

TABLE OF CONTENTS

Graduate Catalogue	6	Environmental Studies (ENVS)	34
Academic Offerings	6	Food Systems (FS)	35
Courses	6	Forestry (FOR)	35
Course List	6	Foundations (EDFS)	35
Anatomy & Neurobiology (ANNB)	6	French (FREN)	37
Animal, Nutrition & Food Sci (ANFS)	7	Geography (GEOG)	38
Animal Sciences (ASCI)	7	Geology (GEOL)	38
Anthropology (ANTH)	7	German (GERM)	40
Art History (ARTH)	8	Global and Regional Studies (GRS)	41
Astronomy (ASTR)	8	Graduate (GRAD)	41
Biochemistry (BIOC)	8	Graduate Medical (GRMD)	41
Bioengineering (BIOE)	9	Graduate Nursing (GRNS)	42
Biology (BIOL)	9	Greek (GRK)	45
Biomedical Engineering (BME)	11	Greek & Latin (GKLT)	45
Biostatistics (BIOS)	11	Health (HLTH)	46
Buckham Overseas Program (BUCK)	12	Health Education (EDHE)	46
Business Administration (BSAD)	12	Higher Education (EDHI)	46
Cell Biology (CLBI)	15	Historic Preservation (HP)	47
Chemistry (CHEM)	15	History (HST)	47
Civil & Environmental Engr (CE)	17	Human Development & Fam Stgies (HDFS)	49
Classics (CLAS)	19	Human Functioning and Rehabilitation Science (HFRS)	49
Clinical&Translational Science (CTS)	19	
Comm Sciences & Disorders (CSD)	20	Humanities (HUMN)	50
Community Development & Applied Economics		Internship (SINT)	50
(CDAE)	22	Latin (LAT)	50
Complex Systems (CSYS)	23	Leadership and Policy Studies (EDLP)	50
Computer Information Systems (CIS)	25	Library Science (EDLI)	52
Computer Science (CS)	25	Literacy (EDLT)	52
Counseling (EDCO)	26	Master of Business Admin (MBA)	53
Curriculum & Instruction (EDCI)	27	Materials Science (MATS)	53
Early Childhood Pre K-3 (EDEC)	28	Mathematics (MATH)	53
Early Childhood Special Educ (ECSP)	28	Mathematics for Educators (MAED)	55
Education (EDSS)	29	Mechanical Engineering (ME)	56
Electrical Engineering (EE)	30	Medical Lab & Radiation Sci (MLRS)	59
Elementary Education (EDEL)	32	Medicine (MED)	59
Emergency Medical Technician (SURG)	32	Microbiology & Molecular Genetics (MMG)	59
Engineering (ENGR)	33	Middle Level Teacher Education (EDML)	60
English (ENGs)	33	Molecular Physiology & Biophysics (MPBP)	61
		Music (MU)	61

Natural Resources (NR)	61	Biochemistry	93
Neuroscience (NSCI)	64	Biochemistry AMP	94
Nursing & Health Sciences (NH)	65	Biochemistry M.S.	95
Nutrition and Food Sciences (NFS)	65	Bioengineering	96
Obstetrics & Gynecology (OBGY)	66	Bioengineering Ph.D.	97
Orthopedic Surgery (ORTH)	66	Biology	97
Parks, Recreation and Tourism (PRT)	66	Biology AMP	98
Pathology (PATH)	66	Biology M.S.	99
Pharmacology (PHRM)	67	Biology M.S.T.	100
Philosophy (PHIL)	67	Biology Ph.D.	100
Physical Education-Prof (EDPE)	68	Biostatistics	101
Physical Therapy (PT)	68	Biostatistics AMP	101
Physics (PHYS)	70	Biostatistics M.S.	102
Plant Biology (PBIO)	71	Business Administration	103
Plant & Soil Science (PSS)	72	Sustainable Entrepreneurship MBA	104
Psychological Science (PSYS)	73	Cellular, Molecular, and Biomedical Sciences	105
Public Administration (PA)	76	Cellular, Molecular and Biomedical Sciences M.S.	107
Public Health (PH)	77	Cellular, Molecular and Biomedical Sciences Ph.D.	107
Public Serv Tech Gen (PSTG)	78	Chemistry	108
Rehabilitation & Movement Sci (RMS)	78	Chemistry AMP	109
Religion (REL)	79	Chemistry M.S.	110
Secondary Education (EDSC)	79	Chemistry Ph.D.	110
Social Work (SWSS)	80	Civil and Environmental Engineering	112
Sociology (SOC)	82	Civil and Environmental Engineering AMP	112
Spanish (SPAN)	83	Civil and Environmental Engineering M.S.	113
Special Education (EDSP)	84	Civil and Environmental Engineering Ph.D.	114
Statistics (STAT)	86	Clinical and Translational Science	115
Transportation Research Center (TRC)	88	Clinical and Translational Science CGS	116
Vermont Studies (VS)	88	Clinical and Translational Science M.S.	116
Water Resources (WR)	88	Clinical and Translational Science Ph.D.	117
Wildlife & Fisheries Biology (WFB)	88	Communication Sciences and Disorders	118
Accountancy	89	Communication Sciences and Disorders M.S.	118
Accountancy (M.Acc.) AMP	89	Community Development and Applied Economics	120
Accountancy M.Acc.	90	Community Development and Applied Economics M.S.	120
Animal Science	91	Complex Systems	121
Animal Science AMP	91	Complex Systems CGS	121
Animal Science M.S.	92	Complex Systems and Data Science	122
Animal, Nutrition and Food Sciences	92	Complex Systems and Data Science AMP	123
Animal, Nutrition and Food Science Ph.D.	93		

Complex Systems and Data Science M.S.	124	Greek and Latin	155
Computer Science	125	Greek and Latin AMP	155
Computer Science AMP	125	Greek and Latin M.A.	156
Computer Science M.S.	126	Greek and Latin M.A.T.	157
Computer Science Ph.D.	127	Greek and Latin Languages	157
Counseling	128	Greek and Latin Languages (GKLT) CGS	158
Counseling AMP	129	Higher Education and Student Affairs Administration	159
Counseling M.S.	130	Higher Education and Student Affairs Administration M.Ed.	159
Curriculum and Instruction	131	Historic Preservation	160
Curriculum and Instruction AMP	132	Historic Preservation AMP	161
Curriculum and Instruction M.A.T.	133	Historic Preservation M.S.	161
Curriculum and Instruction M.Ed.	134	History	162
Dietetics	135	History AMP	162
Dietetics M.S.D.	135	History M.A.	163
Ecological Economics	136	Human Functioning and Rehabilitation Science	164
Ecological Economics CGS	136	Human Functioning and Rehabilitation Science Ph.D.	164
Educational Leadership	137	Interdisciplinary - Education	166
Educational Leadership AMP	138	Interdisciplinary M.Ed.	166
Educational Leadership M.Ed.	139	Interdisciplinary Study of Disabilities	167
Educational Leadership and Policy Studies	140	Interdisciplinary Study of Disabilities (ISD) CGS	167
Educational Leadership and Policy Studies Ed.D.	141	Materials Science	167
Educational Leadership and Policy Studies Ph.D.	142	Materials Science AMP	168
Electrical Engineering	144	Materials Science M.S.	168
Electrical Engineering AMP	144	Materials Science Ph.D.	169
Electrical Engineering M.S.	145	Mathematical Sciences	169
Electrical Engineering Ph.D.	145	Mathematical Sciences Ph.D.	170
English	146	Mathematics	171
English AMP	147	Mathematics AMP	172
English M.A.	148	Mathematics M.S.	173
Field Naturalist (Plant Biology)	149	Mathematics M.S.T.	174
Field Naturalist M.S.	149	Mechanical Engineering	174
Food Systems	150	Mechanical Engineering AMP	175
Food Systems AMP	151	Mechanical Engineering M.S.	175
Food Systems M.S.	151	Mechanical Engineering Ph.D.	176
Food Systems Ph.D.	152	Medical Laboratory Science	177
Geology	153	Medical Laboratory Science M.S.	177
Geology M.S.	153	Medical Science	179
German	154	Medical Science M.S.	180
German M.A.	154		

Natural Resources	181	Public Health CGS	214
Natural Resources M.S.	182	Public Health MPH	214
Natural Resources Ph.D.	184	Environmental Public Health CGS	215
Natural Resources: Master of Environmental Law and Policy/Master of Science in Natural Resources (MELP/ MSNR)	184	Epidemiology CGS	216
Neuroscience	185	Health Care Management and Policy CGS	216
Neuroscience M.S.	186	Social Work	217
Neuroscience Ph.D.	187	Social Work M.S.W.	217
Nursing	187	Special Education	219
Nursing AMP	188	Special Education M.Ed.	219
Nursing M.S.	189	Statistics	220
Nursing Practice DNP	190	Statistics AMP	221
Nutrition and Food Sciences	191	Statistics M.S.	222
Nutrition and Food Sciences M.S.	192	Sustainable Transportation Systems and Planning	223
Pathology	193	Sustainable Transportation Systems and Planning CGS	223
Pathology M.S.	193	General Information	224
Pharmacology	194	Academic and Enrollment Policies	224
Pharmacology AMP	194	Change of Graduate Program	224
Pharmacology M.S.	196	Conferral of Graduate Degrees	224
Physical Therapy	196	Continuous Graduate Registration	224
Physical Therapy D.P.T.	197	Enrollment Policies and Procedures	225
Physics	199	Grading Policies	227
Physics AMP	200	Inactivation, Deactivation and Reactivation	228
Physics M.S.	201	Leave of Absence	228
Plant and Soil Science	203	Requirements for Visiting Graduate Students	228
Plant and Soil Science M.S.	203	Rights and Responsibilities	229
Plant and Soil Science Ph.D.	204	Time Limits for Graduate Degree Completion	230
Plant Biology	205	Transfer Credit and Credit by Examination	230
Field Naturalist M.S.	149	Withdrawal from a Graduate Degree Program	231
Plant Biology M.S.	206	Admission and Financial Information	231
Plant Biology Ph.D.	207	Admissions	231
Psychology	207	Tuition and Fees	232
Psychology M.A.	208	Financial Aid	233
Psychology Ph.D.	208	Financial Aid Programs	234
Public Administration	209	Fellowships, Assistantships, Traineeships, Stipends, and Grants	234
Public Administration AMP	209	Payments	235
Public Administration M.P.A.	211	Sponsored and Institutional Research	236
Public Health	212	Academic and Student Life Resources	236
Public Health AMP	213	Degree Requirements	236

Requirements for Accelerated Master's Degree Programs	237
Requirements for the Certificates of Graduate Study	237
Requirements for the Master's Degree	237
Requirements for the Master of Education Degree	239
Requirements for the Doctor of Education Degree	240
Requirements for the Doctor of Nursing Practice Degree	241
Requirements for the Doctor of Philosophy Degree	242
Requirements for the Doctor of Physical Therapy Degree	243
Graduate Faculty	243
Catalogue Archives	265
Index	267

GRADUATE CATALOGUE

Students at the University of Vermont are responsible for knowing and complying with all requirements for their respective degrees as stated in the catalogue.

The University of Vermont reserves the right to make changes in the course offerings, degree requirements, charges, regulations, and procedures contained herein as educational and financial considerations require, subject to and consistent with established procedures and authorizations for making such changes.

The following programs are currently inactive and thus do not have a listing in the catalogue: Certificate of Graduate Study in Ecological Design, and doctoral programs in Biochemistry, Microbiology and Molecular Genetics, Molecular Physiology and Biophysics, and Pharmacology. Doctoral education in the listed disciplines is available through the interdisciplinary Cellular, Molecular and Biomedical Sciences doctoral program.

COURSES

TO VIEW THE COURSE LIST, SELECT "MENU" AND THEN "COURSE LIST"

The University reserves the right to change course offerings at any time.

A student who lacks the stated prerequisites for a course may be permitted to enroll by the Instructor. Such students must inform the instructor that they lack the prerequisites, and the instructor will make appropriate efforts to ascertain that they are properly qualified. Students enrolled who do not meet the prerequisites of a course may be disenrolled from that course. The instructor will notify the Office of the Registrar of this action.

ABOUT UVM COURSES - INFORMATION FOR GRADUATE STUDENTS

Courses numbered from 001 to 099 are introductory courses. Under no circumstance will graduate credit be allowed for a course numbered below 100.

Courses numbered 100 to 199 are intermediate courses, and may not be taken for graduate credit except upon the recommendation of a student's Studies Committee and with the authorization of the Dean of the Graduate College prior to enrollment. Graduate programs designed for the Master of Science for Teachers degree (MST) are exempted from this rule. Non-degree students are not permitted to receive graduate credit for courses numbered 100 to 199.

Courses numbered 200 to 299 are advanced courses. An advanced course presents concepts, results, or arguments which are only accessible to students who have taken courses in the discipline (or, occasionally, in a related discipline) at the introductory and intermediate levels. Prior acquaintance with the basic concepts of the subject and with some special areas of the subject will be assumed. An advanced course will always have a minimum prerequisite of three hours of prior study at the intermediate level in the discipline, or in a related discipline, or some specified equivalent preparation. Not all

200-level courses are eligible for graduate credit. Courses numbered 200 to 299 that are not approved for graduate credit may not be taken for graduate credit except upon the recommendation of a student's Studies Committee and with the authorization of the Dean of the Graduate College prior to enrollment.

Authorization to enroll in courses numbered 100 to 199, or courses numbered 200 to 299 that are not eligible for graduate credit, will be limited to one appropriate course (three credit hours) for a master's program and two appropriate courses (six credit hours) for a doctoral program. Graduate students may take additional 100-level or 200-level courses beyond those values, but graduate credit will not be allowed for such courses.

The 200-level courses that are eligible for graduate credit are included in the Graduate Catalogue course list. Graduate students enrolled in a 200-level course approved for graduate credit must take the course for graduate credit. To obtain graduate credit, the graduate student generally is expected to meet higher qualitative and/or quantitative expectations than the undergraduate student.

Courses numbered 300 to 399 are generally limited to graduate students unless permission to enroll is given by the appropriate instructor, department or program.

Courses numbered 400 or above are limited to candidates for doctoral degrees.

SPECIAL TOPICS COURSE POLICY - INFORMATION FOR FACULTY MEMBERS

A course offered under the Special Topics course rubric (i.e., X095/X096) may be presented up to three times within a ten-year period before it must be submitted for review as a permanent course offering listed under a unique course number in the Catalogue.

COURSE LIST

ANATOMY & NEUROBIOLOGY (ANNB)

Courses

ANNB 201. Human Gross Anatomy. 6 Credits.

Lectures and detailed regional cadaver dissections emphasize functional anatomy of major systems (e.g. musculoskeletal, cardiovascular, nervous). Required of Physical Therapy students; others with Department permission.

ANNB 261. Neurobiology. 3 Credits.

Focus on molecular and cellular aspects of the nervous system. Electrical signaling, synaptic transmission, signal transduction, neural development, plasticity, and diseases. Prerequisite: BIOL 103 or ANPS 019 & ANPS 020. Cross-listed with: BIOL 261.

ANNB 301. Medical Gross Anatomy. 8 Credits.

This course includes a complete cadaver dissection by all students and evaluation in embryology as required. Emphasis is placed on individualized laboratory instruction. Prerequisite: Current Medical, Osteopathic, Podiatric and Dental students or Instructor permission.

ANNB 342. Spec Dissections in Gross Anat. 1-12 Credits.

A detailed and independent study of a single anatomical region, utilizing gross, microscopic, and embryologic materials. Prerequisite: Permission of the Instructor.

ANNB 382. Sem in Anatomy & Neurobiology. 1 Credit.

Research presentations and critical review of the literature in various areas of anatomical and neurobiological sciences.

ANNB 391. Master's Thesis Research. 1-18 Credits.

Credit as arranged.

ANNB 396. Special Topics in Neurobiology. 1-3 Credits.

Prerequisite: Permission of the Instructor.

ANIMAL, NUTRITION & FOOD SCI (ANFS)

Courses

ANFS 313. Food Safety and Public Policy. 3 Credits.

An exploration of issues that impact the development of microbiological food safety policy through analysis of how science and risk assessment are used in establishing policy. Pre/co-requisite: NFS 203 or Pre/co-requisites: NFS 203 or NFS 253 or Instructor permission. Cross-listed with: NFS 313.

ANFS 395. Special Topics. 1-18 Credits.

Lectures, laboratories, readings, or projects relating to topics in animal, nutrition and food sciences. Pre/co-requisite: Graduate standing.

ANFS 491. Doctoral Dissertation. 1-18 Credits.

ANIMAL SCIENCES (ASCI)

Courses

ASCI 215. Physiology of Reproduction. 3 Credits.

Fundamental principles of the physiology of reproduction with emphasis on, but not limited to, farm animals. Prerequisite: ASCI 141 or equivalent or Instructor permission.

ASCI 216. Endocrinology. 3 Credits.

Physiology of endocrine and autocrine/paracrine systems and growth factors. Prerequisites: Course in both Biology and physiology; one course in Anatomy desirable.

ASCI 220. Lactation Physiology. 3 Credits.

Physiological mechanisms that control and affect lactation in domestic and laboratory animals with emphasis on dairy cattle. Includes mammary anatomy, development and health, and milk synthesis. Prerequisite: One Chemistry course and one course in Anatomy and Physiology, or Instructor permission.

ASCI 230. Agricultural Policy & Ethics. 3 Credits.

Examines American agriculture and policies from various perspectives - historical, political, ecological, technological, social, economic, and ethical. Emphasis on contemporary issues, policy options, future developments. Prerequisite: Junior standing or permission.

ASCI 263. Clin Top: Companion Animal Med. 3 Credits.

The use of case studies in companion animal medicine to develop clinical, analytical, and diagnostic skills. Prerequisites: ASCI 118, ASCI 141; Junior standing.

ASCI 264. Clin Topics: Livestock Medicine. 3 Credits.

An advanced study of diseases in cattle, sheep, goats, and pigs, emphasizing disease detection, pathobiology, treatment and prevention. Prerequisites: ASCI 118, ASCI 141, Junior standing.

ASCI 272. Adv Top: Zoo, Exotic, Endang Spec. 3 Credits.

An exploration of modern zoo philosophy and ethics and the extent of human intervention necessary for the preservation of endangered species. Prerequisites: ASCI 171 and Instructor permission.

ASCI 297. Advanced Special Topics. 1-18 Credits.

Written courses, seminars or topics beyond the scope of existing offerings. See Schedule of Courses for specific titles. Prerequisite: Department Chair permission. May enroll more than once for maximum of fifteen hours.

ASCI 298. Advanced Special Topics. 1-18 Credits.

Written courses, seminars or topics beyond the scope of existing offerings. See Schedule of Courses for specific titles. Prerequisite: Department Chair permission. May enroll more than once for maximum of fifteen hours.

ASCI 301. ASCI Graduate Journal Club. 1 Credit.

Students learn to critically read and discuss current scientific literature in terms of scientific method and merit. Pre/corequisite: Graduate standing.

ASCI 302. ASCI Graduate Seminar. 1 Credit.

Topics of current faculty and graduate student interest presented in a seminar-discussion format. Pre/corequisite: Graduate standing.

ASCI 303. Research Proposal Writing. 1 Credit.

Students develop and write a formal proposal for their graduate research project. Pre/co-requisite: Graduate standing; must be taken prior to/during the semester of student's first committee meeting.

ASCI 322. One Health: Zoonoses. 3 Credits.

Zoonoses and vector-borne disease account for the majority of emerging and re-emerging diseases. Students will learn about the drivers that influence infection in animals and humans, tools used for disease monitoring and prevention, and policies and programs aimed at prevention.

ASCI 391. Master's Thesis Research. 1-10 Credits.**ASCI 392. Independent Literature Rsch. 1-6 Credits.**

Reading and literature research culminating in a paper on a topic of current interest in Animal Sciences.

ASCI 395. Special Topics. 1-6 Credits.**ASCI 396. Special Topics. 1-6 Credits.****ASCI 491. Doctoral Dissertation Research. 1-12 Credits.**

ANTHROPOLOGY (ANTH)

Courses

ANTH 200. Field Work in Archaeology. 6 Credits.

Methods and techniques of archaeological investigation in field situations and the laboratory analysis of data. Prerequisites: ANTH 024, and one 100-level course in Anthropology or History, or Instructor permission.

ANTH 210. Archaeological Theory. 3 Credits.

Development of archaeology from the 19th century to the present including concepts of form, space and time, intellectual attitudes, current systems theory, and research strategies. Prerequisites: ANTH 024 and one 100-level Anthropology course, or HST 121, HST 122, or HST 149, or HP 201, or graduate standing in Historic Preservation Program.

ANTH 220. Develop & Applied Anthropology. 3 Credits.

Seminar examines the application of anthropological knowledge and methodologies to alleviate social problems around the world, with a special focus on the cultural politics of expertise. Prerequisites: ANTH 021 or ANTH 023, three 100-level courses, or Instructor permission. Alternate years.

ANTH 225. Anthropological Theory. 3 Credits.

Schools of anthropological thought examined in relation to data on non-Western societies and the historical and social context in which the anthropologist works. Prerequisites: Prerequisites: ANTH 021, one 100-level course.

ANTH 228. Social Organization. 3 Credits.

Examination of the basic anthropological concepts and theories used in the cross-cultural analysis of kinship and marriage. Prerequisites: ANTH 021, one 100-level course.

ANTH 283. Colonialism. 3 Credits.

The concepts, ideologies, and practice(s) of colonialism within a sociocultural and historical context emphasizing the cultures of the colonizer and the colonized and the interaction thereof. Prerequisites: ANTH 021, one 100-level course. Alternate years.

ANTH 290. Meth of Ethnographic Field Wrk. 3 Credits.

Examination of theoretical and ethical premises of field work methodology with practical experience in participant observation, interviewing, the genealogical method, and the recording of data. Prerequisite: Twelve hours of Anthropology.

ANTH 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisites: ANTH 021, one 100-level course.

ANTH 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisites: ANTH 021, one 100-level course.

ART HISTORY (ARTH)

Courses

ARTH 282. Seminar in Western Art. 3 Credits.

Selected topics in Western Art. See Schedule of Courses for specific offerings each semester. Prerequisites: Six hours of 100-level Art History, including three hours in the area of the seminar; Minimum Junior standing.

ASTRONOMY (ASTR)

Courses

ASTR 257. Modern Astrophysics. 3 Credits.

Prerequisite: One 100-level course in physical science or Engineering. Cross-listed with PHYS 257.

BIOCHEMISTRY (BIOC)

Courses

BIOC 205. Biochemistry I. 3 Credits.

Introduction to chemistry and structure of biological macromolecules; examination of mechanisms of chemical processes in biological systems including enzyme catalysis, biosynthesis, regulation, and information transfer. Prerequisite: CHEM 048 or CHEM 142 or CHEM 144. Cross-listed with: CHEM 205 and MMG 205.

BIOC 206. Biochemistry II. 3 Credits.

Continuation of Biochemistry I. Biochemistry of nucleic acids; nucleic acid based processes, such as replication and transcription; cellular information transfer, genomics, and proteomics. Prerequisite: BIOC 205, CHEM 205, or MMG 205. Cross-listed with: CHEM 206, MMG 206.

BIOC 207. Biochemistry Lab. 3 Credits.

Introduction to biochemical tools, including spectrometry, chromatography, and electrophoresis; natural and recombinant enzyme isolation; assays of DNA-modifying enzymes; computer-based structure/function exercises. Prerequisite: BIOC 205, CHEM 205, or MMG 205. Cross-listed with: CHEM 207, MMG 207.

BIOC 212. Biochemistry of Human Disease. 3 Credits.

Molecular approach to genetic, metabolic, and infectious diseases; recombinant DNA technology and medicine; molecular biology of cancer. Prerequisite: CHEM 042, CHEM 044, or CHEM 141.

BIOC 240. Macromol Struct Prot&Nucl Acid. 3 Credits.

Introduction to structural biology and macromolecular structure with an emphasis on protein-protein and protein-nucleic acids interactions. Prerequisites: BIOL 002 or BCOR 012, and CHEM 142; Junior standing. Cross-listed with: MMG 240. Alternate years.

BIOC 301. General Biochemistry. 0 or 3 Credits.

Survey for science majors. Chemistry, structure, metabolism, and function of proteins, carbohydrates, lipids; enzymes, bioenergetics and respiratory processes. Prerequisite: CHEM 142 or CHEM 144, or Instructor permission.

BIOC 302. General Biochemistry. 3 Credits.

Survey for science majors. Amino acids, nucleic acids, protein synthesis, cellular and physiological control mechanisms. Prerequisite: CHEM 142 or CHEM 144, or Instructor permission.

BIOC 305. Medical Biochemistry. 3 Credits.

A survey course in human biochemistry, with particular emphasis on medical applications.

BIOC 306. Medical Biochemistry. 3 Credits.

A survey course in human biochemistry, with particular emphasis on medical applications.

BIOC 307. Special Topics in Biochemistry. 1-3 Credits.

Areas of biochemistry not treated in concurrent advanced course offerings.

BIOC 308. Special Topics in Biochemistry. 1-3 Credits.

Areas of biochemistry not treated in current advanced course offerings.

BIOC 309. Laboratory Research Rotations. 3 Credits.

Two sequential research projects in Departmental faculty laboratories, composed of experimental work, an oral presentation, and a written report. First semester.

BIOC 310. Laboratory Research Rotations. 3 Credits.

Two sequential research projects in Departmental faculty laboratories, composed of experimental work, an oral presentation and a written report. Second semester.

BIOC 325. Data Analysis&Presentation I. 2 Credits.

Develop graduate level skills in data analysis, reading, writing, teaching and presenting your own work and that of others (Part 1 of 2). Prerequisites: Graduate standing; Enrollment in BIOC 301 and CLBI 301. Cross-listed with: MPBP 325.

BIOC 326. Data Analysis&Presentation II. 2 Credits.

Develop graduate level skills in data analysis, reading, writing, teaching and presenting your own work and that of others (Part 2 of 2). Prerequisites: BIOC 301, CLBI 301; Graduate standing. Cross-listed with MPBP 326.

BIOC 351. Proteins I: Structure&Function. 3 Credits.

Special Topics: Introduction to concepts in protein structure and chemistry as well as exploration of ideas in a "hands on" fashion using computational resources. Prerequisite: BIOC 301, or Department permission. Alternate years.

BIOC 352. Protein: Nucleic Acid Interact. 3 Credits.

Structure of DNA and RNA, and the structure and assembly of nucleoprotein complexes will be described using examples from prokaryotes, yeast, viruses, and mammalian cells in culture. Prerequisites: MMG 211 or equivalent, and BIOC 302 or equivalent. Cross-listed with: MMG 352. Alternate years.

BIOC 353. Proteins II: Enzymology. 3 Credits.

General consideration of enzyme nomenclature, purification, assay, kinetics, mechanisms, cofactors, active sites, subunit structure, allosteric and regulatory properties, and control of multienzyme systems. Prerequisite: BIOC 301, or Department permission. Alternate years.

BIOC 354. Nucleic Acids II. 3 Credits.

The study of structure, composition, organization, function, synthesis, and metabolism of nucleic acids and nucleoprotein particles and matrices in eukaryotic organisms. Prerequisite: BIOC 302.

BIOC 370. Physical Biochemistry. 3 Credits.

Protein interaction, solubility and fractionation, electrophoresis, sedimentation, phase rule study, diffusion, viscosity, spectrophotometry, and related topics. Prerequisites: BIOL 302 and CHEM 162, or Department permission.

BIOC 372. Cancer Biology. 3 Credits.

Overview of cancer biology for health science students. Foundation for cancer research. Lecture format; interdisciplinary viewpoint; outside lectures. Prerequisite: BIOC 302, or Department permission.

BIOC 381. Seminar. 1 Credit.

A review of recent developments and current literature in the various fields of biochemistry. Prerequisite: Graduate standing.

BIOC 391. Master's Thesis Research. 1-12 Credits.

Credit as arranged.

BIOC 392. Independent Literature Rsch. 1-12 Credits.

Reading and literature research culminating in a paper on a topic of current interest in biochemistry.

BIOC 395. Special Topics. 1-12 Credits.**BIOC 396. Special Topics. 1-12 Credits.****BIOC 491. Doctoral Dissertation Research. 1-12 Credits.**

Credit as arranged.

BIOENGINEERING (BIOE)**Courses****BIOE 391. Master's Thesis Research. 1-18 Credits.****BIOE 395. Special Topics. 1-18 Credits.**

See Schedule of Courses for specific titles.

BIOE 396. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

BIOE 491. Doctoral Dissertation Research. 1-18 Credits.**BIOLOGY (BIOL)****Courses****BIOL 202. Quantitative Biology. 3 Credits.**

Topics in quantitative methods in biological research, including statistics and computer-based analysis. Prerequisites: One of BCOR 101, BCOR 102, BCOR 103; MATH 019, MATH 020.

BIOL 203. Population Ecology. 3 Credits.

Analysis of growth, regulation, and interrelations of biological populations in theoretical, laboratory, and natural systems. Prerequisite: BCOR 102.

BIOL 204. Adv Genetics Laboratory. 4 Credits.

Laboratory experiments to provide experience with modern genetic techniques. Bench work and data analysis emphasized. Prerequisite: BCOR 101.

BIOL 205. Adv Genetics Laboratory. 4 Credits.

Laboratory experiments to provide experience with modern genetic techniques. Bench work and data analysis emphasized. Prerequisite: BCOR 101.

BIOL 208. Morphology&Evolution Insects. 0 or 4 Credits.

Systematics, morphology, and anatomy of insect taxa, with comparisons to related arthropods. Prerequisite: BCOR 102.

BIOL 209. Field Zoology. 0 or 4 Credits.

Collection, identification, and ecology of arthropods. Substantial field collecting. Prerequisite: BCOR 102.

BIOL 212. Comparative Histology. 0 or 4 Credits.

Anatomy of tissues, chiefly vertebrate. Tissue similarities and specializations of organs among the various groups of animals in relation to function. Prerequisite: BCOR 103.

BIOL 217. Mammalogy. 0 or 4 Credits.

Classification, identification, morphology, evolution, and distribution of mammals. Prerequisite: BCOR 102.

BIOL 219. Compar/Func Vertebrate Anatomy. 4 Credits.

Structure, function, and phylogeny, with evolutionary and functional trends of all chordate groups. Prerequisite: Two courses from BCOR 101, BCOR 102, BCOR 103.

BIOL 223. Developmental Biology. 3 Credits.

An analysis of the cellular, subcellular, molecular, and genetic mechanisms that operate during oogenesis and embryogenesis in invertebrate and vertebrate organisms. Prerequisites: BCOR 101, BCOR 103.

BIOL 225. Physiological Ecology. 3 Credits.

Processes by which animals cope with moderate, changing, and extreme environments. Prerequisites: BCOR 102, BIOL 255.

BIOL 238. Winter Ecology. 3 Credits.

Natural history and winter adaptation of plants and animals of western Maine. Field work during winter break; oral and written report completed during spring semester. Prerequisite: Instructor permission.

BIOL 246. Ecological Parasitology. 1 or 3 Credit.

Parasite-host interactions examined with evolutionary perspective. Topics include the origin of parasites, evolution of virulence, and ecological consequences of parasitism. Laboratory includes original experiments. Prerequisite: BCOR 102.

BIOL 254. Population Genetics. 0-4 Credits.

Methods of detecting and investigating genetic variation, as well as its causes and consequences. Applications from medicine, forensics, and environmental biology are emphasized. Pre/co-requisite: BCOR 101.

BIOL 255. Comparative Physiology. 0 or 4 Credits.

Physiology at the organ, systems, and organismal levels. Capstone course to consolidate biological concepts. Pre/co-requisites: BCOR 101, BCOR 102, BCOR 103.

BIOL 261. Neurobiology. 3 Credits.

Focus on molecular and cellular aspects of the nervous system. Electrical signaling, synaptic transmission, signal transduction, neural development, plasticity, and disease. Prerequisite: BCOR 103 or NSCI 110. Cross-listed with: ANNB 261.

BIOL 262. Neurobiology Techniques. 4 Credits.

Extensive study of laboratory methods used in modern research on the function of the nervous system. Techniques from electrophysiology, cell biology, biochemistry, and genetics. Pre/co-requisites: BCOR 103, BIOL 261.

BIOL 263. Genetics Cell Cycle Regulation. 3 Credits.

Molecular events during the cell cycle; mutants defective in cell cycling; comparison of normal and transformed (cancer) cell cycling. Prerequisite: BCOR 101 or Instructor permission.

BIOL 264. Community Ecology. 3 Credits.

Theoretical and empirical analyses of community structure. Topics include population growth, metapopulation dynamics, competition, predation, species diversity, niches, disturbance succession, island biogeography, and conservation biology. Prerequisite: BCOR 102; at least Junior standing.

BIOL 265. Developmntl Molecular Genetics. 3 Credits.

Current topics in developmental genetics explored through lectures and discussions of current literature; emphasis on molecular approaches. Prerequisite: BCOR 101.

BIOL 266. Neurodevelopment. 3 Credits.

Current topics in developmental neurobiology through lectures and discussions of primary literature. The course is designed for advanced undergraduate life science majors and graduate students in the biological sciences. Pre/co-requisites: BCOR 101 and BCOR 103.

BIOL 267. Molecular Endocrinology. 4 Credits.

Study of hormone action at the cellular and molecular level. Prerequisite: BCOR 101.

BIOL 270. Speciation and Phylogeny. 4 Credits.

Contribution of modern research in such fields as genetics, systematics, distribution, and serology to problems of evolutionary change. Prerequisite: BCOR 101; BCOR 102 recommended.

BIOL 271. Evolution. 3 Credits.

Basic concepts in evolution will be covered, including the causes of evolutionary change, speciation, phylogenetics, and the history of life. Pre/co-requisites: BCOR 102 or permission of the Instructor.

BIOL 275. Human Genetics. 3 Credits.

Application of genetic techniques to the study of human biology. Topics include pedigree analysis, linkage analysis, and complex genetic disorders of medical importance. Prerequisite: BCOR 101.

BIOL 277. Sociobiology. 3 Credits.

The evolutionary biology of social behavior in animals. Topics include the evolution of sociality, social interactions, and the functional organization of social groups. Prerequisite: BCOR 102.

BIOL 280. Molecular Ecology. 0 or 4 Credits.

Molecular genetic tools and analytical methods used to investigate ecological processes in natural populations of plants and animals. Prerequisite: BCOR 102.

BIOL 286. Forensic DNA Analysis. 3 Credits.

Theory and techniques of modern genetics used to produce and analyze a DNA profile in forensic science. Emphasis on degraded or contaminated DNA samples. Prerequisite: BCOR 101.

BIOL 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

BIOL 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

BIOL 301. Cell Biology. 3 Credits.

Advanced survey of cell organelles, their composition, origin, and the relationship between their structure and function. Emphasis on recent literature and current controversies. Prerequisite: CHEM 142; Graduate standing in Biology or Instructor permission. Cross-listed with: CLBI 301, PBIO 301.

BIOL 302. Specialized Cells & Cell Proc. 3 Credits.

Current issues and research in the field of plant, invertebrate, mammalian cell, and molecular biology. Prerequisite: BIOL 301. Cross-listed with: CLBI 302.

BIOL 352. Evolutionary Computation. 3 Credits.

Theory and practice of biologically-inspired search strategies, including genetic algorithms, genetic programming, and evolution strategies. Applications include optimization, parameter estimation, and model identification. Significant project. Students from multiple disciplines encouraged. Pre/co-requisites: Familiarity with programming, probability, and Statistics. Cross-listed with: CS 352, CSYS 352.

BIOL 371. Graduate Colloquium. 1 Credit.

Topics of current faculty and graduate student interest presented in a seminar-discussion format. Specific titles for colloquia will be listed in the course schedule.

BIOL 372. Cutting Edge Topics. 2 Credits.

Graduate students will explore cutting edge topics in depth. Students will cross disciplinary lines and learn collaboratively to solve problems. Students will present the outcomes in a talk appropriate for a lay audience. Prerequisite: Graduate standing.

BIOL 381. Special Topics. 0-4 Credits.

Readings with conferences, small seminar groups, or laboratories intended to contribute to the programs of graduate students in phases of zoology for which formal courses are not available. Prerequisite: An undergraduate major in life science.

BIOL 382. Eco Lunch. 0-1 Credits.

Review and discussion of current research. Attendance of BIOL 382 or BIOL 384 required of Biology Graduate students. Pre/co-requisites: Graduate standing and Instructor permission.

BIOL 383. Ecology-Evolution Journal Club. 0-1 Credits.

Review and discussion of current research.

BIOL 384. Cell Lunch. 0-1 Credits.

Review and discussion of current research. Attendance of BIOL 382 or BIOL 384 required of Biology Graduate students. Pre/co-requisite: Graduate standing.

BIOL 385. Biology Seminar. 0-1 Credits.

Review and discussion of current biological research. Attendance required of Biology graduate students. Pre/co-requisite: Graduate standing and Instructor permission.

BIOL 391. Master's Thesis Rsch. 1-10 Credits.

Credit as arranged.

BIOL 491. Doctoral Dissertation Research. 1-10 Credits.**BIOMEDICAL ENGINEERING (BME)****BIOSTATISTICS (BIOS)****Courses****BIOS 200. Med Biostatistics&Epidemiology. 3 Credits.**

Introductory design and analysis of medical studies. Epidemiological concepts, case-control and cohort studies. Clinical trials. Students evaluate statistical aspects of published health science studies. Prerequisites: STAT 111, STAT 141 or STAT 143; or STAT 211. Cross-listed with: STAT 200.

BIOS 211. Statistical Methods I. 3 Credits.

Fundamental concepts for data analysis and experimental design. Descriptive and inferential statistics, including classical and nonparametric methods, regression, correlation, and analysis of variance. Statistical software. Prerequisite: Minimum Junior standing or STAT 141 or STAT 143 and Instructor permission. Cross-listed with: STAT 211.

BIOS 221. Statistical Methods II. 3 Credits.

Multiple regression and correlation. Basic experimental design. Analysis of variance (fixed random and mixed models). Analysis of covariance. Computer software usage. Prerequisite: STAT 143 or STAT 211; or STAT 141 and Instructor permission. Cross-listed with: STAT 221.

BIOS 223. Applied Multivariate Analysis. 3 Credits.

Multivariate normal distribution. Inference for mean vectors and covariance matrices. Multivariate analysis of variance (MANOVA), discrimination and classification, principal components, factor analysis. Prerequisite: Prerequisite: STAT 221; matrix algebra recommended. Cross-listed with: STAT 223.

BIOS 229. Survival/Logistic Regression. 3 Credits.

Models and inference for time-to-event and binary data. Censored data, life tables, Kaplan-Meier estimation, logrank tests, proportional hazards models. Logistic regression-interpretation, assessment, model building, special topics. Prerequisite: STAT 221. Cross-listed with: STAT 229.

BIOS 231. Experimental Design. 3 Credits.

Randomization, complete and incomplete blocks, cross-overs, Latin squares, covariance analysis, factorial experiments, confounding, fractional factorials, nesting, split plots, repeated measures, mixed models, response surface optimization. Prerequisites: BIOS 211 (BIOS 221 recommended). Cross-listed with: STAT 231.

BIOS 235. Categorical Data Analysis. 3 Credits.

Measures of association and inference for categorical and ordinal data in multiway contingency tables. Log linear and logistic regression models. Prerequisite: BIOS 211. Cross-listed with: STAT 235.

BIOS 241. Statistical Inference. 3 Credits.

Introduction to statistical theory; related probability fundamentals, derivation of statistical principles, and methodology for parameter estimation and hypothesis testing. Pre/co-requisites: BIOS 151, BIOS 153 or BIOS 25; BIOS 141 or equivalent; MATH 121. Cross-listed with: STAT 241.

BIOS 251. Probability Theory. 3 Credits.

Distribution of random variables and functions of random variables. Expectations, stochastic independence, sampling and limiting distributions (central limit theorems). Concepts of random number generation. Pre/co-requisite: MATH 121; STAT 141 or STAT 153 recommended. Cross-listed with: MATH 207, STAT 251.

BIOS 261. Statistical Theory. 3 Credits.

Point and interval estimation, hypothesis testing, and decision theory. Application of general statistical principles to areas such as nonparametric tests, sequential analysis, and linear models. Pre/co-requisites: STAT 251 or either STAT 151 or STAT 153 with Instructor permission. Cross-listed with: STAT 261.

BIOS 308. Applied Biostatistics. 3 Credits.

The rationale and application of biostatistical methods in the biological, health and life sciences with emphasis on interpreting and reporting. Prerequisite: STAT 141 or equivalent. Cross-listed with: MPBP 308, STAT 308.

BIOS 350. Advanced Methods in Biostat. 3 Credits.

Essential topics in modern biostatistics including epidemiology studies, clinical trials, statistical genetics, issues involved in secondary data analysis of complex surveys. Prerequisites: STAT 261 & STAT 200 or Instructor permission. Cross-listed with: STAT 350.

BIOS 391. Master's Thesis Research. 1-12 Credits.

Credit as arranged.

BIOS 395. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

BUCKHAM OVERSEAS PROGRAM (BUCK)

Courses

BUCK 995. Buckham Program. 12 Credits.

BUSINESS ADMINISTRATION (BSAD)

Courses**BSAD 222. Human Resource Management. 3 Credits.**

Critical examination of contemporary problems in human resource management; including job analysis, recruitment, training and employee development, health and safety, compensation, performance appraisal, and related topics. Prerequisites: BSAD 120; Business Administration major or minor; Master of Accountancy Graduate students; minimum Junior standing.

BSAD 226. Current Iss in Mgmt & Org Thry. 1-3 Credits.

Subjects may include training and development, selection and recruitment, and affirmative action. Prerequisites: BSAD 120; Business Administration major or minor; Minimum Junior standing.

BSAD 230. Tech, Entr & Commercialization. 3 Credits.

Provides future business and technology professionals with insights into the processes of transferring research from the university to the marketplace, and transforming new technologies into sustainable products or services that create new economic, social and environmental value. Prerequisites: BSAD 120; Business Administration major or minor; Computer Science and Information Systems major, Engineering Management major; minimum Junior standing.

BSAD 235. Entrepreneurial Family Firms. 3 Credits.

Students will learn to work effectively in and with family enterprises - the predominant organizational form in the world. By understanding their unique advantages and challenges, students will learn to develop strategic solutions to improve the family and business performance. Prerequisites: BSAD 120; Business Administration, Engineering Management major; Business Administration minor; minimum Junior standing.

BSAD 251. Marketing Research. 3 Credits.

The role of research in a marketing information framework. Emphasis on survey research, data collection, and analysis. Experimental designs also examined. Prerequisites: BSAD 150; Business Administration major or minor; Minimum Junior standing.

BSAD 252. Marketing Research Practicum. 3 Credits.

Market research field project. Students design survey instruments, collect and analyze data, and present results to clients in a business environment. Prerequisites: BSAD Prerequisites: BSAD 251; Business Administration major or minor; Instructor permission; Minimum Junior standing.

BSAD 256. Retail Management. 3 Credits.

Provides an overview of retail management. Key perspectives that shape the field including strategic planning, merchandising, and competitive advantage are emphasized. Prerequisites: BSAD 150; Business Administration major or minor; Master of Accountancy Graduate Students; minimum Junior standing.

BSAD 258. D2: Intn'l Market Analysis. 3 Credits.

Examines the cultural, economic, historic, and political factors that affect the analysis of foreign markets. Specific attention is given to the processes by which market entry decisions are developed and implemented. Prerequisites: BSAD 150, Business Administration major or minor; Minimum Junior standing.

BSAD 260. Financial Statement Analysis. 3 Credits.

Study of the concepts and techniques underlying corporate financial statement analysis, with an emphasis on equity valuation models. Prerequisites: BSAD 180; Business Administration major or minor; Senior standing.

BSAD 263. Environmntl & Social Rprtnng. 3 Credits.

An examination of voluntary and mandatory reporting of issues related to corporate social responsibility including environmental, social and governance. Knowledge is gained through readings, written assignments and discussion. Coverage includes GRI, SASB and integrated reporting guidelines and standards. Prerequisites: BSAD 060, BSAD 061 or their equivalent; Senior or Graduate student standing or Instructor permission.

BSAD 264. Corporation Taxation. 3 Credits.

A survey of the tax consequences for C corporations and their shareholders of womb-to-tomb transactions, which might include formations, acquisitions, divisions, consolidations, and international operations as well as the reporting of book/tax differences.

Prerequisites: BSAD 060, BSAD 061; Senior standing; Business Administration major, Master of Accountancy student, Business Administration minor, Accounting minor.

BSAD 265. Accounting Information Systems. 3 Credits.

Examination of how accounting information is collected, stored and made available to decision makers with an emphasis on internal control implementation. Prerequisites: BSAD 060, BSAD 061; Senior standing; Business Administration major, Master of Accountancy student, Business Administration minor, Accounting minor.

BSAD 266. Advanced Accounting. 3 Credits.

Focuses on accounting for business combinations and developing consolidated financial statements. Includes accounting for foreign currency transactions, foreign subsidiaries, governmental entities, and not-for-profit organizations. Pre/co-requisite: BSAD 162.

BSAD 267. Auditing. 3 Credits.

Examination of auditing theory and practice. Topics include standards, ethics and legal responsibilities of the profession, audit planning, internal control, audit evidence, and auditor communications. Prerequisites: BSAD 162, BSAD 265; Senior standing; Business Administration major, Master of Accountancy student, Business Administration minor, Accounting minor.

BSAD 268. Adv Topics in Management Acctg. 3 Credits.

Emphasizes use of internal and external information in management decision making; includes cost of inventory, business activities, strategic use of information, long-range planning. Prerequisites: BSAD 060, BSAD 061; Senior standing; Business Administration major, Master of Accountancy student, Business Administration minor, Accounting minor.

BSAD 269. Gov't and NFP Accounting. 3 Credits.

Provides a study of the theory and practical application of accounting principles and auditing standards to governmental entities and not-for-profit organizations. Prerequisites: BSAD 161; Business Administration major or minor, Accounting minor, Master of Accountancy Graduate student; minimum Junior standing.

BSAD 270. Quant Anly for Managerial Dec. 3 Credits.

Application of management science methods to managerial decision making, emphasizing modeling and use of solution results. Topics include mathematical programming, waiting-line analysis, and computer simulation. Prerequisites: BSAD 030, BSAD 173; Business Administration major or minor; Engineering Management major, Master of Accountancy Graduate students; other majors or minors by Instructor permission; minimum Junior standing.

BSAD 271. Current Topics Fin Reporting. 3 Credits.

Focuses on the development and use of two sets of financial reporting standards: International Financial Reporting Standards (IFRS) and US generally accepted accounting principles (GAAP). Prerequisites: BSAD 161, BSAD 162; Business Administration majors and minors, Accounting minors, Master of Accountancy Graduate students; Senior standing.

BSAD 273. Supply Chain Management. 3 Credits.

Explores how firms can organize supply chains to more effectively align supply with the demand for products. Prerequisites: BSAD 173; Business Administration major or minor; Engineering Management major, or Graduate Master of Accountancy student; minimum Junior standing or graduate standing; other majors or minors by Instructor permission.

BSAD 281. Fixed Income Security Analysis. 3 Credits.

Focuses on the valuation and analysis of fixed income securities and the management of fixed income investment portfolios. Prerequisites: BSAD 180; Business Administration major or minor, Master of Accountancy Graduate student; minimum Junior standing.

BSAD 282. Security Val & Portfolio Mgmt. 3 Credits.

Examination of theories and evidence on the investment decision process including operations of equity securities markets, market efficiency, financial asset prices, and portfolio management. Prerequisites: BSAD 180; Business Administration major or minor; Minimum Junior standing.

BSAD 285. Options and Futures. 3 Credits.

Financial derivatives - options, futures, and swaps. Topics include: structures of the markets for exchange traded and over-the counter derivatives, identification and exploitation of arbitrage opportunities, use and misuse of derivatives to hedge risk in both financial and product markets. Prerequisites: BSAD 180; Minimum Junior standing; Business Administration major or minor.

BSAD 288. Wall Street Seminar. 3 Credits.

Application of financial theory to stock/bond valuation, credit analysis, security underwriting, or risk management. Students will complete projects assigned by major financial service firms. Prerequisites: BSAD 180; Business Administration major or minor or Instructor permission; minimum Junior standing.

BSAD 289. Real Estate Finance. 3 Credits.

This course is an introduction of real estate finance and investments. Topics include urban economics, appraisal, investment value analysis, financing, and development. Prerequisites: BSAD 180; Business Administration major or minor; minimum Junior standing.

BSAD 293. Integrated Product Development. 3 Credits.

Project-based course focusing on the entire product life cycle. Team dynamics, process and product design, quality, materials, management, and environmentally-conscious manufacturing. Prerequisite: Minimum Junior standing or Instructor permission. Cross-listed with: ME 265, STAT 265.

BSAD 295. Special Topics. 1-18 Credits.

Advanced courses on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles and prerequisites. Prerequisite: Senior Business Administration major or minor.

BSAD 305. Fundamentals of Marketing Mgmt. 3 Credits.

Accelerated course on marketing principles and theory. Analytical approach to study of product pricing strategies; distribution, communication, and promotion; consumer behavior and development of corporate marketing strategy. Prerequisite: Graduate Business Administration student.

BSAD 306. Fundamentals of Accounting. 3 Credits.

Introduction to basic concepts for developing and interpreting financial statements. Introduction to use of accounting information for planning, cost behavior, control, and decision making. Prerequisite: Graduate Business Administration student.

BSAD 307. Organization & Mgmt Studies. 3 Credits.

A survey course of the principles of management and organization behavior. The fundamentals of planning, organizing, leading, staffing, and controlling are covered. Particular attention is given to organization theory and behavior, including topics such as motivation, group behavior and decision making. All areas are covered in an international context. Prerequisite: Graduate Business Administration student.

BSAD 308. Managerial Finance. 3 Credits.

An introduction to financial decision making in the firm. Decisions related to acquisition and allocation of funds are examined and practiced through cases and problems. Prerequisite: Graduate Business Administration student.

BSAD 309. Political Envir of Business. 3 Credits.

Explore the rationale for government interaction with business. Analyze (1) business, and the broader society's demand for public policy, as well as (2) the political institutions that supply public policy in both domestic and international contexts. Prerequisite: Graduate Business Administration student.

BSAD 310. Professional Communications. 3 Credits.

Addresses different components of professional communications key to accounting career success. Clear business writing, strong interpersonal skills, effective presentations and group meeting communications are emphasized and illustrated through a variety of assignments. Prerequisite: Master of Accountancy Graduate standing or Instructor permission.

BSAD 331. Mgmt in Hlth Services&Med Care. 3 Credits.

Addresses major issues and challenges faced by health services managers relating to established and evolving social, economic, and professional policies in a context of practical problem assessment and appropriate resolution. Prerequisite: Graduate Business Administration student. Cross-listed with: PA 312, PH 317.

BSAD 340. Production & Operations Mgmt. 3 Credits.

Study of the operations function in manufacturing and service organizations. Design, planning, and control are examined, with emphasis on managerial analysis and decision making. Prerequisite: Prerequisites: One course in Statistics; Graduate Business Administration student.

BSAD 345. Management Information Systems. 3 Credits.

An introduction to the design and implementation of management information systems. A theoretical framework is developed and applied by students to an information system. Prerequisite: Graduate Business Administration student.

BSAD 352. Business to Business Marketing. 3 Credits.

Exploration and analysis of the marketing of goods and services to organizations. Topics include organizational buying, market segmentation, positioning, pricing, communication, physical distribution and customer services, and sales management. Prerequisite: Graduate Business Administration student.

BSAD 357. Analysis for Mktg Planning. 3 Credits.

A post-introductory MBA marketing course that combines managerial and analytic approaches to gaining insight into customer attitudes and behaviors and improving market decision-making. Prerequisite: Graduate Business Administration student.

BSAD 360. Contemporary Financial Acctg. 3 Credits.

Focuses on contemporary issues in financial accounting and reporting under both U.S. generally accepted accounting principles and International Reporting Standards; impact of regulatory agencies. Prerequisite: Master of Accountancy student.

BSAD 361. Accounting Rsch, Reg & Ethics. 3 Credits.

Students will research current financial reporting issues and regulatory requirements. Cases will emphasize the ethical responsibilities of professional accountants. Prerequisite: Master of Accountancy student.

BSAD 362. CPA Law. 3 Credits.

Provides Masters of Accountancy students with exposure to the major areas of U.S. law emphasized on the uniform CPA exam. MBA students will also benefit from the course. Prerequisite: Master of Accountancy student.

BSAD 364. Ind Readings & Rsch for MAcc. 1-3 Credits.

Allows a student to pursue independent research under the direction of a faculty member. Normally, course includes a research paper. Prerequisite: Master of Accountancy student.

BSAD 365. Managerial Accounting. 3 Credits.

Study of use of company information in internal strategic and operational decision making. Topics include product costing, incentive compensation, and performance measurement. Prerequisite: Master of Accountancy student.

BSAD 366. Adv Topics in Corp Acct.&Rept. 3 Credits.

Advanced topics in corporate accounting and reporting; focuses on accounting for business combinations and developing consolidated financial statements. Includes accounting for foreign currency transactions, foreign subsidiaries, segment, interim, and SEC reporting. Prerequisite: Master of Accountancy major.

BSAD 367. Tax Research. 3 Credits.

Uses various research techniques to analyze federal tax principles governing individuals and business entities and emphasizes the effective communication of technical analyses. Prerequisite: Master of Business Administration or Master of Accountancy Graduate student.

BSAD 368. Pass-Through Entities. 3 Credits.

A study of the tax consequences of using partnerships, S corporations, and limited liability companies for business operations, with an examination of the tax aspects of choice-of-entity, operational, and divestment decisions for small and family-owned businesses. Prerequisite: Master of Business Administration, Master of Accountancy, or other Graduate standing.

BSAD 369. Fraud Examination. 3 Credits.

Covers all of the major methods employees use to commit occupational fraud. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated. Prerequisite: BSAD 162.

BSAD 375. Organization Theory. 3 Credits.

Organization theories examined for insights into behaviors of organizations and their members. Open systems perspective. Identification of contingencies in organization design based on human, structural, technological, environmental variables. Prerequisites: BSAD 307; Graduate Business Administration student.

BSAD 376. Mgmt of Change in Organization. 3 Credits.

Applied behavioral science perspective adopted to identify conceptual issues, develop diagnostic skills, examine alternative intervention strategies relevant to accomplishment of planned changes in organizational systems. Prerequisites: BSAD 307; Graduate Business Administration student.

BSAD 378. International Case Analysis. 3 Credits.

Analysis of real problems in local and Canadian organizations, pursued in mixed UVM-Concordia teams, with recommendations presented to panel of client and academic judges. Prerequisite: Graduate Business Administration student.

BSAD 379. Strategic Management. 3 Credits.

Case studies of existing organizations are used to illustrate the intellectual, social processes of adaptation to a changing environment; strategy formulation, implementation. Not offered every year. Prerequisite: Graduate Business Administration student.

BSAD 380. Adv Financial Management. 3 Credits.

Focus on key financial decisions that affect the value of the firms. Topics: capital structure, corporate financial planning, mergers and acquisitions, capital market theories and evidence. Prerequisites: BSAD 308; Graduate Business Administration student.

BSAD 384. Financial Mkts&Interest Rates. 3 Credits.

Study of level and structure of interest rates. Topics: flow of funds accounting, market vs. natural rate of interest, interest rate structure, behavior of interest rates over business cycle. Prerequisites: BSAD 308; Graduate Business Administration student.

BSAD 394. Independent Readings&Research. 1-3 Credits.

Allows a student to pursue independent research under the direction of a faculty member. Normally, the course will include a research paper. Prerequisite: Graduate Business Administration student.

BSAD 395. Special Topics. 1-18 Credits.

Topics and material that may develop later into a regular course offering; in addition, it may include topics and material offered only once. Prerequisite: Graduate Business Administration student.

BSAD 396. Strategy and Competition. 3 Credits.

Integrative, capstone course concerned with issues and decisions facing senior executives directing entire enterprises. Students develop analytical skills surrounding industry analysis, strategy formulation, organizational design, and competitive dynamics. Prerequisite: Graduate Business Administration student.

CELL BIOLOGY (CLBI)

Courses

CLBI 295. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Credit as arranged.

CLBI 301. Cell Biology. 3 Credits.

Advanced survey of cell organelles, their composition, origin, and the relationship between their structure and function. Emphasis on recent literature and current controversies. Prerequisite: CHEM 142; Graduate standing in Biology or Instructor permission. Cross-listed with: BIOL 301, PBIO 301.

CLBI 302. Spec Cells & Cell Processes. 3 Credits.

Current issues and research in the field of plant, invertebrate, mammalian cell, and molecular biology. Prerequisite: CLBI 301. Cross-listed with: BIOL 302.

CLBI 381. Seminar. 1 Credit.

One hour.

CLBI 391. Master's Thesis Research. 1-12 Credits.

Credit as arranged.

CLBI 394. Science Communication. 3 Credits.

Develop effective oral and written communication skills for a range of audiences from academia to industry, organizations, news, policymakers, and the general public.

CLBI 395. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Credit as arranged.

CLBI 396. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Credit as arranged.

CLBI 401. Critical Reading & Analysis. 2 Credits.

Runs concurrently with CLBI 301 and utilizes primary literature and an active, discussion-based approach to provide intensive study in the logic, critical thinking, and experimental design & interpretation. Co-requisite: CLBI 301.

CLBI 491. Doctoral Dissertation Research. 1-12 Credits.

Credit as arranged.

CHEMISTRY (CHEM)

Courses

CHEM 205. Biochemistry I. 3 Credits.

Introduction to chemistry and structure of biological macromolecules; examination of mechanisms of chemical processes in biological systems including enzyme catalysis, biosynthesis, regulation, and information transfer. Prerequisite: CHEM 048 or CHEM 142 or CHEM 144. Cross-listed with: BIOC 205 and MMG 205.

CHEM 206. Biochemistry II. 3 Credits.

Continuation of Biochemistry I. Biochemistry of nucleic acids; nucleic acid based processes, such as replication and transcription; cellular information transfer, genomics, and proteomics. Prerequisite: BIOC 205, CHEM 205, or MMG 205. Cross-listed with: BIOC 206 and MMG 206.

CHEM 207. Biochemistry Lab. 3 Credits.

Introduction to biochemical tools, including spectrometry, chromatography, and electrophoresis; natural and recombinant enzyme isolation; assays of DNA-modifying enzymes; computer-based structure/function exercises. Prerequisite: BIOC 205, CHEM 205, or MMG 205. Cross-listed with: BIOC 207 and MMG 207.

CHEM 214. Polymer Chemistry. 3 Credits.

Polymer synthesis and characterization. Kinetic models for polymerization and copolymerization. Physical properties, characterization of polymers in the solid state and in solution. Prerequisite: CHEM 048 or CHEM 142 or CHEM 144, and CHEM 165.

CHEM 221. Instrumental Analysis. 3 Credits.

Systematic survey of modern methods of chemical analysis. Fundamental principles and applications of spectroscopy, electrochemistry, and separation techniques. Prerequisite: CHEM 121. Credit for or concurrent enrollment in CHEM 165 strongly recommended.

CHEM 223. Mass Spectrometry. 3 Credits.

An in-depth treatment of modern mass spectrometry, instrumentation, and techniques with discussion of biological and chemical applications. Prerequisites: CHEM 048 or CHEM 142 or CHEM 144; CHEM 221; or Instructor permission.

CHEM 225. Electroanalytical Chemistry. 3 Credits.

Principles and techniques of modern electrochemical analysis and applications to redox chemistry. Heterogeneous effects; voltammetry; electron-transfer processes and reactions. Prerequisite: CHEM 221.

CHEM 226. Analytical Spectroscopy. 3 Credits.

Principles of optical spectroscopic methods of analysis. Emphasis on theory and practice of atomic spectroscopy and new molecular spectroscopic methods. Prerequisite: CHEM 221. Alternate years.

CHEM 227. Spec Topics in Analytical Chem. 1-3 Credits.

Selected topics of current interest in analytical chemistry. New techniques and methodologies, especially in chemical instrumentation. Credit as arranged.

CHEM 228. Spec Topics in Analytical Chem. 1-4 Credits.

Selected topics of current interest in analytical chemistry. New techniques and methodologies, especially in chemical instrumentation. Credit as arranged.

CHEM 231. Advanced Inorganic Chemistry. 3 Credits.

Molecular symmetry and group theory with an emphasis on applications (vibrational and electronic spectra, bonding and reactivity); introduction to transition metal processes; bioinorganic chemistry. Prerequisite: CHEM 048 or CHEM 142 or CHEM 144.

CHEM 234. Organometallic Chemistry. 3 Credits.

Synthesis, structure, bonding, properties, reactions, and applications of organometallic systems; mechanisms of organometallic reactions including oxidative addition and insertion reactions with applications in catalysis. Prerequisite: CHEM 131 or CHEM 231.

CHEM 236. Physical Inorganic Chemistry. 3 Credits.

Determination of molecular and electronic structure of inorganic complexes using spectroscopic techniques. Introduction to magnetism. Interpretation of spectroscopic data within the frameworks of group theory and electronic structure calculations. Prerequisites: CHEM 165, CHEM 231.

CHEM 237. Special Topics: Inorganic. 1-3 Credits.

Areas of current interest involving inorganic systems, particularly catalysis, solid state chemistry, and bioinorganic chemistry. Prerequisite: CHEM 231.

CHEM 238. Special Topics: Inorganic. 1-3 Credits.

Areas of current interest involving inorganic systems, particularly catalysis, solid state chemistry, and bioinorganic chemistry. Prerequisite: CHEM 231.

CHEM 241. Advanced Organic Chemistry 1. 3 Credits.

Stereochemistry, conformational analysis, stereoelectronic effects, transition state theory, molecular orbital theory, and reactivity criteria are discussed in regards to reaction mechanisms and functional group manipulations. Prerequisite: CHEM 048 or CHEM 142 or CHEM 144.

CHEM 242. Advanced Organic Chemistry 2. 3 Credits.

Modern synthetic organic methods and approaches to multi-step synthesis are discussed. Selected total syntheses are reviewed to highlight important concepts including diastereoselective and enantioselective processes. Prerequisite: CHEM 241.

CHEM 251. Physical Organic Chemistry. 3 Credits.

Experimental and computational techniques for determining and interpreting structure, properties, and reactivity of organic molecules, with an emphasis on the mechanisms of organic reactions. Prerequisites: CHEM 048 or CHEM 142 or CHEM 144; CHEM 165; or Instructor permission.

CHEM 257. Special Topics in Organic Chem. 1-3 Credits.

Advanced level discussion of specific topics in organic chemistry of current interest such as photochemistry, carbenes, bioorganic chemistry, magnetic resonance, etc. Credit as arranged.

CHEM 258. Special Topics in Organic Chem. 1-3 Credits.

Advanced level discussion of specific topics in organic chemistry of current interest such as photochemistry, carbenes, bioorganic chemistry, magnetic resonance, etc. Credit as arranged.

CHEM 260. Advanced Physical Chemistry. 3 Credits.

Builds on the concepts from Introductory Physical Chemistry (CHEM 165). The three major areas of quantum chemistry, thermodynamics, and kinetics are extended in greater depth, and at a higher level of mathematical rigor. Prerequisite: CHEM 165. Co-requisites: CHEM 167 or MATH 121.

CHEM 262. Chemical Thermodynamics. 3 Credits.

Classical and statistical thermodynamics. Systematic study of applications of thermodynamics to chemical problems. Prerequisites: CHEM 260.

CHEM 264. Adv Quantum & Spectroscopy. 3 Credits.

In-depth theoretical discussion of molecular states, their symmetry, and transition probabilities. Explicit treatment of vibrations, electronic states, and vibronic spectroscopy. Prerequisites: CHEM 260 and MATH 121.

CHEM 267. Special Topics: Physical. 1-3 Credits.

Selected topics of current interest in physical chemistry.

CHEM 268. Special Topics: Physical. 1-3 Credits.

Selected topics of current interest in physical chemistry.

CHEM 285. Special Topics. 1-3 Credits.

Selected topics of current interest that do not fall into one of the traditional areas of chemistry.

CHEM 286. Special Topics. 1-3 Credits.

Selected topics of current interest that do not fall into one of the traditional areas of chemistry.

CHEM 318. Current Topics in Chemistry. 0 or 1 Credits.

Survey of current topics in the chemistry literature.

CHEM 380. Chemical Investigations. 1 Credit.

Current problems and literature.

CHEM 381. Grad Seminar. 1 Credit.

Current problems and literature.

CHEM 384. Advanced Topics in Chemistry. 2 Credits.

Comprehensive independent study in chemistry.

CHEM 391. Master's Thesis Research. 1-18 Credits.**CHEM 395. Independent Lit Rsch Project. 1-12 Credits.**

Reading and literature research culminating in the preparation of a comprehensive and critical review of a topic of current interest in chemistry.

CHEM 484. Advanced Topics in Chemistry. 2 Credits.

Comprehensive independent study in chemistry.

CHEM 488. Rsch Prob Conception&Solution. 1 Credit.

Independent origination of research problems and the methods of their solution.

CHEM 491. Doctoral Dissertation Research. 1-18 Credits.**CIVIL & ENVIRONMENTAL ENGR (CE)****Courses****CE 211. Sustainable Eng. Materials. 3 Credits.**

Introduces the fundamentals of materials with a focus on sustainable engineering, including structural bonding, metals, fracture, strength testing, cement chemistry, aggregates, composites, reinforced concrete, asphalt, bamboo, wood, and bio-inspired materials and structures. Prerequisites: CE 100 or ME 014 or Instructor permission.

CE 218. Numerical Methods for Engineer. 3 Credits.

Foundational concepts of numerical integration, numerical differentiation, and numerical approximation and solution of differential and partial differential equations of the type encountered in the analysis of engineering problems and data processing. Prerequisites: MATH 271, CS 020; MATH 122 or MATH 124. Cross-listed with: ME 218.

CE 220. Intro to Finite Element Anyl. 3 Credits.

Introduction to finite element analysis: applications in solid mechanics, hydrodynamics, and transport: analysis of model behavior: Fourier analysis. Computer project required. Prerequisites: CS 020; MATH 122 or MATH 124.

CE 226. Civil Engineering Systems Anyl. 3 Credits.

Linear programming, dynamic programming, network analysis, simulation; applications to scheduling, resource allocation, routing, and a variety of civil engineering problems. Prerequisites: Minimum Senior standing in Civil & Environmental Engineering. Cross-listed with: CSYS 226.

CE 238. Design/Planning for Bikes/Peds. 3 Credits.

Interdisciplinary introduction to design/planning concepts for bikes/pedestrians from a systems view. Examines current best practices on how effectively they address social, environmental, economic, and health related transportation issues. Prerequisite: Minimum Senior standing.

CE 241. Traffic Operations & Design. 3 Credits.

Advanced concepts of traffic engineering and capacity analysis; highway and intersection capacity; traffic analysis and simulation software; design and application of controls. Prerequisite: CE 133.

CE 245. Intelligent Transportation Sys. 3 Credits.

Introduction to Intelligent Transportation Systems (ITS), ITS user services, ITS applications, the National ITS architecture, ITS evaluation, and ITS standards. Pre/co-requisites: CE 133. Cross-listed with: CSYS 245.

CE 248. Hazardous Waste Mgmt Engr. 3 Credits.

Management of hazardous and industrial waste from generation to disposal; emphasis on pollution prevention within industry; waste minimization, recovery, reuse, treatment technologies; environmental regulations, risk assessment, costs and public policy; group projects. Prerequisite: Senior standing in engineering or sciences.

CE 250. Fate/Transport Organic Chem. 3 Credits.

Chemical transfers between environmental media; molecular structure-reactivity models; chemical, photochemical and biochemical transformation rates; emphasis on predicting environmental concentrations and risk. Graduate student independent modeling project. Prerequisites: CHEM 031, CHEM 032, CE 132.

CE 251. Envr Facility Dsgn/Wastewater. 3 Credits.

Design of wastewater conveyance and treatment facilities; sewage treatment plant design; equipment selection. Prerequisite: CE 151.

CE 253. Transportation & Air Quality. 3 Credits.

Air pollution sources, measurement methods, legislation, vehicle emissions formation, control and transport processes. Emphasis on emission factor and dispersion multi-scale modeling using latest modeling tools. Prerequisites: CE 132, CE 133.

CE 254. Environmental Quantitive Anyl. 0 or 4 Credits.

Course focuses on chemical, biochemical and physical processes; diffusion, equilibria, reaction kinetics, acids/bases, colloids, air/water exchange; laboratories demonstrate standard environmental engineering techniques. Prerequisites: CHEM 032, CE 132, STAT 143.

CE 255. Phys/Chem Proc Water/Wstwater. 0 or 3 Credits.

Theory of physical/chemical processes for treating waters and wastewaters; reactor dynamics, mass transfer, adsorption, ion exchange, precipitation. Prerequisite: CE 151.

CE 256. Biol Proc Water/Wastewater Tr. 0 or 3 Credits.

Theory and application of biological processes for treating industrial and domestic wastewaters and contaminated ground water; microbiological considerations; aerobic and anaerobic processes; reactor design, in-situ bioremediation; bench-scale and pilot-scale experimentation. Prerequisite: CE 151.

CE 259. Msmt of Airborne Contaminants. 3 Credits.

Quantifying airborne contaminants from processes and ambient levels. Laboratories demonstrate calibration and measurement, stack sampling and ambient air monitoring, and specific contaminant generation and measurement. Prerequisite: CE 132.

CE 260. Hydrology. 3 Credits.

Theory of precipitation, run-off, infiltration, and ground water; precipitation and run-off data; and application of data for use in development of water resources. Pre/Co-requisite: CE 160.

CE 261. Open Channel Flow. 3 Credits.

Application of the laws of fluid mechanics to flow in open channels, design of channels and transition structures, modeling, uniform and gradually-varied flows. Prerequisite: CE 160.

CE 262. Advanced Hydrology. 3 Credits.

Introduces computer modeling of hydrological systems and involves a semester-long design project. Simple overland flow, flood routing, water quality, and groundwater models are developed using finite difference techniques. Stochastic hydrology and hydrologic time series analysis are also introduced. Prerequisite: CE 260.

CE 265. Ground Water Hydrology. 3 Credits.

Principles of ground water hydraulics, well characteristics, aquifers, and use of numerical methods to solve ground water flow problems. Prerequisite: CE 160.

CE 271. Advanced Structural Analysis. 3 Credits.

Virtual work, energy theorems, analysis of structures by the displacement method and the finite element method, non-linear structural analysis. Prerequisite: CE 170.

CE 272. Structural Dynamics. 3 Credits.

Vibrations, matrices, earthquake engineering, stability and wave propagation. Prerequisites: Minimum Senior standing in Engineering or Physical Sciences, or Instructor permission. Cross-listed with: ME 270.

CE 273. Structural Design - Wood. 3 Credits.

Analysis and design of solid and glue laminated timber members and structural systems including tension members, beams, columns, beam-columns, diaphragms, shear walls, and connections; LRFD and ASD design methods; application of IBC for timber systems; current developments in wood design/construction. Prerequisite: CE 170.

CE 281. Geotechnical Design. 3 Credits.

Subsurface explorations; bearing capacity, lateral earth pressures, slope stability; analysis and design of shallow and deep foundations, retaining structures, and slopes. Prerequisite: CE 180.

CE 283. Designing with Geosynthetics. 3 Credits.

Geotextiles, geogrids, geonets, geomembranes, geocomposites, geopipes. Design for separation, reinforcement, filtration, drainage, erosion, control, liners. Applications in transportation, drainage, solid waste containment. Material testing, behavior. Prerequisite: CE 180.

CE 284. Site Characterization. 3 Credits.

A comprehensive approach to subsurface site characterization for geotechnical and environmental designs and a systems approach for integrating the two. Prerequisites: CE 160, CE 180.

CE 285. Geo-energy Systems. 3 Credits.

An introduction to Geoenery technologies for subsurface energy extraction (shallow and deep geothermal systems, enhanced oil recovery, shale gas extraction) and secure storage of byproducts of energy production (carbon dioxide and nuclear wastes). Prerequisite: CE 180.

CE 286. Foundation Design. 3 Credits.

Subsurface explorations; geotechnical analysis, design, construction, preservation, remediation, and monitoring aspects of shallow and deep foundations. Prerequisite: CE 180.

CE 287. Design of Earth Structures. 3 Credits.

Soil and rock properties using laboratory, field and in-situ testing; analysis and design of slopes, embankments and retaining structures. Prerequisite: CE 180.

CE 290. Independent Study. 1-18 Credits.

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

CE 295. Special Topics. 1-18 Credits.

Content is dictated by expanding professional interest in newly developing, or recently developed, technical areas in which there is particular need or opportunity. Prerequisite: Minimum Senior standing.

CE 304. Adv Engineering Analysis I. 3 Credits.

Analytical methods for the solution of partial differential equations in engineering mechanics and physics, including: eigenfunction expansions; Fourier series; Sturm-Liouville theory and special functions. Prerequisites: Graduate standing in engineering, mathematics, or physical sciences. Cross-listed with: ME 304.

CE 305. Adv Engineering Analysis II. 3 Credits.

Advanced analytical techniques for problems in engineering mechanics and physics, including: integral transform methods, Green's functions, perturbation methods, and variational calculus. Prerequisites: ME 304; Graduate standing in engineering, mathematics, or physical science. Cross-listed with: ME 305.

CE 312. Sustainability & Transportatn. 3 Credits.

Introduction to the complex interconnection of engineering, policy, science and social science that characterize transportation systems, mobility problems and solutions. Interdisciplinary teams conduct case studies. Prerequisite: Instructor permission required. Cross-listed with: PA 342, TRC 312.

CE 314. Risk/Behavior in Transportatn. 3 Credits.

In-depth examination of human, environmental and vehicle factors in transportation crashes. Students develop safety research proposals and statistical measurements of risk and rates. Prerequisite: Instructor permission.

CE 321. Engr Computations on Adv Arch. 3 Credits.

Engineering computations using multiprocessing computers, concurrent processing, algorithms for numerical approximation of differential equations, linear systems. Programming projects required. Prerequisites: Graduate standing in engineering, mathematics or physical science.

CE 359. Appld Artificial Neural Ntwrks. 1-3 Credits.

Introduction to artificial neural networks. A broad range of example algorithms are implemented in MATLAB. Research applications to real data are emphasized. Prerequisites: CS 020, STAT 223 or equivalent. Cross-listed with: CSYS 359.

CE 360. Advanced Hydrology. 3 Credits.

Application of statistics to engineering hydrology; concept, use of instantaneous unit hydrograph; study of runoff models; flow through porous media; design techniques for water resources projects. Prerequisites: CE 260, MATH 271. Offered as occasion warrants.

CE 361. Fluvial Forms & Processes. 3 Credits.

Advanced topics in fluvial forms and processes; focus on river and stream restoration and design; includes journal readings, discussion, field trips and group design project. Prerequisite: CE 160.

CE 365. Contaminant Hydrogeol&Remediat. 3 Credits.

Practical, theoretical aspects of contaminant hydrogeology, advances in technologies, mass transport and transformation in saturated and vadose zones; movement, distribution, and remediation of nonaqueous-phase liquids. Prerequisite: CE 265.

CE 366. Numerical Method/Surface Water. 3 Credits.

Development of the governing equations for geophysical hydrodynamics/transport, shallow water equations, analysis and implementation of finite element/finite difference computational algorithms. Prerequisite: CE 218 or CE 220.

CE 367. Phys Flow&Trs thru Porous Mdia. 3 Credits.

The fundamental equations describing fluid flow and mass transport in subsurface systems are developed from first principles. Prerequisite: CE 265.

CE 368. Groundwater Modeling. 3 Credits.

The fundamental theory of groundwater hydrology is combined with concepts in numerical methods to provide the technology needed to study a real-world groundwater problem. Prerequisites: CE 265, and CE 218 or CE 220.

CE 369. Applied Geostatistics. 3 Credits.

Introduction to the theory of regionalized variables, geostatistics (kriging techniques): special topics in multivariate analysis; Applications to real data subject to spatial variation are emphasized. Prerequisites: CS 020, STAT 223 or equivalent. Cross-listed with: CSYS 369.

CE 370. Reliability of Eng. Systems. 3 Credits.

Modeling and simulation of functions of random variables and random processes, propagation of uncertainties in engineering systems, analytical and computational methods for reliability analysis of engineering systems and components, Bayesian methods to update reliability estimates based on operational data. Prerequisite: STAT 151 or equivalent.

CE 380. Advanced Soil Mechanics. 3 Credits.

Stress-strain-strength of soils, introduction to constitutive modeling, critical state concepts, applications of limit analysis and limit equilibrium methods in analyzing stability problems in geotechnical engineering, such as foundations, slopes and embankments and retaining structures. Prerequisite: CE 180.

CE 390. Adv Topics in Civil & Envr Eng. 1-6 Credits.

Special topics to intensify the programs of graduate students in civil and environmental engineering. Hours and credits to be arranged.

CE 391. Master Thesis Rsch. 1-12 Credits.**CE 392. Master's Project. 1-6 Credits.**

Independent project related to civil and environmental engineering under the supervision of a Civil & Environmental Engineering faculty member, concluding with a written technical report and an oral presentation to a committee of two Civil & Environmental Engineering faculty members. Prerequisite: Permission of Civil & Environmental Engineering Graduate Coordinator or Civil & Environmental Engineering Department Chair.

CE 393. CEE Graduate Seminar. 0 Credits.

Presentation and discussion of advanced problems, research, and current topics in Civil & Environmental Engineering by faculty, graduate students, and outside guest speakers. Prerequisite: Graduate student in Civil & Environmental Engineering.

CE 395. Advanced Special Topics. 1-18 Credits.

Advanced topics in recently developed technical areas. Hours and credits as arranged.

