeated for credit if topics varies.

674. Black Messiahs and Uncle Toms. (3) Examines the cultural and religious history of black leadership in the United States.

675. Race, Myth, and the American Imagination. (3) A study of myth and mythology in relation to the racial imaginary in America.

676. Race, Religion, and Film. (3) Examines past and contemporary filmmakers who couple religious themes with racial concerns.

681. Zen Buddhism. (3) An examination of the origins and development of Zen Buddhism from China (Ch'an) to Japan and contemporary America. Particular attention is given to Zen doctrine and practice in the context of the broader Buddhist tradition.

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.

683. The Quran and the Prophet. (3) Examines the history, content, and main approaches to the sacred book of Islam. Explores the influence and interaction between the holy word and its transmitter the Prophet Muhammad.

684. Islam and Law: Varieties in Interpretation and Expression. (3) Explores main tenets of the Islamic law (Shari'ah) and how this law has been applied in past and present Islamic societies. Looks at legal issues through the lens of gender, ethics, non-Muslim minorities, rights, and duties.

685. Topics in South Asian Religions. (3) Variable topics in the religions of South Asia. May be repeated for credit if topic varies.

686. Indian Epics. (3) Examines one or both Indian epics, the Mahabharata and Ramayana, while paying attention to either epic's religious, social, and political contexts, performance, and development in Indian history.

687. Priests, Warriors, and Ascetics in Ancient India. (3) Introduces students to the history, culture and religious traditions of ancient India by examining the overlapping practices, beliefs, ideologies, and gender representations of priests, warriors, kings, and ascetics.

688. South Asian Women: Religion Culture & Politics. (3) This course examines the intersection of religion, race, and gender of South Asian women from a feminist and postcolonial perspective. This course is cross-listed as WGS 688.

689. Islam in the West: Changes and Challenges. (3) Explores issues of identity, ethnicity and religion within various Muslim communities living in western countries. A central goal is to understand how these communities negotiate the new environment and the challenges they face.

690. Special Topics in Religion. (1.5-3) Religion topics of special interest. May be repeated for credit.

691. Topics in East Asian Religions. (3) Variable topics in the religions of China, Korea, and Japan. May be repeated for credit if topic varies.

692. Topics in First Peoples' Traditions. (3) Variable topics in the religions of American Indian and Canadian First Nations. May be repeated for credit if topic varies.

693. Topics in Religions of Africa. (3) Variable topics in the religions of Africa or African diaspora. May be repeated for credit.

696. Interreligious Encounters and Engagements. (3) Surveys the history of dialogue activities among various religious communities and introduces the methods and theories of interreligious dialogues. Part of this class is interaction with local interfaith projects.

Seminars

700. Theory and Method in the Study of Religion. (3) Explores the history of and methodological resources for the study of religion. Focus may vary according to the instructor, but the emphasis is on the ways religion has been defined, studied, and interpreted over the last several centuries.

701, 702. Directed Reading. (1-3, 1-3) May be repeated for credit if topic varies.

703. Postmodern Perspectives on Power, Symbolism, and Performance. (3) A critical examination of postmodern theories on religion as a part of culture.

704. Conceptions of the Ultimate. (3) A comparative study of religious conceptions of the ultimate (divine, sacred) within Eastern and Western traditions through a range of methodological lenses including phenomenological, philosophical, theological, and sociological.

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.

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.

709. Field Program in Religion and Public Engagement. (1-3) Integrated study of major themes in religion and public engagement carried out in partnership with one or more communities off campus. Focus varies with instructor. *On request.*

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.

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*

726. Seminar in Early Christianity Studies. (3) An intensive study of selected topics and texts in early Christianity studies.

737. Figures and Traditions in Religious Ethics. (3) Seminar course that examines the basic ethical works and theories of central figures in Western and non-Western traditions. Students engage in close readings of important texts in religious thought and morality and produce essays reflecting on the themes addressed by the authors.

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.

771. Religions in America. (3) A study of religious traditions, events, and individuals shaping religious life in America. Attention is given to native religious, colonization, denominations, awakenings, religious liberty, the western movement, and the rise of the "American Self." The development of pluralism and the impact of immigration, civil rights, and "new religions" are also studied.

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.

781. Special Topics in Religion. (3) An intensive, in-depth study of a selected issue in the study of religion. Focus varies with instructor. May be repeated if topic varies.

791, 792. Thesis Research. (1-9) May be repeated for credit. *Satisfactory/Unsatisfactory*

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.

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. *POI on request.*

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.*

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.*

621, 622. Introduction to Middle Egyptian I & II. (3, 3) The phonology, morphology, and grammar of Middle Egyptian. *POI on request.*

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. *POI on request.*

Sustainability (SUS)

Reynolda Campus

Program Director
Professors

Associate Professor
Assistant Professors
Associate Faculty

Stan Meiburg
Miles Silman, Abdou Lachgar, John Knox,
Dilip Kondepudi, Dick Schneider, Sid Shapiro
David Phillips
Ron Von Burg, Lucas Johnston
Roian Atwood, Jon Clift, Rebecca Dickson, Norm Fraley,
Rowena Kirby-Striker, Amy Wallis

Overview

The Center for Energy, Environment and Sustainability (CEES) offers the Master of Arts in Sustainability, an innovative and distinctive one-year program that combines the social sciences, humanities, natural sciences, management and law. Courses taught will include guest lecturers and off-site facility visits. As a result, students will have unparalleled opportunities to engage with professionals beyond the Wake Forest campus. In addition to completing the four core courses, students will engage with organizations outside of the classroom through the completion of a two-credit practicum in Applied Sustainability as well as through course electives. In the summer following the second semester, students will complete a research thesis or internship.

The MA in Sustainability mission is to educate the next generation of leaders in sustainability and place them where they can be most effective. We provide students with a high caliber education and prepare them to enter the workforce or create new ventures to address the social, economic and environmental demands in their respective fields. We educate students to be change agents and develop a vision for ways to invest in and contribute to creating a sustainable future. The program expands Wake Forest's commitment to sustainability and creates opportunities for faculty members to direct their teaching and scholarship toward sustainability-related topics. The multidisciplinary program strengthens collaboration among the different schools at Wake Forest University and the greater communities of business, government agencies, and non-government organizations.

Candidates for the MA in Sustainability do not share a typical background nor are they required to have completed specific prerequisites prior to matriculation. The profile of a candidate will typically take the form of an accomplished mid-career professional seeking to re-orient or

supplement their career with deep expertise in the field of sustainability, or a recent undergraduate from an accredited institution of higher education from across the nation or from around the globe. The integrated curriculum of our programs prepare students to join the vanguard of the sustainability movement, which is generating extensive and diverse opportunities for graduates in both large and small private business, as well as in NGOs, and government bodies. Candidates for the MA in Sustainability will explore and inform their calling in sustainability and add value to their professional endeavors while simultaneously satisfying the urgent societal need for highly knowledgeable leaders in the field of sustainability.

Degree Requirements: *please see “Requirements for Degrees” beginning on Page 24.*

Courses of Instruction

600. Communications Workshop. (1) Effective, persuasive communication requires clarity, engaging language, sound reasoning, and an informed appreciation of audience. To that end, this workshop seeks to equip students as change agents that can effectively articulate a vision for ways to invest in and contribute to creating a sustainable future. Specifically, the Communication Skills Workshop teaches you how to apply such concepts to forms of written (e.g., memos) and oral (e.g., PowerPoint presentations) communication typically found in business and non-profit organizational settings. The workshop includes numerous interactive lessons that focus on the essentials of dynamic and economical writing, argument and evidentiary analysis, engaging and well-researched oral presentations, and audience adaptation.

601. Professional & Leadership Skills. (1) This workshop will support students in understanding and developing the skills required to be thought leaders in the sustainability field. Learning will focus on leadership skills required to create meaningful change in various organizational settings. Topics include influencing others, collaborating in teams, managing conflict and working across cultures. To enhance self-awareness we will employ self-assessments and the creation of a program-long development plan.

602. Scientific Literacy. (1) In this course we will focus on the nature of scientific inquiry, and explore how it is pursued, reported, and applied. In particular, we will focus on the intersection of climate science and the scientific study of attitudes/beliefs about climate science. We will also explore the projected impacts on and policy responses from the state of North Carolina.

603. Natural Capital Valuation and Ecosystem Services. (1) This workshop introduces the concept of Ecosystem Services and Natural Capital Valuation in theory and practice. It focuses broadly on the concept of natural capital and the process of valuing ecosystem services, and more closely on how the process is working at multiple scales in policy, markets and projects. Ecosystem services is a new and rapidly growing field that crosses science, policy and management. Practitioners have varied expertise; from spatial modelers, research scientist, and economists, to policy makers and social scientists. We will cover some of the historical development and current state of the ecosystem services markets specifically for carbon and water. Critical spatial tools of GIS and spatial modeling of ecosystem services are also introduced.

691. Special Topics: Coasts and Climate. (1.5) This travel course will focus on the impacts of climate change and sea level rise along the coast of North Carolina. We will visit what some land managers call the “frontline” of climate change, and see firsthand how sea level rise and salt water intrusion are changing the natural ecosystems. We’ll meet with land managers and engage conservation organizations working on this front line and learn about their strategies to mitigate impacts. We will also meet with local business people learning to live with changing landscapes and hear how they are planning for the future. This is a first half of semester course and travel occurs during Fall break.

694. Internship. (1-4) Internships are available for a student who has completed one year of graduate study and desires experience working in the private sector or a nonprofit or government agency. Internships typically take place during the summer months and last for three months, although the timing and duration may be adjusted to satisfy each student’s needs and the type of internship available. Credit hours are adjusted based on the length of the Internship. The student receives a written evaluation from the host organization mentor and is required to submit a written

report of his/her work. May be repeated for up to 4 credits.