CE 491. Doctoral Dissertation Research. 1-18 Credits.**CLASSICS (CLAS)****Courses****CLAS 295. Advanced Special Topics. 1-18 Credits.**

See Schedule of Courses for specific titles.

CLAS 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

CLINICAL&TRANSLATIONAL SCIENCE (CTS)**Courses****CTS 200. Introduction to CTS I. 3 Credits.**

Teaches the principles of human subjects research for those pursuing a path as research assistants or coordinators.

CTS 201. Introduction to CTS II. 3 Credits.

Teaches the principles of human subjects research for those pursuing a path as research assistants or coordinators. Prerequisite: CTS 200.

CTS 271. Intro Biomedical Informatics. 3 Credits.

This survey course provides an overview of the field of biomedical informatics covering relevant topics in computer science, healthcare, biology, and social science.

CTS 272. Applied Biomedical Informatics. 3 Credits.

Pragmatic coverage of topics/resources relevant to biomedical informatics. Computing skills include Unix, programming, and databases; examples will involve clinical, biomedical, and public health data.

CTS 275. Informatics Practicum. 3-12 Credits.

Practicum experience with an informatics research or service project. Prerequisite: At least one of CTS 271, CTS 272, MMG 231, MMG 232, CS 231, or CS 232.

CTS 301. Design Clin&Translational Res. 3 Credits.

Seminar emphasizing the skills for designing and executing clinical and translational research. Prerequisite: Graduate standing, or Instructor permission.

CTS 302. Quality in Health Care. 3 Credits.

This interprofessional course provides students with the skills and knowledge needed to apply quality improvement approaches to the design and management of health care services. Prerequisite: Graduate standing, or Instructor permission. Cross-listed with: NH 302.

CTS 305. Cell To Society I. 2 Credits.

A two-semester seminar that addresses a medical issue from molecule to market. CTS students must take both semesters. Non-CTS students may take either semester independently. Prerequisite: Graduate standing, or Instructor permission.

CTS 306. Cell To Society II. 2 Credits.

A two-semester seminar that addresses a medical issue from molecule to market. CTS students must take both semesters. Non-CTS students may take either semester independently. Prerequisite: Graduate standing, or Instructor permission.

CTS 308. Intro to Research Management I. 3 Credits.

A course for beginning research coordinators, research managers, or research assistants who need to learn how to prepare and manage clinical and translational research protocols.

CTS 309. Intro to Research Mgmt II. 3 Credits.

A course for beginning research coordinators, research managers, or research assistants who need to learn how to prepare and manage clinical and translational research protocols.

CTS 310. Conduct Clin&Translational Res. 3 Credits.

Seminar emphasizing the ethics and mechanics of clinical and translational research. Pre/co-requisite: Prerequisite: Graduate standing, or Instructor permission.

CTS 315. Report Clin&Translational Res. 3 Credits.

Seminar emphasizing communication skills for writing, editing and presenting science. Pre/co-requisite: Prerequisite: Graduate standing, or Instructor permission.

CTS 320. Analyze Clin&Translational Res. 3 Credits.

Seminar emphasizing basic and analytical skills for clinical and translational research. Pre/co-requisites: Prerequisite: Graduate standing, or Instructor permission.

CTS 325. Multi Analysis Clin&Trans Res. 3 Credits.

Introduction to multivariate regression; models that account for effects of multiple predictors on a single outcome, including linear and logistic regression and survival analysis. Prerequisite: Graduate standing, or Instructor permission.

CTS 326. Underpinnings Surgical Therapy. 3 Credits.

Didactic lectures about the current scientific basis for surgical practice, including an understanding of conceptual foundations and empirical methods. Prerequisite: MD degree.

CTS 327. Mortality&Morbidity in Surgery. 3 Credits.

Examination of the processes of care and the therapeutic outcomes of clinical practices through problem-based learning. Pre/co-requisite: MD degree. Prerequisite: MD degree.

CTS 330. Intro Secondary Data Analysis. 1 Credit.

Course that orients students to broad issues of clinical research while providing specific skills in statistical analysis of large data set using specialized programs. Prerequisite: Graduate standing, or Instructor permission.

CTS 340. Medical & Exper Human Genetics. 3 Credits.

Overview of medical genetics, including history, techniques and ethical, legal and social implications of genetic diseases and their treatments. Prerequisite: Graduate standing, or Instructor permission.

CTS 345. Genetic Approaches CV Disease. 2 Credits.

Application of statistics, molecular biology, and genetics to the analysis of complex diseases such as asthma, hypertension and atherosclerotic heart disease. Prerequisite: Graduate standing, or Instructor permission.

CTS 350. Mouse Genetics in Cancer Res. 3 Credits.

The mouse as an experimental tool in cancer research. Prerequisite: Graduate standing, or Instructor permission.

CTS 355. Complex Trait Analysis. 2 Credits.

Mathematical approaches to studying complex diseases of humans using the mouse as a paradigm. Prerequisite: Graduate standing, or Instructor permission.

CTS 382. CTS Seminar. 0.5 Credits.

Presentation and discussion of current research. Mandatory attendance for all CTS Masters and Doctoral students. Prerequisite: Masters and Doctoral CTS students.

CTS 385. Independent Study in CTS. 1-6 Credits.

Individual work on a topic selected by student in consultation with Faculty member. The independent study may involve original research, project, and readings with conferences and will provide specialized knowledge relating to an area in which an appropriate course is not offered. Prerequisite: Approval from Program Advisor.

CTS 391. Master's Thesis Research. 1-18 Credits.

Master's Thesis Research.

CTS 392. Master's Research Internship. 1-6 Credits.

Requirement for the Master's in Clinical and Translational Science Research Management; includes experiential education in a research laboratory under the direction of a Research Mentor.

CTS 395. Special Topics. 1-18 Credits.

Special topics in Clinical and Translational Research. Prerequisite: Graduate standing, or Instructor permission.

CTS 491. Doctoral Dissertation Research. 1-18 Credits.

Doctoral Dissertation Research.

COMM SCIENCES & DISORDERS (CSD)**Courses****CSD 208. Cognition & Language. 3 Credits.**

Study of cognition and language in terms of mental representation models; contemporary models of memory, as well as capacity theories of language comprehension and production. Prerequisite: CSD 101.

CSD 271. Introduction to Audiology. 3 Credits.

Survey of hearing and the nature and causes of hearing impairment. Includes an orientation to assessment procedures and rationales, hearing screening and counseling considerations. Prerequisites: CSD 101, CSD 199.

CSD 272. Hearing Rehabilitation. 3 Credits.

Examination of the impact of hearing loss on development and its overall effects on communication. Survey of management considerations, sensory devices, speech reading, and auditory training. Prerequisite: CSD 271.

CSD 274. D2: Culture of Disability. 3 Credits.

Focus on theoretical questions of how societies understand disability and its consequences for social justice, by examining the biological, social, cultural, political, and economic determinants in the societal construction of disability. Prerequisite: Junior/Senior/Graduate. Prerequisite: Junior, Senior, or Graduate standing. Cross-listed with: EDSP 274.

CSD 287. D2: Mindfulness & Helping Skills. 3 Credits.

This course introduces the students to key elements of mindfulness practice, basic listening and counseling skills, and how to apply them in work and life. Prerequisite: Instructor permission.

CSD 295. Advanced Special Topics. 1-18 Credits.

Advanced Special Topics Advanced courses of seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

CSD 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Undergraduate only.

CSD 299. Autism Spect Dis: Assess & Interv. 3 Credits.

Discusses knowledge/research regarding assessment of and interventions for individuals with ASD related to and use of evaluation tools, and implementation of communication, social interaction and play skills. Prerequisite: Minimum Junior standing.

CSD 311. Intrdisc Sem Neurodev Disabil I. 3 Credits.

Seminar with focus on cultural competence and family-centered care, interdisciplinary collaborative teaming, policy and health disparities related to children and families affected by neurodevelopmental and related disabilities, including ASD. Prerequisite: Instructor permission. Cross-listed with: GRNS 380.

CSD 312. Intrdisc Sem Neurodev Disabil 2. 3 Credits.

Seminar exploring interdisciplinary process, collaborative teaming, teaching, cultural competence and family-centered care as they relate to children and families affected by neurodevelopmental and related disabilities, including ASD. Prerequisite: Instructor permission. Cross-listed with: GRNS 381.

CSD 313. Augmentative Communication. 3 Credits.

An introduction to development and selection of augmentative/alternative communication strategies and systems for persons with severe communication challenges. Prerequisite: Graduate standing in Communication Sciences & Disorders or Instructor permission.

CSD 314. Collab Intervntn Schl Settings. 3 Credits.

Introduction to a transdisciplinary approach to collaborative, curriculum-based assessment and intervention for students with special needs in school settings. Prerequisites: Graduate standing in Communication Sciences & Disorders.

CSD 315. Early Lang & Communicatn Interv. 3 Credits.

Research in normal and disordered language, cognition, and social development is applied to interventions for children, birth to age 5, with language and communication problems. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 320. Clinic Preparation & Management. 3 Credits.

Principles of behavioral observation, analysis and modification as they apply to the assessment and remediation of communication disorders. Prerequisite: Graduate standing.

CSD 321. Clinic Practicum Study 1. 1 Credit.

Supervised practicum experiences with children and adults presenting disorders of speech, hearing, and language. Pre/Co-requisites: CSD 320 or concurrent enrollment; Graduate standing in Communication Sciences & Disorders.

CSD 322. Clinic Practicum Study 2. 2 Credits.

Supervised practicum experiences with children and adults presenting disorders of speech, hearing, and language. Prerequisites: CSD 320; Graduate standing in Communication Sciences & Disorders.

CSD 323. Clinic Practicum Study 3. 3 Credits.

Supervised practicum experiences with children and adults presenting disorders of speech, hearing, and language. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 324. Clinic Practicum Study 4. 2 Credits.

Supervised practicum experiences with children and adults presenting disorders of speech, hearing, and language. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 325. Clinic Practicum Study 5. 3 Credits.

Supervised practicum experiences with children and adults presenting disorders of speech, hearing, and language. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 326. Clinic Practicum Study Winter 6. 1 Credit.

Supervised practicum experiences with children and adults presenting disorders of speech, hearing, and language. Prerequisites: CSD 320, CSD 321; Graduate standing in Communication Sciences & Disorders.

CSD 327. School Based Issues for SLPs. 1 Credit.

An overview of topics necessary for employment as a school based SLP. Specific topics will be covered related to federal and state special education regulations. Prerequisites: CSD 320; Graduate standing. Co-requisite: CSD 322.

CSD 330. Assessment of Stuttering. 1 Credit.

Study of adult and child fluency disorders which focuses upon symptomatology, etiology, and diagnosis of people with stuttering disorder. Prerequisites: Graduate standing. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 331. Treatment of Stuttering. 2 Credits.

Study of adult and child fluency disorders which focuses on rehabilitation of people with stuttering disorder. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 340. Spch Snd Disorders in Children. 3 Credits.

Etiology, diagnosis, pathology, and habilitation and rehabilitation of articulation of speech. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 341. Language Disorders. 3 Credits.

Identification, evaluation, and rehabilitation procedures for children with language disabilities. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 342. Seminar Lang/Lrng Disabilities. 3 Credits.**CSD 350. Swallowing Disorders. 3 Credits.**

Introduction to normal and disordered swallowing function across the life span including etiologies, signs/symptoms of dysphagia, diagnostic procedures and treatment within an interdisciplinary model. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 351. Aphasia in Adults. 3 Credits.

Study of linguistic and cognitive impairments associated with stroke and other types of neuropathologies in the adult patient. Emphasis on rehabilitation strategies, principles, and procedures. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 352. Voice Disorders. 3 Credits.

Study of normal and abnormal laryngeal anatomy and physiology as they relate to diagnoses and treatment of a wide variety of vocal pathologies. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 353. Adult Neuropathologies. 3 Credits.

Etiology, pathology, diagnosis, and principles of rehabilitation of CNS pathologies affecting communication. Emphasis on motor speech disorders and cognitive consequences of traumatic brain injury. Prerequisite: Graduate standing in Communication Sciences & Disorders.

CSD 360. Rsch Methods Comm Disorders I. 3 Credits.

Empirical research methodology as applied to the study of normal and deficient speech, language, and hearing processes. Students analyze data statistically and write a research proposal. Prerequisite: Graduate standing in Communication Sciences & Disorders or Instructor permission.

CSD 361. Research Methods II. 1 Credit.

Students will critically review the professional literature in preparation for carrying out a systemic review. Prerequisite: Graduate standing or Instructor permission.

CSD 362. Master's Thesis Research. 1-6 Credits.**CSD 363. Non-thesis Research. 1-6 Credits.**

Students complete a systematic review or research project under the direction of faculty. Prerequisite: Graduate standing or Instructor permission.

CSD 381. Advanced Readings. 1-3 Credits.

Readings, with conferences, intended to contribute to the programs of graduate students in phases of communication sciences and disorders for which formal courses are not available. Credit as arranged, up to three hours each semester. Prerequisite: Graduate standing or Instructor permission.

CSD 382. Advanced Readings. 1-3 Credits.

Readings, with conferences, intended to contribute to the programs of graduate students in phases of communication sciences and disorders for which formal courses are not available. Credit as arranged, up to three hours each semester. Prerequisite: Graduate standing or Instructor permission.

CSD 390. Practicum. 1-18 Credits.

A required component of a curriculum that is an on-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded.

CSD 396. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

COMMUNITY DEVELOPMENT & APPLIED ECONOMICS (CDAE)

Courses

CDAE 205. Rural Comm in Modern Society. 3 Credits.

The changing structure and dynamics of rural social organization in context of modernization and urbanization. Emphasis on rural communities in the U.S. Prerequisite: Six hours of Sociology.

CDAE 207. Markets, Food & Consumers. 3 Credits.

Learn how producers, processors, wholesalers, cooperatives, retailers, consumers, and governments affect the movement of food and fiber products through the production-marketing chain. Prerequisite: CDAE 061 or equivalent.

CDAE 208. Agricultural Policy and Ethics. 3 Credits.

An examination of American agriculture and policies from various perspectives - historical, political, ecological, technological, social, economic, and ethical. Emphasis on contemporary issues, policy options, and future development. Prerequisites: CDAE 102 or equivalent.

CDAE 218. Community Org & Development. 3 Credits.

The roles of forms of community capital, civic engagement, leadership, social and political institutions, and communities of place and interest in a community development context. Pre/co-requisites: Junior standing; CDAE 102 or Instructor permission.

CDAE 237. Economics of Sustainability. 3 Credits.

Economic analysis that integrates natural resource and community planning for sustainable development at local, national, and international levels. Examples include land use, sustainable agriculture, and green business. Prerequisites: CDAE 102 or Instructor permission.

CDAE 238. Ecological Landscape Design. 4 Credits.

Studio course synthesizing work from fields of landscape ecology and landscape design, exploring ecological design alternatives at multiple scales, and developing multifunctional landscape solutions. Pre/co-requisites: PSS 137 or one course in ecology plus one course in design or drawing; minimum Junior standing. Cross-listed with: PSS 238, ENVS 238, NR 238.

CDAE 253. Macroeconomics for Appl Econ. 3 Credits.

Explore macroeconomic principles and concepts as they affect individuals and businesses in local, regional, national, and global economics. Prerequisites: CDAE 102 or equivalent.

CDAE 254. Microeconomics for Appl Econ. 3 Credits.

The study of economic choices of individuals and firms, and the analysis of competitive and noncompetitive markets. Emphasis on application of intermediate microeconomic theory. Prerequisites: CDAE 102 or equivalent.

CDAE 266. Dec Making:Comm Entrepreneurs. 3 Credits.

Quantitative decision-making methods and applications for community entrepreneurs. Major topics include linear programming, risk and uncertainty, inventory decisions, and e-commerce. Prerequisites: CDAE 166, MATH 019, and CALS 085 or CS 002.

CDAE 267. Strat Plan:Comm Entrepreneurs. 4 Credits.

Applications of marketing, finance, and management strategies. Drafting a real working business plan for community entrepreneurs and economic development. Prerequisites: One of the following: CDAE 166, CDAE 167, CDAE 168, or equivalent course; Senior standing only.

CDAE 272. Int'l Economic Development. 3 Credits.

International trade, finance, investment, and development theories and policies for community development. Prerequisite: CDAE 102 or equivalent. Co-requisite: CDAE 273.

CDAE 273. Project Development & Planning. 3 Credits.

National, community, and private sector project development. Focus on planning methods and policy instruments, sectoral linkages, and contributions to the economy as a whole. Pre/co-requisites: CDAE 102 or Instructor permission.

CDAE 276. Community Design Studio. 3 Credits.

Problem-based community design studio course with research on existing conditions, needs assessment, sense of place, and development of sustainable and integrative design solutions and processes. Prerequisites: CDAE 015, CDAE 001, or equivalent.

CDAE 286. Adv Sust Dev Sm Island States. 4 Credits.

This course is an advanced course in problems of sustainable development on small island developing states utilizing a case study of St. Lucia, West Indies. Prerequisites: CDAE 186 and Instructor permission required.

CDAE 287. Spatial Analysis. 3 Credits.**CDAE 295. Special Topics. 1-18 Credits.**

Lectures or readings on contemporary issues in Community Development and Applied Economics. Enrollment may be more than once, up to twelve hours.

CDAE 321. Econ of Sustainable Food Syst. 3 Credits.

Utilizes common economic tools, ideas and applications to analyze issues concerning the sustainability of food using a combination of readings, lectures and discussions. Prerequisite: Graduate standing. Cross-listed with: FS 321.

CDAE 326. Community Economic Development. 3 Credits.

Examines how rural and urban communities address poverty, unemployment and other economic problems through job creation and retention, workforce training and support, and other development strategies. Cross-listed with: PA 326.

CDAE 351. Research Methods. 0 or 3 Credits.

Developing research projects with the scientific methods; evaluating alternative literature review, sampling, surveying, and analytic methods; and reporting the results. Prerequisite: Three hours of Statistics.

CDAE 354. Advanced Microeconomics. 3 Credits.

Principles and applications of advanced microeconomics: consumer and market demand, firm and market supply, perfect and imperfect markets, partial and general equilibrium, and policy analysis. Prerequisite: CDAE 254 or equivalent.

CDAE 359. Applied Econometrics. 3 Credits.

Presents common econometric methods to perform regression analysis on empirical data. Upon completion, students will understand and apply econometric methods to conduct rigorous regression analysis. Students will also better read, interpret and discern research papers' quality using econometric methods.

CDAE 377. Practicum in Extension Educ. 1-12 Credits.**CDAE 391. Master's Thesis Research. 1-18 Credits.****CDAE 392. Graduate Seminars. 1 Credit.**

Report and discuss research projects and findings of graduate students and faculty, and offer workshops on selected topics in community development and applied economics. May enroll more than once for up to three credits. Prerequisite: Graduate standing.

CDAE 395. Special Topics. 1-18 Credits.

Lectures or readings on contemporary issues in Community Development and Applied Economics at the graduate level. Prerequisite: Graduate standing.

COMPLEX SYSTEMS (CSYS)**Courses****CSYS 213. Systems & Synthetic Biology. 3 Credits.**

Applying engineering tools to the design and analysis of biomolecular processes, gene regulatory networks, nonlinear dynamics in molecular biology, biological circuit design, biological signal processing. Prerequisite: Background required: Differential Equations, Linear Algebra, Programming. Cross-listed with: ME 213, EE 213.

CSYS 221. Deterministic Modls Oper Rsch. 3 Credits.

The linear programming problem. Simplex algorithm, dual problem, sensitivity analysis, goal programming. Dynamic programming and network problems. Prerequisites: MATH 122 or MATH 124; MATH 121 recommended. Cross-listed with: MATH 221.

CSYS 226. Civil Engineering Systems Anyl. 3 Credits.

Linear programming, dynamic programming, network analysis, simulation; applications to scheduling, resource allocation routing, and a variety of civil engineering problems. Pre/co-requisites: Minimum Senior standing in CEE or Instructor permission. Cross-listed with: CE 226.

CSYS 245. Intelligent Transportation Sys. 3 Credits.

Introduction to Intelligent Transportation Systems (ITS), ITS user services, ITS applications, the National ITS architecture, ITS evaluation, and ITS standards. Pre/co-requisites: CE 140 or equivalent; Instructor permission. Cross-listed with: CE 245.

CSYS 251. Artificial Intelligence. 3 Credits.

Introduction to methods for realizing intelligent behavior in computers. Knowledge representation, planning, and learning. Selected applications such as natural language understanding and vision. Prerequisites: CS 103 or CS 123; CS 104 or CS 124; STAT 153 or equivalent. Cross-listed with: CS 251.

CSYS 253. Appl Time Series & Forecasting. 3 Credits.

Autoregressive moving average (Box-Jenkins) models, autocorrelation, partial correlation, differencing for nonstationarity, computer modeling. Forecasting, seasonal or cyclic variation, transfer function and intervention analysis, spectral analysis. Prerequisites: CE 211 or CE 225; or CE 141 or CE 143 with Instructor permission. Cross-listed with: STAT 253.

CSYS 256. Neural Computation. 3 Credits.

Introduction to artificial neural networks, their computational capabilities and limitations, and the algorithms used to train them. Statistical capacity, convergence theorems, backpropagation, reinforcement learning, generalization. Prerequisites: MATH 122 or MATH 124 or MATH 271; STAT 143 or STAT 153 or equivalent; CS 110. Cross-listed with: STAT 256, CS 256.

CSYS 266. Chaos, Fractals & Dynamical Syst. 3 Credits.

Discrete and continuous dynamical systems, Julia sets, the Mandelbrot set, period doubling, renormalization, Henon map, phase plane analysis, and Lorenz equations. Co-requisite: MATH 271 or MATH 230 or Instructor permission. Cross-listed with: MATH 266.

CSYS 268. Mathematical Biology & Ecology. 3 Credits.

Mathematical modeling in the life sciences. Topics include population modeling, dynamics of infectious diseases, reaction kinetics, wave phenomena in biology, and biological pattern formation. Prerequisites: MATH 122 or MATH 124 or MATH 230 or Instructor permission. Cross-listed with: MATH 268.

CSYS 300. Principles of Complex Systems. 3 Credits.

Introduction to fundamental concepts of complex systems. Topics include: emergence, scaling phenomena and mechanisms, multi-scale systems, failure, robustness, collective social phenomena, complex networks. Students from all disciplines welcomed. Pre/co-requisites: calculus and statistics required; Linear algebra, differential equations, and computer programming recommended but not required. Cross-listed with: MATH 300.

CSYS 302. Modeling Complex Systems. 3 Credits.

Integrative breadth-first introduction to computational methods for modeling complex systems; numerical methods, cellular automata, agent-based computing, game theory, genetic algorithms, artificial neural networks, and complex networks. Pre/co-requisites: Computer programming in any language; calculus. Linear algebra recommended. Cross-listed with: CS 302.

CSYS 303. Complex Networks. 3 Credits.

Detailed exploration of distribution, transportation, small-world, scale-free, social, biological, organizational networks; generative mechanisms; measurement and statistics of network properties; network dynamics; contagion processes. Students from all disciplines welcomed. Pre/co-requisites: MATH 301/CSYS 301, calculus, and statistics required. Cross-listed with: MATH 303.

CSYS 312. Adv Bioengineering Systems. 3 Credits.

Advanced bioengineering design and analysis for current biomedical problems spanning molecular, cell, tissue, organ, and whole body systems including their interactions and emergent behaviors. Cross-listed with: ME 312.

CSYS 350. Multiscale Modeling. 3 Credits.

Computational modeling of the physics and dynamical behavior of matter composed of diverse length and time scales. Molecular simulation. Coarse-graining. Coupled atomistic/continuum methods. Cross-listed with: ME 350.

CSYS 352. Evolutionary Computation. 3 Credits.

Theory and practice of biologically-inspired search strategies including genetic algorithms, genetic programming, and evolution strategies. Applications include optimization, parameter estimation, and model identification. Significant project. Students from multiple disciplines encouraged. Pre/co-requisites: Familiarity with programming, probability, and statistics. Cross-listed with: BIOL 352, CS 352.

CSYS 355. Statistical Pattern Recognitn. 3 Credits.

Analysis of algorithms used for feature selection, density estimation, and pattern classification, including Bayes classifiers, maximum likelihood, nearest neighbors, kernels, discriminants, neural networks, and clustering. Prerequisite: STAT 241 or STAT 251 or Instructor permission. Cross-listed with: STAT 355, CS 355.

CSYS 359. Appld Artificial Neural Ntwrks. 1-3 Credits.

Introduction to artificial neural networks. A broad range of example algorithms are implemented in MATLAB. Research applications to real data are emphasized. Pre/co-requisites: STAT 223, CS 016/CE 011, or Instructor permission. Cross-listed with: CE 359.

CSYS 369. Applied Geostatistics. 3 Credits.

Introduction to the theory of regionalized variables, geostatistics (kriging techniques): special topics in multivariate analysis; Applications to real data subject to spatial variation are emphasized. Pre/co-requisites: STAT 223 or STAT 225; CS 016/CE 011 or Instructor permission. Cross-listed with: STAT 369.

CSYS 391. Masters Thesis Research. 1-9 Credits.

Masters thesis research under the supervision of a graduate faculty member. Prerequisite: Instructor permission.

CSYS 392. Masters Project. 1-6 Credits.

Masters Project under the supervision of a graduate faculty member. Prerequisite: Instructor permission.

CSYS 395. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

COMPUTER INFORMATION SYSTEMS (CIS)

COMPUTER SCIENCE (CS)

Courses

CS 201. Operating Systems. 0 or 3 Credits.

Supervisory and control software for multiprogrammed computer systems. Processes synchronization, interprocess communication, scheduling, memory management, resource allocation, performance evaluation, object-oriented systems, case studies. Prerequisites: CS 121 and CS 124.

CS 204. Database Systems. 3 Credits.

Techniques for processing very large collections of data. Secondary storage. Database design and management. Query languages and optimization. Database recovery. Prerequisite: CS 124.

CS 205. Software Engineering. 3 Credits.

Treatment of software engineering problems and principles, including documentation, information hiding, and module interface specification syntax and semantics. Requires participation in a team project. Prerequisite: CS 124.

CS 206. Evolutionary Robotics. 3 Credits.

Exploration of the automated design of autonomous machines using evolutionary algorithms. Coursework involves reading of research papers, programming assignments and a final project. Prerequisites: Junior standing and programming experience, or Instructor permission.

CS 222. Computer Architecture. 3 Credits.

Architecture of computing systems. Control unit logic, input/output processors and devices, asynchronous processing, concurrency, parallelism, and memory hierarchies. Prerequisite: CS 121.

CS 224. Algorithm Design & Analysis. 3 Credits.

Comprehensive study of algorithms including greedy algorithms, divide and conquer, dynamic programming, graph algorithms and network flow. Computational intractability. Approximation, local search and randomization. Prerequisite: CS 124. Pre/co-requisites: Recommended: CS 125; STAT 143, STAT 151, or CS 128.

CS 225. Programming Languages. 3 Credits.

The principles of programming language design and fundamental implementation concepts. Syntax, semantics, and static program analysis for various paradigms. Programming language metatheory, including confluence and type safety. Stack-based implementation and memory management issues. Prerequisites: CS 124, CS 125.

CS 228. Human-Computer Interaction. 3 Credits.

The design, implementation, and evaluation of user interfaces for computers and other complex, electronic equipment. Includes a significant project. Pre/co-requisites: Programming experience and Junior standing or Instructor permission.

CS 231. Programming for Bioinformatics. 3 Credits.

Introductory course on computing (including scripting, database, and statistical analysis) for developing bioinformatics applications. Particular emphasis is given to comparative genomics and systems biology scenarios. Prerequisites: STAT 151, STAT 153 or Instructor permission. Cross-listed with: MMG 231.

CS 232. Methods in Bioinformatics. 3 Credits.

This course provides a methodological survey of bioinformatics. Particular emphasis is given to algorithms associated with sequence analysis, comparative genomics, structural biology, and systems biology. Prerequisites: STAT 151, STAT 153, or Instructor permission. Cross-listed with: MMG 232.

CS 243. Theory of Computation. 3 Credits.

Reducibility and decidability, recursion theory, time and space complexity, P, NP, NP-completeness, PSPACE, PSPACE-completeness, L and NL, advanced topics in computability and complexity. Prerequisites: CS 124 and CS 125.

CS 251. Artificial Intelligence. 3 Credits.

Introduction to methods for realizing intelligent behavior in computers. Knowledge representation, planning, and learning. Selected applications such as natural language understanding and vision. Prerequisites: CS 124; CS 128 or STAT 151 or STAT 143. Cross-listed with: CSYS 251.

CS 253. Reinforcement Learning. 3 Credits.

Students will program agents that learn to optimize a reward function using Reinforcement Learning; Markov Decision Processes with discrete states, Value Iteration, Policy Iteration, Q-learning and SARSA, methods for value function approximation in complex domains using linear and non-linear methods. Prerequisites: CS 064 or MATH 052; STAT 151 or STAT 143 or STAT 251; CS 110. Pre/Co-requisites: MATH 122 or MATH 124; CS 125.

CS 254. Machine Learning. 3 Credits.

Introduction to machine learning, including supervised and unsupervised learning algorithms, reinforcement learning, and computational learning theory. Prerequisites: CS 128 or STAT 151 or STAT 143; MATH 121; MATH 122 or MATH 124.

CS 256. Neural Computation. 3 Credits.

Introduction to artificial neural networks, their computational capabilities and limitations, and the algorithms used to train them. Statistical capacity, convergence theorems, backpropagation, reinforcement learning, generalization. Prerequisites: MATH 122 or MATH 124 or MATH 271; CS 128 or STAT 143 or STAT 151; CS 110. Cross-listed with: STAT 256, CSYS 256.

CS 260. Parallel Computing. 3 Credits.

Taxonomy of parallel computers, basic concepts for parallel computing, effectiveness and scalability, parallel algorithms for variety of problems, distributed memory and shared memory paradigms. Prerequisite: CS 124.

CS 265. Computer Networks. 3 Credits.

Introduction to the theoretical and pragmatic principles and practices of computer networking. Topics include: local area networks; the Internet; network and world-wide-web application programming. Prerequisites: CS 110; CS 121; STAT 143.

CS 266. Network Security & Cryptography. 3 Credits.

Security and secrecy in a networked environment. Cryptography: public and private key. Authentication: trusted agents, tickets. Electronic mail and digital signatures. Privacy and national security. Prerequisite: CS 124.

CS 274. Computer Graphics. 3 Credits.

Graphical representation of two- and three-dimensional objects on color raster displays. Line generation, region filling, geometric transformations, hidden line and surface removal, rendering techniques. Prerequisites: CS 104 or CS 124; MATH 122 or MATH 124 or MATH 271 recommended.

CS 275. Mobile Apps & Embedded Devices. 3 Credits.

A projects-based course focused on applications development on wireless and embedded platforms, including iOS, Arduino, and Linux-based devices. Emphasis on C programming and cyber-physical systems software. Prerequisite: CS 120, CS 124. Pre/co-requisites: Recommended: CS 148 or CS 204.

CS 287. Data Science I. 3 Credits.

Data harvesting, cleaning, and summarizing. Working with non-traditional, non-numeric data (social network, natural language textual data, etc.). Scientific visualization using static and interactive "infographics." A practical focus on real datasets, and developing good habits for rigorous and reproducible computational science. Prerequisites: CS 020 or CS 021; STAT 141 or STAT 143 or STAT 211. Pre/co-requisites: Recommended: CS 110; Math 122 or Math 124. Cross-listed with: STAT 287.

CS 294. Undergraduate Research. 1-18 Credits.

Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

CS 295. Special Topic: Computer Science. 1-18 Credits.

See Schedule of Courses for specific titles. Subject will vary from year to year. May be repeated for credit with instructor permission.

CS 302. Modeling Complex Systems. 3 Credits.

Integrative breadth-first introduction to computational methods for modeling complex systems; numerical methods, cellular automata, agent-based computing, game theory, genetic algorithms, artificial neural networks, and complex networks. Pre/co-requisites: Computer programming in any language, calculus. (Linear algebra recommended). Cross-listed with: CSYS 302.

CS 332. Data Mining. 3 Credits.

Analytical and empirical techniques for analysis of large volumes of data. Topics include association analysis, classification, clustering, pattern discovery in sequential data, and Bayesian networks. Prerequisites: CS 128 or STAT 143 or STAT 151.

CS 352. Evolutionary Computation. 3 Credits.

Theory and practice of biologically-inspired search strategies, including genetic algorithms, genetic programming, and evolution strategies. Applications include optimization, parameter estimation, and model identification. Significant project. Students from multiple disciplines encouraged. Pre/co-requisites: Familiarity with programming, probability, and statistics. Cross-listed with: BIOL 352, CSYS 352.

CS 355. Statistical Pattern Recognition. 3 Credits.

Analysis of algorithms used for feature selection, density estimation, and pattern classification, including Bayes classifiers, maximum likelihood, nearest neighbors, kernels, discriminants, neural networks, and clustering. Prerequisite: STAT 241 or STAT 251 or Instructor permission. Cross-listed with: STAT 355, CSYS 355.

CS 381. Seminar. 1 Credit.

Presentations by students, faculty, and guest speakers on advanced topics in Computer Science. May be repeated up to three times for credit.

CS 387. Data Science II. 3 Credits.

Advanced data analysis, collection, and filtering. Statistical modeling, monte carlo statistical methods, and in particular Bayesian data analysis, including necessary probabilistic background material. A practical focus on real datasets and developing good habits for rigorous and reproducible computational science. Prerequisite: STAT 287 or Instructor permission. Cross-listed with: STAT 387.

CS 391. Master's Thesis Research. 1-18 Credits.**CS 392. Master's Project. 1-6 Credits.**

Prerequisite: Department permission.

CS 394. Independent Study. 1-6 Credits.

Independent readings and investigation under the direction of a faculty member. Prerequisite: Instructor permission.

CS 395. Special Topics. 1-18 Credits.

Subject will vary from year to year. May be repeated for credit with Instructor permission.

CS 491. Doctoral Dissertation Research. 1-18 Credits.

Credit as arranged.

COUNSELING (EDCO)

Courses

EDCO 220. Developmental Persp in Counsel. 3 Credits.

Survey of major and emerging theories of human development and application of theoretical concepts to self and others from a counseling perspective. Prerequisite: Graduate standing; others by Instructor permission.

EDCO 291. Special Topics in Counseling. 0-18 Credits.

Special issues in counseling, administration and planning, social work or higher education not appropriate to content of existing courses. Courses reflect the social services orientation of the Department of Integrated Professional Studies.

EDCO 340. Development Guidance in Schls. 3 Credits.

An introduction to the role of the school counselor including developmental guidance program planning and implementation, consultation, crisis intervention, parent education and ethical issues. Prerequisite: Counseling majors or Instructor permission.

EDCO 341. Diagnosis in School Counseling. 1 Credit.

This course outlines the more commonly used psychological diagnostic categories used to describe youth with developmental and psychological challenges.

EDCO 342. Assessment in School. 1 Credit.

This course is designed to provide students with information related to the role of assessment in the practice of school counseling.

EDCO 344. Modalities: Couns Child & Adol. 3 Credits.

Study of the practice of counseling children and adolescents using behavioral and cog-behavior theory, narrative theory and practice, and play therapies. Prerequisites: Counseling majors and concurrent with internship or Instructor permission.

EDCO 345. Diagnosis in Counseling. 3 Credits.

Etiology and diagnosis of mental disorders in children, adolescents, and adults according to DMS. Includes intake, evaluation, treatment planning, and clinical documentation skills. Prerequisite: Counseling majors or Instructor permission.

EDCO 350. Prof Issues in Counseling. 3 Credits.

A seminar in which professional, ethical, and legal issues facing counselors in schools and mental health settings are addressed through reading, research, presentation, and discussion. Prerequisite: Graduate standing or Instructor permission.

EDCO 352. Assessment in Mental Health. 3 Credits.

This course is designed to provide students with knowledge about common assessment tools and processes used in clinical mental health practice. Prerequisites: EDCO 220, EDCO 350, EDCO 374, EDCO 375, and EDCO 377; Counseling majors or Instructor permission.

EDCO 361. Practice of Mental Hlth Cnsng. 3 Credits.

Introduction to issues, needs, models and sociopolitical factors present in community and private-practice mental health counseling, with an emphasis on prevention and wellness. Prerequisite: Graduate standing or Instructor permission.

EDCO 363. Counseling Practicum. 3 Credits.

Introductory supervised experience in counseling in a field setting. Includes 100 hours working as a counselor with a minimum of 40 direct service hours. Prerequisites: Counseling Majors only and EDCO 220, EDCO 350, EDCO 374, EDCO 375, EDCO 340, and EDCO 361.

EDCO 374. Counseling Theory & Practice. 3 Credits.

Theoretical and practical approach to understanding the counseling process. Refinement of personal philosophy, theory of counseling, and implementation in practice. Prerequisite: Graduate standing or Instructor permission.

EDCO 375. Lab Experience in Counseling. 3 Credits.

Students learn and practice basic counseling skills and techniques. Videotaped practice sessions are supervised by course instructor. Prerequisite: EDCO 374. Counseling majors only.

EDCO 376. Addictions Counseling. 3 Credits.

Development and culturally responsive treatment of addictions, e.g., Motivational Interviewing, family systems, Cognitive Behavioral Therapy (CBT) techniques, recovery maintenance, and an integrative approach to treatment. Prerequisite: Counseling majors or Instructor permission.

EDCO 377. Diversity Issues in Counseling. 3 Credits.

Students examine personal, cultural, political, and social factors affecting a diverse range of people with focus on developing appropriate and effective counseling skills. Prerequisite: Instructor permission.

EDCO 381. Counsel/Career&Lifestyle Dev. 3 Credits.

An exploration of the theories, assessment instruments, counseling techniques, and issues most relevant in counseling for career and lifestyle development. Prerequisite: EDCO 374, EDCO 375; Graduate standing or Instructor permission.

EDCO 387. Therapeutic Psychopharmacology. 3 Credits.

Introduction to neuroanatomy, neurophysiology, and pharmacology as they pertain to mental health counseling. Course also covers commonly prescribed medications, ethical issues and the referral process. Prerequisite: EDCO 360 or program permission.

EDCO 388. Family and Couples Counseling. 3 Credits.

Theory and process of counseling with families and couples including family theory and family therapy orientations and intervention skills. Includes practice of counseling interventions. Prerequisites: EDCO 220, EDCO 374, EDCO 375, EDCO 377, EDCO 392, or Instructor permission.

EDCO 389. Counseling Internship. 1-3 Credits.

A supervised experience in counseling in a field (school or mental health) setting. Prerequisites: Counseling majors only and EDCO 220, EDCO 350, EDCO 374, EDCO 375, EDCO 392, EDCO 363, EDCO 340, and EDCO 361. .

EDCO 391. Master's Thesis Research. 1-18 Credits.

Thesis topic must be approved by a faculty committee.

EDCO 392. Group Counseling Experience. 1 Credit.

Encounter group experiences for prospective clinical mental health and school counselors providing increased awareness of self and models relating to others. Prerequisite: Graduate standing.

EDCO 393. Adv Group:Theory and Practice. 0 or 3 Credits.

Group leadership skills are developed, practiced, and refined through in-class and laboratory experiences that focus on live group supervision, theory, feedback exchange, and ethical issues. Prerequisites: EDCO 220, EDCO 374, EDCO 375, EDCO 377, EDCO 392 and permission of the Instructor.

EDCO 394. Special Topics in Counseling. 1-18 Credits.

Special issues in counseling, administration and planning, social work, higher education not appropriate to content of existing courses. Prerequisite: Instructor permission. Variable credit.

EDCO 397. Independent Study. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

CURRICULUM & INSTRUCTION (EDCI)

Courses

EDCI 200. Contemporary Issues. 0-6 Credits.

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Pre/co-requisite: twelve hours in Education and related areas.

EDCI 238. Teach'g w/Global Perspective. 3 Credits.

Approaches to teaching global and multicultural issues: justice and human rights, peace, and the environment. Development of curriculum materials. Links between local and global concerns. Prerequisite: Twelve hours of Education and related areas.

EDCI 245. Computer Apps in Elem&Sec Curr. 3 Credits.

For elementary, secondary educators with experience in simple programming. Design of instructional procedures, integrating computers into school curriculum. Use of computer software to teach basic skills, reasoning, thinking skills. Prerequisites: CS 003 or equivalent; Instructor permission.

EDCI 261. Current Direction in C&I. 3 Credits.

Current trends, issues, literature, programs, and organizational activities in fields of curriculum and instruction emphasizing areas of individual concern. Focus on elementary and secondary school levels. Prerequisite: Twelve credits in Education or equivalent.

EDCI 295. Laboratory Experience in Educ. 1-6 Credits.

Supervised fieldwork designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDCI 296. Laboratory Experience in Educ. 1-6 Credits.

Supervised fieldwork designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDCI 321. Learning, Design & Technology. 3 Credits.

This course examines the relationship between learning theory and technology integration in K-12 classrooms and integrates backward design in standards-based units of study. Prerequisite: Teaching experience.

EDCI 322. Differentiation & Technology. 3 Credits.

This course enables educators to develop and utilize instructional frameworks based on current research related to differentiating instruction, universal design for learning and assistive technology.

EDCI 323. Inquiry and Technology. 3 Credits.

This course examines how technology can promote a student-centered active learning classroom environment that promotes problem-solving and critical thinking skills. Prerequisite: Prior teaching experience.

EDCI 324. Assessment and Technology. 3 Credits.

Students will cover assessment basics, the role of technology in education, information & knowledge management, and methods for integrating technology into assessment practice.

EDCI 325. Leadership and Technology. 3 Credits.

This course explores leadership and the role of the Integration Specialist and/or teacher leader in the context of educational technology integration planning.

EDCI 333. Curr Concepts/Planning/Develop. 3 Credits.

Overview of conceptions of curriculum for elementary and secondary education; examination of contemporary curriculum trends, issues; processes for initiating, planning, developing curriculum activities and programs. Prerequisite: Twelve hours of Education or Instructor permission.

EDCI 334. Social Studies in Elem Schools. 3 Credits.

Study of literature, research, and problems in teaching social studies in the elementary school. Prerequisite: Twelve hours in Education and related areas.

EDCI 356. Methods & Materials in Math. 3 Credits.

Evolution of mathematical concepts, notations. Meaning of numbers, number-systems. Theory underlying fundamental operations, metric measurements, analysis of modern approach to mathematics. Manipulative approach to teaching mathematics. Prerequisite: Twelve hours in Education and related areas.

EDCI 363. Analysis of Curr & Instruc Sem. 3 Credits.

A case study of the design, implementation, and evaluation of selected curricular and instructional improvements. Prerequisite: Ed.D. students have priority.

EDCI 380. Professional Problems in Ed. 3 Credits.

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDCI 391. Master's Thesis Research. 1-12 Credits.

Thesis topic must be approved by a faculty committee. Credit as arranged.

EDCI 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Pre/co-requisites: Twelve hours in Education and related areas; endorsement by a sponsoring faculty member.

EARLY CHILDHOOD PRE K-3 (EDEC)

Courses

EDEC 397. Problems in Education. 1-6 Credits.

EARLY CHILDHOOD SPECIAL EDUC (ECSP)

Courses

ECSP 200. Contemporary Issues. 1-6 Credits.

ECSP 202. D2:EI for Infants and Toddlers. 3 Credits.

An introduction to the field of Early Intervention for supporting infants and toddlers with and at risk for developmental delay or disability and their families. Stresses a routines-based and family-centered approach within the natural environment.

ECSP 210. Curriculum in ECSP. 3-4 Credits.

Designing and implementing services and supports for young preschool-age children with diverse abilities. Topics include IEPs, embedding instruction, specialized instruction, and inclusion. Three credits, four credits with 30-hour field experience. Prerequisites: Early Childhood Special Education major; Instructor permission required for Special Education minors. Cross-listed with: ECSP 310.

ECSP 211. Assessment in EI/ECSE. 3-4 Credits.

Overview of the strengths and limitations of traditional and nontraditional assessments; legal responsibilities, eligibility, family, and cultural aspects. Three credits, four credits for Early Childhood Special Education majors with 30-hour field experience. Pre/Co-requisites: Early Childhood Special Education major; instructor permission required for Special Education minors.

ECSP 295. Lab Experience in Education. 1-6 Credits.

Undergraduate only.

ECSP 310. Curriculum in ECSP. 3-4 Credits.

Designing and implementing services and supports for young preschool-age children with diverse abilities. Topics include IEPs, embedding instruction, specialized instruction, and inclusion. Three credits, four credits with 30-hour field experience. Pre/Co-requisites: Special Education Graduate student; Praxis Core requirement fulfilled.

ECSP 311. Assessment in EI/ECSE. 3 Credits.

Overview of the strengths and limitations of traditional and nontraditional assessments; legal responsibilities, eligibility, family, and cultural aspects. Pre/co-requisites: Special Education Graduate student.

ECSP 319. Intern Specialized Personnel. 1-6 Credits.

Undergraduate only.

ECSP 320. Seminar in EI/ECSE. 3 Credits.

This seminar accompanies the student teaching or internship experiences. Students will create a variety of evidence-based products and complete their portfolios for licensure. Co-requisite: ECSP 386. Cross-listed with: ECSP 220. For undergraduates only.

ECSP 386. Internship: EI/ECSE. 3-9 Credits.

Internship in an early intervention and/or early childhood special education setting. Pre/co-requisites: ECSP 202, ECSP 310, ECSP 311; Praxis Core requirement fulfilled; minimum GPA of 3 point 0 or higher.

ECSP 391. Master's Thesis Research. 1-12 Credits.**ECSP 397. Problems in Education. 1-6 Credits.****EDUCATION (EDSS)****Courses****EDSS 200. Contemporary Issues. 0-6 Credits.**

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in Education and related areas.

EDSS 208. The Mass Media as Educator. 3 Credits.

Analysis and assessment of the mass media's teachings about reality and worth and how to live our lives individually and collectively. Appropriate for non-education students. Pre/co-requisites: Junior standing for undergraduates; also can be taken for Graduate credit.

EDSS 248. Educational Media. 3 Credits.

Modern instructional aids, theory and practice, educational media related to psychology of teaching and learning. Prerequisite: Twelve hours in Education and related areas.

EDSS 295. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDSS 309. Interdisciplinary Seminar. 3 Credits.

Introduction to interdisciplinary study; the field of policy analysis and social change. Core academic experience for Interdisciplinary Majors. Prerequisite: Interdisciplinary majors; others by Instructor permission.

EDSS 313. Stat Meth Ed & Social Services. 3 Credits.

Basic concepts of descriptive and inferential statistics. Topics: frequency distributions; measures of central tendency, dispersion; correlation, hypothesis testing. Application of concepts to educational situations.

EDSS 319. Internship. 1-6 Credits.

Students will undertake an approved internship in an institution which reflects the particular area of interest and needs of the student. Prerequisite: Instructor permission.

EDSS 321. School Improvement:Thry & Prac. 4-6 Credits.

Analysis of research and practices pertinent to improvement of American schools. Student assignments include synthesis papers and site-specific research projects derived from course studies. Prerequisite: Twelve hours of Graduate study in education.

EDSS 336. Professional Writing. 3 Credits.

Problems in writing faced by professionals in educational and human service settings. Students write reports, critiques, reviews; analyze examples of published work; receive detailed critiques of their work.

EDSS 343. The Study of Teaching. 3 Credits.

Study of the art and science with emphasis on students' own teaching. Current research on teaching and self-study are major foci. Prerequisite: Twelve hours of education; teaching experience.

EDSS 349. Quasi-Experiment in Ed & SS. 3 Credits.

Quasi-experimental designs are analyzed, compared, and contrasted with "true experiments." Strategies for addressing threats to the validity of quasi-experiments are studied. Design exemplars are evaluated. Prerequisite: EDSS 313, PSYC 340, STAT 211, or equivalent.

EDSS 380. Professional Problems in Ed. 3 Credits.

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDSS 382. Teaching Internship. 3-12 Credits.

Supervised teaching experiences on a full-time basis, with related seminars in teaching subject. Prerequisite: Permission of coordinator of Professional Laboratory Experiences.

EDSS 387. Collaborative Consultation. 3 Credits.

Adult development and group dynamics theory provide the knowledge base for collaborating with parents and teachers to meet the diverse needs of students with disabilities. Cross-listed with: EDSP 387.

EDSS 391. Master's Thesis Research. 1-6 Credits.

Thesis topic must be approved by a faculty committee.

EDSS 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

ELECTRICAL ENGINEERING (EE)**Courses****EE 209. Transmission Line Analysis. 3 Credits.**

Fourier-Laplace transform analysis of steady-state and transient phenomena on transmission lines. Phasor representation and complex variable analysis. Prerequisite: MATH 271.

EE 210. Control Systems. 3 Credits.

Analysis and design of continuous and discrete-time control systems; stability, signal flow, performance criteria, classical and state variable methods, simulation design tools, computer-based realizations. Credit not given for more than one of the courses EE 110, EE 210. Prerequisite: EE 171 or ME 111. Cross-listed with: ME 210.

EE 211. Real-Time Control Systems. 3 Credits.

Digital control systems analysis and design. Techniques for system analysis and controller design, e.g., system identification, linearization, gain scheduling, and control of systems with saturation and time delays. State space models and discretization of continuous-time systems. Prerequisites: EE 110 or EE 210 or ME 210.

EE 212. Computer Vision. 3 Credits.

Introduction to computer vision systems for interactive and industrial applications using both hard/software computational approaches. Pre/co-requisites: CS 110; MATH 122 (preferred) or MATH 124 or MATH 271.

EE 213. Systems & Synthetic Biology. 3 Credits.

Applying engineering tools to the design and analysis of biomolecular processes; gene regulatory networks; nonlinear dynamics in molecular biology; biological circuit design; biological signal processing. Prerequisites: Background required: Differential Equations, Linear Algebra, Programming. Cross-listed with: CSYS 213, ME 213.

EE 215. Electric Energy Systems Analys. 3 Credits.

Transmission line, generator, transformer modeling and control, per-unit conversion, power flow calculations and software, symmetric components and fault analysis, protection/relaying, stability analysis, smart grid. Prerequisite: EE 113. Co-requisite: MATH 122 (preferred) or MATH 124.

EE 217. Smart Grid. 3 Credits.

Smart Grid: Using information/communication technology to modernize electric power/energy systems, including generation, transmission, distribution and consumption. Electricity physics/economics/policy; renewable energy; energy storage; demand response; energy efficiency; distributed generation; advanced metering infrastructure; distribution automation; microgrids; synchrophasors; HVDC and FACTS systems. Prerequisite: EE 113 or Graduate standing. Co-requisite: EE 215 recommended.

EE 221. Digital VLSI Circuit Design. 0 or 3 Credits.

Design of VLSI circuits using a modular approach with industrial grade software: schematic capture; circuit design languages (HDL); full-custom layouts; mixed signals; synthesis. Laboratory. Prerequisites: EE 121. Pre/co-requisites: EE 131.

EE 222. Analog VLSI Circuit Design. 0 or 3 Credits.

The design, layout, and simulation of VLSI analog circuits. Emphasis on small signal models and circuits used in operational amplifiers. Prerequisites: EE 121; Instructor permission.

EE 224. Principles VLSI System Design. 3 Credits.

Survey of VLSI design. Architecture and partitioning of functions. Design for testability. Simulation including timing. Synthesis. Design verification; manufacturing interface. Required team project and report. Prerequisite: EE 221 or Instructor permission.

EE 227. Biomedical Instrumentation. 3 Credits.

Measurement techniques for biomedical engineering research and industry, and health care institutions. Integrated biomedical monitoring, diagnostic, and therapeutic instrumentation. Prerequisite: EE 100 or EE 004. Co-requisites: EE 121, ANPS 020; Instructor permission. Alternate years.

EE 228. Sensors. 3 Credits.

Sensor design, interrogation, and implementation. A wide variety of electrical, electronic, optical, mechanic, and cross-disciplinary devices. System designs, measurement techniques, and methodologies. Prerequisite: Senior standing in Engineering or Physics.

EE 231. Digital Computer Design I. 3 Credits.

Hardware organization and realization, hard-wired and microprogrammed control units, interrupt and I/O systems. Hardware design language introduced and used for computer design. Prerequisites: EE 131, either EE 134 or CS 101.

EE 232. Digital Computer Design II. 3 Credits.

Memory designs, error control, high-speed addition, multiplication, and division, floating-point arithmetic, CPU enhancements, testing and design for testability. Prerequisite: EE 231.

EE 233. Microprocessor Systems & Appl. 0 or 4 Credits.

Basic principles of mini/microcomputers; A/D; D/A; channels, magnetic devices, display devices, mechanical devices; interface designs of analog systems to mini/microcomputers; principles of microprogramming; bit-slice-based microcomputers. Prerequisite: Department permission; CS 101 desirable.

EE 241. Electromagnetic Wave Theory. 3 Credits.

Electromagnetic radiation and wave propagation in complex media and systems: angular spectrum of plane waves, dispersive pulse propagation, applications to communications, imaging and remote sensing. Prerequisite: EE 141 or equivalent.

EE 245. Quantum Electronics. 3 Credits.

A theoretical description of light-matter interactions in photon emitting resonant cavities. A practical understanding of laser design and operation. Prerequisite: EE 141.

EE 247. Physical Optics. 3 Credits.

Fundamental properties of the optical field. Molecular optics and the Ewald-Oseen extinction theorem. Foundations of geometrical optics. Diffraction and aberration theory. Prerequisite: EE 141.

EE 261. Semiconductor Materials/Device. 3 Credits.

Energy band theory, effective mass, band structure and electronic properties of semiconductors. Transport of electrons and holes in bulk materials and across interfaces. MOSFETs, BJTs, pn junctions, and Schottky barriers. Prerequisite: EE 163.

EE 262. Solid-State Materials&Devices. 3 Credits.

Multijunction and interface devices. Heterostructure and optical devices. Dielectric and optical properties solids. High-frequency and high-speed devices. Novel materials and devices. Prerequisite: EE 163.

EE 266. Science & Tech Integrated Cir. 3 Credits.

Science and technology of integrated circuit fabrication. Interaction of processing with material properties, electrical performance, economy, and manufacturability. Prerequisite: EE 163 or EE 261; Co-requisite: EE 164 or EE 262.

EE 272. Information Theory. 3 Credits.

Introduction to probability concepts of information theory; entropy of probability models; theoretical derivations of channel capacity; coding methods and theorems, sampling theorems. Prerequisite: STAT 143, STAT 151, or STAT 153.

EE 273. Digital Communications. 3 Credits.

Digital modulation/demodulation methods and BER performance; source entropy and channel capacity; optimal detection; convolutional codes and decoding algorithms. Pre/co-requisites: EE 174 and STAT 151.

EE 275. Digital Signal Processing. 3 Credits.

Sampling and reconstruction of signals. DFT, FFT and the z-transform. FIR and IIR filter design. Speech coding. Accompanying lab: EE 289. Pre/co-requisites: EE 171; Instructor permission.

EE 276. Image Processing & Coding. 3 Credits.

Image enhancement techniques by point and spatial operations. Data compression techniques to include scalar quantization, entropy coding, transform and sub-band coding. Labs on PC hardware; PC and Unix-based software. Prerequisite: EE 275.

EE 277. Image Anyl&Pattern Recognition. 3 Credits.

Image, shape, and texture analysis. Statistical pattern recognition methods. Pattern recognition and computer vision techniques for machine parts recognition and automatic visual inspection. Prerequisite: EE 276.

EE 278. Wireless Communication. 3 Credits.

Modern wireless systems, including cellular design, propagation modeling, multiple access and equalization techniques. Pre/co-requisites: EE 174, STAT 151.

EE 279. Wireless Sensor Networks. 3 Credits.

Applications of and technologies behind wireless sensor networks. A systems-level perspective that integrates wireless networking, antennas, radio frequency circuitry, sensors, digital signal processing, embedded systems, and energy. Term project. Prerequisite: EE 174 or Instructor permission.

EE 281. Materials Science Seminar. 1 Credit.

Presentation and discussion of advanced electrical engineering problems and current developments. Prerequisite: Senior or Graduate Engineering enrollment.

EE 295. Special Topics. 1-18 Credits.

Special topics in developing areas of Electrical Engineering. Prerequisite: Senior standing, or Instructor permission.

EE 301. System Theory. 3 Credits.

Linear vector spaces. State equations and solution. Diagonalization and Jordan canonical form. Orthogonal and biorthogonal projections. Quadratic forms. Spectral resolution. Principal component analysis, singular value decomposition and Karhunen-Loeve transform. Compressive sensing. Prerequisites: MATH 230 or MATH 271, MATH 124, EE 171 or ME 111.

EE 302. Stochastic Processes. 3 Credits.

Probability theory, random variables and stochastic processes. Response of linear systems to random inputs. Applications in engineering. Prerequisites: EE 171 or ME 111; and STAT 151 or STAT 143.

EE 310. Multivariable Feedback Systems. 3 Credits.

Linear feedback control systems. Builds on undergraduate frequency domain methods and graduate-level state-variable methods in order to develop feedback design concepts for linear multivariable systems. Focus on approaches leveraged by practicing engineers. Prerequisite: EE 110 or EE 210 or ME 210 or EE 301 or Instructor permission.

EE 312. Intro Optimum Control Systems. 3 Credits.

Optimal control problem formulation and solution; including the calculus of variations, Pontryagin's maximum principle, Hamilton-Jacob theory, dynamic programming, and computational methods. Prerequisite: EE 210.

EE 314. Nonlinear System Theory. 3 Credits.

Basic nonlinear methods including computational and geometrical techniques for analysis of nonlinear systems. Describing function methods and bifurcation and catastrophe theory. Sensitivity and stability considerations. Prerequisite: EE 201 or MATH 230.

EE 338. Semiconductor Dev Model&Simul. 3 Credits.

Analysis and application of computer models for semiconductor process and device simulation. Strategies for development of device models for circuit simulation. Prerequisites: EE 262; Instructor permission.

EE 341. ST:Electromagnetic Field Thry. 3 Credits.

For advanced students in the field of electromagnetism. Topics selected from special interests of staff with lectures and readings from current literature.

EE 352. Adv Semicond Device Phys & Des. 3 Credits.

MOSFET, bipolar, and CMOS device parameters, their characterization, and their relation to process technology. Description and use of computer-aided process and device models. Prerequisite: EE 262.

EE 354. MOS Analog Intergrtd Circ Dsgn. 3 Credits.

Analysis and design of MOS analog integrated circuits. Each student will design, layout, test, and document an analog integrated circuit using computer-aided-design techniques. Prerequisites: EE 338.

EE 365. Optoelectronic Devices. 3 Credits.

Optical and electro optical properties of semiconductors. Applications to photodetectors, solar cells, light emitting diodes and lasers. Prerequisites: EE 142, EE 261.

EE 366. Solid State & Semicond Thry. 3 Credits.

Energy band theory for electrons and phonons in crystalline solids. Brillouin zones. Conservation laws. Elements of statistical mechanics. Transport properties. Applications to semiconductor electronics. Prerequisite: EE 261, PHYS 273 or CHEM 263.

EE 371. Estimation Theory. 3 Credits.

Foundations of linear and nonlinear least squares estimation, smoothing and prediction, computational aspects, Kalman filtering, nonlinear filtering, parameter identification, and adaptive filtering. Applications to students' research. Pre/co-requisite: STAT 151.

EE 373. Adv Topics in Communications. 3 Credits.

Advanced topics of current interest in communication systems. Topics may include channel coding/decoding, software radio, ad-hoc networks, wireless systems, etc. Prerequisite: EE 273 or Instructor permission.

EE 391. Master's Thesis Research. 1-18 Credits.**EE 392. Master's Project. 1-3 Credits.**

Master's Project.

EE 393. Graduate Seminar. 1 Credit.

Presentation and discussion of advanced problems, research, and current topics in Electrical Engineering by faculty, graduate students, and outside guest speakers.

EE 395. Advanced Special Topics. 1-18 Credits.

Advanced topics of current interest in electrical engineering. Prerequisite: Instructor permission.

EE 491. Doctoral Dissertation Research. 1-18 Credits.**ELEMENTARY EDUCATION (EDEL)****Courses****EDEL 200. Contemporary Issues. 0-3 Credits.**

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in Education and related areas.

EDEL 270. Kindergarten Methods & Org. 3 Credits.

Objectives, organization, curriculum, methods and materials, and relationships of kindergarten preschool experiences. Prerequisite: Twelve hours in Education and related areas.

EDEL 271. Kindergarten Educ W/Lab. 3 Credits.

Designed to acquaint the prospective kindergarten teacher with educational research conducted by Piaget, Bruner, Montessori, and others with experiences provided for working with children of kindergarten age. Prerequisite: Twelve hours in Education and related areas.

EDEL 319. Internshp Specialzd Personnel. 1-6 Credits.

Students will undertake an approved internship in an institution which reflects the particular area of interest and needs of the student. Prerequisite: Instructor permission.

EDEL 334. Social Studies in Elem Schools. 3 Credits.

Study of literature, research, and problems in teaching social studies in the elementary school. Prerequisite: Twelve hours in Education and related areas.

EDEL 382. Teaching Internship. 3-8 Credits.

Supervised teaching experiences on a full-time basis, with related seminars in teaching subject. Prerequisite: Permission of coordinator of Professional Laboratory Experiences.

EDEL 391. Master's Thesis Research. 1-18 Credits.

Thesis topic must be approved by a faculty committee.

EDEL 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

EMERGENCY MEDICAL TECHNICIAN (SURG)**Courses****SURG 200. Emergency Medicine Research I. 4 Credits.**

Introduction to research in emergency medicine with a laboratory focusing on human subjects research in the emergency department. Prerequisites: Minimum Junior standing or Instructor permission; completion of mandatory hospital training at least one month before semester.

SURG 201. Emergency Medicine Research II. 4 Credits.

Advanced discussion and research training in emergency medicine with continued emergency department-based human subjects laboratory. Prerequisite: SURG 200.

SURG 220. Adv Topics Emerg Med Research. 3-6 Credits.

Emergency medicine research under guidance of a faculty member. Prerequisites: SURG 200, SURG 201 and/or faculty permission.

SURG 301. Immunity and Host Defense. 3 Credits.

This course will cover aspects of the immune system that are necessary to understand the complex interactions between pathogen and host. Prerequisites: BIOL 001 and BIOL 002 or equivalent.

SURG 302. Introduction to Flow Cytometry. 1 Credit.

Theoretical and practical aspects of the use of fluorescent markers and the technique of flow cytometry to analyze biological systems. Prerequisite: Instructor permission required for undergraduate students.

ENGINEERING (ENGR)**Courses****ENGR 201. Ethics in CEMS Rsrch/Practice. 1 Credit.**

Professional responsibilities of computer scientists, engineers, mathematicians, and statisticians in research and practice. Professional rights and responsibilities, research integrity, fair credit in research and publication. Prerequisite: Minimum Senior standing.

ENGLISH (ENGS)**Courses****ENGS 201. Sem Engl Lang or Critical Thry. 3 Credits.**

Recent topics: "Origins and Development of the English Language;" "Re-disciplining the History of Literature and the Literature of History." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 202. Sem Engl Lang or Critical Thry. 3 Credits.

Recent topics: "Origins and Development of the English Language;" "Re-disciplining the History of Literature and the Literature of History;" "Women's Texts." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 211. Seminar in Writing. 3 Credits.

Recent topics: "Writing the New Yorker;" "Writing Vermont Life;" "Editing and Publishing. Prerequisites: ENGS 100; ENGS 050 or ENGS 051 or ENGS 053; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for Graduate students.

ENGS 212. Seminar in Writing. 3 Credits.

Recent topics: "Writing the New Yorker;" "Writing Vermont Life;" "Editing and Publishing. Prerequisites: ENGS 100; ENGS 050 or ENGS 051 or ENGS 053; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for Graduate students.

ENGS 221. Seminar in Literature to 1800. 3 Credits.

Recent topics: "Women in 17th Century English Poetry;" "Dante and the Experience of Reading;" "Orality and Textuality in Middle English Literature." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 222. Seminar in Literature to 1800. 3 Credits.

Recent topics: "Women in 17th Century English Poetry;" "Dante and the Experience of Reading;" "Orality and Textuality in Middle English Literature." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 241. Seminar in 19th Century Lit. 3 Credits.

Recent topics: "Dickens;" "Reader, I Married Him: The Brontes;" "Love, Marriage, and Literary Criticism: Jane Austen;" "Reading Serially: The Victorian Novel;" "Invisible Man and 19th Century American Literature," "The Gothic." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 242. Seminar in 19th Century Lit. 3 Credits.

Recent topics: "Dickens;" "Reader, I Married Him: The Brontes;" "Love, Marriage, and Literary Criticism: Jane Austen;" "Reading Serially: The Victorian Novel;" "Invisible Man and 19th Century American Literature," "The Gothic." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 251. Seminar in 20th Century Lit. 3 Credits.

Recent topics: "The Beat Generation;" "Literature and Society in Modern Ireland;" "Dostoevsky's Influence on 20th Century American Literature." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 252. Seminar in 20th Century Lit. 3 Credits.

Recent topics: "The Beat Generation;" "Literature and Society in Modern Ireland;" "Dostoevsky's Influence on 20th Century American Literature." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 281. Sem Lit Themes, Genres, Folklore. 3 Credits.

Recent topics: "Spiritual Journeys;" "Murder, He Said: Detective Fiction;" "Chekhov to Cheever: The Short Story." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 282. Sem Lit Themes, Genres, Folklore. 3 Credits.

Recent topics: "Spiritual Journeys;" "Murder, He Said: Detective Fiction;" "Chekhov to Cheever: The Short Story." Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 290. Sem Prospective Tchrs of Engl. 3 Credits.

Approaches to teaching composition, literature, and the English language in secondary school. Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisites: ENGS 100; and one of the following pairs of courses: ENGS 021 and ENGS 022, ENGS 023 and ENGS 024, or ENGS 027 and ENGS 028; Instructor permission for graduate students.

ENGS 320. Seminar:Major Author. 3 Credits.

In-depth study of the works, critical reception, and context of an author writing in English. Representative topics: Chaucer; Shakespeare; Milton; Austen; Dickinson; Morrison.

ENGS 330. Seminar:Literary Period. 3 Credits.

Advanced survey of authors, themes, genres, and/or cultural context in a British or American literary period. Representative topics: British Renaissance; Restoration and Eighteenth Century; Victorian; American Renaissance.

ENGS 340. Studies in Rhetoric & Comp. 3 Credits.

Introduction to current issues in the field. Representative topics: Rhetorical theory; gender, class, and composing; writing across the curriculum; collaborative learning, literature and composition.

ENGS 345. Practicum in Teaching Writing. 3 Credits.

Introduces new graduate teaching assistants in English to best practices in teaching college composition and provides support for their first semester teaching ENGS 001. Prerequisites: Admission to English Graduate program; appointment to a Graduate teaching assistantship; permission of Instructor or English department Graduate advisor.

ENGS 350. Surv of Lit Theory & Criticism. 3 Credits.

Theory and Criticism.

ENGS 360. Seminar:Special Topics. 3 Credits.

Topic varies, based on faculty research. Representative topics: orality and literacy in medieval literature; feminist theory; anthropological approaches to literature; narrative theory and Victorian novels.

ENGS 370. Principles of Literary Rsch. 3 Credits.

Methods of literary study, research, and scholarship, including bibliographic, manuscript, and archival work.

ENGS 391. Master's Thesis Research. 1-6 Credits.**ENGS 392. Seminar Paper Review. 0 Credits.****ENGS 397. Special Readings & Research. 1-6 Credits.**

Directed individual study of areas not appropriately covered by existing courses. Permission of Graduate Director.

ENGS 398. Teaching Practicum Continued. 3 Credits.

Continued mentoring and professional development for Graduate Teaching Assistants who have completed ENGS 345. May be repeated once for credit. Prerequisite: ENGS 345; admission to English Graduate program; appointment to a Graduate teaching assistantship.

ENVIRONMENTAL STUDIES (ENVS)**Courses****ENVS 212. Advanced Agroecology. 0-4 Credits.**

An in-depth overview of research and application in the field of agroecology, including ecological and social dynamics in agricultural landscapes in Vermont and abroad. Pre/co-requisites: PSS 021 and one semester of ecology at the 100-level or above or Instructor permission. Cross-listed with: PSS 212.

ENVS 238. Ecological Landscape Design. 4 Credits.

Studio course synthesizing work from fields of landscape ecology and landscape design, exploring ecological design alternatives at multiple scales, and developing multifunctional landscape solutions. Pre/co-requisites: Minimum Junior standing, PSS 137 or one course in ecology plus one course in design or drawing. Cross-listed with: CDAE 238, PSS 238, NR 238.

ENVS 267. Environmental History Seminar. 3 Credits.

Advanced reading and research on the role and influence of nature on human history and how people and cultures have influenced the natural world. Prerequisites: ENVS 151; six credits in History. Cross-listed with: HST 267.

ENVS 291. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion. Prerequisite: ENVS 002; Junior standing.

ENVS 292. Env Conflict Resolution. 3 Credits.

Explores the causes of conflicts involving environmental concerns and the role of environment as a factor in conflict development and mediation. Prerequisites: ENVS 002; Junior standing.

ENVS 293. Environmental Law. 3 Credits.

Principles of environmental law, including legal research methods, threshold issues, case law, trial procedure, and international comparisons in aspects of air, land, and water law. Prerequisites: ENVS 142 or NR 153; Junior standing.

ENVS 294. Environmental Education. 3 Credits.

Philosophy, concepts, and strategies of environmental education, emphasizing integration of environmental concerns into formal and nonformal educational programs for youth and adults. Prerequisite: Junior standing.

ENVS 295. Advanced Special Topics. 1-18 Credits.

Advanced courses of current areas of interest which may vary each semester. Topics have included environmental health, energy, regional planning, international studies, literature, ethics, and natural area management. Prerequisite: Junior standing.

FOOD SYSTEMS (FS)

Courses

FS 321. Econ of Sustainable Food Syst. 3 Credits.

Utilizes common economic tools, ideas and application to analyze issues concerning the sustainability of food systems, using a combination of readings, lectures and discussions. Prerequisite: Graduate standing. Cross-listed with: CDAE 321.

FS 335. Qualitative Research Methods. 3 Credits.

This course provides an overview of qualitative research methods and an opportunity to apply such research methods for topics focusing on food systems and health.

FS 340. Food Systems, Science & Policy. 3 Credits.

This course examines key questions being asked about our contemporary food system by examining natural and life sciences scholarship and the applications for public policy.

FS 345. Food Systems, Soc & Policy. 3 Credits.

This course examines key questions being asked about our contemporary food systems by examining social science and humanities scholarship and the applications for public policy.

FS 350. Food Systems Application Sem. 3 Credits.

This problem-based course uses current issues in Vermont's food system to explore systems complexity, emergence and interdependence. Pre/co-requisites: FS 340, FS 345.

FS 351. Professional Development Sem.. 1 Credit.

This seminar will prepare students to successfully navigate the graduate school experience.

FS 352. Research Design Seminar. 1 Credit.

The Research Design Seminar will develop the students' abilities to conduct academic research and formulate a relevant study design with an emphasis on mixed-methods.

FS 355. Ethics and the Food System. 3 Credits.

Focus on certain food ethics issues. The in-depth consideration of these issues will build philosophical skills as well as knowledge as to the interdependence and interconnection of the food system. Prerequisite: Instructor permission only.

FS 360. Dissertation Writing Seminar. 1 Credit.

This seminar will prepare students to successfully navigate the dissertation process. The course serves as a PhD competency.

FS 390. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion.

FS 391. Master's Thesis Research. 1-18 Credits.

FS 392. Master's Project Research. 1-12 Credits.

Food Systems Professional Track students are required to complete a final project. Students will design a project that must be approved by the Project Faculty Committee.

FS 393. Independent Study. 1-18 Credits.

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

FS 395. Special Topics. 0-18 Credits.

See Schedule of Courses for specific titles.

FS 396. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

FS 491. Doctoral Dissertation Research. 1-12 Credits.

Research requirement (up to 30 research credits) for Food Systems PhD students.

FORESTRY (FOR)

Courses

FOR 222. Advanced Silviculture. 0 or 3 Credits.

Scientific basis and contemporary status of silviculture practices. Prerequisite: FOR 223. Alternate years, 2000-01.

FOR 225. Tree Structure & Function. 3 Credits.

Basic anatomy and physiology of trees and other woody plants, emphasizing their unique structural and physiological adaptations to the environment. Prerequisite: Instructor permission.

FOR 228. Ecosystems Ecology. 3 Credits.

Examination of the structure and function of terrestrial ecosystems focusing on carbon and nutrient cycles. Laboratory sessions involve spatial modeling and data analysis. Prerequisites: CHEM 031, CHEM 032, NR 103 and either NR 143 or NR 146. Cross-listed with: NR 228.

FOR 235. Forest Ecosystem Health. 4 Credits.

Forest health is a broadly defined, emerging discipline in forestry and ecology that examines the agents and processes affecting tree and forest decline. Prerequisites: NR 103, BIOL 001 and BIOL 002 or PBIO 004, FOR 021.

FOR 272. Sustain Mgmt Forest Ecosys. 0 or 4 Credits.

Principles of long-term planning and plan implementation in support of sustainable forestry; Adaptive management; biodiversity and ecosystem health; major management planning project. Prerequisites: FOR 122, NR 205, FOR 223.

FOR 385. Selected Problems in Forestry. 1-6 Credits.

Advanced readings, or a special investigation dealing with a topic beyond the scope of existing formal courses.

FOR 390. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion.

FOUNDATIONS (EDFS)

Courses

EDFS 200. Contemporary Issues. 3 Credits.

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in Education and related areas.

EDFS 203. Soc, Hst & Phil Found of Educ. 3 Credits.

Critical examination of central educational/social issues and values with special emphasis on the struggle for justice and equality. Themes include schooling and social class, race, and gender; the purposes of education; and the responsibilities of teachers. Prerequisite: Enrollment in teacher licensing program.

EDFS 204. Sem in Educational History. 3 Credits.

Selected topics in history of education. Education in democratic and authoritarian social orders. Topics: education of women, black heritage, American higher education in transition. Prerequisite: Twelve hours in Education and related areas or Instructor permission.

EDFS 205. History of American Education. 3 Credits.

Educational principals and practices in the U.S. as they relate to the main currents of social history. Key ideas of historic and contemporary significance. Prerequisite: Twelve hours in Education and related areas or Instructor permission.

EDFS 206. D2:Comparative Education. 3 Credits.

Examines educational challenges confronting countries around the world. Explores issues related to sustainable development, diversity, citizenship, and justice in formal and nonformal educational contexts. Prerequisite: Twelve hours in Education and related areas.

EDFS 207. Traditionalist Education. 3 Credits.

Perspectives on schooling at all levels directed at preserving and extending a heritage (cultural, racial, ethnic, religious, regional, national), or promoting individual freedom, character, or academic excellence. Selected topics, Instructor choice. Prerequisite: Junior standing. Also for Graduate credit.

EDFS 209. Intro to Research Methods. 3 Credits.

Seminars and research projects. Methods of historical, descriptive, experimental, quasi-experimental, field studies, and survey research.

EDFS 255. School as Social Institution. 3 Credits.

Examination of the school and related social institutions, focus on themes, including: social class, race, ethnicity, socialization, role of the family, social change. Prerequisite: Twelve hours of Education and related areas.

EDFS 295. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDFS 302. Philosophy of Education. 3 Credits.

Critical examination of key beliefs and values in current philosophies of helping, e.g. phenomenological, behavioral, holistic, as practiced in a variety of educational and social service institutions. Prerequisite: Twelve hours in education and related areas.

EDFS 303. Ethics Helping Relationships. 3 Credits.

Clarification of ethical dimensions of professional rights and obligations for educators, counselors, administrators, other helping professionals. Examination of selected ethical controversies currently facing the helping professionals. Prerequisite: Twelve hours in education and related areas.

EDFS 304. Religion, Spirituality & Ed. 3 Credits.

A narrative approach to thinking about religion and spirituality and theoretical and practical implications for policy making, pedagogy, curriculum development, and educational leadership.

EDFS 309. Schol Pers Narr Writing:ED&SS. 3 Credits.

A workshop for educational writers of theses, dissertations, and scholarly articles. Students will be introduced to critical theory, postmodern, feminist, and narrativist conceptions of educational writing.

EDFS 314. Modes of Inquiry. 3 Credits.

A critical analysis of the various conceptual and methodological foundations of theory and practice in education and the human services. Prerequisite: Twelve hours in education and related areas.

EDFS 320. Technology, Schooling, Society. 3 Credits.

This course explores influences of technology on schooling and society. Using sociological, historical, and philosophical frameworks, participants examine equity, cultural diversity, student empowerment, and community.

EDFS 322. D1:Chall Multicult/Ed&Soc Inst. 3 Credits.

Critical analysis of social, historical, and philosophical dimensions of multiculturalism. Examination of identity, empowerment, and justice and their relationships to educational/social policies and practices. Prerequisite: Twelve hours in education and related areas.

EDFS 347. Qualitative Research Methods. 3 Credits.

Introduces students to qualitative methods as a research paradigm and develops skills in ethnographic techniques of field observation, interviewing, and data analysis. Out-of-class fieldwork required. Prerequisite: Master's or doctoral level standing or Instructor permission.

EDFS 348. Analyze&Write Qualitative Rsch. 3 Credits.

This course extends students' knowledge of and experience with qualitative research analysis and writing. Students must come with data collected previous to the start of the course. Prerequisite: EDFS 347 or Instructor Permission.

EDFS 352. Aesthetic Ed & Social Justice. 3 Credits.

Exploration of art that deepens understanding of educational and social problems. Focus on artists who challenge dominant powers. Incorporates democratic perspectives on art and aesthetics. Prerequisite: Twelve hours in education and related areas.

EDFS 353. Program Evaluation&Assessment. 3 Credits.

Introduction to program evaluation concepts and methods in education; contemporary theory and practice in educational assessment and testing.

EDFS 354. Anth Persp on Ed & Soc Serv. 3 Credits.

Examination of formal and non-formal education as means to produce and alleviate cultural conflict. Incorporates an autobiographical approach to studying socio-cultural implications of schooling and social services. Emphasis on Third World situations. Prerequisite: Twelve hours in education and related areas.

EDFS 355. Appl Data Analysis for Dec Mkg. 3 Credits.

Students will learn to apply quantitative techniques, using commonly available tools, to organizational data so that they can make data-based policy decisions. Prerequisite: Graduate standing.

EDFS 369. Ethics in Ed & Soc Serv Admin. 3 Credits.

Critical examination of theories of ethical decision making. Implications for leadership in educational, social service settings. Ethical investigation utilizing research, scholarship, actual incidents, case studies, role playing. Prerequisite: Ed.D. students have priority.

EDFS 377. Seminar Educational Psychology. 3 Credits.

Personal values, attitudes, beliefs related to learning. Psychological research of the teaching-learning process. Research use in analysis of educational processes. Applications for educational settings. Prerequisite: Twelve hours in education and related areas.

EDFS 380. Professional Problems in Educ. 3 Credits.

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDFS 391. Master's Thesis Research. 1-18 Credits.

Thesis topic must be approved by a faculty committee.

EDFS 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

EDFS 455. Soc Process & Institutionl Chg. 3 Credits.

Critical analysis of theory and research related to justice, caring, and change in education and other social institutions. Focus: ideology, diversity, and management of knowledge. Prerequisite: Doctoral level standing.

FRENCH (FREN)**Courses****FREN 235. Medieval/Renaissance Topics. 3 Credits.**

Study of literary and non-literary writings from Medieval and Renaissance France. Texts may deal with questions of otherness, religion, gender, and/or politics. Prerequisites: FREN 141 or FREN 142.

FREN 237. Early French Women Writers. 3 Credits.

Exploration of how women from the Middle Ages through the Revolution spoke of love, education, the place of women, the power of writing and more. Prerequisites: FREN 141 or FREN 142.

FREN 247. Power/Desire in Class Fr Drama. 3 Credits.

How dramatists like Corneille, Moliere and Racine used history, legend and satire to explore questions of tyranny, freedom, passion, generosity, hypocrisy, truthfulness, and more. Prerequisites: FREN 141 or FREN 142.

FREN 256. EnlightenmentSocietyReimagined. 3 Credits.

How did 18C writers use the representation of social hierarchy, gender relations, the exotic, etc., to (re-)define French culture on the eve of the Revolution? Prerequisites: FREN 141 or FREN 142.

FREN 265. Romanticism and Symbolism. 3 Credits.

Exploration of the idealist tradition in 19th century French poetry and novels. Authors may include Constant, Chateaubriand, Stael, Hugo, Flaubert, Baudelaire, Verlaine, Mallarme. Prerequisites: FREN 141 or FREN 142.

FREN 266. Rev&React in 19th C Narrative. 3 Credits.

Study of the representations of major social issues of the period, such as power, class, money, and women. Representative authors: Balzac, Flaubert, Sand, Stendhal, Zola. Prerequisites: FREN 141 or FREN 142.

FREN 269. La Belle Epoque. 3 Credits.

The aesthetic and moral dilemmas of the turn-of-the-century "decadent" period in French literature, focusing especially on the changing representation of the artist and intellectual. Prerequisites: FREN 141 or FREN 142.

FREN 270. Lyric Poetry:Harmony & Crisis. 3 Credits.

A consideration of the French lyric tradition. Authors may include the troubadours, Ronsard, Dubellay, Hugo, Baudelaire, Mallarme, Rimbaud, Valery, Roubaud. Prerequisites: FREN 141 or FREN 142.

FREN 275. 20-C Lit - Society and Writers. 3 Credits.

A study of twentieth-century French authors who shaped contemporary French culture by challenging traditional ethics and modes of thought. Representative authors include Beauvoir, Camus, and Sartre Prerequisites: FREN 141 or FREN 142.

FREN 276. Topics in Modern French Lit. 3 Credits.

Selected topics dealing with poetry and/or narrative related either to an historical period or a literary movement. Prerequisites: FREN 141 or FREN 142.

FREN 280. Francophone Crossings. 3 Credits.

Study of works in French that demonstrate multiple cultural influences. Topics may include: exile writings, cultural/linguistic mixing, colonialism and independence movements, human rights, immigration. Prerequisites: FREN 141 or FREN 142.

FREN 285. Quebec Literature. 3 Credits.

A study of contemporary (1960-1985) major works of fiction, poetry, and drama. Authors studied include Anne Hebert, Michel Tremblay, Jacques Godbout, Gaston Miron. Prerequisites: Either FREN 141 or FREN 142, or both.

FREN 289. African Lit: French Express. 3 Credits.

Study of West African poetry, theatre, novel, and civilization as an expression of the Black experience in the language of the French colonizer. Prerequisites: FREN 141 or FREN 142.

FREN 292. Topics in French Culture. 3 Credits.

In-depth study of a major aspect of French culture. See Schedule of Courses for specific offering. Prerequisites: FREN 131 or FREN 132 or Instructor permission.

FREN 293. Quebec Culture. 3 Credits.

Sociocultural study of the Francophone culture of Canada. Prerequisite: FREN 141 or FREN 142.

FREN 294. Topics in French Cinema. 3 Credits.

A topical approach to the study of French cinema and cinematographic aesthetics, from the medium's beginnings through contemporary films. Prerequisites: FREN 141 or FREN 142.

FREN 295. Advanced Special Topics. 1-18 Credits.

Advanced courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

FREN 296. Advanced Special Topics. 1-18 Credits.

Advanced courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

FREN 297. Independent Study. 1-18 Credits.

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Permission of Chair required.

FREN 298. Undergraduate Research. 1-18 Credits.

Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Permission of Chair required.

FREN 391. Master's Thesis Research. 1-18 Credits.**GEOGRAPHY (GEOG)****Courses****GEOG 202. Research Methods. 3 Credits.**

A systematic overview of the art and science of geographical inquiry. Examination of key research and methodological approaches in the discipline. Prerequisite: Minimum Junior standing.

GEOG 203. Contemp Geog Thought Context. 3 Credits.

A survey of paradigms and issues in contemporary geography. Attention paid to the social and historical contexts of geographic thought. Prerequisite: Minimum Junior standing.

GEOG 245. Adv Top:Human Env Interactions. 3 Credits.

Advanced offerings on various manifestations of social-environmental relationships. Possible topics include sustainable development, environmental justice, and urban ecology. Prerequisites: Vary with course content; Minimum Junior standing.

GEOG 246. Adv Top:Climate&Water Resource. 3 Credits.

Analysis of regional climatology, paleoclimatology, hydroclimatological hazards, or fluvial geomorphology. Topics include droughts, severe weather, climate change, floods and floodplain management, mountain and lowland rivers. Prerequisites: Vary with course content; minimum Junior standing.

GEOG 272. Adv Top:Space, Power, Identity. 3 Credits.

Advanced offerings on topics related to the spatial regulation and geographic construction of social identity, paying particular attention to race, gender, and sexuality. Prerequisites: Vary with course content; minimum Junior standing.

GEOG 273. Adv Top:Political Econ&Ecology. 3 Credits.

Advanced offerings in political ecology and political economy, particularly at global and regional scales. Possible topics include Third World economic restructuring, globalization, international environmental movements. Prerequisites: Vary with course content; minimum Junior standing.

GEOG 274. Adv Top:Critical Urban&Soc Geo. 3 Credits.

Advanced offerings in urban and critical social geography. Possible topics include social justice and the city, human rights, geographies of social control. Prerequisites: Vary with course content; minimum Junior standing.

GEOG 281. Adv Topic:GIS & Remote Sensing. 3 Credits.

Advanced offerings in GIS or remote sensing focusing on landscape interpretation for decision-making practices. Incorporation of applications from Vermont public and private sectors. Prerequisites: Vary with course content; minimum Junior standing.

GEOG 287. Spatial Analysis. 3 Credits.

Analysis of spatial pattern and interaction through quantitative models; introduction to measurement, sampling, and covariation in a spatial framework. Prerequisite: Minimum Junior standing.

GEOG 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

GEOG 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

GEOG 297. Independent Study. 1-18 Credits.

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

GEOG 298. Undergraduate Research. 1-18 Credits.

Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

GEOG 300. Graduate Tutorial. 3 Credits.

Readings and research on topics arranged individually by students with instructors; attendance in appropriate undergraduate courses may be required.

GEOG 391. Master's Thesis Research. 1-18 Credits.**GEOLOGY (GEOL)****Courses****GEOL 201. Advanced Field Geology. 3 Credits.**

Advanced field mapping techniques, analysis of field data, preparation of geological maps and reports. Prerequisite: GEOL 101.

GEOL 217. Vermont Field Geology. 3 Credits.

Field observations of rocks and surficial materials across northern Vermont are utilized to decipher the region's geologic history. Readings complement field work. Prerequisite: Graduate student standing.

GEOL 231. Petrology. 4 Credits.

The course covers the scope and methods of igneous, sedimentary and metamorphic petrology, and the geologic environments and processes relevant to the major rock types. Prerequisite: GEOL 110.

GEOL 233. Environmental Isotope Geochem. 3 Credits.

Course focuses on stable isotope geochemistry of low temperature processes occurring on and near the earth surface through lecture, laboratory, and seminar. Prerequisite: CHEM 031.

GEOL 234. Global Biogeochemical Cycles. 3 Credits.

Integrated perspective on biogeochemical cycles describing the transformation and movement of chemical substances in the natural environment, as seen on the global context. Prerequisite: CHEM 031.

GEOL 235. Geochemistry of Natural Waters. 3 Credits.

Basic concepts of chemical equilibria applied to natural waters, including thermodynamics, pH, oxidation-reduction, weathering, and solution equilibria. Prerequisite: Prerequisite: CHEM 032.

GEOL 240. Tectonics. 3 Credits.

Applications of igneous and metamorphic petrology to problems in tectonophysics, including petrochemistry of the earth's crust and upper mantle and the internal structure of orogenic belts. Prerequisites: GEOL 101, GEOL 110.

GEOL 242. Basin Analysis. 3 Credits.

This course examines the formation and evolution of sedimentary basins, including tectonic setting, sediment supply, and subsidence history. Prerequisite: GEOL 153.

GEOL 246. X-ray Diffractometry. 3 Credits.

This course focuses on identification and characterization of materials using X-ray diffractometry. The course will include exercises using a modern powder diffractometer. Prerequisite: CHEM 032.

GEOL 260. Structural Geology. 0 or 4 Credits.

Examines processes and problems concerning the mechanical behavior of the Earth's crust and surface. Includes rock deformation stress, strain, and the interpretation of geological structures. Prerequisites: GEOL 101, GEOL 110.

GEOL 263. Geochronology. 3 Credits.

This course will survey the basic concepts of radioactive decay, mass spectrometry, and isotopic systems commonly used to quantify the timing of geologic events. Prerequisite: GEOL 110.

GEOL 265. Geomicrobiology. 3 Credits.

An introduction to microbial control of redox chemistry on Earth's surface, including field techniques and a detailed look at how microbes affect element cycling. Prerequisite: GEOL 135.

GEOL 266. Microstructures. 3 Credits.

This course will focus on deformation of rocks and minerals at the microscopic scale and the practical use of photographic analyses to unravel tectonic histories. Prerequisite: GEOL 260.

GEOL 272. Regional Geology. 0 or 4 Credits.

Discussion of the geology of a selected region of North America; a four-week summer field trip to the area in question. Prerequisites: GEOL 101, GEOL 110.

GEOL 273. Geology of the Appalachians. 3 Credits.

Origin of mountain belts; the Appalachian mountain system discussed in terms of tectonics and geologic processes active in modern continental margins. Prerequisites: GEOL 101, GEOL 110.

GEOL 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

GEOL 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

GEOL 301. Intro to Graduate Studies. 1 Credit.

For first year graduate students in Geology. Includes orientation to faculty, abstract and grant writing, comprehensive exams, talk preparation and scientific method in the Geosciences. Prerequisite: Graduate standing in Geology.

GEOL 302. Intro Graduate Studies Geology. 1 Credit.

For first year graduate students in Geology. Includes orientation to faculty, abstract and grant writing, comprehensive exams, talk preparation and scientific method in the Geosciences. Prerequisite: Graduate standing in Geology.

GEOL 335. Aqueous Environmental Geochem. 3 Credits.

This course focuses on the chemical equilibrium and kinetics principles governing water chemistry, including water interaction with the atmosphere, microbes and minerals. Prerequisite: Graduate standing.

GEOL 351. Surface Proc & Quaternary Geol. 1-3 Credits.

Discussion and critique of scientific literature pertaining to Earth surface history and processes. Critical examination of author's methods, data, and assumptions. Student-led discussions. Specific focus changes yearly. Prerequisite: Graduate standing in science, natural resources or engineering.

GEOL 352. Environmental Geology Seminar. 1-3 Credits.

Geologic constraints on environmental problems including: groundwater flow, contaminant transport, slope stability, climate change, sedimentation, deforestation and earthquake hazards. Extensive readings and student-led discussions. Prerequisite: Graduate standing in science, natural resources, or engineering.

GEOL 360. Structural Anyl Deformed Rocks. 4 Credits.

Mechanisms of rock deformation; fracture phenomena and analysis; fault zone characteristics; fold generation analysis. Stress and strain interpretation of deformational features in rocks and minerals. Field work. Prerequisite: GEOL 260.

GEOL 361. Advanced Structural Geology. 3 Credits.

Selected topics in analytical structural geology. Prerequisite: GEOL 260.

GEOL 371. Advanced Readings. 1-3 Credits.

Readings and research problems intended to contribute to the program of graduate students in areas of geology for which formal courses are not available. Prerequisite: Graduate standing in Geology.

GEOL 384. Teaching in the Geosciences. 1 Credit.

A review of the pedagogical underpinnings of introductory geology and its laboratory activities.

GEOL 385. Teaching in the Geosciences. 1 Credit.

A review of the pedagogical underpinnings of introductory geology and its laboratory activities.

GEOL 391. Master's Thesis Research. 1-9 Credits.**GERMAN (GERM)****Courses****GERM 201. Methods Research&Bibliography. 3 Credits.**

Introduction to tools and methods of research, including major bibliographical sources, reference works, dictionaries, editions, and journals concerned with German literature, language, and folklore. Prerequisite: Two 100-level courses.

GERM 202. Expository Writing. 3 Credits.

Improvement of writing skills through work with authentic texts from different content areas (literature, media, science, business). Emphasis on stylistic development and sophisticated vocabulary-building. Prerequisite: Two 100-level courses.

GERM 213. History of the German Language. 3 Credits.

Historical and linguistic development of the German language from Indo-European to the present, emphasizing sound shifts, the 16th century, and the modern age. Prerequisite: GERM 155 or GERM 156; one other 100-level course.

GERM 214. Middle Ages. 3 Credits.

Analysis and discussion of several "Minnesang" poets (esp. Walther and Neidhart), the Nibelungenlied, the courtly epics Erec, Parzival, and Tristan, and the satirical epic Helmbrecht. Prerequisite: GERM 155 or GERM 156; one other 100-level course.

GERM 225. Goethe. 3 Credits.

Study of Goethe's accomplishments in poetry, drama, and the novel during major phases of his literary career: "Sturm und Drang," Classicism, and Romanticism. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 226. Schiller. 3 Credits.

Major attention will be paid to Schiller's development as a dramatist (from *Die Räuber* to *Wilhelm Tell*) as well as to his contributions to German Classicism. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 237. 19th-Century Prose. 3 Credits.

Literary and stylistic analysis of prose works by Tieck, Kleist, Stifter, Gotthelf, Droste-Hulshoff, Storm, Keller, and Hauptmann with emphasis on Romanticism, Poetic Realism, and Naturalism. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 247. German Lit from 1890 to 1945. 3 Credits.

Naturalism, Symbolism, Expressionism and subsequent trends through readings of authors such as Hauptmann, Rilke, Kaiser, Kafka, Mann, and Brecht. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 248. Contemporary German Literature. 3 Credits.

Literary movements and their major representatives from 1945 to the present, including relevant sociopolitical, intellectual, and cultural aspects. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 251. German Folklore. 3 Credits.

Verbal folklore genres (fairy tales, legends, folk songs, and proverbs) treated in their relation to literature, mass media, and popular culture. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 263. German Romanticism. 3 Credits.

Study of major works by authors such as Friedrich Schlegel, Novalis, Brentano, Hoffmann, and Eichendorff in their literary, artistic, philosophical, and sociopolitical contexts. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 271. Proverbs. 3 Credits.

Diachronic and synchronic survey of German proverbs, proverbial expressions, and wellerisms, emphasizing their use and function in literature, art, mass media, advertisements, and oral communication. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 273. German Intellectual Movements. 3 Credits.

A survey of developments in art, music, philosophy, and social thought from the Enlightenment to 1945, with particular attention to their impact on German literature. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 275. Fin-de-Siecle. 3 Credits.

Prevalent literary and intellectual movements at the turn of the 20th century in their historical, sociopolitical, and cultural contexts. Study of Nietzsche, Freud, Rilke, Hofmannsthal, Schnitzler, and Mann. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 276. Brecht & the Modern Drama. 3 Credits.

Brecht's revolutionary concept of "epic theatre" in theory and practice and its influence on subsequent dramatists, including Durrenmatt, Frisch, Handke, Hochhuth, Muller, and Weiss. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 279. German Short Story after 1945. 3 Credits.

Aesthetic and thematic evolution of the short story and its relation to historical, political, and cultural developments from 1945 to the present. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 281. Sem in Lit Genre,Period,Theme. 3 Credits.

Study of a literary genre, period, or theme through close readings of representative texts supplemented by lectures and reports on sociocultural context. May be repeated. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 282. Sem on Particular Author. 3 Credits.

Study of author(s) through close readings of representative texts supplemented by lectures and reports on the works' socio-cultural context. May be repeated. Prerequisite: GERM 155 or GERM 156 and one other 100-level course.

GERM 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

GERM 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

GERM 391. Master's Thesis Research. 1-12 Credits.**GLOBAL AND REGIONAL STUDIES (GRS)****Courses****GRS 297. Independent Study. 1-18 Credits.**

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Prerequisites: Minimum Junior standing and permission of Program Director.

GRS 298. Undergraduate Research. 1-18 Credits.

Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Prerequisites: Minimum Junior standing and permission of Instructor.

GRADUATE (GRAD)**Courses****GRAD 301. Sem College Tchg. 1-12 Credits.****GRAD 395. Special Topics. 0-3 Credits.****GRAD 901. Continuous Reg Less Half. 0.25-4 Credits.****GRAD 902. Continuous Reg Half Time. 5-8 Credits.****GRAD 903. Continuous Reg Full Time. 9 Credits.****GRADUATE MEDICAL (GRMD)****Courses****GRMD 353. Medical Fdns of Medicine. 3 Credits.**

Fundamental vocabulary, concepts, and methods of molecular genetics, cell physiology, biochemistry and metabolism including cell-cell and cell-environment communication, cell proliferation and cell death. Pre/co-requisite: Graduate standing; permission of the Instructor; six credits coursework, plus two credits lab in Biology, general chemistry, organic chemistry and Physics.

GRMD 354. Medical Human Struc & Fncn. 4-8 Credits.

Combination of gross anatomy, histology, embryology, physiology and medical image to present an integrated overview of the human body. Pre/co-requisites: Graduate standing; Instructor permission; six credits coursework, plus two credits lab in Biology, general chemistry, organic chemistry and Physics; graduate coursework in Cell Biology or Biochemistry.

GRMD 355. Medical Attacks & Defenses. 4 Credits.

Principles of hematology, immunology, microbiology, toxicology, pathology, pharmacology, and neoplasia as a foundation to pathophysiology and therapeutics. Pre/co-requisite: Graduate standing; Instructor permission; six credits coursework plus two credits lab in Biology, general chemistry, organic chemistry and Physics; graduate coursework in Cell Biology or Biochemistry and Anatomy & Physiology.

GRMD 356. Medical Nutr, Metab, & GI Syst. 5 Credits.

Organizes studies in nutrition, organ systems metabolism and the gastrointestinal and endocrine systems through integrated lessons in cell biology, biochemistry, normal and pathologic anatomy, pharmacology, physiology, pathophysiology and microbiology. Pre/co-requisite: Graduate standing; permission of the Instructor; six credits coursework, plus two credits lab in Biology, Anatomy & Physiology, and an introduction to immunology, microbiology, toxicology, pathology and pharmacology.

GRMD 357. Medical Neural Science. 6 Credits.

Organize study of the human nervous and behavioral system through lessons that integrate cell metabolism, endocrinology, normal and pathologic anatomy, pharmacology, physiology, pathophysiology and psychopathology. Pre/co-requisite: Graduate standing; permission of the Instructor; six credits coursework plus two credits lab in Biology, general chemistry, organic chemistry and Physics; Graduate coursework in Cell biology or Biochemistry, human anatomy & physiology, and an introduction to immunology, microbiology, toxicology, pathology and pharmacology.

GRMD 358. Medical Connections. 1 Credit.

Introduction to musculoskeletal and integumentary systems that integrates cell metabolism, endocrinology, normal and pathologic anatomy, physiology and pathophysiology, and pharmacology. Pre/co-requisite: Graduate standing; Instructor permission; six credits coursework plus two credits lab in biology, general chemistry, organic chemistry and physics; graduate coursework in cell biology or biochemistry, human anatomy and physiology, and an introduction to immunology, microbiology, toxicology, pathology, and pharmacology.

GRMD 359. Medical Cardio,Resp,Renal Syst. 6 Credits.

Organizes studies in the cardiovascular, respiratory and renal system through lessons that integrate cell metabolism, endocrinology, normal and pathologic anatomy, pharmacology, physiology and pathophysiology. Pre/co-requisite: graduate standing; permission of the Instructor; six credits coursework plus two credits lab in biology or biochemistry, human anatomy and physiology, and an introduction to immunology, microbiology, toxicology, pathology and pharmacology.

GRMD 360. Medical Generations. 5 Credits.

Organizes studies in reproduction, development and aging through lessons that integrate behavioral development, cell and molecular biology, endocrinology, normal and pathologic anatomy, pharmacology, physiology and pathophysiology. Pre/co-requisite: Graduate standing; permission of the Instructor; six credits coursework plus two credits lab in biology, general chemistry, organic chemistry and physics; graduate coursework in cell biology or biochemistry, human anatomy and physiology, and an introduction to immunology, microbiology, toxicology, pathology and pharmacology.

GRADUATE NURSING (GRNS)**Courses****GRNS 300. Professional Nursing Issues. 2 Credits.**

Issues affecting nursing practice provide framework for examination of and socialization into professional nursing. The historical, legal, ethical, cultural, structural, and economic aspects of nursing practice will be explored. Prerequisite: Admission to DEPN program. Co-requisites: GRNS 301, GRNS 302, GRNS 303. Pre/co-requisite: GRNS 313.

GRNS 301. Pharmacology. 3 Credits.

Pharmacology and pharmacotherapeutics will be applied to nursing practice with a focus on pharmacodynamics, pharmacokinetics, indications, adverse effect, drug interactions, safe administration and patient education. Prerequisite: Admission to DEPN program. Co-requisites: GRNS 300, GRNS 302, GRNS 303. Pre/co-requisite: GRNS 313.

GRNS 302. Sci of Nsg:Adults & Elders I. 3 Credits.

Identification and treatment of human responses to pathophysiological problems in adults with acute, chronic, or terminal conditions, with principles of general acute nursing practice emphasized. Prerequisite: Admission to DEPN program. Co-requisites: GRNS 300, GRNS 301, GRNS 303. Pre/co-requisite: GRNS 313.

GRNS 303. Practicum:Adults & Elders I. 4 Credits.

An initial experience in the nursing lab will be followed with a supervised clinical nursing practicum of adults with acute, chronic, or terminal conditions. Prerequisite: Admission to the DEPN program. Co-requisites: GRNS 300, GRNS 301, GRNS 302. Pre/co-requisites: GRNS 313.

GRNS 304. Practicum:Adults & Elders II. 1.25 Credit.

80 hour supervised clinical nursing practicum provides an immersion experience in the medical/surgical acute care setting. Prerequisites: GRNS 300, GRNS 301, GRNS 302, GRNS 303, GRNS 313.

GRNS 305. Practicum:Cmplx Nsg Care. 2.5 Credits.

Precepted clinical practice in adult acute care. Students will focus on an area in which more depth is desired. Prerequisite: GRNS 304. Co-requisites: GRNS 306, GRNS 308, GRNS 309, GRNS 310, GRNS 312.

GRNS 306. Sci of Nsg: Mental Health. 3 Credits.

Theories of human behavior form the foundation for understanding mental health and acute and chronic mental illnesses. Focus on assessment, treatment, and nursing care. Prerequisite: GRNS 304. Co-requisite: GRNS 312. Pre/Co-requisites: GRNS 305, GRNS 308, GRNS 309, GRNS 310.

GRNS 307. Practicum: Mental Health. 1.25 Credit.

Faculty guide students in clinical settings to maximize exposure to all aspects of the nursing process with adults having selected psychiatric/mental health problems. Prerequisite: GRNS 305. Pre/Co-requisite: GRNS 306.

GRNS 308. Sci of Nsg:Women & Newborns. 2 Credits.

Focus on healthy maternal-newborn care, and promotion of wellness and family integrity during transition within a family-centered framework. Prerequisite: GRNS 304. Co-requisites: GRNS 305, GRNS 306, GRNS 309, GRNS 310, GRNS 312.

GRNS 309. Practicum:Women & Newborns. 1.25 Credit.

Attention is focused on provision of nursing care to the expectant, laboring, or post-partum mother and to the newborn infant. Prerequisite: GRNS 304. Pre/Co-requisite: GRNS 308.

GRNS 310. Science of Nursing:Children. 3 Credits.

Identification and treatment of human responses to pathophysiological problems in children with acute, chronic, or terminal conditions, with principles of acute nursing care for hospitalized children emphasized. Prerequisites: GRNS 304, GRNS 305. Co-requisites: GRNS 311. Pre/Co-requisites: GRNS 306, GRNS 307, GRNS 308, GRNS 309, GRNS 312.

GRNS 311. Practicum: Children. 1.25 Credit.

Faculty guide students in clinical settings to maximize exposure to all aspects of the nursing process with children having selected pathophysiological problems. Prerequisite: GRNS 310. Pre/co-requisites: GRNS 307, GRNS 314, GRNS 315.

GRNS 312. Sci of Nsg: Adults & Elders II. 2 Credits.

Continued exploration of pathophysiological phenomena of health conditions commonly experienced in an acute care setting. Prerequisite: GRNS 304. Pre/Co-requisites: GRNS 305, GRNS 306, GRNS 308, GRNS 309, GRNS 310.

GRNS 313. Pathophysiology. 3 Credits.

Provides a comprehensive foundation in pathophysiology. Examines the phenomena that result in dysfunction in human physiologic response within a holistic context across the lifespan. Prerequisites: ANPS 019, ANPS 020 or equivalent, MMG 065 or BMT 054 or equivalent, NFS 043 or equivalent. Co-requisites: GRNS 300, GRNS 301, GRNS 302, GRNS 303.

GRNS 314. Public Health Nursing. 2 Credits.

Emphasis on the epidemiological and biostatistical indicators of population health, methods of community health analysis, structure and function of federal, state and local health organizations. Prerequisites: GRNS 310, GRNS 311, GRNS 312. Co-requisite: GRNS 315.

GRNS 315. Practicum: Public Health Nurs. 2 Credits.

Statewide population-focused public health nursing experience involving needs assessment, program development, case management, health promotion, disease prevention, and protection strategies, with opportunities for interdisciplinary collaboration. Prerequisites: GRNS 311, GRNS 312. Co-requisite: GRNS 314.

GRNS 321. Professional Role Development. 3 Credits.

Examination of role development in advanced generalist and advanced nursing practice; including the development of competencies, licensing, and other specialized roles in nursing.

GRNS 322. Org, Deliv & Finance Hlth Care. 3 Credits.

Structure, organization, financing, and delivery of health care through complex systems in the United States. Focus on economic, social, ethical, political, and global structures. Prerequisite: Registered nurse licensure or matriculated graduate nursing student.

GRNS 323. Methods Evid-Based Practice. 3 Credits.

This course prepares students for translation of research into clinical practice through the development of advanced foundational competencies of inquiry, critique, and formulation of evidence-based solutions. Prerequisite: Graduate standing.

GRNS 324. Theoretical Foundation Nsg Sci. 3 Credits.

Exploration of philosophy of science, theory, and development of nursing knowledge. Nursing and non-nursing philosophies and theories relevant to advanced nursing practice will be discussed. Prerequisites: Graduate standing or by faculty permission.

GRNS 325. Genetics for Clinicians. 3 Credits.

This course provides an overview of contemporary human genetics and genomics with application to clinical practice. Prerequisite: Graduate standing. Cross-listed with: PATH 325.

GRNS 326. Hlth Care Eth, Policy, Politics. 3 Credits.

Examination of the processes of policy analysis and development with focus on advocacy. Prerequisite: Registered nurse licensure or matriculated graduate nursing student.

GRNS 327. Adv Topics in Hlth Informatics. 3 Credits.

This course provides an overview of informatics, the transformation of data into information, knowledge, decisions and actions to improve outcomes. This course offers the student an opportunity to study advanced topics in health informatics. Pre/Co-requisites: GRNS 322, GRNS 400.

GRNS 328. Quality in Healthcare. 3 Credits.

Introduces students to the principles and practices of health care quality and quality improvement. Principles in the design and management of continual improvement activities will be presented and applied. Prerequisite: Graduate standing.

GRNS 335. Adv Pathophysiology. 3 Credits.

In-depth examination of the biological and physical manifestations of disease as they correlate with pathophysiology to guide clinical decision making of the APRN and CNL. Prerequisites: RN license or completion of DEPN. Pre/Co-requisite: GRNS 404.

GRNS 336. Adv Pharmacology CNL. 2 Credits.

This course will provide an in-depth examination of the pharmacotherapeutics and pharmacodynamics of selected drugs used to manage common health conditions across the lifespan. This course is the first of a two-course sequence in pharmacotherapeutics for clinical nurse leaders. Pre/Co-requisite: GRNS 335.

GRNS 337. Adv Neuropharmacology CNL. 2 Credits.

An in depth examination of the pharmacokinetics and pharmacodynamics of drugs used to treat individuals with acute and chronic pain, neurologic, and psychiatric disorders across the lifespan. This course is part of a two-course sequence for clinical nurse leaders. Prerequisites: GRNS 335, GRNS 336.

GRNS 338. Adv Hlth Assessment CNL. 2 Credits.

History taking and advanced physical examination of children and adults. Symptom analysis will provide direction for focused examinations. Prerequisite: Undergraduate physical assessment course; Pre/Co-requisite: GRNS 335.

GRNS 339. CNL Project & Seminar I. 1 Credit.

This seminar provides structure for the development of the Clinical Nurse Leader Project. Prerequisites: GRNS 321, GRNS 322, GRNS 323, GRNS 335, GRNS 336, GRNS 338. Pre/Co-requisites: GRNS 322, GRNS 337.

GRNS 340. Clinical Practicum for the CNL. 1.5 Credit.

This seminar provides an overview of the role of the Clinical Nurse Leader as a change agent at the point of care. Prerequisites: GRNS 321, GRNS 323, GRNS 324, GRNS 336, GRNS 337, GRNS 338, GRNS 339. Pre/Co-requisite: GRNS 324.

GRNS 341. CNL Project & Seminar II. 2 Credits.

This seminar supports student learning during the clinical immersion practicum. Prerequisites: GRNS 339, GRNS 340. Pre/Co-requisites: GRNS 322, GRNS 323, GRNS 324, GRNS 325, GRNS 326, GRNS 342.

GRNS 342. Clinical Immersion Practicum. 2.5 Credits.

This synthesis practice experience is designed to strengthen student's point of care leadership. Prerequisites: GRNS 321, GRNS 322, GRNS 323, GRNS 324, GRNS 326, GRNS 335, GRNS 336, GRNS 337, and GRNS 338. Pre/Co-requisites: GRNS 340, GRNS 341.

GRNS 380. Intrdisc Sem Neurodev Disabil I. 3 Credits.

Seminar exploring interdisciplinary process, collaborative teaming, cultural competence and family-centered care as they relate to children and families affected by neurodevelopmental and related disabilities. Prerequisite: Instructor permission. Cross-listed with: CSD 311.

GRNS 381. Intrdisc Sem Neurodev Disabil 2. 3 Credits.

Seminar exploring interdisciplinary process, collaborative teaching, cultural competence and family-centered care as they relate to children and families affected by neurodevelopmental and related disabilities. Prerequisite: Instructor permission. Cross-listed with: CSD 312.

GRNS 390. Master's Project. 1-3 Credits.

Self-designed clinical paper or innovative production pertinent to advanced nursing practice. Prerequisites: GRNS 321, GRNS 322, GRNS 323, GRNS 324; approval of project committee. Pre/Co-requisite: Comprehensive Exam (completed prior to project presentation).

GRNS 391. Master's Thesis Research. 1-6 Credits.

Prerequisites: GRNS 321, GRNS 322, GRNS 323, GRNS 324; approval of thesis committee. Pre/Co-requisite: Comprehensive Exam (completed prior to thesis defense).

GRNS 395. Independent Study. 1-6 Credits.

Individual work in graduate nursing with a base of theory, research, or advanced practice. Student in consultation with faculty sponsor devises objectives, plan of work, and evaluation for designated credit hours. Graduate nursing faculty as selected by student. Prerequisite: Permission of academic advisor and sponsoring faculty.

GRNS 396. Advanced Special Topics. 1-18 Credits.

Topics of interest to graduate nursing which are based on theory, research or advanced practice. Course content will deal with topics beyond the scope of existing formal courses or thesis research. Prerequisite: Instructor permission.

GRNS 400. Population-Based Hlth for APN. 3 Credits.

The role of advanced practitioners in the care of populations with an emphasis on the U. S. health care system. Prerequisite: Graduate standing.

GRNS 401. Leadership of HlthCare Systems. 3 Credits.

Planning and implementation of programs, projects or systems of health care delivery. Prerequisite: GRNS 322.

GRNS 404. Adv Pharmacology APRN. 3 Credits.

In-depth examination of the pharmacokinetics and pharmacodynamics of select drugs for acute and chronic health conditions. Ethical and legal standards of prescriptive authority explored. Pre/Co-requisite: GRNS 335.

GRNS 405. Adv Neuropsychopharmacology. 3 Credits.

In-depth examination of the pharmacokinetics and pharmacodynamics of drugs used to treat individuals with acute and chronic pain, neurologic and psychiatric illnesses across the lifespan. Prerequisites: GRNS 335, GRNS 404.

GRNS 406. Adv Hlth Assessment APRN. 3 Credits.

Development of advanced knowledge and skills in systematic collection, organization, interpretation, and communication of data necessary for formulation of nursing and medical diagnoses. Lab fee required. Prerequisite: Basic physical examination course. Pre/co-requisite: GRNS 335.

GRNS 407. Opt Hlth & Mgt Com Hlth Issues. 2 Credits.

Assessment and optimization of health of adolescents and adults. Diagnostic reasoning and management of common acute health conditions. Prerequisites: GRNS 335, GRNS 404, GRNS 406. Co-requisites: GRNS 405, GRNS 408.

GRNS 408. Prac:Opt Hlth&Mgt Com Hlt Iss. 1 Credit.

Assessment and optimization of health of adolescents and adults. Diagnostic reasoning and management of common acute health conditions. Prerequisites: GRNS 335, GRNS 404, GRNS 406. Co-requisites: GRNS 405, GRNS 407.

GRNS 409. Pediatric Concepts APRN. 3 Credits.

APN care to children and their families with an emphasis on the developmental, psychosocial, cultural, ethical, and spiritual needs of children and families. Pre/Co-requisites: GRNS 405, GRNS 407, GRNS 408.

GRNS 410. Primary Care Mgmt Child & Adol. 3 Credits.

Application in a clinical setting(s): assessment, evaluation, diagnostic reasoning, and management of common episodic and chronic health conditions in provision of primary care to children and adolescents. Prerequisites: GRNS 405, GRNS 407, GRNS 408, GRNS 409. Co-requisite: GRNS 411.

GRNS 411. Pract: Child & Adolescents. 1 Credit.

Application in a clinical setting(s): assessment, evaluation, diagnostic reasoning, and management of common episodic and chronic health conditions in provision of primary care to children and adolescents. Prerequisites: GRNS 405, GRNS 407, GRNS 408, GRNS 409. Co-requisite: GRNS 410.

GRNS 412. Adv Nsg Prac of Older Adult. 3 Credits.

Focus on health and disease and associated care and treatment of older persons by the advanced practice nurse. Prerequisites: GRNS 335, GRNS 404, GRNS 406, GRNS 407, GRNS 408. Pre/Co-requisite: GRNS 405.

GRNS 413. Practicum: Nursing Older Adult. 0.5 Credits.

Practice assessment and care coordination skills in a practicum working with older adults in a variety of settings. Prerequisites: GRNS 407, GRNS 408. Co-requisite: GRNS 412.

GRNS 414. Prim Care Acute&Comm Hlth Cond. 3 Credits.

Focus will be on the assessment, evaluation and management of common episodic conditions in primary care FNP & AGNP. Prerequisites: GRNS 407, GRNS 408, GRNS 417, GRNS 418. Co-requisite: GRNS 415.

GRNS 415. Pract:Acute & Common Cond AGNP. 1.5 Credit.

Practicum experience for assessment, evaluation and management of common episodic conditions in primary care AGNP. Prerequisites: GRNS 407, GRNS 408, GRNS 417, GRNS 418. Co-requisite: GRNS 414.

GRNS 416. Pract:Acute & Common Cond FNP. 1.5 Credit.

Practicum experience for assessment, evaluation and management of common episodic conditions in primary care FNP Track. Prerequisites: GRNS 407, GRNS 408, GRNS 409, GRNS 410, GRNS 411, GRNS 417, GRNS 418. Co-requisite: GRNS 414.

GRNS 417. Mgt Women Gendered Hlth Care. 2.25 Credits.

Advanced nursing practice focusing on the assessment, diagnosis, management, and evaluation of acute and chronic health conditions commonly encountered in the area of women's health. Prerequisites: GRNS 407, GRNS 408, GRNS 410. Co-requisite: GRNS 418.

GRNS 418. Pract: Women Gender Specialty. 0.75 Credits.

Practicum experience for assessment, evaluation and management of common episodic conditions of women in primary care for FNP/AGNP. Additional practicum hours in various specialty settings. Prerequisites: GRNS 407, GRNS 408, GRNS 410. Co-requisite: GRNS 417.

GRNS 419. Prim Care Chron/Cmplx Hth Cond. 3 Credits.

Focuses on the refinement diagnostic and therapeutic interventions in the provision of primary health care to individuals and families with chronic and complex health conditions. Prerequisites: GRNS 414, GRNS 415 or GRNS 416 and Comprehensive Exam. Co-requisites: GRNS 420 or GRNS 421.

GRNS 420. Pract:Chronic&Complx Cond AGNP. 2 Credits.

Focuses on the refinement diagnostic and therapeutic interventions in the provision of primary health care to individuals and families with chronic and complex health conditions. Practicum. Prerequisites: GRNS 412, GRNS 414, GRNS 415. Co-requisite: GRNS 419.

GRNS 421. Pract:Chronic&Complex Cond FNP. 2.5 Credits.

Focuses on the refinement diagnostic and therapeutic interventions in the provision of primary health care to individuals and families with chronic and complex health conditions. Practicum. Prerequisites: GRNS 414, GRNS 416. Co-requisite: GRNS 419.

GRNS 422. DNP Project & Seminar I. 1 Credit.

This seminar provides structure for the development of the Doctor of Nursing Practice Project.

GRNS 423. DNP Project Practicum I. 1 Credit.

This practicum guides project initiation including summary tasks and milestones, business plan, identification of resources assigned to tasks, and task interdependencies. Project monitoring, reporting, and management are required. Prerequisites: GRNS 322, GRNS 327. Co-requisite: GRNS 422.

GRNS 424. DNP Project & Seminar II. 1 Credit.

Students in this semester will prepare and implement the Doctor of Nursing Practice Project. Prerequisites: GRNS 422, GRNS 423. Co-requisite: GRNS 425.

GRNS 425. DNP Project Practicum II. 1 Credit.

DNP project will be implemented including critical analysis of data and evidence for improving nursing practice. Project monitoring, reporting, and management are required. Prerequisites: GRNS 422, GRNS 423. Co-requisite: GRNS 424.

GRNS 426. DNP Project & Seminar III. 1 Credit.

Provides the structure for Doctor of Nursing Practice Project evaluation. Students in this semester will prepare and discuss the evaluation of the Doctor of Nursing Practice Project. Students will disseminate their findings. Prerequisites: GRNS 424, GRNS 425.

GRNS 427. Ex Nurse Leader Role Transform. 1 Credit.

This individualized practicum focuses on synthesis and application of prerequisite learning in a mentored nurse executive role.

GRNS 428. Executive Nurse Leader Immersi. 2 Credits.

This practicum is a continuation of the role transformation learning experience. Prerequisite: GRNS 427.

GRNS 435. Health and Culture: Oaxaca. 3 Credits.

Gain appreciation for cultural diversity by exploring the social, psychological, health practices and historical trajectories of Oaxacan perceptions within the overarching theme of health. Prerequisites: Graduate standing and instructor permission.

GREEK (GRK)**Courses****GRK 201. Greek Orators. 3 Credits.**

Selected speeches of Lysias and Demosthenes. B. Saylor Rodgers. Alternate years, as needed.

GRK 202. Greek Comedy. 3 Credits.

Two plays of Aristophanes. Alternate years, as needed.

GRK 203. Greek Historians. 3 Credits.

Thucydides, Books I and II; selections from Herodotus and Xenophon's Hellenica. Alternate years, as needed.

GRK 204. Greek Tragedy. 3 Credits.

Sophocles' *Antigone*, and Euripides' *Medea*, or two equivalent plays. Alternate years, as needed.

GRK 205. Greek Philosophers. 3 Credits.

Dialogues of Plato with attention to language and dialectical method; Aristotle, Xenophon or Presocratic philosophers may be read. Alternate years, as needed.

GRK 206. Greek Epic. 3 Credits.

Reading in the *Iliad* and *Odyssey*. Problems of epic composition and language together with mythological and historical background. Alternate years, as needed.

GRK 211. Greek Prose Style. 3 Credits.

Readings in literary prose analyzed stylistically and imitated in composition. Required of Greek majors.

GRK 212. Greek Prose Style. 3 Credits.

Readings in literary prose analyzed stylistically and imitated in composition. Required of Greek majors.

GRK 227. Greek Lyric Poetry. 3 Credits.

A study of early Greek personal, elegiac, and choral poetry from Archilochus to Pindar, including Sappho and Alcaeus, Simonides and Bacchylides. Prerequisites: Two years of college Greek or equivalent. Alternate years, as needed.

GRK 295. Advanced Special Topics. 1-18 Credits.

Advanced courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

GRK 296. Advanced Special Topics. 1-18 Credits.

Advanced courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

GREEK & LATIN (GKLT)**Courses****GKLT 300. Proseminar. 3 Credits.**

Introduction to philology. Students will normally take this their first semester.

GKLT 381. Seminar. 0 or 3 Credits.

Intensive study at the graduate level of Greek and Latin authors not read in the candidate's undergraduate program.

GKLT 391. Master's Thesis Research. 1-6 Credits.**HEALTH (HLTH)****Courses****HLTH 211. D2: Sustainable Dev Pub Hlth. 3 Credits.**

Introduction to development of sustainable public health interventions through service learning. Faculty-led program abroad. Prerequisite: Minimum Junior standing.

HEALTH EDUCATION (EDHE)**Courses****EDHE 200. Contemporary Issues. 1-6 Credits.**

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in Education and related areas.

EDHE 208. School Health Programs. 3 Credits.

Organization of the total school health program. Problems and administration in the area of school environment, health services, health education, and school-community relationship. Prerequisite: EDHE 046 or equivalent.

EDHE 211. Community Health Ed. 3 Credits.

Government and voluntary agencies' sociological, historical, educational, environmental, and medical influences. Role of community health educator in these influences and major American health concerns. Prerequisite: EDHE 046 or equivalent.

EDHE 220. Stress Mgmt Hlth Professionals. 3 Credits.

Physiological, psychological, and sociological aspects of stress. Theory, practices, teaching techniques, and application relevant to teaching students and/or clients. Prerequisite: EDHE 046 or equivalent.

EDHE 295. Lab Experience in Educ. 1-6 Credits.

Supervised field work designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDHE 319. Internshp Specializd Personnel. 1-12 Credits.

Students will undertake an approved internship in an institution which reflects the particular area of interest and needs of the student. Prerequisite: Instructor permission.

EDHE 380. Prof Problems in Education. 3 Credits.

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDHE 382. Teaching Internship. 3-8 Credits.

Supervised teaching experiences on a full-time basis, with related seminars in teaching subject. Prerequisite: Permission of coordinator of Professional Laboratory Experiences.

EDHE 391. Master's Thesis Research. 1-12 Credits.

Thesis topic must be approved by a faculty committee.

EDHE 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

HIGHER EDUCATION (EDHI)**Courses****EDHI 200. Contemporary Issues. 1-6 Credits.**

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in Education and related areas.

EDHI 295. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDHI 319. Internship. 1-6 Credits.

Students will undertake an approved internship in an institution which reflects the particular area of interest and needs of the student. Prerequisite: Instructor permission.

EDHI 332. Adult Development & Education. 3 Credits.

Critical examination of research on adult learners in higher education, development theory, and reentry issues facing older students. Analysis and application of proposals for new adult-oriented educational programs.

EDHI 360. Higher Education in America. 3 Credits.

Critical, contemporary overview of the American university. Implications of conflicting value philosophies for theory, practice of higher education.

EDHI 361. The (Un)Changing Academy. 3 Credits.

This course examines the historical trends that have shaped higher education and the tensions around stability and change affecting colleges and universities. Prerequisite: Graduate standing.

EDHI 362. The American College Student. 3 Credits.

Examination of the diversity of college students today, and the developmental issues arising during the college experience.

EDHI 363. Controversies of the Academy. 3 Credits.

Critical and timely look at challenges confronting campus leaders. Implications for administrative practice shape seminar conversations of readings and case studies. Pre/co-requisite: Graduate standing or permission.

EDHI 364. Helping Skills in Stdn Affairs. 3 Credits.

An exploration of studies, techniques, and methods for advising and helping skills in higher education and student affairs administration.

EDHI 375. Social Justice/Inclusion in HE. 3 Credits.

Explores cultural pluralism philosophies, racial identity development, racial incidences, and educational practices related to racism and diversity for implementation in higher education. Prerequisite: Graduate standing.

EDHI 380. Professional Problems in Educ. 3 Credits.

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDHI 383. Higher Ed Admin & Organization. 3 Credits.

Introduction to concepts of administration and organization as applied to contemporary higher education setting. Characteristics of organizations, dynamic elements of administration, and theories and processes of change.

EDHI 385. Foundations & Functions of CSP. 3 Credits.

Overview of the work of the student affairs profession, including philosophical base, historical development, current practices, and future trends. Prerequisite: Higher Education and Student Affairs majors.

EDHI 387. Seminar in Higher Education. 1-3 Credits.

Designed for graduate students concentrating in programs in Higher Education. Analysis and discussion of current issues and problems in higher education.

EDHI 391. Master's Thesis Research. 1-6 Credits.

Thesis topic must be approved by a faculty committee.

EDHI 395. Lab Experience in Education. 2 Credits.

Practica internships, offered in various University departments and offices, enable students to integrate conceptual knowledge with professional practices. Prerequisite: Graduate standing in HESA.

EDHI 396. Capstone: Eth, Val & Mean/High Ed. 3 Credits.

An applied student affairs seminar featuring ethical problem-solving, appreciation of religious pluralism, and approaches to facilitating the search for moral and spiritual meaning in the American university.

EDHI 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

EDHI 491. Doctoral Dissertation Research. 1-12 Credits.**HISTORIC PRESERVATION (HP)****Courses****HP 200. History American Architecture. 3 Credits.**

Study of architectural history to gain fluency in the stylistic terms so essential to historic preservation and to public support for conserving our architectural heritage. Prerequisites: Admission to the Historic Preservation graduate program; or twelve hours of History and minimum Junior standing.

HP 201. History on the Land. 3 Credits.

Identifying and interpreting evidence of the cultural forces - early settlement patterns, transportation, industry, agriculture, planning, conservation - that have shaped our land, buildings, towns, and cities. Prerequisites: Admission to the Historic Preservation graduate program; or twelve hours of History and minimum Junior standing. Cross-listed with: HST 201.

HP 204. Historic Pres: Devlpmnt Econ. 3 Credits.

Survey of economic, financial aspects of real estate development pertaining to preservation and adaptive use of historic buildings (market studies, pro-formas). Field trips. Actual proposal development for underutilized properties.

HP 205. Historic Preservation Law. 3 Credits.

Legal issues in conservation of the built environment. Basic legal techniques for protection of historic structures (historic districts, protective legislation, easements, covenants). Study of significant court decisions.

HP 206. Rschg Historic Structure/Sites. 3 Credits.

Methods for researching historic structures and sites using archival and physical evidence, deciphering archaic building technologies, and documenting structures through professional reports, architectural photography, measured drawings.

HP 302. Community Preservation Project. 3 Credits.

Third-semester graduate students apply developed professionals skills to actual community preservation problems. Projects include strategy development, securing and allocating funds, research, advocacy, and implementation. Prerequisite: Historic Preservation major.

HP 303. Grad Internship. 3 Credits.

Participants will devote a semester to preservation within an appropriate institution or agency. Prerequisite: HP 304 or HP 305.

HP 304. Contemp Preservation Plan&Pol. 3 Credits.

This introduction to the professional practice of preservation planning traces the evolution of the historic preservation movement and examines contemporary preservation policy-making issues. Prerequisite: HP 200.

HP 305. Hst Preservation Pract Methods. 3 Credits.

This course introduces students to professional practice methods for conducting historic site and structures surveys. National Register nominations, and rehabilitation investment tax credit application projects. Prerequisites: HP 200, HP 205.

HP 306. Architectural Conservation I. 3 Credits.

An examination of the physical properties of historic building materials, their deterioration mechanisms, and strategies for assessing conditions, conserving and rehabilitating historic resources. Lecture and lab. Prerequisite: HP 206.

HP 307. Architectural Conservation II. 3 Credits.

A continuation of Architectural Conservation I, emphasizing an integrated examination of historic preservation through lectures, seminars, and field and laboratory research projects. Prerequisite: HP 306.

HP 391. Master's Thesis Research. 1-6 Credits.

Total of six hours required.

HP 395. Special Topics. 1-3 Credits.

Credit as arranged.

HP 397. Special Readings & Research. 1-6 Credits.

Credit as arranged.

HISTORY (HST)

Courses

HST 201. History on the Land. 3 Credits.

Identifying and interpreting evidence of the cultural forces - early settlement patterns, transportation, industry, agriculture, planning, conservation - that have shaped our land, buildings, towns, and cities. Prerequisites: Admission to the Historic Preservation graduate program; or twelve hours of History and minimum Junior standing. Cross-listed with: HP 201.

HST 209. Seminar in Global History. 3 Credits.

Topics examining themes in Global history. May be repeated for credit with different content. Prerequisite: Twelve hours of History; minimum Junior standing.

HST 221. Seminar in Ancient History. 3 Credits.

Topics examining themes in Ancient history. May be repeated for credit with different content. Prerequisites: Twelve hours in History or Classics; minimum Junior standing. Cross-listed with: CLAS 221.

HST 224. Seminar in Medieval Europe. 3 Credits.

Topics examining themes in Medieval European history. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 225. Seminar in Early Modern Europe. 3 Credits.

Topics examining themes in Early Modern European history. Representative topics: Books & Readers in Europe, 1250- 1650. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 226. Seminar in Modern Europe. 3 Credits.

Topics examining themes in Modern European history. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 227. Seminar in Modern Europe. 3 Credits.

Topics examining themes in Modern European history and Holocaust Studies. Representative topics: The Holocaust & Memory; Auschwitz; The Holocaust in Poland. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing. Cross-listed with: HS 227.

HST 228. Seminar in Popular Culture. 3 Credits.

Topics examining themes in the history of popular culture. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 235. Seminar in Islamic History. 3 Credits.

Topics exploring themes in Islamic history. Representative topics: Ottoman History; Women & Gender in Islamic History. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 237. Imperial Russian History. 3 Credits.

Topics examining themes in imperial Russian history. Representative topics: Late Imperial Literature & Film; Nineteenth-century Russian Literature & History; Russian Memoirs of Childhood; Russian Exiles from Herzen to Nabokov. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 238. Seminar in Soviet History. 3 Credits.

Topics examining themes in Soviet history. Representative topics: Stalinist Culture & Society; Early Soviet Cinema; The Great Patriotic War. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 240. D2: Compar Slavery:Hist Persp. 3 Credits.

History of slavery from a comparative perspective, including Classical Antiquity, Islam and the Middle East, Africa, Latin America, and the Southern United States. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 241. Seminar in African History. 3 Credits.

Topics examining African history. Representative topics: The Transatlantic Slave Trade & the African Diaspora; Africa's Urban Past; Colonialism, Public Health, & Disease in Africa. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 250. D2: Seminar in East Asian Hst. 3 Credits.

Topics examining East Asian history. Representative topics: Postwar Japan; Japan in the World; Modern Japan-China Relations. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 252. D2: Seminar on China. 3 Credits.

Topics examining Chinese history. Representative topics: China under Chairman Mao; 20th-century China; China and the West. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 265. Seminar in Canadian History. 3 Credits.

Topics in Canadian history. May be repeated for credit with different content. Prerequisite: Twelve hours of History; minimum Junior standing.

HST 267. Environmental History Seminar. 3 Credits.

Advanced reading and research on the role and influence of nature on human history and how people and cultures have influenced the natural world. Prerequisites: Twelve hours of History; Junior/Senior/ Graduate standing. Cross-listed with: ENVS 267.

HST 271. Seminar in American Social Hst. 3 Credits.

Topics examining themes in American social history. Representative topics: US Social History. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 273. Seminar in Modern US History. 3 Credits.

Topics examining themes in modern US history. Representative topics: War & Culture in America; Growth of the Federal Government. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 280. D2: Queer Lives: LGBT History. 3 Credits.

Advanced readings and research on the diverse history of LGBT peoples in Europe and North America with a focus on case studies, recent scholarship, and major theoretical works. Prerequisites: Twelve hours of History, or GSWS 001 and six additional hours of Gender, Sexuality, & Women's Studies courses; minimum Junior standing. Cross-listed with: GSWS 280.

HST 284. Seminar in Vermont History. 3 Credits.

Topics exploring themes in Vermont history. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing. Cross-listed with: VS 284.

HST 287. Seminar in Historiography. 3 Credits.

Topics examining themes in contemporary historical writing. May be repeated for credit with different content. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 295. Special Topics Seminar. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 296. Special Topics Seminar. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisites: Twelve hours of History; minimum Junior standing.

HST 301. Graduate Historiography. 3 Credits.

Historical methods, philosophy of history, and the history of history writing. Prerequisite: Graduate students only.

HST 391. Master's Thesis Research. 1-6 Credits.

Required of all candidates for the M.A. who are writing a thesis. Normally arranged for two semesters at three hours each. Prerequisite: Graduate students only.

HST 393. Graduate Internship. 1-6 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member the instructor of record, for which academic credit is awarded. Offered at department discretion. Prerequisite: Instructor permission.

HST 395. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisite: Graduate standing.

HST 397. Special Readings and Research. 1-6 Credits.

Directed individual study of areas not appropriately covered by existing courses. Prerequisite: Instructor permission.

HUMAN DEVELOPMENT & FAM STDIES (HDFS)

Courses

HDFS 260. Family Ecosystem. 3 Credits.

Family viewed in and as an environment for human development. The family ecological approach applied to practical family concerns. Prerequisites: HDFS 005, HDFS 060, HDFS 161, HDFS 189; Junior standing.

HDFS 263. Advanced Child Development. 3 Credits.

Survey of professional literature in child development with special emphasis on influence of early life experiences throughout the life cycle. Prerequisites: HDFS 005, HDFS 060, HDFS 161, HDFS 189; Junior standing.

HDFS 264. Contemporary Issues Parenting. 3 Credits.

Contemporary cultural factors that influence adult lifestyles and their relationship to successful parenting. Prerequisites: HDFS 005, HDFS 060, HDFS 161, HDFS 189; Junior standing. May be repeated up to six credits.

HDFS 265. Teaching Human Development. 3 Credits.

Prerequisites: HDFS 005, HDFS 060, HDFS 161, HDFS 189; Junior standing.

HDFS 266. Seminar in Human Development. 3 Credits.

Intensive study of issues in human development and their application in a wide variety of professional areas. Prerequisites: HDFS 005, HDFS 060, HDFS 161, HDFS 189; Junior standing. May be taken more than once up to a maximum of 12 hours.

HDFS 267. D2:Adv Gender & Sexual Iden. 3 Credits.

Intensive study of lesbian, gay, bisexual, and/or transgender identities, families, and communities in diverse individual, social, political, and cultural contexts. Prerequisites: HDFS 005, HDFS 060, HDFS 161, HDFS 189; Juniors standing.

HDFS 268. Sem In Close Relationships. 3 Credits.

Causal conditions influencing formation, maintenance, and dissolution of intimate adult relationships. Draws on theory and students' personal experiences to explicate the nature of close relationships in contemporary American society. Prerequisites: HDFS 005, HDFS 060, HDFS 161, HDFS 189; Junior standing.

HDFS 289. Adv Theories of Human Dev. 3 Credits.

Comparative overview of major theoretical perspectives in the study of human development with particular emphasis on the interplay of method and theory and the applied implications of each theoretical model and theory. Prerequisites: HDFS 005, HDFS 060, HDFS 161, HDFS 189; Junior standing.

HDFS 291. Special Problems. 1-6 Credits.

Reading, discussion, and special field and/or laboratory investigations. Prerequisite: Junior standing. Students may enroll more than once up to twelve hours.

HDFS 295. Special Topics. 1-18 Credits.

Lectures, laboratories, readings, or projects relating to contemporary areas of study. Prerequisites: HDFS 005, HDFS 060, HDFS 161, HDFS 189; Junior standing. Enrollment may be more than once, accumulation up to twelve hours.

HDFS 296. Field Experience. 1-15 Credits.

Professionally-oriented field experience under joint supervision by faculty and community representative, credit arranged up to 15 hours. Prerequisites: HDFS 005, HDFS 060, HDFS 101, HDFS 141, HDFS 161, HDFS 189; Senior standing; Department permission.

HUMAN FUNCTIONING AND REHABILITATION SCIENCE (HFRS)

Courses

HFRS 396. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

HFRS 401. Topics & Measurement in HFRS. 3 Credits.

Fundamental human function and rehabilitation sciences concepts, principles, equipment, and tools for conducting quantitative research in the areas of human movement, communication, and physical activity.

HFRS 402. Applying the ICF Model to HFRS. 3 Credits.

Application of International Classification of Functioning (ICF) concepts to translational research in human function and rehabilitation science.

HFRS 430. Sem/Pract Teach & Learn HFRS. 3 Credits.

Students will be exposed to and mentored in the fundamentals of health professions teaching and learning and gain applied experience in the university classroom.

HFRS 450. Prof Writing & Grantsmanship. 2 Credits.

Topics include grant selection and approval processes, selection of appropriate publication outlets for a given research study, and report of research results. Prerequisites: HFRS 401, HFRS 402, CTS 301, CTS 310, CTS 315.

HFRS 491. Doctoral Dissertation Research. 3-6 Credits.

Directed interprofessional dissertation research in Human Functioning and Rehabilitation Science. Prerequisite: Doctoral candidacy status.

HUMANITIES (HUMN)

Courses

HUMN 300. Modern Literary Theory. 3 Credits.

A survey of modern literary theory, including Slavic and Anglo-American formalism, marxism, feminism, structuralism, hermeneutics, deconstruction, and new historicism. Prerequisites: Graduate standing at UVM; or an A.B. in some humanities discipline. Alternate years.

HUMN 301. Humanities Graduate Seminar. 3 Credits.

Varying interdisciplinary topics for humanities graduate students. Prerequisites: Graduate standing at UVM; or an A.B. in some humanities discipline.

HUMN 395. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

INTERNSHIP (SINT)

Courses

SINT 290. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member/faculty-staff team with faculty member as instructor of record; academic credit not degree eligible; offered at department discretion. May be crosslisted with departmental internship courses.

LATIN (LAT)

Courses

LAT 203. Republican Prose. 3 Credits.

Extensive reading in Caesar and Sallust, and in the speeches of Cicero. Alternate years, as needed.

LAT 204. Epic Poets. 3 Credits.

Extensive reading in Lucretius, Vergil, Ovid, and others. Alternate years, as needed.

LAT 211. Latin Prose Style. 3 Credits.

Readings in literary prose analyzed stylistically and imitated in composition. Required of Latin majors.

LAT 212. Latin Prose Style. 3 Credits.

Readings in literary prose analyzed stylistically and imitated in composition. Required of Latin majors.

LAT 227. Roman Lyric Poets. 3 Credits.

Selections from the works of Catullus, Horace, Propertius, and Tibullus. Alternate years, as needed.

LAT 251. Roman Letters. 3 Credits.

Letters of Cicero, Horace, and Pliny. Alternate years, as needed.

LAT 252. Comedy. 3 Credits.

Two plays of Plautus and Terence. Study of the precursors of this literary form. Alternate years, as needed.

LAT 253. Roman Oratory. 3 Credits.

Selections from Cicero's *De Oratore*, *Orator*, *Brutus*, and from his speeches. Historical development of forensic and other rhetorical canons. Alternate years, as needed.

LAT 255. Historians of the Empire. 3 Credits.

Historians of the Empire. Augustus, *Res Gestae*; Tacitus, *Annals*, I-IV; selections from Suetonius and Ammianus Marcellinus. Alternate years, as needed.

LAT 256. Satire. 3 Credits.

Selections from Horace, Persius, Juvenal, Petronius. Study of the development of this literary form. Alternate years, as needed.

LAT 271. Silver Latin. 3 Credits.

Extensive reading of post-Augustan authors not included in other advanced courses. Alternate years, as needed.

LAT 295. Advanced Special Topics. 1-18 Credits.

Advanced courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

LAT 296. Advanced Special Topics. 1-18 Credits.

Advanced courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

LEADERSHIP AND POLICY STUDIES (EDLP)

Courses

EDLP 200. Contemporary Issues. 0-6 Credits.

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in education and related areas.

EDLP 268. Educational Law. 2-3 Credits.

Legal basis for education. State and Federal statutes; related court cases; Attorney General opinions; Special Education procedures; Vermont State Board and State Education Department policies; regulations. Prerequisite: Twelve hours in education or Instructor permission.

EDLP 295. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDLP 300. Leading Learning Organizations. 3 Credits.

Course topics include the roles, functions, relationships and responsibilities in creating learning communities; leadership values, styles and behavior; trends and issues that impact organizations. Prerequisites: Graduate standing or Instructor permission.

EDLP 310. Effecting & Managing Change. 3 Credits.

Change processes and models, the dynamics of change within the organization, and external factors affecting change. Prerequisite: Twelve hours of Graduate study.

EDLP 320. Collaborative Consultation. 3 Credits.

Adult development and group dynamics theory provide the knowledge base for collaborating with parents and teachers to meet the diverse needs of students with disabilities. Cross-listed with: EDSP 387.

EDLP 333. Education Finance & Policy. 3 Credits.

Course examines national, state and local policies of educational financing, measurement of equity, state aid to schools, taxation, school finance litigation and cost-effectiveness analysis. Prerequisites: Twelve hours in Education or Instructor permission.

EDLP 335. Staff Evaluation & Development. 3 Credits.

Supervisory roles, behavior, responsibilities, and relationships in educational and social service organizations; processes for evaluating the performance, promoting the development of staff, and increasing organization effectiveness.

EDLP 336. Curr Mgmt in Ed & Soc Srv Org. 3 Credits.

Approaches to coordinating and managing curriculum or programs at the classroom, department, or organizational level; examination of factors effecting design and delivery of curriculum; developing curriculum guides and assessment methods. Prerequisite: Eighteen hours of education and related areas or appropriate professional certification.

EDLP 338. Sem in Community Education. 3 Credits.

The seminar participants will analyze the Community Education process, relate the process to community development, and develop strategies for the planning and implementation of Community Education.

EDLP 350. Survey Research Methods. 3 Credits.

This course introduces survey research design, implementation and planning processes.

EDLP 365. Policy to Practice. 3 Credits.

Education policy development and governance; frameworks for understanding and assessing education policy implementation by agencies, districts, schools, and classroom teachers.

EDLP 370. Incident Analysis. 3 Credits.

Leadership of high-reliability organizations (NASA), critical incidents (fratricide, crashes, natural disasters), and crisis planning in diverse organizations like schools, hospitals, and law enforcement. Prerequisite: Graduate standing.

EDLP 371. Schl Business Mgmt. 3 Credits.

Analysis of basic management concepts applied to schools, leadership/management trends, types of budgets, risk management, planning, and other personnel and business operations issues. Prerequisites: Graduate standing or Instructor permission.

EDLP 372. Leadership & Creative Imaginatr. 3 Credits.

Leadership in societal organizations as presented in literature, other media. Students will demonstrate abilities to integrate leadership theory, principles, personal beliefs, practices with literary and other media models. Prerequisite: Ed.D. students have priority.

EDLP 380. Professional Problems in Educ. 0-3 Credits.

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDLP 390. Internship. 1-6 Credits.

Students will undertake an approved internship in an institution which reflects the particular area of interest and needs of the student. Prerequisite: Instructor permission.

EDLP 391. Master's Thesis Research. 1-12 Credits.

Thesis topic must be approved by a faculty committee.

EDLP 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisites: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

EDLP 409. Applied Educational Research. 3 Credits.

Introduction to philosophical and methodological foundations of interpretive and empirical-analytic research with emphasis on systems change. Preparation of critical readers and synthesizers of research studies. Prerequisite: Doctoral level standing.

EDLP 419. Quantitative Research Methods. 3 Credits.

This course provides knowledge and skill in conducting quantitative research studies for education and social services. Students apply social science research methods in a laboratory setting and produce a model study. Pre/co-requisite: EDLP 409.

EDLP 429. Adv Quantitative Rsch Methods. 3 Credits.

This course covers advanced statistical techniques that are commonly used in education and social sciences. Pre/co-requisite: EDLP 419.

EDLP 431. Adv Sem Organizational Ldrshp. 3 Credits.

Students inquire into new theories on leadership and the cognitive processes that define the intentions, values, beliefs, and future perspectives of themselves as leaders. Prerequisite: Doctoral level standing.

EDLP 432. Adv Sem: Org Chng & Hum Res Dev. 3 Credits.

Students inquire into new theories, themes, and multicultural dimensions of organizations. Strategies for managing human resources, structural issues, and future trends in organizations are analyzed. Prerequisite: Doctoral level standing.

EDLP 437. Sem on Educational Policy. 3 Credits.

An examination of the nature and function of education policy, emphasizing the structure and processes in education policy formulation and implementation. Prerequisite: Doctoral level standing.

EDLP 439. Hierarchical Linear Modeling. 3 Credits.

This course serves as an introduction to the concepts and applications of Hierarchical Linear Modeling. Pre/co-requisites: EDLP 419 and EDLP 429.

EDLP 449. Dissertation Writing Seminar. 3 Credits.

This seminar is designed for Graduate students working on their dissertation proposals or dissertations.

EDLP 459. Mixed Method Research. 3 Credits.

An advanced research seminar designed to introduce students to mixed methods research, which integrate qualitative and quantitative approaches, inquiries, and data collection and analysis strategies into a single study or research project. Prerequisite: Documented completion of basic quantitative and qualitative research methods courses.

EDLP 491. Doctoral Dissertation Research. 1-12 Credits.**LIBRARY SCIENCE (EDLI)****Courses****EDLI 200. Contemporary Issues. 1-6 Credits.**

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in education and related areas.

EDLI 272. Manage Schl Library Media Ctrs. 3 Credits.

Overview of administrative issues, including development of policies and procedures, budget preparation, personnel administration, and public relations. Focus on information technology and literacy. Prerequisites: Twelve hours in education and related areas, or Instructor permission.

EDLI 273. Organizing Schl Libr Media Ctr. 3 Credits.

Introduction to cataloging of print and non-print materials, Dewey Decimal Classification, application of microcomputers to catalog and circulation services. Prerequisite: EDLI 272 or equivalent.

EDLI 274. Design Instr Sch Lbr Media Ctr. 3 Credits.

Designing library instruction for integration with curricula and collaborating to create effective lessons. Issues surrounding active learning, critical thinking, learning styles, and assessment are examined. Prerequisite: EDLI 272 or equivalent.

EDLI 275. Dev Sch Libr Media Ctr Collect. 3 Credits.

Evaluating and selecting books, periodicals, audiovisuals, software, and other materials for full range of student ages and ability levels. Maintaining collection, weeding, using interlibrary loan, and dealing with censorship. Prerequisite: EDLI 272 or equivalent.

EDLI 276. Information Sources & Services. 3 Credits.

Helping students and teachers find information using print, online, CD-ROM and other resources. Developing interview skills and selecting materials for elementary and secondary core collections. Prerequisite: EDLI 272 or equivalent.

EDLI 277. Info Tech Schl Libr Media Ctrs. 3 Credits.

Selecting, using, and maintaining full range of media equipment, including audiovisual and computer based systems. Designing and improving presentation facilities for media. Prerequisite: EDLI 272 or equivalent.

EDLI 295. Lab Experience in Educ. 1-6 Credits.

Supervised field work designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

LITERACY (EDLT)**Courses****EDLT 200. Contemporary Issues. 1-6 Credits.****EDLT 222. Cltvate Chil Lit in El/Mid Sch. 3 Credits.**

Contemporary research and practice related to the development of strategic, motivated, and independent readers and writers. Emphasis on integrating reading and writing within collaborative environments. Prerequisite: Twelve hours in Education and/or related areas including an introductory course in reading or Instructor permission.

EDLT 223. Read Pgms in Sec Schl & Col. 3 Credits.

Relationship of reading to learning study or organization, instructional procedures, and materials for developing reading improvement programs for secondary and college students; reading in content areas. Prerequisite: Twelve hours in Education and/or related areas or Instructor permission.

EDLT 228. Lit in Jr/Sr High Schl Curr. 3 Credits.

Literacy Criticism for Teachers.

EDLT 234. Lit & Lang for Chil & Youth. 3 Credits.

Characteristics, interests, reading habits of children and youth; selection, evaluation of literature. Organizing book units for teaching literature, for content areas. Emphasis on development of oral, written expression. Prerequisite: Twelve hours in Education and related areas or Instructor permission.

EDLT 236. Multicultural Children's Lit. 3 Credits.

Current research in multicultural education and literacy informs examination of representation and perspective in literature for children and youth. Perspectives include religion, race, gender, SES.

EDLT 295. Laboratory Experience in Educ. 1-6 Credits.**EDLT 319. Internship for Spec Pers in Ed. 1-18 Credits.****EDLT 375. Lit Assmt: Understand Indiv Dif. 3 Credits.**

Designing and using assessment strategies to improve and adapt instruction. Identify, evaluate, and document literacy development, emphasizing students at risk of reading failure. Prerequisite: EDLT 222 or Instructor permission.

EDLT 376. Clin/Tut Appr for Lit Intrvntn. 3-6 Credits.

Approaches for prevention, correction of reading and written language difficulties. Supervised teaching of individuals and/or small groups experiencing reading and language problems. Apprenticeships in reading instructional program. Pre/co-requisite: Three graduate credits in Reading/Language Arts or Instructor permission.

EDLT 378. Adv Stdy/Rsch in Read/Rel LArt. 3 Credits.

Survey of research, comparison and evaluation of emerging programs design and development of projects in reading. Prerequisite: Fifteen hours in Education including nine hours in the field of reading and language education; Instructor permission.

EDLT 379. Seminar in Reading Instruction. 3 Credits.

Study of reading relative to total curriculum. Significant trends, concepts related to specific problems, programs in reading and language arts instruction; role of supervisor and reading consultant. Prerequisite: Fifteen hours of Education including nine hours in the field of reading and language education; Instructor permission.

EDLT 380. Professional Problems in Educ. 3 Credits.**EDLT 385. Critical Issues in Lang&Litrcy. 3 Credits.**

Explores the relationships between language and literacy and cultural-linguistic influences on language/literacy development. Topics include phonemic awareness, phonics instruction, fluency, comprehension, spelling and writing. Pre/co-requisite: EDLT 222; nine graduate credits in related areas; Instructor permission.

EDLT 391. Master's Thesis Research. 1-18 Credits.**EDLT 395. Special Topics. 1-18 Credits.**

See Schedule of Courses for specific title.

EDLT 396. Special Topics. 1-18 Credits.

See Schedule of Courses for specific title.

EDLT 397. Problems in Education. 1-6 Credits.**MASTER OF BUSINESS ADMIN (MBA)****Courses****MBA 300. Business Fundamentals. 1 Credit.**

Provides an introduction to the basic definitions and business language of all of the functional areas of business administration. Prerequisite: MBA standing.

MBA 301. Foundations of Management. 0 or 10 Credits.

Provides background on sustainable business practices and offer tools to analyze a business and structure a business opportunity, including how to: develop/defend competitive advantage, perform financial analysis, implement marketing strategy, organize a firm, and manage technological innovation. Prerequisite: MBA standing.

MBA 302. Bldg a Sustainable Enterprise. 0 or 9 Credits.

Provides students with the tools for starting and building a sustainable business. Topics include: public policy, value creation, assessments under market uncertainty, the meaning of sustainability and CSR, triple bottom line reporting, ethics for entrepreneurs, and mindfulness. Prerequisite: MBA standing.

MBA 303. Growth of Sust Enterprise. 0 or 9 Credits.

Provides tools for managing the growth of a sustainable business. Topics include: entrepreneurial leadership, systems tools for sustainability, business law, negotiations, financing an innovative venture, and sustainable operations/green supply chains. Students will frame and research their practicum project. Prerequisite: MBA standing.

MBA 304. Focusing on Sustainability. 0 or 9 Credits.

Provides students with an understanding of how to run a responsible/sustainable business within the constraints of finite physical resources and legal frameworks. Students will explore how management approaches, creativity, and technology can find opportunities within those constraints. Prerequisite: MBA standing.

MBA 305. Sus Entrepreneurship in Action. 0 or 7 Credits.

Provides a meaningful hands-on experience through the development of a business plan for a new sustainable venture. Students will spend three months conceptualizing, designing, and presenting a business case for a new sustainable venture. Prerequisite: MBA standing.

MBA 395. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

MBA 396. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific title.

MATERIALS SCIENCE (MATS)**Courses****MATS 391. Master's Thesis Research. 1-18 Credits.****MATS 396. Special Topics. 1-18 Credits.**

See Schedule of Courses for specific titles.

MATS 491. Doctoral Dissertation Research. 1-18 Credits.**MATHEMATICS (MATH)****Courses****MATH 207. Probability Theory. 3 Credits.**

Distributions of random variables and functions of random variables. Expectations, stochastic independence, sampling and limiting distributions (central limit theorems). Concepts of random number generation. Prerequisites: MATH 121; STAT 151 or STAT 153 recommended. Cross-listed with: STAT 251, BIOS 251.

MATH 221. Deterministic Modls Oper Rsch. 3 Credits.

The linear programming problem. Simplex algorithm, dual problem, sensitivity analysis, goal programming. Dynamic programming and network problems. Prerequisites: MATH 122 or MATH 124; MATH 121 desirable. Cross-listed with: CSYS 221.

MATH 222. Stochastic Models in Oper Rsch. 3 Credits.

Development and solution of some typical stochastic models. Markov chains, queueing problems, inventory models, and dynamic programming under uncertainty. Prerequisite: MATH 207, STAT 151.

MATH 230. Ordinary Differential Equation. 3 Credits.

Solutions of linear ordinary differential equations, the Laplace transformation, and series solutions of differential equations. Prerequisite: MATH 121. Corequisite: MATH 122 or MATH 124. Credit not granted for more than one of the courses MATH 230 or MATH 271.

MATH 235. Mathematical Models & Analysis. 3 Credits.

Techniques of Undergraduate calculus and linear algebra are applied for mathematical analysis of models of natural and human-created phenomena. Students are coached to give presentations. Prerequisites: MATH 121; MATH 122 or MATH 124 or MATH 230 or MATH 271.

MATH 236. Calculus of Variations. 3 Credits.

Necessary conditions of Euler, Legendre, Weierstrass, and Jacobi for minimizing integrals. Sufficiency proofs. Variation and eigenvalue problems. Hamilton-Jacobi equations. Prerequisite: MATH 230.

MATH 237. Intro to Numerical Analysis. 3 Credits.

Error analysis, root-finding, interpolation, least squares, quadrature, linear equations, numerical solution of ordinary differential equations. Prerequisites: MATH 121; MATH 122, MATH 124 or MATH 271; knowledge of computer programming.

MATH 238. Applied Computational Methods. 3 Credits.

Direct and iterative methods for solving linear systems; numerical solution of ordinary and partial differential equations. Focus will be on application of numerical methods. Prerequisites: MATH 121; MATH 122 or MATH 124 or MATH 271.

MATH 240. Fourier Series&Integral Trans. 3 Credits.

Fourier series, orthogonal functions, integral transforms and boundary value problems. Prerequisite: MATH 230 or MATH 271.

MATH 241. Anyl in Several Real Vars I. 3 Credits.