695. Individual Study. (1-3) Opportunity to pursue a topic covered in a regular course in greater depth or topics relevant to the student's field of concentration. Usually involves extensive reading and tutorial sessions with a faculty supervisor. Written papers may be required. May be repeated for up to 6 credits.

701. Global Human Systems. (3) Sustainability is a human term with context specific connotations—in other words deployments of the term in the public sphere often tell us more about the perceptions and values of those utilizing the term than they do about what is central to achieving sustainability. In this course we will interrogate the ways in which uses of this human term intersect with earth systems and politics. Students will gain a basic understanding of earth systems science, gather historical data related to human impacts on earth systems, and study human values as they relate to the other-than-human entities with which they share their habitats. Fundamentally, the goal of this course is to go beyond the traditional disciplinary divides (natural science, social sciences, and humanities), to begin to sketch the outlines of each of these areas while highlighting important convergences and differences.

702. Sustainable Organizational Management. (3) Are organizations part of the problem or part of the solution – or both? What practices will produce desirable organizational outcomes and improve the environment? This course will provide information to address these questions. It will include an overview of the presence and impact of sustainable practices in private and public sector organizations. The course information and experiences will equip participants with the ability to think critically about the trade-offs inherent in the relationship between certain organizational decisions and sustainability best practices.

703. Natural Science for Sustainability. (3) Students will explore qualitative and quantitative chemical and physical aspects of sustainability for waste, water, air, and energy. The course provides an in-depth scientific understanding of the most important nonrenewable and renewable energy sources. Students will study the world's present and future energy needs, focus on energy production, consumption, and environmental impact, and explore ways in which these principles relate to sustainability. The sustainability and environmental trade off of different energy systems will be studied.

704. Environmental Law & Policy. (3) To understand how we can move toward sustainability domestically and abroad, we must understand how and why law and policy are developed, challenged, and changed. This course will look at the historical development of environmentalism and the movements that provided the impetus for modern environmental legal regimes, as well as case studies illustrating contemporary environmental issues. We will cover common law and statutory remedies for private citizens, principles of federalism and separation of powers, agency rulemaking, the role of the judiciary in environmental law and policy, and international environmental law.

705. Applied Sustainability I. (2) This course will introduce you to the practice of building sustainable systems in today's world. In it you should improve your ability to understand design principles for sustainability, assess sustainability actions of organizations at all levels, use different frameworks to track and assess sustainability, and apply your skill sin effectively managing change. The objective of this course is for us to learn how to advance sustainability today, see what might be done in the future, and identify opportunities that exist for each of us. We will use a variety of learning experiences, including site visits, group presentations and in class presentations by outside leaders.

706. Applied Sustainability: Creativity and Impact. (2) Applied Sustainability is crafted to experience sustainability in action through Human Centered Design. Human Centered Design is a philosophy, a set of abilities, a set of mindsets, and a set of practices that proves invaluable in addressing the sustainability issues of our time. This way of working is a making based approach to problem solving and solution development. You will apply and practice the mindsets and abilities of design in different scenarios and different scales to address sustainability problems, and develop and build on new to the world ideas. This class is project oriented and team based. This course as a journey culminates with a client/community based sustainability practicum. Overall, this class

emphasizes new ways of approaching work and life.

710. Sustainable Urban Planning and the Built Environment. (3) This course will explore the tenets of sustainable construction and high performance building practices and prepare students for the U.S. Green Building Council's LEED Green Associate Exam. LEED, or Leadership in Energy & Environmental Design, is a certification program that recognizes best-in-class building strategies and practices. Sustainable architecture and construction seeks to minimize the negative environmental impact of buildings by efficiency and moderation in the use of materials, energy, and development space. This course widens the conversation to include how buildings and other community planning impacts urban environments. The focus of this planning is to satisfy construction and design goals with sustainable outcomes.

715. Environmental Sustainability in a Global Context. (2) Students will develop practical problem-solving skills that address the challenges of climate change in an international context. This experiential learning course employs a variety of interdisciplinary approaches to explore concepts related to climate change adaptation. Students will interact with practitioners and stakeholders in various economic and political sectors to develop a group client-based project that supports real policy and management decisions on sustainable practices. Students will have the opportunity to travel internationally to visit affected areas and meet with government officials, researchers, conservationists, and economic planners. This course offers students a firsthand opportunity to conduct field research, hone interviewing practices, draft policy reports, and engage clients.

720. Sustainability Practices & Policy in a National Context. (1) This seminar is designed specifically for graduate students in sustainability, students who are early and mid-career professionals looking to transition into careers in sustainability or environmental protection through business, government, NGOs, policy institutes or non-profits. Students will hear from and meet with a range of experts in climate change and sustainability, learn about the work they do and get a clear understanding of the challenges they face (practically and politically) and the impact they can have. This seminar will model possible career paths and provide networking opportunities.

791. Thesis Research. (1-4) Research directed toward fulfilling the capstone requirement. May be repeated for up to a total of 4 credits.

JOINT DEGREE PROGRAMS OFFERED

Joint degree programs are offered in conjunction with other university professional schools (School of Medicine, Schools of Business, School of Law and Divinity School)

BS/A & MA Five Year Program in Bioethics

(Available to WFU undergraduate students)

Program Co-Directors

Nancy King and Ana Iltis

Overview

Sponsored by Wake Forest College and the WFU Graduate School of Arts & Sciences, the Bachelor of Sciences/Arts & Master of Arts in Bioethics can be completed in as little as 5 years (10 semesters + 1 summer). By allowing students who are admitted to the program to begin graduate bioethics coursework while enrolled through the College, students are able to earn two degrees in less time than it would take to earn the two degrees separately.

Undergraduate students must complete all requirements for the undergraduate program, including major, minor, and general requirements (generally, 120 credit hours). Students who are in a position to complete the 120 credit hours required for the undergraduate degree in fewer than the typical four years and are accepted into the five year program may take up to nine credit hours of graduate level bioethics courses while they are enrolled in the College. The Graduate School will accept those credit hours toward the Master of Arts in Bioethics degree if they are above and beyond the minimum 120 hours required to receive a BA/BS. The graduate credit hours earned toward the MA degree during the undergraduate years may not be part of the 120 credit hours required for the undergraduate degree.

Students accepted to the program spend their first four years full-time in the College, followed by a year or more in the bioethics program. The year typically will consist of two semesters plus a summer for students who complete at least six hours of transferable graduate work during their undergraduate years. Because students must complete all of the requirements for the undergraduate degree independently of their Bioethics coursework, students will receive their BA/BS degrees when they complete their BA/BS graduation requirements. The MA will be awarded separately after completion of the MA requirements. The five year program will require undergraduates to enroll in 700-level bioethics courses. As part of their acceptance into the program, all accepted students will meet criteria for enrollment of undergraduate students in graduate courses. Students must complete all requirements for the Master of Arts in Bioethics degree.

Typically, students interested in the BA/BS & MA in Bioethics must apply no later than the spring semester of their junior year. Students should alert the Associate Director of the Master of Arts in Bioethics program of their intent to apply and follow the usual procedures for making an application for admission to a graduate program at the Graduate School of Arts & Sciences. In order to be considered eligible for admission, the candidate must take the Graduate Record Examination (GRE). Candidates may request, however, to submit verifiable test scores from another graduate or professional entrance examination in a relevant field (e.g. LSAT, MCAT, etc.). Additionally, select candidates may request a waiver of the GRE requirement, if certain criteria are met. Only students in good academic standing according to the standards of Wake Forest College should apply.

To remain in the program, students must remain in good academic standing with both Wake Forest College and the Graduate School of Arts & Sciences.

BS & MS Computer Science

(5 year program available to WFU undergraduate students)

Program Director

Errin W. Fulp

Overview

This program allows Wake Forest University undergraduates pursuing a B.S. degree in Computer Science to also complete a M.S. degree in Computer Science with one additional year of study. Admitted students begin computer science graduate coursework during their senior year, complete an approved internship the following summer, and then finish the remaining graduate coursework the following academic year. This program provides a unique combination of computer science graduate coursework and experiential learning in a professional setting and it is an excellent option for students seeking a more industry-oriented career.

Applicants must be enrolled in and complete the B.S. degree in Computer Science at Wake Forest University. Students must apply for admission before the spring semester of their junior year and only after completing eighteen hours in the major that must include CSC 241 (Computer Systems); CSC 221 (Data Structures and Algorithms I); and one of the following: MST 121 (Linear Algebra I), MST 205 (Applied Multivariable Mathematics), or MST 206 (Applied Matrix Algebra). Applicants must have a major and overall GPA of 3.25 or better at the time of application and undergraduate graduation. In addition, applicants must provide three recommendation letters (submitted via the Graduate School), two of which must be from Wake Forest University computer science faculty. The Graduate Record Examination (GRE) is not required for admission.

Degree Requirements: Please see “Requirements for Degrees” beginning on Page 24.

Program Requirements: In addition to completing the requirements for the B.S. degree in Computer Science (this includes completion with a major and an overall GPA of at least 3.25), the program requires the completion of thirty-three semester hours of graduate coursework. The coursework must include the twelve-hour core consisting of CSC 631 (Software Engineering); 641 (Operating Systems); 702 (Theory of Computation); and 721 (Theory of Algorithms). Given the short duration of this program, the thirty-three hours of graduate coursework will be completed as follows: Admitted students must enroll in at least nine hours of computer science graduate coursework during their senior year. Students must also complete six hours of approved computer science graduate internship coursework during the summer following the completion of their undergraduate degree. The remaining eighteen hours of coursework will be completed during the next academic year and are selected from computer science graduate courses with at least three of these hours from 700-level courses. Note CSC 791 (Research I); 792 (Research II); and 795 (Project) cannot be used to complete this program.