Properties of the real numbers, basic topology of metric spaces, infinite sequences and series, continuity. Prerequisites: MATH 052 or Math 141 or MATH 151; MATH 121; MATH 122 or MATH 124.

MATH 242. Anyl Several Real Variables II. 3 Credits.

Differentiation and integration in n-space, uniform convergence of functions, fundamental theorem of calculus, inverse and implicit function theorems. Prerequisite: MATH 241.

MATH 251. Abstract Algebra I. 3 Credits.

Basic theory of groups, rings, fields, homomorphisms, and isomorphisms. Prerequisites: MATH 052 or MATH 141 or MATH 151; MATH 122 or MATH 124.

MATH 252. Abstract Algebra II. 3 Credits.

Modules, vector spaces, linear transformations, rational and Jordan canonical forms. Finite fields, field extensions, and Galois theory leading to the insolubility of quintic equations. Prerequisite: MATH 251.

MATH 255. Elementary Number Theory. 3 Credits.

Divisibility, prime numbers, Diophantine equations, congruence of numbers, and methods of solving congruences. Prerequisite: MATH 052 or MATH 054.

MATH 257. Topics in Group Theory. 3 Credits.

Topics may include abstract group theory, representation theory, classical groups, Lie groups. Prerequisite: MATH 251.

MATH 260. Foundations of Geometry. 3 Credits.

Geometry as an axiomatic science; various non-Euclidean geometries; relationships existing between Euclidean plane geometry and other geometries; invariant properties. Prerequisite: MATH 022 and either MATH 052 or MATH 054.

MATH 264. Vector Analysis. 3 Credits.

Gradient, curl and divergence, Green, Gauss, and Stokes Theorems, applications to physics, tensor analysis. PrerequisiteS: MATH 121; MATH 122 or MATH 124 or MATH 271.

MATH 266. Chaos,Fractals&Dynamical Syst. 3 Credits.

Discrete and continuous dynamical systems, Julia sets, the Mandelbrot set, period doubling, renormalization, Henon map, phase plane analysis and Lorenz equations. Co-requisite: MATH 271 or MATH 230. Cross-listed with: CSYS 266.

MATH 268. Mathematical Biology&Ecology. 3 Credits.

Mathematical modeling in the life sciences. Topics include population modeling, dynamics of infectious diseases, reaction kinetics, wave phenomena in biology, and biological pattern formation. Prerequisite: MATH 122 or MATH 124; MATH 230; or Instructor permission. Cross-listed with: CSYS 268.

MATH 271. Adv Engineering Mathematics. 3 Credits.

Differential equations and linear algebra, including linear ordinary differential equations, Laplace transforms, matrix theory, and systems of differential equations. Examples from engineering and physical sciences. Prerequisite: MATH 121. Credit not granted for both MATH 230 and MATH 271. No credit for Mathematics majors.

MATH 272. Applied Analysis. 3 Credits.

Basics of Fourier series, partial differential equations of mathematical physics, functions of a complex variable, Cauchy's theorem, integral formula. Prerequisites: MATH 230 or MATH 271.

MATH 273. Combinatorial Graph Theory. 3 Credits.

Paths and trees, connectivity, Eulerian and Hamiltonian cycles, matchings, edge and vertex colorings, planar graphs, Euler's formula and the Four Color Theorem, networks. Prerequisite: MATH 052 or MATH 054.

MATH 274. Numerical Linear Algebra. 3 Credits.

Direct and iterative methods for solving linear equations, least square factorization methods, eigenvalue computations, ill-conditioning and stability. Prerequisite: MATH 237.

MATH 295. Special Topics. 1-18 Credits.

For advanced students in the indicated fields. Lectures, reports, and directed readings on advanced topics. Credit as arranged. Offered as occasion warrants.

MATH 300. Principles of Complex Systems. 3 Credits.

Introduction to fundamental concepts of complex systems. Topics include: emergence, scaling phenomena, and mechanisms, multi-scale systems, failure, robustness, collective social phenomena, complex networks. Students from all disciplines welcomed. Pre/co-requisites: Calculus and statistics required; Linear Algebra, Differential Equations, and Computer programming recommended but not required. Cross-listed with: CSYS 300.

MATH 303. Complex Networks. 3 Credits.

Detailed exploration of distribution, transportation, small-world, scale-free, social, biological, organizational networks; generative mechanisms; measurement and statistics of network properties; network dynamics; contagion processes. Students from all disciplines welcomed. Pre/co-requisites: MATH 300/CSYS 300, Calculus, and Statistics required. Cross-listed with: CSYS 303.

MATH 330. Adv Ordinary Diff Equations. 3 Credits.

Linear and nonlinear systems, approximate solutions, existence, uniqueness, dependence on initial conditions, stability, asymptotic behavior, singularities, self-adjoint problems. Prerequisite: MATH 230.

MATH 331. Theory of Func of Complex Var. 4 Credits.

Differentiation, integration, Cauchy-Riemann equations, infinite series, properties of analytic continuation, Laurent series, calculus of residues, contour integration, meromorphic functions, conformal mappings, Riemann surfaces. Prerequisite: MATH 242.

MATH 332. Approximation Theory. 3 Credits.

Interpolation and approximation by interpolation, uniform approximation in normed linear spaces, spline functions, orthogonal polynomials. Least square, and Chebychev approximations, rational functions. Prerequisites: MATH 122 or MATH 124; MATH 237.

MATH 333. Thry Functions Real Variables. 4 Credits.

The theory of Lebesgue integration, Lebesgue measure, sequences of functions, absolute continuity, properties of LP-spaces. Prerequisite: MATH 242.

MATH 335. Advanced Real Analysis. 3 Credits.

L2-spaces, LP-spaces; Hilbert, Banach spaces; linear functionals, linear operators; completely continuous operators (including symmetric); Fredholm alternative; Hilbert-Schmidt theory; unitary operators; Bochner's Theorem; Fourier-Plancherel, Watson transforms. Prerequisites: MATH 333.

MATH 336. Advanced Real Analysis. 3 Credits.

L2-spaces, LP-spaces; Hilbert, Banach spaces; linear functionals, linear operators; completely continuous operators (including symmetric); Fredholm alternative; Hilbert-Schmidt theory; unitary operators; Bochner's Theorem; Fourier-Plancherel, Watson transforms. Prerequisite: MATH 333 and MATH 335.

MATH 337. Numerical Diff Equations. 3 Credits.

Numerical solution and analysis of differential equations: initial-value and boundary-value problems; finite difference and finite element methods. Prerequisites: MATH 121; MATH 122 or MATH 124; MATH 230 or MATH 271 or MATH 237 recommended.

MATH 339. Partial Differential Equations. 3 Credits.

Classification of equations, linear equations, first order equations, second order elliptic, parabolic, and hyperbolic equations, uniqueness and existence of solutions. Prerequisite: MATH 230; MATH 242.

MATH 351. Topics in Algebra. 3 Credits.

Topics will vary each semester and may include algebraic number theory, algebraic geometry, and the arithmetic of elliptic curves. Repeatable for credit with Instructor permission. Prerequisite: MATH 252.

MATH 353. Point-Set Topology. 3 Credits.

Topological spaces, closed and open sets, closure operators, separation axioms, continuity, connectedness, compactness, metrization, uniform spaces. Prerequisite: MATH 241.

MATH 354. Algebraic Topology. 3 Credits.

Homotopy, Seifert-van Kampen Theorem; simplicial, singular, and Cech homology. Prerequisite: MATH 241 or MATH 353.

MATH 373. Topics in Combinatorics. 3 Credits.

Topics will vary each semester and may include combinatorial designs, coding theory, topological graph theory, cryptography. Prerequisite: MATH 251 or MATH 273.

MATH 382. Seminar. 1 Credit.

Topical discussions with assigned reading. Required of M.S. degree candidates.

MATH 391. Master's Thesis Research. 1-18 Credits.**MATH 395. Special Topics. 1-18 Credits.**

Subject will vary from year to year. May be repeated for credit.

MATH 491. Doctoral Dissertation Research. 1-18 Credits.

MATHEMATICS FOR EDUCATORS (MAED)

Courses

MAED 205. Math as a Second Language. 3 Credits.

Deep conceptual understanding of the operations of arithmetic and interrelationships among arithmetic, algebra, and geometry; applications to the K-8 classroom. Prerequisite: Teacher license.

MAED 210. Functions/Algebra for Teaching. 3 Credits.

Functions, graphs, inverse functions, linear functions, straight lines, linear equations and inequalities, and applications; applications to the K-8 classroom. Prerequisite: MAED 205.

MAED 215. Trig/Algebra for Teachers II. 3 Credits.

Similar triangles, trigonometric functions, applications to measurement, periodic phenomena; quadratic functions; applications to the K-8 classroom. Prerequisites: MAED 205 and MAED 210.

MAED 220. Measure/Probabil for Teachers. 3 Credits.

Measurement (length, area and volume), probability, application to problem solving, and the ways in which these concepts develop across the K-12 curriculum. Prerequisites: MAED 205, MAED 210, and MAED 215.

MAED 225. Number Theory for Teachers. 3 Credits.

Division algorithm, prime numbers, fundamental theorem of arithmetic, factors and multiples, number bases, arithmetic progressions; emphasis on how number theory is taught in grades K-8. Prerequisites: MAED 205, MAED 210, and MAED 215.

MAED 230. Alg/Geom for Teachers III. 3 Credits.

Exponents, compound interest, exponential functions, logarithms, the base e, growth and decay, research in mathematics education and K-8 curriculum projects. Prerequisites: MAED 205, MAED 210, and MAED 215.

MAED 235. Calculus for Teachers I. 3 Credits.

Limits, instantaneous change, differentiation, optimization, applications to the K-8 classroom, and K-8 curriculum projects. Prerequisites: MAED 205, MAED 210, MAED 215, MAED 220, and MAED 230.

MAED 240. Calculus for Teachers II. 3 Credits.

Continued study of calculus and its relationship to the K-8 curriculum. Topics include infinite series, calculating area, the definite integral, Fundamental Theorem of Calculus. Prerequisite: MAED 235.

MAED 300. Statistics & Research I. 3 Credits.

Introduction to statistics with emphasis on research in K-8 education. Representing and summarizing data, measures of relationship between variables, inference from sample data to population. Prerequisites: MAED 205, MAED 210, and MAED 215.

MAED 305. Statistics & Research II. 3 Credits.

Error bars in graphs, margins of error in surveys, and confidence intervals; interpret and critique educational research studies; analysis of school assessment data activities. Prerequisite: MAED 300.

MAED 310. Statistics & Research III. 3 Credits.

Regression, chi-square analysis, design of research studies, reading of research on K-8 instructional practice, design action research project. Pre/co-requisites: MAED 305, or Prerequisite: MAED 305.

MAED 315. Capstone VMI Experience. 3 Credits.

This course concludes the VMI's school-based-research component. Teachers synthesize their coursework and field experiences and revisit key mathematical concepts from arithmetic through calculus. Prerequisite: 30 hours MAED courses.

MECHANICAL ENGINEERING (ME)

Courses

ME 201. Biomaterials Engineering. 3 Credits.

A materials science and engineering approach is used to explore the structure-function relationships of natural and bio-inspired materials for various engineering applications. The emphasis is on mechanical design and function. The medical applications of biomaterials will be discussed. Prerequisite: ME 101.

ME 203. Machinery Analysis & Synthesis. 3 Credits.

Kinematic and kinetic analysis of two- and three-dimensional machines; kinematic synthesis, electromechanical and servo mechanisms; application to robotic mechanisms. Prerequisite: Senior standing in ME.

ME 207. Bioengineering. 3 Credits.

Introduction to bioengineering including biomechanics, rehabilitation, instrumentation, imaging, biomaterials, and transport. Pre/co-requisites: Senior/Graduate standing in Engineering; Instructor permission.

ME 208. Biomechanics: Tissue Engr. 3 Credits.

Solid biomechanics including structure, function and mechanical properties of biological tissues. Tissue engineering involving cell mechanics, scaffold materials, and signaling. Current literature topics are covered. Pre/co-requisites: Senior/Graduate standing in Engineering; Instructor permission.

ME 209. Biomechanics: Transport Proc. 3 Credits.

Transport and kinetic processes to vascular biology, respiratory mechanics and medicine. Steady and unsteady laminar flow, pulse wave reflections, curved and collapsible tube flow, turbulence. Pre/co-requisites: Senior/Graduate standing in Engineering; Instructor permission.

ME 210. Control Systems. 3 Credits.

Analysis and design of continuous and discrete-time control systems; stability, signal flow, performance criteria, classical and state variable methods, simulation design tools, computer-based realizations. Credit not given for more than one of the courses EE 110, ME 210. Prerequisites: EE 171 or ME 111. Cross-listed with: EE 210.

ME 213. Systems & Synthetic Biology. 3 Credits.

Applying engineering tools to the design and analysis of biomolecular processes; gene regulatory networks; nonlinear dynamics in molecular biology; biological circuit design; biological signal processing. Prerequisite: Background required: Differential Equations, Linear Algebra, Programming. Cross-listed with: CSYS 213, EE 213.

ME 218. Numerical Methods for Engineer. 3 Credits.

Foundational concepts of numerical integration, numerical differentiation, and numerical approximation and solution of differential and partial differential equations of the type encountered in the analysis of engineering problems and data processing. Prerequisites: MATH 271, CS 020; MATH 122 or MATH 124. Cross-listed with: CE 218.

ME 230. Astrodynamics. 3 Credits.

Motion of spacecraft in a central gravitational field. Two and restricted three-body problems; Kepler's equation; orbital maneuvers and rendezvous; interplanetary and lunar trajectories. Prerequisite: ME 111.

ME 234. Mechanical Vibrations. 3 Credits.

Analysis, measurement, and control of mechanical vibrations; SDOF, MDOF, and rotating systems, forced, free, and random vibrations. Prerequisite: ME 111 or Senior/ Graduate standing in engineering or physical sciences.

ME 235. Turbomach Vibration Anyl/Tstng. 2 Credits.

Vibration in rotating machines; vibration measurement techniques; machinery condition and degradation; condition monitoring and predictive maintenance; industrial vibration techniques including proximity probes, accelerometers, FFT analyzer. Prerequisite: ME 244.

ME 237. Turbulence. 3 Credits.

Description of turbulent flows; statistical and modeling of turbulent flows; Navier Stokes as a dynamical system; experimental and numerical approaches. Prerequisite: ME 143.

ME 238. Energy Systems Engineering. 3 Credits.

Engineering assessment of both potentially sustainable and unsustainable practical primary energy systems. Examination of options of meeting demand and impacts on the environment. Prerequisite: ME 042.

ME 239. Rocket Propulsion. 3 Credits.

Flight mechanics and propulsion requirements for atmospheric and space flight. Thermochemistry of fuels and propellants. Operating principles of chemical, electrical and nuclear propulsion systems. Pre/co-requisites: ME 143/ME 240 recommended or permission of the Instructor.

ME 240. Compressible Flow. 3 Credits.

Theory of compressible flow. Normal and oblique shocks; expansion waves; unsteady wave motion; method of characteristics; linearized external flows; conical and 3D flows. Prerequisite: ME 143 or equivalent.

ME 241. Combustion Processes. 3 Credits.

Combustion thermodynamics; chemical kinetics; laminar flames, premixed and diffusion; turbulent flames; ignition, explosion, and detonation; droplet combustion; flame spread; large scale fires; rocket combustion. Prerequisite: Senior/Graduate standing.

ME 242. Adv Engr Thermodynamics I. 3 Credits.

Foundations of statistical mechanics. Gases and crystals. Chemical equilibrium. Irreversible processes. Prerequisite: Senior/Graduate standing or permission.

ME 243. Incompressible Flow. 3 Credits.

Intermediate treatment of incompressible fluid flow; Navier-Stokes equations; two-dimensional potential flows; wing theory; vorticity and vortex structures; laminar and turbulent boundary layers. Prerequisites: ME 143 or equivalent.

ME 244. Intro to Turbomachinery Anyl. 2 Credits.

Fundamental turbomachinery principles of fluid mechanics, thermodynamics, and structural analysis; basic equations and computational techniques for analysis and design to model and evaluate turbomachinery. Prerequisite: ME 243, MATH 271.

ME 245. Advanced Heat Transfer I. 3 Credits.

Analytical methods for multidimensional steady and transient heat conduction; phase change and moving boundaries. Thermal radiation exchange in enclosures; view factors; emitting/absorbing gases. Prerequisites: ME 144 or equivalent, or by Instructor permission.

ME 246. Centrifugal Compressors. 2 Credits.

Fluid dynamic and thermodynamic principles of centrifugal compressor design and design practice; limits of stable operation and instability prediction and control. Prerequisite: ME 244.

ME 247. Centrifugal Pumps. 2 Credits.

Centrifugal pump design principles and practice; performance limits; cavitation; design tools and pump design optimization. Prerequisite: ME 244.

ME 248. Turbomachinery Special Topics. 1 or 2 Credit.

Content in axial fans/compressors; axial, radial, or steam turbines; CFD, dynamics/rotordynamics, or materials for turbo-machinery; power plant or refrigeration cycle developments; turbocharged and compound IC-engines. Prerequisite: ME 244.

ME 249. Computational Fluids Engr. 0 or 3 Credits.

Computational methods for solving the Navier-Stokes equations and combined thermo-fluid flows; finite-differences and finite-volume techniques; use of standard commercial CFD software. Prerequisite: ME 143 or equivalent.

ME 252. Mechanical Behavior Materials. 3 Credits.

Isotropic and anisotropic elasticity; theory of plasticity; deformation mechanisms in crystalline solids; dislocation theory; creep behavior; advanced fatigue and fracture mechanisms. Prerequisites: ME 101; Instructor permission.

ME 253. Corrosion of Materials. 3 Credits.

Corrosion principles: electrochemical, environmental, and metallurgical aspects. Corrosion testing. Corrosion prevention. Seawater corrosion. Biological corrosion. Material selection. Prerequisite: ME 101.

ME 255. Adv Engineering Materials. 3 Credits.

Advanced material processing; physical and mechanical principles of high-temperature alloys, light-weight materials, thin films, nanomaterials, and biomedical materials; elements of computational materials design. Prerequisites: Senior/Graduate standing; or Instructor permission.

ME 257. Composite Materials. 3 Credits.

Fibers, matrices. Unidirectional and short fiber composites. Experimental characterization. Prerequisite: ME 101.

ME 259. Computational Solid Mechanics. 3 Credits.

Computational methods using the finite element analysis (FEA) applied to linear elastic and non-linear problems in the mechanics of deformable solids and structures, contact mechanics, and fracture mechanics. Hands-on computational experience using a commercial FEA software. Prerequisites: ME 014, MATH 124, and MATH 271, or equivalent.

ME 265. Integrated Product Development. 3 Credits.

Project-based course focusing on the entire product life cycle. Team dynamics, process and product design, quality, materials, management, and environmentally-conscious manufacturing. Prerequisite: Senior standing. Cross-listed with: BSAD 293.

ME 270. Structural Dynamics. 3 Credits.

Vibrations, matrices, earthquake engineering, stability and wave propagation. Prerequisites: Senior/Graduate standing in Engineering or physical sciences, or Instructor permission. Cross-listed with: CE 272.

ME 271. Micro and Nano Systems. 3 Credits.

Operating principles, fabrication and design of engineered systems with submillimeter dimensions. Prerequisites: Senior/Graduate standing in Engineering or physical sciences.

ME 281. Seminar. 1 Credit.

Presentation and discussion of advanced mechanical engineering problems and current developments. Prerequisite: Senior/Graduate engineering enrollment.

ME 282. Seminar. 1 Credit.

Presentation and discussion of advanced mechanical engineering problems and current developments. Prerequisite: Senior/Graduate engineering enrollment.

ME 283. Lab Techniques Turbomach Dev. 2 Credits.

Instruments and transducers for performance, flow, and structural measurements in turbo-machinery; the role of test data in design and development; experimental data acquisition and processing. Prerequisite: ME 244.

ME 285. Biomedical Engineering Seminar. 1 Credit.

Presentation and discussion of advanced biomedical engineering problems and current research developments. Prerequisite: Senior/Graduate engineering enrollment.

ME 295. Advanced Special Topics. 1-18 Credits.

Content is dictated by expanding professional interest in newly developing, or recently developed, technical areas in which there is particular need or opportunity. Prerequisite: Senior/Graduate standing.

ME 304. Adv Engineering Analysis I. 3 Credits.

Analytical methods for the solution of partial differential equations in engineering mechanics and physics, including: eigenfunction expansions; Fourier series; Sturm-Liouville theory and special functions. Prerequisites: Graduate standing in engineering, mathematics, or physical sciences or Instructor permission. Cross-listed with: CE 304. Cross-listed with: CE 304.

ME 305. Adv Engineering Analysis II. 3 Credits.

Advanced analytical techniques for problems in engineering mechanics and physics, including: integral transform methods Green's functions, perturbation methods, and variational calculus. Prerequisites: ME 304 or equivalent. Cross-listed with: CE 305.

ME 312. Adv Bioengineering Systems. 3 Credits.

Advanced bioengineering design and analysis for current biomedical problems spanning molecular, cell, tissue, organ, and whole body systems including their interactions and emergent behaviors. Cross-listed with: CSYS 312.

ME 320. Special Problems in Elasticity. 3 Credits.

Advanced topics in the theory of elasticity in which there is a particular student and staff interest.

ME 321. Special Problems in Fluid Mech. 3 Credits.

Advanced topics in fluid mechanics in which there is a particular student and staff interest.

ME 322. Special Problems in Dynamics. 3 Credits.

Advanced topics in dynamics in which there is a particular student and staff interest.

ME 323. Special Prob in Thermodynamics. 3 Credits.

Advanced topics in thermodynamics in which there is a particular student and staff interest.

ME 324. Spec Problems in Heat Transfer. 3 Credits.

Advanced topics in heat transfer in which there is a particular student and staff interest.

ME 325. Special Problems in Materials. 3 Credits.

Advanced topics in behavior of materials in which there is a particular student and staff interest.

ME 330. Matrix Meth in Struct Dynamics. 3 Credits.

Matrices, eigenvalue problems, forced vibration, wave propagation.

ME 332. Engineering Elasticity. 3 Credits.

Tensors, complex variables, variational methods.

ME 333. Stress Analysis. 3 Credits.

Theory and experimental method of measuring static and dynamic stress and strain.

ME 336. Continuum Mechanics. 3 Credits.

Tensors, conservation laws, field equations for solids and fluids.

ME 338. Advanced Dynamics. 3 Credits.

Application of Lagrange's equation, Hamilton's principle to mechanical systems. Systems with constraints. Matrix formulation of problems in kinematics, dynamics. Stability of linear, nonlinear systems.

ME 342. Advanced Combustion. 3 Credits.

Equations of reacting mixtures; modeling of steady and unsteady combustion, homogeneous/heterogeneous systems; ignition, explosions, detonations; combustion aerodynamics: turbulence, swirl, and sprays. Prerequisite: ME 241 or equivalent.

ME 343. Advanced Fluid Dynamics. 3 Credits.

Stress in continuum; kinematics, dynamics; potential fields; Wing theory; Navier-Stokes equation; hydrodynamic stability; turbulence; laminar, turbulent boundary layer theory; transient flows; free laminar, turbulent flows; mixing.

ME 344. Adv Eng Thermodynamics II. 3 Credits.

Microscopic thermodynamics; Maxwell-Boltzmann, Bose-Einstein, Fermi-Dirac statistics; kinetic theory of gases; transport properties, compressed gases, liquids, solid states; chemical systems; irreversible processes; fluctuations.

ME 345. Advanced Heat Transfer II. 3 Credits.

Advanced treatment of forced and free convection; thermal boundary layers; analytical and approximate solution methods. Phase change heat transfer. Micro/nano-scale heat transfer. Prerequisite: ME 245 or equivalent.

ME 346. Advanced Gas Dynamics. 3 Credits.

Transonic flows; hypersonic flows and shock relations; boundary layer interactions; high-temperature gases and aerothermodynamics; rarefied flows; computational methods. Prerequisite: ME 240 or equivalent.

ME 350. Multiscale Modeling. 3 Credits.

Computational modeling of the physics and dynamical behavior of matter composed of diverse length and time scales. Molecular simulation. Coarse-graining. Coupled atomistic/continuum methods. Cross-listed with: CSYS 350.

ME 371. Adv Engr Des Anyl&Synthesis I. 4 Credits.

Application of fundamental concepts, principles of advanced mathematics, physics, mechanics, electricity, thermodynamics, fluid dynamics, heat transfer, and decision-making processes to design, analysis, synthesis of complex engineering systems.

ME 372. Systems Engineering. 3 Credits.

Advanced course in systems engineering, reliability, maintainability, safety, and human factors engineering. Case studies. Prerequisites: ME 371 or Instructor permission.

ME 373. Integr Mechanism Design Anyl. 3 Credits.

Application of system analysis, rigid body dynamics, finite elements, fatigue analysis and structural dynamics to an integrated approach to mechanisms design. Prerequisites: ME 371 or Instructor permission.

ME 391. Master's Thesis Research. 1-18 Credits.

ME 395. Advanced Special Topics. 1-18 Credits.

Advanced topics in recently developed technical areas. Prerequisites: three hours with Instructor permission.

ME 491. Doctoral Dissertation Research. 0-18 Credits.

MEDICAL LAB & RADIATION SCI (MLRS)

Courses

MLRS 242. Immunology. 3 Credits.

Deals with cells, organs, development, interactions and the functioning (infectious process, immunodeficiency, hypersensitivity reactions, transplantation and tumor immunology) of the innate and the adaptive immune system. Prerequisites: One semester of biochemistry, one semester of organic chemistry.

MLRS 244. Immunology Lab. 1 Credit.

Laboratory experience dealing with cellular and humoral immunity, B cells and T cells, autoimmunity, immunodeficiency. Laboratory covers immunological techniques and applications. Co-requisites: MLRS 242 or MMG 223.

MLRS 281. Applied Molecular Biology. 3 Credits.

Introduces students to the nucleic acid and protein-based molecular diagnostics technology through class presentation, reading, and discussions. Focuses on diagnostic applications for understanding molecular mechanisms of disease. Prerequisite: CHEM 042 or CHEM 141.

MLRS 282. Applied Molecular Biology Lab. 1 Credit.

Laboratory experiences include practical concepts of molecular applications. Introduces basic methods used in DNA and Protein technology including plasmid isolation, polymerase chain reaction, restriction enzyme use, and related assays. Prerequisite: CHEM 042 or CHEM 141. Co-requisite: MLRS 281.

MLRS 381. Special Topics Seminar. 1 Credit.

Pre/co-requisite: Instructor Permission.

MLRS 391. Masters Thesis Research. 1-6 Credits.

Pre/co-requisite: Instructor Permission.

MLRS 395. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Pre/co-requisite: Instructor Permission.

MEDICINE (MED)

Courses

MED 395. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific title.

MED 396. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific title.

MICROBIOLOGY & MOLECULAR GENETICS (MMG)

Courses

MMG 201. Molecular Cloning Lab. 4 Credits.

Intensive advanced laboratory course in the fundamentals of recombinant DNA technology through the isolation and characterization of a unique gene. Prerequisite: MMG 104 or BIOC 207 or Instructor permission. Fall.

MMG 203. Mamm Cell Cult:Molecular Biol. 0 or 4 Credits.

The basic principles and techniques of mammalian cell culture, as well as cell and mammalian molecular genetics. Prerequisite: BCOR 103 or MMG 104, Permission of Coordinator. Alternate years. Spring.

MMG 205. Biochemistry I. 3 Credits.

Introduction to chemistry and structure of biological macromolecules; examination of mechanisms of chemical processes in biological systems, including enzyme catalysis, biosynthesis, regulation, and information transfer. Prerequisite: CHEM 048 or CHEM 142 or CHEM 144. Cross-listed with: BIOC 205, CHEM 205. Fall.

MMG 206. Biochemistry II. 3 Credits.

Continuation of Biochemistry I. Biochemistry of nucleic acids; nucleic acid based processes, such as replication and transcription; cellular information transfer, genomics, and proteomics. Prerequisite: MMG 205. Cross-listed with: BIOC 206, CHEM 206. Spring.

MMG 207. Biochemistry Lab. 3 Credits.

Introduction to biochemical tools, including spectrometry, chromatography, and electrophoresis; natural and recombinant enzyme isolation; assays of DNA-modifying enzymes; computer-based structure/function exercises. Prerequisite: BIOC 205 or CHEM 205 or MMG 205. Cross-listed with: BIOC 207, CHEM 207.

MMG 211. Prokaryotic Molecular Genetics. 3 Credits.

The organization, replication, and expression of genes in prokaryotes, focusing on the genetics of *Escherichia coli* and its viruses. Prerequisite: Introductory microbiology, biochemistry, genetics, and/or cell biology courses. Fall.

MMG 220. Environmental Microbiology. 3 Credits.

The activities of microorganisms, primarily bacteria, in air, soil, and water. Prerequisites: MMG 101 and Organic Chemistry Alternate years.

MMG 222. Clinical Microbiology I. 0 or 4 Credits.

Comprehensive study of human pathogenic bacteria and their disease states in humans. Laboratory sessions provide practical experience in handling and identifying these pathogens. Alternate years. Spring. Prerequisites: MMG 065 or MMG 101 or equivalent or Instructor permission.

MMG 223. Immunology. 3 Credits.

Analysis of the immune response with respect to structure and function of immunoglobulins and the T-cell receptor, tolerance, innate and adaptive immunity, the Major Histocompatibility Complex, hypersensitivity states, transplantation, cancer, and AIDS. Prerequisite: Instructor permission. Alternate years, Spring.

MMG 225. Eukaryotic Virology. 3 Credits.

An in-depth analysis of eukaryotic virus-mammalian cell interactions emphasizing mechanisms by which viruses modulate gene expression in infected cells. Prerequisite: MMG 101 or MMG 104 or equivalent. Alternate years. Fall.

MMG 231. Programming for Bioinformatics. 3 Credits.

Introductory course on computing (including scripting, database, and statistical analysis) for developing bioinformatics applications. Particular emphasis is given to comparative genomics and systems biology scenarios. Prerequisites: STAT 151, STAT 153, or Instructor permission. Cross-listed with: CS 231. Alternate Years. Spring.

MMG 232. Methods in Bioinformatics. 3 Credits.

This course provides a methodological survey of bioinformatics. Particular emphasis is given to algorithms associated with sequential analysis, comparative genomics, structural biology, and systems biology. Prerequisites: STAT 151, STAT 153, or Instructor permission. Cross-listed with: CS 232. Alternate Years. Spring.

MMG 233. Genetics and Genomics. 3 Credits.

Integrated entry into both genome science and modern genetic analysis. Students will develop skills needed to access, organize and interpret emerging genomic information. Fall. Prerequisite: Junior/Senior/Graduate standing in biological or computational sciences.

MMG 295. Advanced Special Topics. 1-18 Credits.

Supervised investigations in microbiology or molecular genetics. Prerequisite: Instructor permission. Credit as arranged.

MMG 296. Advanced Special Topics. 1-18 Credits.

Supervised investigations in microbiology or molecular genetics. Prerequisite: Instructor permission. Credit as arranged.

MMG 310. Current Topics in MMG. 2 Credits.

Seminar to focus on specific issues at the forefront of current research in molecular genetics. Meetings will involve student presentation and discussion of research articles. Prerequisite: Permission of Coordinator.

MMG 312. Eukaryotic Molecular Genetics. 3 Credits.

The use of lower eukaryotes, such as the yeasts *Saccharomyces cerevisiae* and *Schizosaccharomyces pombe*, as model genetic systems to answer questions of basic biological importance. Prerequisites: Instructor permission; MMG 233 and CLBI 301, or equivalent.

MMG 320. Cellular Microbiology. 4 Credits.

Utilizes primary literature to explore the cellular and molecular basis of microbial pathogenesis caused by viruses, pathogenic bacteria and protozoan parasites. Alternate years. Spring.

MMG 330. Emerging Infectious Disease. 3 Credits.

Interdisciplinary approach to understanding the emergence, and re-emergence, of infectious diseases in a rapidly changing global environment. Historical, cultural, environmental and biological perspectives are incorporated into the analysis of emerging bacterial, viral and protozoal pathogens. Prerequisite: Introductory undergraduate course in Microbiology. Course in virology is recommended.

MMG 332. Critical Reading. 1 Credit.

Students will participate in group discussions to critically evaluate and interpret the experimental data from one assigned paper from the scientific literature per week. Prerequisite: Permission of Coordinator. Fall.

MMG 333. Genetics and Genomics. 3 Credits.

Integrated entry into both genome science and modern genetic analysis. Together, genetic and genomic information provide unprecedented insights into biological functions, pathways and systems. Emphasizes skills needed to access, organize and interpret emerging genomic information. Graduate students only. Prerequisite: Graduate enrollment in a program within the biomedical or biological sciences.

MMG 352. Protein:Nucleic Acid Interact. 3 Credits.

Structure of DNA and RNA, and the structure and assembly of nucleoprotein complexes will be described using examples from prokaryotes, yeast, viruses, and mammalian cells in culture. Prerequisite: MMG 211 or equivalent; AGBI 201 or BIOC 301; BIOC 302 or equivalent. Cross-listed with: BIOC 352. Alternate years. Spring.

MMG 391. Master's Thesis Research. 1-18 Credits.**MMG 491. Doctoral Dissertation Research. 1-18 Credits.**

MIDDLE LEVEL TEACHER EDUCATION (EDML)

Courses

EDML 207. Adoles Lrng&Beh&Cog Perspect. 3 Credits.

In-depth examination of cognitive learning theory and its background in behavioral and other learning theories, with application to teaching in a middle or secondary setting. Pre/co-requisites: Acceptance to licensing program. Cross-listed with: EDSC 207.

EDML 260. Teaching Young Adolescents. 3-6 Credits.

Focus on understanding and reflecting on an integrative and developmental approach to the design of middle level curriculum, as well as teaching in one area of specialization.

EDML 261. Mid Lev Teaching Practicum II. 3 Credits.

Teaching practicum on middle level team in one of two areas of academic concentration, acquiring knowledge of and skills in curriculum, pedagogy, and assessment. Pre/Co-requisite: Admission to Middle Level Professional Program.

EDML 270. Middle School Org & Pedagogy. 3-6 Credits.

Focuses on exploring theory and practice in responsive school organization for young adolescents, including interdisciplinary/partner teaming, block scheduling, and teacher advisories, as well as teaching lessons in one area of specialization. Pre/co-requisite: EDML 024, EDML 056.

EDML 285. Middle Level Student Teaching. 9-12 Credits.

Full-time supervised student teaching internship as a member of a middle school team. Development of a professional portfolio as stipulated in the Middle Level Program Handbook. Pre/co-requisite: EDML 260, EDML 261, EDML 270, and Instructor permission.

EDML 286. Internship Support Seminar. 3 Credits.

Seminar addresses and responds to internship experiences including planning, reflective practice, classroom management, teamwork, and assessment of learning. Guidance in development of Professional Teaching Portfolio. Pre/co-requisites: EDML 260, EDML 261, EDML 270.

EDML 287. Content Literacy in Mid Grades. 3 Credits.

Focus on the use of content and disciplinary literacy strategies, including multiliteracies, in middle level content areas. Pre/co-requisite: Minimum Junior standing.

MOLECULAR PHYSIOLOGY & BIOPHYSICS (MPBP)

Courses

MPBP 301. Human Physiology & Pharm I. 4 Credits.

An integrated examination of the physiology and pharmacology of the peripheral nervous, muscle and cardiovascular systems in the human body. Pre/co-requisites: CHEM 032 and CHEM 042 or equivalent, two semesters general physics, and two semesters calculus. May not be taken for credit with MPBP 306.

MPBP 302. Human Physiology & Pharm II. 4 Credits.

An integrated examination of the physiology and pharmacology of the endocrine, digestive, renal and respiratory systems in the human body. Pre/co-requisites: CHEM 032 and CHEM 042 or equivalent; two semesters general physics, two semesters calculus, MPBP 301 or Instructor permission. May not be taken for credit with MPBP 306.

MPBP 303. Critical Reading. 1 Credit.

Critical reading of the current literature, team taught by the faculty in the Dept. of Molecular Physiology & Biophysics, giving broad exposure to the expertise present in the department.

MPBP 306. Medical Physiology. 8 Credits.

Function in the whole human organism, and at the cellular, tissue, and organ levels, considered biologically and physically. Pre/co-requisite: Permission of Department Chair. May not be taken for credit with MPBP 301 or MPBP 302.

MPBP 308. Biometrics & Applied Statistic. 3 Credits.

The rationale and application of biostatistical methods in the biological, health and life sciences with emphasis on interpreting and reporting results. Prerequisite: STAT 141 or equivalent. Cross-listed with: BIOS 308, STAT 308.

MPBP 310. Molecular Control of the Cell. 3 Credits.

Examines the fundamental molecular mechanisms that control dynamic cellular processes. Advanced topics in cell biology will be explored from the single molecule to the whole tissue level with an emphasis on the coordination of complex molecular systems. Prerequisites: MPBP 301, BIOC 301, BIOC 302; Instructor permission.

MPBP 323. Biophysical Techniques. 4 Credits.

In depth analysis of biophysical techniques. Topics: Introductory statistics, optics, microscopy, motility, optical tweezers, FRET, light-scattering, SAXS and electron microscopy (single-particles, 2 D-crystals, helices). Alternate years. Pre/co-requisite: Basic mathematics including matrices, differentiation and integration.

MPBP 325. Data Analysis&Presentation I. 2 Credits.

Develop graduate level skills in data analysis, reading, writing, teaching and presenting your own work and that of others (Part 1 of 2). Prerequisites: Graduate standing; Enrollment in BIOC 301 and CLBI 301. Cross-listed with: BIOC 325.

MPBP 326. Data Analysis&Presentation II. 2 Credits.

Develop graduate level skills in data analysis, reading, writing, teaching and presenting your own work and that of others (Part 2 of 2). Prerequisites: BIOC 301, CLBI 301; Graduate standing. Cross-listed with: BIOC 326.

MPBP 333. 3D Electron Microscopy&Img Prc. 1 Credit.

In depth study of the theory of 3D electron microscopy and image processing of single particles. Topics: Fourier transforms. Convolution. Correlation. 2D alignment. Radon transforms. 3D reconstruction techniques. The electron microscope. Specimen preparation and data collection. Alternate years. Pre/co-requisites: Basic mathematics including matrices, differentiation and integration.

MPBP 381. Seminar. 1 Credit.

Presentation and discussion by advanced students, staff, and invited speakers, of current topics in physiology. Prerequisite: Department permission.

MPBP 391. Master's Thesis Research. 1-18 Credits.**MPBP 395. Special Topics. 1-18 Credits.**

Topics of interest to Graduate students beyond the scope of existing courses.

MPBP 491. Doctoral Dissertation Research. 1-18 Credits.

MUSIC (MU)

Courses

MU 211. Senior Music History Project. 1 Credit.

Directed readings and research. Research project. Prerequisites: Music History concentration; Senior standing; Instructor permission.

MU 231. A & B Jazz Combos. 1-6 Credits.

Small groups (a rhythm section and three to five solo instruments) in which students improve their improvisational skills while learning jazz repertory.

MU 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

MU 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

NATURAL RESOURCES (NR)

Courses

NR 220. Landscape Ecology. 3 Credits.

The course examines the critical role of landscape pattern in determining ecological process and dynamics, as well as human-ecological interactions. Includes field labs. Prerequisites: NR 103 or BCOR 102; Senior/Graduate standing.

NR 228. Ecosystems Ecology. 3 Credits.

Examination of the structure and function of terrestrial ecosystems focusing on carbon and nutrient cycles. Laboratory sessions involve spatial modeling and data analysis. Prerequisites: CHEM 031, CHEM 032, NR 103, and either NR 143 or NR 146. Cross-listed with: FOR 228.

NR 235. Legal Aspects Envir Planning. 3 Credits.

Comparison of environmental planning law at local, state, and national levels. Case studies in environmental and natural resource planning and land use controls. Prerequisite: Senior Standing.

NR 238. Ecological Landscape Design. 4 Credits.

Studio course synthesizing work from fields of landscape ecology and landscape design, exploring ecological design alternatives at multiple scales, and developing multifunctional landscape solutions. Prerequisites: Junior standing; PSS 137 or one course in ecology plus one course in design or drawing. Cross-listed with: CDAE 238, ENVS 238, PSS 238.

NR 240. Park and Wilderness Mgmt. 3 Credits.

History, philosophy, and management of wilderness, national parks, and related areas. Prerequisites: Junior standing in Parks, Recreation and Tourism. Cross-listed with PRT 240.

NR 242. Adv Geospatial Techniques. 1-3 Credits.

Advanced course encompassing a wide range of topics in GIS, remote sensing, GPS, modeling, and visualization designed to provide technical expertise in geospatial techniques. Prerequisite: NR 143, GEOG 184, NR 343, NR 146, NR 346, or GEOG 185.

NR 243. GIS Practicum. 3 Credits.

An applied course in geospatial technology with a focus on ESRI's ArcGIS software suite. Prerequisite: NR 143 or NR 343.

NR 245. Integrating GIS & Statistics. 3 Credits.

Advanced approaches in integrating Geographic Information Systems (GIS) and statistical methods to analyze quantitatively spatial patterns and relationships. Prerequisites: Senior/Graduate standing; Either NR 143, GEOG 184, or NR 343 and either STAT 111, STAT 141, NR 140, or STAT 211.

NR 250. Limnology. 0 or 4 Credits.

Ecology of lakes and reservoirs, including their origin, physics, chemistry and biology, and the effects of anthropogenic perturbations. Field and laboratory experience. Prerequisites: BIOL 001 and BIOL 002 or BCOR 011 and BCOR 012, and CHEM 023 and CHEM 026 or CHEM 031 and CHEM 032, and NR 103 or BCOR 102.

NR 254. Adv Natural Resource Policy. 3 Credits.

Advanced seminar in environmental and natural resource policy. Prerequisites: NR 153 or ENVS 142 or POLS 130 or Graduate standing.

NR 255. Field Mthds in Water Resources. 3 Credits.

Techniques used in field assessment of water quality in rivers and lakes. Case studies on the LaPlatte River and Lake Champlain. Sampling strategies, field measurements, and data evaluation. Extensive field work. Prerequisite: NR 102.

NR 260. Wetlands Ecology & Mgmt. 3 Credits.

Structure, dynamics and values of natural and artificial wetlands; wetlands management and issues. Prerequisites: BIOL 001 and BIOL 002 or BCOR 011 and BCOR 012, and NR 103 or BCOR 102.

NR 262. Int'l Problems in NR Mgmt. 3 Credits.

Discussion of problems associated with the management of natural resources which have international implications. Topics may include deforestation, desertification, fisheries, wildlife, refuges, fuelwood, pollution. Prerequisite: Senior standing.

NR 265. Environment & Human Behavior. 3 Credits.

Applies social psychological frameworks--attitudes, exchange theory, symbolic interaction, group processes, social cognition, discourse theory--to help understand environmentally related behaviors, conflict, and management. Prerequisite: Junior standing.

NR 268. Soil Ecology. 0 or 4 Credits.

Underlying concepts and theory of modern soil ecology will be reviewed including spatial and temporal distributions, sampling methods, biogeochemical cycles, and ecological functions of soil. Prerequisites: BCOR 102 or NR 103, Prerequisites: BCOR 102 or NR 103, and PSS 161. Cross-listed with: PSS 268.

NR 270. Toxic&Hrds Subst in Srf Water. 3 Credits.

The fate of toxic and hazardous pollutants, including trace elements and organics, in surface waters; effects on human health and aquatic biota. Prerequisites: BIOL 001, and CHEM 023 and CHEM 042, or CHEM 102; Senior standing.

NR 275. NR Planning: Theory & Methods. 3 Credits.

Investigates theoretical development of natural resource planning. Studies planning methods appropriate to protection and use of scenic, recreational, forest, agriculture, and historic resources and ecologically sensitive areas. Prerequisite: Senior standing.

NR 276. Water Quality Anlys & Interp. 0 or 3 Credits.

Selected aspects of water chemistry and bioassay as related to surface and ground waters. Laboratory analysis of water quality parameters and data interpretation. Prerequisite: Senior standing.

NR 279. Watershed Management Hydrology. 0 or 3 Credits.

Fundamental elements of hydrology and contaminant transport in watersheds. Application of dynamic simulation techniques. Discussion of new technologies for watershed management. Prerequisites: NR 170; Senior standing.

NR 280. Stream Ecology. 0 or 4 Credits.

Ecology of streams including hydrodynamics, morphology, sediment transport, chemistry, biology and human impacts. Field and laboratory experience. Prerequisites: BIOL 001 and BIOL 002 or BCOR 011 and BCOR 012, and CHEM 023 and CHEM 026 or CHEM 031 and CHEM 032, and NR 103 or BCOR 102.

NR 288. Ecol Design & Living Technol. 3 Credits.

The course explores the potential for ecological design to shape a sustainable future. It analyzes living technologies for food production, waste management and environmental restoration. Prerequisite: Junior standing.

NR 289. Advanced Ecological Design. 3 Credits.

A problem-based, cross-disciplinary design course in which existing conditions are integrated with the redesign of place and system in alignment with ecological design principles. Prerequisite: NR 288.

NR 306. Envisioning a Sust Future. 2 Credits.

Seminar orienting graduate students to RSENR and providing frameworks for collaborative leadership, whole systems thinking, and intercultural competency.

NR 311. Leadership for Sustainability. 3 Credits.

Provides an experiential and theoretical orientation to foundational practices, principles, and skills of sustainability leadership with an emphasis on ecological/systems thinking, sustainability, and leadership.

NR 312. Power Privilege & Catalyz Change. 3 Credits.

Focuses on leadership skills and systems frameworks for engaging with issues of diversity, power, and privilege and the implications of these topics on leaders' capacity. Designed to meet the RSENR graduate diversity requirement. Prerequisite: NR 311.

NR 329. Ecology for Sustainability. 3 Credits.

Graduate ecology course for students without a prior background in ecology. Course covers basic ecological concepts that inform policy, planning, analysis, and decision-making.

NR 333. Professional Writing Essential. 1 Credit.

Basics of good writing, essay and report writing, as published in both popular and professional journals in the environment and natural resources. Prerequisite: Graduate standing. Cross-listed with: PBIO 333.

NR 334. Professional Writing AdvTopics. 1 Credit.

Writing workshop that explores essay and report writing, as published in both popular and professional journals that examine the natural world and its resources. Prerequisite: Graduate standing. Cross-listed with: PBIO 334.

NR 341. Ecological Economic Theory. 3 Credits.

A transdisciplinary study of the economic system as embedded and interdependent on social institutions and environmental systems. Prerequisite: Graduate standing.

NR 342. Ecosystem Services. 3 Credits.

Examines the economic and other benefits nature provides to people. Covers the ecological foundations of quantifying ecosystem services, the economics of valuing them, and the practical issues involved with putting them to work for conservation. Prerequisites: Graduate standing; Instructor permission.

NR 343. Fndmntls of Geog Info Systems. 3 Credits.

Concepts and methods in Geographic Information Systems (GIS) presented at an accelerated pace for Graduate students using ArcGIS software. Prerequisite: Graduate standing.

NR 346. Digital Image Processing. 2 Credits.

Principles and applications of digital image processing of remotely sensed imagery. Hands-on analyses of satellite imagery will address environmental issues using ERDAS Imagine software. Prerequisite: Graduate standing.

NR 351. Ecological Economics Methods. 3 Credits.

A survey of frameworks and tools used to analyze and understand linked social and natural systems. Prerequisite: Graduate standing.

NR 352. Ecological Economics Practice. 3 Credits.

An applied field course drawing from Ecological Economics theory and methods to help solve real-world problems at the interface among ecological, social, and economic systems. Prerequisite: Graduate standing.

NR 354. Seminar:Envrmntl Policy & Mgmt. 3 Credits.

Seminar examining contemporary environmental policy at local, state, national, and international levels; policy formulation, implementation and design relative to current environmental problems. Prerequisite: Graduate standing.

NR 356. Conservation, Systems&Sustain. 3 Credits.

Conservation concepts and practice, viewed through the lens of history, systems, and sustainability. From site to landscape scale, with case studies and practitioner interviews. Prerequisite: Graduate standing.

NR 360. Environmental Sociology. 3 Credits.

An in-depth exploration of how sociologists understand the relationship between a) the physical environment's effects on society, and b) society's effects on the natural environment. Prerequisite: Graduate standing. Fall. Alternate years.

NR 361. Politic:Landscape,Place,Nature. 2 Credits.

Seminar exploring the social and political construction of nature, emphasizing how natural resources and environment are defined through social relationships in particular landscapes and places. Prerequisite: Graduate standing.

NR 362. Leadership Relevancy 21st Cent. 3 Credits.

Perspectives and tools for working on 21st challenges and opportunities. Targets public land managers. Week-long course in Vermont followed by online presentations, readings, online discussions. Part of NPS Graduate Certificate. Prerequisite: Graduate standing.

NR 375. NR Planning: Laboratory. 1 Credit.

Experiential laboratory applying natural resource planning theory and methods to local or regional issues. Students conduct a planning exercise for a town or region. Co-requisite: Concurrent enrollment in NR 275.

NR 376. Graduate Teaching Practicum. 2 Credits.

Natural Resource teaching practicum for doctoral students in the Rubenstein School. Course is required if students are following the academic option. Should be taken concurrently or one semester in advance of completion of the doctoral teaching requirement. Prerequisite: Doctoral standing.

NR 377. Land Use Policy & Economics. 3 Credits.

Economic and social forces that drive urban and suburban land use patterns, such as urban sprawl, and the policy mechanisms designed to intervene in those processes. Prerequisite: Graduate standing. Cross-listed with: TRC 316.

NR 378. Integrating Analyses NR Issues. 3 Credits.

Comparison of epistemologies and ontologies of natural resource disciplines. Applications from fields such as ecology, policy, sociology, economics, engineering, and ethics. Prerequisite: Graduate standing.

NR 380. Seminar in Natural Resources. 0.5-2 Credits.

Presentation and discussion of advanced problems, research, and current topics in natural resources by faculty, graduate students, and outside guest speakers.

NR 382. Seminar in Research Planning. 1 Credit.

Discussions of the planning and activities associated with Graduate student projects and research. Prerequisite: Graduate standing. Cross-listed with: FOR 382.

NR 384. Independent Study in NR. 1-18 Credits.

Readings, with conferences, to provide graduate students with backgrounds and specialized knowledge relating to an area in which an appropriate course is not offered.

NR 387. Education for Sustainability Sem. 3 Credits.

Focuses on creating conditions for learning our way toward a more sustainable future. Offers tangible skills, pedagogical approaches and theoretical frameworks that can immediately be applied in schools and other learning environments.

NR 388. Ecological Leadership Seminar. 3 Credits.

Explores emerging topics and themes related to the theory and practice of ecological leadership. Can be taken in successive semesters (up to 2 times), as learning module topics will change.

NR 389. Ecological Leadership Practicum. 3 Credits.

An advanced exploration of ecological/systems thinking, sustainability, leadership skills, and leveraging change; offering students the opportunity to integrate these concepts and skills through an applied leadership practicum. Prerequisite: NR 388.

NR 390. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion.

NR 391. Master's Thesis Research. 1-18 Credits.**NR 392. Master's Project Research. 1-12 Credits.****NR 395. Special Topics. 1-18 Credits.**

Graduate topics and material that may eventually develop into a regular course offering.

NR 491. Doctoral Dissertation Research. 1-18 Credits.**NEUROSCIENCE (NSCI)****Courses****NSCI 225. Human Neuroanatomy. 0-3 Credits.**

Functional anatomy of the human nervous system and its cells. Focus on both peripheral and central nervous system. Lectures and laboratory (gross and microscopic anatomy). Prerequisite: Instructor permission.

NSCI 302. Neuroscience. 4 Credits.

Functional anatomy of the human nervous system. Lectures and laboratory providing learning experience with dissected specimens, gross and microscopic anatomy. Incorporates clinical information from physician-scientists. Prerequisite: Physical Therapy major or Instructor permission.

NSCI 306. Techniques in Neurobiology. 3 Credits.

Discussion of techniques used to study the nervous system. Experience with light, fluorescence, electron microscopy; microsurgical procedures; electrophysiological stimulating, recording techniques; neuronal tracing techniques. Prerequisite: Permission of the Instructor.

NSCI 320. Developmental Neurobiology. 3 Credits.

Provides fundamental knowledge of cell-to-cell interactions necessary for proper development and organization of the nervous system. Topics include pattern formation, neuronal differentiation, axon guidance, and target interactions. Prerequisite: Permission of the Instructor. Alternate years.

NSCI 323. Neurochemistry. 3 Credits.

Biochemistry of the nervous system. Topics include ion channels, synaptic function, neurotransmitters and neuropeptides, signal transduction, and hormones in brain function. Prerequisite: Permission of the Instructor.

NSCI 326. Basic Sci-Neurologic Disease. 3 Credits.

In-depth examination of basic mechanisms and clinical aspects of a related subset of neurological disorders, e.g. neurodegenerative disease or disorders of neurotransmission. Disease group changes every year. Prerequisite: Advanced Graduate Students, Neuroscience Faculty and Residents in Neurology, Neurosurgery and Psychology.

NSCI 327. Responsible Conduct in Biomed Research. 1 Credit.

Topics in Scientific Integrity surrounding responsible conduct and practices in biomedical research. Prerequisites: Advanced Graduate students, postdoctoral fellows and assistant professors in the biological or biomedical sciences.

NSCI 328. Techniques in Microscopy. 3 Credits.

Topics shall include practical background in microscopy, including brightfield, epifluorescence, confocal, multi-photon, deconvolution, atomic force and electron microscopy. Prerequisite: Instructor permission.

NSCI 329. Topics in Excitable Membranes. 2 Credits.

This course is a graduate course designed to introduce the fundamentals of cellular electrophysiology through independent student reading and faculty-led group discussions of journal articles. Prerequisite: Instructor permission.

NSCI 330. Comparative Neurobiology. 3 Credits.

Examination of the cellular mechanisms that underlie selective motor and sensory abilities, and unique behaviors that have evolved in various species. Discussion and student presentations. Pre/co-requisite: Instructor permission.

NSCI 381. Seminar in Neuroscience. 1 Credit.

Research presentations and critical review of the literature in various areas of anatomical and neurobiological sciences.

NSCI 382. Seminar in Neuroscience. 1 Credit.

Research presentations and critical review of the literature in various areas of anatomical and neurobiological sciences.

NSCI 391. Master's Thesis Research. 1-18 Credits.**NSCI 395. Special Topics. 1-18 Credits.**

See Schedule of Courses for specific titles. Prerequisite: Instructor permission.

NSCI 491. Doctoral Dissertation Research. 1-18 Credits.**NURSING & HEALTH SCIENCES (NH)****Courses****NH 301. Clin Ethics for Hlthcare Prof.. 3 Credits.**

Students will analyze clinical and organizational healthcare issues from an interdisciplinary perspective. Ethical decision-making and inter-disciplinary team skills will be developed. Pre/co-requisite: Graduate standing.

NH 302. Quality in Health Care. 3 Credits.

This interprofessional course provides students with the skills and knowledge needed to apply quality improvement approaches to the design and management of health care services. Cross-listed with: CTS 302.

NH 303. Hlth Promotion & Disease Prvnt. 3 Credits.

Students learn the value of and barriers to health promotion, health protection, and disease prevention, factors that influence personal health decisions, and preventive interventions.

NUTRITION AND FOOD SCIENCES (NFS)**Courses****NFS 203. Food Microbiology. 3 Credits.**

Desirable and undesirable activities of bacteria in foods. Mechanisms of food-borne infection and intoxication. Laboratory methods to enumerate and identify microorganisms associated with food. Prerequisite: NFS 153 or Instructor permission. Co-requisite: NFS 213.

NFS 205. Functional Foods:Prncpl & Tech. 3 Credits.

Examines the constituents that make food products functional and provides laboratory techniques needed to create a functional food. Pre/co-requisites: NFS 153, NFS 154, or Instructor permission.

NFS 223. Nutrition Educ & Counseling. 3 Credits.

Use of appropriate education theory, techniques, and media in nutrition education and counseling theories and negotiation, interviewing and counseling skills in individual and group counseling. Pre/co-requisites: NFS Pre/co-requisites: NFS 043, NFS 053, NFS 054, NFS 143.

NFS 243. Advanced Nutrition. 3 Credits.

Study of nutrients and their specific functions in metabolic process integrating cellular physiology, biochemistry, and nutrition. Prerequisites: NFS 043; PBIO 185; ANPS 019; Junior standing. Spring.

NFS 244. Nutr in Hlth & Disease Prevntn. 3 Credits.

Examination of dietary planning, nutrition assessment, genetics, drug-nutrient interactions, CAM therapies and nutrition related to health and prevention of disease. Pre/co-requisites: NFS 053, NFS 054, NFS 143; minimum Junior standing.

NFS 250. Foodservice Systems. 4 Credits.

Emphasis on the foodservice system model for understanding quality control; food procurement, production, and marketing; management and evaluation of foodservice facilities, human and financial resources. Prerequisites: BSAD 060 or CDAE 158; BSAD 120; minimum Junior standing; Dietetics or Nutrition and Food Sciences, and Dietetics, Nutrition and Food Sciences majors only.

NFS 260. Diet and Disease. 3 Credits.

Examination of the physiologic, biochemical, and psychosocial basis of several disease states and the application of medical nutrition therapy in treatment. Prerequisite: NFS 053, NFS 143, NFS 243; Senior standing.

NFS 262. Community Nutrition. 3 Credits.

Study of U.S. public health nutrition policies, programs and practices. Emphasis on community nutrition program planning including needs assessment, intervention development and evaluation. Prerequisite: Junior or Senior standing. Spring.

NFS 263. Nutritional Biochemistry. 3 Credits.

Comprehensive study of metabolism of carbohydrates, lipids, and protein emphasizing diet induced, hormone mediated alterations in metabolism (e.g. starvation and obesity). Prerequisite: NFS 243 or Instructor permission. Spring.

NFS 295. Advanced Special Topics. 1-18 Credits.

Lectures, laboratories, readings, or projects relating to contemporary areas of study. Credits negotiable. Enrollment may be more than once, maximum of twelve hours in NFS 195 and NFS 295 combined. Prerequisite: Department permission.

NFS 296. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion. Prerequisite: Departmental permission.

NFS 310. MSD Journal Club. 1 Credit.

Critical review of current scientific, peer-reviewed literature, student-facilitated discussions, abstract writing on topics related to nutrition, sustainable food systems, hunger and food insecurity, health promotion, chronic disease prevention and management. Prerequisite: Master of Science in Dietetics students only.

NFS 311. Supervised Practice I. 4 Credits.

Through lecture, discussion, presentations, and practical experience, students develop competencies in clinical dietetics, community nutrition, and food service management. Prerequisite: Master of Science in Dietetics student.

NFS 312. Supervised Practice II. 4 Credits.

Through lecture, discussion, presentations, and practical experience, students develop competencies in clinical dietetics, community nutrition, and food service management. Prerequisite: Master of Science in Dietetics student.

NFS 313. Food Safety and Public Policy. 3 Credits.

An exploration of issues that impact the development of microbiological food safety policy through analysis of how science and risk assessment are used in establishing policy. Prerequisites: NFS 203 or NFS 253 or Instructor permission. Cross-listed with: ANFS 313.

NFS 350. Nutrition&Food Science Seminar. 1 Credit.**NFS 360. Rsch Meth Nutr & Food Sciences. 3 Credits.**

Advanced research methods, including grant preparation, IRB requirements, data analysis and presentation, and selected topics in advanced nutritional and food sciences. Pre/Co-requisite: Instructor permission.

NFS 391. Master's Thesis Research. 1-18 Credits.

Prerequisite: Master of Science in Dietetics student.

NFS 392. Evidence-based Practice Prjct. 1-2 Credits.

On site identification, review of literature for background and possible solutions, data collection and analysis, and writing and presenting the results and conclusions of a research problem. Pre/co-requisites: NFS 360, Pre/co-requisites: NFS 360, MS D student.

NFS 395. Special Topics. 1-18 Credits.**NFS 396. Special Topics. 1-18 Credits.****OBSTETRICS & GYNECOLOGY (OBGY)****Courses****OBY 200. Understanding Human Pregnancy. 3 Credits.**

Healthy pregnancy outcome depends on a confluence of sexual, social and biological processes. Explores the female sexual response, how a child is conceived (or not), maternal gestational physiology and embryology, and medical management of common diseases. Prerequisite: ANPS 019 and ANPS 020, or ASCI 141, or BIOL 255 or Instructor permission.

ORTHOPEDIC SURGERY (ORTH)**Courses****ORTH 381. Rdgs & Rsch:Musc Biomechanics. 1 Credit.**

Intended for Graduate Students doing thesis or dissertation work in Biomechanics. Class will meet to discuss current journal articles and literature reviews prepared by students. Prerequisite: Instructor Permission.

ORTH 382. Rdgs & Rsch:Musc Biomechanics. 1 Credit.

Intended for Graduate Students doing thesis or dissertation work in biomechanics. Class will meet to discuss current journal articles and literature reviews prepared by students. Prerequisite: Instructor Permission.

ORTH 383. Rdgs & Rsch:Musc Biomechanics. 1 Credit.

Intended for Graduate Students doing thesis or dissertation work in biomechanics. Class will meet to discuss current journal articles and literature reviews prepared by students. Prerequisite: Instructor Permission.

ORTH 384. Rdgs & Rsch:Musc Biomechanics. 1 Credit.

Intended for Graduate Students doing thesis or dissertation work in biomechanics. Class will meet to discuss current journal articles and literature reviews prepared by students. Prerequisite: Instructor Permission.

PARKS, RECREATION AND TOURISM (PRT)**Courses****PRT 235. Outdoor Recreation Planning. 3 Credits.**

Planning large land areas for outdoor recreation use. Emphasis on the planning process relative to the leisure time use of natural resources. Prerequisites: Junior standing; Parks, Recreation and Tourism major or minor.

PRT 240. Park and Wilderness Management. 3 Credits.

History, philosophy, and management of wilderness, national parks, and related areas. Prerequisites: Junior standing; Parks, Recreation and Tourism major or minor.

PRT 255. Environmental Interpretation. 3 Credits.

Philosophy, principles, and techniques of communicating environmental values, natural history processes, and cultural features to recreation visitors through the use of interpretive media. Prerequisites: Junior standing; Parks, Recreation and Tourism major or minor.

PATHOLOGY (PATH)**Courses****PATH 295. Advanced Special Topics. 1-18 Credits.**

See Schedule of Courses for specific titles.

PATH 303. Translational Pathology. 3 Credits.

A course providing an introduction to anatomic and clinical pathology, classes and hands-on training in essential pathology translational research techniques and exposure to their clinical laboratory applications. Prerequisites: Instructor approval.

PATH 304. Human Molecular Genetics. 3 Credits.

Advanced survey of hereditary and molecular genetics and genomics in human health and disease. Prerequisite: Graduate standing; or minimum Junior standing and BIOC 212.

PATH 305. Molecular Mech Environ Disease. 3 Credits.

Introductory course on molecular and cellular pathways of disease induction and development. Emphasis on environmental diseases. For graduate students and postdoctoral fellows and undergraduates with permission of course director. Alternate years.

PATH 306. Pathobiology of Disease. 1 Credit.

Computer-assisted basic pathology series with emphasis on skin, lung, brain, and digestive tract. Alternate years with PATH 305.

PATH 325. Genetics for Clinicians. 3 Credits.

Provides an overview of contemporary human genetics and genomics with application to clinical practice. Prerequisite: Graduate standing. Cross-listed with: GRNS 325.

PATH 330. Pathology Rotations. 3-9 Credits.

Laboratory practicum for Pathology Master's students. Engages students in clinical and anatomic pathology laboratory rotations under supervision of attending physicians and senior residents in the University of Vermont Medical Center Pathology Department.

PATH 391. Master's Thesis Research. 1-18 Credits.**PATH 395. Special Topics. 1-18 Credits.**

Special Topics in Pathology. Prerequisites: Graduate Students, Department Permission Immunology (MMG 223) desirable. Alternate year course with PATH 305.

PHARMACOLOGY (PHRM)**Courses****PHRM 200. Medical Cannabis. 3 Credits.**

An introduction to the pharmacology underlying recreational and medicinal uses of Cannabis. Focuses on Cannabis taxonomy, chemistry of cannabinoids, physiological effects, and emerging therapeutic applications. Discusses historical, political and socio-economic influences on medical marijuana legislation. Prerequisite: BCOR 103, NSCI 110, NSCI 111 or PHRM 201, or Instructor permission.

PHRM 201. Introduction to Pharmacology. 3 Credits.

This course will focus on biochemical and physiological actions of prototype drugs used in the treatment and prevention of human diseases. Prerequisite: Introductory courses in Biology and Organic Chemistry.

PHRM 240. Molecules & Medicine. 3 Credits.

This course conveys an understanding about drug design and the molecular mechanisms by which drugs act in the body. It highlights the importance of medicinal chemistry as it overlaps with the disciplines of chemistry, biochemistry, microbiology, cell biology, and pharmacology. Prerequisites: Intro to Organic Chemistry, Intro to Biology; Permission.

PHRM 272. Toxicology. 3 Credits.

This course is intended to provide an understanding of the chemical, biochemical and physiological factors that determine the pathological effects of chemicals in living systems. Prerequisites: Organic chemistry, background in Biology, or Instructor permission.

PHRM 290. Topics Molecular&Cell Pharm. 3 Credits.

Focuses on basic principles, drug interactions with receptors, membranes, synapses, neurotransmitters, macromolecules, cytoskeleton, ion channels and pumps, and mechanisms of drug resistance. Prerequisite: Introductory course in organic chemistry, background in physiology or health sciences.

PHRM 301. Medical Pharmacology. 6 Credits.

All topics for a conventional course in pharmacology for medical students or health science students. General pharmacokinetic and pharmacodynamic principles, treatment rationales and adverse effects.

PHRM 302. Pharmacological Techniques. 1-4 Credits.

Experiments conducted under supervision in the areas of drug metabolism, modes of drug action, physicochemical properties of drugs, bioassay, and toxicology. Thesis masters students limited to three credits.

PHRM 305. Milestones in Pharmacology. 2 Credits.

A critical readings class where students read and present landmark pharmacology papers and link them to modern experiments and clinical applications. Co-requisites: PHRM 201 or Graduate standing.

PHRM 372. Special Topics. 1-3 Credits.

Topics of current interest and importance in pharmacology are considered in depth through presentations by staff, students, and visiting scientists. Prerequisite: Instructor Permission. Credit variable.

PHRM 373. Readings in Pharmacology. 2 Credits.

Intensive directed reading in one area of pharmacology. Pharmacology students must choose a topic outside thesis research area. Term paper and seminar on selected topic required. Prerequisite: Instructor Permission.

PHRM 381. Seminar. 1 Credit.

Current developments in pharmacology are presented for discussion by students. Prerequisite: Instructor Permission.

PHRM 391. Master's Thesis Research. 1-12 Credits.**PHRM 396. Special Topics. 1-18 Credits.**

See schedule of courses for specific titles.

PHRM 397. Advanced Pharmacology Research. 1-18 Credits.

Student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded.

PHRM 491. Doctoral Dissertation Research. 1-12 Credits.**PHILOSOPHY (PHIL)****Courses****PHIL 217. Philosophy of Language. 3 Credits.**

Philosophical study of the nature of language. Prerequisite: One Philosophy course at 100-level. Recommended: PHIL 013.

PHIL 221. D2: Topics in Chinese Phil. 3 Credits.

Detailed examination of a classical Chinese philosophical text or school. Prerequisite: PHIL 121.

PHIL 235. Topics in Phil of Religion. 3 Credits.

Advanced study of such issues as the metaphysics of religion, the epistemology of religious belief, philosophy and faith, religion and science, and religion and ethics. (May be repeated for credit when topic is significantly different and with departmental approval.) Prerequisite: PHIL 101, PHIL 102 or PHIL 135.

PHIL 240. Contemporary Ethical Theory. 3 Credits.

In-depth study of metaethics, emphasizing recent work. Topics include moral objectivity, moral language, moral epistemology, and the relationship between morality and reasons. Prerequisite: One Philosophy course at the 100-level.

PHIL 241. Contemp Social&Political Phil. 3 Credits.

The ideas of leading contemporary philosophers concerning freedom, tolerance, economic justice, international relations, and the relationship between the individual, the community and the state. Prerequisite: PHIL 140, PHIL 142, PHIL 143, or PHIL 144.

PHIL 242. Justice & Equality. 3 Credits.

An examination of contemporary normative theories of distributive justice and equality. Prerequisites: POLS 041 and either a 100-level POLS course, or PHIL 140, PHIL 142, PHIL 143, or PHIL 144. Cross-listed with: POLS 241.

PHIL 265. American Philosophy. 3 Credits.

The thought of such leading American philosophers as Peirce, James, Royce, Santayana, Dewey, and Whitehead. Prerequisites: PHIL 101, PHIL 102.

PHIL 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PHIL 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PHIL 297. Independent Study. 1-18 Credits.

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Prerequisite: an appropriate 200-level course in Philosophy.

PHIL 298. Undergraduate Research. 1-18 Credits.

Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Prerequisite: an appropriate 200-level course in Philosophy.

PHYSICAL EDUCATION-PROF (EDPE)**Courses****EDPE 200. Contemporary Issues. 1-6 Credits.**

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in education and related areas.

EDPE 201. Admin of Athletic Programs. 3 Credits.

Background for effective administration of the athletic program of schools. Include scheduling, budgeting, management, equipment, policy, public relations, and education justification. Prerequisite: Twelve hours of education and Psychology.

EDPE 203. Principles of Physical Ed. 3 Credits.

Principles basic to sound philosophy of physical education for appraisal of historical development; relationship to health education, recreation, and other areas; foundation and functions of physical education. Prerequisite: Admission to the program and Instructor permission.

EDPE 220. Sport in Society. 3 Credits.

Examines sport as a social institution, emphasizing interrelationships between sport and the social context in which it exists; analyzes functions and dysfunctions of sport in contemporary society.

EDPE 241. Sem in Phys Educ & Athletics. 2-4 Credits.

Examination and analysis of contemporary issues and trends in physical education and athletics not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in physical education and related areas.

EDPE 266. Ex Prescrip: Spprt, Hlth, Fit, Perf. 3 Credits.

Course covers basic concepts of exercise prescription and exercise program design. Particular attention is paid to individualization of exercise program to meet participant needs. Cross-listed with: EXMS 266.

EDPE 267. Sci Strength Training&Condtnng. 3 Credits.

Course focuses on physiology of muscle adaptation following resistance or aerobic training. Particular attention is paid to specificity of metabolic adaptation for individual sports.

EDPE 295. Lab Experience in Education. 1-12 Credits.

Supervised field work designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDPE 391. Master's Thesis Research. 1-12 Credits.

Thesis topic must be approved by a faculty committee.

EDPE 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

PHYSICAL THERAPY (PT)**Courses****PT 206. Professional Seminar 4. 0 Credits.**

Students discuss professional issues and practices encountered in the clinical environment, allowing them to build a framework of knowledge and skills that supports excellent practice. S/U grading only. Pre/co-requisite: Enrollment in DPT program.

PT 302. Quality in Health Care. 3 Credits.

This course provides students with the skills and knowledge needed to apply quality improvement approaches to the design and management of health care services. Pre/co-requisite: Graduate Standing. Cross-listed with: CTS 302, NH 302.

PT 303. Hlth Promotion & Disease Prvnt. 3 Credits.

Examines the value of and barriers to health promotion, health protection, and disease prevention, factors that influence personal health decisions, and preventive interventions. Prerequisite: Doctor of Physical Therapy students only.

PT 305. Pathophysiology/Pharmacology. 6 Credits.

Study of diseases of the human body and their pharmacological treatments. Emphasis on common diseases in USA populations and most germane to physical therapy practice. Pre/co-requisite: Enrolled as DPT student.

PT 306. Pro Sem1: Intro to PT&Hlth Care. 1 Credit.

Explores professionalism, ethics, the healthcare environment, interprofessional education, leadership, and clinical education practices. The focus is on preparing for the first clinical internship. Prerequisites: Doctor of Physical Therapy students and APTA members only.

PT 307. Pro Sem 2: Prep for PT Practice. 1 Credit.

Examines selected professional topics including the development of reflective practices and self-assessment skills. Health literacy is also explored in preparation for clinical practice. Prerequisites: PT 306 or Instructor permission; Doctor of Physical Therapy students and APTA members only.

PT 308. Pro Sem3: Ethics & Career Prep. 1 Credit.

Utilizes frameworks to analyze ethical issues in healthcare. Topics also include preparation for the national PT examination, professional license issues, continuing competence expectations and career planning. Prerequisites: PT 307 or Instructor permission; Doctor of Physical Therapy students and APTA members only.

PT 318. Movt Sci 1: Kinesiology. 3 Credits.

Application of kinesiology and biomechanical principles and concepts to the analysis of human movement, posture, joint structure and function, and gait. Prerequisite: ANNB 201; Doctor of Physical Therapy students only.

PT 319. Movt Sci 2: Lifespan Mtr Devel. 3 Credits.

Lecture and laboratory experiences related to theory, concepts, and measurement of normal motor development, motor control, and motor learning across the lifespan. Prerequisites: NSCI 302, PT 318, PT 344; Doctor of Physical Therapy student.

PT 320. Undrstdng Evidence in PT Pract. 3 Credits.

Students critically analyze and interpret research in terms of applicability to practice, examine methods for measuring practice outcomes and apply data to answer clinical questions. Pre/co-requisites: Statistics course; enrollment as DPT student.

PT 322. Adv Evidence Based Pract Skills. 2 Credits.

Develops advanced skills in critically analyzing research literature, including systematic reviews and clinical practice guidelines. Students analyze clinical data and apply results to decision-making. Prerequisites: PT 320 or equivalent.

PT 328. Independent Study. 1-4 Credits.

Students work with faculty member to assist in research, applying previously learned skills in critical appraisal, library searches, research methods and writing. Pre/co-requisites: RMS 220 or PT 320 or equivalents; enrollment in DPT program.

PT 329. Knowl Imp Trans & Exch of EBPT. 1 Credit.

Develops skills to disseminate evidence from the scientific literature to facilitate knowledge transfer and exchange. The field of implementation science will also be introduced. Prerequisite: PT 322 or PT 328 or equivalent.

PT 330. Psychosocial Issues in Health. 3 Credits.

Psychosocial dimensions of health, illness and disability will be examined from lifespan and multicultural perspectives. Pre/co-requisites: Psychology course; enrolled as DPT student.

PT 331. Hlth Care Plcy & Pract Mgmt PT. 3 Credits.

Explores the structure and function of physical therapy practice management and health care policy and strategies for changing at state and national levels. Pre/co-requisite: Doctor of Physical Therapy student.

PT 340. Patient Mngmt Fndmntl Skills. 6 Credits.

Introduction to principles and practices of patient/client management including fundamental patient handling skills, physical examination techniques, history taking and interviewing skills, and clinical documentation. Prerequisites: ANNB 201; Doctor of Physical Therapy students only. Co-requisite: PT 305.

PT 344. Patient Mgmt Musculoskeletal 1. 8 Credits.

Lecture/Lab experiences in which students will apply fundamental biomechanical and kinesiology principles of the trunk, spine, and extremities. Prerequisites: PT 305, PT 318, PT 340; Doctor of Physical Therapy student.

PT 345. Patient Mgt-Neuromuscular 1. 6 Credits.

Lecture and laboratory experiences re evidence-based medical and physical therapy management of adults with neuromuscular conditions including stroke, multiple sclerosis, and spinal cord injury. Prerequisites: NSCI 302, PT 305, PT 319; Doctor of Physical Therapy student.

PT 346. Patient Mgt-Neuromuscular 2. 5 Credits.

Lecture and laboratory experiences re evidence-based medical and physical therapy management of children with neuromuscular conditions such as cerebral palsy and adults with developmental disabilities. Prerequisites: PT 345; Doctor of Physical Therapy student.

PT 347. Patient Mgt:Cardiopulmonary. 4 Credits.

Explores disease risk and prevention, as well as medical, surgical, pharmacological, psychological, and physical therapies in the management of individuals with cardiopulmonary related diseases. Prerequisites: PT 305, PT 340; Doctor of Physical Therapy student.

PT 348. Patient Mgt:Medical/Surgical. 4 Credits.

Explores medical, surgical, pharmacological, psychological, and physical therapies in the management of individuals with vascular, integumentary, lymphatic disorders and cancer. Pre/co-requisites: PT 305, PT 347; DPT student.

PT 349. Patient Mgt:Musculoskeletal 2. 4 Credits.

Lecture/lab applying foundational and advanced biomechanical, neurophysiological, kinesiological, and anatomical principles of the trunk, TMJ, spine, and extremities. Pre/co-requisites: PT 242; Enrolled as DPT student.

PT 351. Community Health in PT. 1-3 Credits.

DPT students travel internationally to experience and reflect on structures, processes and outcomes of healthcare for patients receiving rehabilitation services in another country. Pre/co-requisite: second year DPT student.

PT 352. Intl Collaborative in PT. 2 Credits.

This Travel Study Program Abroad is an elective for PT students and licensed PTs interested in learning advanced manual physical therapy skills while studying abroad. Pre/co-requisites: PT 349 or PT license.

PT 360. Integrated Patient Mgmt Sem. 1 Credit.

Integrates information learned in prior clinical and foundational science courses, as well as contemporary research findings, into a comprehensive model of physical therapy for individuals with complex and multi-system conditions. Pre/co-requisites: DPT student standing; successful completion of all previous DPT courses.

PT 370. Clinical Internship 1. 3 Credits.

Full-time (six weeks) Clinical Education Internship in an out-patient Orthopedic clinical setting. Pre/co-requisite: Completion of year one DPT curriculum.

PT 371. Clinical Internship 2. 5 Credits.

Full-time (ten weeks) Clinical Education Internship in various practice settings including out-patient, acute care, rehabilitation, home health, pediatric, long term care and specialty practices. Pre/co-requisite: Completion of all academic courses in DPT curriculum.

PT 372. Clinical Internship 3A. 2 Credits.

Full-time (four weeks) Clinical Education Internship in various practice settings including out-patient, acute care, rehabilitation, home health, pediatric, long term care and specialty practices. Pre/co-requisite: Completion of all academic courses in DPT curriculum.

PT 373. Clinical Internship 3B. 1 Credit.

Full-time (two weeks) Clinical Education Internship in various practice settings including out-patient, acute care, rehabilitation, home health, pediatric, long term care and specialty practices. Pre/co-requisite: Completion of all academic courses in DPT curriculum.

PT 374. Clinical Internship 3C. 2 Credits.

Full-time (four weeks) Clinical Education Internship in various practice settings including out-patient, acute care, rehabilitation, home health, pediatric, long term care and specialty practices. Pre/co-requisite: Completion of all academic courses in DPT curriculum.

PT 375. Clinical Internship 4. 5 Credits.

Full-time (ten weeks) Clinical Education Internship in various practice settings including out-patient, acute care, rehabilitation, home health, pediatric, long term care and specialty practices. Pre/co-requisite: Completion of all academic courses in DPT curriculum.

PT 395. Special Topics. 1-18 Credits.**PT 420. Understanding Evidence PT Pract. 3 Credits.**

Students critically analyze and interpret research in terms of applicability to practice, examine methods for measuring practice outcomes and apply data to answer clinical questions.

PT 422. Research Proj- Systematic Rvw. 2 Credits.

Develops advanced skills in critically analyzing research literature, including systematic reviews and clinical practice guidelines. Students analyze clinical data and apply results to clinical decision-making. Prerequisite: PT 420.

PT 428. Research Pro- Non systematic rvw. 2 Credits.

Students work with faculty member to assist in research, applying previously learned skills in critical appraisal, library searches, research methods and writing. Prerequisite: PT 420. Co-requisite: Doctor of Physical Therapy student.

PHYSICS (PHYS)**Courses****PHYS 201. Experimental Physics I. 3 Credits.**

Experiments in classical and modern physics. Prerequisites: PHYS 128; MATH 121; Junior standing.

PHYS 202. Experimental Physics II. 3 Credits.

Experiments in classical and modern physics. Prerequisites: PHYS 128; MATH 121; Junior standing.

PHYS 211. Classical Mechanics. 3 Credits.

Newtonian dynamics of particles and systems of particles, with applications to problems of special importance, such as driven and coupled harmonic oscillators and central field trajectories. Prerequisites: PHYS 152, MATH 121.

PHYS 213. Electricity & Magnetism. 3 Credits.

Fundamental principles of electricity and magnetism; electrostatic fields, and magnetic fields of steady currents. Electric and magnetic properties of matter and electromagnetic energy. Prerequisites: PHYS 152 or PHYS 125 and MATH 121. Credit not given for more than one of PHYS 213 or EE 141.

PHYS 214. Electromagnetism. 3 Credits.

Introduction to time dependent electromagnetic fields. Maxwell's equations in vacuum and in matter. Electromagnetic waves and radiation. Prerequisite: PHYS 213. Credit not given for more than one of PHYS 214 or EE 241.

PHYS 222. Biological Physics. 3 Credits.

Physical laws, processes, and interactions pertaining to biological systems. Prerequisites: PHYS 012 or PHYS 152, MATH 121.

PHYS 242. Intro to Solid State Physics. 3 Credits.

Introduction to crystal structures, reciprocal lattices, lattice vibrations. Thermal properties of solids and free electron theory of metals and semiconductors. Elementary band theory and introduction to electronic transport theory. Prerequisite: PHYS 128.

PHYS 257. Modern Astrophysics. 3 Credits.

Stellar structure and evolution, compact objects, the interstellar medium, galactic structure, gravitational theory, and cosmology, the formation of our solar system and terrestrial life. Prerequisite: One 100-level course in physical science or engineering. Cross-listed with: ASTR 257.

PHYS 258. Relativity. 3 Credits.

Development of Einstein's theory of special relativity. Lorentz transformation, time dilation, length contraction, mass variation, relative velocities. Introduction to four-dimensional space. Concepts of general relativity. Applications selected from astrophysics, elementary particles, etc. Prerequisite: PHYS 128.

PHYS 264. Nuclear & Elem Particle Physic. 3 Credits.

Introduction to theoretical and experimental aspects of nuclear and elementary particle physics. Prerequisite: PHYS 128; Junior standing.

PHYS 265. Thermal & Statistical Physics. 3 Credits.

Thermodynamics, kinetic theory, statistical mechanics. Prerequisites: PHYS 152 or PHYS 125 and MATH 121.

PHYS 273. Quantum Mechanics I. 3 Credits.

Introduction to nonrelativistic quantum mechanics. Schrodinger equation and applications to simple systems. Prerequisite: PHYS 128, PHYS 211.

PHYS 274. Applications of Quantum Mechanics. 3 Credits.

Applications of Quantum Mechanics including Quantum Statistical Mechanics, Time-Independent and Time-Dependent Perturbation Theory, WKB Approximation, Variational Principle and Scattering. Prerequisite: PHYS 273.

PHYS 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PHYS 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PHYS 301. Mathematical Physics. 3 Credits.

Introduction to basic mathematical methods of theoretical physics; vector and tensor analysis, partial differential equations, orthogonal functions, complex variables and variational techniques. Prerequisites: PHYS 211, PHYS 214. Alternate years.

PHYS 305. Teaching of College Physics. 1 Credit.

Instructional strategies and techniques with application to the teaching of laboratories and recitations. Prerequisites: Undergraduate degree in Physics; Instructor permission.

PHYS 311. Advanced Dynamics. 3 Credits.

Classical mechanics presented as the basis of the concepts and methods of modern physics. Variational, Lagrangian, and Hamiltonian formulations, canonical transformations, continuous systems. Prerequisite: PHYS 211. Alternate years.

PHYS 313. Electromagnetic Theory. 3 Credits.

Development of Maxwell's theory of electromagnetism emphasizing its physical basis and the modes of mathematical description. Prerequisite: PHYS 214. Alternate years.

PHYS 321. Theoretical Physics. 1-6 Credits.

For research students interested in pursuing topics of general and departmental research interest in theoretical physics. Prerequisite: Instructor permission. Offered as occasion warrants.

PHYS 323. Contemporary Physics. 0-6 Credits.

Topics of current interest in physics to be offered as student and faculty interest warrants. May be repeated for credit with department approval. Prerequisite: Instructor permission.

PHYS 331. Biological Physics. 1-3 Credits.

For research students in the field of biological physics. Lectures, reports, and directed readings related to the research of the Department and the field generally. May be repeated for credit with departmental approval. Prerequisite: Instructor permission. Offered as occasion warrants.

PHYS 341. Solid State Physics. 3 Credits.

Introduction to crystal symmetry and the reciprocal lattice. Crystal binding and lattice vibrations. Thermal, electrical, and magnetic properties of solids, free electron theory of metals, and band theory. Prerequisites: PHYS 214, PHYS 265, PHYS 273 or their equivalents; Instructor permission.

PHYS 351. Seminar: Physics of Materials. 1-3 Credits.

For research students in the field of the physics of materials. Lectures, reports, and directed readings related to the research for the department and the field generally. May be repeated for credit with departmental approval. Prerequisite: Instructor permission. Offered as occasion warrants.

PHYS 362. Quantum Mechanics II. 3 Credits.

Mathematical and physical foundations of nonrelativistic quantum mechanics from the unifying point of view of Dirac. Symmetry operations and the algebraic structure of quantum mechanics are emphasized. Prerequisite: PHYS 273. Alternate years.

PHYS 391. Master's Thesis Research. 1-12 Credits.**PLANT BIOLOGY (PBIO)****Courses****PBIO 209. Biology of Ferns. 3 Credits.**

Evolutionary biology; a survey of New England ferns and discussion of their phylogenetic relationships; current research emphasizing morphological, biogeographical, genetic, and phytochemical aspects of speciation. Prerequisite: PBIO 108 (BCOR 101 recommended). Alternate years.

PBIO 213. Plant Communities. 0-3 Credits.

Plant sociology; structure and organization of the plant community; sampling methods and analysis of data; climatic and edaphic factors; field work. Prerequisite: PBIO 109 or Department permission.

PBIO 223. Fundamentals of Field Science. 3 Credits.

Pattern and process in natural systems. Weekly discussion of unifying questions in science. Field labs teach sampling and analysis of vegetation, soils, and animals. Prerequisite: Graduate standing or several university courses in earth sciences, life sciences, and chemistry.

PBIO 226. Environmental Problem Solving. 1-3 Credits.

Students negotiate a contract, work as a team, and map and inventory forested natural areas as they apply problem solving skills to Vermont environmental project. Prerequisite: Instructor permission. One to three hours.

PBIO 232. Botany Field Trip. 1 Credit.

Trips to selected environments outside Vermont, led by faculty members representing different fields of botany. Overall, integrated approach to ecology, structure, and function.

PBIO 241. Tropical Plant Systematics. 3 Credits.

Principles and methods of angiosperm phylogeny. Recent systematic and evolutionary research on flowering plants; survey of tropical flowering plant families. Student presentations on recent research. Prerequisite: PBIO 109. Alternate years.

PBIO 251. Principles of Light Microscopy. 1 Credit.

Introduction to the optics, construction, and care of the light microscope. Theory of phase and interference contrast, fluorescence, and video methods. Prerequisites: One year of Physics or Instructor permission.

PBIO 261. Plant Growth & Development. 3 Credits.

Concepts in plant structure and development. Biophysics of plant structure and pattern-formation. Introduction to methods of plant microscopy and microtechnique. Prerequisites: PBIO 104, PBIO 108, introductory Physics or Instructor permission.

PBIO 275. Global Change Ecology. 3 Credits.

Survey of global climate change including its causes, mechanisms, and ecological and societal impacts. Prerequisite: BCOR 102 or equivalent.

PBIO 281. Botany Seminar. 0 Credits.

Presentations of personal research by faculty, graduate students, and outside guest speakers. Attendance required of plant biology Graduate students and Seniors in botanical research programs. Without credit.

PBIO 282. Botany Seminar. 0 Credits.

Presentations of personal research by faculty, graduate students, and outside guest speakers. Attendance required of plant biology Graduate students and Seniors in botanical research programs. Without credit.

PBIO 294. Ecological Modeling. 3 Credits.

Provide an introduction to the modeling of ecological processes and data, emphasizing likelihood and Bayesian approaches to data modeling and analytical and computational models of ecological process. Uses R, Python, and Wolfram programming languages. Prerequisite: BCOR 102 or Instructor permission.

PBIO 295. Advanced Special Topics. 1-18 Credits.

For advanced students within areas of expertise of faculty. Aspects of ecology, physiology, genetics, cytology, bryology, pteridology, paleobotany, photobiology, membrane physiology, and cell biology. Prerequisite: Department permission.

PBIO 301. Cell & Molecular Biology. 3 Credits.

Advanced survey of cell organelles, their composition, origin, and the relationship between their structure and function. Emphasis on recent literature and current controversies. Prerequisites: CHEM 142, Graduate standing in Biology or Instructor permission. Cross-listed with: BIOL 301, CLBI 301.

PBIO 311. Field Naturalist Practicum. 0-3 Credits.

Landscape analysis; planning and designing field projects; integrated problem solving. Prerequisite: Enrollment in the Field Naturalist program. Variable hours up to three.

PBIO 333. Professional Writing Essential. 1 Credit.

Basics of good writing, essay and report writing, as published in both popular and professional journals in the environment and natural resources. Prerequisite: Graduate standing. Cross-listed with: NR 333.

PBIO 334. Professional Writing AdvTopics. 1 Credit.

Writing workshop that explores essay and report writing, as published in both popular and professional journals that examine the natural world and its resources. Prerequisite: Graduate Standing. Cross-listed with: NR 334.

PBIO 369. Field Botany for NR Profession. 2 Credits.

Identification of flowering plants and ferns; survey of prominent Vermont plant families; natural communities, ecological determinants of plant distribution, especially soils; preparation of herbarium specimens. Prerequisite: Graduate Standing; Instructor Permission.

PBIO 381. Adv Topics in Plant Biology. 1-4 Credits.

Subject matter varies. Topics will stress current graduate student and faculty research interests in a journal review or presentation-discussion format. Prerequisite: Instructor permission.

PBIO 382. Adv Topics in Plant Biology. 1-4 Credits.

Subject matter varies. Topics will stress current graduate student and faculty research interests in a journal review or presentation-discussion format. Prerequisite: Instructor permission.

PBIO 391. Master's Thesis Research. 1-10 Credits.

Credit as arranged.

PBIO 392. Master's Project Research. 0-3 Credits.

Credit as arranged.

PBIO 491. Doctoral Dissertation Research. 1-15 Credits.

Credit as arranged.

PLANT & SOIL SCIENCE (PSS)

Courses

PSS 212. SU: Advanced Agroecology. 0 or 4 Credits.

An in-depth overview of research and applications in the field of agroecology, including current ecological and social dynamics in agricultural landscapes in Vermont and abroad. Prerequisites: PSS 021 or one semester ecology at the 100-level or above or Instructor permission. Cross-listed with: ENVS 212.

PSS 232. Biological Control. 3 Credits.

Describes theory and application of biological control of insects, disease, and weeds. Discuss ecological factors that contribute to the success of classical, augmentative, and conservation approaches to biological control. Approved for Graduate credit. Prerequisite: Course in entomology, ecology, or relevant experience.

PSS 238. Ecological Landscape Design. 4 Credits.

Studio course synthesizing work from fields of landscape ecology and landscape design, exploring ecological design alternatives at multiple scales, and developing multifunctional landscape solutions. Prerequisites: Junior standing; PSS 137 or one course in ecology plus one course in design or drawing. Cross-listed with: CDAE 238, ENVS 238, NR 238.

PSS 261. Soil Morph Class & Land Use. 0 or 3 Credits.

Field techniques that describe soil properties, formation, and classification. The principles and processes of soil genesis, land use classification systems, and land use challenges. Prerequisite: PSS 161 or Instructor permission. Alternate years.

PSS 264. Chemistry of Soil & Water. 0 or 4 Credits.

An environmentally oriented study of the colloidal chemistry of soil and its interfaces with roots, water, and air. Prerequisites: PSS 161, two semesters Chemistry or Instructor permission. Alternate years.

PSS 266. Soil Water Movement. 3 Credits.

Mathematical modeling and physical principles of the soil-water-plant interaction and its relationship to environmental and agricultural issues. Prerequisites: PSS 161, one semester of Physics or Instructor permission. Alternate years.

PSS 268. Soil Ecology. 0 or 4 Credits.

Underlying concepts and theory of modern soil ecology will be reviewed including spatial and temporal distributions, sampling methods, biogeochemical cycles, and ecological functions of soil. Prerequisites: BCOR 102 or NR 103, and PSS 161. Cross-listed with: NR 268.

PSS 269. Soil/Water Pollution/Bioremed. 3 Credits.

Examines key issues in pollution of soil and water. Topics include type of pollutants, their reactions in soil and water, pollution prevention and bioremediation. Prerequisites: PSS 161 or Instructor permission. Alternate years.

PSS 295. Advanced Special Topics. 1-18 Credits.

Lectures, laboratories, readings, field projects, surveys, or research designed to provide specialized experience in horticulture, agronomy, soils, entomology, and integrated pest management. Prerequisite: Instructor permission.

PSS 296. Advanced Special Topics. 1-18 Credits.

Lectures, laboratories, readings, field projects, surveys, or research designed to provide specialized experience in horticulture, agronomy, soils, entomology, and integrated pest management. Prerequisite: Instructor permission.

PSS 298. Undergraduate Research. 1-18 Credits.

Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Prerequisite: Instructor permission. More than a total of six credits per semester requires Chair permission.

PSS 301. Professional Skills Colloquium. 1 Credit.

Presentation and peer review of oral and written communication. Professional development skills including technical writing, literature review, mentorship, scientific integrity, grant proposals, and job market.

PSS 311. Introduction to Agroecology. 3 Credits.

In-depth overview of research and applications in the field of agroecology, with a focus on providing the student with conceptual and analytical content. Prerequisite: Graduate standing or Instructor permission.

PSS 312. Ecological Foundations of Agro. 3 Credits.

Examines the ecological foundations of Agroecology, largely from a biophysical perspective. Over the course of three sequential modules, students will explore the fundamental principles of ecology and their application to agricultural systems and landscapes. Prerequisite: One semester biological science at the 100-level or Instructor permission.

PSS 313. PAR & Transdiscipl Agroecology. 3 Credits.

Introduces students to Participatory Action Research (PAR) in the context of agroecology, and examines how the integration of PAR and transdisciplinary approaches can serve to deepen our collective understanding of complex problems/issues. Prerequisite: PSS 311.

PSS 314. Agroecol, Food Sov. & Soc Mov.. 3 Credits.

Investigates social, political, and economic elements of the global food system from multiple perspectives, considering the ability to scale-up agroecology, and the potential intersection between agroecology, food sovereignty and government policies. Prerequisite: Graduate standing.

PSS 315. Agroecology Grad Capstone. 3 Credits.

The capstone designed for the application of newly developed knowledge and skills in a culminating experience/project that addresses an agroecological topic relevant to the individual student. Prerequisites: PSS 311, PSS 312, PSS 313, PSS 314.

PSS 381. Graduate Special Topics. 1-3 Credits.

Advanced readings and discussion of horticulture, crops, or soils research literature.

PSS 391. Master's Thesis Research. 1-18 Credits.**PSS 393. Seminar Series. 1 Credit.**

Presentations of personal research by faculty, Graduate students and outside guest speakers. Attendance and oral presentations are required of Graduate students in Plant and Soil Science. Repeatable 2 times for M.S. students and 4 times for Ph.D. students.

PSS 394. Seminar Series. 1 Credit.

Presentations of personal research by faculty, Graduate students, and outside guest speakers. Attendance and oral presentations are required of Graduate students in Plant and Soil Science. Repeatable 2 times for M.S. students and 4 times for Ph.D. students.

PSS 395. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PSS 491. Doctoral Dissertation Research. 1-18 Credits.**PSYCHOLOGICAL SCIENCE (PSYS)****Courses****PSYS 211. Learning. 3 Credits.**

Analysis of theory and research on the basic learning process and behavior. Prerequisites: PSYS 053 and PSYS 111.

PSYS 212. Cognition. 3 Credits.

Research and theories on the major areas within cognition: perception, attention, pattern recognition, memory, knowledge representations, mnemonic strategies, problem-solving and neurocognition. Prerequisites: PSYS 054 and PSYS 111.

PSYS 213. Motivation. 3 Credits.

Theory and research on motives, including hunger, fear, sex drive, and addiction, their influence on behavior, relationship to other psychological processes, and biological correlates. Prerequisites: PSYS 053 and PSYS 111.

PSYS 215. Physiological Psychology. 0 or 4 Credits.

Structure and function of mammalian nervous system, emphasizing neurological correlates of sensory experience and perception. Individual laboratory experience. Prerequisites: PSYS 053; PSYS 115 or NSCI 111.

PSYS 216. Psychopharmacology. 3 Credits.

Effects of drugs (both medical and recreational) on behavior. Topics such as drug effects on learning, memory, motivation, perception, emotions, and aggression. Prerequisites: PSYS 053; PSYS 115 or NSCI 111.

PSYS 217. Animal Behavior. 3 Credits.

Behavior of animals under controlled experimental conditions and in their natural environments. Consideration of evolution, development, function, and control of behavior. Prerequisites: PSYS 053; PSYS 111 or PSYS 115 or NSCI 111.

PSYS 218. Hormones and Behavior. 3 Credits.

A study of the involvement of hormones in cognition, emotion, the stress response, circadian and homeostatic mechanisms that affect mental state, psychopathology, and reproductive behavior. Prerequisites: PSYS 053 and PSYS 115.

PSYS 219. Sel Topics Behavioral Neurosci. 3 Credits.

Selected topics examining the role of the central nervous system in determining behavior, including innate behaviors, arousal, motivation, learning, and memory. Prerequisites: PSYS 053; PSYS 115 or NSCI 111.

PSYS 230. Advanced Social Psychology. 3 Credits.

In-depth discussion of select topics centering on how situations influence individuals' thoughts, feelings, and behaviors. Prerequisite: PSYS 053 and PSYS 130.

PSYS 232. Self and Social Cognition. 3 Credits.

An advanced course in social psychology that covers theory and research on the self and social cognition. Prerequisites: PSYS 053 and PSYS 130.

PSYS 240. Organizational Psychology. 3 Credits.

Study of the psychological impact of macro and micro features of organizations upon leadership, decision making, workforce diversity, group process, conflict, and organizational performances. Prerequisite: PSYS 053; and PSYS 111 or PSYS 130 or PSYS 150 or PSYS 170.

PSYS 252. Emotional Devlmt & Temperament. 3 Credits.

Development of emotion and temperament from infancy through middle childhood, including links between these topics and physiology, and context (e.g. attachment, parenting, family conflict). Prerequisites: PSYS 053 and PSYS 150.

PSYS 253. Cognitive Development. 3 Credits.

Examination of research and theory concerning developmental changes in the human processing of information from infancy to adulthood centered around the work of Piaget. Prerequisites: PSYS 053 and PSYS 150.

PSYS 254. Social Development. 3 Credits.

Examination of theory and research concerning interpersonal development in humans from infancy through adulthood. Emphasizes relationships among language, cognition, and social development. Prerequisites: PSYS 053 and PSYS 150.

PSYS 256. Infant Development. 3 Credits.

Biological, cognitive, and social aspects of infant development in context; opportunities to evaluate and design research and apply knowledge to parenting, prevention, and social policy. Prerequisites: PSYS 053 and PSYS 150.

PSYS 257. Adolescence. 3 Credits.

Analysis of current theory and research in adolescent development. Covers biological, cognitive, and social changes; family, peer, and school influences; and normative and problematic development. Prerequisites: PSYS 053 and PSYS 150.

PSYS 270. Behav Disorders of Childhood. 3 Credits.

An overview of theory, research, and practice in developmental psychopathology from infancy through adolescence. The major disorders of social and emotional development reviewed. Prerequisites: PSYS 053; and PSYS 150 or PSYS 170.

PSYS 271. Intro to Clinical Psychology. 3 Credits.

Study of basic principles of interviewing, testing, assessment from life situations, and report writing. Examination of the most common approaches to psychotherapy. Prerequisites: PSYS 053 and PSYS 170.

PSYS 300. History of Psychology. 3 Credits.

Review of major theoretical and empirical developments in psychology, including schools of psychology that have influenced contemporary models of psychology. Prerequisite: Psychology graduate student.

PSYS 301. Faculty Seminar. 0 Credits.

Introduction to specialized areas of psychology. Prerequisite: Psychological Science Graduate standing.

PSYS 303. Seminar in Psyc Research Meth. 3 Credits.

Topics may include but are not limited to: factor analysis, discriminant function analysis, multivariate analysis of variance, advanced experimental design, and computer application in data collection and analysis. Prerequisites: Psychology graduate standing and PSYS 304.

PSYS 304. Adv Statistical Methods I. 3 Credits.

Statistical methods for evaluating psychological data. Emphasizes exploring data with respect to research hypotheses. Critical study of hypothesis tests on means, chi-square, and correlational techniques. Prerequisite: Psychological Science or Neuroscience Graduate standing only.

PSYS 305. Adv Statistical Methods II. 3 Credits.

Continuation of PSYS 304. In-depth study of the analysis of variance and multiple regression. Further study of analysis and interpretation of data from the behavioral sciences. Prerequisites: Psychology or Neuroscience graduate standing and PSYS 304.

PSYS 306. Analysis of Longitudinal Data. 3 Credits.

Statistical methods for the analysis of data collected over time, with an emphasis on linear mixed models (LMMs) in applied psychological research. Prerequisites: Psychology or Neuroscience graduate standing; and PSYS 304 and PSYS 305.

PSYS 307. Structural Equation Modeling. 3 Credits.

Introduction to confirmatory factor analysis, path analysis, and structural equation methods, with an emphasis on applied psychological research. Prerequisites: Psychology graduate standing; and PSYS 304 and PSYS 305.

PSYS 311. Seminar in Learning Theory. 3 Credits.

Review and analysis of contemporary theories of associative learning. Prerequisite: Psychology graduate standing only.

PSYS 312. Cognitive Neuroscience. 3 Credits.

Exploration of the neural bases of complex cognitive functions in humans, including memory, attention, executive functions, and consciousness, through a survey of recent journal articles. Prerequisite: Psychology or Neuroscience graduate standing only.

PSYS 313. Emotion. 3 Credits.

Analysis of research and theory on emotion from biological, psychological, cognitive, and psychosocial perspectives. Research literature considering clinical disorders of emotion will also be considered. Prerequisite: Psychology graduate standing only.

PSYS 315. Biobehavioral Proseminar. 3 Credits.

Advanced survey and analysis of behavioral and biological psychology, with special emphasis on learning theory and behavioral neuroscience. Prerequisite: Psychology and Neuroscience graduate standing only.

PSYS 316. Neuropsychopharmacology. 3 Credits.

Explores the foundations of behavior by examining the role of neurotransmitters, neuromodulators, and drugs in the production of normal and abnormal behavior. Prerequisite: Psychology or Neuroscience graduate standing only.

PSYS 319. Neurobio of Learning & Memory. 3 Credits.

Exploration of the neural bases of learning and memory, using a brain systems approach, through a survey of recent journal articles. Prerequisite: Psychology or Neuroscience graduate standing only.

PSYS 320. Animal Minds. 3 Credits.

Examination of historical and modern scientific research literature on cognition as it is represented in the behavior of animals. Considers evolutionary, behavioristic, and cognitive perspectives. Prerequisite: Psychology or Neuroscience graduate standing only.

PSYS 330. Proseminar in Exp Social Psych. 3 Credits.

Advanced analysis of experimental social psychology, including examination of social psychological theories, methods, and key research findings. Prerequisite: Psychology graduate standing only.

PSYS 332. Cognition in Social Behavior. 3 Credits.

Examination of social attribution, interpersonal set, perspectives in social encounter, and the formulation of interpersonal strategies. Prerequisite: Psychology graduate standing only.

PSYS 350. Developmental Proseminar. 3 Credits.

This seminar focuses on key issues in developmental psychology, including an examination and critique of psychological theories, methods, and research in child and adolescent development. Prerequisite: Psychology graduate standing only.

PSYS 351. Advanced Developmental Psyc. 3 Credits.

Critical analysis of selected topics in developmental psychology with emphasis on research and theory in areas such as moral development, infancy, and early conceptual development. Prerequisite: Psychology graduate standing only.

PSYS 352. Emotional Dev & Temperament. 3 Credits.

Development of emotion and temperament from infancy through middle childhood, including links between these topics and physiology and context (e.g., attachment, parenting, family conflict). Prerequisites: Graduate standing; Psychological Science major.

PSYS 354. Social Development. 3 Credits.

This course will include an examination and critique of psychological theories, methods, and research about social development from infancy through young adulthood. Prerequisite: Psychology graduate standing only.

PSYS 355. Psychology of Gender. 3 Credits.

Advanced survey of psychological theories, methods, and research about gender. Focuses on gender similarities and differences in affect, cognition, and behavior. Prerequisite: Psychology graduate standing only.

PSYS 361. Developmental Psychopathology. 3 Credits.

Provides an overview of theoretical, methodological, and analytic approaches in developmental psychopathology. Prerequisite: Psychology graduate standing only.

PSYS 370. Child Psychopathology. 3 Credits.

An advanced course dealing with models of classification, diagnosis, epidemiology of behavior disorders in children. Prerequisite: Psychology graduate standing only.

PSYS 371. Adult Psychopathology. 3 Credits.

An advanced course dealing with models of classification, diagnosis, epidemiology of behavior disorders in adults. Prerequisite: Psychology graduate standing only.

PSYS 372. Child & Adolescent Psyc Assess. 0 or 3 Credits.

Interviewing, intelligence testing, behavioral assessment, social cognition, family environments, specific disorders of childhood. Supervised assessment practicum (100 hours) in in-patient and out-patient mental health settings and schools. Prerequisite: Psychology graduate standing only.

PSYS 373. Adult Psychological Assessment. 0 or 3 Credits.

Theories and strategies of psychological intervention. Supervised service delivery (150 hours) at University Counseling and Testing Center including individual and group therapy and crisis intervention. Prerequisite: Psychology graduate standing only.

PSYS 374. Behavior Therapy: Children. 3 Credits.

Review of literature relating to theory, practice, research. Emphasis on the evaluation of a variety of procedures applied to behavior disorders in children. Prerequisite: Psychology graduate standing only.

PSYS 375. Adult Cognitive & Behav Thrpy. 3 Credits.

Review of literature relating to theory, practice, research. Emphasis on the evaluation of a variety of procedures applied to behavior disorders in adults. Prerequisite: Psychology graduate standing only.

PSYS 376. Cross Culture Clin Interv/Rsrc. 3 Credits.

Issues for psychologists regarding clinical intervention and research with Black, Latino/a, Native American, Asian American, and international populations of color with an eye toward cultural competence. Prerequisite: Psychology graduate standing only.

PSYS 377. Clinical Human Neuropsychology. 3 Credits.

Clinical seminar on effects on human behavior of neocortical dysfunction. Review of theoretical, clinical approaches to brain function, emphasis on recent developments in diagnostic techniques, ensuing theoretical developments. Prerequisite: Psychology graduate standing only.

PSYS 378. Dialectic Behavior Therapy. 3 Credits.

Examines the theoretical perspectives, empirical foundations, and treatment strategies of Dialectical Behavior Therapy (DBT). DBT is a treatment specifically designed for chronically suicidal patients. Prerequisite: Psychology graduate standing only.

PSYS 380. Professional Affairs & Ethics. 3 Credits.

The origins of professions and of psychology in particular. Accreditation, laws affecting psychology, organization of the profession, licensing certification, and the code of ethics for psychology. Prerequisite: Psychology graduate standing only.

PSYS 385. Advanced Clinical Practicum. 0-1 Credits.

Year-long, 20 hours/week supervised service delivery involving psychological intervention assessment and consultation. May be repeated for credit. Prerequisite: Psychology graduate standing only.

PSYS 389. Internship in Clinical Psyc. 0 Credits.

Clinical psychology internship experience. Prerequisite: Psychology graduate standing only.

PSYS 390. Contemporary Topics. 3 Credits.

Selected topics in depth; emphasis on critical analysis of original literature. Prerequisite: Psychology graduate standing only.

PSYS 391. Master's Thesis Research. 1-18 Credits.

Research leading toward completion of the master's thesis. Prerequisite: Psychology graduate standing only.

PSYS 393. Adv Professional/Research Sem. 1-2 Credits.

Discussion of current research and student research presentation in areas of concentration ("clusters"). Prerequisite: Psychology graduate standing only.

PSYS 395. Advanced Readings/Research. 1-6 Credits.

Readings, with conferences, to provide graduate students with background and specialized knowledge relating to an area in which an appropriate course is not offered. Prerequisite: Psychology graduate standing only.

PSYS 396. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisites: Psychology Graduate Standing Only; Instructor permission.

PSYS 491. Doctoral Dissertation Research. 1-18 Credits.

Research leading toward completion of the doctoral dissertation. Prerequisite: Psychology graduate standing only.

PUBLIC ADMINISTRATION (PA)**Courses****PA 206. Intro Cont Public Affairs. 3 Credits.**

Contemporary policy issues including government and the economy, the role of leadership, ethical and moral issues in public policy, and other contemporary issues impacting society. Prerequisites: CDAE 100 level course.

PA 295. Advanced Special Topics. 1-18 Credits.

Current issues and new developments in public policy and public administration. Prerequisite: Permission.

PA 296. Advanced Special Topics. 1-18 Credits.

Current issues and new developments in public policy and public administration. Prerequisite: Permission.

PA 301. Foundations of Public Admin. 3 Credits.

Survey of major elements of management in the public and nonprofit sectors with special attention given to problems arising from political imperatives generated by a democratic society.

PA 302. Org Theory & Behavior. 3 Credits.

Examination of basic classical and contemporary theory, research on human relations, internal structures, environments, types, diverse workplaces, general properties of complex organizations and bureaucracies.

PA 303. Research & Evaluation Methods. 0 or 3 Credits.

Conceptualization, collection and analysis of primary and secondary data; interpretation, and communication of results of applied research and/or evaluation studies for decision makers. Separate lab required.

PA 305. Public and Nonprofit Budgeting. 3 Credits.

A focus on the budget as the primary policy and planning document in public and nonprofit organizations.

PA 306. Policy Systems. 3 Credits.

The study and application of system-level public policy frameworks, theories and models to contemporary policy problems and solutions.

PA 307. Administrative Ethics. 0 or 3 Credits.

Administrative behavior with a focus on ethical dilemmas that arise in the bureaucracy. An examination of a number of moral issues and ways to resolve them.

PA 308. Decision Making Models. 3 Credits.**PA 311. Policy Analysis&Program Eval. 3 Credits.**

A seminar providing hands-on knowledge in policy analysis and program evaluation using case studies of current analysis projects and problems. Specific techniques include planning, survey administration, forecasting, cost benefit analysis, and impact assessment.

PA 312. Mgmt in Hlth Services&Med Care. 3 Credits.

Addresses major issues and challenges faced by health services managers relating to established and evolving social, economic, and professional policies in a context of practical problem assessment and appropriate resolution. Cross-listed with: BSAD 331, PH 317.

PA 313. Public Policy Implementation. 3 Credits.

A seminar considering aspects of the public policy implementation process from initiation to completion and evaluation with regards to system design, policy goals, communication, compliance, and political environment.

PA 314. Administrative Law. 3 Credits.

Examines legal foundations of public administration focusing on legal issues of most importance to present or future administrators.

PA 315. Hlth Srvc & Med Care in US. 3 Credits.

Defines the milieu of issues and challenges faced by managers in the health services setting.

PA 317. Systems Anly & Strategic Mgmt. 3 Credits.

Students will be introduced to systems thinking and network dynamics with a particular focus on managing across organizational and sectoral boundaries, including public-private partnerships, intergovernmental arrangements, and strategic alliances. Tools to undertake strategic analysis and planning will be explored.

PA 318. Admin Theory & Practice. 3 Credits.

Extensive examination of literature pertaining to the practice and theory of public administration. Explores public/private partnerships, intergovernmental management, ethics, and administrators as agents for organizational change.

PA 319. State Administration. 3 Credits.

Elements of public management at the state level i.e. the state/federal relationship regarding control; management within the force field of local conflict and cooperation; and management within the context of inter-agency conflict and cooperation. Cross-listed with: POLS 224.

PA 320. Local Government Admin. 3 Credits.

This course is a primer on local government administration in the US using the case method to experience the complexity of the challenges one confronts in the field.

PA 321. Negotiation & Mediation. 3 Credits.

Explores the principles of today's negotiations and mediations through readings, heavy emphasis on practical exercises between students, and case analyses of actual negotiations. Prerequisite: Graduate standing.

PA 323. Non-Profit Administration. 3 Credits.

Course reviews the history of, and managerial challenges inherent to, the non-profit sector in the United States and explores sector's relationship to the governmental and business sectors.

PA 325. Health Care Policy. 3 Credits.

This course addresses policy issues affecting the structure, performance and change in the U.S. health care system, with a specific focus on the role of health care managers. Pre/co-requisite: CDAE 102, CDAE 124, or Instructor permission.

PA 326. Community Economic Development. 3 Credits.

Examines how rural and urban communities address poverty, unemployment and other economic problems through job creation and retention, workforce training and support, and other development strategies. Cross-listed with: CDAE 326.

PA 327. Nonprofit Governance & Devel. 3 Credits.

In-depth exploration of nonprofit governance and fund development, focusing on the responsibility of a board of directors including governing documents, fiduciary responsibilities and revenue development.

PA 334. Organizational Behav&Cultures. 3 Credits.**PA 342. Sustainability & Transportatn. 3 Credits.**

Introduction to the complex interconnection of engineering, policy, science and social science that characterize transportation systems, mobility problems and solutions. Interdisciplinary teams conduct case studies. Prerequisite: Instructor permission required. Cross-listed with: CE 312, TRC 312.

PA 375. Public Administration Capstone. 3 Credits.

The Capstone is designed to provide MPA students with a summative experience that ties learning competencies to evidence drawn from their course of study. Pre/co-requisites: Core MPA courses either prior to Spring semester or simultaneously.

PA 380. Internship. 3-6 Credits.

Supervised administrative experience culminating in a written report.

PA 391. Master's Thesis Research. 1-6 Credits.

Thesis topic must be approved by faculty advisor.

PA 395. Special Topics. 1-18 Credits.

For advanced students within areas of expertise of the faculty. Varied course offerings. Contemporary topics. Instructor Permission.

PA 397. Readings & Research. 1-6 Credits.

Readings, with conferences, term paper, to provide graduate students with specialized knowledge in an area in which an appropriate course is not offered.

PUBLIC HEALTH (PH)**Courses****PH 301. Public Health & Health Policy. 3 Credits.**

Course focuses on current public health issues, barriers to improving population health, and policy tensions between science, economics, education, politics, government, media, and public health.

PH 302. Epidemiology I. 3 Credits.

Epidemiology is the study of disease distribution and determinants in populations; we will define populations and estimate the distribution of health-related conditions and their determinants. Pre/co-requisites: Bachelor's degree and college-level mathematics course.

PH 303. Biostatistics I: App Rsch in PH. 3 Credits.

Biostatistics I (Applied Research Methods in Public Health) includes biostatistics, research designs, and qualitative approaches, and includes emphasis on evaluating research articles in public health. Pre/co-requisites: Bachelor's degree and college-level mathematics course.

PH 304. Environmental Public Health. 3 Credits.

Explores major areas of environmental public health (EPH), including environmental hazards, exposures, and related health outcomes, including emerging topics in environmental public health.

PH 305. Pol, Org & Finance in Hlth Care. 3 Credits.

This course looks at U.S. health care policies, organizational structures and financing systems and examines key concepts from economic, social, ethical, political and global perspectives.

PH 306. Social&Behavioral Public Hlth. 3 Credits.

This course addresses the behavioral, social and cultural factors related to individual and population health, and health disparities over the life course.

PH 307. Epidemiology 2. 3 Credits.

Exposure to advanced epidemiological concepts, such as effect modifications and modeling using multiple variables, related to establishing causal relationships from observational data.

Prerequisite: PH 302, PH 303.

PH 308. Environmental Public Health 2. 3 Credits.

Students explore public health within the context of natural and human-made environments, and examine methods of practice and emerging environmental health topics. Prerequisite: PH 304.

PH 309. Public Health Biostatistics II. 3 Credits.

An advanced applied research methods course with the goal of helping students understand and apply multivariate regression analyses, non-parametric methods, survival analysis and advanced concepts with confounding and effect modification, and interpreting data in public health applications. Prerequisite: PH 303.

PH 310. Public Health Law and Ethics. 3 Credits.

Public health law examines the government's authority, at various jurisdictional levels, to improve the health of the general population within societal limits and norms. Prerequisite: Bachelor's degree.

PH 311. Global Public Health. 3 Credits.

This course explores global public health challenges affecting people primarily in developing or resource- constrained countries. Cultural competency concepts will be embedded. Prerequisite: Bachelor's degree.

PH 312. Food Systems & Public Hlth. 3 Credits.

This course explores food systems' influence on public health, and how technology, policy, biology, epidemiology, and historical knowledge can support a healthier food system. Prerequisite: Bachelor's degree.

PH 313. Public Health & Social Justice. 3 Credits.

Analytical examination of the relationship between health policies and programs and social justice issues in the United States with exemplars from other countries.

PH 314. Environmental Risk & Risk Comm. 3 Credits.

This course explores theory, policy and techniques for environmental risk communication from the viewpoints of government, industry, special interest groups, and the general public.

PH 315. Public Health Surveillance. 3 Credits.

Explores surveillance of infectious and non-infectious diseases, health behaviors and population characteristics, fundamental to nearly all fields of modern public health practice. Prerequisite: PH 302.

PH 317. Mgmt in Hlth Services&Med Care. 3 Credits.

Addresses major issues and challenges faced by health services managers relating to established and evolving social, economic, and professional policies in a context of practical problem assessment and appropriate resolution. Cross-listed with: BSAD 331, PA 312.

PH 318. Improving Hlth in Patients&Pop. 3 Credits.

Principles of epidemiology, health determinants, community resources, and interprofessional collaboration are all used to develop and implement strategies to improve health in patients and populations.

PH 319. Environmental Health Law & Pol. 3 Credits.

Introduces non-lawyers to American law as it relates to the protection of environmental and public health.

PH 321. Controversies in HlthEconomics. 3 Credits.

Covers health economic concepts, principles and theories, as well as the application of these methods to a range of practical scenarios. Examines the advantages and disadvantages of various health economic techniques and health economic evaluation.

PH 322. One Health: Zoonoses. 3 Credits.

Zoonoses and vector-borne disease account for the majority of emerging and re-emerging diseases. Students will learn about the drivers that influence infection in animals and humans, tools used for disease monitoring and prevention, and policies and programs aimed at prevention.

PH 324. Public Health Informatics. 3 Credits.

Public health practice relies on timely, thorough and reliable information from a variety of sources. Informatics is an emerging field that employs information technology tools and methods to address public health challenges and to improve public health outcomes.

PH 325. Investigating Disease Outbreaks. 3 Credits.

Investigating disease outbreaks is a fundamental responsibility of public health. This course covers field epidemiology outbreak investigation methods, working on an investigatory team, interacting with relevant agencies, and the selection and implementation of appropriate interventions.

PH 326. Legal Issues in Health Care. 3 Credits.

Provides an overview of the legal environment related to healthcare. Using court decisions and other law, explores medical malpractice, negligence, liability, patient rights, healthcare reform and compliance with such laws as Medicaid, Medicare, and HIPAA.

PH 392. Culminating Project Experience. 1-6 Credits.

Prepares students to apply knowledge and skills in a culminating project experience that reflects research and practice needs of actual populations. Prerequisites: PH 301, PH 302, PH 303, PH 307.

PH 395. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PH 396. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PUBLIC SERV TECH GEN (PSTG)**Courses**

PSTG 300. Nurse Midwifery Grad Program. 1-6 Credits.

REHABILITATION & MOVEMENT SCI (RMS)

Courses

RMS 213. Biomechanics of Human Movement. 3 Credits.

Students learn to apply kinesiology and biomechanical principles and concepts to the analysis of human movement, posture, joint structure and function, and gait. Pre/co-requisites: ANPS 019/ANPS 020, and Undergraduate Physics.

RMS 220. Research Methods I. 3 Credits.

Focuses on critical analysis of research literature. Emphasis on critically reading and interpreting published research regarding applicability to the practice of health care professionals. Pre/co-requisite: Undergraduate Statistics.

RMS 244. Patient Mgmt Therapeutic Modal. 0 or 3 Credits.

Lecture/laboratory experience re theory and application skills for therapeutic modalities including heat, cold, light, water, sound, electricity, massage, traction, pneumatic pressure, and biofeedback. Pre/co-requisite: ANPS 019/ANPS 020.

RMS 351. Exercise in Health and Disease. 3 Credits.

Effects of exercise on physiological function, emphasizing muscular, skeletal, cardiovascular, pulmonary, neurological and endocrine systems, and the relationship of diet/exercise to health/wellness across the lifespan. Prerequisites: DPT major or Graduate standing; Anatomy/Physiology recommended.

RELIGION (REL)

Courses

REL 291. Tpcs in Hist & Phenom of Rel. 1-6 Credits.

Prerequisite: Nine hours in Religion, with six hours at the intermediate level; Junior standing. May be repeated up to six hours.

REL 292. Tpcs in Hist & Phenom of Rel. 1-6 Credits.

Prerequisite: Nine hours in Religion, with six hours at the intermediate level; Junior standing. May be repeated up to six hours.

SECONDARY EDUCATION (EDSC)

Courses

EDSC 200. Contemporary Issues. 3 Credits.

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in education and related areas.

EDSC 207. Development: Theory & Applctn. 3 or 4 Credits.

Participants in this class examine adolescent developmental and learning theories. A Service Learning requirement allows students to apply understanding in the context of instructional settings. Prerequisites: EDTE 001 or EDFS 002 or instructor permission.

EDSC 209. Practicum in Teaching. 3 or 4 Credits.

Field-experience in secondary setting. Focus on school culture and student needs while documenting effectiveness in one-on-one teaching. Professional attributes/dispositions are critically assessed. Pre/co-requisite: EDFS 203/EDSC 207.

EDSC 215. Reading in Secondary Schools. 3-4 Credits.

Theory and methods of reading/writing explored in the context of literacy. Focus on reading, writing, speaking and critical thinking across disciplines. Cultural contexts explored. Pre/co-requisites: EDSC 207 and EDSC 209.

EDSC 216. Curr, Instr & Assmt Sec Schl Tch. 3 Credits.

Development of methods related to secondary school teaching. Study and application of constructivist learning theory, differentiation, authentic assessment in planning. Focus on cross-disciplinary collaboration. Co-requisite: EDSC 215.

EDSC 225. Tchg Soc Studies in Sec Schls. 3 Credits.

Includes multiple teaching modes, questioning techniques, micro-teaching laboratory, analysis of historical content to determine students' prerequisite cognitive skills and processes for construction of historical scenarios. Prerequisite: Twelve hours of education and related areas.

EDSC 226. Teaching Internship. 8-12 Credits.

Collaboration with professional teachers in design and implementation of effective instruction, with special focus on developing programs in a high school setting. Prerequisite: EDSC 203, EDSC 207, EDSC 209, EDSC 215, EDSC 216, and Special Methods.

EDSC 227. Tchng Science in Sec Schls. 3 Credits.

Consideration of science curricula and instructional strategies for grades 7-12. Topics may include: teaching science as problem solving, research in science teaching, affective education through science. Prerequisite: Twelve hours in education and related areas or Instructor permission.

EDSC 230. Teaching for Results. 3 Credits.

Analysis of planning, curriculum design, teaching, evaluation and classroom management from the perspective of research and practice. Individual tasks culminate in production of a licensure portfolio. Co-requisite: EDSC 226.

EDSC 257. Tchg Math in Secondary Schools. 3 Credits.

Contemporary secondary school mathematics curricula and instructional strategies for grades 7-12. Topics may include problem solving, research in mathematics education, use of calculators and computers, manipulatives, and evaluation. Prerequisite: Twelve hours in education and related areas or permission.

EDSC 259. Tchg Foreign Lang in Sec Schls. 3 Credits.

An overview of language teaching methodology. The learning/teaching process as it relates to language learning; techniques used in the teaching and testing of second language skills and culture. Prerequisite: Acceptance into licensure program.

EDSC 295. Lab Experience. 1-6 Credits.

Supervised field work designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDSC 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

SOCIAL WORK (SWSS)**Courses****SWSS 200. Contemporary Issues. 1-6 Credits.**

Content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Instructor Permission.

SWSS 212. Social Work Practice I. 3 Credits.

A comprehensive introduction to concepts and skills employed by social workers in interactions and interventions with individuals, families, and groups is provided. Prerequisite: MSW standing; or Instructor permission.

SWSS 213. Social Work Practice II. 3 Credits.

Knowledge and skills of social work practice with organizations and communities is emphasized. Prerequisite: Completion of SWSS 212; MSW advanced standing; or Instructor permission.

SWSS 216. The Found of Hum Beh&Soc Envr I. 3 Credits.

This course introduces students to the biological, psychological, cultural/social, and economic forces that influence human behavior and their implication for social work practice. Prerequisite: MSW standing; or Instructor permission.

SWSS 217. The Found Hum Beh&Soc Envr II. 3 Credits.

Focus is on theories regarding the nature and functioning of human service organizations and communities in relation to meeting human needs. Prerequisite: SWSS 216 or Instructor permission.

SWSS 220. Soc Welfare Pol & Services I. 3 Credits.

An introduction to history and philosophy of social work and social welfare and the structure of service programs is provided. Prerequisite: MSW standing or Instructor permission.

SWSS 221. Soc Welfare Pol & Services II. 3 Credits.

Focus is on the analysis of the economic, political, and social forces that influence the development and implementation of social welfare policy. Prerequisite: SWSS 220; or Instructor permission.

SWSS 224. Child Abuse & Neglect. 3 Credits.

An MSW foundation elective that considers child abuse and neglect from historical, cultural, sociopolitical and psychological perspectives and examines professional social work responses to them. Prerequisite: Matriculation in the foundation year of Graduate study in Social Work; or Instructor permission.

SWSS 225. Transf Ourselves&Comm:SW Persp. 3 Credits.

An MSW foundation elective that examines systems of oppression and social work strategies to decrease biased practices and create more equitable communities and institutions. Prerequisite: Matriculation in the foundation year of graduate study in Social Work; or Instructor permission.

SWSS 226. Assessment Theory Social Work. 3 Credits.

An MSW foundation elective analyzing competing and complementary assessment theories and their implications in social work in health/mental health and with children and families. Prerequisite: MSW standing or Instructor permission.

SWSS 227. Found of Social Work Research. 3 Credits.

An introduction to qualitative and quantitative methods of applied social research including program evaluation and the evaluation of practice and application to social work is taught. Prerequisite: MSW standing or Instructor permission.

SWSS 228. Aging:A Strength&Hum Right Per. 3 Credits.

An examination of aging for social work policy and practice from the perspectives of strengths, social justice, human rights and critical social constructionism.

SWSS 229. D2:Soc Work&Disability Rights. 3 Credits.

A multi-cultural, age, gender, economic and international exploration of having a disability in terms of language, labeling, rights, social location, legislation, services and personal narratives.

SWSS 280. Perspectives on Social Work. 4 Credits.

Taking a social constructionist stance, students explore guiding concepts of the MSW curriculum and their application to social work practice, policy, human behavior and research. Pre/co-requisite: MSW standing.

SWSS 290. Foundation Yr Field Practicum. 3-4 Credits.

Supervised field-based learning of 15-20 hours per week. Students are placed in human service agencies and organizations and learn the purposeful application of generalist social work theory, ethics, and skills. Prerequisite: Permission of Coordinator of Field Education.

SWSS 296. Social Work in Global Context. 3 Credits.

Study of social work issues in different parts of the world. Located at the University of Lapland in Finland. Prerequisite: Background in human services or social work major; or MSW standing; permission of the Instructor.

SWSS 301. Social Work in Health. 3 Credits.

Based on examinations of current trends with clients of multiple ages, needs, and cultural perspectives, this course examines social work roles in delivering health services. Prerequisites: Completion of foundation coursework; MSW advanced standing; or Instructor permission.

SWSS 302. Social Work in Mental Health. 3 Credits.

Advanced knowledge and skills in working with children with severe emotional disturbances and adults with persistent mental illness. Community-based services are emphasized. Prerequisites: Completion of foundation coursework; MSW advanced standing; or Instructor permission.

SWSS 310. Soc Work W/ Children & Fam I. 3 Credits.

Focus is on families whose major task is child rearing and child caring. Covers advanced knowledge, concepts, and methods of contemporary child/family services within a family-centered approach. Prerequisites: Completion of foundation course work; MSW advanced standing; or Instructor permission.

SWSS 311. Soc Work W/Children & Fam II. 3 Credits.

Focus is on families with adolescents, families with no children and families with dependent adults. Advanced analysis of families from an adult member perspective and from a critical view of family ideology and myth. Prerequisites: Completion of foundation coursework; MSW advanced standing; or Instructor permission.

SWSS 314. Transformative Social Work I. 3 Credits.

Advanced practice in transformative social work will focus on developing relational, profound, and generative meanings for change across populations, fields of practice and social issues. Prerequisite: Completion of Foundation Year.

SWSS 315. Transformative Social Work II. 3 Credits.

Advanced practice in Transformative Social Work II will focus on practical applications across populations at risk, field of practice and social issues. Prerequisite: Completion of Foundation Year.

SWSS 316. Integrative Appr Transform SW. 3 Credits.

In this course students will synthesize their exploration of their area of focus in transformative social work through scholarly reading, research and classroom presentations. Prerequisite: Completion of Foundation Year.

SWSS 320. Adv Soc Welf Policy Anyl&Prac. 3 Credits.

In depth analysis of social welfare policy with application to children and families or health and mental health is required. There is an emphasis on the skills of the policy practitioner. Prerequisite: Completion of SWSS 220 and SWSS 221; MSW advanced standing; or Instructor permission.

SWSS 327. Adv Social Work Research. 3 Credits.

An analysis of social work research from methodological and theoretical perspectives is emphasized. The application of research to the student's concentration area is required. Prerequisites: Completion of SWSS 227; a basic statistics course; MSW advanced standing; or Instructor permission.

SWSS 330. Assessment in Social Work. 3 Credits.

An advanced MSW concentration elective that analyzes competing and complementary assessment strategies and their implications in social work in health/mental health and with children and families. Prerequisite: Completion of MSW foundation course work; or Instructor permission.

SWSS 331. Feminist Social Work Practice. 3 Credits.

An advanced MSW concentration elective that analyzes practice conceptions and dilemmas of feminist social work in a global context and emphasizes professional activism and leadership. Prerequisite: Completion of MSW foundation course work; or Instructor permission.

SWSS 332. SW w/Battered Women&Children. 3 Credits.

An advanced MSW concentration elective that investigates theoretical and practical issues of social work practice with battered women and their children and develops related recommendations. Prerequisite: Completion of MSW foundation course work; or Instructor permission.

SWSS 333. Social Work with Groups. 3 Credits.

An advanced MSW concentration elective that integrates professional history, conceptual overviews and direct experience with methods for group work distinctive to social work practice. Prerequisite: Completion of MSW foundation course work or Instructor permission.

SWSS 334. Intrdsc Sem Neurodev Disabil I. 3 Credits.

Seminar exploring interdisciplinary process, collaborative teaming, cultural competence and family-centered care as they relate to children and families affected by neurodevelopmental and related disabilities. Pre/co-requisites: Permission of Instructor, Graduate standing. Cross-listed with: CMSI 311, EDSP 295, GRNU 296, PSYC 380, MVR 381.

SWSS 335. Intrdsc Sem Neurodev Disabil 2. 3 Credits.

Seminar exploring interdisciplinary process, collaborative teaming, cultural competence and family-centered care as they relate to children and families affected by neurodevelopmental and related disabilities. Pre/co-requisite: Graduate standing. Cross-listed with: CMSI 312, EDSP 295, GRNU 296, PSYC 380, MVR 381.

SWSS 336. Addressing Substance Abuse SW. 3 Credits.

In this course, students will investigate the research on the etiological and contributing factors to substance abuse, and study gender specific and culturally responsive treatment strategies, than include trauma-focused, motivational interviewing and cognitive-behavioral approaches. Prerequisites: Social Work majors, Concentration year status (completion of foundation year or having advancing standing status in the MSW program).

SWSS 338. TSW Responses to Violence. 3 Credits.

Considers transformative social work with adults' and adolescents' experiences of violence along a continuum from interpersonal to collective. Employs a global, poststructural/constructionist practice stance centered on human rights and social justice, safety and agency. Emphasizes collaborative practices in diverse communities. Prerequisites: Completion of all MSW foundation courses or MSW Advanced Standing status.

SWSS 340. Trans. Change in SW Orgs. 3 Credits.

This course prepares social workers to lead transformative organizational change; change that reorients the way the organization functions through critical questioning of standing organizational discourse and practices. Topics include: futures research, change models, constructivist approaches, & social inequity and difference. Prerequisites: Completion of first year of the MSW program or Advanced Standing status in the MSW program.

SWSS 380. Prof Issues in Social Work. 2-4 Credits.

Designed to cover selected social work issues in depth. Major emphasis on intensive and critical analysis of the literature and practice in a given area. Prerequisite: Instructor Permission.

SWSS 390. Concentration Yr Field Pract. 3-4 Credits.

Supervised field-based learning of 15-20 hours per week. Students are placed in human service agencies and organizations and apply advanced social work practice related to an area of concentration. Prerequisite: Completion of all Foundation Year Graduate Level Coursework; permission of Field Education Coordinator.

SWSS 397. Independent Study. 1-6 Credits.

Individual work on Social Work issue(s) selected by the student in consultation with a faculty member. Prerequisite: Instructor permission required.

SWSS 398. Final Project. 1-3 Credits.

A written identification and analysis of a social work issue related to the student's concentration is prepared and presented. Prerequisite: Successful completion of foundation coursework and Instructor permission. Variable three credits. Total of three credits required. Fulfills Graduate College comprehensive examination requirement.

SOCIOLOGY (SOC)**Courses****SOC 202. Population Dynamics. 3 Credits.**

Analysis of the factors affecting human population growth and distribution, migration patterns, and the relationship between economic activity and population trends. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 205. Rural Communities in Mod Soc. 3 Credits.

The changing structure and dynamics of rural social organization in context of modernization and urbanization. Emphasis on rural communities in the U.S. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing. Cross-listed with: CDAE 205.

SOC 206. Urban Communities in Mod Soc. 3 Credits.

The changing structure and dynamics of urban social organization in context of modernization and urbanization. Emphasis on cities and metropolitan areas in the United States. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 207. Community Org & Development. 3 Credits.

Communities as changing sociocultural organizational complexes within modern society. Special attention given to problems of formulation and implementation of alternative change strategies. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 211. Soc Movements&Collective Behav. 3 Credits.

Examination of origins, development, structure, and consequences of crowds, riots, crazes, rumors, panics, and political and religious movements and their relationships to cultural and social change. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 213. Women in Dev in Global South. 3 Credits.

An examination of the meaning and measurement of development, sociodemographic characteristics, sex stratification, and effects of Colonialism and Westernization on women's issues in the global south. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 214. Delinquency. 3 Credits.

Analysis of the nature and type of juvenile behavior that violates law, the mechanisms for defining such behaviors as delinquent, and their causes and consequences. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing. Declared Law & Society minors may substitute SOC 014 for other prerequisite coursework in Sociology.

SOC 216. Criminal Justice. 3 Credits.

Analysis of social structures and processes in criminal justice arenas, the labeling of criminal offenders, and other issues related to crime, punishment, and justice. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing. Declared Law & Society minors may substitute SOC 014 for other prerequisite coursework in Sociology.

SOC 217. Corrections. 3 Credits.

Analysis of the social structures and processes involved with individuals designated as offenders of criminal law: probation, prison, parole, and programs of prevention and rehabilitation. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing. Declared Law & Society minors may substitute SOC 014 for other prerequisite coursework in Sociology.

SOC 219. D1: Race Relations. 3 Credits.

Examination of American racial subordination in social and historical perspective. Analysis of interracial contacts, racial subcultures and social structures, and responses to racial prejudice and discrimination. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 222. Aging & Ethical Issues. 3 Credits.

Analysis of selected ethical issues posed by an aging society and faced by older persons, their families, health care and service providers, and researchers. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 225. Organizations in Mod Society. 3 Credits.

Examination of basic classical and contemporary theory and research on the human relations, internal structures, environments, types, and general properties of complex organizations and bureaucracies. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 229. Family as Social Institution. 3 Credits.

Examination of the institution of the American family in cross-cultural and historical perspective. Theories and research on family continuity, change, and institutional relationships explored. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 232. Social Class & Mobility. 3 Credits.

Comparative and historical analysis of causes, forms, and consequences of structured social inequality in societies. Examination of selected problems in contemporary stratification theory and research. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 240. Political Sociology. 3 Credits.

Examination of the social organizations of power and authority in modern societies and the dynamics and institutional relationships of political institutions, interest groups, parties, and the public. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 243. Mass Media in Modern Society. 3 Credits.

Intensive examination of selected topics in the structure of media organizations and their relationships to and impacts upon the major institutions and publics of contemporary issues. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 250. Sociology of Culture. 3 Credits.

The relations of cultural forms and subjective experience to social structure and power; in-depth applications of interpretive approaches in contemporary sociology. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 254. Sociology of Health & Medicine. 3 Credits.

The social organization and institutional relationships of medicine in society and the role of sociocultural factors in the etiology, definition, identification, and treatment of illness. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 255. Soc of Mental Health. 3 Credits.

Analysis of the social structures and processes involved in the identification, definition, and treatment of mental illness and its sociocultural etiology and consequences. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 258. Sociology of Law. 3 Credits.

Analysis of sociocultural structure of the legal institution and its relationships to other institutions: the social organization of the legal profession, lawmaking, and the courts. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing. Declared Law & Society minors may substitute SOC 014 for other prerequisite coursework in Sociology.

SOC 272. D2: Soc of African Societies. 3 Credits.

Current social, cultural, political, and economic changes occurring in African societies, including issues of development, the state and civil society, social class, ethnonationalism, and democratization. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 274. Qualitative Research Methods. 3 Credits.

Principles of qualitative research design and ethics and data collection, analysis, and presentation. Students will complete a research project over the course of the semester. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 275. Meth of Data Anyl in Soc Rsch. 3 Credits.

Quantitative analysis of sociological data; includes table, regression, and path analysis, scaling and factor analysis, and the analysis of variance emphasizing multivariate techniques. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 279. Contemporary Sociological Thry. 3 Credits.

Critical examination of contemporary functional, conflict, exchange, interactionist, and structural theoretical approaches. A number of other theoretical approaches selected by seminar participants also examined. Prerequisites: SOC 001; SOC 101; minimum Junior standing.

SOC 281. Seminar. 3 Credits.

Presentation and discussion of advanced problems in sociological analysis. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 288. Teaching Assistantship. 1-3 Credits.

Undergraduate student service as a teaching assistant, usually in an introductory level course in the discipline, for which credit is awarded. Offered at department discretion. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing; Instructor permission.

SOC 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisites: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing.

SOC 297. Independent Study. 1-18 Credits.

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Prerequisite: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing; Instructor permission.

SOC 298. Undergraduate Research. 1-18 Credits.

Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Prerequisite: SOC 001; SOC 090 or SOC 100 or SOC 101; minimum Junior standing; Instructor permission.

SPANISH (SPAN)**Courses****SPAN 246. Reading Cervantes. 3 Credits.**

A topical approach to the study of Cervantes, author of *Don Quijote de la Mancha*, and his works' significance as a reflection of/on Spain's literary-cultural landscape. Prerequisite: SPAN 140.

SPAN 286. Writing Revolution-Latin Amer. 3 Credits.

Topics may include early uprising against Spain, representation of revolutionary figures (Simon Bolivar, Pancho Villa, etc.), contemporary resistance to imperialism, among others. Prerequisite: SPAN 140.

SPAN 287. Early Span Narratives Americas. 3 Credits.

Readings and analysis of late 15th and 16th century narratives. Discussion of European and Native American perspectives, religious disputes, and the "Leyenda Negra (Black Legend)". Prerequisite: SPAN 140.

SPAN 290. Hispanic Films in Context. 3 Credits.

Approaching film as reflection and shaper of Hispanic cultures through comparison with texts relevant to cultural context. Includes study of film terminology and analysis. Prerequisite: SPAN 140.

SPAN 291. Early Cultures of Spain. 3 Credits.

A study of the Spanish cultures from earliest times through 1700, emphasizing major intellectual, political, and artistic developments. Prerequisite: SPAN 140.

SPAN 292. Modern Cultures of Spain. 3 Credits.

A study of the cultures of Spain from the Enlightenment to the present, emphasizing the major intellectual, political, and artistic developments. Prerequisite: SPAN 140.

SPAN 295. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisite: SPAN 140.

SPAN 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisite: SPAN 140.

SPAN 297. Independent Study. 1-18 Credits.

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Permission of Chair required. Prerequisite: SPAN 140.

SPAN 298. Undergraduate Research. 1-18 Credits.

Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion. Permission of Chair required. Prerequisite: SPAN 140.

SPECIAL EDUCATION (EDSP)**Courses****EDSP 200. Contemporary Issues. 1-3 Credits.**

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in education and related areas.

EDSP 201. D2:Foundations of Special Ed. 3 Credits.

Examination of historical and current trends in the treatment of individuals with disabilities including effects of discrimination, advocacy, litigation, legislation and economic considerations on educational services and community inclusion. Prerequisite: Twelve hours in Education and related areas, or Instructor permission.

EDSP 202. Severe Disabil Char&Intervent. 3 Credits.

Physical, sensory, health, intellectual and behavioral characteristics of developmental disabilities. Educational approaches and supports from various professional disciplines to educate students with severe disabilities. Prerequisite: Permission of Instructor.

EDSP 207. Cooperative Learning. 3 Credits.

Theoretical and experiential instruction in procedures to increase social acceptance and academic achievement of exceptional learners in mainstream settings through cooperative learning. Prerequisites: Instructor permission.

EDSP 216. Curr&Instruct in Special Ed. 3 Credits.

Introduction to curriculum and instruction for individuals who present academic and behavioral challenges. Emphasis on assessment, evaluation, curriculum, instruction, theories of learning and social development. Pre/co-requisite: Instructor Permission.

EDSP 217. Behavior Analysis in SpecialEd. 3 Credits.

Individualized instruction for learners with significant disabilities emphasizing learning principles, behavior analysis, and research based instruction and interventions. Prerequisite: Instructor Permission.

EDSP 221. Family Centered Services. 3 Credits.

An in-depth study of families of children with special needs; family ecology; interaction and life cycle. Development and implementation of family/professional collaboration strategies. Practicum required. Prerequisite: Instructor permission.

EDSP 224. Meeting Inst Needs/All Stdnts. 3 Credits.

Students apply principles of learning and social development to improve academic and social skills of all individuals with a focus on those who present academic and behavioral challenges. Prerequisite: Instructor permission.

EDSP 228. Adv Methods & Instr Special Ed. 3 Credits.

Students apply advanced principles of behavior analysis in the development and implementation of instructional programs for learners with moderate and severe disabilities. Prerequisite: Instructor permission and introductory behavior analysis course.

EDSP 275. Voc Instr Students W/Spec Need. 3 Credits.

Development of instructional strategies for including students with disabilities in vocational education. Procedures for developing, implementing, and evaluating individualized vocational plans. Prerequisite: Admission to an approved teacher certification program or Instructor permission.

EDSP 280. Assessment in Special Ed. 3 Credits.

Course covers assessment knowledge and skills essential for special educators, including test selection, administration and scoring, and legal issues related to special education assessment. Prerequisite: Admission to Graduate Program in Special Education or permission of the Instructor.

EDSP 290. Early Lit and Math Curriculum. 3 Credits.

Study of curriculum and technology areas related to development, adaptation, and assessment of early literacy and mathematics instruction for elementary age students with disabilities. Prerequisite: Instructor Permission.

EDSP 295. Laboratory Exp in Education. 1-6 Credits.

Supervised field work designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDSP 296. Laboratory Exp in Education. 1-6 Credits.

Credit as arranged.

EDSP 297. Adolescent Lit & Math Curric. 3 Credits.

Development, adaptation and assessment of literacy and mathematics curriculum for adolescent age students with disabilities. Prerequisite: Instructor Permission.

EDSP 298. Special Educ Practicum. 1-6 Credits.

Students provide direct instruction for six learners with learning disabilities, mental retardation, behavior disorders, and/or multidisabilities. Prerequisite: Instructor permission.

EDSP 301. Historic Trend Issues Services. 0 or 3 Credits.

Study treatment of individuals with disabilities, including effects of discrimination, advocacy, litigation, legislation, sociological perspectives and economic considerations in education, vocational, residential service systems. Prerequisite: Instructor permission.

EDSP 302. Phys&Dev Char of Indiv w/Disab. 3 Credits.

Normal development - birth through six years, developmental disorders, disabilities, medical/health considerations. Management of significant disabilities through the employment of such procedures as handling, positioning, and feeding.

EDSP 305. Res Dev&Coll:Fam/Sch/Com/Agncy. 3 Credits.

An overview of collaborative teaming, function assessment and Vermont's System of Care for students with emotional and behavioral disabilities. A practicum experience is included. Prerequisite: BA.

EDSP 306. Emot&Behav Dis/Child&Adolesc. 3 Credits.

This course provides an overview of emotional disorders (e.g., depression, anxiety, ADHD, conduct disorder) experienced by youth and relevant assessment tools for an educational setting. Prerequisite: BA.

EDSP 307. Prev&Interv Strategy:Students. 3 Credits.

This course covers effective prevention and intervention strategies with, or at-risk, for emotional and behavioral disorders. It covers such topics as classroom management, social skills training, anger management, internalizing disorders. Prerequisite: BA in Education/related field.

EDSP 310. Curr & Tech in Spec Education. 3 Credits.

Curricular and assessment areas essential to education of students with disabilities. Development, adaptation of curricula and assessment in early education, elementary and secondary and adult levels for mild, moderate, and severe disabilities. Prerequisite: Instructor permission.

EDSP 311. Curr & Tech in Spec Education. 0 or 3 Credits.

Curricular and assessment areas essential to education of students with disabilities. Development, adaptation of curricula and assessment in early education, elementary and secondary and adult levels for mild, moderate, and severe disabilities. Prerequisite: Instructor permission.

EDSP 312. Adv Behavior Prin in Spec Ed. 3 Credits.

A survey on behavior theory and research applications for learners with learning disabilities, mental retardation, behavior disorders, and multidisabilities. Prerequisite: Acceptance to M.Ed. program or Instructor permission.

EDSP 313. Adv Behavior Prin in Spec Ed. 0 or 3 Credits.

A survey on behavior theory and research applications for learners with learning disabilities, mental retardation, behavior disorders, and multidisabilities. Prerequisite: Acceptance to M.Ed. program or Instructor permission.

EDSP 316. Research Sem in Spec Educ. 3 Credits.

Research which addresses key issues in special education is reviewed and evaluated. Students write and present a research review with attention to practitioner needs. Prerequisite: EDSP 301, EDSP 310, EDSP 312; a course in quantitative research design.

EDSP 317. Dsgn & Eval of Ed/Sev Handcpd. 3 Credits.

Students analyze, adapt curricula for severely disabled, utilizing knowledge of normal, abnormal motor development, feeding techniques, adaptive, prosthetic devices, medial aspects, parent professional partnership, socialization, normalization, legal aspects. Prerequisite: Instructor permission.

EDSP 319. Intern Sp Personnel in Spec Ed. 1-6 Credits.

Students will undertake an approved internship in an institution which reflects the particular area of interest and needs of the student. Prerequisite: Permission. for special education services. Prerequisite: Instructor permission.

EDSP 320. Lab Exp:Ed Prgmng/Sev Handcpd. 3 Credits.

Students identify, evaluate severely disabled learners, demonstrate competency in handling, positioning, feeding. Current skill levels assessed, educational programs designed, including objectives, teaching/learning procedures, evaluation, measurement. Prerequisite: Master's degree or equivalent; Instructor permission.

EDSP 322. Intern: Triadic Model Consult. 1-6 Credits.

Competency-based instruction in oral and written communication, consultation, and workshop level training is provided. Students apply the consultation model in an educational setting. Prerequisite: EDSP 310, EDSP 312, or Instructor permission.

EDSP 323. Intern: Systems Development. 1-6 Credits.

Competency-based instruction in planning for system level development and change. Students apply systems theory in an educational setting. Prerequisite: EDSP 310, EDSP 312, or Instructor permission.

EDSP 380. Professional Problems in Educ. 3 Credits.

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDSP 382. Teaching Internship. 3-8 Credits.

Supervised teaching experiences on a full-time basis, with related seminars in teaching subject. Prerequisite: Permission of coordinator of Professional Laboratory Experiences.

EDSP 384. Intern: Course Dev & Implement. 6 Credits.

Instruction in developing competency-based courses in special education for inservice teacher training. Practicum involves team teaching with University special education faculty. Prerequisite: Certification as a Consulting Teacher/Learning Specialist and Instructor permission.

EDSP 385. Intern: Adv Syst Dev & Mgmt. 3-6 Credits.

Competency-based instruction in developing and adapting technological programs for advanced system-level change. Prerequisite: EDSP 319 for six hours; Instructor permission.

EDSP 386. Intern:Mgmt Lrng Env for Hdcpd. 1-6 Credits.

Implementation of data-based individualized education in one-to-one, small group, and large group instruction for severely disabled student(s) in special or regular classrooms. Prerequisite: EDSP 217, EDSP 290, EDSP 228 or Instructor permission.

EDSP 387. Collaborative Consultation. 3 Credits.

Adult development and group dynamics theory provide the knowledge base for collaborating with parents and teachers to meet the diverse needs of students with disabilities. Cross-listed with: EDLP 320.

EDSP 391. Master's Thesis Research. 1-6 Credits.

Thesis topic must be approved by a faculty committee.

EDSP 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

EDSP 422. School Self-Assessment. 3 Credits.

Explores planning for school self-assessment to meet the educational needs of all students, especially pertaining to students with a full range of disabilities and intensity of support needs within an inclusive MTSS (Multi-Tiered System of Supports). Prerequisites: Doctoral students in the Educational Leadership and Policy Studies (Special Education Leadership Program); other UVM graduate students with Instructor permission.

STATISTICS (STAT)

Courses

STAT 200. Med Biostatistics&Epidemiology. 3 Credits.

Introductory design and analysis of medical studies. Epidemiological concepts, case-control and cohort studies. Clinical trials. Students evaluate statistical aspects of published health science studies. Prerequisite: STAT 111, STAT 141, STAT 143, or STAT 211. Cross-listed with: BIOS 200.

STAT 201. Stat Computing & Data Analysis. 3 Credits.

Fundamental data processing, code development, graphing and analysis using statistical software packages, including SAS and R. Analysis of data and interpretation of results. Prerequisite: STAT 111 with Instructor permission, or STAT 141 or STAT 211.

STAT 211. Statistical Methods I. 3 Credits.

Fundamental concepts for data analysis and experimental design. Descriptive and inferential statistics, including classical and nonparametric methods, regression, correlation, and analysis of variance. Statistical software. Prerequisite: Minimum Junior standing or STAT 141 or STAT 143 and Instructor permission. Cross-listed with: BIOS 211.

STAT 221. Statistical Methods II. 3 Credits.

Multiple regression and correlation. Basic experimental design. Analysis of variance (fixed, random, and mixed models). Analysis of covariance. Computer software usage. Prerequisite: STAT 143 or STAT 211; or STAT 141 and Instructor permission. Cross-listed with: BIOS 221.

STAT 223. Applied Multivariate Analysis. 3 Credits.

Multivariate normal distribution. Inference for mean vectors and covariance matrices. Multivariate analysis of variance (MANOVA), discrimination and classification, principal components, factor and cluster analysis. Prerequisite: STAT 221, matrix algebra recommended. Cross-listed with: BIOS 223.

STAT 224. Stats for Quality&Productivity. 3 Credits.

Statistical process control; Shewhart, cusum and other control charts; process capability studies. Total Quality Management. Acceptance, continuous, sequential sampling. Process design and improvement. Case studies. Prerequisite: STAT 141, STAT 143, or STAT 211.

STAT 225. Applied Regression Analysis. 3 Credits.

Simple linear and multiple regression models; least squares estimates, correlation, prediction, forecasting. Problems of multicollinearity and influential data (outliers).

STAT 229. Survival/Logistic Regression. 3 Credits.

Models and inference for time-to-event and binary data. Censored data, life tables, Kaplan-Meier estimation, logrank tests, proportional hazards models. Logistic regression-interpretation, assessment, model building, special topics. Prerequisite: STAT 221. Cross-listed with: BIOS 229.

STAT 231. Experimental Design. 3 Credits.

Randomization, complete and incomplete blocks, cross-overs, Latin squares, covariance analysis, factorial experiments, confounding, fractional factorials, nesting, split plots, repeated measures, mixed models, response surface optimization. Prerequisite: STAT 211; or STAT 211 and STAT 201.

STAT 233. Survey Sampling. 3 Credits.

Design and data analysis for sample surveys. Simple random, stratified, systematic, cluster, multistage sampling. Practical issues in planning and conducting surveys. Prerequisite: STAT 211; or STAT 141 or STAT 143 with Instructor permission.

STAT 235. Categorical Data Analysis. 3 Credits.

Measures of association and inference for categorical and ordinal data in multiway contingency tables. Log linear and logistic regression models. Prerequisite: STAT 211. Cross-listed with: BIOS 235.

STAT 237. Nonparametric Statistical Mthd. 3 Credits.

Nonparametric and distribution free methods; categorical, ordinal, and quantitative data; confidence intervals; rank and chi-square hypothesis tests; computer-intensive procedures (bootstrap, exact tests). Prerequisite: STAT 211; or STAT 141 or STAT 143 with Instructor permission.

STAT 241. Statistical Inference. 3 Credits.

Introduction to statistical theory: related probability fundamentals, derivation of statistical principles, and methodology for parameter estimation and hypothesis testing. Prerequisites: STAT 151, STAT 153, or STAT 251, and STAT 141 or equivalent, and MATH 121. Cross-listed with: BIOS 241.

STAT 251. Probability Theory. 3 Credits.

Distributions of random variables and functions of random variables. Expectations, stochastic independence, sampling and limiting distributions (central limit theorems). Concepts of random number generation. Prerequisite: MATH 121; STAT 151 or STAT 153 recommended. Cross-listed with: MATH 207, BIOS 251.

STAT 252. Appl Discr Stochas Proc Models. 1 Credit.

Markov chain models for biological, social, and behavioral systems models. Random walks, transition and steady-state probabilities, passage and recurrence times. Prerequisite: STAT 151, STAT 153, or STAT 251.

STAT 253. Appl Time Series & Forecasting. 3 Credits.

Autoregressive moving average (Box-Jenkins) models, autocorrelation, partial correlation, differencing for nonstationarity, computer modeling. Forecasting, seasonal or cyclic variation, transfer function and intervention analysis, spectral analysis. Prerequisite: STAT 211 or STAT 225; or STAT 141 or STAT 143 with Instructor permission. Cross-listed with: CSYS 253.

STAT 256. Neural Computation. 3 Credits.