BS/A & MS Neuroscience

(5 year program)

Neuroscience MS Program Director
Undergraduate Neuroscience Minor Director

Carol Milligan
Wayne Silver

Overview

This program offers Wake Forest University, or partner school, undergraduates pursuing a B.S. or B.A. degree in a Neuroscience discipline the opportunity to earn a research-oriented M.S. degree in Neuroscience with one additional year of study. The program builds on the existing Neuroscience Minor and utilizes existing course and research opportunities associated with the Graduate School's Neuroscience Program.

The goal is to provide highly motivated undergraduate students with sophisticated training in neuroscience, and the opportunity to build critical thinking and research skills. Students will gain graduate course credit and an enhanced research experience that will provide them with a competitive edge to apply to graduate or professional schools, or to pursue non-academic careers that require research expertise in the life sciences and Neuroscience.

Degree Requirements: Please see “Requirements for Degrees” beginning on Page 24.

Program Requirements: Wake Forest University undergraduate students wishing to entering

the program are required to declare and pursue the Neuroscience minor, and should identify a mentor in order to apply to the program. The minor requires a minimum of 17 hours, 9 of which must include the Neuroscience courses (200, 201 300, 391). At least one semester of research in neuroscience is required for the minor (NEU 391). The research can be conducted on the Reynolda campus or with investigators at the Wake Forest University School of Medicine. The research project must be approved by a member of the Neuroscience Minor faculty. 8 hours must come from elective courses. One of the elective courses must come from outside the student's major department. Requirements for students entering from partner schools will be specified in an articulation agreement between the program and the partner school.

JD/MA in Bioethics

Program Co-Directors

Nancy King and Mark Hall

Overview

Under the joint auspices of the Wake Forest University School of Law and the Graduate School of Arts and Sciences, the JD/MA in Bioethics facilitates an interdisciplinary and comparative study of law and bioethics and encourages students whose academic or career interests require gaining competence in both disciplines. By allowing some law courses to count as electives toward the MA degree, as well as by allowing some graduate bioethics courses to count among the elective credits permitted within the JD curriculum, students are able to earn the joint degree in less time than it would take to earn the two degrees separately. The student in the JD/MA divides his/her time between the School of Law and the Bioethics Program and benefits not only from an array of course offerings from both curricula, but also from the social and general intellectual life of both academic programs.

Students may receive the joint degree in as little as seven semesters, usually registering with the School of Law for six semesters and with the Graduate School for at least one semester. The joint degree grants 12 hours of law credit for bioethics coursework and 6 hours of bioethics credit for law coursework. Typically, students spend their first year full-time in the law school, complete 12 bioethics hours during their 2nd and 3rd years of law school, and enroll for one semester full-time in the Bioethics program to complete an additional 6 hours of bioethics coursework and the thesis.

Admission to the joint JD/MA program is a two-tiered process. Students interested in the program must first apply separately to the School of Law and the Graduate School of Arts and Sciences and be accepted for admission by both schools. These applications do not need to be simultaneous, but they should indicate their intent to be considered for the joint degree program on their respective applications to the School of Law and the Graduate School. Alternatively, students may submit a separate application to enroll in the joint degree program if already admitted to either School. In order to be considered eligible for admission, the JD/MA candidate must take the Law School Admission Test (LSAT). For the Bioethics Graduate Program, the Graduate Record Examination (GRE) test can be waived on request with submission of LSAT scores (or other standardized test). Final decision about admission to the program is made by a joint committee of the JD/MA program. Students should consult the prospectuses of both schools for information about tuition and financial assistance.

To continue in the program, students must remain in good academic standing in both the School of Law and the Graduate School of Arts & Sciences.

JD/MA in Religious Studies

Program Director

Jarrod Whitaker

The JD/MA in Religious Studies dual-degree program facilitates an interdisciplinary and

comparative study of law and religion and encourages students whose academic or career interests require gaining competence in both disciplines.

Interested students can combine the three-year law curriculum and the two-year MA curriculum into a four-year dual-degree program. Students will first complete a year of work in the Department for the Study of Religions. Years 2 and 3 will be completed in the School of Law. For the 4th year, students will enroll in each school for one semester, completing any remaining degree requirements and elective courses that are appropriate for the dual-degree.

Law School Requirements

When undertaken as part of the JD/MA in Religious Studies dual-degree program, the JD degree requires completion of 75 hours of law course work including the degree requirements prescribed by the law school for graduation.

Department for the Study of Religions Requirements

When undertaken as part of the JD/MA in Religious Studies dual-degree program, the default way in which students can graduate with the MA degree is on the “Course Intensive Option.” In special cases, students can finish the degree on the Thesis Option (see below). The dual-degree requires completion of 27 hours of graduate coursework in Religious Studies. At least 9 of the 27 hours in coursework must be in courses numbered 700 or above, and one of these courses must be “REL 700: Theory and Method in the Study of Religion.” The remaining 18 hours may be in courses at either the 600-level or 700-level. Students must also submit to a committee of 1 professor of their choice and the graduate director a final portfolio no less than a month before the end of their final semester, comprising a resume, personal statement, a selection of 3 papers (at least 1 theoretical) from any graduate level courses they have taken during their M.A., and a 12-15 page reflection paper that discusses the trajectory, methods, and personal growth across the 3 papers and the way in which the student’s views of “religion,” broadly defined, have developed. In addition, students will present and discuss their portfolio with their committee in a meeting lasting no longer than one hour. The portfolio will be graded pass/fail (with an option to resubmit) and the committee will consider its overall presentation, clarity of expression and purpose, and attention will be given to the reflection paper and the student’s ability to articulate its views during this oral examination.

To finish the JD/MA in Religious Studies dual-degree program on the Thesis Option, the student must submit a thesis proposal a full semester before their final semester in the Department for the Study of Religions (see standard requirements for the MA in Religious Studies) and receive approval from the graduate program director. The student however must take a minimum of 24 hours of coursework as outlined above and complete an additional 6 hours of thesis research (REL 791 and 792), typically in the final semester of study. In total, the student will thus be required to finish the MA degree on the Thesis Option with 30 hours of coursework in Religious Studies.

JD/MA in Sustainability

Program Director

Stan Meiburg

Overview

The Sustainability Graduate Programs and Wake Forest University School of Law have designed an innovative dual degree program to provide students a pathway for succeeding in professional roles where legal scholarship and practice intersect with sustainability.

Students with the JD and MA in Sustainability will expand their potential work force networks, deepen their knowledge base, and cultivate leadership skills. Attorneys seeking to work in a sustainability related practice area will benefit greatly from foundational knowledge gained through coursework focusing on energy, environmental and sustainability related studies.

Plan of Study

This dual degree will require 78 hours of School of Law coursework, including requirements

specific to the JD, and 22 hours of Graduate School of Arts and Sciences coursework and is designed to be completed in six semesters and one full summer session.

Admission

Candidates for the JD/MASus dual degree must apply both to the Graduate School of Arts and Sciences and the School of Law, following the admissions' requirements of the respective programs, and be accepted to each program in order to pursue a dual degree. A joint committee consisting of faculty and staff both from the School of Law and the Sustainability Graduate Programs will make final determination about an applicant's suitability for the dual degree.

Wake Forest students already enrolled in the JD program are encouraged to apply in the spring semester of their 1st year. Current students may apply after this time but completion of the program will not follow the traditional three year plan of study.

MD/MA in Bioethics

Program Co-Directors

Nancy King and Mark Hall

The structure of this program is currently under review and subject to change. For updated information, please contact Vicky Zickmund, zickmuvl@wfu.edu.

Overview

The Graduate School of Arts and Sciences and the Wake Forest University School of Medicine jointly offer a five-year degree program, Doctor of Medicine (MD) and Master of Arts (MA) in Bioethics. The program's objective is to facilitate an interdisciplinary and comparative study of bioethics and medicine, and to encourage students whose academic or career interests require gaining competence in both disciplines. Students are able to earn two advanced degrees in less time than it would take to earn the two degrees separately.

A joint degree program in bioethics and medicine signals the commitment of both the School of Medicine and the Graduate School of Arts and Sciences to interdisciplinary collaboration and learning. By dividing their time between the Medical School and the Bioethics Program, students will benefit not only from an array of course offerings from both curricula, but also from the social and general intellectual life of both academic programs.

The joint degree program will save students a semester or a summer of enrollment because students will complete a research thesis relating to bioethics coursework (which counts as 6 hours of bioethics credit toward the MA degree) during the third and fourth years of medical school.

Students accepted to the program will spend four full years in medical school and two full semesters in the Bioethics Program. The bioethics semesters come after the second year of medical school. Students will complete two semesters in the Bioethics Program from August-May, and then return to the School of Medicine to finish their third and fourth years.

Admission to the joint MD/MA program is a two-tiered process. Students interested in the program must first apply separately to the School of Medicine and the Graduate School of Arts and Sciences and be accepted for admission by both schools. Application to the Graduate School of Arts and Sciences should be made during a student's first year in the School of Medicine. In order to be considered eligible for admission, the MD/MA candidate must take the Medical College Admission Test (MCAT). The Graduate Record Examination (GRE) test is optional and will be waived on request. Final decision about admission to the program will be made by a joint committee of the MD/MA program. Students should consult the prospectus of both schools for information about tuition and financial assistance.