Introduction to artificial neural networks, their computational capabilities and limitations, and the algorithms used to train them. Statistical capacity, convergence theorems, backpropagation, reinforcement learning, generalization. Prerequisites: MATH 122 or MATH 124 or MATH 271; STAT 143 or STAT 153 or equivalent; CS 110. Cross-listed with: CS 256, CSYS 256.

STAT 261. Statistical Theory. 3 Credits.

Point and interval estimation, hypothesis testing, and decision theory. Application of general statistical principles to areas such as nonparametric tests, sequential analysis, and linear models. Prerequisite: STAT 251; or STAT 151 or STAT 153 with Instructor permission. Cross-listed with: BIOS 261.

STAT 265. Integrated Product Development. 3 Credits.

Project-based course focusing on the entire product life cycle. Team dynamics, process and product design, quality, materials, management, and environmentally-conscious manufacturing. Prerequisite: Senior standing. Cross-listed with: BSAD 293.

STAT 281. Statistics Practicum. 1-3 Credits.

Intensive experience in carrying out a complete statistical analysis for a research project in substantive area with close consultation with a project investigator. Prerequisite: STAT 200 or STAT 201 or STAT 221 through STAT 237 or STAT 253; some statistical software experience; Instructor permission.

STAT 287. Data Science I. 3 Credits.

Data harvesting, cleaning, and summarizing. Working with non-traditional, non-numeric data (social network, natural language textual data, etc.). Scientific visualization using static and interactive "infographics". A practical focus on real datasets, and developing good habits for rigorous and reproducible computational science. Prerequisites: CS 020 or CS 021; STAT 141 or STAT 143 or STAT 211; CS 110 and MATH 124 recommended. Cross-listed with: CS 287.

STAT 295. Advanced Special Topics. 1-18 Credits.

For advanced students. Lectures, reports, and directed readings on advanced topics. Prerequisite: As listed in schedule of courses.

STAT 308. Applied Biostatistics. 3 Credits.

The rationale and application of biostatistical methods in the biological, health and life sciences with emphasis on interpreting and reporting results. sciences. Prerequisite: STAT 141 or equivalent. Cross-listed with: MPBP 308, BIOS 308.

STAT 321. Seminar in Advanced Statistics. 1 Credit.

Seminar presentations and discussions of statistical literature pertaining to the theoretical aspects of methods studied in STAT 221, STAT 223, STAT 224, STAT 225, and STAT 229, respectively. Corequisites: STAT 221; STAT 241 or STAT 261 recommended.

STAT 323. Seminar in Advanced Statistics. 1 Credit.

Seminar presentations and discussions of statistical literature pertaining to the theoretical aspects of methods studied in STAT 221, STAT 223, STAT 224, STAT 225, and STAT 229, respectively. Co-requisites: STAT 223; STAT 241 or STAT 261 recommended.

STAT 324. Seminar in Advanced Statistics. 1 Credit.

Seminar presentations and discussions of statistical literature pertaining to the theoretical aspects of methods studied in STAT 221, STAT 223, STAT 224, STAT 225, and STAT 229, respectively. Co-requisites: STAT 224; STAT 241 or STAT 261 recommended.

STAT 325. Seminar in Advanced Statistics. 1 Credit.

Seminar presentations and discussions of statistical literature pertaining to the theoretical aspects of methods studied in STAT 221, STAT 223, STAT 224, STAT 225, and STAT 229, respectively. Co-requisites: STAT 225 or STAT 221; STAT 241 or STAT 261 recommended.

STAT 329. Seminar in Advanced Statistics. 1 Credit.

Seminar presentations and discussions of statistical literature pertaining to the theoretical aspects of methods studied in STAT 221, STAT 223, STAT 224, STAT 225, and STAT 229, respectively. Co-requisite: STAT 229; STAT 241 or STAT 261 recommended.

STAT 330. Bayesian Statistics. 3 Credits.

Introduction to Bayesian inference. Posterior inference, predictive distributions, prior distribution selection. MCMC algorithms. Hierarchical models. Model checking and selection. Use of computer software. Pre/co-requisite: STAT 241 or STAT 251 or Instructor permission.

STAT 355. Statisticl Pattern Recognition. 3 Credits.

Analysis of algorithms used for feature selection, density estimation, and pattern classification, including Bayes classifiers, maximum likelihood, nearest neighbors, kernels, discriminants, neural networks and clustering. Prerequisite: STAT 241 or STAT 251, or Instructor permission. Cross-listed with: CS 355, CSYS 355.

STAT 360. Linear Models. 3 Credits.

Theory of linear models, least squares and maximum likelihood estimation, fixed, random and mixed models, variance component estimation, introduction to generalized linear models, bootstrapping. Prerequisites: STAT 261 and knowledge of matrix algebra or Instructor permission.

STAT 369. Applied Geostatistics. 3 Credits.

Introduction to the theory of regionalized variables, geostatistics (kriging techniques): special topics in multivariate analysis; Applications to real data subject to spatial variation are emphasized. Pre/co-requisites: STAT 223 or STAT 225, and CS 016 or CE 011 or permission. Cross-listed with: CSYS 369.

STAT 380. Sem:Statistics & Biostatistics. 0.5-1 Credits.

Presentation and discussion of current topics, methodological research and applications in Statistics and Biostatistics by graduate students, faculty and guest speakers. Prerequisite: Instructor Permission.

STAT 381. Statistical Research. 1-3 Credits.

Methodologic or data analytic research culminating in oral and written reports to the faculty. Prerequisite: Instructor permission.

STAT 385. Consulting Practicum. 1-3 Credits.

Supervised field work in statistical consulting. Experiences may include advising UVM faculty and students or clients in applied settings such as industry and government agencies. Prerequisites: Second year Graduate standing in Statistics or Biostatistics and permission of Statistics Program Director.

STAT 387. Data Science II. 3 Credits.

Advanced data analysis, collection, and filtering. Statistical modeling, monte carlo statistical methods, and in particular Bayesian data analysis, including necessary probabilistic background material. A practical focus on real datasets and developing good habits for rigorous and reproducible computational science. Prerequisite: STAT 287 or Instructor permission. Cross-listed with: CS 387.

STAT 391. Master's Thesis Research. 1-6 Credits.**STAT 395. Advanced Special Topics. 1-18 Credits.**

Lectures or directed readings on advanced and contemporary topics not presently included in other statistics courses. Prerequisites: As listed in schedule of courses.

TRANSPORTATION RESEARCH CENTER (TRC)

Courses**TRC 310. Transportation Systems Seminar. 1 Credit.**

Introduction to the complex interconnections of engineering, policy, science and social science that characterize mobility systems. Seminar emphasizes academic research, articles and student writing. Prerequisite: Graduate standing or Instructor permission.

TRC 312. Sustainability & Transportatn. 3 Credits.

Introduction to the complex interconnection of engineering, policy, science and social science that characterize transportation systems, mobility problems and solutions. Interdisciplinary teams conduct case studies. Prerequisite: Graduate standing or Instructor permission. Cross-listed with: CE 312, PA 342.

TRC 314. Risk/Behavior in Transportatn. 3 Credits.

In-depth examination of human, environmental and vehicle factors in transportation crashes. Students develop safety research proposals and statistical measurements of risk and rates. Prerequisite: Graduate standing or Instructor permission.

TRC 316. Land Use Policy & Economics. 3 Credits.

Economic and social forces that drive urban and suburban land use patterns, such as urban sprawl, and the policy mechanisms designed to intervene in those processes. Preequisite: Graduate standing or Instructor permission. Cross-listed with: NR 377.

TRC 395. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

VERMONT STUDIES (VS)

Courses**VS 295. Advanced Special Topics. 1-18 Credits.**

See Schedule of Courses for specific titles. Prerequisite: Junior/Senior/Graduate standing.

VS 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles. Prerequisite: Junior/Senior/Graduate standing.

WATER RESOURCES (WR)

Courses**WR 391. Master Thesis Rsch. 1-12 Credits.**

Credit as arranged.

WILDLIFE & FISHERIES BIOLOGY (WFB)

Courses**WFB 232. Ichthyology. 3 Credits.**

Biology of fishes. Focus is on form and function, morphology, physiology, behavior, life history, and ecology of modern fishes. Prerequisites: BIOL 001 and BIOL 002, or BCOR 011 and BCOR 012; Junior standing. Alternate years.

WFB 261. Fisheries Management. 3 Credits.

Principles of fisheries management, including population assessment, analytical methods, harvest allocation models, human dimensions, policy and emerging issues. Prerequisites: BIOL 001, BIOL 002, WFB 161.

WFB 271. Wetlands Wildlife. 4 Credits.

Ecology, behavior, and population dynamics of wetland wildlife with emphasis on policy and management for waterfowl in North America. Prerequisites: WFB 174; NR 103 or BCOR 102.

WFB 273. Terrestrial Wildlife. 3 Credits.

Integration of ecological principles, wildlife biology, land use, and human dimensions in wildlife. Emphasis on development and maintenance of terrestrial wildlife habitat, and population regulation of terrestrial species. Prerequisites: WFB 174, and NR 103 or BCOR 102.

WFB 274. Terrestrial Wildlife Lab. 1 Credit.

Laboratory and field experience related to terrestrial species and management of their habitat. Field project required.

WFB 275. Wildlife Behavior. 3 Credits.

Behavior and social organization of game and nongame species as they pertain to population management. Prerequisites: BIOL 001 and BIOL 002, or BCOR 011 and BCOR 012, and NR 103 or BCOR 102.

WFB 279. Marine Ecology & Conservation. 3 Credits.

The science of conservation biology and ecology in marine systems. Topics such as the components and processes of marine ecosystems, fisheries management, endangered species, and marine protected areas will be explored. Prerequisites: NR 103 or BCOR 102; Junior standing.

WFB 283. Terrestrial Wildlife. 4 Credits.

Wildlife ecology with an emphasis on management and conservation of species, populations, and ecosystems. Prerequisite: WFB 174, and NR 103 or BCOR 102.

WFB 311. Ecology of Fishes. 3 Credits.

Structure of fish assemblages, zoogeography, morphology, life history strategies, bioenergetics, competition, predation, and fish effect on ecosystems. Prerequisite: Graduate standing.

WFB 352. Population Dynamics & Modeling. 4 Credits.

Modeling and analysis of animal population dynamics, as influenced by environmental, ecological, and management factors; estimation of population size, density, survivorship, reproduction, and migration. Prerequisite: Graduate standing.

WFB 387. Graduate Special Problems. 1-6 Credits.

Advanced readings or special investigation dealing with a topic beyond the scope of existing formal courses or thesis research, culminating in an acceptable paper.

WFB 388. Graduate Special Problems. 1-3 Credits.

Advanced readings or special investigation dealing with a topic beyond the scope of existing formal courses or thesis research, culminating in an acceptable paper.

WFB 396. Special Topics. 1-18 Credits.

See schedule of courses for specific titles.

ACCOUNTANCY

OVERVIEW

The Master of Accountancy (MAcc) degree is designed to equip students with the 150 hours of university-level education required to sit for the Certified Public Accountant (CPA) exam and become certified as a CPA. The curriculum prepares students to become successful professionals, auditors, tax preparers and advisors, corporate, not-for-profit and governmental accountants. Graduates may also complete various other professional certifications including the Certified Management Accountant (CMA), Certified Internal Auditor (CIA), Certified Information Systems Auditors (CISA) or the Certified Fraud Examiner (CFE).

DEGREES

- Accountancy (M.Acc.) AMP (p. 89)
- Accountancy M.Acc. (p. 90)

FACULTY

Arel, Barbara M.; Associate Professor, School of Business Administration; PHD, Arizona State University

Bonifield, Carolyn Marie; Associate Professor, School of Business Administration; PHD, University of Iowa

Cats-Baril, William Lawrence; Associate Professor, School of Business Administration; PHD, University of Wisconsin Madison
Chiang, Kevin C.; Professor, School of Business Administration; PHD, Louisiana State University

Dempsey, Stephen Jeffrey; Associate Professor, School of Business Administration; PHD, Virginia Polytechnic Institute and State University

DeWitt, Rocki-Lee; Professor, School of Business Administration; PHD, Columbia University

Do, Hung Tuan; Assistant Professor, School of Business Administration; PHD, Purdue University

Garcia, Patrick Raymund James; Assistant Professor, School of Business Administration; Ph.D., Australian National University

Gove, Steven F.; Assistant Professor, School of Business Administration; Ph.D., Arizona State University

Hart, Stuart; Professor, School of Business Administration; Ph.D., University of Michigan

Hughes, Susan Boedeker; Associate Professor, School of Business Administration; PHD, University of Cincinnati

Jones, David A.; Associate Professor, School of Business Administration; PHD, University of Calgary

Kingsley, Allison F.; Assistant Professor, School of Business Administration; PHD, Columbia University

Lucas, Marilyn T.; Associate Professor, School of Business Administration; PHD, University of Illinois Urbana-Champaign

Monsen, Erik; Associate Professor, School of Business Administration; Ph.D., University of Colorado

Noordewier, Thomas Gerald; Professor, School of Business Administration; PHD, University of Wisconsin Madison

Novak, David C.; Associate Professor, School of Business Administration; PHD, Virginia Polytechnic Institute and State University

Schnitzlein, Charles R.; Professor, School of Business Administration; Ph.D., Washington University

Sharma, Pramodita; Professor, School of Business Administration; PHD, University of Calgary

Sharma, Sanjay; Professor, School of Business Administration; PHD, University of Calgary

Tomas III, Michael John; Associate Professor, School of Business Administration; PHD, Syracuse University

Tomas, Amy M.; Senior Lecturer, School of Business Administration; PHD, University of Memphis

Vanden Bergh, Richard G.; Associate Professor, School of Business Administration; PHD, University of California Berkeley

Walberg, Glenn C.; Assistant Professor, School of Business Administration; JD, College of William and Mary

Zhang, Chun; Associate Professor, School of Business Administration; PHD, Michigan State University

Zhang, Jie; Assistant Professor, School of Business Administration; DBA, Boston University

ACCOUNTANCY (M.ACC.) AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Master of Accountancy provides a means of entry into the public accounting profession. Qualified undergraduate students who plan to earn the Master of Accountancy (M.Acc.) degree may enroll in the Accelerated Master's Program which enables UVM students to begin working on their master's degree requirements during the last semester of their undergraduate study.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Accountancy

Students should apply for admission to the accelerated M.Acc. program during the first semester of their senior year. Admission to the accelerated program requires the following:

- A declared accounting concentration;
- A minimum cumulative grade point average of 3.20;
- Completion of the Graduate College application form, that must include at least one positive letter of recommendation from a faculty member who taught the applicant in a 100- or 200-level accounting or finance course;
- A designation on the first page of the application indicating the applicant is applying for the accelerated program.

Consistent with the M.Acc. application guidelines, GMAT scores are not required of students enrolled in the School of Business Administration's accounting concentration with overall GPAs of 3.20 or higher.

Minimum Degree Requirements

Students may take up to nine (9) credits of graduate course work prior to the conferral of the B.S.B.A. degree. Of these, a maximum of six (6) graduate credits taken after Graduate College acceptance into the AMP program may be counted in the grade point average for both the B.S.B.A. and M.Acc. degrees. The other three (3) credits will only count toward the M.Acc. degree. All courses to be counted toward the M.Acc. degree must be completed after Graduate College acceptance of the students in the accelerated program, be 200- or 300-level business courses, and cannot include any courses that are required for the undergraduate program (the prohibition includes any courses required to reach 120 hours required for the B.S.B.A. and the four 100- and 200-level courses required for the accounting concentration), and be approved by the program director.

Comprehensive Examination

M.Acc. students complete the comprehensive examination through successful completion of the capstone course, BSAD 361

Requirements for Advancement to Candidacy for the Degree of Master of Accountancy

Successful completion of any pre-requisite courses, and at least 15 graded graduate credits with a 3.0 or better, including all core courses.

ACCOUNTANCY M.ACC.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Master of Accountancy provides a means of entry into the public accounting profession and positions in corporate, government and not-for-profit financial reporting.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Accountancy

To be considered by the Graduate Studies Committee, applicants to the Master of Accountancy must meet the following minimum requirements:

- 4-year Bachelor's degree
- 2.75 (4.00 scale) overall GPA
- 500 score on the GMAT (or the GRE equivalent)

Students graduating from academic institutions in non-English speaking countries must demonstrate their abilities in English. A minimum TOEFL score of 90 is required for admission.

Students graduating from the University of Vermont or St. Michael's College with a degree in business should consult the M.Acc. Department for additional specific information.

Prerequisite Courses include:

- Mathematics
- Macro Economics
- Micro Economics
- Business Statistics
- Principles of Financial Accounting
- Principles of Managerial Accounting
- Intermediate Accounting 1
- Intermediate Accounting 2

Minimum Degree Requirements

The program requires 30 graduate credit hours made up of:

- 18 credit hours of accounting, auditing and tax knowledge;
- 3 credit hours of CPA law;
- 3 credit hours of Professional Communications; and
- 6 credit hours of graduate-level business electives. [Students who completed an undergraduate business degree have the option of replacing these business electives with additional accounting courses.]

The program emphasizes appropriate research strategies and techniques, effective business writing, and professional presentation skills. Students work closely with their academic advisor to design a course of study that best suits their future career objectives and prior course work.

Students who meet the prerequisite requirements can complete the MAcc program in one year. Spring admission is only permitted for students who plan to spend at least three semesters in the program. International students will likely require two years to complete the program. The capstone course must be completed in the final spring semester of study.

Comprehensive Examination

MAcc students complete the comprehensive examination through successful completion of the capstone course, BSAD 361.

Requirements for Advancement to Candidacy for the Degree of Master of Accountancy

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses.

ANIMAL SCIENCE

OVERVIEW

The research program focuses on dairy animal agriculture involving a combination of courses and graduate research. Areas of research interest include lactation physiology, mastitis, calf and cow nutrition, immunology, and genetics.

DEGREES

- Animal Science AMP (p. 91)
- Animal Science M.S. (p. 92)

FACULTY

Barbano, David Mark; Adjunct Professor, Department of Animal Science; PHD, Cornell University

Barlow, John; Assistant Professor, Department of Animal Science; DVM, University of Illinois Urbana-Champaign; PHD, University of Vermont

Dann, Heather; Adjunct Assistant Professor, Department of Animal Science; PHD, University of Illinois

Fobare Erickson, Patricia Ann; Senior Lecturer; DVM, Cornell University

Grant, Richard; Adjunct Professor, Department of Animal Science; PHD, Purdue University

Greenwood, Sabrina Louise; Assistant Professor, Department of Animal Science; PHD, University of Guelph

Kerr, David; Professor, Department of Animal Science; PHD, University of Saskatchewan

Kraft, Jana; Assistant Professor, Department of Animal Science; PHD, University of Jena

McKay, Stephanie Dawn; Assistant Professor, Department of Animal Science; PHD, University of Alberta

Smith, Julia M.; Extension Associate Professor, Department of Animal Science; PHD, Cornell University

Townson, David H; Professor, Department of Animal Science, PHD, Michigan State University

Zhao, Feng-Qi; Associate Professor, Department of Animal Science; PHD, University of Alberta

ANIMAL SCIENCE AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

An option for the outstanding student with an interest in a graduate degree is the Accelerated Master's Program in which students commence study for their master's degree in their senior year and have the potential to obtain a B.S./M.S. in a five-year period.

Further details about the Accelerated Master's Program, available for students majoring in Animal Science or Biological Science, can be obtained from the Department of Animal and Veterinary Science, 102 Terrill Bldg., (802) 656-2070.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An acceptable undergraduate major in animal science, chemistry, biology, or a related field. Satisfactory scores on the general (aptitude) Graduate Record Examination must be presented.

Minimum Degree Requirements

Option A (Thesis)	
Thirty credits of study with a minimum of fifteen credits in courses in animal science or related fields and a minimum of nine credits of thesis research. Students are required to attend and participate in ASCI 301 and ASCI 302 every semester the courses are offered. Students must also prepare a research proposal.	30
Students are expected to meet with their graduate studies committee during their second and third semester, and during the final semester for their thesis defense. Students are also expected to have one publication ready to submit or already submitted to an appropriate journal at the time of their defense. Students are also required to participate in at least one semester of teaching.	
Option B (Non-thesis)	
Thirty credits of study with twenty-four credits in courses in animal science or related fields, and a minimum of six credits of literature research. Students are required to attend and participate in ASCI 301 and ASCI 302 every semester the courses are offered.	30

Comprehensive Examination

Animal Science AMP students are required to pass both a written and a subsequent oral comprehensive examination in their field of specialization. Satisfactory completion of the written examination is a prerequisite to standing for the oral examination. The student's studies committee decides the format of this exam (time and page limits, open or closed book, etc.). All comprehensive examinations are taken on the University of Vermont campus in Burlington. One re-examination only is permitted for any failed comprehensive examination. The comprehensive examination is not the same as the oral thesis defense, and must be passed satisfactorily before defending the thesis. Usually the comprehensive exam process is completed at least 2 months prior to the thesis defense.

Requirements for Advancement to Candidacy for the Degree of Master of Science

The applicant must satisfy the requirements of the Graduate College and complete one semester with satisfactory performance in graduate courses or courses prescribed by the graduate studies committee.

ANIMAL SCIENCE M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The research program focuses on dairy animal agriculture involving a combination of courses and graduate research. Areas of research interest include lactation physiology, mastitis, calf and cow nutrition, immunology, and genetics.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An acceptable undergraduate major in animal science, chemistry, biology, or a related field. Satisfactory scores on the general (aptitude) Graduate Record Examination must be presented.

Minimum Degree Requirements

Option A (Thesis)	
Thirty credits of study with a minimum of fifteen credits in courses in animal science or related fields and a minimum of nine credits of thesis research. Students are required to attend and participate in ASCI 301, and ASCI 302, every semester the courses are offered. Students must also prepare a research proposal.	30
Students are expected to meet with their graduate studies committee during their second and third semester, and during the final semester for their thesis defense. Students are also expected to have one publication ready to submit or already submitted to an appropriate journal at the time of their defense. Students are also required to participate in at least one semester of teaching.	
Option B (Non-Thesis)	
Thirty credits of study with twenty-four credits in courses in animal science or related fields, and a minimum of six credits of literature research. Students are required to attend and participate in ASCI 301, and ASCI 302, every semester the courses are offered.	30

Comprehensive Examination

Animal Science M.S. students are required to pass both a written and a subsequent oral comprehensive examination in their field of specialization. Satisfactory completion of the written examination is a prerequisite to standing for the oral examination. The student's studies committee decides the format of this exam (time and page limits, open or closed book, etc.). All comprehensive examinations are taken on the University of Vermont campus in Burlington. One re-examination only is permitted for any failed comprehensive examination. The comprehensive examination is not the same as the oral thesis defense, and must be passed satisfactorily before defending

the thesis. Usually the comprehensive exam process is completed at least 2 months prior to the thesis defense.

Requirements for Advancement to Candidacy for the Degree of Master of Science

The applicant must satisfy the requirements of the Graduate College and complete one semester with satisfactory performance in graduate courses or courses prescribed by the graduate studies committee.

ANIMAL, NUTRITION AND FOOD SCIENCES

OVERVIEW

An interdisciplinary program leading to the Ph.D. degree in Animal, Nutrition and Food Sciences is offered under the direction of a committee composed of faculty members drawn from the departments of Animal and Veterinary Sciences and Nutrition and Food Sciences. The goal of this interdisciplinary program is to provide advanced education and research training in mammalian physiology and endocrinology, mammary gland biology, basic and applied nutrition, and food microbiology and technology. While all Ph.D. students will complete a common core of courses, they will choose from one of three tracks for specialized study: nutrition, food sciences, or animal science. The program provides flexibility necessary for students to gain competence in the area of their choice. The extensive research facilities of the participating departments are available to all graduate students enrolled in the program.

DEGREES

- Animal, Nutrition and Food Sciences Ph.D. (p. 93)

FACULTY

Barlow, John; Assistant Professor, Department of Animal Science; DVM, University of Illinois Urbana-Champaign; PHD, University of Vermont

Berlin, Linda; Extension Assistant Professor, Department of Nutrition and Food Science; PHD, Tufts University

Donnelly, Catherine W.; Professor, Department of Nutrition and Food Science; PHD, North Carolina State University

Fobare Erickson, Patricia Ann; Senior Lecturer, Department of Animal Science; DVM, Cornell University

Greenwood, Sabrina Louise; Assistant Professor, Department of Animal Science; PHD, University of Guelph

Guo, Mingruo; Professor, Department of Nutrition and Food Science; PHD, National University of Ireland at Cork

Harvey, Jean Ruth; Professor, Department of Nutrition and Food Science; PHD, University of Pittsburgh

Johnson, Rachel K.; Professor, Department of Nutrition and Food Science; PHD, Pennsylvania State University

Kerr, David; Professor, Department of Animal Science; PHD, University of Saskatchewan

Kindstedt, Paul Stephen; Professor, Department of Nutrition and Food Science; PHD, Cornell University

Kraft, Jana; Assistant Professor, Department of Animal Science; PHD, University of Jena

McKay, Stephanie Dawn; Assistant Professor, Department of Animal Science; PHD, University of Alberta

Pintauro, Stephen Joseph; Associate Professor, Department of Nutrition and Food Science; PHD, University of Rhode Island
Pope, Lizzy; Assistant Professor, Department of Nutrition and Food Science; PHD, The University of Vermont
Smith, Julia M.; Extension Associate Professor, Department of Animal Science; PHD, Cornell University
Townson, David H; Professor, Department of Animal Science; PHD, Michigan State University
Trubek, Amy B.; Associate Professor, Department of Nutrition and Food Science; PHD, University of Pennsylvania
Wright, Andre-Denis G.; Professor, Department of Animal Science; PHD, University of Guelph
Zhao, Feng-Qi; Associate Professor, Department of Animal Science; PHD, University of Alberta

ANIMAL, NUTRITION AND FOOD SCIENCES PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

An interdisciplinary program leading to the Ph.D. degree in Animal, Nutrition and Food Sciences is offered under the direction of a committee composed of faculty members drawn from the departments of Animal and Veterinary Sciences and Nutrition and Food Sciences. The goal of this interdisciplinary program is to provide advanced education and research training in mammalian physiology and endocrinology, mammary gland biology, basic and applied nutrition, and food microbiology and technology. While all Ph.D. students will complete a common core of courses, they will choose from one of three tracks for specialized study: nutrition, food sciences, or animal science. The program provides flexibility necessary for students to gain competence in the area of their choice. The extensive research facilities of the participating departments are available to all graduate students enrolled in the program.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

Satisfactory scores on the general (aptitude) Graduate Record Examination must be presented.

Minimum Degree Requirements

- The candidate must meet all the requirements as prescribed by the Graduate College for the degree of Doctor of Philosophy.
- Candidates in the Animal Science track are required to attend and participate in ASCI 301 and ASCI 302 every semester that the courses are offered. These candidates must also participate in one semester of ASCI 303.
- Candidates in the Nutrition and Food Sciences tracks are required to attend and participate in NFS 350 (minimum of 3 credits) and NFS 295 (Journal club, minimum of 2 credits). These candidates must also participate in one semester of NFS 360.

- In addition, all courses and seminars as established by the graduate studies committee must be satisfactorily met. The student is expected to meet with their committee within the first two semesters and then at least annually until the doctoral research is completed and an acceptable dissertation written and defended.
- It is also expected that a Ph.D. student will have at least two publications ready to submit, or already submitted, to an appropriate scientific journal. The specific publication expectations will be determined in consultation with the candidate's Graduate Studies Committee.
- All doctoral candidates must acquire appropriate teaching experience prior to the award of the degree. The nature and amount of teaching will be determined by the candidate's program.
- Proficiency in a modern foreign language or computer language and programming is optional at the discretion of the graduate studies committee.

Comprehensive Examination

For candidates in all tracks, the Comprehensive Examination will consist of both a written and oral component. The specific format of the written and oral exams will be determined in consultation with the candidate's Graduate Studies Committee. Both the written and oral exams should typically be passed by the end of the third year of candidacy, but absolutely no later than six months before the dissertation is submitted. Should the candidate fail the examination, only one re-examination is permitted. Success in the comprehensive examination is prerequisite to standing for the Dissertation Defense Examination

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

The applicant must satisfy the prerequisites of the Graduate College and complete one semester with satisfactory performance in graduate courses or courses prescribed by the graduate studies committee.

BIOCHEMISTRY

OVERVIEW

The goal of the Biochemistry Graduate Program at the University of Vermont is to prepare students for careers in science as both researchers and educators. This is accomplished by expanding knowledge of both chemistry and biochemistry, while cultivating the ability for critical analysis, creativity and independent study.

DEGREES

- Biochemistry AMP (p. 94)
- Biochemistry M.S (p. 95).

FACULTY

Berger, Christopher Lewis; Professor, Department of Molecular Physiology & Biophysics; PHD, University of Minnesota
Bouchard, Beth Ann; Assistant Professor, Department of Biochemistry; PHD, University of Vermont

Brummel-Ziedins, Kathleen E.; Associate Professor, Department of Biochemistry; PHD, University of Maryland College Park

Butenas, Saulius; Associate Professor, Department of Biochemistry; PHD, Institute of Polytech at Kansas

Everse, Stephen Jay; Associate Professor, Department of Biochemistry; PHD, University of California San Diego

Francklyn, Christopher Steward; Professor, Department of Biochemistry; PHD, University of California Santa Barbara

Gordon, Jonathan; Assistant Professor, Department of Biochemistry; PHD, University of Western Ontario, Canada

Heath, Jessica; Assistant Professor, Department of Pediatrics; Department of Biochemistry; MD, SUNY Stony Brook

Hondal, Robert J.; Associate Professor, Department of Biochemistry; PHD, Ohio State University

Kelm, Robert; Associate Professor, Department of Medicine; PHD, University of Vermont

Lian, Jane; Professor, Department of Biochemistry; PHD, Boston University School of Medicine

Morrical, Scott Walker; Professor, Department of Biochemistry; PHD, University of Wisconsin Madison

Qu  net, Delphine; Assistant Professor, Department of Biochemistry, PHD; University of Strasbourg, France

Silveira, Jay R.; Assistant Professor, Department of Biochemistry; PHD, University of Vermont

Stein, Gary; Professor, Department of Biochemistry; PHD, University of Vermont

Stein, Janet; Professor, Department of Biochemistry; PHD, Princeton University

Tracy, Paula Babiarz; Professor, Department of Biochemistry; PHD, Syracuse University

Zaidi, Sayyed Kaleem; Associate Professor, Department of Biochemistry; PHD, University of Punjab

BIOCHEMISTRY AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

Our accelerated master's degree program (AMP) in Biochemistry is designed to offer select UVM undergraduate science majors the opportunity to obtain both their bachelor's degree and a master's degree in biochemistry in a total of five years of study. Students may choose to complete either a thesis-based or non-thesis AMP. The objective of this program is to provide students both a theoretical and practical knowledge of fundamental biochemical concepts while preparing students for careers in research (academic or industrial) or increasing their competitiveness for additional graduate degrees.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

Students could apply for admission into the accelerated master's in biochemistry program in the beginning of fall semester their junior year and as late as the fall semester of their senior year. Admission into this program requires the following:

- A minimum cumulative grade point average of 3.2;
- Satisfactory completion of BIOC 205 & BIOC 206;
- Completion of the Graduate College Application form;
- Agreement of a UVM Biochemistry faculty member to serve as AMP advisor (this faculty member should also write one of the three recommendation letters in support of the student's application to the Graduate College).

GRE/GMAT scores are NOT an admission requirement for the accelerated master's in biochemistry program.

Note: Students MUST be admitted through the Graduate College before taking any courses that will be applied to the master's degree requirements. Students may start full-time master's degree coursework in the summer following their undergraduate graduation.

Minimum Degree Requirements for the Degree of Master of Science

A minimum of 30 credits and successful completion of a comprehensive exam are required for completion of the accelerated master's degree in biochemistry. Students must meet all of the requirements stipulated by the UVM Graduate College for the Master's Degree.

Students may take up to nine credit hours of graduate level coursework before the conferral of the bachelor's degree. Of these, a maximum of six credit hours may be counted for both the bachelor's and master's degrees. The other three credit hours can only count toward the master's degree provided they are not used in completing the bachelor's degree. Students would then be expected to complete remaining master's degree requirements during a fifth year of study.

Students must complete the following courses:

BIOC 301	General Biochemistry *	3
BIOC 302	General Biochemistry *	3
BIOC 381	Seminar	1

*Successful completion of BIOC 205/BIOC 206 can substitute for the BIOC 301/BIOC 302 requirement for previous UVM students only. However, these will not count towards the 30 graduate credit requirement.

Note: If a physical chemistry course has not been taken previously, a student must take Physical Chemistry (CHEM 162 or CHEM 165) in their first year (for which they do not receive credit toward the MS degree). CHEM 162 is no longer offered, but if a student has already taken this course, it is acceptable for the Physical Chemistry requirement.

Students must complete at least two upper level courses (6 credits) from the following selection of courses:

BIOC 351	Proteins I: Structure&Function	3
BIOC 352	Protein: Nucleic Acid Interact	3

BIOC 353	Proteins II: Enzymology	3
BIOC 370	Physical Biochemistry	3
BIOC 372	Cancer Biology	3

Remaining credits in the degree program should be selected from the following approved list. Special topics or other graduate courses may be acceptable by prior approval from the Chair of the Departmental Graduate Studies Committee.

BIOC 325	Data Analysis&Presentation I	2
BIOC 326	Data Analysis&Presentation II	2
CHEM 223	Mass Spectrometry	3
CLBI 301	Cell Biology	3
MMG 211	Prokaryotic Molecular Genetics	3
MMG 232	Methods in Bioinformatics	3
MPBP 301	Human Physiology & Pharm I	4
MPBP 323	Biophysical Techniques	4
PHRM 201	Introduction to Pharmacology	3
PHRM 272	Toxicology	3

Thesis Track:

At least nine (and up to 13) credits of Master's Thesis Research (BIOC 391) are required. In addition, a written thesis and defense of this thesis must occur according to the guidelines laid out by the Graduate College.

Non-Thesis Track:

At least six (and up to 9) credits of Independent Literature Research (BIOC 392) and two credits of independent research set up as a special topics course (BIOC 395) with your mentor are required. In addition, a manuscript in the format of a review article must be submitted to the Departmental Graduate Studies Committee and a seminar on the manuscript must be presented to the Department.

Comprehensive Examination

The comprehensive examination must be taken by the end of the second semester as a matriculated graduate student for students admitted in the accelerated program. The examination will cover broad knowledge of the student's discipline. The details and format of the examination and its form (written or oral or both) are decided upon by the Departmental Graduate Studies Committee and will be discussed with the student well in advance of the exam. A single re-take is permitted for the comprehensive exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Advancement to candidacy requires satisfactory completion of the comprehensive exam.

BIOCHEMISTRY M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The objective of this program is to provide students both a theoretical and practical knowledge of fundamental biochemical concepts while preparing students for careers in research (academic or industrial) or increasing their competitiveness for additional graduate degrees.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An acceptable undergraduate major in biochemistry, biology, chemistry, or a related field. Satisfactory scores on the general (aptitude) Graduate Record Examination must be presented. Subject GRE not required, but helpful. In addition: year-long courses in organic chemistry, physical chemistry, and physics (equivalent to CHEM 141/CHEM 142 or CHEM 143; CHEM 144, CHEM 162 or CHEM 165 and PHYS 051/PHYS 152); quantitative chemistry; mathematics preferably through differential and integral calculus; a year-long course in a biological science. If a physical chemistry course has not been taken previously, a student must take Physical Chemistry (CHEM 162 or CHEM 165) in their first year (for which they do not receive credit toward the M.S. degree).

Note: CHEM 162 is no longer offered, but if a student has already taken this course, it is acceptable for the Physical Chemistry requirement.

Minimum Degree Requirements

A minimum of 30 credits (at least seventeen of which must be taken from graduate courses offered by the Department of Biochemistry) and successful completion of a comprehensive exam are required for completion of the master's degree in biochemistry. Students must meet all of the requirements stipulated by the UVM Graduate College for the Master's Degree.

Students must complete the following courses:

BIOC 301	General Biochemistry *	3
BIOC 302	General Biochemistry *	3
BIOC 381	Seminar	1

*Successful completion of BIOC 205/BIOC 206 can substitute for the BIOC 301/BIOC 302 requirement for previous UVM students only. However, these will not count towards the 30 graduate credit requirement.

Students must complete at least two upper level courses (6 credits) from the following selection of courses:

BIOC 351	Proteins I: Structure&Function	3
BIOC 352	Protein: Nucleic Acid Interact	3

BIOC 353	Proteins II: Enzymology	3
BIOC 370	Physical Biochemistry	3
BIOC 372	Cancer Biology	3

Remaining credits in the degree program should be selected from the following approved list. Special topics or other graduate courses may be acceptable by prior approval from the Chair of the Departmental Graduate Studies Committee.

BIOC 263	Nutritional Biochemistry	3
BIOC 325	Data Analysis&Presentation I	2
BIOC 326	Data Analysis&Presentation II	2
CHEM 223	Mass Spectrometry	3
CLBI 301	Cell Biology	3
MMG 211	Prokaryotic Molecular Genetics	3
MMG 232	Methods in Bioinformatics	3
MPBP 301	Human Physiology & Pharm I	4
MPBP 323	Biophysical Techniques	4
PHRM 201	Introduction to Pharmacology	3
PHRM 272	Toxicology	3

Thesis Track:

At least nine (and up to 13) credits of Master's Thesis Research (BIOC 391) are required. In addition, a written thesis and defense of this thesis must occur according to the guidelines laid out by the Graduate College.

Non-Thesis Track:

At least six (and up to 9) credits of Independent Literature Research (BIOC 392) and two credits of independent research set up as a special topics course (BIOC 395) with your mentor are required. In addition, a manuscript in the format of a review article must be submitted to the Departmental Graduate Studies Committee and a seminar on the manuscript must be presented to the Department.

Comprehensive Examination

The comprehensive examination must be taken by the end of the second semester as a matriculated graduate student. The examination will cover broad knowledge of the student's discipline. The details and format of the examination and its form (written or oral or both) are decided upon by the Departmental Graduate Studies Committee and will be discussed with the student well in advance of the exam. A single re-take is permitted for the comprehensive exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Advancement to candidacy requires satisfactory completion of the comprehensive exam.

BIOENGINEERING

OVERVIEW

The Bioengineering Ph.D. is an interdisciplinary graduate degree that leverages the close proximity on campus of the School of Engineering and the College of Medicine. The program is administered by the School of Engineering with strong involvement of the College of Medicine, and has a particular focus on complex systems. Students take courses in both the STEM disciplines and the biomedical sciences, including a core of required courses and a selection of electives as suits their research interests. Co-mentoring between faculty in engineering and the biomedical sciences is encouraged.

DEGREES

- Bioengineering Ph.D. (p. 97)

FACULTY

Bates, Jason H. T.; Professor, Department of Medicine-Pulmonary; DSC, Canterbury University

Bentil, Daniel E.; Associate Professor, Department of Mathematics and Statistics; DPHIL, University of Oxford

Berger, Christopher Lewis; Professor, Department of Molecular Physiology and Biophysics; PHD, University of Minnesota Twin Cities

Beynon, Bruce David; Professor, Department of Orthopaedics and Rehabilitation; PHD, University of Vermont

Cipolla, Marilyn Jo; Professor, Department of Neurological Sciences; PHD, University of Vermont

Dubief, Yves C.; Associate Professor, School of Engineering; PHD, Institut National Polytechnique de Grenoble

Eppstein, Margaret Jean; Professor and Chair, Department of Computer Science; PHD, University of Vermont

Henry, Sharon Margaret; Professor, Department of Rehabilitation and Movement Science; PHD, University of Vermont

Hitt, Darren Lee; Professor, School of Engineering; PHD, Johns Hopkins University

Huston, Dryver R.; Professor, School of Engineering; PHD, Princeton University

Krag, Martin Hans; Professor, Department of Orthopaedics and Rehabilitation; MD, Yale University

Marshall, Jeffrey Scott; Professor, School of Engineering; PHD, University of California Berkeley

Oldinski, Rachael Ann; Assistant Professor, School of Engineering; PHD, Colorado State University

Ossareh, Hamid; Assistant Professor, Department of Electrical and Biomedical Engineering, PHD; University of Michigan, Ann Arbor, MI

Rizzo, Donna Marie; Professor, School of Engineering; PHD, University of Vermont

Spector, Peter Salem; Professor, Department of Medicine-Cardiology; MD, Albert Einstein College of Medicine

Warshaw, David; Professor and Chair, Department of Molecular Physiology and Biophysics; PHD, University of Vermont

Wu, Ge; Professor, Department of Rehabilitation and Movement Science; PHD, Boston University

Wu, Jun-Ru; Professor, Department of Physics; PHD, University of California Los Angeles

Yu, Jun; Professor, Department of Mathematics and Statistics; PHD, University of Washington Seattle

BIOENGINEERING PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The program in Bioengineering is interdisciplinary and offers the Doctor of Philosophy degree. Graduate students obtain the Ph.D. degree through a program administered by the School of Engineering. The program is overseen by its director and administered by a curriculum committee comprising members from the School of Engineering and the College of Medicine.

Participating faculty with strong commitments to bioengineering research and education are from the School of Engineering, the College of Medicine, and other departments and colleges across campus. The extensive research facilities of the participating faculty and departments are available to all graduate students enrolled in the program and the program provides the flexibility necessary for students to gain competence in the area of their choice. Research includes: bioinstrumentation, biomechanics, biomedical imaging, biomedical systems and signal analysis, clinical engineering, implant design, rehabilitation engineering, simulation and modeling, biomaterials, synthetic biology, tissue engineering, and biomathematics.

Students in the program are generally supported by sponsored research projects, participating departments and training grants. Inquiries about current research and funding opportunities should be directed to:

University of Vermont
School of Engineering
Votey Hall
Burlington, VT 05405
(802) 656-8157

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

Students applying for admission to the graduate program must meet the general requirements of admission of the University of Vermont Graduate College. Admission is competitive and students are selected on the basis of their scholastic preparation and intellectual capacity.

The following minimum preparation is recommended:

- Biology, Chemistry: Two semesters each, or four introductory courses in the following subjects - anatomy, biology, biophysics, chemistry, physiology
- Engineering: Two introductory courses in one or more of the following subjects - biomechanics, mechanics, thermodynamics, electrical engineering, control theory, or fluid mechanics
- Mathematics: One course past differential equations

- Physics: Two semesters of physics
- Satisfactory scores on the general Graduate Record Examination (GRE) must be presented

Special arrangements may be made, on an individual basis, for students who are highly prepared in one area, but less well prepared in another.

Minimum Degree Requirements

Candidates for the degree of Doctor of Philosophy must complete thirteen graduate credits of required courses (advanced bioengineering systems, complex systems, human physiology and pharmacology or equivalent, and an advanced mathematics or statistics course) plus at least seventeen credits of approved technical electives. In addition, the candidate must complete a teaching requirement, pass a comprehensive examination, complete up to forty-five credits of dissertation research, and pass a final oral examination.

Comprehensive Examination

The comprehensive exam for the Bioengineering Ph.D. will normally be taken at the end of a candidate's fourth semester of study (typically around May of Year 2) and will consist of a written part and an oral part.

The Written Part: The written part of the comprehensive examination will be a report written in the form of a research grant proposal based around a research idea in the area of the candidate's dissertation work, and will comprise three Specific Aims. The first two aims will be focused in the area of the candidate's Ph.D. research, and will be expected to include some preliminary data and a research plan that is grounded in techniques that are well understood by the candidate. The third aim will be a "stretch aim" that extends beyond the scope of the candidate's research. In this third aim, the candidate will be expected to exhibit evidence of an ability to generate imaginative and thoughtful hypotheses, and to think laterally about how their Ph.D. research area could be developed in a new direction.

The Oral Part: The oral part of the comprehensive examination will be a formal seminar by the student in front of their advisory committee. The student will be asked to defend the proposal and to answer any additional questions the committee members feel appropriate after the seminar. It is expected that there will be specific questions directly associated with broad engineering and biological sciences, as well as complex systems analyses and approaches.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Completion of any deficient admission requirements.

BIOLOGY

OVERVIEW

The Biology Graduate Program has excellent students, world-class faculty members who advise students and superb staff members. Faculty members work with students to design a set of

courses, a research project and other activities that will prepare them for their career choice of:

- academic research
- medical institution research
- private sector research
- government work
- teaching at the baccalaureate level

No matter what the choice is, this program will help students to develop as research scientists who know how to write, think critically, and express themselves effectively. Faculty will also help students to network and find the right position for their next step: postdoctoral training, industry, teaching position, etc. All Biology students learn to teach undergraduates, helping to develop teaching skills which will serve them well regardless of whether teaching is their ultimate career goal. Biology graduate students are very successful and are appreciated for their contribution to undergraduate research, to the research program of the faculty, and to the quality and liveliness of the Biology Department.

The research of Biology faculty is grouped into two clusters: Cell and Molecular Biology and Ecology-Evolution-Animal Behavior. Students will have the opportunity to mention from the outset of the application process whose research they are interested in. While faculty research interests fall into these two broad groupings, students are encouraged to consider research projects that cross disciplines.

Biology offers an Accelerated Masters Degree, a Masters Degree, a Doctor of Philosophy (PhD) degree, and a Masters of Science in Teaching degree. PhD applicants are given priority over MS applicants.

DEGREES

- Biology AMP (p. 98)
- Biology M.S. (p. 99)
- Biology M.S.T. (p. 100)
- Biology Ph.D. (p. 100)

FACULTY

Agnarsson, Ingi; Associate Professor, Department of Biology; PHD, George Washington University

Ballif, Bryan A.; Associate Professor, Department of Biology; PHD, Harvard University

Brody, Alison Kay; Professor, Department of Biology; PHD, University of California Davis

Cahan, Sara Irene; Associate Professor, Department of Biology; PHD, Arizona State University

Ebert, Alicia; Assistant Professor, Department of Biology; PHD, Colorado State University

Goodnight, Charles James; Professor, Department of Biology; PHD, University of Chicago

Gotelli, Nicholas James; Professor, Department of Biology; PHD, Florida State University

Kilpatrick, Charles William; Emeritus, Department of Biology; PHD, University of North Texas

Lam, Ying Wai; Research Assistant Professor, Department of Biology; PHD, Chinese University of Hong Kong

Lockwood, Brent; Assistant Professor, Department of Biology; PHD, Stanford University, CA

Marsden, J. Ellen; Professor, Secondary Appointment in the Department of Biology; PHD, Cornell University

Mitchell, John Joseph; Senior Lecturer, Department of Biology; PHD, University of Connecticut

Pespeni, Melissa H.; Assistant Professor, Department of Biology; PHD, Stanford University

Schall, Joseph J.; Professor Emeritus, Department of Biology; PHD, University of Texas at Austin

Stevens, Lori; Professor, Department of Biology; PHD, University of Illinois Chicago

Stockwell, Jason Dana; Associate Professor, Secondary Appointment in the Department of Biology; PHD, University of Toronto

Van Houten, Judith; Professor, Department of Biology; PHD, University of California Santa Barbara

Vigoreaux, Jim Osvaldo; Professor, Department of Biology; PHD, University of Oklahoma

BIOLOGY AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

An accelerated master's degree in biology can be earned in a shortened time by applying and being accepted in the junior year of undergraduate work. Biology, Zoology, Neuroscience or Environmental Science B.S. majors should discuss this possibility with the department's graduate program director as soon as they think they might be interested in the program. The AMP M.S. is expected to be earned in one additional year.

Learning goals for AMP students are:

- Be able to execute scientific experiments, analyze and communicate experimental results orally and in writing.
- Have a working knowledge of the fundamental literature, concepts and ideas of field of study.
- Have a broad factual and conceptual knowledge of biology.

Following formal admission to the Accelerated Master's Program, up to six credits of subsequent Biology course work approved for graduate credit taken in the junior and senior year can be counted toward the degree requirement. Courses must be selected from among:

BIOL 202	Quantitative Biology	3
BIOL 203	Population Ecology	3
BIOL 204	Adv Genetics Laboratory	4
BIOL 205	Adv Genetics Laboratory	4

BIOL 208	Morphology&Evolution Insects	0 or 4
BIOL 209	Field Zoology	0 or 4
BIOL 212	Comparative Histology	0 or 4
BIOL 217	Mammalogy	0 or 4
BIOL 219	Compar/Func Vertebrate Anatomy	4
BIOL 223	Developmental Biology	3
BIOL 225	Physiological Ecology	3
BIOL 238	Winter Ecology	3
BIOL 246	Ecological Parasitology	1 or 3
BIOL 254	Population Genetics	0-4
BIOL 255	Comparative Physiology	0 or 4
BIOL 261	Neurobiology	3
BIOL 262	Neurobiology Techniques	4
BIOL 263	Genetics Cell Cycle Regulation	3
BIOL 264	Community Ecology	3
BIOL 265	Developmental Molecular Genetics	3
BIOL 266	Neurodevelopment	3
BIOL 267	Molecular Endocrinology	4
BIOL 270	Speciation and Phylogeny	4
BIOL 271	Evolution	3
BIOL 275	Human Genetics	3
BIOL 277	Sociobiology	3
BIOL 280	Molecular Ecology	0 or 4
BIOL 286	Forensic DNA Analysis	3
BIOL 295	Advanced Special Topics (with permission)	0-18
BIOL 296	Advanced Special Topics (with permission)	1-18
BIOL 372	Cutting Edge Topics	2
BIOL 381	Special Topics (with permission)	0-4

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Master's Students

To be eligible for the Accelerated Master's Program, a student must be a declared biological science, zoology, neuroscience or environmental science B.S. major, and have identified a Biology faculty sponsor. Other requirements include a GPA typically higher than 3.10 overall and 3.30 in biology courses. Following admission students are required to take at least three credits of undergraduate research with a Biology faculty member who is the intended research advisor, usually in their senior year. After graduation with the B.S.

degree, students are eligible to become candidates for the AMP M.S. degree. There is no GRE requirement for the AMP degree.

Minimum Degree Requirements

Nine or more additional course credits in biology and related fields; thesis research (up to fifteen credits); and successful defense of thesis.

Comprehensive Examination

The comprehensive examination must be taken by the end of the second semester as a matriculated graduate student for students admitted under the accelerated program. The examination will cover broad knowledge of the student's discipline. The details and format of the examination and its form (written or oral or both) are decided upon by the studies committee and will be discussed with the student well in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Satisfactory completion of a qualifying examination.

BIOLOGY M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The research of Biology faculty is grouped into two clusters: Cell and Molecular Biology and Ecology-Evolution-Animal Behavior. Students will have the opportunity to mention from the outset of the application process whose research they are interested in. While faculty research interests fall into these two broad groupings, students are encouraged to consider research projects that cross disciplines.

Learning goals for the MS degree students are:

- Be able to execute scientific experiments, analyze and communicate experimental results orally and in writing.
- Have a working knowledge of the fundamental literature, concepts and ideas of field of study.
- Have a broad factual and conceptual knowledge of biology.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An undergraduate major in biology or its equivalent. Satisfactory scores on the Graduate Record Examination, general (aptitude) section. Acceptability to the faculty member with whom the candidate wishes to do thesis research.

Minimum Degree Requirements

Biology Graduate Colloquia, four credits; eleven to eighteen additional credits in biology and related fields; thesis research (eight to fifteen credits) and successful defense of thesis. Each candidate must participate in the teaching of at least one undergraduate course.

Comprehensive Examination

The comprehensive examination must be taken by the end of the second year. The examination will cover broad knowledge of the student's discipline. The details and format of the examination and its form (written or oral or both) are decided upon by the Studies Committee and will be discussed with the student well in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Satisfactory completion of a qualifying examination.

BIOLOGY M.S.T.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

Learning goals for MST students are:

- Be able to execute scientific experiments, analyze and communicate experimental results orally and in writing.
- Have a working knowledge of the fundamental literature, concepts and ideas of field of study.
- Have a broad factual and conceptual knowledge of biology.
- Gather knowledge of new techniques and information from laboratory and other courses potentially to use in the classroom.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science in Teaching

A bachelor's degree from an accredited institution and certification as a teacher of biology or an associated field. At least three years of secondary school teaching. Satisfactory scores on the Graduate Record Examination, general (aptitude) section.

Minimum Degree Requirements

Thirty credits of course work to include a selection of courses in the Departments of Plant Biology and Biology which will broaden and balance the undergraduate work in biology. Courses in four of the five following areas: anatomy; neurobiology; morphology and systematics; evolution; genetics; developmental biology; and environmental biology. Up to twelve credits of 100-level courses may be used for the above requirements where approved by the advisor and the dean. Appropriate courses in related science departments chosen with the graduate studies committee may be used to complete the required thirty credits. No thesis is required; however, each degree recipient must complete a written examination.

Comprehensive Examination

The comprehensive examination must be taken by the end of the second year. The examination will cover broad knowledge of the student's discipline. The details and format of the examination and its form (written or oral or both) are decided upon by the Studies

Committee and will be discussed with the student well in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science in Teaching

Satisfactory completion of a qualifying examination.

BIOLOGY PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The research of Biology faculty is grouped into two clusters: Cell and Molecular Biology and Ecology-Evolution-Animal Behavior. Students will have the opportunity to mention from the outset of the application process whose research they are interested in. While faculty research interests fall into these two broad groupings, students are encouraged to consider research projects that cross disciplines.

Learning goals for the PhD degree students are:

- Be able to design and execute an independent research project, and analyze and communicate experimental results orally and in writing.
- Be proficient in analysis and visualization of experimental results.
- Be able to articulate and defend rationale and importance of research questions, study design, and analysis of results.
- Be able to communicate general and specific knowledge and importance of findings to broad audience as well as experts within sub-disciplines.
- Have a broad factual and conceptual knowledge of biology.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

Satisfactory completion of: college-level courses appropriate for science majors typically including a year of mathematics, a year of physics, organic chemistry, at least one year of biology; scores from the Graduate Record Examination, general (aptitude) section; and acceptability to the faculty member with whom the candidate wishes to do dissertation research or rotations. Deficiencies in prerequisites may be made up after entering the program.

Minimum Degree Requirements

There are seventy-five required credits, of which at least thirty credits must be earned in graduate courses including a minimum of six credits of Graduate Colloquia or special seminar style courses. The selection of courses will be designated for each student by the advisor and graduate studies committee. At least twenty, but not more than forty-five, credits must be earned in dissertation research. Each candidate must participate in the teaching of at least one undergraduate course.

Comprehensive Examination

The comprehensive examination must be taken by the end of the second semester of the second academic year. The format is a written proposal and oral defense of the proposal that will include examination of broad knowledge in the student's discipline. The details and format of the examination are decided upon by the Studies Committee and will be discussed with the student well in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

The diagnostic examination prior to registration for the first semester; the comprehensive exam; minimum requirement course work of thirty credits and additional courses as required by the advisor and graduate studies committee; at least one academic year of graduate study at the University of Vermont.

BIostatISTICS

OVERVIEW

The program offers a concentration in biostatistics leading to the M.S. degree.

Emphasis is placed on learning how to design studies and perform computerized data analysis as the statistician in a research team. The curriculum takes full advantage of courses taught in the Statistics Program and includes potential experience in a variety of health, biomedical, natural resource and other research projects in the College of Medicine or other departments of UVM. This experience is designed to provide candidates with opportunities to use their academic training and work experience in defining research problems, formulating rational methods of inquiry, and gathering, analyzing, and interpreting data.

Three faculty members are in the College of Medicine's Department of Medical Biostatistics and Bioinformatics, whose research activities cover the full range of studies that take place within an academic medicine environment. These include population-based health surveys of various types and evaluations of health promotion programs and professional education activities, such as community intervention studies to prevent smoking and to promote breast cancer screening. They also include clinical studies of many different interventions, bioengineering experiment design and measurement studies, statistical genetics, as well as data from other preclinical, clinical, and epidemiological studies.

Opportunities are also available for biostatistical research related to problems in agriculture and the life sciences, as well as natural resources and the environment. Opportunities could include multivariate or spatial data analyses for ongoing wildlife and water quality studies, for example. All students gain research and consulting experience through the research requirement: a research project (STAT 381) or a thesis (STAT 391). Other opportunities for experience will arise through involvement in the Statistical Consulting Clinic (STAT 385). (See also Statistics Program and Statistical Consulting Clinic descriptions.)

DEGREES

- Biostatistics AMP (p. 101)
- Biostatistics M.S. (p. 102)

FACULTY

Ashikaga, Takamaru; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Bagrow, James; Assistant Professor, Department of Mathematics & Statistics; PHD, Clarkson University, Potsdam, NY

Bunn, Janice Yanushka; Research Associate Professor, Department of Mathematics and Statistics; PHD, Ohio State University

Buzas, Jeff Sandor; Professor, Department of Mathematics and Statistics; PHD, North Carolina State University Raleigh

Callas, Peter W.; Research Associate Professor, Department of Mathematics and Statistics; PHD, University of Massachusetts Amherst

Jefferys, William; Lecturer I, Department of Mathematics and Statistics; PHD, Yale University

Mickey, Ruth Mary; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Scarpino, Samuel V.; Assistant Professor, Department of Mathematics and Statistics; PHD, University of Texas at Austin

Single, Richard M.; Associate Professor, Department of Mathematics and Statistics; PHD, SUNY Stony Brook

Son, Mun Shig; Professor, Department of Mathematics and Statistics; PHD, Oklahoma State University

BIostatISTICS AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

A master's degree in mathematics, statistics or biostatistics can be earned in a shortened time by careful planning during the junior and senior years at UVM. For example, the M.S. could be earned in just one additional year, because six credits of graduate level courses taken while an undergraduate can also be counted concurrently toward the M.S. degree requirements.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

Students should discuss the possibility of an Accelerated Master's Program in biostatistics with the respective program director as soon as they think they may be interested in this program. Students must declare their wish to enter the Accelerated Master's Program in writing to the statistics program director (it is recommended that this happen before the end of their junior year). They would apply to the Graduate College for admission, noting their interest in the Accelerated Master's Program. They can receive concurrent undergraduate and graduate credit for one or two graduate level courses, once admitted. No graduate credit can be counted for statistics courses earned prior to admission to the graduate program.

Minimum Degree Requirements for the Degree of Master of Science

Option A (Thesis)		
A thirty credit program requiring twenty-four credits of course work. The program must include:		
BIOS 200	Med Biostatistics&Epidemiology	3
BIOS 221	Statistical Methods II	3
BIOS 223	Applied Multivariate Analysis	3
BIOS 231	Experimental Design	3
BIOS 251	Probability Theory	3
BIOS 261	Statistical Theory	3
STAT 360	Linear Models	3
Three additional course credits are required. STAT 229 is recommended. Another 200/300 level statistics course (except BIOS 211, BIOS 241, STAT 281, BIOS 308) or (if approved) other courses in mathematics, quantitative methods, or specialized fields of application can be selected.		
Plus six semester hours of approved thesis research (BIOS 391)		6

Option B (Non-Thesis)		
A thirty credit program requiring twenty-seven credits of course work. The program must include:		
BIOS 200	Med Biostatistics&Epidemiology	3
BIOS 221	Statistical Methods II	3
BIOS 223	Applied Multivariate Analysis	3
BIOS 231	Experimental Design	3
BIOS 251	Probability Theory	3
BIOS 261	Statistical Theory	3
STAT 360	Linear Models	3
Six additional course credits are required. STAT 229 is recommended. Another 200/300 level statistics course (except BIOS 211, BIOS 241, STAT 281, BIOS 308) or (if approved) other courses in mathematics, quantitative methods, or specialized fields of application can be selected.		
The research project requirement is met by taking three credits of:		
STAT 381	Statistical Research	3
or STAT 385	Consulting Practicum	

Both Options		
---------------------	--	--

Under both plans, students must have or acquire a knowledge of the material in BIOS 211, attend the regular colloquium series and participate in the Statistics Student Associate Journal Club as part of their training. The comprehensive examination covers knowledge acquired in the core courses of the program. Under the non-thesis option, students will be expected to take major responsibility for a comprehensive data analysis or methodological research project, and are encouraged to present the results from the project.

Comprehensive Examination

A written comprehensive examination is based on the courses STAT 211, STAT 221, STAT 223, STAT 231, STAT 251, and STAT 261. The comprehensive exam is typically held two weeks after the final exam in the spring semester. The student can take the exam a maximum of two times.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of any pre-requisite courses, and at least 15 graded graduate credits earned in compilation of the graduate GPA, including all core courses. A GPA of 3.00 or greater is also required.

BIOSTATISTICS M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The program offers a concentration in biostatistics leading to the M.S. degree.

Emphasis is placed on learning how to design studies and perform computerized data analysis as the statistician in a research team. The curriculum takes full advantage of courses taught in the Statistics Program and includes potential experience in a variety of health, biomedical, natural resource and other research projects in the College of Medicine or other departments of UVM. This experience is designed to provide candidates with opportunities to use their academic training and work experience in defining research problems, formulating rational methods of inquiry, and gathering, analyzing, and interpreting data.

Three faculty members are in the College of Medicine's Department of Medical Biostatistics and Bioinformatics, whose research activities cover the full range of studies that take place within an academic medicine environment. These include population-based health surveys of various types and evaluations of health promotion programs and professional education activities, such as community intervention studies to prevent smoking and to promote breast cancer screening. They also include clinical studies of many different interventions, bioengineering experiment design and measurement studies, statistical genetics, as well as data from other preclinical, clinical, and epidemiological studies.

Opportunities are also available for biostatistical research related to problems in agriculture and the life sciences, as well as natural resources and the environment. Opportunities could include multivariate or spatial data analyses for ongoing wildlife and water quality studies, for example. All students gain research and

consulting experience through the research requirement: a research project (STAT 381) or a thesis (STAT 391). Other opportunities for experience will arise through involvement in the Statistical Consulting Clinic (STAT 385). (See also Statistics Program and Statistical Consulting Clinic descriptions.)

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An undergraduate major which provides a foundation for the application of statistical methodology and concepts to health and biomedical or agriculture/natural resource problems. For example, premedicine majors who have delayed their application to medical school will be well suited for the program. It is expected that candidates will have completed three semesters of calculus and a course including matrix algebra methods. Also they will have a solid introductory course in statistics (like STAT 211) and a course including undergraduate probability (like STAT 151). However, provisional admission to the program can be given prior to the completion of these mathematics and statistics requirements. Computer experience is desirable. Satisfactory scores on the general (aptitude) portion of the Graduate Record Examination are required. Current undergraduate students at the University of Vermont should contact the program director for details on the Accelerated Master's Program.

Minimum Degree Requirements for the Degree of Master of Science

Option A (Thesis)		
A thirty credit program requiring twenty-four credits of course work. The program must include:		
BIOS 200	Med Biostatistics&Epidemiology	3
BIOS 221	Statistical Methods II	3
BIOS 223	Applied Multivariate Analysis	3
BIOS 231	Experimental Design	3
BIOS 251	Probability Theory	3
BIOS 261	Statistical Theory	3
STAT 360	Linear Models	3
Three additional course credits are required. STAT 229 is recommended. Another 200/300 level statistics course (except BIOS 211, BIOS 241, STAT 281, BIOS 308) or (if approved) other courses in mathematics, quantitative methods, or specialized fields of application can be selected.		
Plus six credits of approved thesis research		6

Option B (Non-Thesis)		
A thirty credit program requiring twenty-seven credits of course work. The program must include:		
BIOS 200	Med Biostatistics&Epidemiology	3

BIOS 221	Statistical Methods II	3
BIOS 223	Applied Multivariate Analysis	3
BIOS 231	Experimental Design	3
BIOS 251	Probability Theory	3
BIOS 261	Statistical Theory	3
STAT 360	Linear Models	3
Six additional course credits are required. STAT 229 is recommended. Another 200/300 level statistics course (except BIOS 211, BIOS 241, STAT 281, BIOS 308) or (if approved) other courses in mathematics, quantitative methods, or specialized fields of application can be selected.		
The research project requirement is met by taking three credits of:		
STAT 381	Statistical Research	3
or STAT 385	Consulting Practicum	

Both Options

Under both plans, students must have or acquire a knowledge of the material in BIOS 211, attend the regular colloquium series and participate in the Statistics Student Associate Journal Club as part of their training. The comprehensive examination covers knowledge acquired in the core courses of the program. Under the non-thesis option, students will be expected to take major responsibility for a comprehensive data analysis or methodological research project, and are encouraged to present the results from the project.

Comprehensive Examination

A written comprehensive examination is based on the courses STAT 211, STAT 221, STAT 223, STAT 231, STAT 251, and STAT 261. The comprehensive exam is typically held two weeks after the final exam in the spring semester. The student can take the exam a maximum of two times.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of any pre-requisite courses, and at least 15 graded graduate credits earned in compilation of the graduate GPA, including all core courses. A GPA of 3.0 or greater is also required.

BUSINESS ADMINISTRATION

OVERVIEW

The University of Vermont's Sustainable Entrepreneurship MBA (SEMBA) program prepares students to create profitable and sustainable business opportunities in a world undergoing transformational change. The SEMBA program aims to develop the next generation of leaders who will build, disrupt, innovate, and reinvent sustainable business and enterprises in a world that demands it.

The program is built on the notion of sustainability and entrepreneurship from the ground-up; sustainability is not just a set of "bolt-on" electives, it is at the core of the program and addressed in every single course; courses share educational material and cases

across disciplines and deal with issues of sustainable development; entrepreneurs that have built successful, sustainable businesses will share the classroom with our excellent faculty; faculty will include professors from the Grossman School of Business, the Department of Community Development and Applied Economics, the Rubenstein School of the Environment and Natural Resources, and the Vermont Law School.

The MBA program is accredited by The Association to Advance Collegiate Schools of Business.

DEGREES

- Sustainable Entrepreneurship MBA (p. 104)

FACULTY

Bonifield, Carolyn Marie; Associate Professor, Grossman School of Business; PHD, University of Iowa

Hart, Stuart; Professor, Grossman School of Business; PHD University of Michigan

Jones, David A; Professor, Grossman School of Business; PHD, University of Calgary

Monsen, Erik; Associate Professor, Grossman School of Business; PHD, University of Colorado

Noordewier, Thomas Gerald; Professor, Grossman School of Business; PHD, University of Wisconsin Madison

Schnitzlein, Charles; Professor, Grossman School of Business; PHD, Washington University

Sharma, Pramodita; Professor, Grossman School of Business; PHD, University of Calgary

Sharma, Sanjay; Professor, Grossman School of Business; PHD, University of Calgary

Vanden Bergh, Richard G.; Associate Professor, Grossman School of Business; PHD, University of California Berkeley

SUSTAINABLE ENTREPRENEURSHIP MBA

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The University of Vermont's Sustainable Entrepreneurship MBA (SEMBA) is an accelerated, full-time, 12-month program (August-to-August) that includes a three-month summer practicum project focused on sustainable business initiatives within existing companies or entrepreneurial ventures. This innovative and award-winning program was designed by faculty from the AACSB-accredited Grossman School of Business to prepare individuals to create profitable and sustainable business opportunities in a world undergoing transformational change. SEMBA aims to develop the next generation of leaders who will transform, disrupt, innovate, and build sustainable business and enterprises in a world that demands it.

The program requires the successful completion of 45 credit hours, which are structured across an online course taught in August, 4 modules that comprise multiple course topics, and a summer practicum project. Courses and other co-curricular experiences are delivered by faculty and thought leaders drawn from the Grossman

School of Business, other UVM units, Vermont Law School, and the local and global business communities. All students take the same courses at the same time. Given the nature of this accelerated one-year MBA program, students are expected to be engaged in their coursework on a full-time basis.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies the Degree of Master of Business Administration

Admissions preference will be given to applicants who have 3 or more years of work experience in for-profit, non-profit, and/or government positions. Applicants with international exposure, and entrepreneurial and/or managerial experience are especially encouraged. Successful candidates will have scored higher than 500 on the GMAT, or equivalent on the GRE, and those scoring higher than 550 are preferred (the GMAT/GRE requirement can be waived for qualified candidates who have successfully completed a graduate degree). The ideal applicants will have earned a GPA of 3.0 or higher on a 4.0 scale in their undergraduate program, and will possess a command of the English language (applicants for whom English is not their primary language must have a minimum TOEFL score of 90 or a IELTS score of 6.5). Application requirements also include letters of reference and a statement of purpose.

Minimum Degree Requirements

Every course addresses issues of sustainability. Business cases are shared across courses and these business cases focus on how certain corporations are building a more inclusive, resilient, and sustainable economy. The curriculum will discuss in depth how the global challenges associated with sustainability, when viewed through a business lens, can help identify managerial strategies and practices to achieve sustainable economic growth while simultaneously driving shareholder value.

Required courses:

MBA 300	Business Fundamentals	1
Module 1		
MBA 301	Foundations of Management	10
World Challenges: Physical and Social Realities		
Business Strategy for a Sustainable World		
Finance for Innovators		
Sustainable Brand Marketing		
Teamwork and Collaboration for Sustained Innovation		
Business Economics		
Sustainability Toolkit I		
Module 2		
MBA 302	Bldg a Sustainable Enterprise	9
Entrepreneurial Leadership and Mindset		

Crafting the Entrepreneurial Business Model		
Marketing Decision Making Under Uncertainty		
Leading for Sustainable Innovation		
Finance for Innovators		
Cost Models for the Transformational Enterprise		
Initial Framing of the Practicum Project		
Module 3		
MBA 303	Growth of Sust Enterprise	9
Strategic CSR for Transformational Sustainability		
Sustainable Operations and Green Supply Chains I		
Business, Communities, and Sustainability		
Law as a Framework for Entrepreneurial Business		
Business Sustainability and Public Policy		
Financing Sustainable Venture		
Module 4		
MBA 304	Focusing on Sustainability	9
Technology Commercialization and Entrepreneurship		
Driving Innovation from the Base of the Pyramid		
Entrepreneurial Family Business		
Regulatory Issues for the Entrepreneur		
Sustainable Energy Technology and Policy		
Systems Tools for Sustainability		
Sustainability Toolkit II		
Sustainable Operations and Green Supply Chains II		
Module 5		
MBA 305	Sus Entrepreneurship in Action	7
Practicum Pitch, Summer Project & Debriefing		

Comprehensive Examination

Successful completion of the summer practicum in Module 5 will be considered as fulfilling the Graduate College requirement that all master's degree students pass a comprehensive examination in their field of specialization.

Requirements for Advancement to Candidacy for the Degree of Master of Business Administration

Successful completion of courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses.

CELLULAR, MOLECULAR, AND BIOMEDICAL SCIENCES

OVERVIEW

The Cellular, Molecular and Biomedical Sciences (CMB) program provides personalized training in a graduate-student focused, state-of-the-art research environment. Graduates are highly qualified scientists ready to take on the rigors of scientific careers in academia, industry, and government.

This interdisciplinary program is comprised of highly dedicated research faculty in 16 departments across the UVM campus. This breadth, combined with a collegial atmosphere, provides an ideal environment for studying the molecular, cellular, genetic, biophysical, and biochemical mechanisms that control organismal development and disease.

DEGREES

- Cellular, Molecular and Biomedical Sciences M.S. (p. 107)
- Cellular, Molecular and Biomedical Sciences Ph.D. (p. 107)

FACULTY

Amiel, Eyal; Assistant Professor, Department of Medical Laboratory and Radiation Sciences; PHD, Dartmouth College

Anathy, Vikas; Assistant Professor, Department of Pathology; PHD, Madurai Kamraj University

Barlow, John; Assistant Professor, Department of Animal Science; DVM, University of Illinois Urbana-Champaign; PHD, University of Vermont

Berger, Christopher Lewis; Professor, Department of Molecular Physiology and Biophysics; PHD, University of Minnesota Twin Cities

Bonney, Elizabeth; Professor, Department of Obstetrics and Gynecology; MD, Stanford University

Botten, Jason; Assistant Professor, Department of Medicine-Immunobiology; PHD, University of New Mexico

Bouchard, Beth; Assistant Professor, Department of Biochemistry; PHD, University of Vermont

Boyson, Jonathan; Associate Professor, Department of Surgery; PHD, University of Wisconsin Madison

Budd, Ralph; Professor, Department of Medicine-Immunobiology; MD, Weill Cornell Medical College

Buskiewicz, Iwona; Assistant Professor, Department of Pathology; PHD, University of Witten

Carr, Frances; Professor, Department of Pharmacology; PHD, University of Illinois Chicago

Cipolla, Marilyn; Professor, Department of Neurological Sciences; PHD, University of Vermont

Deming, Paula; Associate Professor, Department of Medical Laboratory and Radiation Sciences; PHD, MT University of North Carolina at Chapel Hill

Diehl, Sean; Assistant Professor, Department of Medicine-Infectious Disease; PHD, University of Vermont

Dostmann, Wolfgang; Professor, Department of Pharmacology; PHD, University of Bremen, MD, University of Munich

Double, Sylvie; Professor, Department of Microbiology and Molecular Genetics; PHD, University of North Carolina Chapel Hill

Erdos, Benedek; Assistant Professor, Department of Pharmacology; MD/PHD, Semmelweis University

Everse, Stephen; Associate Professor, Department of Biochemistry; PHD, University of California San Diego

Finette, Barry; Professor, Department of Pediatrics; MD, Southwest Medical School Dallas; PHD University of Texas Austin

Francklyn, Christopher; Professor, Department of Biochemistry; PHD, University of California Santa Barbara

Freeman, Kaleb; Assistant Professor, Department of Surgery; MD/PHD, University of Colorado Boulder

Frietze, Seth; Assistant Professor, Department of Medical Laboratory and Radiation Sciences; PHD, Harvard University

Glass, Karen; Associate Professor, Department of Biochemistry; PHD, University of Vermont

Gordon, Jonathan; Assistant Professor, Department of Biochemistry; PHD, University of Western Ontario

Harris, Jeanne; Associate Professor, Department of Plant Biology; PHD, University of California San Francisco

Heath, Jessica; Assistant Professor, Department of Pediatrics; Department of Biochemistry; MD, SUNY Stony Brook

Hondal, Robert; Associate Professor, Department of Biochemistry; PHD, Ohio State University

Howe, Alan; Associate Professor, Department of Pharmacology; PHD, Northwestern University

Huston, Christopher; Associate Professor, Department of Medicine-Infectious Disease; MD, Cornell University

Irvin, Charles; Professor, Department of Medicine-Pulmonary; PHD, University of Wisconsin Madison

Janssen-Heininger, Yvonne; Professor, Department of Pathology; PHD, Maastricht University

Jetton, Thomas; Professor, Department of Medicine-Endocrinology, Diabetes and Metabolism; PHD, Vanderbilt University

Johnson, Douglas; Professor, Department of Microbiology and Molecular Genetics; PHD, Purdue University

Kelm, Robert; Associate Professor, Department of Medicine-Cardiovascular; PHD, University of Vermont

Kerr, David; Professor, Department of Animal Science; PHD, University of Saskatchewan

Kinsey, C. Matthew; Assistant Professor, Department of Medicine-Pulmonary, MD, Albert Einstein College of Medicine, Bronx, NY

Krementsov, Dimitry; Assistant Professor, Department of Medicine-Immunobiology, PHD; University of Vermont

Landry, Christopher; Professor and Chair, Department of Chemistry; PHD, Harvard University

Li, Dawei; Assistant Professor, Department of Microbiology and Molecular Genetics; PHD, Shanghai Jiao Tong University

Li, Jianing; Assistant Professor, Department of Chemistry; PHD, Columbia University

Lian, Jane; Professor, Department of Biochemistry, PHD, Boston University

Lounsbury, Karen; Professor, Department of Pharmacology; PHD, University of Pennsylvania

Matthews, Dwight; Professor, Department of Chemistry; PHD, Indiana University Bloomington

Mintz, Keith; Associate Professor, Department of Microbiology and Molecular Genetics; PHD, University of Vermont

Morielli, Anthony; Associate Professor, Department of Pharmacology; PHD, University of California at Santa Cruz

Morrice, Scott; Professor, Department of Biochemistry; PHD, University of Wisconsin Madison

Nelson, Mark; Professor and Chair, Department of Pharmacology; PHD, Washington University in St Louis

Pederson, David; Professor, Department of Microbiology and Molecular Genetics; PHD, University of Rochester

Poynter, Matthew; Professor, Department of Medicine-Pulmonary; PHD, University of Utah

Preston, Jill; Assistant Professor, Department of Plant Biology; PHD, University of Missouri

Quenet, Delphine; Assistant Professor, Department of Biochemistry; PHD, University of Strasbourg, France

Radermacher, Michael; Professor, Department of Molecular Physiology and Biophysics; PHD, Technical University of Munich

Rincon, Mercedes; Professor, Department of Medicine-Immunobiology; PHD, Autonomous University of Madrid

Ruiz, Teresa; Professor, Department of Molecular Physiology and Biophysics; PHD, Brandeis University

Seward, David J.; Assistant Professor, Department of Pathology and Laboratory Medicine, MD; University of Colorado Medical School

Shukla, Arti; Associate Professor, Department of Pathology; PHD, Banares Hindu University

Shukla, Girja; Associate Professor, Department of Surgery-Oncology; PHD, Lucknow University

Silveira, Jay; Assistant Professor, Department of Biochemistry; PHD, University of Vermont

Spees, Jeffrey; Associate Professor, Department of Medicine-Cardiovascular; PHD, University of California Davis

Stein, Gary; Professor and Chair, Department of Biochemistry; PHD, University of Vermont

Stein, Janet; Professor, Department of Biochemistry; PHD, Princeton University

Stumpff, Jason; Assistant Professor, Department of Molecular Physiology and Biophysics; PHD, University of Colorado

Suratt, Benjamin; Professor, Department of Medicine-Pulmonary; MD, Columbia University

Taatjes, Douglas; Professor, Department of Pathology; PHD, University of Basel

Teuscher, Cory; Professor, Department of Medicine-Immunobiology; PHD, University of New Mexico

Thali, Markus; Professor, Department of Microbiology and Molecular Genetics; PHD, University of Zurich

Tierney, Mary; Associate Professor, Department of Plant Biology; PHD, Michigan State University

Toth, Michael; Associate Professor, Department of Medicine-Cardiovascular; PHD, University of Maryland Baltimore

Tracy, Paula; Professor, Department of Biochemistry; PHD, Syracuse University

Tracy, Russell; Professor, Department of Pathology; PHD, Syracuse University

Trybus, Kathleen; Professor, Department of Molecular Physiology and Biophysics; PHD, University of Chicago

Van der Vliet, Albert; Professor, Department of Pathology; PHD, University of Amsterdam

Vanegas, Juan; Assistant Professor, Department of Physics; PHD, University of California

Van Houten, Judith; Professor, Department of Biology; PHD, University of California Santa Barbara

Vigoreaux, Jim; Professor, Department of Biology; PHD, University of Oklahoma

Wallace, Susan; Professor and Chair, Department of Microbiology and Molecular Genetics; PHD, Weill Cornell Medical College

Ward, Gary; Professor, Department of Microbiology and Molecular Genetics; PHD, University of California San Diego

Wargo, Matthew; Assistant Professor, Department of Microbiology and Molecular Genetics; PHD, Dartmouth College

Warshaw, David; Professor and Chair, Department of Molecular Physiology and Biophysics; PHD, University of Vermont

Weiss, Daniel; Professor, Department of Medicine-Pulmonary; MD/PHD, Mount Sinai School of Medicine

Wellman, George; Professor, Department of Pharmacology; PHD, University of Vermont

Zaidi, Sayyed Kaleem; Associate Professor, Department of Biochemistry, PHD, University of Punjab

CELLULAR, MOLECULAR AND BIOMEDICAL SCIENCES M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

The Cellular, Molecular and Biomedical Sciences Program only awards M.S. degrees to students who have matriculated into the Ph.D. program, but for various reasons cannot complete the Ph.D. These students must be recommended by their studies committee for the M.S., and are required to complete the minimum course and research requirements for the M.S. as defined by the Graduate College, and must defend a research-based master's thesis.