To continue in the program, students must remain in good academic standing under the minimum standards of both the School of Medicine and the Graduate School of Arts & Sciences.

MD/MS in CPTS

Program Co-Directors

Janet Tooze and Capri Foy

Overview

Those interested in the MD/MS degree may choose to complete training in clinical research after the second or third year of medical school. Medical students may apply for admittance to the MS graduate program in the fall of their second or third year. The MD/MS in Clinical and Population Translational Science is designed to develop competencies in clinical researchers interested in conducting translational research while serving as practicing clinicians.

Accepted applicants are admitted to the MS program for their third or fourth year of study and complete required coursework for the MS degree in that year. Students then rejoin the MD program after either completing their master's thesis, or while continuing work towards the thesis defense to complete the MS degree.

In addition to the Master of Science degree, an abbreviated CPTS Certificate is also available for medical students who lack the time or desire to complete a thesis. Admissions requirements for the MS portion of the degree are identical to that to gain admittance into the master's program. Although a thesis is not required, students will need to complete at least 15 hours of CPTS coursework, complete ethics training requirements, and demonstrate competency in basic biostatistics.

MD/PhD

Program Director

Christopher Whitlow

Overview

An MD/PhD degree offers graduates outstanding opportunities in the new era of biomedical research of the 21st century. The invaluable perspective of an MD/PhD graduate positions the physician scientist as a crucial link in translating scientific research into improving human health and reducing disease. During the past decade, 62 percent of Nobel prizes in medicine and physiology were awarded to MD or MD/PhD researchers.

With the increasing sophistication of research tools, MDs without extensive formal research training rarely have the depth of knowledge needed to progress rapidly as a research scientist. The increasing pace of re-search, the need for knowledge in specific techniques, and the competition in funding have made it more difficult for MD clinicians to succeed in a research-intensive career. Optimal training is provided by combining an MD with a PhD academic program.

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

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

Structure of the Program

The duration of the program typically is seven years. During the summer before entry into medical school, beginning in early June, students attend an orientation program to introduce faculty and available research opportunities. An eight-week research rotation is conducted with a selected member of the participating graduate faculty. This research rotation (and subsequent ones, if

needed) familiarize students with faculty and their fields of expertise; usually one of these faculty are chosen as the student's graduate (PhD) advisor.

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

Phase II (months 8-20) includes courses in systems pathophysiology (physiology, pharmacology, microbiology and pathology), and a two-month period for a second rotation in a lab of the selected graduate program in the summer after the first year.

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

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

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

At the beginning of year three students will remain with their medical school class for a three month clinical experience. These three months are spent learning basic clinical skills on internal medicine rotations and introduce the students to the practice of medicine providing basic skills in completing the history and physical exam experience during the graduate school years in an out-patient clinic. These three months of training will also increase the flexibility for returning to medical school upon completion of the graduate degree. After completion of the three clinical months the students will then join the graduate school with the new cohort of graduate students.

Years Three through Five: During the graduate school years, the student participates in a monthly outpatient clinical experience. Students rotate at a clinic for the underserved, working with faculty and private practice physicians. Participation in this clinic not only helps to maintain clinical skills but gives the student experience with balancing research and clinical responsibilities.

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

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

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

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

Participating Graduate Programs

Track 3 - Biology

Track 4 - Molecular and Cellular Biosciences:

Biochemistry and Molecular Biology

Cancer Biology

Microbiology and Immunology

Molecular Medicine and Translational Science

Molecular Genetics and Genomics

Track 5 - Integrated Physiology and Pharmacology

Track 6 - Neuroscience

Track 7 - Biomedical Engineering

Mechanism of Application

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

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

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

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

MDiv/MA in Bioethics

Program Co-Directors

Nancy King, and Mark Hall

Overview

Sponsored by the Wake Forest University School of Divinity and the Graduate School of Arts & Sciences, the MDiv/MA in Bioethics facilitates an interdisciplinary conversation between theology and bioethics and provides resources for students whose vocational aims require knowledge and/or competence in both disciplines.

The MDiv/MA can be completed in as little as seven semesters. A student typically completes two and one-half years of work (five semesters) primarily in the School of Divinity. The final two semesters are completed in the Bioethics Program but with some electives taken in the School of Divinity. Shared courses are joint degree appropriate, selected from a list of courses agreed upon by the School of Divinity and the Bioethics Program.

Admission to the joint degree program is a two-tiered process. Interested students must apply separately to the School of Divinity and the Graduate School of Arts and Sciences and be accepted for admission by both schools. These applications do not need to be simultaneous, but students should indicate on each application their desire to be considered for the joint degree program. Applications are reviewed separately by each program's admissions committee. Alternatively, students may submit a separate application to enroll in the joint degree program if already admitted to either School. Typically, students make application to the joint degree program by the time they complete one semester in either School. A joint admissions committee composed of members from both schools makes final admissions decisions. The joint committee also oversees and reviews admissions policies for the joint degree. The Graduate Record Exam (GRE) is typically required for application to the Bioethics Program, but can be waived under certain circumstances which

are outlined on the bioethics program website. The School of Divinity recommends, but does not require, GRE scores.

Students are required to follow the student handbook of the school through which he/she is enrolled. To continue in the program, a student must remain in good academic standing with both the School of Divinity and the Graduate School of Arts and Sciences.

MDiv/MA in Counseling

Program Co-Director (*Counseling*)

Bob Nations

Program Co-Director (*Divinity*)

Mark Jensen

Overview

Students in the dual degree program will spend the first two years of the four year program in the Divinity School. The second two years of the dual degree program will be spent satisfying the requirements of the Masters in Counseling full-time Reynolda Campus program.

Divinity Requirements

First Two Years. The School of Divinity's regular Program of Study requires 50 hours of required courses and 28 hours of general electives for a total of 78 hours. The program of study for dual degree students would include 47 hours of required courses (with the internship met in CPE) and a minimum of 6 hours of electives in the School of Divinity. The remaining elective credits for the MDiv are satisfied by CNS courses in the second two years.

Counseling Requirements

Second Two Years. The Department of Counseling's Program of Study requires 42 hours of Core Courses, 9 hours of Clinical Courses, and 9 hours in a Program Specialty Area for a total of 60 hours. The program of study for dual degree students would be the same as those students in the Counseling Program.

Upon successful completion of the counseling program, students will receive both the Masters of Divinity and the Masters of Arts in Counseling degrees.

Admissions

The Process. Up to three students per year will be admitted to the MDiv/MA-Counseling dual degree program. Applicants must be accepted for admission by both the Department of Counseling and by the Divinity School. Applicants are required to submit a separate application to each school by January 15. Applications for the Counseling Program are submitted through the Graduate School of Arts and Sciences at <http://graduate.wfu.edu>. Applications for the Divinity School are submitted directly to the Divinity School at <http://www.wfu.edu/divinity>.

MDiv/MAED in Education

Program Director

Leah McCoy

Overview

The School of Divinity (WFUSD) and the Department of Education offer a dual graduate degree that 1) promotes interdisciplinary conversation between theological education, public education, and community engagement; and 2) provides students pathways for developing skills and acquiring competencies necessary for achieving excellence in careers where religious leadership and education intersect. This degree provides distinctive vocational perspectives and opportunities not available separately in the education or divinity degree programs.

The dual degree curriculum includes foundational requirements from both divinity and

education. It is estimated that the time required to complete the dual degree is seven semesters and two summer sessions. Integrative components include an education internship in a context approved by the Master of Arts in Education program in conversation with WFUSD’s Art of Ministry (internship) director and a capstone requirement that either through research or an advanced internship encourages students to consider connections between the two fields of study. Advisers from both degree programs work with students to determine an elective course strategy that most effectively prepares each student to succeed as a religious leader who is also a public educator.

Candidates for the dual degree must apply both to the Graduate School of Arts and Sciences and the School of Divinity, following the admissions’ requirements of the respective programs, and be accepted to each program in order to pursue the dual degree. A joint committee consisting of faculty/staff representatives both from divinity and education will make final determinations about an applicant’s suitability for the dual degree.

Typical Program Outline:

	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
Year One	Divinity	Divinity	Education (12 hrs)
Year Two	Mainly Education	Education	Education (6 hrs)
Year Three	Divinity	Divinity	
Year Four	Divinity		

Note: Year Two and Year Three are interchangeable.

MDiv/MA in Sustainability

Program Director Stan Meiburg

Overview

The MDiv/MA in Sustainability joint degree acknowledges the growing demand for professionals in religious leadership venues who have the knowledge and the skills to lead communities to respond to critical ecological and other social issues. Congregations and other religiously affiliated organizations are increasingly interested in sustainability concerns and seek leaders who can guide their efforts to respond to these concerns. Knowledge from the biological, physical, chemical, and earth sciences is critical to working professionals who design and implement sustainability practices. The humanities and social sciences incorporate information about spirituality, religious beliefs, and an understanding and appreciation of our relationship to the natural world.

This degree is a collaborative project shared by the Wake Forest University Center of Energy, Environment, and Sustainability and the School of Divinity.

Plan of Study

The MDiv/MA in Sustainability joint degree is designed to be 93 credit hours completed in seven semesters plus one full summer session (based on full-time enrollment): https://docs.google.com/document/d/1jE-cOiy5VFFx33Okf2IcmC_LBIoRRapVjpit2e7KQm0/edit.

- 17 hours of required course work specific to the Masters of Arts in Sustainability

SUS 701 Global Human Systems	3 hours
SUS 703 Resource Management and Energy Science	3 hours
SUS 702 Sustainable Organizational Management	3 hours
SUS 704 Environmental Law and Policy	3 hours
SUS 705/706 Applied Sustainability	4 hours
Any sustainability elective	3 hours
- 13 hours of required course work shared by the two degree programs; these courses constitute the integrative foundation of the joint degree:

Master of Divinity

MIN 542A & B Internship and MIN 602a & B Internship Reflection Seminar (two semesters, 3 credit hours total).

Master of Arts in Sustainability

Practicum in Applied Sustainability (2 credit hours, plus MIN 706 Directed Reflection in Applied Sustainability = 3 hours total) – This course provides opportunities for students to experience sustainability in action in a variety of settings. Students will enroll in the course through the sustainability program and will be assigned a divinity faculty mentor to facilitate directed theological reflection on the experiences.

Research Thesis or Extended Practicum

(4 hours – summer term) – This requirement combines capstone courses from both degree programs. In this summer term, students will prepare a research thesis, under the guidance of a faculty advisor on a topic approved in advance by the sustainability program director and the academic dean of the School of Divinity. Alternatively, students may participate in a summer practicum or internship. If they select that option, they will meet with a faculty advisor periodically to discuss their internship, which will culminate with a written reflection on their experience submitted to a designated faculty person in one of the two programs.

- 9 hours of elective credit hours in the School of Divinity and 9 hours of elective credit hours in Sustainability.

ADMISSION

Candidates for the joint degree must apply both to the Graduate School of Arts and Sciences and the School of Divinity, following the admissions' requirements of the respective programs, and be accepted to each program in order to pursue a joint degree. A joint committee consisting of faculty and staff both from the School of Divinity and CEES will make final determinations about an applicant's suitability for the joint degree.

PhD/MMS (MMTS & PA)

Program Co-Directors

John S. Parks, Donald A. McClain, and L. Gail Curtis

Overview

The PhD/MMS is a 5- to 7-year program that combines a PhD in Molecular Medicine and Translational Science (MMTS) with a Master of Medical Science (MMS) In Physician Assistant (PA) Studies and is offered in conjunction with the Wake Forest School of Medicine PA Program. The program targets students interested in clinical research, community research, and the translation of knowledge into improved human health. Graduates with the PhD-MMS will be basic scientists trained to function successfully in clinical environments and will have considerable professional flexibility. Graduates can work as clinician scientists on teams conducting clinical trials, for example, or they can teach and conduct research within academic health centers.

Applicants for the PhD-MMS dual degree program must be accepted first into the PhD program through an admissions process specific to the Graduate School. Students can apply for admission to the PA program during the first, second, or third year of study in the PhD program and will begin PA program studies after completing the dissertation defense.

Potential applicants should note the following:

- Students interested in the PhD-MMS program must meet the PA program course prerequisites to be eligible for admission to the PA program.
- Students with the MMTS PhD who were involved with translational research and attached to a physician mentor are considered to have met the PA program admission requirement of 1,000 patient/clinical contact hours.
- Because students with the MMTS PhD have completed a doctoral thesis, they are also

considered to have met the PA program requirement to complete a Graduate Project.

PhD/MBA Program

Program Director

Dwayne Godwin

Overview

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

Structure of the Program

The program is a synthesis of curricula from the Graduate School and the Evening MBA Program of the Wake Forest University School of Business, with specialized course-work and opportunities for industrial and business internships. The joint program is open to all PhD-granting programs across all Wake Forest campuses. It has taken students approximately 5 years to complete the joint program, depending on the nature of the graduate research undertaken in the home program. The first year of the curriculum provides students with a core base of knowledge in biomedical sciences and includes training in the core competencies of the home graduate program. At the same time students begin to be exposed to issues related to research and design, career development, and journal clubs. Laboratory rotations usually occur in this first year in accord with Program or Track requirements. The students typically begin their dissertation research during the second year. At the end of the second year and before beginning MBA course-work, the student is required to take and pass a qualifying exam that will admit him or her to candidacy for the PhD.

A student enrolling in the PhD/MBA program will have 5-6 semesters of evening MBA courses added to his or her graduate degree requirements. Opportunities for industrial projects and internships are possible after as-cent to PhD candidacy and during the MBA coursework phase. The PhD and MBA degrees are awarded simultaneously at the completion of all requirements for both degrees.

Application Process

Admissions are administered through the Graduate School of Arts and Sciences. Students wishing to enroll in the program must apply to both programs and meet the respective admissions requirements of the Graduate School of Arts and Sciences and the Wake Forest University School of Business. Admission to the MBA portion of the program can occur separately after gaining admission to the home graduate program and after securing appropriate release from the home program for participation in the joint program (this is in the form of a letter from the thesis advisor cosigned by the program director). In addition to the application a copy of the letter should be submitted to Dr. Dwayne Godwin, Dean, Graduate School of Arts and Sciences and Director, PhD/MBA program. The Graduate Record Exam is accepted for admission to the joint program. 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 are required to complete a personal interview with the PhD/MBA program director and the Wake Forest University School of Business. After the interview phase, the top applicants may be offered admission to the joint program.

CERTIFICATES OFFERED

Bioethics (BIE)

(General, Biomedical Research Ethics, or Clinical Bioethics)

Program Co-Directors

Nancy King and Mark Hall

Overview

The Graduate Certificate in Bioethics provides students with basic knowledge and skills that enable them to better address bioethics issues that arise in biomedical research, clinical practice, and health policy. The Graduate Certificate is a freestanding program of graduate study in which students attend the same classes as students in the Master of Arts (MA) in Bioethics graduate program.

In their first semester of study, all Graduate Certificate students must enroll in at least one required course prior to or concurrently with taking any elective course.

Requirements

The Graduate Certificate requires 12 credit hours of course work with an average grade of B or above. At least 9 credit hours must come from required courses in the MA in Bioethics program. There is no thesis requirement. All work must be completed within four years of the date of initial enrollment in the graduate program. Up to 3 hours of transfer credit may be considered in place of elective course work. Transfer credit acceptance is based on review and approval of grades, course syllabi, and other relevant information.

Admitted students may enroll in the general Graduate Certificate program or may specialize by enrolling in the Graduate Certificate in Biomedical Research Ethics or the Graduate Certificate in Clinical Bioethics. The specialized certificate options require particular courses within the general requirements described above. The Graduate Certificate in Biomedical Research Ethics requires students to enroll in BIE 702: Biomedical Research Ethics for 3 of the 9 credit hours of required courses. The Graduate Certificate in Clinical Bioethics requires students to enroll in BIE 705: Clinical Ethics for 3 of the 9 credit hours of required courses. Students in the specialized certificate programs may utilize elective courses designed to provide supervised observational and experiential opportunities in relevant settings.

Clinical and Population Translational Science (CPTS)

Program Co-Directors

Janet Tooze and Capri Foy

Overview

The objective of this certificate program is to provide training in epidemiology, biostatistics, and applied clinical and population research methods to health professionals, research professionals, and health sciences students, residents, and fellows. Students trained in the program will develop skills: 1) to develop meaningful and feasible research questions, 2) to design and implement studies to answer clinical and population research questions, 3) to communicate scientific concepts through grant applications, protocols, manuscripts, abstracts, and presentations, and 4) to collaborate productively in multidisciplinary scientific teams. Courses are primarily taught by faculty within the Division of Public Health Sciences and are held on Tuesdays and Thursdays.

Certificate Requirements

Students are required to complete 15 credit hours of instruction of CPTS coursework, complete ethics training requirements and demonstrate competency in basic biostatistics. A 3.0 GPA is required.

Curriculum, Instruction, and Assessment (CIA)

(Education)

Program Director

Leah McCoy

Overview

This certificate program prepares graduate students in disciplines other than Education for teaching at any level. The program provides a solid grounding in educational curriculum, instruction, and assessment.

While this program does not qualify students for a public school teaching license, it provides a base of knowledge of curriculum, instruction, and assessment. Teachers would be well-prepared to teach in settings which do not require a license, such as private or independent schools, or to enter programs such as Teach for America. International teachers would gain a good understanding of American education.

Requirements

A total of fifteen credits, five three-hour courses, are required. The curriculum includes two required basic courses in Learning and Cognitive Science, and Educational Policy and Practice. The other three courses are selected from graduate courses in Education, which enables the students to focus on area of interest.

Interpreting and Translation Studies (ITS)

Program Co-Directors

Sally Barbour, Olgierda Furmanek
and Chaowei Zhu

Overview

For students who are not able or ready to commit to earning a Master of Arts degree in interpreting and translation studies, but who would like to focus on an area of interest, the program offers three Graduate Certificates and one Post-Graduate Certificate in specialized areas. Pairing various certificates provides a comprehensive package for students to reach their career goals in a more flexible, customized manner.

Certificate Requirements

Students are required to complete 15 credit hours of instruction within four consecutive semesters. The minimum GPA average required for graduation is 3.0.

Foreign Language or Special Skills Requirements for Certificates

The Graduate Certificate in Interpreting Studies and the Graduate Certificate in Translation Studies are language-specific.