CELLULAR, MOLECULAR AND BIOMEDICAL SCIENCES PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The CMB program trains students to:

- Become scholars in their field
- Conduct hypothesis-based research in an ethically responsible manner
- Think independently, creatively, and critically
- Effectively communicate as teachers, researchers, and scholars

The curriculum of the Cellular, Molecular and Biomedical Sciences program is designed to give students fundamental and applied skills to prepare them for future positions in scientific research and related fields. The core curriculum includes course work in biochemistry, cell biology, genetics, ethics, and data analysis and presentation. Students

also enhance their writing skills through a grant-writing course and improve their presentation skills through participation in the CMB seminar series. Students are provided with at least two opportunities to serve as teaching assistants, typically in undergraduate laboratory-based courses.

During the first year, CMB students complete three research rotations with potential advisors, while taking the required core course work in Cell Biology and Biochemistry. Students generally fulfill their core course and comprehensive exam requirements in year two. In addition to core courses, students are expected to enhance their training through advanced courses in one of the following advanced areas of concentration:

- Biochemistry, Structural Biology and Biophysics
- Genetics, Cellular and Molecular Biology
- Microbiology and Immunology
- Molecular Physiology and Pharmacology

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

Competitive applicants typically have evidence of strong course preparation, an undergraduate GPA of 3.00 or better, and 60th percentile or greater on the general Graduate Record Examination (GRE). Foreign applicants to the CMB Program are required to have a satisfactory score on either the TOEFL (100 or higher) or the IELTS (7.0 or better). Prior research experience is expected of all competitive applicants.

Minimum Degree Requirements

Completion of course and research credits totaling 75 credits is required for the Ph.D. Maintaining a GPA of 3.00 or better in core courses and advanced electives is required.

Required core courses for all CMB students:

BIOC 301	General Biochemistry	3
BIOC 302	General Biochemistry	3
CLBI 301	Cell Biology	3
CLBI 401	Critical Reading & Analysis	2
CLBI 394	Science Communication	3
MPBP 395	Special Topics (Grant Writing)	2
Genetics Requirement:		
MMG 211	Prokaryotic Molecular Genetics	3
or MMG 312	Eukaryotic Molecular Genetics	
or PATH 395	Special Topics	
Ethics Requirement:		
NSCI 327	Resp Conduct in Biomed Rsch	1

In addition to the required core courses, a new 2 credit course (CLBI 402; Practical Statistics and Data Presentation in Cellular, Molecular, and Biomedical Sciences) has been created for Academic Year 2017-18 and will be required to graduate. The course will be listed as a required core course in Academic Year 2018-19.

Students must also complete the required courses in their area of concentration before completion of their degree. Students must complete a minimum of twenty research credits (CLBI 491) and thirty course credits, and an additional twenty-five course or research credits. Once students have earned 75 credits, they register for continuous registration GRAD 901, GRAD 902 or GRAD 903, as appropriate.

Additional program requirements include service as a graduate teaching assistant (GTA) twice during the first two years, weekly attendance at the CMB seminar series, annual presentation of research progress within the CMB seminar program starting in the second year, and annual meetings with the student's dissertation studies committee beginning in the second year.

ADVANCED CONCENTRATION COURSES

Biochemistry, Structural Biology & Biophysics		
BIOC 370	Physical Biochemistry	3
or MPBP 323	Biophysical Techniques	
BIOC 351	Proteins I: Structure&Function	3
or BIOC 352	Protein: Nucleic Acid Interact	
or MMG 352	Protein:Nucleic Acid Interact	
or BIOC 353	Proteins II: Enzymology	
Genetics, Cell & Molecular Biology (choose two)		
MMG 232	Methods in Bioinformatics	
MMG 312	Eukaryotic Molecular Genetics	
MPBP 310	Molecular Control of the Cell	
Microbiology & Immunology		
MMG 320	Cellular Microbiology	4
MLRS 242	Immunology	3
or MMG 223	Immunology	
Physiology & Pharmacology		
MPBP 301	Human Physiology & Pharm I	4
MPBP 302	Human Physiology & Pharm II	4

Comprehensive Examination

The comprehensive examination is a tool to evaluate the progress of each student and ensure that they are prepared to proceed toward the doctorate degree. All parts of the qualifying examination will be evaluated in a manner to avoid bias and maintain uniformity of assessment. The examination will determine whether the candidate:

1. Has acquired an adequate academic background through required course work and electives
2. Can analyze and interpret data and scientific ideas
3. Can apply logical thought to synthesize diverse facts and concepts
4. Understands and meets the intellectual demands of the degree program

The comprehensive examination is structured to provide assessment in oral and written formats. The two phases of the exam occur at distinct times during training and both must be satisfactorily completed to advance to doctoral candidacy.

Phase I is an oral examination that tests students on their ability to synthesize and integrate scientific knowledge learned from first-year laboratory rotations, CMB seminar and core courses. The oral exam must be completed by June 31st of the first year. Phase II is a written grant proposal based on the student's thesis research project that must be completed by August 31st of the second year. The Phase II exam will provide the student with a detailed plan for conducting their dissertation research. The comprehensive exam is organized and conducted by the CMB Education Committee.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Maintain a 3.00 GPA and successful completion of the comprehensive exam, as outlined in the CMB Program Handbook.

CHEMISTRY

OVERVIEW

The Chemistry Department currently offers graduate programs leading to either the M.S. or Ph.D. in analytical, inorganic, organic, or physical chemistry. In recent years about eight students per year have received the Ph.D. In the Chemistry Department, courses are offered in inorganic chemistry, organometallic chemistry, physical inorganic chemistry, synthetic organic chemistry, physical organic chemistry, heterocyclic chemistry, advanced analytical chemistry, optical spectroscopy, mass spectrometry, electrochemistry, thermodynamics, quantum chemistry, and polymer chemistry.

Upon arrival, new graduate students in Chemistry take examinations in analytical, inorganic, organic, and physical chemistry in order to place students properly in the graduate curriculum. The exams are nationally standardized by the American Chemical Society, and national norms are used. Appropriate course work and didactic opportunities are in place to strengthen any student weakness that may appear from the exams.

Early in the fall semester faculty present a series of short talks that describe their research interests. New graduate students attend these talks and then discuss specific research interests with individual faculty members. After this process, students normally make a decision regarding their research direction and particular advisor around the end of November of the first year. Detailed information about the degree requirements of the program can be found via the Graduate Program link of the Chemistry Department's website.

DEGREES

- Chemistry AMP (p. 109)
- Chemistry M.S. (p. 110)
- Chemistry Ph.D. (p. 110)

FACULTY

Brewer, Matthias; Professor, Department of Chemistry; PHD, University of Wisconsin Madison

Goldberg, Joel Michael; Associate Professor, Department of Chemistry; PHD, University of Michigan Ann Arbor

Landry, Christopher C.; Professor and Chair, Department of Chemistry; PHD, Harvard University

Leenstra, Willem R.; Associate Professor, Department of Chemistry; PHD, University of Washington

Li, Jianing; Assistant Professor, Department of Chemistry; PHD, Columbia University

Liptak, Matthew Denis; Assistant Professor, Department of Chemistry; PHD, University of Wisconsin

Madalengoitia, Jose Santos; Associate Professor, Department of Chemistry; PHD, University of Virginia

Matthews, Dwight E.; Professor, Department of Chemistry; PHD, Indiana University Bloomington

Petrucchi, Giuseppe A.; Associate Professor, Department of Chemistry; PHD, University of Florida

Schneebeli, Severin; Assistant Professor, Department of Chemistry; PHD, Columbia University

Waterman, Rory; Associate Professor, Department of Chemistry; PHD, University of Chicago

Whalley, Adam C.; Assistant Professor, Department of Chemistry; PHD, Columbia University

CHEMISTRY AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

Qualified undergraduate students who plan to earn a Master's degree in Chemistry may enroll in the Accelerated Master's Program (AMP), which enables students to begin working on a master's degree while still an undergraduate. Students apply to the program in the second semester of their junior year or the first semester of their senior year. Upon admission to the program by the Graduate College, students will choose 6 credits of graduate approved courses that can be taken while still an undergraduate.

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE DEGREE OF MASTER OF SCIENCE FOR ACCELERATED STUDENTS

Students must apply for the Accelerated Master's Program (AMP) during spring semester of their junior year. Students interested in the AMP can request information in writing from the Chemistry department. Recommendation for admission will be based upon the student's prior academic record with particular attention paid to performance in upper-division 200-level Chemistry courses. Following formal Graduate College admission to the Accelerated

Master's Program, up to six credits of approved graduate course work may be taken that may be counted toward both the undergraduate and graduate degree requirements. Generally, AMP students must begin a research project by or during the summer prior to their senior year.

MINIMUM DEGREE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

The above prerequisites for admission to candidacy must be supplemented in either of the following two ways:

Option A (Thesis)	
Completion of twelve credits of CHEM 391 and submission of a satisfactory thesis; and completion of at least thirty credits of graduate work (courses and Master's Thesis Research)	
Option B (Non-Thesis)	
Completion of six credits of CHEM 395; and completion of at least thirty credits of graduate work (courses and Literature Research Project)	

M.S. students should decide at the beginning of their program whether they will pursue Option A or Option B and inform the Department of Chemistry and the Graduate College of their decisions.

COMPREHENSIVE EXAMINATION

In the Chemistry Department, the Comprehensive Examination for the Master's degree consists of completion of the following three parts:

(1) Passing of the (entrance) qualifying-examinations requirement within the first year, and successful completion of the coursework requirement. The qualifying examinations establish a broad knowledge base in all major areas of chemistry, while the latter requirement is constructed to add breadth to the students' knowledge base in specific areas of chemistry not directly related to their research area.

(2) Successful completion of the Advancement to Candidacy exam (CHEM 384). This course consists of the preparation of an end-of-second-year, 15-page dossier of research accomplishments, and an oral examination on its contents, which serves as a comprehensive review of the student's fundamental understanding of chemistry.

(3) Completion of a total of two (2) credits of Current Topics (CHEM 318). This course consists of a review of one major article from the current literature (and supporting supplementary articles).

The oral presentation is followed by an examination of the student's understanding of the crucial information in that paper by faculty in the student's major area.

REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY FOR THE DEGREE OF MASTER OF SCIENCE

Proficiency in three areas of chemistry evidenced by the biannual qualifying examinations or completion of designated courses at this university	
--	--

One semester of residence		
CHEM 318	Current Topics in Chemistry (Must be Taken Twice)	1
CHEM 380	Chemical Investigations	1
CHEM 381	Grad Seminar	1
CHEM 384	Advanced Topics in Chemistry	2
At least 15 credits of formal course work including:		15
Six credits of graduate level courses in the chemical field of specialization		
Nine credits of graduate-level chemistry courses not in the area of specialization		
Maintenance of an overall point-hour ratio of 3.00		

CHEMISTRY M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

An M.S. degree in chemistry prepares students for careers in chemical sciences, biomedical sciences, catalysis, energy, environment, or materials science as well as other professional fields that apply strong research skills or basic chemical understanding. For a description of research by classic chemical subdivision, please refer to the Chemistry Ph.D. topic in this catalogue.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An undergraduate major in an appropriate field, minimally with course work in the four classic subdivisions of chemistry (analytical, inorganic, organic, and physical). This is most commonly satisfied with a B.A., B.S., or equivalent degree in chemistry. Applicants with prior research experience are preferred. Satisfactory scores on the Graduate Record Examination general (aptitude) section is required.

Minimum Degree Requirements

The above prerequisites for admission to candidacy must be supplemented in either of the following two ways:

Option A (Thesis)	
Completion of twelve credits of CHEM 391 and submission of a satisfactory thesis; and completion of at least thirty credits of graduate work (courses and Master's Thesis Research)	
Option B (Non-Thesis)	
Completion of six credits of CHEM 395; and completion of at least thirty credits of graduate work (courses and Literature Research Project)	

M.S. students should decide at the beginning of their program whether they will pursue Option A or Option B and inform the

Department of Chemistry and the Graduate College of their decisions.

Comprehensive Examination

In the Chemistry Department, the Comprehensive Examination for the Master's degree consists of completion of the following three parts:

(1) Passing of the (entrance) qualifying-examinations requirement within the first year, and successful completion of the coursework requirement. The qualifying examinations establish a broad knowledge base in all major areas of chemistry, while the latter requirement is constructed to add breadth to the students' knowledge base in specific areas of chemistry not directly related to their research area.

(2) Successful completion of the Advancement to Candidacy exam (CHEM 384). This course consists of the preparation of an end-of-second-year, 15-page dossier of research accomplishments, and an oral examination on its contents, which serves as a comprehensive review of the student's fundamental understanding of chemistry.

(3) Completion of a total of two (2) credits of Current Topics (CHEM 318). This course consists of a review of one major article from the current literature (and supporting supplementary articles). The oral presentation is followed by an examination of the student's understanding of the crucial information in that paper by faculty in the student's major area.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Proficiency in three areas of chemistry evidenced by the biannual qualifying examinations or completion of designated courses at this university		
One semester of residence		
CHEM 318	Current Topics in Chemistry (Must be taken twice)	1
CHEM 380	Chemical Investigations	1
CHEM 381	Grad Seminar	1
CHEM 384	Advanced Topics in Chemistry	2
At least 15 credits of formal course work including:		15
Six credits of graduate level courses in the chemical field of specialization		
Nine credits of graduate-level chemistry courses not in the area of specialization		
Maintenance of an overall point-hour ratio of 3.00		

CHEMISTRY PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

A Ph.D. degree in chemistry prepares students for careers in chemical sciences and related disciplines including biomedical sciences, biotechnology, catalysis, energy, environment, materials science, or nanotechnology. Individuals having earned a Ph.D. in chemistry at UVM have gone on to careers in academics, the chemical industry, and national research laboratories. Graduate study at UVM is research intensive, and a description of research by classic chemical subdivision follows.

Analytical chemistry involves developing and applying instrumentation and chemical methods to solve problems across a range of chemistries and scientific disciplines. One focus is in electroanalytical chemistry studying redox processes of organometallic compounds, including electrocatalysis relevant to the environmental and biological applications. Another area focuses on the development of innovative methods and instruments to study the formation and chemistry of organic aerosols in the atmosphere. This work bridges the gap between analytical chemistry and atmospheric science, contributing to the understanding of the impact of aerosols on global climate through direct scattering of solar radiation and the formation of ice and water clouds. The third area develops mass spectrometry instrumentation and chemistries for addressing current problems in the biomedical sciences. Key foci are development of methods for advancing the rapidly growing field of proteomics and application of stable isotopically labeled tracers to answer questions of metabolism and metabolic diseases in humans.

Inorganic chemistry at UVM involves the study of main-group elements and transition metals in a variety of contexts, with applications in catalysis, energy, environment, and medicine. One example is the synthesis and characterization of inorganic particles, which can be functionalized for broad applications in heterogeneous catalysis, targeted drug delivery, and biological imaging. Another area of interest is spectroscopic and biochemical studies of metalloproteins, with the goal of using a detailed understanding of their structures to explain reaction patterns. Finally, a third example is the design of metal-based catalysts for chemical bond formation, which can be applied to the preparation of useful small molecules and novel polymeric materials.

Current research in organic chemistry includes the development of novel synthetic methodologies to prepare oxygen- and nitrogen-containing heterocyclic compounds, new ring fragmentation reactions and their applications in synthesis, development of efficient and stereoselective tandem/cascade reaction sequences, target-directed total synthesis of medicinally valuable natural products including macrolides, alkaloids, and terpenoids, biomimetic natural product synthesis, mechanistic studies of organic chemical reactions, development of 1,3-diaza-Claisen rearrangements and applications toward the synthesis of guanidine-containing natural products, and studies in bioorganic chemistry.

Physical chemistry research areas include three major areas of focus. The first is thermodynamics/kinetics of hydrogen absorption by metals, alloys, and intermetallic compounds with a view toward storage of hydrogen as a fuel. The second is utilization of TGA, IR,

solid-state NMR, and powder X-ray diffraction in determining the structural features of layered zirconium phosphonates containing a mix of chromophores as pendant groups in the interlayer region. Subsequently, photophysics of the interlayer chromophores is explored via UV-vis and fluorescence spectroscopy. Third is the development of Co-59 NMR as a probe of metal tetrapyrrole electronic structure and using NMR/MCD spectroscopies to elucidate tetrapyrrole-containing enzyme binding sites.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

An undergraduate major in an appropriate field, minimally with course work in the four classic subdisciplines of chemistry (analytical, inorganic, organic, and physical). This is most commonly satisfied with a B.A., B.S., or equivalent degree in chemistry. Applicants with prior research experience are preferred. Satisfactory scores on the Graduate Record Examination general (aptitude) section is required.

Minimum Degree Requirements

In addition to the above requirements a student must:

- Complete a doctoral research project, write an acceptable dissertation, and defend it
- Present a total of 75 hours of credit in course work and dissertation research
- Make an oral and written presentation of an original research proposal, CHEM 488, typically in the first semester of the third year

Comprehensive Examination

In the Chemistry Department, the Comprehensive Examination for the Doctorate degree consists of completion of the following three parts:

(1) Passing of the (entrance) qualifying-examinations requirement within the first year, and successful completion of the coursework requirement. The qualifying examinations establish a broad knowledge base in all major areas of chemistry, while the latter requirement is constructed to add breadth to the students' knowledge base in specific areas of chemistry not directly related to their research area.

(2) Successful completion of the Advancement to Candidacy exam (CHEM 484). This course consists of the preparation of an end-of-second-year, 15-page dossier of research accomplishments, and an oral examination on its contents, which serves as a comprehensive review of the student's fundamental understanding of chemistry.

(3) Completion of a total of three (3) credits of Current Topics (CHEM 318). This course consists of a review of one major article from the current literature (and supporting supplementary articles).

The oral presentation is followed by an examination of the student's understanding of the crucial information in that paper by faculty in the student's major area.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

It is expected that a student will ordinarily complete the following requirements for admission to candidacy by the end of the second year of residence:

At least fifteen credits of research (CHEM 491)		15
CHEM 318	Current Topics in Chemistry (Must be taken three times)	1
CHEM 380	Chemical Investigations	1
CHEM 381	Grad Seminar	1
CHEM 484	Advanced Topics in Chemistry (present and defend proposed dissertation topic)	2
Demonstration of basic competence in four fields of chemistry (analytical, inorganic, organic, and physical) through the biannual qualifying examinations or completion of prescribed courses at the University of Vermont		
Three credits of teaching		3
One year of residence		
At least 15 credits of formal course work including:		15
Six credits of graduate level courses in the chemical field of specialization		
Nine credits of graduate-level chemistry courses not in the area of specialization		
Maintenance of an overall grade point average of 3.00		

CIVIL AND ENVIRONMENTAL ENGINEERING

OVERVIEW

Graduate programs in Civil and Environmental Engineering (CEE) that lead to the master of science and doctor of philosophy degrees are offered. The curricular and research programs emphasize engineering related to environmental and hydrological processes, sustainable transportation systems, materials, and geotechnical, geoenvironmental and structural engineering.

Research includes: groundwater contamination modeling and remediation including optimal remediation design; environmental restoration and ecological engineering; hydrological processes;

air pollution and related health effects; modeling of contaminant fate and transport in the environment; materials; geotechnical and geoenvironmental engineering; dynamic behavior of soils, structures and structural health monitoring; geo-energy; and sustainable transportation systems.

Graduate students of CEE can concurrently pursue certificates of graduate study in sustainable transportation systems, complex systems, and ecological economics.

DEGREES

- Civil and Environmental Engineering AMP (p. 112)
- Civil and Environmental Engineering M.S. (p. 113)
- Civil and Environmental Engineering Ph.D. (p. 114)

FACULTY

Aultman-Hall, Lisa M.; Professor, School of Engineering; PHD, McMaster University
Badireddy, Appala Raju; Assistant Professor, School of Engineering; PHD, University of Houston, TX
Bomblies, Arne; Assistant Professor, School of Engineering; PHD, Massachusetts Institute of Technology
Dewoolkar, Mandar M.; Associate Professor, School of Engineering; PHD, University of Colorado Boulder
Garcia, Luis; Professor, School of Engineering; PHD, University of Colorado
Ghazanfari, Ehsan; Assistant Professor, School of Engineering; PHD, Lehigh University
Hernandez, Eric M.; Assistant Professor, School of Engineering; PHD, Northeastern University
Holmen, Britt A.; Associate Professor, School of Engineering; PHD, Massachusetts Institute of Technology
Pinder, George Francis; Professor, School of Engineering; PHD, University of Illinois Urbana-Champaign
Rizzo, Donna Marie; Professor, School of Engineering; PHD, University of Vermont
Rosowsky, David; Professor, School of Engineering; PHD, Johns Hopkins University
Tan, Ting; Assistant Professor, School of Engineering; PHD, Princeton University

CIVIL AND ENVIRONMENTAL ENGINEERING AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Students

Qualified undergraduate students who plan to earn a master's degree in civil and environmental engineering may enroll in the Accelerated Master's Program, which enables students to begin working on a master's degree while still an undergraduate. Applications are typically completed in the second semester of the junior year, but must be completed at least one month prior to the semester in which the student wishes to take courses that will double-count for both Bachelor's and MS degrees so that there is enough time to be admitted to the Graduate College before coursework that will double count is taken. Upon entering the program, students may take up to nine graduate credits while completing the undergraduate degree. Of these, a maximum of six credits can be counted toward both the B.S. and the M.S. degrees. These credits must be earned after the student has been accepted into the Graduate College, and are subject

to approval of the student's graduate advisor. Students pursuing an M.S. degree in civil and environmental engineering may choose either a thesis or non-thesis based program.

To apply to the program, students should have a cumulative grade point average of at least 3.20 at the time of application (some exceptions may be made, if warranted), must submit a letter of application to the graduate program coordinator naming a faculty member who has agreed to serve as their graduate advisor and list the courses proposed for graduate credit. Applicants must also complete the Graduate College application. GRE scores are not required for AMP students.

Minimum Degree Requirements

The requirements for advancement to candidacy must be supplemented in either of the two following ways:

Thesis Option	
30 Total Minimum Credits (6-9 credits of CE 391)	
Oral Comprehensive Examination	
Completion and Defense of a Thesis	
Non-Thesis Option	
30 Total Minimum Credits (3-6 credits of CE 392)	
Oral Comprehensive Examination	
Completion of a Research Report	

Students must declare which option they intend to pursue at the beginning of their program.

Comprehensive Examination

A comprehensive examination is required of all M.S. students and must be completed before the thesis defense. For thesis option students this generally takes the form of an informal oral examination with the Studies Committee and often focuses around the basic principles behind the thesis research. This should generally take place in the semester preceding the thesis defense.

For non-thesis option students, the required format is a written examination consisting of four to six topics related to the student's course of study. The advisor solicits written questions from instructors from the courses the student has taken. This is usually taken in the last semester of their program.

The examination may be retaken once if the student does not pass it on the first attempt.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Specific course work may be required of those who lack a sufficiently strong engineering background.

CIVIL AND ENVIRONMENTAL ENGINEERING M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

A graduate program in Civil and Environmental Engineering (CEE) that leads to the master of science degree is offered. The curricular and research programs emphasize engineering related to environmental and hydrological processes, sustainable transportation systems, materials, and geotechnical, geoenvironmental and structural engineering.

Research includes: groundwater contamination modeling and remediation including optimal remediation design; environmental restoration and ecological engineering; hydrological processes; air pollution and related health effects; modeling of contaminant fate and transport in the environment; materials; geotechnical and geoenvironmental engineering; dynamic behavior of soils, structures and structural health monitoring; geo-energy; and sustainable transportation systems.

Graduate students of CEE can concurrently pursue certificates of graduate study in sustainable transportation systems, complex systems, and ecological economics.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

All applicants must have an undergraduate degree from a recognized university. A Bachelor of Science degree in engineering is preferred, but applicants with a B.S. degree in one of the sciences are often accepted. The latter, however, should have a minimum of the following mathematics and science course work prior to admission: three semesters of calculus, one semester of differential equations, one semester of calculus-based physics, and one semester of chemistry. Satisfactory scores on the Graduate Record Examination general are also required. International students whose native language is not English or who have not received their education in English are required to submit satisfactory results from the TOEFL or IELTS examination. Completed applications are due February 1.

Minimum Degree Requirements

The requirements for advancement to candidacy must be supplemented in either of the two following ways:

Thesis Option	
30 Total Minimum Credits (6-9 credits of CE 391)	
Oral Comprehensive Examination	
Completion and Defense of a Thesis	
Non-Thesis Option #1	
30 Total Minimum Credits (3-6 credits of CE 392)	

Oral Comprehensive Examination	
Completion of a Research Report	
Non-Thesis Option #2	
30 Total Minimum Credits (Restricted to Course Credits Only)	
Written Comprehensive Examination	

Students must declare which option they intend to pursue at the beginning of their program.

Comprehensive Examination

A comprehensive examination is required of all M.S. students and must be completed before the thesis defense. For thesis option students this generally takes the form of an informal oral examination with the Studies Committee and often focuses around the basic principles behind the thesis research. This should generally take place in the semester preceding the thesis defense.

For non-thesis option students, the required format is a written examination consisting of four to six topics related to the student's course of study. The advisor solicits written questions from instructors from the courses the student has taken. This is usually taken in the last semester of their program.

The examination may be retaken if the student does not pass it on the first attempt.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Specific course work may be required of those who lack a sufficiently strong engineering background.

CIVIL AND ENVIRONMENTAL ENGINEERING PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

A graduate program in Civil and Environmental Engineering (CEE) that leads to the doctor of philosophy degree is offered. The curricular and research programs emphasize engineering related to environmental and hydrological processes, sustainable transportation systems, materials, and geotechnical, geoenvironmental and structural engineering.

Research includes: groundwater contamination modeling and remediation including optimal remediation design; environmental restoration and ecological engineering; hydrological processes; air pollution and related health effects; modeling of contaminant fate and transport in the environment; materials; geotechnical and geoenvironmental engineering; dynamic behavior of soils, structures and structural health monitoring; geo-energy; and sustainable transportation systems.

Graduate students of CEE can concurrently pursue certificates of graduate education in sustainable transportation systems, complex systems, and ecological economics.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

A Master of Science or Bachelor of Science degree in engineering is preferred, but applicants with a M.S. or B.S. degree in one of the sciences are often accepted. The latter, however, should have a minimum of the following mathematics and science course work prior to admission: three semesters of calculus, one semester of differential equations, one semester of calculus-based physics, and one semester of chemistry. Satisfactory academic performance as measured by grades and scores on the Graduate Record Exam are required. Applicants whose native language is not English or who have not received their education in English must present satisfactory results from the TOEFL or IELTS examination. Completed applications are due February 1.

Minimum Requirements for the Degree of Doctor of Philosophy

In addition to advancement to candidacy, the student must:

- Present at least seventy-five credits in approved course work and research (including those required for advancement to candidacy), of which at least thirty-five credits are in research and six credits are in course work in disciplines ancillary to Civil and Environmental Engineering
- Write and successfully defend an acceptable dissertation

Comprehensive Examination

A comprehensive examination is required of all Ph.D. students and should be completed by the end of their second year in the doctoral program when they have taken at least 24 credits of graduate coursework in different topical areas. Some or all of the 24 credits required may be transferred in from their Masters degree if desired.

The comprehensive examination, successful proposal presentation, and one year of residency at UVM are needed for advancement to candidacy.

The comprehensive examination covers five topics or courses, from three topical areas. The three areas are described below.

Area 1. One topic from the following three;

1. Advanced Mathematical Methods
2. Advanced Statistical Methods
3. Probabilistic Methods

Area 2. Two topics from the following nine;

1. Water and Wastewater Engineering
2. Air Pollution, Hazardous Waste

3. Hydrology
4. Groundwater
5. Advanced Fluids
6. Advanced Structural Analysis
7. Advanced Soils
8. Transportation Systems
9. Advanced Materials

Area 3. Two topics from the following four;

1. Numerical Methods
2. Computational Modeling
3. Information Technology Applications
4. Optional Area subject to approval by Studies Committee

Five members of the Comprehensive Examination Committee will test the student in five appropriate topics selected from the previous list. Each faculty member will be responsible for one of the five topics. Students generally select from courses that they have had at UVM, but occasionally a student may select a faculty member that they did not have, but covers a topic that they have taken. The students and their Advisor select and recommend to the Graduate Student Coordinator the Comprehensive Examination Committee.

The examination takes place in two days and covers a written part (day 1) and an oral part (day 2). Each committee member makes up a written question or questions for the student that will take about an hour. The written examination is 6 hours long. The questions can be closed book or open book. This is determined by each committee member. The student should talk to each committee member prior to the examination to determine the format and scope.

The oral examination is usually given two days after the written examination. The oral examination requires three consecutive hours, a half an hour per examiner and a half an hour for the committee to reassemble and to decide if the student passed or failed the examination.

The student is responsible for coordinating the dates for the written and oral examination with their committee members, at least one month prior to the examination date. Students will coordinate with the office of the Dean of the college or Program administrative assistant to find a room for the oral examination. The student then gives to the Graduate Program Coordinator the list of members with email addresses and phone numbers, and the dates of the examinations.

The Comprehensive Examination must be passed at least 6 months before submitting the dissertation. Success in the Comprehensive Examination is prerequisite for an oral Dissertation Defense Examination.

The examination may be retaken once if the student does not pass it on the first attempt.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

It is ordinarily expected that a student will complete the following requirements for advancement to candidacy prior to the end of the second year in the program:

- One year of residency at UVM
- Teaching experience in one course
- At least twelve credits of research
- At least fifteen credits of course work at the graduate level acceptable to the student's graduate studies committee
- Satisfactory performance on a comprehensive examination that includes a written part and an oral part
- Satisfactory record of performance in courses and in teaching and research assignments

CLINICAL AND TRANSLATIONAL SCIENCE

OVERVIEW

Clinical and Translational Science (CTS) is a framework that helps us understand and develop new approaches to improving human health by linking basic biology, clinical medicine and community health. CTS students learn to design, execute and report studies of how biologic and non-biologic aspects of health care interact to influence individuals and populations. Our programs provide individuals with diverse backgrounds the opportunity to work with faculty from many disciplines and offer an Educational and Career Development Program to prepare them for roles as important and productive contributors to CTS.

DEGREES

- Clinical and Translational Science CGS (p. 116)
- Clinical and Translational Science M.S. (p. 116)
- Clinical and Translational Science Ph.D. (p. 117)

FACULTY

Bentil, Daniel; Associate Professor, Department of Mathematics and Statistics; PHD, University of Oxford

Callas, Peter W.; Research Associate Professor, Department of Mathematics and Statistics; PHD, University of Massachusetts Amherst

Freeman, Kalev; Assistant Professor, Department of Surgery; MD, University of Colorado Boulder

Galbraith, Richard A.; Professor, Department of Medicine-Clinical Pharmacology; MD, Kings College University

Jones, Christopher Arthur-Anthony; Assistant Professor, Department of Surgery; PHD, University of Oxford

Kennedy, Amanda G.; Associate Professor, Department of Medicine-General Internal Medicine Research; PHARMD, Northeastern University

Littenberg, Benjamin; Professor, Department of Medicine-General Internal Medicine Research; MD, Case Western Reserve University
MacLean, Charles Duncan; Professor, Department of Medicine-General Internal Medicine Research; MD, McGill University
Menon, Prema R; Assistant Professor, Department of Medicine-Pulmonary, MD; Sri Devaraj Urs Medical College, Tamaka, Kolar-India

Pinckney, Richard G.; Associate Professor, Department of Medicine-General Internal Medicine Research; MD, SUNY Buffalo
Rubin, Alan Saul; Associate Professor, Department of Medicine-General Internal Medicine Research; MD, New York University
Van Eeghen, Constance O.; Department of Medicine-General Internal Medicine Research; DrPH, University of North Carolina

CLINICAL AND TRANSLATIONAL SCIENCE CGS

All students must meet the Requirements for the Certificates of Graduate Study (p. 237)

OVERVIEW

The Certificate in CTS (Clinical and Translational Science) is designed for biomedical scientists, health care professionals, and scholars in other fields (e.g., ethics, business, engineering, law) who are seeking to broaden their horizons in clinical and translational research.

More information on the certificate is available from the Center for Clinical and Translational Science website.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Certificate of Graduate Study

- U.S. Baccalaureate degree or an equivalent international degree
- Four semesters of college-level science highly recommended.
- Two semesters of college-level mathematics or statistics highly recommended.
- Two semesters of college level English composition or equivalent

Minimum Degree Requirements

Students are expected to complete 19 credits of core course work and participate in the weekly Seminar in CTS.

Required Courses:		
CTS 301	Design Clin&Translational Res	3
CTS 320	Analyze Clin&Translational Res	3
CTS 305	Cell To Society I	2
CTS 310	Conduct Clin&Translational Res	3
CTS 306	Cell To Society II	2
CTS 325	Multi Analysis Clin&Trans Res	3
CTS 315	Report Clin&Translational Res	3

CLINICAL AND TRANSLATIONAL SCIENCE M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

Concentration in Investigation

This program is designed to effectively and efficiently transform clinicians and other young academics drawn from the large array of disciplines contributing to health into successful independent clinical and translational science investigators.

Concentration in Research Management

This program is designed for individuals who have an interest in becoming research coordinators, patient advocates, research administrators, study nurses and other science professionals.

SPECIFIC REQUIREMENTS

Requirements for Admissions to Graduate Studies for the Degree of Master of Science

CONCENTRATION IN INVESTIGATION

- Applicants should have a Doctoral Degree, expertise in their specialty and some general research experience.
- Four semesters of college-level science highly recommended.
- Two semesters of college-level mathematics or statistics highly recommended.
- Two semesters of college level English composition or equivalent.
- Interviews with appointed faculty are required.

CONCENTRATION IN RESEARCH MANAGEMENT

- U.S. Baccalaureate degree or an equivalent international degree.
- Four semesters of college-level science highly recommended.
- Two semesters of college-level mathematics or statistics highly recommended.
- Two semesters of college level English composition or equivalent.
- Interviews with appointed faculty are required.

Applicants holding a degree from an unaccredited institution and International applicants should consult additional Graduate College Admission requirements

Minimum Degree Requirements

CONCENTRATION IN INVESTIGATION

The Master's in CTS (Investigation) is a 31 credit degree that includes 19 credits of core course work, 6 credits of electives, and 6 credits of supervised research. Individuals must also participate in the weekly Seminar in CTS, successfully pass a comprehensive exam, and successfully complete and publicly defend a thesis.

Required Courses (Investigation Track):		
CTS 301	Design Clin&Translational Res	3
CTS 320	Analyze Clin&Translational Res	3

CTS 305	Cell To Society I	2
CTS 310	Conduct Clin&Translational Res	3
CTS 306	Cell To Society II	2
CTS 325	Multi Analysis Clin&Trans Res	3
CTS 315	Report Clin&Translational Res	3

CONCENTRATION IN RESEARCH MANAGEMENT

The Master's in CTS (Research Management) is a 31 credit degree that includes 22 credits of core course work, 3 credits of electives, and 6 credits of a supervised research internship. Individuals must also participate in the Seminar in CTS and successfully pass a comprehensive exam.

Required Courses (Research Management Track):		
CTS 301	Design Clin&Translational Res	3
CTS 305	Cell To Society I	2
CTS 308	Intro to Research Management I	3
CTS 320	Analyze Clin&Translational Res	3
CTS 310	Conduct Clin&Translational Res	3
CTS 306	Cell To Society II	2
CTS 309	Intro to Research Mgmt II	3
CTS 315	Report Clin&Translational Res	3
CTS 392	Master's Research Internship	1-6

Comprehensive Examination

The comprehensive exam is a required component for both concentrations of the M.S. program. The goal of the comprehensive exam is to determine whether the student's depth and breadth of knowledge and ability to integrate information is within a scope expected as part of a master's program in clinical and translational science (CTS).

The written exam has two parts. The first part is writing a 1-2 page NIH-style project summary of a grant protocol. The second part requires an analysis of an existing dataset using the concepts learned in the core courses.

The oral exam requires students to meet with Comprehensive Exam Committee to answer questions related to the written exam and concepts taught as part of the CTS core courses.

The comprehensive exam should be completed within 6 months of finishing the CTS core courses.

Requirements for the Advancement to Candidacy for the Degree of Master's of Science

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses.

CLINICAL AND TRANSLATIONAL SCIENCE PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The Ph.D. in CTS is designed for individuals who wish to become full-fledged independent investigators in CTS.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

- U.S. Baccalaureate degree or an equivalent international degree.
- Four semesters of college-level science highly recommended.
- Two semesters of college-level mathematics or statistics highly recommended.
- Two semesters of college level English composition or equivalent.
- Interviews with appointed faculty are required.
- Students applying to the Ph.D. in CTS must have a source of funding and a Key CTS research mentor¹ willing to provide a letter of support as part of the application.

Applicants holding a degree from an unaccredited institution and International applicants should consult additional Graduate College Admission requirements.

¹ Co-mentoring with faculty from other programs is allowed and often desirable but must involve CTS Faculty in all aspects of student research. This requirement is also applicable to CTS students in M.S. program wishing to transfer to Ph.D.

Minimum Degree Requirements

The Ph.D. in CTS is a 75 credit degree which includes 19 credit hours of core courses, at least 12 credits of elective courses, and a minimum of 20 credits of supervised research. Individuals must also participate in the weekly Seminar in CTS, complete a teaching requirement, successfully pass a comprehensive exam, and successfully complete and publicly defend a dissertation.

Required Courses:		
CTS 301	Design Clin&Translational Res	3
CTS 320	Analyze Clin&Translational Res	3
CTS 305	Cell To Society I	2
CTS 310	Conduct Clin&Translational Res	3
CTS 306	Cell To Society II	2
CTS 325	Multi Analysis Clin&Trans Res	3
CTS 315	Report Clin&Translational Res	3

Comprehensive Examination

The overall goal of the comprehensive exam is to determine whether the student's depth and breadth of knowledge and ability to integrate

information is such that he or she should be advanced to candidacy for the Ph.D. The written exam involves writing a grant protocol in the style of a NIH Small Research Grant (R03) using the concepts learned in the core courses. The oral exam requires students to meet with the Comprehensive Exam Committee to answer questions related to the written exam and concepts taught as part of the CTS core courses. The comprehensive exam should be completed within 6 months of finishing the CTS core courses.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Students must have a minimum 3.00 grade point average in didactic coursework, have acceptable evaluations in their research work and successfully complete the oral and written comprehensive exam.

COMMUNICATION SCIENCES AND DISORDERS

OVERVIEW

The Master of Science degree program in Communication Sciences and Disorders is designed to provide in-depth knowledge and skills in the areas required for a career in speech-language pathology. The course of study provides students with the academic background and clinical opportunities required in preparation for their Clinical Fellowship and ultimately the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), allowing them to pursue a satisfying and rewarding career in health care, medicine, education, or research.

The master's degree educational program in speech-language pathology at the University of Vermont has been re-accredited for the period 2012 - 2020 by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD, 20850; Phone: (800) 498-2071 or (301) 296-5700.

The Department of Communication Sciences and Disorders includes the Eleanor M. Luse Center for Communication: Speech, Language, and Hearing. This is an active clinic providing speech-language and audiology services to the community. It also serves as a key practicum site for students throughout their graduate studies. All students are supervised by clinically certified members of the faculty of the Eleanor M. Luse Center and affiliated practicum sites.

The CSD faculty conduct research in areas such as speech and language development, speech sound disorders and apraxia of speech, fluency and stuttering, autism and theory of mind, brain injury and cognitive-communication disorders. Many opportunities are available for graduate students who wish to become involved in faculty research projects.

DEGREES

- Communication Sciences and Disorders M.S. (p. 118)

FACULTY

Adams, Elizabeth; Clinical Associate Professor, Department of Communication Sciences and Disorders; Au.D., CCC-A, A.T. Still University

Bouyea, Laura; Lecturer; Department of Communication Sciences and Disorders; M.S., CCC-SLP, University of Vermont

Cannizzaro, Michael S.; Associate Professor, Department of Communication Sciences and Disorders; Ph.D., University of Connecticut

Cote, Sharon; Clinical Assistant Professor, Department of Communication Science and Disorders; M.S., CCC-SLP, Boston University

Favro, Mary Alice; Clinical Assistant Professor, Department of Communication Sciences and Disorders; M.A., CCC-SLP, University of Massachusetts, Amherst

Guitar, Barry E.; Professor, Department of Communication Sciences and Disorders; Ph.D., University of Wisconsin

Hutchins, Tiffany L.; Assistant Professor, Department of Communication Sciences and Disorders; Ph.D., University of South Florida

Kazenski, Danra; Clinical Assistant Professor, Department of Communication Sciences and Disorders; Ph.D., University of Vermont

Morris, Hope; Clinical Assistant Professor, Department of Communication Sciences and Disorders; M.S., CCC-SLP, Towson University

Prelock, Patricia A.; Professor, Department of Communication Sciences and Disorders; Ph.D., University of Pittsburgh

Velleman, Shelley L.; Professor & Chair, Department of Communication Sciences and Disorders; Ph.D., University of Texas Austin

Walberg, Julia; Clinical Educator, Department of Communication Sciences and Disorders; M.S., CCC-SLP, The University of District of Columbia

COMMUNICATION SCIENCES AND DISORDERS M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Master of Science degree program in Communication Sciences and Disorders is designed to provide in-depth knowledge and skills in the areas required for a career in speech-language pathology. The course of study provides students with the academic background and clinical opportunities required in preparation for their Clinical Fellowship and ultimately the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), allowing them to pursue a satisfying and rewarding career in health care, medicine, education, or research.

The master's degree educational program in speech-language pathology at the University of Vermont has been re-accredited for the period 2012 - 2020 by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD, 20850; Phone: (800) 498-2071 or (301) 296-5700.

The Department of Communication Sciences and Disorders includes the Eleanor M. Luse Center for Communication: Speech, Language,

and Hearing. This is an active clinic providing speech-language and audiology services to the community. It also serves as a key practicum site for students throughout their graduate studies. All students are supervised by clinically certified members of the faculty of the Eleanor M. Luse Center and affiliated practicum sites.

The CSD faculty conduct research in areas such as speech and language development, speech sound disorders and apraxia of speech, fluency and stuttering, autism and theory of mind, brain injury and cognitive-communication disorders. Many opportunities are available for graduate students who wish to become involved in faculty research projects.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

Baccalaureate degree from an accredited institution; satisfactory performance on the general (aptitude) Graduate Record Examination. Completion of courses equivalent to:

CSD 023	Linguistics for Clinicians	3
or LING 080	Introduction to Linguistics	
CSD 094	Dev of Spoken Language	3
CSD 101	Speech & Hearing Science	4
CSD 022	Introduction to Phonetics	3
or LING 165	Phonetic Theory and Practice	
CSD 281	Intro Cognitive Neuroscience (or an equivalent Human Neuroanatomy course)	3
College Level Statistics		3

Applicants must complete all of the above prerequisite courses before entering the program. Students are also required to complete 25 observation hours obtained according to guidelines provided by the American Speech-Language-Hearing Association. Students must complete these 25 observation hours before they begin their graduate program. Additionally, the American Speech-Language-Hearing Association Standard III-A for certification requires evidence of previous course work in the biological sciences, physical sciences (i.e. physics or chemistry), statistics, and the social/behavioral sciences.

Minimum Degree Requirements

All students are required to complete mandatory course work in pursuit of the M.S. in Communication Sciences and Disorders. This course work includes content areas met by the following CSD courses:

CSD 271	Introduction to Audiology (if not previously taken)	3
CSD 272	Hearing Rehabilitation (if not previously taken)	3
CSD 313	Augmentative Communication	3
CSD 320	Clinic Preparation&Management	3

CSD 321	Clinic Practicum Study 1	1
CSD 322	Clinic Practicum Study 2	2
CSD 323	Clinic Practicum Study 3	3
CSD 324	Clinic Practicum Study 4	2
CSD 325	Clinic Practicum Study 5	3
CSD 326	Clinic Practicum Study Winter 6 (optional)	1
CSD 330	Assessment of Stuttering	1
CSD 331	Treatment of Stuttering	2
CSD 340	Spch Snd Disorders in Children	3
CSD 341	Language Disorders	3
CSD 342	Seminar Lang/Lrng Disabilities	3
CSD 350	Swallowing Disorders	3
CSD 352	Voice Disorders	3
CSD 351	Aphasia in Adults	3
CSD 353	Adult Neuropathologies	3
CSD 360	Rsch Methods Comm Disorders I	3
Masters thesis (CSD 362), research project (CSD 363), or non-thesis sequence of courses focusing on clinical systematic reviews (CSD 361 and 363)		3-6
Total Credits		47-58

In total, 48-56 credits of graduate course work are required for the non-thesis track and 51-59 credits of graduate course work for students who write a thesis. Equivalent graduate-level course work, up to nine credits, may be waived if approved by the graduate program coordinator, reducing the total number of in-residence credits needed for completion of the program.

Option A (Thesis)	
The student will complete 45-53 credits of graduate-level courses and six additional credits (CSD 362) for conducting the research leading to an M.S. thesis	
Option B (Non-Thesis)	
Students choosing the non-thesis option will complete 45-53 credits required for the degree, including at least three credits of non-thesis research (CSD 361 and/or CSD 363 – research project or Systematic Reviews course)	

Comprehensive Examination

The portfolio is used by this department as an alternative form of Comprehensive Examination; it provides a rich demonstration of the students' achievements in their course of study. Each student's portfolio includes a set of four reflective essays as well as academic and clinical artifacts selected by the student to reflect growth in specific areas of academic and clinical knowledge and skills required by the American Speech-Language-Hearing Association and the Vermont Department of Education. Other aspects of growth to

be demonstrated include increasing rigor in critical thinking and methods of inquiry for research and its application.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Satisfactory completion of the written comprehensive examination in the form of a portfolio. Students will not be admitted to candidacy if 400 practicum hours (including twenty-five hours of observation) are not reached. Students may submit their comprehensive examination portfolio only in or following that semester in which they will have completed thirty-six graduate credits and 300 hours of supervised clinical practicum, and eleven credits in clinical study.

COMMUNITY DEVELOPMENT AND APPLIED ECONOMICS

OVERVIEW

The Department of Community Development and Applied Economics (CDAE) supports sustainable local and international community development through interdisciplinary research, education, and outreach that serves the public interest. CDAE offers a Master of Science degree in Community Development and Applied Economics. Expertise among the CDAE faculty advisors includes economics (both ecological and neoclassical), rural sociology, food systems, applied econometrics, agricultural economics, policy and governance, consumer affairs, renewable energy, and community entrepreneurship. CDAE's research and outreach is both global (e.g. Agroecology, Farmer Livelihoods and Ecosystem Services in Brazil's Atlantic Forest) and local (e.g., dairy farming and farmers' markets in Vermont) and graduate students benefit from close affiliation with other research institutions at the University of Vermont and beyond.

DEGREES

- Community Development and Applied Economics M.S. (p. 120)

FACULTY

Baker, Daniel H.; Associate Professor, Department of Community Development and Applied Economics; PHD, University of Vermont
Conner, David S.; Assistant Professor, Department of Community Development and Applied Economics; PHD, Cornell University
Farley, Joshua C.; Professor, Department of Community Development and Applied Economics; PHD, Cornell University
Heiss, Sarah Noel; Assistant Professor, Department of Community Development and Applied Economics; PHD, Ohio University
Inwood, Shoshannah Miriam; Assistant Professor, Department of Community Development and Applied Economics; PHD, Ohio State University
Koliba, Christopher J.; Professor, Department of Community Development and Applied Economics; PHD, Syracuse University
Kolodinsky, Jane Marie; Professor, Department of Community Development and Applied Economics; PHD, Cornell University
McMahon, Edward; Associate Professor, Department of Community Development and Applied Economics; PHD, University of Vermont

Parsons, Robert L.; Extension Professor, Department of Community Development and Applied Economics; PHD, Virginia Polytechnic Institute and State University

Sun, Tao; Assistant Professor, Department of Community Development and Applied Economics; PHD, University of Minnesota Twin Cities

Wang, Qingbin; Professor, Department of Community Development and Applied Economics; PHD, Iowa State University

Watts, Richard A.; Research Assistant Professor, Department of Community Development and Applied Economics; PHD, University of Vermont

Zia, Asim; Associate Professor, Department of Community Development and Applied Economics; PHD, Georgia Institute of Technology

COMMUNITY DEVELOPMENT AND APPLIED ECONOMICS M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Department of Community Development and Applied Economics (CDAE) supports sustainable local and international community development through interdisciplinary research, education, and outreach that serves the public interest. CDAE offers a Master of Science degree in Community Development and Applied Economics. Expertise among the CDAE faculty advisors includes economics (both ecological and neoclassical), rural sociology, food systems, applied econometrics, agricultural economics, policy and governance, consumer affairs, renewable energy, and community entrepreneurship. CDAE's research and outreach is both global and local (e.g., dairy farming and farmers' markets in Vermont) and graduate students benefit from close affiliation with other research institutions at the University of Vermont and beyond.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

- GPA = 3.00 or equivalent from bachelor's degree.
- Completion of an acceptable Calculus and Microeconomics course by the end of the first semester of enrollment.
- Satisfactory scores from the Graduate Record Examination (GRE); official scores are required.
- Three letters of recommendation attesting to the candidate's academic potential for graduate work and motivation for pursuing the M.S. in CDAE.
- For international students whose native language is not English or who have not completed undergraduate degrees in English, scores from the Test of English as a Foreign Language (TOEFL) or the English Language Testing System (IELTS) must be submitted.

Minimum Degree Requirements

The degree requires a total of thirty-six credits, of which thirty are from advanced courses in CDAE and other related fields plus six

credits of thesis research. A written comprehensive examination and an oral defense of a thesis are also required. A student's thesis research is often an integral part of faculty-led, ongoing research projects in CDAE.

Students in the graduate program must have a 3.00 grade point average to remain a degree candidate. A student may be dismissed from the Graduate College if two or more grades below a "B" are received.

Five courses and graduate research seminars are required:

CDAE 351	Research Methods	3
CDAE 354	Advanced Microeconomics	3
CDAE 392	Graduate Seminars (1 credit per semester, taken 3 semesters)	1
Approved statistics/research course		3
CDAE 326	Community Economic Development (or other approved community development course)	3
CDAE 359	Applied Econometrics	3
CDAE 391	Master's Thesis Research	6+

Comprehensive Examination

A written examination must be completed by the student's third semester of full-time enrollment.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of any prerequisite courses, and at least 15 graded graduate credits earned in compilation of the graduate GPA, including all core courses. A GPA of 3.00 or greater is also required.

COMPLEX SYSTEMS

OVERVIEW

The Vermont Complex Systems Center comprises a transdisciplinary group of faculty and their graduate students and postdocs who collaborate in analyzing, modeling, and understanding complex physical, biological, technological, and/or sociological systems. The Center sponsors an invited seminar series, a biweekly reading group, biweekly meetings of SCRAPs (Student Complexity Research And Pizza Seminar), research symposia, and TEDxUVM events. Most graduate students affiliated with the Center complete the 5-course Certificate of Graduate Study in Complex Systems as a complement to their graduate degrees across campus.

DEGREES

- Complex Systems CGS (p. 121)

FACULTY

Bagrow, James; Assistant Professor, Department of Mathematics & Statistics; PHD, Clarkson University

Bates, Jason H. T.; Interim Director, School of Engineering; Professor, Department of Medicine - Pulmonary; Research Professor,

Department of Molecular Physiology and Biophysics; PHD, Otago University

Beckage, Brian; Associate Professor, Department of Plant Biology; PHD Duke University

Bongard, Joshua C.; Professor, Department of Computer Science; PHD, University of Zurich

Danforth, Christopher M.; Associate Professor, Department of Mathematics and Statistics; PHD, University of Maryland College Park

Del Maestro, Adrian G.; Assistant Professor, Department of Physics; PHD, Harvard University

Dodds, Peter S.; Professor, Department of Mathematics and Statistics; PHD, Massachusetts Institute of Technology

Dubief, Yves C.; Associate Professor, School of Engineering; PHD, Institut National Polytechnique de Grenoble; PHD, Institut National Polytechnique de Grenoble

Eppstein, Margaret Jean; Professor and Chair, Department of Computer Science; PHD, University of Vermont

Garavan, Hugh P.; Professor, Department of Psychiatry, Associate Professor, Department of Psychology; PHD, Bowling Green State University

Gibson, William Arch; Professor, Department of Economics; PHD University of California, Berkeley

Goodnight, Charles James; Professor, Department of Biology; PHD, University of Chicago

Hernandez, Eric; Assistant Professor, Department of Engineering; PHD, Northeastern University

Hines, Paul D.; Associate Professor, School of Engineering; PHD, Carnegie Mellon University

Koliba, Christopher J.; Professor, Department of Community Development and Applied Economics; PHD, Syracuse University

Ricketts, Taylor H.; Director, Gund Institute, Professor, Rubenstein School of Environment and Natural Resources; PHD, Stanford University

Rizzo, Donna Marie; Professor, Department of Engineering; PHD, University of Vermont

Sansoz, Frederic P.; Associate Professor, Department of Engineering, Director, Department of Mechanical Engineering; PHD, Ecole des Mines

Scarpino, Samuel; Assistant Professor; Department Mathematics and Statistics; PhD, University of Texas, Austin

Zia, Asim; Assistant Professor, Department of Community Development and Applied Economics; PHD, Georgia Institute of Technology

COMPLEX SYSTEMS CGS

All students must meet the Requirements for the Certificates of Graduate Study (p. 237)

OVERVIEW

In complex physical, biological, social and engineered systems, the self-organizing dynamics of interacting entities (be they molecules, cells, genes, bacteria, plants, birds, humans, nanobots, electrical substations, etc.) give rise to emergent system properties (such as consciousness, cancer, global warming, societies, etc.). Fortunately, many essential properties of such systems may be studied, modeled

and understood using similar approaches, regardless of the application domain. Learning these cutting-edge complex systems approaches can help students move to the forefront of their field and stand out when competing in a tough job market.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Certificate of Graduate Study

A Bachelor's degree and prior coursework in Calculus, statistics, and computer programming (in any language, but prior Matlab is helpful) are the minimum prerequisites. Linear algebra is recommended but not required. Specific electives may have additional prerequisites.

Minimum Degree Requirements

The Certificate of Graduate Study in Complex Systems requires fifteen graduate credits (5 courses), with a minimum GPA of 3.0 in these 5 courses. Students must complete the two core courses (CSYS 300 and CSYS 302), at least one elective from the A-List, and two more electives from the A-List or the B-List (shown below). The Certificate in Complex Systems may be earned either in conjunction with or independent of a UVM graduate degree program.

Required Core Courses:		
CSYS/MATH 300	Principles of Complex Systems	3
CSYS/CS 302	Modeling Complex Systems	3
A - List (Select 1-3 Courses):		
CSYS/MATH 266	Chaos,Fractals&Dynamical Syst	3
CSYS/MATH 303	Complex Networks	3
CSYS/BIOL 352	Evolutionary Computation	3
or CS 352	Evolutionary Computation	
CSYS/CS 256	Neural Computation	3
CSYS/STAT 369	Applied Geostatistics	3
or CE 369	Applied Geostatistics	
CSYS/CE 359	Appld Artificial Neural Ntwrks	1-3
B - List (Select 0-2 Courses):		
(Other courses may apply)		
CSYS/MATH 268	Mathematical Biology&Ecology	3
MATH 330	Adv Ordinary Diff Equations	3
CSYS/CE 295	Advanced Special Topics (Reliability of Engineering Systems)	1-18
CSYS/ME 295	Advanced Special Topics (Systems and Synthetic Biology)	1-18
CSYS/ME 312	Adv Bioengineering Systems	3

EE 217	Smart Grid	3
CSYS/ME 350	Multiscale Modeling	3
CSYS/EE 395	Special Topics (Optimization in Engineering)	1-18
PA 308	Decision Making Models	3
PA 317	Systems Anly & Strategic Mgmt	3
PA 306	Policy Systems	3
BIOL 271	Evolution	3
CSYS/PBIO 295	Advanced Special Topics (Ecological & Environmental Modeling))	1-18
CS 206	Evolutionary Robotics	3
ENVS 295	Advanced Special Topics (Envir. Modeling & Systems Thinking)	1-18
STAT/CS 287	Data Science I	3
STAT 387	Data Science II	3
PHYS 323	Contemporary Physics	0-6

COMPLEX SYSTEMS AND DATA SCIENCE

OVERVIEW

The Vermont Complex Systems Center's MS in CSDS is a two year degree with optional disciplinary tracks. UVM undergraduates may incorporate the degree as part of an Accelerated Master's Program. The program's central goal is to help students become protean data scientists with eminently transferable skills. Students are provided with a broad training in computational and theoretical techniques for (1) describing and understanding complex natural and sociotechnical systems, enabling them to then, as possible, (2) predict, control, manage, and create such systems. Students will be trained in: Industry standard methods of data acquisition, storage, manipulation, and curation; visualization techniques, with a focus on building high quality web-based applications; finding complex patterns and correlations through, for example, machine learning and data mining; powerful ways of hypothesizing, searching for, and extracting explanatory, mechanistic stories underlying complex systems—not just how to use black box techniques; combining the formulation of mechanistic models (e.g., toy physics models) with genetic programming.

DEGREES

Complex Systems and Data Science AMP (p. 123)

Complex Systems and Data Science MS (p. 124)

FACULTY

Bagrow, James; Assistant Professor, Department of Mathematics and Statistics; PHD, Clarkson University

Bongard, Joshua; Associate Director of Complex Systems Center; Associate Professor, Department of Computer Science; PHD, University of Zurich

Buzas, Jeff; Chair and Professor, Department of Mathematics and Statistics; PHD, North Carolina State University Raleigh

Danforth, Chris; Associate Director of Complex Systems Center; Associate Professor, Department of Mathematics and Statistics; PHD, University of Maryland College Park

Dodds, Peter; Director of Complex Systems Center; Professor, Department of Mathematics and Statistics; PHD, Massachusetts Institute of Technology

Eppstein, Margaret; Chair of Complex Systems Curriculum Committee; Chair and Professor, Department of Computer Science; PHD, University of Vermont

Scarpino, Samuel; Assistant Professor, Department of Mathematics and Statistics; PHD, University of Texas at Austin

COMPLEX SYSTEMS AND DATA SCIENCE AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Vermont Complex Systems Center's Accelerated MS in CSDS is a five year degree coupled with a relevant bachelor's degree with optional disciplinary tracks. Our central goal is to help students become protean data scientists with eminently transferable skills. We provide students with a broad training in computational and theoretical techniques for (1) describing and understanding complex natural and sociotechnical systems, enabling them to then, as possible, (2) predict, control, manage, and create such systems. Students will be trained in: Industry standard methods of data acquisition, storage, manipulation, and curation; Visualization techniques, with a focus on building high quality web-based applications; Finding complex patterns and correlations through, for example, machine learning and data mining; Powerful ways of hypothesizing, searching for, and extracting explanatory, mechanistic stories underlying complex systems—not just how to use black box techniques; Combining the formulation of mechanistic models (e.g., toy physics models) with genetic programming.

SPECIFIC REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE DEGREE OF MASTER OF SCIENCE FOR ACCELERATED STUDENTS

To be eligible for the Accelerated Master's Program, a student must be a declared computer science, mathematics, or statistics B.S. major, and have identified a Complex Systems faculty sponsor. Students need to apply early (before the second semester of their junior year) to have time to plan two graduate level courses that can be used toward both their bachelor's and graduate (MS) degree. These credits must be taken after formal admission to the graduate program. Other requirements include a GPA typically higher than 3.0 overall. There is no GRE requirement for the AMP degree. All students must meet the Graduate college requirements for the Accelerated Master's Degree Programs.

MINIMUM DEGREE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

A total of thirty credits, distributed as shown below:

Common Core (4 courses)		12
CSYS 300	Principles of Complex Systems (Include individual and/or team projects)	
or MATH 300	Principles of Complex Systems	
CSYS 302	Modeling Complex Systems (Include individual and/or team projects)	
or CS 302	Modeling Complex Systems	
STAT 287	Data Science I (Include individual and/or team projects)	
STAT 387	Data Science II (Include individual and/or team projects)	
Electives		9
Six credits of Complex Systems and/or Data Science Electives		
Three credits of an advisor approved course		
Path Specific		9
Coursework only: Nine credits of either additional Complex Systems and Data Science courses or an elective path (Biomedical Systems, Distributed Systems, Energy Systems, Environmental Systems, Evolutionary Robotics, Policy Systems, or Self-designed named disciplinary path (requires approval of the CSDS advisor)		
Coursework and project: 3 to 6 credits of project (CSYS 392) plus additional 3 to 6 credits of course work		
Coursework and thesis: 6 to 9 credits of thesis research (CSYS 391) plus additional 3 credits of course work if needed.		

Threaded throughout their courses, a desired central outcome of each Master's student's training will be their development of a data-intensive, high design portfolio of interactive online visualizations. Students will have many opportunities to work with faculty, researchers, institutions, and corporations, on meaningful, important real-world data sets, drawn from engineering systems, neuroscience, society through the lens of social media, and more. Beyond being a key training mechanism, we envisage these portfolios—in the manner of, for example, a traditional engineering design or artist's set of works—will be instrumental in students achieving outstanding positions in their chosen fields.

comprehensive exam

Receiving an A- or above in at least two of the four core courses and a B or above in the other two core courses meets the comprehensive exam requirement. If students do not meet this standard, they must demonstrate mastery of the material in which they have not proved to have satisfactory knowledge by one of three possible routes: an oral exam, a written exam, or a paper. The exact format will be decided upon by the Curriculum Committee in consultation with the student. The Curriculum Committee will also designate three relevant faculty

who will create the exam and or specify the format and content area of the paper and assess the student's performance.

REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY FOR THE DEGREE OF MASTER OF SCIENCE

Successful completion of the comprehensive exam and all required coursework.

COMPLEX SYSTEMS AND DATA SCIENCE M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Vermont Complex Systems Center's MS in CSDS is a two year degree with optional disciplinary tracks. UVM undergraduates may incorporate the degree as part of an Accelerated Master's Program. Our central goal is to help students become protean data scientists with eminently transferable skills (read: super powers). We provide students with a broad training in computational and theoretical techniques for (1) describing and understanding complex natural and sociotechnical systems, enabling them to then, as possible, (2) predict, control, manage, and create such systems. Students will be trained in: Industry standard methods of data acquisition, storage, manipulation, and curation; Visualization techniques, with a focus on building high quality web-based applications; Finding complex patterns and correlations through, for example, machine learning and data mining; Powerful ways of hypothesizing, searching for, and extracting explanatory, mechanistic stories underlying complex systems—not just how to use black box techniques; Combining the formulation of mechanistic models (e.g., toy physics models) with genetic programming.

SPECIFIC REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE DEGREE OF MASTER OF SCIENCE

Our program aims to serve students coming from a wide variety of backgrounds and therefore deliberately keep the prerequisites to a minimum. Students must have a Bachelor's degree in a relevant field and prior coursework or be able to establish competency in calculus, computer programming, data structures, linear algebra, and probability and statistics. Please note that some electives have additional prerequisites. General GRE scores are not required.

We offer three courses for students who may be lacking in these prerequisites:

1. CS 124 Data Structures
2. MATH 122 Applied Linear Algebra, and
3. STAT 211 Statistical Methods I

Note that at most one of CS 124 or MATH 122 may be taken for graduate credit (pending completion of a Permission to take a 100/200 Level Course for Graduate Credit Form at least 1 month before the semester in which the course is taken).

MINIMUM DEGREE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

A total of thirty credits, distributed as shown below:

Common Core (4 courses)		12
CSYS 300	Principles of Complex Systems (Include individual and/or team projects)	3
or MATH 300	Principles of Complex Systems	
CSYS 302	Modeling Complex Systems (Include individual and/or team projects)	3
or CS 302	Modeling Complex Systems	
STAT 287	Data Science I (Include individual and/or team projects)	3
STAT 387	Data Science II (Include individual and/or team projects)	3
Electives		9
Six credits of Complex Systems and/or Data Science Electives		
Three credits of an advisor approved course		
Path Specific		9
The degree program can be completed with one of three options:		
Coursework only: Nine credits of either additional Complex Systems and Data Science courses or an elective path (Biomedical Systems, Distributed Systems, Energy Systems, Environmental Systems, Evolutionary Robotics, Policy Systems, or Self-designed named disciplinary path (requires approval of the CSDS advisor)		
Coursework and project: 3 to 6 credits of project (CSYS 392) plus additional 3 to 6 credits of course work		
Coursework and thesis: 6 to 9 credits of thesis research (CSYS 391) plus additional 3 credits of course work if needed.		

Threaded throughout their courses, a desired central outcome of each Master's student's training will be their development of a data-intensive, high design portfolio of interactive online visualizations. Students will have many opportunities to work with faculty, researchers, institutions, and corporations, on meaningful, important real-world data sets, drawn from engineering systems, neuroscience, society through the lens of social media, and more. Beyond being a key training mechanism, we envisage these portfolios—in the manner of, for example, a traditional engineering design or artist's set of works—will be instrumental in students achieving outstanding positions in their chosen fields.

Comprehensive Exam

Receiving an A- or above in at least two of the four core courses and a B or above in the other two core courses meets the comprehensive exam requirement. If students do not meet this standard, they must demonstrate mastery of the material in which they have not proved to have satisfactory knowledge by one of three possible routes: an oral exam, a written exam, or a paper. The exact format will be decided upon by the Curriculum Committee in consultation with the student. The Curriculum Committee will also designate three relevant faculty

who will create the exam and or specify the format and content area of the paper and assess the student's performance.

REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY FOR THE DEGREE OF MASTER OF SCIENCE

Successful completion of the comprehensive exam and all required coursework.

COMPUTER SCIENCE

OVERVIEW

The Department of Computer Science offers three graduate programs through the Graduate College: an Accelerated Master's Program (AMP) that enables strong computer science undergraduate students to complete computer science Bachelor's and Master's degrees in 5 years; a Master's Program (M.S.) in computer science with course work-only, project, and thesis options; and an interdisciplinary Ph.D. program that offers study in both traditional and cross-disciplinary areas of computing. The Department also contributes courses to and coordinates the Transdisciplinary Certificate of Graduate Study in Complex Systems.

DEGREES

- Computer Science AMP (p. 125)
- Computer Science M.S. (p. 126)
- Computer Science Ph.D. (p. 127)

FACULTY

Bagrow, James; Assistant Professor, Department of Mathematics & Statistics; PHD, Clarkson University

Bongard, Joshua C.; Professor, Department of Computer Science; PHD, University of Zurich

Danforth, Christopher M.; Associate Professor, Department of Mathematics and Statistics; PHD, University of Maryland

Dinitz, Jeffrey Howard; Professor, Department of Mathematics and Statistics; PHD, Ohio State University

Dodds, Peter Sheridan; Professor, Department of Mathematics and Statistics; PHD, Massachusetts Institute of Technology

Eppstein, Margaret Jean; Professor and Chair, Department of Computer Science; PHD, University of Vermont

Hines, Paul D.; Associate Professor, School of Engineering; PHD, Carnegie Mellon University

Lee, Byung S.; Professor, Department of Computer Science; PHD, Stanford University

Li, Dawei; Assistant Professor, Department of Microbiology and Molecular Genetics; PHD, Shanghai Jiao Tong University

Ling, Alan Chi; Associate Professor, Department of Computer Science; PHD, University of Waterloo

Oughtstun, Kurt Edmund; Professor, School of Engineering; PHD, University of Rochester

Pinder, George Francis; Professor, School of Engineering; PHD, University of Illinois Urbana-Champaign

Radermacher, Michael; Professor, Department of Molecular Physiology and Biophysics; PHD, Technical University of Munich

Rizzo, Donna Marie; Professor, School of Engineering; PHD, University of Vermont

Skalka, Christian Edward; Associate Professor, Department of Computer Science; PHD, Johns Hopkins University

Wang, Xiaoyang; Adjunct Professor, Department of Computer Science; PHD, University of Southern California

Yu, Jun; Professor, Department of Mathematics and Statistics; PHD, University of Washington Seattle

Zia, Asim; Associate Professor, Department of Community Development and Applied Economics; PHD, Georgia Institute of Technology

COMPUTER SCIENCE AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Accelerated Master's Program (AMP) in computer science allows students with strong ability and motivation to complete a bachelor's and a master's degree in computer science within five years. It is expected that students enrolled in this program will pursue a master's thesis on original research commencing in the summer following their senior year.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Master's Students

The first four years of the AMP consist of a complete undergraduate program in computer science, satisfying the curricular requirements for one of the following:

- the Bachelor of Science, major in Computer Science,
- the Bachelor of Science, major in Computer Science and Information Systems, or
- the Bachelor of Arts, major in Computer Science.

During the fourth year, a student in the AMP has dual status, being an undergraduate student in computer science, and simultaneously a first-year graduate student in computer science. Up to six credits of graduate courses taken during an AMP student's senior year can be applied simultaneously towards both the undergraduate and graduate degree, provided that the courses are taken after the student has been accepted into the Graduate College. These courses must be approved in advance by the Director of Graduate Studies in Computer Science.

With permission of the Graduate Committee and the Graduate College, AMP students may apply additional graduate level computer science credits taken before they complete their undergraduate degree to their Master's degree, as long as these credits are not applied to their undergraduate degree.

Undergraduates interested in the AMP should discuss this option with the Director of Graduate Studies in Computer Science during their junior year.

There is no GRE requirement for AMP students.

Minimum Degree Requirements

Option A (Thesis)		
Thirty credits, including a minimum of twenty-one credits of approved course work, and a minimum of six credits of thesis research (CS 391)		30
Option B (Project)		
Thirty credits, including a minimum of twenty-four credits of approved course work, and a minimum of three credits of project research (CS 392)		30
Option C (Non-Thesis)		
Thirty credits of approved course work		30
All Options		
Students in all options must take, or have completed the equivalent of, the core sequence:		
CS 201	Operating Systems	3
CS 224	Algorithm Design & Analysis	3
CS 243	Theory of Computation	3
Pass a comprehensive exam covering material from the core sequence		
Fulfill the credit requirement with approved graduate-level course work in computer science or related areas. (Only courses with grades of B- or above are counted towards course work requirements and students with two grades below B are eligible for dismissal.)		

Comprehensive Examination

Taking all required M.S. courses at UVM and receiving a grade of A- or better constitutes successfully completing the comprehensive examination.

M.S. students who either took one or more required courses at another institution, or who passed a course at UVM but with a grade between B+ and C- must take an oral exam in this course area. In this event, the Graduate Committee will form an exam committee for this oral exam. Each student who needs to take comprehensive oral exams should arrange a schedule with the examiners and then inform the Graduate Committee of the exam date. It is strongly recommended that the examination is completed during the academic year, unless all examiners agree to give the exam on a date during the break. Passing or failing of the examination is noted on the student's transcript.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Passing of the comprehensive exam.

COMPUTER SCIENCE M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The M.S. program in Computer Science offers thesis, project, and course work only options. Acceptance into thesis or project options is conditional upon the student finding an eligible advisor who

agrees to supervise the thesis or project. Please see the Department of Computer Science website for current research interests of the department's faculty.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

A bachelor's degree in computer science or a related discipline, and satisfactory scores on the Graduate Record Examination general (aptitude) section are required for admission. Students should also demonstrate that they have taken the following courses or have equivalent knowledge:

Two courses that treat systematic program development in a high-level language, for example:		7
CS 021	Computer Programming I	
CS 110	Intermediate Programming	
One course in computer system organization, for example:		3
CS 121	Computer Organization	
One course in data structures, for example:		3
CS 124	Data Structures & Algorithms	
One course in computability and complexity, for example:		3
CS 125	Computability and Complexity	
Two courses in differential and integral calculus, for example:		8
MATH 021	Calculus I	
MATH 022	Calculus II	
One course in linear algebra:		3
MATH 124	Linear Algebra	
One course in probability and statistics, for example:		3
STAT 143	Statistics for Engineering	

Applicants who have strong academic records in a different discipline and lack one or more of these prerequisites may be accepted provisionally. Provisionally accepted students will be required to complete an approved program of remedial work within their first year of study.

Applicants whose native language is not English or whose formal education has been conducted in a language other than English must have a Test of English as a Second Language (TOEFL) score of 90 (Internet-based test) or above or an International English Language Testing System (IELTS) score of 6.5 or above. To be considered for financial assistantship from the university, applicants must have an iBT TOEFL score of 100 or an IELTS score of 7.0 or above.

Minimum Degree Requirements

Option A (Thesis)	
--------------------------	--

Thirty credits, including a minimum of twenty-one credits of approved course work, and a minimum of six credits of thesis research (CS 391)		30
Option B (Project)		
Thirty credits, including a minimum of twenty-four credits of approved course work, and a minimum of three credits of project research (CS 392)		30
Option C (Non-Thesis)		
Thirty credits of approved course work		33
All Options		
Students in all options must take, or have completed the equivalent of, the core sequence:		
CS 201	Operating Systems	3
CS 224	Algorithm Design & Analysis	3
CS 243	Theory of Computation	3
Pass a comprehensive exam covering material from the core sequence		
Fulfill the credit requirement with approved graduate-level course work in computer science or related areas. (Only courses with grades of B- or above are counted towards course work requirements and students with two grades below B are eligible for dismissal.)		

Comprehensive Examination

Taking all required M.S. courses at UVM and receiving a grade of A- or better constitutes successfully completing the comprehensive examination.

M.S. students who either took one or more required courses at another institution, or who passed a course at UVM but with a grade between B+ and C-, must take an oral exam in this course area. In this event, the Graduate Committee will form an exam committee for this oral exam. Each student who needs to take comprehensive oral exams should arrange a schedule with the examiners and then inform the Graduate Committee of the exam date. It is strongly recommended that the examination is completed during the academic year, unless all examiners agree to give the exam on a date during the break.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Passing of the comprehensive examination.

COMPUTER SCIENCE PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The interdisciplinary Ph.D. program in computer science offers study in both traditional and cross-disciplinary areas in computing. Please see the departmental website for current research interests of the department's faculty.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

A Bachelor's degree and satisfactory scores on the Graduate Record Examination (GRE) general section are required of all applicants. Applicants will be evaluated based on their potential for excellence in research, as judged from their academic background, test scores, relevant experience and letters of recommendation. We admit students who we believe are most likely to succeed and thrive in the program.

Applicants who have strong academic records in a discipline other than computer science and lack an acceptable computer science background, including courses in Data Structures (e.g. CS 124), Computer Organization (e.g., CS 121), and Theory of Computation (e.g., CS 125) may be accepted provisionally. Provisionally accepted students will be required to complete an approved program of remedial work within their first year of study.

Applicants whose native language is not English or whose formal education has been conducted in a language other than English must have a Test of English as a Second Language (TOEFL) score of 90 (Internet-based test) or above or an International English Language Testing System (IELTS) score of 6.5 or above. To be considered for financial assistantship from the university, applicants must have an iBT TOEFL score of 100 or an IELTS score of 7.0 or above.

Minimum Requirements for the Degree of Doctor of Philosophy

A minimum of seventy-five credits of graduate study must be approved by the graduate studies committee and successfully completed. All students must take a minimum of thirty credits of research and thirty credits of course work, of which at least fifteen must be graded and may not count towards a master's degree (only courses with grades of B- or above are counted towards this minimum requirement and students with two grades below B are eligible for dismissal).

A student's doctoral program consists of:

- gaining a sound breadth of knowledge in computer science, primarily through course work
- gaining appropriate depth in a specific research area and posing an appropriate original research problem
- completing the research and documenting that research in a dissertation

Three hurdles mark the completion of these stages:

- the comprehensive exam demonstrates breadth of knowledge in computer science
- the dissertation proposal describes the current state-of-the-art in a particular research area and the particular research problem the student proposes to tackle

- the written dissertation and oral defense document the original research

Beyond research and course work, the student must gain appropriate experience, to the satisfaction of their graduate studies committee, in teaching, programming, and communicating technical ideas, both orally and in writing. The student must have at least two peer-reviewed publications prior to defending their dissertation.