Certificates Offered:

- Graduate Certificate in Interpreting Studies (language-specific)
- Graduate Certificate in Translation Studies (language-specific)
- Graduate Certificate in Intercultural Services in Healthcare
- Post-Graduate Certificate in Teaching of Interpreting (students holding an MA, MS, or MBA)

Medieval and Early Modern Studies (MDV)

(Departments of English, Romance Languages, History, Political Science and International Affairs, Philosophy, Music, Classics, Art History, Divinity School, German, Humanities, Art History)

Program Director

Professors

Associate Professors

Assistant Professors

Adjunct Associate Professor

Herman Rapaport

Stewart Carter, Roberta Morosini, Gillian Overing,

Mary Pendergraft, Gale Sigal, Harry Titus,

Bernadine Barnes, Michaelle Browsers, Jefferson Holdridge,

Judy Kem, Sol Miguel-Prendes, Monique O'Connell,

Olga Valbuena-Hanson, Neal Walls

Patrick Toner, Charles Wilkins

Darlene Rae May

Overview

The Interdisciplinary Graduate Certificate Program in Medieval Studies (GCPMS) is designed to allow MA students in English to both broaden their knowledge of and focus their studies on the medieval period. The GCPMS combines programmatic interdisciplinary coursework, training in the technical skills of medieval studies, and linguistic preparation. The program offers prospective and first-year MA students a competitive advantage in admission to doctoral programs. Students may be admitted to the program by permission of the directors when they are admitted to the graduate program in the department to which they apply or at any time during their first year.

Students must complete all graduate requirements for the MA in English and may take undergraduate courses in any participating department towards the certificate. (A listing of courses that satisfy the medieval studies minor can be found in the Wake Forest University Undergraduate Bulletin.) Courses satisfying the certificate may overlap with department graduate requirements, but acquiring the certificate requires coursework beyond that of the disciplinary MA.

Students are required to take a minimum of four additional courses (12 hours) with a medieval focus; these courses should represent two different disciplinary fields in addition to that of the candidate's home department. In consultation with the program director, one or more of these additional courses may be taken as directed reading or as medieval language courses. The graduate thesis must have a medieval focus, and the thesis committee should have at least two participating departments represented.

The GCPMS generally does not require more time to complete than the host MA program in English. While students working towards the GCPMS are required to take four courses in medieval studies beyond the standard requirements of the departmental MA, some of those additional courses may be taken as an overload during the academic years or during the summer. Students are strongly encouraged to apply for extramural fellowships to study one or more summers at the international sites where a medieval studies curriculum is available (e.g., St Peter's College at Oxford [see the medieval studies minor in the Wake Forest University Undergraduate Bulletin for details]). A final mechanism is to request approval from the relevant departmental graduate committee to apply two of the courses taken toward completion for the MA degree toward the certificate program with the addition of relevant course-related materials.

Students in the GCPMS may avail themselves of many activities and opportunities including the medieval studies lecture series; the paper competition that rewards the winners with funding to the International Congress on Medieval Studies at Western Michigan University; the Gordon A. Melson Graduate Student Award in Medieval Studies, specifically awarded to an outstanding graduate student to attend the International Congress on Medieval Studies at Western Michigan University; the medieval studies summer program at St. Peter's College, Oxford; the annual Wake Forest Medieval Studies Student Society Conference, a student-organized interdisciplinary conference inviting participation from graduates and undergraduates from surrounding universities; the medieval section of the department's library in the Archie Ammons English Department Faculty Lounge; the establishment of internships and fellowships for La corónica: A Journal of Medieval

Spanish Language, Literature and Cultural Studies (see the website at <http://college.holycross.edu/lacoronica>), edited by Professor Sol Miguel-Prendes, a medievalist in the Romance Language department.

Structural and Computational Biophysics (SCB)

(Programs of Biology, Chemistry, Computer Science, Mathematics, Molecular and Cellular Biosciences and Physics)

Program Director

Freddie R. Salsbury Jr

Professors

Rebecca Alexander, Edward E. Allen, Ulrich Bierbach,
Keith D. Bonin, James F. Curran, Larry W. Daniel, Martin Guthold,
David J. John, Daniel B. Kim-Shapiro, S. Bruce King, Douglas S. Lyles,
Gloria K. Muday, James Norris, Fred W. Perrino, Leslie B. Poole, Peter Santago,
Stan J. Thomas

Associate Professors

Thomas J. Hollis, W. Todd Lowther, Jed C. Macosko,

Paul Pauca, Freddie R. Salsbury Jr., Brian W. Tague, William H. Turkett Jr.

Assistant Professors

Adam Hall, Derek Parsonage

Overview

The Interdisciplinary Graduate Certificate Program 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 Certificate Program and degree requirements will receive a certificate in Structural and Computational Biophysics, as well as the degree in the program in which they matriculate. The Certificate Program is implemented by collaboration among the programs of Biology, Chemistry, Computer Science, Mathematics, Molecular and Cellular Biosciences and Physics at Wake Forest University.

Following matriculation and at least one semester of coursework in a participating program (currently, Biology, Chemistry, Computer Science, Mathematics, Molecular and Cellular Biosciences and Physics), students can apply for admission to the SCB Graduate Certificate Program. Admission to the Certificate Program is initiated by meeting with the SCB program 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 student's 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, biology, mathematics, molecular and cellular biosciences or computer science).

Students in the Interdisciplinary Graduate SCB Certificate Program must complete all graduate degree requirements in the individual department to which they were admitted. (The official degree requirements for the PhD in Physics, Biology, Chemistry, or programs under the Molecular and Cellular Biosciences Track or the MS in Computer Science or Mathematics 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 Certificate Program (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/mathematics, and biophysics. All students in the SCB Program must complete and defend a PhD dissertation (or MS thesis for computer science or mathematics) that involves original, interdisciplinary research in the area of structural and

computational biophysics or computational biology; 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 discussion group seminars. Students in the Certificate Program are required to attend these seminars.

Students in the SCB Certificate Program have access to state-of-the-art equipment and facilities in multiple departments, including the Wake Forest Structural Biology Facility (csb.wfu.edu), the DEAC Linux cluster (deac.wfu.edu), and well-equipped research laboratories in biophysics, biochemistry, and biomedical engineering.

The Interdisciplinary Graduate Certificate Program in Structural and Computational Biophysics began in 2005. Information on the program and links to faculty research interests can be accessed at scb.wfu.edu.

Courses of Instructions

Courses listed in this bulletin are examples and are those already approved for the Interdisciplinary Graduate Certificate Program in Structural and Computational Biophysics at Wake Forest University. Other courses may be allowed by the SCB Certificate Program director. Course descriptions can be found under the department which administers the course.)

SCB-Specific Courses

SCB 701. Structural and Computational Biophysics Journal Club. (1) Seminal and current publications in structural and computational biophysics are read and discussed. *P—Admission to the SCB graduate certificate program or POI.*

SCB 710. Research Topics in Structural and Computational Biophysics. (1) Lectures and discussions on research topics in the field of structural and computational biophysics and biology. Topics depend on the specialty of the instructors in a given semester. *P—Admission to the SCB graduate certificate program or POI.*

Curriculum Area 1. Chemistry/Biochemistry

General prerequisites: Two semesters of undergraduate chemistry and one semester of undergraduate biochemistry or molecular biology; 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/PHY 641. Fundamentals of Physical Chemistry. (3 or 4)

BAMB 716. Special Topics in Biochemistry: Macromolecular X-ray Crystallography. (2)

BIO 672. Molecular Biology. (3 or 4)

BIO/CHM 670. Biochemistry: Macromolecules and Metabolism. (3)

BIO/CHM 670L. Biochemistry Laboratory: Macromolecules and Metabolism. (1)

CHM 672. Biochemistry Laboratory: Macromolecules and Metabolism. (1)

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.

MCB 700. Analytical Skills. (1) Taught every August.

MCB 701 Molecular and Cellular Bioscience A (1-6) Taught every fall.

MCB 711 Biological Systems and Structures (2)

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.

Curriculum Area 3. Computer Science/Mathematics

General computer science 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.

MST 652. Partial Differential Equations. (3) P—MTH 251.

MSH 653. Mathematical Models. (3)

MST 656. Statistical Methods. (3)

MST 659. Multivariate Statistics. (3) P—MTH 656 and 602.

MST 750. Dynamical Systems. (3) P—MTH 611.

MST 761. Stochastic Processes. (3)

Sustainability (SUS)

Program Director

Professors

Associate Professors

Assistant Professors

Associate Faculty

Stan Meiburg

Miles Silman, Abdou Lachgar, Keith Bonin, Dilip Kondepudi,

Robert Whaples, Dick Schneider, Sid Shapiro, John Knox

David Phillips, Saylor Breckenridge

Ron Von Burg, Lucas Johnston, Steven Folmer, Michael Gross, Rob

Erhardt

Jon Clift, Rebecca Dickson, Richard Pandullo

Amy Wallis, Vanessa Zboreak

Overview

The Graduate Certificate in Sustainability Program is a twelve credit hour certification that consists of the four core courses of the Master of Arts in Sustainability and can be obtained on a stand-alone basis or in conjunction with another master's program. This track provides students

with exposure to sustainability issues in the natural sciences, social sciences, humanities, business management, law, and policy. Candidates of the Graduate Certificate in Sustainability Program will utilize our program as a mechanism for adding value to their professional endeavors while simultaneously satisfying the urgent societal need for highly knowledgeable leaders in the field of sustainability.

Students wishing to change from the certificate program to the master's program will be expected to qualify for and apply to move into the full master track. Successful completion of the Graduate Certificate Program in Sustainability does not guarantee admission to the Master of Arts in Sustainability program.

CONCENTRATIONS OFFERED

Antimicrobial Stewardship and Infection Prevention

Director

Werner Bischoff

The Antimicrobial Stewardship and Infection Prevention concentration provides the knowledge base to apply epidemiological principles and determine appropriate antimicrobial stewardship and infection prevention measures to reduce the occurrence of healthcare associated infections and spread of communicable diseases. The concentration exposes candidates to the challenges and opportunities faced by the global healthcare epidemiology community and provide the understanding and tools to mitigate the threat of infectious pathogens present in patient care settings. The collaboration with colleagues from diverse backgrounds will promote the exchange of different approaches to universal antimicrobial stewardship and infection prevention problems and open up opportunities to find and implement novel solutions.

The concentration in Antimicrobial Stewardship and Infection Prevention offers an opportunity for medical professionals to expand their field of study to the emerging threat of resistant pathogens and their successful reduction in global healthcare settings. The concentration therefore meets the needs and desires of students interested in Antimicrobial Stewardship and Infection Prevention and also provides a base of peers with similar interests and goals. The Antimicrobial Stewardship and Infection Prevention concentration also offers a value-added component, and competitive advantage, for students who choose to pursue careers that are not in the traditional academic career path, a frequent choice for current medical professionals. Students who complete the concentration will have "Concentration: Antimicrobial Stewardship and Infection Prevention" noted on their transcript upon completion of their degree.

Hours Requirement:

- Epidemiology (CPTS 720) OR Applications of Epidemiology (BMSC 713)
- Antimicrobial Stewardship (CPTS 722)
- Infection Prevention (CPTS 723)
- Global Health Seminar Series (CPTS 725)
- Thesis research completed during the second year in Antimicrobial Stewardship and Infection Prevention under the guidance of faculty members of the Section on Infectious Diseases and Global Health (for international students, the project will be selected on a relevant research topic executed in their home country)

Cancer Biology

Director

Steven Kridel

The Cancer Biology concentration defines the unique educational and research experience for students pursuing a M.S. or Ph.D. in the Cancer Biology Program, Molecular and Cellular Biosciences and all other tracks. The concentration will cover the topics in cancer research outlined by the Cancer Biology Training Consortium (CABTRAC) as being essential for students pursuing graduate degrees in cancer research. Students who complete the concentration will have “Cancer Biology Concentration” noted on their transcript upon completion of their degree.

Cancer Biology is the field of study that uses interdisciplinary approaches to understand the basic, clinical, and translational aspects of cancer. The Cancer Biology concentration would therefore meet the needs and desires of students interested in Cancer Biology and also provide a base of peers with similar interests and goals. The Cancer Biology concentration could also provide a value-added component, and competitive advantage, for students who choose to pursue careers that are not in the traditional academic career path, a frequent choice for current PhD students across the country. Students who complete the concentration will have “Concentration: Cancer Biology” noted on their transcript upon completion of their degree.

Hours Requirement:

MS STUDENTS

- Basics Concepts in Cancer Biology (MCB 721)
- Basic Concepts in Cancer Research (MCB 722)
- Topics in Cancer Biology (MCB 723)
- Cancer Biology Seminar Series (CABI 701 & CABI 702)
- Thesis research completed in the laboratory of Cancer Biology Program faculty (6 hours)

PHD STUDENTS

- Students must complete coursework with a B grade or higher, pass their written proposal, and advance to candidacy.
- Basics Concepts in Cancer Biology (MCB 721)
- Basic Concepts in Cancer Research (MCB 722)
- Topics in Cancer Biology (MCB 723)
- Cancer Biology Seminar Series (CABI 701 & CABI 702)
- Thesis research completed in the laboratory of Cancer Biology Program faculty.

Integrative Physiology and Pharmacology

Director

Paul Czoty

The Concentration in Integrative Physiology and Pharmacology is an integrated course of study under the direction of the Track 5, Integrative Physiology and Pharmacology (referred to as the IPP Graduate Program) as the sponsoring program. This concentration embraces the principles of pharmacology, and systems physiology and pharmacology, a unique educational experience that can enhance the program of MS students seeking application to medical school, MS or PhD students in non-biological (e.g., physical) sciences who plan to seek employment in the pharmaceutical or biotech industries, or MS or PhD students in a variety of biomedical programs who plan careers in the innovation or science support structures of academic or commercial organizations. The Integrative Physiology and Pharmacology Concentration will not involve teaching faculty that are outside the IPP Graduate Program. Students who complete the concentration will have “Concentration: Integrative Physiology & Pharmacology” noted on their transcript upon completion of their degree.

Hours Requirement:

The concentration requires a minimum of 9 semester hours of IPP Graduate Program coursework.

Core courses:

- Principles of Pharmacology (IPP 701) OR Foundations of Pharmacology (IPP 601)
- Systems Physiology & Pharmacology (IPP 702, 4 or 6 credits)

Any IPP Elective courses (to achieve no fewer than 9 credit hours)

Neuroscience

Director

Carol Milligan

The Neuroscience Concentration defines the unique educational experience obtained by students pursuing a M.S. or Ph.D. in the Neuroscience Program. All faculty members for the Concentration in Neuroscience are members of the Neuroscience Program.

Neuroscience is a field of study devoted to understanding the brain and nervous system. Our Neuroscience training program is based on the belief that neuroscience broadly conceived provides a fundamental framework for understanding the biological basis of behavior and is critical for revealing the causes of neurological and psychiatric disorders. Accordingly, the major goal of our program is to provide a strong foundation in all disciplines of neuroscience. With this foundation in place, students train to be able to carry out meaningful and significant research in all areas of modern neuroscience. The program provides an appreciation of the importance of all levels of organization, from genetics and molecular approaches to behavioral and physiological aspects, with an understanding of how basic neuroscience research is key to finding treatments for neurobehavioral pathologies and translating this information to the clinic. Students who complete the concentration will have "Concentration: Neuroscience" noted on their transcript upon completion of their degree.

Hours Requirement:**MS STUDENTS (5-YEAR DUAL BS/A-MS DEGREE)**

- Introduction to Neuroscience I (NEUR 701)
- Introduction to Neuroscience II (NEUR 702)
- Seminars in Neuroscience (NEUR 711 and NEUR 712)
- Quantitative Methods in Bioscience (NEUR 741)
- Approved Elective (2-3 hours)
- Neuroscience Journal Club (NEUR 777/8 or NEUR 780/1 or NEUR 783/4 or NEUR 785/6 or NEUR 787/8 or NEUR 789/90)
- Thesis research completed in the laboratory of Neuroscience program faculty

MS STUDENTS

- Introduction to Neuroscience I (NEUR 701)
- Introduction to Neuroscience II (NEUR 702)
- Clinical Neuroscience (NEUR 771) (or an approved elective)
- Thesis research completed in the laboratory of Neuroscience program faculty

PHD STUDENTS

- Students must pass their preliminary examination, and advance to candidacy.
- Introduction to Neuroscience I (NEUR 701)
- Introduction to Neuroscience II (NEUR 702)
- Clinical Neuroscience (NEUR 771) (or an approved elective)
- Thesis research completed in the laboratory of Neuroscience program faculty

Regenerative Medicine

Directors

Anthony Atala and Joan Schanck

Regenerative Medicine is a highly interdisciplinary field which aims to repair diseased or damaged tissues using biological, engineering, and cell-based approaches and technologies. It is a rapidly growing area of biomedical research that encompasses many fields of science and medicine. The field encompasses numerous strategies including stem cell research, tissue engineering (TE), cellular therapies, gene therapy, and biomedical devices to address tissue/organ insufficiency. The concentration in Regenerative Medicine (RM) offers a unique educational and research experience for students pursuing a M.S. or Ph.D. drawn primarily from four graduate school tracks (Biomedical Engineering, Integrative Physiology & Pharmacology, Molecular & Cellular Bioscience, and Neuroscience); students in all biomedical sciences graduate programs are eligible to pursue the concentration. The RM concentration will provide multi-disciplinary education and research training in the scientific principles and clinical applications of RM including stem cell biology, biomaterials, gene therapy, nanotechnology, imaging, and enabling technologies and tissue/organ engineering. The RM concentration offers a balanced combination of theory and practice; and can serve either as a preparation for a PhD or as a self-contained advanced qualification in its own right.

Students who complete the concentration will have “Concentration: Regenerative Medicine” noted on the student’s transcript upon completion accomplishment of their degree.

Hours Requirement:

MS STUDENTS

- Regenerative Medicine Immersion - Fundamentals, Principles, and Clinical Applications (MMTS 721)
- Introduction to Regenerative Medicine I (BMES 631)
- Advanced Topics in Regenerative Medicine (MCB 753)
- Regenerative Medicine Journal Club (IPP 785/786)
- Thesis research completed in the laboratory of Regenerative Medicine program faculty

PHD STUDENTS

- Students must complete coursework with a B grade or higher, pass their written proposal, and advance to candidacy.
- Regenerative Medicine Immersion - Fundamentals, Principles, and Clinical Applications (MMTS 721)
- Introduction to Regenerative Medicine I (BMES 631)
- Advanced Topics in Regenerative Medicine (MCB 753)
- Regenerative Medicine Journal Club (IPP 785/786)
- Thesis research completed in the laboratory of Regenerative Medicine program faculty

Religion and Public Engagement

Director

Lucas Johnston

The RPE Concentration is unique to Wake Forest University—the only program like it in the country. Encouraging theoretical and practical exploration at the intersection of religion and public life, the Concentration is open to all students, who want explore the world and make a difference, regardless of their major or academic background.

Students are able to take what they learn in the classroom and apply it to the real world by engaging in public work through research projects, service-learning opportunities, and internships for academic credit. These internships take our concentrators all over the world, from downtown Winston Salem to south-central Chile—from Washington, DC to South Africa.

By working with the most qualified professors in various specialties, students develop competence in public engagement in reciprocal collaboration with diverse communities regionally, nationally, and globally.

Embracing the spirit of pro-humanitate, the RPE Concentration allows students to pursue their deepest interests and directs them towards community development consistent with internationally accepted standards of human rights and the highest academic standards of teaching, research and collaboration.

Hours Requirement: 12 hours

- REL 632 Religion and Public Engagement (3h)
- REL 709 Field Program in Religion and Public Engagement (3)

THEORY:

- REL 605. Ethnography of Religion; REL 636. Religion and Human Rights; REL 638. Religion, Ethics, and Politics; THS 621 Christianity and Public Policy.
- All MA students must take REL 700, but this does not count toward the 12 hours required for the graduate RPE concentration.

SKILLS:

- REL 631. Religion and Law; Non-Profit Management; Law: 582. Non-Profit Organization Law; 601. Community Law & Business Clinic

CONTENT:

- REL 619. Feminist and Contemporary Interpretations of the Bible; REL 669. Radical Christian Movements; REL 679. Feminist and Liberation Theologies; REL 690. South Asian Women: Religion Culture and Politics; REL 648. Race, Memory and Reconciliation; REL 361 Socially and Politically Engaged Buddhism; MIN 790 Faith, Food Justice, and Local Communities; THS 624 Church and State in America; THS 625 Sexuality, Religion and the Law; THS 721 Freedom of Religion Under the Constitution

INTERNSHIP:

- A supervised internship with approved community partner for a total of one semester or one full summer (3h). The internship includes assigned readings, a sustained research and writing portfolio, and an oral presentation.

Women's, Gender, and Sexuality Studies

Director

Wanda Balzano

The graduate concentration in Women's, Gender, and Sexuality Studies at Wake Forest will provide graduate students the opportunity to study gender and sexuality from a variety of disciplinary perspectives in conjunction with their study toward a master's degree. Interdisciplinary by nature, Women's, Gender, and Sexuality Studies courses primarily address the diversity of gendered experiences based on race, ethnicity, class, religion, nationality, and sexual orientation. The graduate concentration is an appropriate option for graduate students who wish to focus on gender and/or sexuality in their particular disciplinary field.

Hours Requirement:

The graduate concentration will consist of a total of 12 credits. Students will take two courses cross-listed with Women's, Gender, and Sexuality Studies from their own department and two core courses offered by the Women's, Gender, and Sexuality Studies Department, taught by faculty members affiliated with the Graduate School. Additionally, they will present their research at a WGS colloquium for the S.P.E.A.K. series (Student Presentations on Experience, Arts, and Knowledge). Academic activities such as workshops may be counted toward this total only if they are structured as part of a graduate course for credit. If an activity does not fall under the requirements of an existing course, such an activity may be formulated as a graduate-level course denoted "directed study" as established by the department or program (WGS 696), and treated as elective hours that count toward this total, as long as the course comports with accredited standards.

REQUIRED CORE COURSES

- WGS 622: Introduction to Women's, Gender, and Sexuality Studies (3 hrs). *AND*
- WGS 620: Feminist Theory and Practice (3 hrs). *OR*
- WGS 616: Feminist Theory (3hrs).

ELECTIVES (6 HRS)

The concentration requires that students take two electives (3 or 4 hours each), which are going to be selected with the assistance of the student's WGS advisor/director of graduate studies from a range of WGS-credit-giving courses cross-listed in the home department/school. .

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Harold O. Rosser, New Canaan, CT
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James T. Williams, Jr., Greensboro, NC
Lonnice B. Williams, Wilmington, NC
Kyle A. Young, M.D., Greensboro, NC

The Graduate Council (3-year terms)**(Expires)**

Dr. Dwayne Godwin	Dean, BG	dgodwin@wakehealth.edu	
Dr. Brad Jones	Dean, RC	jonesbt@wfu.edu	
Dr. Allyn Howlett	Assistant Dean, BG	ahowlett@wakehealth.edu	
Dr. Sandra Dickson	Associate Dean, RC	dicksosj@wfu.edu	
Dr. Michael Berry	Health & Exercise Science	berry@wfu.edu	2021
Dr. Bill Conner	Biology	conner@wfu.edu	2020
Dr. Mike Furr	Psychology	furm@wfu.edu	2021
Dr. Grey Ballard	Computer Science	ballard@wfu.edu	2022
Dr. Robert Hampson	Neuroscience	rhampson@wakehealth.edu	2022
Dr. Tracy Criswell	Physiology/Pharmacology	tcriswel@wakehealth.edu	2022
Dr. Elizabeth Jensen	Epidemiology & Prevention	ejensen@wakehealth.edu	2021
Dr. Ellen Kirkman	Mathematics/Statistics	kirkman@wfu.edu	2022
Dr. Abdou Lachgar	Chemistry	lachgar@wfu.edu	2020
Dr. Leslie Poole	Biochemistry/Molec. Biology	lbpoole@wakehealth.edu	2022
Dr. Elaheh Rahbar	Biomedical Engineering	erahbar@wakehealth.edu	2020
Dr. Ravi Singh	Cancer Biology	rasingh@wakehealth.edu	2021

Graduate Faculty Representatives to the University Senate (4-year terms)

Dr. Graca Almeida-Porada	WF Inst for Regen Med	galmeida@wakehealth.edu	2018-22
Dr. Ana Iltis	Philosophy	iltisas@wfu.edu	2014-21

The Graduate Faculty

Please visit the Graduate School's website (<http://internal.graduate.wfu.edu/faculty/directory.html>) for a current list of all graduate faculty with their year of appointment and department affiliations.

The Administration

Year following name indicate year of appointment to current position.

Administration—Reynolda Cabinet

Nathan O. Hatch (2005)	President
AB, Wheaton College; AM, PhD, Washington (St. Louis)	
Rogan Kersh (2012)	Provost
BA, Wake Forest; PhD, Yale University	
Julie A. Freischlag (2017)	Dean, School of Medicine and CEO, WFU Baptist Medical Center
BS, University of Illinois; MD, Rush University	
B. Hof Milam (2010)	Executive Vice President
BS, MBA, Wake Forest	
Andrew R. Chan (2009)	Vice President of Innovation and Career Development
BA, MBA, Stanford University	
James Reid Morgan (2002)	Senior Vice President and General Counsel
BA, JD, Wake Forest	
James J. Dunn (2009)	Special Assist. to President & CEO, Verger Capital Management
BS, Villanova University	
Penny Rue (2016)	Vice President for Campus Life
BA, Duke University; MA, Ohio State; PhD, University of Maryland	
Mark A. Petersen (2008)	Vice President for University Advancement
BA, Brandeis; MA, University of Southern California	
Ronald D. Wellman (1992)	Director of Athletics
BS, MS, Bowling Green State University	
Mary E. Pugel (2010)	Chief of Staff/President's Office
BA, University of Washington	
Todd Johnson (2017)	Vice President
BA, UNC-Chapel Hill; MBA, Wake Forest	

Graduate School of Arts and Sciences

Dwayne Godwin (2010)	Dean, Biomedical Sciences
BA, University of West Florida; PhD, University of Alabama (Birmingham)	
Bradley T. Jones (2010)	Dean, Arts and Sciences
BS, Wake Forest; PhD, Florida University	
Allyn Howlett (2015)	Assistant Dean, Biomedical Sciences
BS, Pennsylvania State University; PhD, Rutgers University	
Sandra Dickson (2015)	Associate Dean, Arts and Sciences
BS Ed, Mississippi College; MA, University of West Florida; PhD, Florida State University	

School of Medicine

Julie Ann Freischlag	Dean, Wake Forest School of Medicine CEO, Wake Forest Baptist Medical Center
BS, University of Illinois; MD, Rush University Medical College	
Evelyn Anthony	Senior Associate Dean, Faculty Affairs
BS, MA, UNC-Chapel Hill ; MD, Duke	
Kim Askew	Assistant Dean, Clinical Education
BS, UNC-Chapel Hill; MD, Wake Forest	
Gregory L. Burke	Senior Associate Dean for Research and Chief Science Officer
BA, University of Northern Iowa; MD, University of Iowa College of Medicine	
Randall Clinch	Interim Associate Dean, MD Program Academic Affairs
MS, Wake Forest; DO, Robert Wood Johnson Medical	Associate Dean, Faculty Development
Michael T. Fitch	Associate Dean for Faculty Affairs
BS, William & Mary; PhD, MD, Case Western Reserve	
Beth M. Gianopulos	Associate Dean of Faculty Relations and Retention & Senior Counsel
BS, Salem College; JD, Wake Forest	
Dwayne Godwin	Dean, Biomedical Sciences
BA, University of West Florida; PhD, University of Alabama (Birmingham)	
Terry Hales	Senior Vice President, Academic Administration and Operations
BSBA, Appalachian State; MBA Wake Forest	Executive Vice Dean
Stephen Kritchevsky	Associate Dean, Research Development
MSPH, PhD, University of North Carolina-Chapel Hill	
Brenda Latham-Sadler	Associate Dean, Student Inclusion and Diversity
BS, Pace; MD, Wake Forest	
Michael P. Lischke	Associate Dean, Continuing Medical Education
BA, MPH, Emory; EdD, Temple University	
Don McClain	Associate Dean, Clinical and Translational Science
BA Haverford; PhD, MD, Rockefeller University	
Christopher O'Byrne	Vice President and Associate Dean, Research Administration & Operations
BA, Stonehill College; MS Northeastern University	
Timothy Peters (2016)	Assistant Dean, Educational Strategy and Innovation
BS, Loma Linda University; MD, Yale University	
Patrick Reynolds (2016)	Assistant Dean, Basic Science Education
BS, Tennessee Tech University; MD, Vanderbilt University	
Avinash Shetty (2016)	Associate Dean, Global Health
MD, Bombay University (India)	
Mitchell Sokolosky	Associate Dean, Graduate Medical Education
BS, MD, Temple University	

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BS, Lenoir Rhyne College; MPH, DrPH, Alabama School of Public Health	
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BA, Millsaps College; MD, University of Mississippi School of Medicine	
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