Comprehensive Examination

All students enrolled in the UVM CS Ph.D. program must pass the Ph.D. comprehensive exams, regardless of whether they received their M.S. degree at UVM. The Ph.D. comprehensive exams comprises a written component and an oral component. The written exam is given in the area of Algorithms. In the case that the student's performance is not satisfactory in this written exam, an optional follow-up oral exam may be called for by examiners. The examiners are Computer Science graduate faculty members appointed by the Graduate Committee. The oral exam is a single-session exam, and aims to examine a student's breadth of knowledge in selected topical areas. The topical areas and examiners on this oral exam committee will be determined by each student's Studies Committee, with approval by the Graduate Committee after a commenting period of one week from the CS graduate faculty. The specific policy on the oral examination procedure is administered by the Graduate Committee.

On the first try, the examination committee will award students one of the following three outcomes to the exam:

1. Pass at the Ph.D. level
2. Pass at the M.S. level with opportunity for at most one retake (to try for a Ph.D. level pass)
3. Fail with opportunity for at most one retake

If a student retakes the comprehensive exam, the examination committee will award students one of the following three outcomes to the retake:

1. Pass at the Ph.D. level
2. Pass at the M.S. level without further opportunity to retake at the Ph.D. level
3. Fail without opportunity for retake at the Ph.D. level

Ph.D. students who pass their Ph.D. comprehensive exams at the M.S. level but not at the Ph.D. level may, if desired, complete any remaining requirements to complete an M.S. degree (including the M.S. comprehensive exam, defined above), but are not allowed to advance to candidacy for the Ph.D.

Written comprehensive exams are given by the Graduate Committee twice a year, in May and January. Each student's Studies Committee will approve an appropriate timeframe of oral exams for a given student based on their individual circumstances. It is then up to the student to schedule their exams within the agreed-upon timeframe. While individual circumstances may vary, normal expectations are as follows:

- Ph.D. students are normally expected to take oral exams by the end of their second year of full-time Ph.D. graduate study (part-time students may take longer).
- A student who needs to retake their oral exams is expected to do so within 6 months of their first attempt.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Before advancing to candidacy, the student must:

- Demonstrate satisfactory performance in a schedule of courses of at least fifteen credits of graduate course work at UVM, as approved by the student's graduate studies committee
- Pass a comprehensive exam in areas approved by the student's graduate studies committee, including a written component
- Successfully propose a dissertation topic in a public presentation
- Pass an oral exam before the student's graduate studies committee in a closed session following the dissertation proposal

COUNSELING

OVERVIEW

The Graduate Counseling Program provides professional preparation for individuals who wish to work as counselors in schools, colleges, community mental health, social service agencies or private practice.

To achieve professional competence, students are expected to become knowledgeable and skilled in the following areas: professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, research and program evaluation, and in additional areas in their specialized track of study. A supervised internship in an appropriate field setting is a requirement in the program for each track of study.

The specific composition of a student's program, designed with the assistance of a faculty advisor, is based on university, college, and program requirements in accordance with licensure and accreditation standards. Learning experiences consist of a balance between theory and supervised practice.

In addition to the general application procedures, a resume and a group interview are required of each qualified applicant. For a more detailed description of the program visit the Graduate Counseling website, or contact:

University of Vermont
Graduate Counseling Program
101A Mann Hall
208 Colchester Avenue
Burlington, VT 05405-1757
(802) 656-3888
email: cslgprog@uvm.edu

DEGREES

- Counseling AMP (p. 129)
- Counseling M.S. (p. 130)

FACULTY

Geroski, Anne M.; Associate Professor; Department of Leadership and Developmental Sciences; EDD, University of Maine

Kindsvatter, Aaron; Assistant Professor; Department of Leadership and Developmental Sciences; PHD, Kent State University

Okech, Jane E.; Associate Professor; Department of Leadership and Developmental Sciences; PHD, Idaho State University

Smith, Lance C.; Assistant Professor; Leadership and Developmental Sciences; PHD, Syracuse University

COUNSELING AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

This accelerated master's degree program (AMP) is designed to offer select UVM undergraduates from multiple disciplines the opportunity to obtain their bachelor's degree while beginning their Master's degree in Counseling during their senior year. The mission of the Counseling Program at the University of Vermont is to prepare students to work as counseling professionals in culturally and socially diverse school, mental health, and community settings and to act as facilitators of personal and social change. In the Counseling Program, students have the option to enroll in a 48 credit hour School Counseling program, a 60 credit hour Clinical Mental Health Counseling program, or in the Dual Option with 68 credits. Our program requirements include 600-1000 hours of practicum and internship in a field setting. Students enrolled in the AMP can have up to six credits of graduate-level courses taken during their senior undergraduate year count towards both a bachelor's degree and the Master's in Counseling degree. An additional three credits of graduate level coursework taken their senior year can be applied towards the master's degree provided that these three credits are not used to fulfill undergraduate degree requirements. Students in the AMP would then be expected to complete remaining master's degree requirements during a fifth and sixth year of study. Full-time graduate student status will start the fall after their undergraduate graduation and will be expected to be maintained until completion of their Master's degree in Counseling.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

Students must apply for admission into the accelerated master's in counseling program in the beginning of spring semester their junior year. Admission into AMP program will be determined, based upon the following:

- A minimum cumulative grade point average of 3.25
- Completion of the Graduate College Application form that must include at least two letters of recommendation from UVM faculty members.

Students MUST be admitted through the Graduate College before taking any courses that will be applied to the master's degree

requirements. Students will start AMP degree coursework during fall of their senior year. While not required for admission, applicants are strongly encouraged to take EDCO 101 The Helping Relationship during the spring of their junior year.

Minimum Degree Requirements for the Degree of Master of Science

A minimum of 48 credit hours for the School Counseling program, 60 credit hours for the Clinical Mental Health Counseling program, or 68 credits for the Dual Option are required for completion of the accelerated master's degree in counseling. Students must also complete 600-1000 hours of practicum and internship in a field setting. Students must also meet the UVM Graduate College requirements for the Master's Degree (p. 237).

ACCELERATED MASTERS PROGRAM COURSES

The 6-9 credits of course work for the AMP that will be taken during the student's undergraduate senior year should be selected from the following list:

FALL COURSES		
EDCO 374	Counseling Theory & Practice	3
EDCO 220	Developmental Persp in Counsel	3
SPRING COURSES		
EDCO 340	Development Guidance in Schls	3
EDCO 361	Practice of Mental Hlth Cnslng	3

Additional Courses to be taken post-bachelors

SCHOOL COUNSELING		
EDCO 374	Counseling Theory & Practice ¹	3
EDCO 220	Developmental Persp in Counsel ¹	3
EDCO 350	Prof Issues in Counseling	3
EDCO 375	Lab Experience in Counseling	3
EDCO 363	Counseling Practicum	3
EDCO 340	Development Guidance in Schls ¹	3
EDCO 377	Diversity Issues in Counseling	3
EDCO 381	Counsel/Career&Lifestyle Dev	3
EDCO 341	Diagnosis in School Counseling	1
EDCO 392	Group Counseling Experience	1
EDCO 394	Special Topics in Counseling	3
EDCO 344	Modalities: Couns Child & Adol	3
EDCO 389	Counseling Internship (School Counseling)	6
EDCO 393	Adv Group:Theory and Practice	3
EDCO 388	Family and Couples Counseling	3

EDCO 342	Assessment in School	1
EDCO 376	Addictions Counseling	3

CLINICAL MENTAL HEALTH COUNSELING		
EDCO 374	Counseling Theory & Practice ¹	3
EDCO 220	Developmental Persp in Counsel ¹	3
EDCO 350	Prof Issues in Counseling	3
EDCO 375	Lab Experience in Counseling	3
EDCO 363	Counseling Practicum	3
EDCO 361	Practice of Mental Hlth Cnslng ¹	3
EDCO 377	Diversity Issues in Counseling	3
EDCO 344	Modalities: Couns Child & Adol	3
EDCO 392	Group Counseling Experience	1
EDCO 381	Counsel/Career&Lifestyle Dev	3
EDCO 394	Special Topics in Counseling	3
EDCO 344	Modalities: Couns Child & Adol	3
EDCO 389	Counseling Internship	9
EDCO 393	Adv Group:Theory and Practice	3
EDCO 388	Family and Couples Counseling	3
EDCO 352	Assessment in Mental Health	3
EDCO 376	Addictions Counseling	3
EDCO 387	Therapeutic Psychopharmacology	3
EDCO Counseling Electives		2

DUAL OPTION (SCHOOL & CLINICAL MENTAL HEALTH COUNSELING)		
EDCO 374	Counseling Theory & Practice ¹	3
EDCO 220	Developmental Persp in Counsel ¹	3
EDCO 340	Development Guidance in Schls ¹	3
EDCO 350	Prof Issues in Counseling	3
EDCO 375	Lab Experience in Counseling	3
EDCO 363	Counseling Practicum	3
EDCO 361	Practice of Mental Hlth Cnslng ¹	3
EDCO 377	Diversity Issues in Counseling	3
EDCO 344	Modalities: Couns Child & Adol	3
EDCO 392	Group Counseling Experience	1
EDCO 381	Counsel/Career&Lifestyle Dev ¹	3
EDCO 394	Special Topics in Counseling	3

EDCO 344	Modalities: Couns Child & Adol	3
EDCO 389	Counseling Internship (Mental Health)	9
EDCO 393	Adv Group:Theory and Practice	3
EDCO 388	Family and Couples Counseling	3
EDCO 352	Assessment in Mental Health	3
EDCO 376	Addictions Counseling	3
EDCO 387	Therapeutic Psychopharmacology	3
EDCO 389	Counseling Internship (School Counseling)	6

¹ Required during first or second year of post-bachelor's work, if not chosen for the 6-9 credits taken during senior year of undergraduate.

Comprehensive Examination

All students are required to successfully complete a comprehensive evaluation at the end of their studies in the UVM Counseling Program. The Level I Licensure Portfolio serves as the comprehensive evaluative tool for students in the School Counseling Track. The Oral Examination ("Orals") serves this requirement for all students in the Mental Health Track. Students in the Dual Option program of study will be required to complete both the Portfolio and the Oral Examination.

Requirements for Advancement to Candidacy for the Degree of Master of Science

A GPA of 3.0 or greater in conjunction with successful completion of all required courses as well as satisfactory completion of the comprehensive examination.

COUNSELING M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

There are two tracks of study in the Graduate Counseling Program: the school counseling track (48 credits) and the mental health track (60 credits). Students may elect to enroll in both tracks - the Dual option, which is 68 credits. The Graduate Counseling Program (both tracks) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The school counseling track meets the requirements set by the State of Vermont Department of Education for preparing school counselors (K-12) for licensure in Vermont, and the mental health counseling track meets the academic requirements set by the Vermont Board of Allied Mental Health Practitioners for preparing clinical mental health counselors for licensure in Vermont.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

Submit the following (below) to the University of Vermont Graduate Admissions Office. Please be advised that the UVM Graduate College uses an on-line admissions process. Applications received by February 1 will be considered for the following Fall matriculation.

- Graduate Application Form: Available on-line from the Graduate College
- Statement of Purpose: The Statement of Purpose will be reviewed for clarity of expression, grammatical construction, and insight regarding the applicant's reasons for pursuing study in the Counseling Program.
- Three Letters of Recommendation: Letters written by individuals who have a professional relationship with the applicant and who are well acquainted with the applicant's accomplishments and potential for becoming an effective counselor are considered valid letters of recommendation. At least one of these letters should be from an academic advisor or instructor. Please do not include letters written by personal friends or acquaintances.
- Official College Transcripts: An official college transcript of course work (undergraduate and graduate) should be submitted from every college and/or university attended.
- Professional Resume: An up-to-date resume that attests to the applicant's education, work, and volunteer experience should be included in the application packet. Work experience in counseling or in a related field is highly desired.
- Test of English as a Foreign Language (TOEFL): Applicants whose native or first language is not English must submit TOEFL (or IELTS) test scores for admission. Minimum acceptable scores for admission may be found on the Graduate College Admissions website.

After an initial review of applications, qualified applicants will be invited to participate in a group interview on the UVM campus. One or more faculty members and a graduate student currently enrolled in the program conduct the group interview. The applicant will be interviewed with a small group of others who are also applying to the Counseling Program. The group interview is critical in the application process. Faculty will be looking for evidence of candidates' self-awareness, awareness of social and cultural issues, ability to communicate with others, and interest and commitment to the profession of counseling. The interview will also offer candidates an opportunity to receive information about the Counseling Program at UVM and meet other students applying to the program.

In extenuating circumstances, an applicant may be given permission to participate in a Skype interview. Arrangements will be made for these alternatives on an individual basis after full faculty consultation.

Admissions Prerequisites: Applicants seeking admissions to the School Track and wishing to be licensed in Vermont as a school counselor should have documentation of at least 30 credit hours in an Arts and Sciences undergraduate major (e.g., English, Mathematics, Psychology). This is a State of Vermont requirement for licensure

to practice counseling in public schools in Vermont. For more information about this requirement or how a specific transcript may document this requirement, students should speak directly with the director of CESS Student Services, UVM (802-656-3468) prior to applying to the program.

Minimum Degree Requirements

The Graduate Counseling Program offers two specialty tracks: school counseling and mental health counseling. Students may also select the dual option which includes preparation in both specialty tracks. Forty-eight credits are required for completion of the school counseling track, sixty credits are required for the mental health counseling track and sixty-eight credits are required for the dual option. (Note: school counselor licensure in Vermont requires that the individual have at least a thirty-credit-hour liberal arts concentration at the undergraduate-level.) Successful completion of the program is based on the demonstration of appropriate knowledge, relevant skills, and personal characteristics, as well as the accumulation of credits.

Comprehensive Examination

The comprehensive exam for the Graduate Counseling program consists of the oral examination and the School Counseling Portfolio. They must be taken and turned in by the end of the student's last semester in the program.

The oral examination is designed to be a final assessment of a student's knowledge of fundamental elements of clinical mental health practice. The exam process requires a written submission as well as a digital video recording of a clinical session. A standard format for the oral exam is adhered to by the orals committee and communicated in advance to the students in oral and written format.

The School Counseling Portfolio is designed to be a comprehensive assessment of a student's knowledge and engagement in School Counseling practice. A standard format for the portfolio is adhered to by the portfolio reviewers and communicated in advance to the student in oral and written format.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses.

CURRICULUM AND INSTRUCTION OVERVIEW

There are three different types of Graduate Programs for Curriculum and Instruction:

Curriculum and Instruction, MAT:

The Master of Arts in Teaching program for middle level and secondary teachers is designed for those students who aspire to earn both a Master's Degree and a license to teach in public middle or secondary schools. Students will prepare for licensure to teach in

grades five through nine or seven through twelve in one summer and academic year.

Curriculum and Instruction, MEd:

The Master's Degree in Curriculum and Instruction is designed to advance curriculum design for innovative educators with attention to research methods to advance practice. Additional emphasis is placed on advancing understanding of curriculum theory and practice, collaboration across school and community contexts, and responsive design to ensure optimal development of the whole child.

Curriculum and Instruction, Accelerated Masters Program (AMP):

The Accelerated Master's Program leading to an M.A. in Teaching for middle level and secondary is designed for those students who aspire to earn both a master's degree and a license to teach in public middle or secondary schools. Students will prepare for licensure to teach in grades five through nine or seven through twelve in one summer and academic year.

UVM students who are in their third year of study for a Bachelor's degree may apply to the Accelerated Master of Arts in Teaching program. These students, when accepted, may complete nine credits of graduate level coursework, six of which may be counted toward both the minimum requirements for the Master of Arts degree, as well as toward the undergraduate degree. Qualified candidates will need a major or its equivalent in an approved licensing endorsement

DEGREES

- Curriculum and Instruction AMP (p. 132)
- Curriculum and Instruction M.A.T. (p. 133)
- Curriculum and Instruction M.Ed. (p. 134)

FACULTY

Bishop, Penny; Professor, Department of Education; EDD, University of Vermont

DeMink-Carthew, Jessica; Assistant Professor, Department of Education; PHD, University of Maryland

Garnett, Bernice; Assistant Professor, Department of Education; SCD, Harvard School of Public Health

Haines, Shana; Assistant Professor, Department of Education; PHD, University of Kansas

Jorgenson, Simon; Assistant Professor, Department of Education; PHD, University of Cincinnati

Kervick, Colby; Assistant Professor, Department of Education; EDD, University of Vermont

Neumann, Maureen Doyle; Associate Professor, Department of Education; PHD, University of Washington

Reyes, Cynthia; Associate Professor, Department of Education; PHD, University of Illinois at Chicago

Salembier, George; Associate Professor, Department of Education; EDD, University of Vermont

Shepherd, Katharine; Green and Gold Professor, Department of Education; EDD, University of Vermont

Tinkler, Alan; Assistant Professor, Department of Education; PHD, University of Denver

Tinkler, Barri E.; Assistant Professor, Department of Education; PHD, University of Denver

Toolin, Regina; Associate Professor, Department of Education; PHD, University of Wisconsin Madison

Walls, Leon; Associate Professor, Department of Education; PHD, Purdue University

Woodside-Jiron, Haley; Associate Professor, Department of Education; PHD, University of New York at Albany

CURRICULUM AND INSTRUCTION AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Accelerated Master's Program leading to an M.A. in Teaching for middle level and secondary is designed for those students who aspire to earn both a master's degree and a license to teach in public middle or secondary schools. Students will prepare for licensure to teach in grades five through nine or seven through twelve in one summer and academic year.

UVM students who are in their third year of study for a Bachelor's degree may apply to the Accelerated Master of Arts in Teaching Program. Following acceptance by the Graduate College, these students, may complete nine credits of graduate-level course work, six of which may be counted toward both the minimum requirements for the Master of Arts degree, as well as toward the undergraduate degree. Qualified candidates will need a major or its equivalent in an approved licensing area.

Requests for further information and application instructions may be obtained by contacting the Middle Level or Secondary Education Program; 411 Waterman Building, (802) 656-1411.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Arts in Teaching

All applicants to the Accelerated Master's Program in Curriculum and Instruction must meet the following entrance criteria:

For Middle Level Education, a minor or its equivalent in two of the following areas:

- English, Science, Social Studies or Mathematics.

For Secondary Education, a major or its equivalent in a state-approved licensing area:

- Sciences: Earth Science, Biology, Chemistry, Physics
- Social Studies: Geography, History, Political Science, Economics
- English, Mathematics, French, German, Latin or Spanish

For both Middle Level and Secondary Education:

- A minimum overall grade point average of 3.00 in undergraduate course work as well as a 3.00 in the State-approved licensing area (major)

- A demonstrated commitment to working with young people

Minimum Degree Requirements

AMP students may use up to six (6) credits of graduate level courses taken at UVM toward both the bachelor's and master's degrees.

Some programs specify the courses that must be taken; in others it is determined individually. In all cases, students must be admitted by the Graduate College before taking any courses that will apply to the master's degree, i.e., all courses used for the master's degree must be taken after formal admission to the AMP program.

The Master of Arts in Teaching program has two tracks: Middle level and Secondary level.

Degree requirements for a Master of Arts in Teaching in Secondary Education are as follows:

Students enrolled in the M.A.T. in Secondary Education are required to complete a 31-credit program in education course work that will prepare them to teach in grades 7-12. In addition, some students may be required to complete additional content related course work to fulfill content requirements for licensure.

EDSC 207	Development:Theory & Applctn	3
EDSC 209	Practicum in Teaching	4
EDSC 215	Reading in Secondary Schools	3
EDSC 216	Curr,Instr&Assmt Sec Schl Tchr	3
EDSC 226	Teaching Internship	9
EDSC 230	Teaching for Results	3
EDSP 201	D2:Foundations of Special Ed	3
One of the following teaching methods courses:		3
EDSC 227	Tchg Science in Sec Schls	
EDSC 257	Tchg Math in Secondary Schools	
EDSC 240	Teach English:Secondary School	
EDSC 225	Tchg Soc Studies in Sec Schls	
EDSC 259	Tchg Foreign Lang in Sec Schls	
Total Program Credit Requirements		31

Degree requirements for a Master of Arts in Teaching in Middle Level Education are as follows:

Students enrolled in the M.A.T. in Middle Level Teacher Education are required to complete a 36-credit program in education course work that will prepare them to teach math, English/language arts, Social Studies or Science in grades 5-9. Some Students may be required to complete additional course work to fulfill content endorsement requirements for licensure.

EDML 177	Young Adolescent ELA Methods	3
EDML 260	Teaching Young Adolescents	6

EDML 261	Mid Lev Teaching Practicum II	3
EDML 270	Middle School Org & Pedagogy	3
EDSP 201	D2:Foundations of Special Ed	3
EDML 207	Adoles Lrng&Beh&Cog Perspect	3
EDML 287	Content Literacy in Mid Grades	3
EDML 285	Middle Level Student Teaching	9
EDML 286	Internship Support Seminar	3

Comprehensive Examination

Secondary Education Comprehensive Examination includes satisfactory completion of Vermont Agency of Education ROPA License Portfolio.

Middle Level Education Comprehensive Examination includes an oral examination and satisfactory completion of Vermont Agency of Education ROPA License Portfolio.

Requirements for Advancement to Candidacy for the Degree of Master of Arts in Teaching

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 or better, including all core courses.

CURRICULUM AND INSTRUCTION M.A.T.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Master of Arts in Teaching program for middle level and secondary teachers is designed for those students who aspire to earn both a master's degree and a license to teach in public middle or secondary schools. The program welcomes students from all colleges, and universities who have completed at least an undergraduate degree (BS and BA) in arts and sciences, agriculture or natural resources, who have completed majors in english, social sciences (history, political science, economics or geography), science, mathematics and/or foreign languages (French, Spanish, Latin and Greek). Students will prepare for licensure to teach in grades five through nine for the middle level program or seven through twelve for the secondary program in one or two summers and one academic year.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Arts in Teaching

Requests for further information and application instructions may be obtained by contacting the Middle Level or Secondary Education coordinator, 405A Waterman Building, (802) 656-1411.

Minimum Degree Requirements

The Master of Arts in Teaching program has two tracks: Middle level and Secondary level.

Degree requirements for a Master of Arts in Teaching in Secondary Education are as follows:

Students enrolled in the M.A.T. in Secondary Education are required to complete a 31-credit program in education course work and an internship that will prepare them to teach in grades 7-12. In addition, some students may be required to complete additional content related course work to fulfill content requirements for State of Vermont licensure.

EDSC 207	Development:Theory & Applctn	3
EDSC 209	Practicum in Teaching	4
EDSC 215	Reading in Secondary Schools	3
EDSC 216	Curr,Instr&Assmt Sec Schl Tch	3
EDSC 226	Teaching Internship	9
EDSC 230	Teaching for Results	3
EDSP 201	D2:Foundations of Special Ed	3
One of the following teaching methods courses:		3
EDSC 227	Tchg Science in Sec Schls	
EDSC 257	Tchg Math in Secondary Schools	
EDSC 240	Teach English:Secondary School	
EDSC 225	Tchg Soc Studies in Sec Schls	
EDSC 259	Tchg Foreign Lang in Sec Schls	
Total Program Credit Requirements		31

In addition, MAT students will take 2 required teaching exams for licensure: Praxis Core and Praxis II Content Exams and successfully complete the Vermont State teacher licensure portfolio.

Degree requirements for a Master of Arts in Teaching in Middle Level Education are as follows:

Students enrolled in the M.A.T. in Middle Level Teacher Education are required to complete a 30-credit program in education course work with an additional subject methods course to prepare them to teach math, English/Language Arts, Social Studies or Science in grades 5-9. Students seeking more than one content area endorsement will be required to complete additional methods courses.

EDML 207	Adoles Lrng&Beh&Cog Perspect	3
EDSP 201	D2:Foundations of Special Ed	3
EDML 260	Teaching Young Adolescents	3-6
EDML 261	Mid Lev Teaching Practicum II	3

EDML 287	Content Literacy in Mid Grades	3
EDML 285	Middle Level Student Teaching	9
EDML 286	Internship Support Seminar	3
EDML 270	Middle School Org & Pedagogy	3-6
Content Methods Course(s)		3-6
Total Program Credit Requirements		30

Comprehensive Examination

Both the Middle Level and Secondary Education Comprehensive Examinations include satisfactory completion of Vermont Agency of Education ROPA License Portfolio.

Requirements for Advancement to Candidacy for the Degree of Master of Arts in Teaching

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 or better, including all core courses.

CURRICULUM AND INSTRUCTION M.ED.

All students must meet the Requirements for the Master of Education Degree (p. 239)

OVERVIEW

The Master's Degree in Curriculum and Instruction is designed to advance curriculum design for innovative educators with attention to research methods to advance practice. Additional emphasis is placed on advancing understanding of curriculum theory and practice, collaboration across school and community contexts, and responsive design to ensure optimal development of the whole child.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Education

To be considered, applicants must submit one of the following:

- GRE General
- Passing VT Praxis II or Equivalent Teacher Examination scores from another state

Applicants must also submit the following:

- Statement of purpose
- Three formal letters of recommendation (in addition to the online letter of recommendation coversheet)
- Official transcripts from all institutions attended
- Resume
- Any other items required by the Graduate College

Minimum Degree Requirements

Ten (3-credit) courses are required. Those courses must include: one research course to advance practice, one curriculum theory course, one course that advances understanding across school and community contexts, one course that supports responsive design

to ensure optimal development of the whole child, and six courses within a specialization; all at the graduate level or with graduate college approval.

Specialization areas include: Educational Technology; Library Media; Middle Level Education; and Multicultural and Global Studies.

Comprehensive Examination

Students will develop an e-portfolio to highlight their learning and work from the ten courses they took as part of their M.Ed. coursework.

Requirements for Advancement to Candidacy for the Degree of Master of Education

The requirements for advancement to candidacy for the Curriculum and Instruction M.Ed. focus includes:

1. The completion of ten courses that include: one research course to advance practice, one curriculum theory course, one course that advances understanding across school and community contexts, one course that supports responsive design to ensure optimal development of the whole child, and six courses within a specialization; all at the graduate level or with graduate college approval.
2. The satisfactory completion of the e-portfolio (Written Comprehensive Examination).
3. Successful presentation of the e-portfolio (Oral Comprehensive Examination).

DIETETICS

OVERVIEW

The Master of Science in Dietetics (M.S.D.) Program, housed in the Department of Nutrition and Food Sciences under the College of Agriculture and Life Sciences at the University of Vermont, is a 30-hour graduate credit degree that includes didactic coursework, an evidence-based practice project, and supervised practice experience culminating in student eligibility to write the exam for Registered Dietitian Nutritionist. Since its inception in 2007, the M.S.D. Program has maintained a 100% pass rate on the first attempt at sitting for the exam to become a Registered Dietitian Nutritionist.

The mission of the M.S.D. is to prepare and educate graduate students who will successfully function as entry-level Registered Dietitian Nutritionist with specialized knowledge of and ability to apply the principles of sustainable food systems across all professional practice settings. Students will also develop competence in research methodology. Students will take graduate level courses throughout the University of Vermont as well as advanced nutrition courses offered in the Department of Nutrition and Food Sciences. For more information about the program, please visit the Dietetics website.

The Master of Science in Dietetics is accredited by:

Accreditation Council for Education and Dietetics (ACEND)
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995

800-877-1600, extension 5400

More information about ACEND and the Academy of Nutrition and Dietetics is available on their websites.

Following completion of the supervised practice experience and all requirements for the M.S.D., students will be issued a verification statement of completion of the program and will be eligible to write the exam for Registered Dietitian Nutritionists.

DEGREES

- Dietetics M.S.D. (p. 135)

FACULTY

Pintauro, Stephen Joseph; Associate Professor, Department of Nutrition and Food Sciences; PHD, University of Rhode Island

DIETETICS M.S.D.

All students must meet the Requirements for the Master's Degree (p. 237).

OVERVIEW

The Master of Science in Dietetics (M.S.D.) Program, housed in the Department of Nutrition and Food Sciences under the College of Agriculture and Life Sciences at the University of Vermont, is a 30-hour graduate credit degree that includes didactic coursework, an evidence-based practice project, and supervised practice experience culminating in student eligibility to write the exam for Registered Dietitian Nutritionist. Since its inception in 2007, the M.S.D. Program has maintained a 100% pass rate on the first attempt at sitting for the exam to become a Registered Dietitian Nutritionist.

The mission of the M.S.D. is to prepare and educate graduate students who will successfully function as an entry-level Registered Dietitian Nutritionist with specialized knowledge of and ability to apply the principles of sustainable food systems across all professional practice settings. Students will also develop competence in research methodology. Students will take graduate level courses throughout the University of Vermont as well as advanced nutrition courses offered in the Department of Nutrition and Food Sciences. For more information about the program, please visit the Dietetics website.

The Master of Science in Dietetics is accredited by:

Accreditation Council for Education and Dietetics (ACEND)
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995
800-877-1600, extension 5400

More information about ACEND and the Academy of Nutrition and Dietetics is available at their websites.

Following completion of the supervised practice experience and all requirements for the M.S.D., students will be issued a verification statement of completion of the program and will be eligible to write the exam for Registered Dietitian Nutritionists.

SPECIFIC REQUIREMENTS

Requirements for Admission for the Degree of Master of Science in Dietetics

Minimum GPA of 3.00 in college-level courses with an overall science GPA of 2.50 in required courses with no required science grade less than 2.00. Satisfactory scores on the Graduate Record Exam, general (aptitude) portion. The application deadline is mid-February. For a specific date, as well as prerequisite admission requirements for the two-year and three-year programs, please visit the Dietetics webpage.

DIDACTIC CURRICULUM

The M.S.D. Program is designed for students who have completed a Didactic Program in Dietetics and have obtained a verification statement from an accredited program (these students would also be eligible to apply for any dietetic internship).

Minimum Degree Requirements for the Degree of Master of Science in Dietetics

Satisfactory completion of thirty credits of graduate-level courses including research methods, statistics, evidence-based research project design, ethics, and dietetics practice in addition to all supervised practice requirements.

SUPERVISED PRACTICE EXPERIENCES

The supervised practice portion of the curriculum is integrated with graduate course work. During the two semesters of supervised practice experience, NFS 311 Dietetics Practice I and NFS 312 Dietetics Practice II are coordinated so that class time is 5-6 hours per week on Monday, and the remainder of the week (Tuesday – Friday) is spent in supervised practice settings (for a total of at least 32 hours/week).

Between NFS 311 and NFS 312 (at least 150 hours) and the supervised practice (1216 hours) the M.S.D. Program exceeds the 1200-hour requirement established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The program also includes approximately 40 hours of orientation to the M.S.D. Program and supervised practice experience. All students will complete 15 weeks in clinical rotations, seven weeks in foodservice management rotations, and 15 weeks in community rotations, including three weeks in a school nutrition program. After completing all rotations, students will select a rotation of their choice for further skill and knowledge development (staff relief). The staff relief rotation must be a minimum of two weeks but it can be longer if a student desires and the preceptor agrees.

COMMUNITY HEALTH AND NUTRITION CONCENTRATION

The M.S.D. Program will prepare entry-level dietetics practitioners with a concentration in community health and nutrition. The program concentration will prepare students to incorporate, promote and support the principles of sustainable food systems across all areas of professional practice. The sustainable food system thread will be embedded in the curriculum and highlighted throughout the supervised practice experiences. Another priority of the M.S.D. Program is to develop entry-level RDN practitioners with

advanced knowledge of food and nutrition assistance programs and supportive services available in communities, and skills in providing seamless nutrition care for all individuals, including patients/clients transitioning from the inpatient/rehab setting to their homes.

GRADUATION COMPLETION REQUIREMENTS

M.S.D. students must successfully complete all coursework, the comprehensive exam, supervised practice rotations, and the evidenced-based project design in order to receive the M.S.D. degree and verification statement of eligibility to write the exam for Registered Dietitian Nutritionists.

Comprehensive Examination

Candidates will defend a comprehensive exam during their 3rd semester of the M.S.D. Program. The exam will test the candidate's ability to develop systems based solutions to practice problems in all areas of dietetic practice.

Requirements for Advancement to Candidacy for the Degree of Master of Science in Dietetics

Completion of requirements as outlined in program description.

ECOLOGICAL ECONOMICS

OVERVIEW

Ecological Economics examines the relationships between ecological and economic systems while working to solve humanity's environmental challenges. It is based on the understanding that the economy is a subsystem of a larger ecological life support system, and it strives to create an ecologically sustainable, socially equitable, and economically efficient future. The certificate is a problem-based, interdisciplinary program focused on developing a practical framework for integrating economic and ecological systems. Students will acquire a theoretical and pragmatic basis to carry these skills into the world of practice.

DEGREES

- Ecological Economics CGS (p. 136)

FACULTY

Erickson, Jon; Professor, Gund Institute; PHD, Cornell University
Farley, Joshua C.; Professor, Department of Community Development and Applied Economics; PHD, Cornell University
Ricketts, Taylor H.; Professor, Rubenstein School of Environment and Natural Resources; PHD, Stanford University

ECOLOGICAL ECONOMICS CGS

All students must meet the Requirements for the Certificates of Graduate Study (p. 237)

OVERVIEW

Ecological Economics examines the relationships between ecological and economic systems while working to solve humanity's environmental challenges. It is based on the understanding that the economy is a subsystem of a larger ecological life support system, and it strives to create an ecologically sustainable, socially equitable, and economically efficient future. The certificate is a problem-

based, interdisciplinary program focused on developing a practical framework for integrating economic and ecological systems. Students will acquire a theoretical and pragmatic basis to carry these skills into the world of practice.

The Ecological Economics Certificate of Graduate Study is managed jointly by the Rubenstein School and the Gund Institute, and is conferred by the Graduate School.

SPECIFIC REQUIREMENTS

Requirements for Admission to Certificate of Graduate Study in Ecological Economics

FOR CURRENT UVM STUDENTS: If you are currently enrolled in a UVM master's or doctoral program, complete the Certificate of Graduate Study Short-Form Application and attach a brief statement (200-500 words) explaining why you are interested in the Certificate program. If the program you are in did not require GRE scores for admission, you must provide them with the application to the Certificate Program. Review the form with the Gund Institute Research Coordinator. Have your academic advisor and your Graduate Program Coordinator sign the form. Give the original to the RSEN Dean's Office. The Dean's Office will send this on for the last two signatures.

FOR DUAL GRADUATE DEGREE/CERTIFICATE PROGRAM APPLICANTS: Students applying at the same time for a graduate degree program and a Certificate of Graduate Study at UVM must complete the online UVM Graduate Application. GRE scores are required.

FOR APPLICANTS TO CERTIFICATE PROGRAM: Applicants seeking to enroll in only a Certificate of Graduate Study program must complete the online UVM Graduate Application and all associated requirements. Note: You must have completed an advanced degree (Master's, Ph.D., or J.D.) to apply for just the certificate and the GRE is not required.

Minimum Degree Requirements

Students may earn the certificate either in conjunction with a UVM master's or doctoral degree, or independent of a degree.

The Certificate of Graduate Study in Ecological Economics requires fifteen credits, including three core courses and two approved electives. Students must also demonstrate competency in four areas: Natural Science, Social Science, Management, and Quantitative Methods. Two of the competencies must be satisfied through two elective courses (six credits) at UVM. The remaining two competencies may be satisfied through additional electives, through appropriate prior graduate course work, or through life experience.

The Certificate of Graduate Study in Ecological Economics requires fifteen graduate credits that must be taken at UVM. They are distributed as follows¹.

Three core courses (nine credits total):		
NR 341	Ecological Economic Theory	3
NR 351	Ecological Economics Methods	3

NR 352	Ecological Economics Practice	3
Examples of Courses that can be taken to meet the competencies		
Natural Science:		
BIOL 264	Community Ecology	
NR 280	Stream Ecology	
PSS 212	SU: Advanced Agroecology	
WFB 279	Marine Ecology & Conservation	
Social Science:		
CDAE 354	Advanced Microeconomics	
FS 345	Food Systems, Soc & Policy	
NR 377	Land Use Policy & Economics	
PA 311	Policy Analysis&Program Eval	
Management:		
BSAD 307	Organization & Mgmt Studies	
NR 378	Integrating Analyses NR Issues	
PA 317	Systems Anly & Strategic Mgmt	
TRC 312	Sustainability & Transportatn	
Quantitative Methods:		
NR 242	Adv Geospatial Techniques	
STAT 211	Statistical Methods I	

¹ The 15 credits that need to be taken at UVM may be earned either in conjunction with or independent of a UVM graduate degree program.

More information on the Certificate is available from the Gund Institute website.

EDUCATIONAL LEADERSHIP

OVERVIEW

The master's degree program in Educational Leadership is guided by its Conceptual Framework which is grounded in respect for diversity, social justice, and democratic community. The program is committed to the preparation of leaders who are reflective practitioners, instructional leaders, and change agents who can collaborate with other professionals to make a positive difference in schools, human service agencies, communities and in the lives of all learners. The program is directed toward preparing competent and caring professionals who:

- have the knowledge, skills, and professional dispositions to promote the success of all students and/or members of their educational and human service organizations
- understand alternative perspectives on leadership that support the development of more just, humane, and diverse organizations

- construct effective ways to demonstrate caring and collaborative leadership and understand how to partner with families and other community members, responding to diverse community interests, needs and assets
- create networks which support leadership and change, and cultures of learning
- advance educational and human environments that advance social justice, equity, and democracy

The program's Conceptual Framework is guided by several principles which are aligned with the Vermont Standards for Professional Educators and the Interstate School Leaders Licensure Consortium (ISLLC) created by the National Policy Board for Educational Administration and the Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership. The program is grounded in:

- Constructivism - Knowledge is socially constructed through dialogue and community-based practice (constructivism).
- Collaboration - Teachers and other school professionals work collaboratively to problem-solve with stakeholders (collaboration, interprofessional practice, reflective practice, excellence).
- Human Development and Empowerment - Education facilitates development of human potential (developmentally appropriate practice, strengths perspective, empowerment).
- Inclusion - All students can learn and have value in their communities (inclusion).
- Multiculturalism/Culturally Responsible Pedagogy - Learning communities demonstrate respect for and honor diversity; pursue knowledge and affirmation of diverse cultures (multiculturalism, culturally responsive pedagogy, equity).
- Equity and Justice - Education should advance social justice and democracy (equity).

DEGREES

- Educational Leadership AMP (p. 138)
- Educational Leadership M.Ed. (p. 139)

FACULTY

Aiken, Judith A.; Associate Professor; Department of Leadership and Developmental Sciences; EDD, Rutgers University New Brunswick/Piscataway

Clark/Keefe, Kelly; Associate Professor; Department of Leadership and Developmental Sciences; EDD, University of Vermont

Hurley, Sean M.; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, Vanderbilt University

Killeen, Kieran M.; Associate Professor; Department of Leadership and Developmental Sciences; PHD, Cornell University

Kolbe, Tammy G.; Assistant Professor; Department of Leadership and Developmental Sciences; EDD, University of Vermont

EDUCATIONAL LEADERSHIP AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

An accelerated pathway into the Master's Program in Educational Leadership affords opportunities for UVM undergraduates interested in the efficient linkage of their undergraduate and graduate degree programs. The Accelerated Masters Program in Educational Leadership (AMPEL) seeks to build upon an institutional goal that stresses career alignment in disciplines and academic areas, across the undergraduate to graduate degree experience. The targeted audience are those undergraduates who seek advanced training and experiences towards the leadership of learning organizations and programs. The accelerated program is restricted to the non-licensure Master's Program track. Students completing this pathway through the Master's degree will be unable to be recommended for licensure.

Recruitment of students into AMPEL would stem from five types of affiliated undergraduate programs:

1. Students interested in leadership positions in youth and adult recreation programs, intermural sports leagues, K-12 athletic program administration, and/or sports team management. Programs targeted include:

a. Coaching-(CESS)-Undergraduate Minor

b. Sports Management (CESS/Rubenstein)-Undergraduate Minor

2. Students interested in leading youth or adult groups through environmental curricula housed in state or national parks, curating educational exhibits in cultural or science museums, and/or administering youth camps. Programs targeted include:

a. Parks, Recreation and Tourism (Rubenstein)-Undergraduate Major

b. Environmental Studies (UVM)-Undergraduate Major/Minor

3. Students interested the pairing of outdoor or environmentally based recreation programs with occupational, physical, or mental health therapies. These students have worked or envision working for organizations that lead youth or adults into wilderness or related environments in the pursuit of therapeutic goals. Programs targeted include:

a. Human Development and Family Studies (CESS)-Undergraduate Major/Minor

b. Social Work (CESS)-Undergraduate Major

4. Students interested in the leadership of and programming for community based learning centers. These centers might provide a range of educational, family, literacy and related support services for refugees, English language learners, and adult populations.

a. English Language Learners (CESS)-Undergraduate Concentration/Minor

b. Social Work (CESS)-Undergraduate Major

c. Community Development and App. Economics (CALS)-Undergraduate Major/minor

5. Students from social science fields like political science, economics, sociology and community development who seek foundational training at the graduate level towards careers in educational policy studies, administration, and analysis. Students who have partially completed or completed teaching Majors, but seek alternatives upon graduation will also be welcomed. Programs targeted would include:

- a. Social science Majors (CAS)—Undergraduate Majors/Minors
- b. Teaching degrees (CESS)-Undergraduate Majors
- c. HDFS Program (CESS)

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of education for Accelerated Students

Admissions to the accelerated program requires the following:

1. Students must have earned a cumulative grade point average of 3.25 at the beginning of the second semester of his/her junior year to be considered for possible admission to the AMPEL program.
2. Completion of the Graduate College Accelerated Master's Degree Permission Form
3. Completion of the EL Graduate College Application Form online, which includes a written essay that matches their undergraduate program of study, professional experience and professional goals with the M.Ed. in Educational Leadership; Three letters of recommendation, including a letter of support from a faculty member who agrees to serve as a primary advisor during enrollment into the M.Ed. Program.
4. Applications will be reviewed by program faculty and finalists will be interviewed.

Minimum Degree Requirements for the Degree of Master of education

Completion of the graduate program requires a minimum of 33 credit hours of study including seminars, supervised internship, and research experiences. Through close faculty mentoring, approximately half of all courses occur through our core curriculum, with the remainder making up the students individual subject area concentrations. An action research project and a leadership portfolio mark the final requirements of the program. Portfolios are presented at each student's culminating oral examination. Students interested in AMPEL should review ME.D. Program Requirements as specified in the Catalogue.

Following admission, and working with the Program Coordinator, accelerated students shall complete the Program Plan of Study. This study plan shall indicate which courses in the Educational Leadership program will be taken during their undergraduate studies and also

count towards the Master's degree. Participation in the accelerated program requires the satisfactory completion of the undergraduate course of study.

In essence, the accelerated pathway allows UVM juniors in their Spring semester to apply for admission to the graduate program. After acceptance into the Master's Degree Program, students may take up to six (6) credits of graduate-level courses at UVM toward both their Bachelor's and Master's degrees. An additional three (3) credits of graduate-level coursework taken prior to the completion of the Bachelor's degree, beyond the six double counted credits, may also be used for the Master's.

AMPEL students may take courses limited to those offered in the Core Curriculum of the Master's program, inclusive of **EDLP 300: Leading Learning Organization (Fall)** and any one or two of the following: EDLP 380: Data Analysis for Decision Making (Fall), EDFS 322: Challenge of Multi-culturalism (Spring), EDLP 310: Effecting and Managing Change (Spring), or EDLP 387: Collaborative Consultation. In summary, AMPEL students are expected to take 6 credit hours of EDLP coursework during their senior year, but may take an additional 3 credit hours, for a total of 9. A culminating total of 33 credit hours are needed to earn the Master's.

Comprehensive Examination

Comprehensive examination is taken in the last semester prior to graduation. The examination consists of an oral defense of a portfolio built throughout the program.

Requirements for Advancement to Candidacy for the Degree of Master of education

Students in the accelerated program are expected to maintain a high degree of academic and professional standing. A minimum cumulative undergraduate GPA of 3.25 is required for continuation in the M.Ed. program, through the completion of the undergraduate degree. Once fully enrolled as a graduate student, AMPEL participants must adhere to the same standards defined in the Catalogue as other students in the Masters Program in Educational Leadership.

EDUCATIONAL LEADERSHIP M.ED.

All students must meet the Requirements for the Master of Education Degree (p. 239)

OVERVIEW

The master's degree in Educational Leadership is designed to cultivate leaders who can apply knowledge toward leading and building learning communities designed to make a positive difference in the lives of children, youth, families, adults, and communities. The program prepares public and private school leaders, curriculum leaders, teacher leaders, leaders of educational and social service agencies, and leaders for other educational organizations. The program is designed to prepare leaders to think and act creatively, responsibly, and effectively in leadership roles.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Education

There are two application deadlines. Applications are due November 15th for admission the following spring and April 1st for admission the following summer and fall. The process for application is as follows:

- Students apply to the Graduate College through electronic submission of the application materials. Materials are available on the website for the University of Vermont Graduate College.
- Applicants may be required to interview with the master's program coordinator or program faculty member.
- Applicants will receive written notification of the status of their application from the Graduate College. Applicants are responsible for making sure all application materials have been submitted to the Graduate College.
- Once accepted, applicants will receive a letter of acceptance from the program coordinator and will be assigned an advisor.

Minimum Degree Requirements

The program requirements, depending on a degree focused on general educational leadership studies or a focus on school building administration with licensure, include:

- Thirty to thirty-six credits distributed among courses, summer seminars, independent study, action research, clinical field experiences, and internships.
- Fifteen of which compose the core curriculum, with the remainder making up the student's individual concentration. Students desiring the Vermont Administrative Licensure will take a majority of their electives in areas required through licensure standards as defined by Vermont Competencies for Administrative Endorsement and Vermont Standards for Professional Educators.
- The core curriculum consists of the following courses:
 - EDLP 300: Leading Learning Organizations
 - EDLP 310: Effecting and Managing Change
 - EDLP 320: Collaborative Consultation
 - EDLP 340: Applied Data Analysis for Decision Making OR EDFS 209: Intro to Research
 - EDFS 322: Challenge of Multiculturalism
- A leadership portfolio which marks the final requirement of the program. Portfolios are presented as part of the Master's Comprehensive Orals at the completion of each student's degree program.

A maximum of nine (9) credits may be accepted in transfer into the program. Transfer credit may be completed prior to admission to the program provided that the credit is approved by the student's graduate studies committee and that the credit conforms to all other Graduate College requirements.

While the program is designed within the broad concept of leadership, two major strands of concentration are available. The areas of concentration are:

STRAND I: School Leader with Administrative Endorsement

- Educational Administration
- Curriculum Leadership
- Teacher Leadership

STRAND II: Human Service, Organizational and Community Leadership

- Leadership in Private or Nonprofit Educational Organizations
- Leadership in human service agencies and other community/public agencies

Courses with an administration/planning focus include:

EDLP 268	Educational Law	3
EDLP 390	Internship	1-6
EDLP 300	Leading Learning Organizations	3
EDLP 310	Effecting & Managing Change	3
EDLP 320	Collaborative Consultation	3
EDLP 333	Education Finance & Policy	3
EDLP 335	Staff Evaluation & Development	3
EDLP 336	Curr Mgmt in Ed & Soc Srv Org	3

Comprehensive Examination

Comprehensive examination is taken in the last semester prior to graduation. The examination consists of an oral defense of a portfolio built throughout the program.

Requirements for Advancement to Candidacy for the Degree of Master of Education

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

OVERVIEW

The Educational Leadership and Policy Studies degrees are designed to cultivate leaders who can apply knowledge toward leading and building learning communities designed to make a positive difference in the lives of children, youth, families, adults, and educational and social service agencies, and leaders for other educational organizations. The program is designed to prepare leaders to think and act creatively, responsibly, and effectively in leadership roles.

DEGREES

- Educational Leadership and Policy Studies Ed.D. (p. 141)

- Educational Leadership and Policy Studies Ph.D. (p. 142)

FACULTY

Aiken, Judith A.; Associate Professor, Department of Leadership and Developmental Sciences; EDD, Rutgers University New Brunswick/Piscataway

Ballysingh, Tracy; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, University of Texas at Austin

Bishop, Penny; Professor, Department of Education; EDD University of Vermont

Bryan, Frank; Professor Emeritus, Department of Political Science; PHD, University of Connecticut

Clark/Keefe, Kelly; Associate Professor, Department of Leadership and Developmental Sciences; EDD, University of Vermont

Garnett, Bernice; Assistant Professor, Department of Education; PHD, Harvard University

Garvey, Jason; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, University of Maryland

Gerstl-Pepin, Cynthia I.; Professor; Department of Leadership and Developmental Sciences; PHD, University of North Carolina Chapel Hill

Heading-Grant, Wanda; Senior Lecturer, Department of Social Work; EDD, University of Vermont

Hunter, Deborah, E.; Associate Professor, Department of Leadership and Developmental Sciences; PHD, Indiana University

Hurley, Sean M.; Associate Professor, Department of Leadership and Developmental Sciences; PHD, Vanderbilt University

Jorgenson, Simon; Assistant Professor, Department of Education; PHD, University of Cincinnati

Kanagala, Vijay; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, Iowa State University

Killeen, Kieran M.; Associate Professor; Department of Leadership and Developmental Sciences; PHD, Cornell University

Kolbe, Tammy G.; Assistant Professor; Department of Leadership and Developmental Sciences; EDD, University of Vermont

Nash, Robert James; Professor; Department of Leadership and Developmental Sciences; EDD, Boston University

Neumann, Maureen, D.; Associate Professor, Department of Education; PHD, University of Washington

Riley, Patricia; Associate Professor, Department of Music and Dance; DMA, Shenandoah Conservatory

Shepherd, Katherine; Professor, Department of Leadership and Developmental Sciences; EDD, University of Vermont

Smith, Sherwood; Senior Lecturer, Department of Leadership and Developmental Sciences, EDD, Washington State University

Tinkler, Barri; Associate Professor, Department of Education; PHD, University of Denver

Tinkler, Alan; Assistant Professor, Department of Education; PHD, University of Denver

Walls, Leon; Associate Professor, Department of Education; PHD; Purdue University

EDUCATIONAL LEADERSHIP AND POLICY STUDIES ED.D.

All students must meet the Requirements for the Doctor of Education (p. 240) Degree.

OVERVIEW

A Doctor of Education (Ed.D.) degree is offered in Educational Leadership and Policy Studies. This is an applied research based program for professionals serving in educational management positions in schools and school-related organizations, e.g. state departments of education, professional associations, higher education, and human service agencies.

Program emphases include: the design and implementation of educational research; policy studies; adaptation of theoretical constructs and models related to leadership and change in educational and social service settings; knowledge and skills in interorganizational relationships; budget and strategic planning; and program evaluation.

This program has been designed to respond to the expanding demands placed on leaders in educational and human service organizations where leaders are increasingly expected to design and supervise local research and varied evaluative studies; interpret and apply recent national research findings; analyze and apply governmental regulations and court decisions; develop organizational responses to emerging social expectations; organize and lead staff development programs; understand and apply broad-based economic principles and social and fiscal policy; develop and manage budgets; assess and respond to the psychological needs of educational consumers; and employ effective interpersonal management and decision-making skills.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Education

Applicants must possess a master's degree or equivalent, from an accredited institution and a cumulative grade point average of 3.00 for previous graduate study. Other requirements include three letters of recommendation, a representative scholarly writing sample and a resume.

Students admitted to graduate studies must complete successfully a core of study consisting of courses in research, foundational and policy studies, and organizational change and leadership. Upon such completion and submission of a qualifying paper, students will be considered for candidacy for the degree. Students must also pass a written comprehensive examination prior to the award of the degree of Doctor of Education.

The application deadline is January 15th.

Minimum Degree Requirements

All course credits related to the core are distributed in educational leadership, research, critical perspectives, organizational change and selected specialty content areas. Students complete course work

in selected elective and/or concentration content areas. Students complete research courses. Students must satisfactorily complete:

Core Requirements (9 credits):		
EDFS 455	Soc Process & Institutionl Chg	3
EDLP 431	Adv Sem Organizational Ldrshp	3
EDLP 437	Sem on Educational Policy	3
Required Research Courses (9 credits):		
EDLP 409	Applied Educational Research	3
EDLP 419	Quantitative Research Methods	3
EDLP 459	Mixed Method Research	3
Elective Research Courses (3 credits, Suggested Research Courses Below):		3
EDFS 347	Qualitative Research Methods	
EDLP 350	Survey Research Methods	
EDLP 429	Adv Quantitative Rsch Methods	
EDLP 439	Hierarchical Linear Modeling	
EDFS 348	Analyze&Write Qualitative Rsch	
Strongly Suggested (3 credits):		
EDLP 449	Dissertation Writing Seminar	
Concentration/Electives		21
Guided by student interest and committee approval		
Dissertation Research Credits (17 credits):		
EDLP 491	Doctoral Dissertation Research	17
Total Required Credits		59

A maximum of nine (9) semester hours may be accepted in transfer from an accredited graduate program, and additional 6 credits may be applied for courses taken at The University of Vermont prior to admission. Transfer credit may be completed prior to admission to the Doctor of Education program provided that the credit is approved by the student's graduate studies committee and that the credit conforms to all other Graduate College requirements.

Comprehensive Examination

Consistent with Graduate College requirements, the EDLP doctoral program requires students to complete a comprehensive examination of core knowledge prior to the completion of the degree program. This examination occurs in the semester following the completion of the core course curriculum. Currently the comprehensive examination is taken in October, following the spring semester and completion of the core courses. The examination will test knowledge in areas of study germane to all Ed.D. students. Students may not sit for the comprehensive examination until they have successfully completed their core courses.

Requirements for Advancement to Candidacy for the Degree of Doctor of Education

A minimum of fifty-nine credits of doctoral studies, at least forty-four of which were completed at UVM following formal admission to the program, meeting the above distribution.

For further requirements concerning graduate studies committees, research and dissertation, and the dissertation defense examination committee, refer to General Requirements for the degree of Doctor of Education.

Detailed information on the course of study is available from:

University of Vermont
College of Education and Social Services
499B Waterman Bldg.
Burlington, VT 05405-0160

And on the program Educational Leadership and Policy Studies website.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The Ph.D. program in Educational Leadership and Policy Studies is a multidisciplinary program that seeks to examine complex educational and social problems through the integration of multiple theoretical, methodological, and disciplinary lenses. The Ph.D. in Educational Leadership and Policy Studies is intended as a full-time program to prepare candidates to attain a high level of scholarly competence and to develop the capacity to contribute knowledge to their field. The program will develop scholars who can analyze and inform the development of educational systems and public policies that will positively impact the lives of children and youth and address broad societal issues such as child poverty. The degree will serve students who wish to pursue research/teaching careers in universities and/or research and policy positions in government agencies, think tanks, non-governmental organizations, and other public and private sector organizations.

The goals of the program include, but are not limited to:

- Preparing professional researchers, scholars, and faculty competent in conducting and sharing research.
- Focusing on research training that uses advanced quantitative, qualitative, and mixed method approaches to add to theoretical knowledge.
- Emphasizing publication of research findings to enhance knowledge in education and social services.
- Developing areas of interdisciplinary specialization.
- Candidates will be mentored in conducting independent research, presenting papers at professional conferences, and submitting their work for publication.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

- Master's degree or undergraduate work in a related field such as educational leadership, educational studies, higher education, public administration, counseling, social work, or curriculum and instruction characterized by a distinguished academic record.
- Demonstrated commitment in letters of application and references to social change and justice with experience in inquiry at a level that will predict successful research and college teaching.
- GRE general test scores taken within the last 5 years.
- Research interests compatible with those of CESS faculty.
- Strong inquiry and writing skills.
- In-depth understandings of systems change, leadership, and policy in order to conduct high quality research.
- The application deadline is January 6th.

Minimum Degree Requirements

A minimum of seventy-five credits of doctoral studies following formal admission to the program comprised of:

Core Requirements (9 credits):		
EDFS 455	Soc Process & Institutionl Chg	3
EDLP 431	Adv Sem Organizational Ldrshp	3
EDLP 437	Sem on Educational Policy	3
Required Research Courses (9 credits):		
EDLP 409	Applied Educational Research	3
EDLP 419	Quantitative Research Methods	3
EDLP 429	Adv Quantitative Rsch Methods	3
Elective Research Courses (9 credits) - 2 possibilities listed below:		9
EDLP 350	Survey Research Methods	
EDLP 439	Hierarchical Linear Modeling	
Concentration		15
Guided by student interest and committee approval		
Field of Study/Cognate		9
Transdisciplinary options within and outside of CESS (guided by student interest and committee approval)		
EDLP 449	Dissertation Writing Seminar	3
A written and oral individualized exam developed by dissertation committee after completing all coursework except for EDLP 449		
Dissertation Research Credits		21
EDLP 491	Doctoral Dissertation Research	
Total Credits		75

All course credits beyond the core are distributed in educational leadership, research, critical perspectives, organizational change, and selected specialty content areas.

A maximum of twenty-four (24) semester hours may be accepted in transfer from an accredited graduate program. Transfer credit may be completed prior to admission to the EDLP Ph.D. program provided that the credit is approved by the student's graduate studies committee and that the credit conforms to all other Graduate College requirements. Candidates for the Ph.D. must satisfactorily complete a minimum of 51 hours in residence. This requirement is completed by courses taken through UVM and taken after the student has been admitted to the Graduate College.

Dissertation expectations require a Journal Article format with a focus on original research, illustrating mastery of competing theories with the goal of informing knowledge (per Graduate College guidelines). This format requires that the candidate will complete one or more journal article(s) with the goal of manuscript submission for publication in refereed journals.

Comprehensive Examination

In order to assess students' scholarship and critical thinking, a comprehensive examination is required by the end of a student's course of study (typically the third year). The examination consists of a critical, in-depth review/empirical article on a topic to be agreed upon by the student, his/her mentor, and one additional faculty reader, with these individuals approving an abstract of the paper in advance. The review/empirical article must demonstrate comprehensive empirical and theoretical mastery of the agreed-upon topic, including relevant knowledge on which the specific research area is based.

Once the student's advisor and one other faculty member deem the article original and ready for review, the student will schedule a research colloquium on the topic of the paper for the CESS community. The student's studies committee will serve as the faculty examiners for the comprehensive examination. They will, by consensus, assign a grade of fail, conditional pass, or pass for the comprehensive examination. The article may later be incorporated into the student's doctoral dissertation if deemed appropriate by the student's dissertation committee.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Successful completion of any pre-requisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses and a comprehensive examination.

For further requirements concerning studies committees, research and dissertation, and the dissertation defense examination committee, refer to General Requirements for the degree of Doctor of Philosophy. More information about the program can be found on the College of Education and Social Services website.

ELECTRICAL ENGINEERING

OVERVIEW

The Electrical Engineering program at the University of Vermont (UVM) offers programs of study leading to the M.S. and Ph.D. degrees in Electrical Engineering. In addition, the EE program partners with other academic units to offer M.S. and Ph.D. degrees in materials science and the Ph.D. degree in bioengineering. Areas of research expertise in electrical engineering include digital signal processing, control systems, electromagnetics and optics, electric energy systems, solid-state physical electronics, semiconductor materials and devices, wireless communications, VLSI design and testing, and biomedical engineering.

DEGREES

- Electrical Engineering AMP (p. 144)
- Electrical Engineering M.S. (p. 145)
- Electrical Engineering Ph.D. (p. 145)

FACULTY

Almassalki, Mads; Assistant Professor, School of Engineering; PHD, University of Michigan Ann Arbor

Frolík, Jeff L.; Associate Professor, School of Engineering; PHD, University of Michigan Ann Arbor

Hines, Paul D.; Assistant Professor, School of Engineering; PHD, Carnegie Mellon University

Ossareh, Hamid; Assistant Professor, Department of Electrical and Biomedical Engineering; PHD, University of Michigan Ann Arbor

Oughstun, Kurt Edmund; Professor, School of Engineering; PHD, University of Rochester

Varhue, Walter John; Professor, School of Engineering; PHD, University of Virginia

Xia, Tian; Associate Professor, School of Engineering; PHD, University of Rhode Island

ELECTRICAL ENGINEERING AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

Qualified undergraduate students who plan to earn a master's degree in electrical engineering may enroll in the Accelerated Master's Program, which enables students to begin working on a master's degree while still an undergraduate. Students apply to the program in the second semester of their junior year. Following acceptance by the Graduate College, students may take up to nine graduate credits while still an undergraduate. Of these, up to six credits can be counted toward both the B.S. and the M.S. degrees. This is subject to approval of the student's graduate advisor. Students in the program typically begin work toward their master's thesis starting in the summer following their junior year.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Students

To apply to the program, students must have a cumulative grade point average of at least 3.20 at the time of application, must submit a letter of application to the graduate program coordinator naming a faculty member who has agreed to serve as their graduate advisor and must complete the Graduate College application.

The Accelerated Master's Program is only available for electrical engineering and mechanical engineering students who are planning a thesis-based degree

Minimum Degree Requirements

Advanced courses in electrical engineering, physics, computer science, and mathematics (eighteen to twenty-four credits) with at least fifteen credits appropriately distributed in approved areas of study in the Electrical Engineering department. Thesis research (six to twelve credits).

Although a thesis is normally required in the program leading to the M.S. in Electrical Engineering, the thesis may be waived with departmental approval, in favor of additional courses which constitute a non-thesis option. In such cases, the student will be expected to have considerable professional experience, or to submit high quality technical reports as evidence of professional maturity.

In either case, successful completion of the M.S. degree will require passing a comprehensive examination. This examination will be based on course work that was taken in the pursuit of the M.S. degree. Thesis option students will be tested orally at the time of their thesis proposal. Non-thesis option students will be asked to make a report, both written and oral on a design or research topic of current interest which relates to course work taken at UVM. The presentation must be understandable to engineers and scientists, not just professionals working directly on the particular topic.

Comprehensive Examination

M.S. Thesis Option: The student must orally present a proposal for their thesis research at least 3 months prior to graduation. The student's thesis committee will orally examine the student based on the student's coursework and research focus.

M.S. Project Option: The student must orally present a proposal for their project research approximately 6 months prior to graduation. The student's project committee will orally examine the student based on the student's coursework and research focus.

M.S. Coursework Option: The student must complete a written and/or oral comprehensive exam during the final semester of residence at UVM.

Requirements for Advancement to Candidacy for the Degree of Master of Science

An accredited bachelor's degree in electrical engineering or equivalent education.

ELECTRICAL ENGINEERING M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

Typically candidates have obtained the Bachelor of Science degree in Electrical Engineering prior to application but those who haven't are encouraged to apply for the program if they have extensive background in mathematics and the basic sciences. In such cases, it may be necessary for a student to complete the entrance qualifications without receiving credit toward graduate studies. The general requirements for admission by the Graduate College must be met. Areas of research expertise are biomedical engineering, mechatronics, power and energy systems, computer engineering, solid state physical electronics, electromagnetics, information processing, communication theory, semiconductor materials, devices, and integrated circuits (VLSI).

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An accredited bachelor's degree in an appropriate field and completion of the general (aptitude) portion of the Graduate Record Examination (GRE).

Minimum Degree Requirements

Advanced courses in electrical engineering, physics, computer science, and mathematics (eighteen to twenty-four credits) with at least fifteen credits appropriately distributed in approved areas of study in the Electrical Engineering department. Thesis research (six to twelve credits).

Although a thesis is normally required in the program leading to the M.S. in Electrical Engineering, the thesis may be waived with departmental approval, in favor of additional courses which constitute a non-thesis option. In such cases, the student will be expected to have considerable professional experience, or to submit high quality technical reports as evidence of professional maturity.

In either case, successful completion of the M.S. degree will require passing a comprehensive examination. This examination will be based on course work that was taken in the pursuit of the M.S. degree. Thesis option students will be tested orally at the time of their thesis proposal. Non-thesis option students will be asked to make a report, both written and oral on a design or research topic of current interest which relates to course work taken at UVM. The presentation must be understandable to engineers and scientists, not just professionals working directly on the particular topic.

Comprehensive Examination

M.S. Thesis Option: The student must orally present a proposal for their thesis research at least 3 months prior to graduation. The student's thesis committee will orally examine the student based on the student's coursework and research focus.

M.S. Project Option: The student must orally present a proposal for their project research approximately 6 months prior to graduation. The student's project committee will orally examine the student based on the student's coursework and research focus.

M.S. Coursework Option: The student must complete a written and/or oral comprehensive exam during the final semester of residence at UVM.

Requirements for Advancement to Candidacy for the Degree of Master of Science

An accredited bachelor's degree in electrical engineering or equivalent education.

ELECTRICAL ENGINEERING PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

Master of Science and Doctor of Philosophy in Electrical Engineering programs are offered. Typically candidates have obtained the Bachelor of Science degree in Electrical Engineering prior to application but other applicants are encouraged to consider the program if they have extensive background in mathematics and the basic sciences. In such cases, it may be necessary for a student to complete the entrance qualifications without receiving credit toward graduate studies. The general requirements for admission as outlined under the Regulations of the Graduate College must be met. Areas of research expertise are biomedical engineering, computer engineering, solid state physical electronics, power and energy systems, electromagnetics and optics, information processing, communication-theory, semiconductor materials, devices, and integrated-circuits (VLSI).

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

A master's degree in electrical engineering or the equivalent and completion of the general (aptitude) portion of the Graduate Record Examination (GRE).

Minimum Degree Requirements for the Degree of Doctor of Philosophy

A total of seventy-five (75) credit hours of graduate work are required for the Ph.D. degree, with at least 51 credits taken in residence at UVM. These courses should be selected to meet the following requirements:

Two courses to satisfy the EE Ph.D. core requirement (≥ 6 credit hours), which consists of EE 301 (System Theory) and EE 302 (Stochastic Processes). These courses are typically offered in alternate years in the fall semester. To achieve candidacy, students must complete both courses with a B or better grade.	
At least three additional courses (≥ 9 credit hours) of advanced topics in electrical engineering (200 or higher) specifically selected with your graduate advisor to facilitate your research goals.	

To bolster his/her background in a particular area and with their advisor's approval, a student may apply three 100 or 200-level (that are not already approved for graduate credit) credits to their Ph.D. degree requirements. These credits may apply to the 75 in total required but not to the 15 credits of EE coursework specified above. Students interested in taking this course for graduate credit will need to submit a Permission to Take a 100/200 Level Course for Graduate Credit Form to the Graduate College before the first day of class.	
One credit hour of Engineering Ethics (ENGR 201) taken in the first available Fall semester after entering graduate studies.	
A student with a M.Sc. degree in Electrical Engineering can apply up to twenty-four (24) credit hours from this M.Sc. degree toward the Ph.D. coursework requirements, subject to the approval of the EE graduate studies committee.	
At least 20 credit hours of EE 491, doctoral dissertation research, supervised by the student's Ph.D. advisor.	
Following the successful completion of all course and research credits, students requiring continuing registration must enroll in either GRAD 901 (less than 50% effort), GRAD 902 (50% effort), or GRAD 903 (more than 50% effort) as a reflection of their current research activity.	

Students should complete a coursework plan in their first year of Ph.D. studies, and submit this plan to the graduate studies committee for review.

Comprehensive Examination

To be eligible for taking the comprehensive exam, the student must have completed taking one of the two EE core courses (EE 301 or EE 302) with passing grades B or higher. Candidacy is achieved with successful completion of the exam and successful completion (B or higher) of the second EE core course (EE 301 or EE 302) in their 3rd semester.

The written part of the examination will be a report presented in the form of an IEEE conference paper, with the format of double column and maximum length of 6 pages. The paper will be focused on a research topic in the area of the candidate's dissertation work, and will comprise three Specific Aims:

1. Introduction, background and literature review related to the research problem. Development of a comprehensive bibliography related to their research topic.
2. A clear description of open issues related to the research topic. Discussion of the value and innovative aspects of the student's proposed research.
3. Proposed research approach description, hypothesis(es) and/or goal(s), potential barriers and possible solutions, preliminary data, and experimental design plan.

The first aim will demonstrate the student's ability to collect and contextualize prior art in the area of research. The second aim will demonstrate the student's ability to identify new research problems and justify their value to the field. The third aim will be a "stretch aim" that extends beyond the completed aspects of the candidate's research. In this third aim, the candidate will be expected to exhibit evidence of an ability to generate imaginative and thoughtful

hypotheses, and to think laterally about how their PhD research area could be developed in a new direction. The candidate should gain the approval of their thesis committee regarding the general area of the proposal prior to beginning work on it.

The oral part of the comprehensive examination will be a formal seminar by the student in front of the faculty committee, to take place after the committee members have had a chance to review the written report, which should be in the hands of the committee members at least 2 weeks prior to the oral presentation. The student will be asked to defend the paper and to answer any additional questions the committee members feel appropriate. It is expected that there will be specific questions directly associated with broad electrical engineering fundamentals. The expectation is that the oral portion will be completed prior the start of the student's 3rd semester.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Successful completion of Ph.D. comprehensive examinations.

The majority of students will have completed a core program comprising graduate courses before taking the comprehensive examination.

ENGLISH

OVERVIEW

The degree combines the history of literatures in English, from the Medieval period to the 21st century, with literary theory and cultural criticism. The department also has graduate faculty who specialize in Film and Television Studies, and Rhetoric and Composition.

DEGREES

- English AMP (p. 147)
- English M.A. (p. 148)

FACULTY

Alexander, Sarah C.; Associate Professor, Department of English; PHD, Rutgers University

Barnaby, Andrew Thomas; Associate Professor, Department of English; PHD, Princeton University

Baruth, Philip Edward; Professor, Department of English; PHD, University of California Irvine

Bernard, Emily E.; Professor, Department of English; PHD, Yale University

Bessette, Jean M.; Assistant Professor, Department of English; PHD, University of Pittsburgh

Bottoms, Gregory Todd; Professor, Department of English; MFA, University of Virginia

Fenton, Elizabeth A.; Associate Professor, Department of English; PHD, Rice University

Fogel, Daniel Mark; Professor, Department of English; PHD, Cornell University

Gutman, Stanley T.; Professor, Department of English; PHD, Duke University

Harrington, Susanmarie; Professor, Department of English; PHD, University of Michigan Ann Arbor

Huh, Jinny; Associate Professor, Department of English; PHD, University of Southern California

Jackson, Major L.; Professor, Department of English; MFA, University of Oregon

Jenemann, David; Associate Professor, Department of English; PHD, University of Minnesota Twin Cities

Kete, Mary Louise; Associate Professor, Department of English; PHD, Harvard University

Lindstrom, Eric Reid; Associate Professor, Department of English; PHD, Yale University

Losambe, Lokangaka; Professor, Department of English; PHD, University of Ibadan

Magistrale, Anthony Samuel; Professor, Department of English; PHD, University of Pittsburgh

McGowan, Todd; Associate Professor, Department of English; PHD, Ohio State University

Neroni, Hilary L.; Associate Professor, Department of English; PHD, University of Southern California

Nilsen, Sarah Dawn; Associate Professor, Department of English; PHD, University of Southern California

Rohy, Valerie; Professor, Department of English; PHD, Tufts University

Schnell, Lisa Jane; Associate Professor, Department of English; PHD, Princeton University

Scott, Helen C.; Associate Professor, Department of English; PHD, Brown University

Simone, R. Thomas; Professor, Department of English; PHD, Claremont School of Theology

Sisk, Jennifer L.; Associate Professor, Department of English; PHD, Yale University

Turner, Sarah; Senior Lecturer, Department of English; PHD, Case Western Reserve University

Welch, Nancy Ellen; Professor, Department of English; PHD, University of Nebraska Lincoln

Yoo, Hyon Joo; Associate Professor, Department of English; PHD, Syracuse University

ENGLISH AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

Accelerated Master's Degree (AMP) programs are designed to allow current UVM undergraduate students to earn both bachelor's and master's degrees within a total of five years. Accepted AMP students in the department of English begin work toward their MA during their senior year while completing the BA. Six credits are taken in the senior year that count toward both the BA and the MA. An additional graduate-level course taken prior to award of the bachelor's, beyond the six double counted credits, may be used for the master's, provided the course does not also count toward the bachelor's degree. Three credits toward the MA are then taken in the summer after graduation, and the remaining MA credits (nine per semester) are completed in year 5.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of arts for Accelerated Students

An undergraduate major in English or its equivalent with evidence (in the form of transcripts, letters of recommendation from UVM faculty members, and writing sample) that the applicant's undergraduate career has adequately prepared him or her for the particular demands of graduate study (please contact the Director of Graduate Studies with questions regarding preparedness for graduate-level study of English); minimum cumulative GPA of 3.0; and demonstration of proficiency in writing (both by a statement of purpose detailing the applicant's academic interests and research agenda and by the writing sample).

AMP students must choose the thesis or comprehensive option before the end of their senior year. Those AMP students electing to follow the thesis track must identify the thesis advisor before the end of the senior year. By the end of that academic year these thesis students will also submit a comprehensive reading list that will be the basis of preparation for the thesis exam. Those AMP students electing to follow the comprehensive track will choose advisors and submit reading lists for three field exams by the end of their senior year.

Minimum Degree Requirements for the Degree of Master of arts

Option A (Thesis)		
ENGS 350	Surv of Lit Theory & Criticism	3
Seven additional courses		
Students may take ONE 100- or 200-level course for graduate credit with approval of the course instructor, the Director of Graduate Studies, and the Graduate College. (Please note that most English department Senior Seminars—course numbers 201-282—are preapproved for graduate credit and are exempted from this restriction.) Candidates must also submit a relevant reading list, pass a four-hour written comprehensive exam based on it, complete six additional credits by writing an acceptable thesis (ENGS 391), and defend the thesis successfully in a one-hour oral exam. Please note that all incoming Teaching Assistants are required to take ENGS 345. This three-credit course does count toward the requisite number of credits for course work (for both options).		

Option B (Comprehensive Option)		
ENGS 350	Surv of Lit Theory & Criticism	3
Nine additional courses		
Students may take ONE 100- or 200-level course for graduate credit with approval of the course instructor, the Director of Graduate Studies, and the Graduate College. (Please note that most English department Senior Seminars—course numbers 201-282—are preapproved for graduate credit and are exempted from this restriction.) Candidates must submit three reading lists (covering three different areas of the discipline) and pass a four-hour written comprehensive exam based on them. Please note that all incoming Teaching Assistants are required to take ENGS 345. This three-credit course does count toward the requisite number of credits for course work (for both options).		

Comprehensive Examination

AMP students writing a thesis take their exam in the fall of their fifth year of study (first year following completion of the bachelor's degree). Students completing the Comprehensive Option track take their exam in the spring of their fifth year of study (first year following completion of the bachelor's degree). In both cases, the exam consists of three 75-minute essays. Exams are open-book and open-notes, but no portion of the exam may be pre-written.

For the Thesis Option exam, the student's first and second readers evaluate all three essays. If their assessments differ on any essay, the Director of Graduate Studies will ask an appropriate third reader to break the tie. Students who fail one or more essays have failed the examination and may ask to be re-tested not less than one month after the examination date. The first reader, in consultation with the second reader, will determine what constitutes a fair re-examination. Both readers assess the re-examination essay or essays. Students who fail all or part of their re-examination must leave the Master's program.

For the Comprehensive Option, each of the student's three examiners will provide the student with an examination question. (A faculty member may write more than one question and offer the student a choice of essays to write.) The composer of each question grades that response. Students who fail one of their three essays may be re-tested in that area. Students who fail two or three areas must retake the entire examination. Any student who fails any part of the re-examination must leave the Master's program.

Requirements for Advancement to Candidacy for the Degree of Master of arts

Completion of the above requirements.

ENGLISH M.A.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The degree combines the history of literatures in English, from the Medieval period to the 21st century, with literary theory and cultural criticism. The department also has graduate faculty who specialize in Film and Television Studies, and Rhetoric and Composition.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Arts

An undergraduate major in English or its equivalent with evidence (in the form of transcripts, letters of recommendation, and writing sample) that the applicant's undergraduate career has adequately prepared him or her for the particular demands of graduate study (please contact the Director of Graduate Studies with questions regarding preparedness for graduate-level study of English); satisfactory scores on the Graduate Record Examination (General test only); and demonstration of proficiency in writing (both by a

statement of purpose detailing the applicant's academic interests and research agenda and by the writing sample).

Minimum Degree Requirements for the Degree of Master of Arts

Option A (Thesis)		
Completion of twenty-four credits of course work (normally eight courses), including:		
ENGS 350	Surv of Lit Theory & Criticism	3
Seven additional courses		21
Students may take ONE 100- or 200-level course for graduate credit with approval of the course instructor, the Director of Graduate Studies, and the Graduate College. (Please note that most English department Senior Seminars—course numbers 201-282—are preapproved for graduate credit and are exempted from this restriction.) Candidates must also submit a relevant reading list, pass a four-hour written comprehensive exam based on it, complete six additional credits by writing an acceptable thesis (ENGS 391), and defend the thesis successfully in a one-hour oral exam. Please note that all incoming Teaching Assistants are required to take ENGS 345. This three-credit course does count toward the requisite number of credits for course work (for both options).		

Option B (Comprehensive Option)		
Completion of thirty credits of course work (normally ten courses), including:		
ENGS 350	Surv of Lit Theory & Criticism	3
Nine additional courses		27
Students may take ONE 100- or 200-level course for graduate credit with approval of the course instructor, the Director of Graduate Studies, and the Graduate College. (Please note that most English department Senior Seminars—course numbers 201-282—are preapproved for graduate credit and are exempted from this restriction.) Candidates must submit three reading lists (covering three different areas of the discipline) and pass a four-hour written comprehensive exam based on them. Please note that all incoming Teaching Assistants are required to take ENGS 345. This three-credit course does count toward the requisite number of credits for course work (for both options).		

Comprehensive Examination

Students writing a thesis take their exam in the fall of their second year. Students completing the Comprehensive Option track take their exam in the spring of their second year. In both cases, the exam consists of three 75-minute essays. Exams are open-book and open-notes, but no portion of the exam may be pre-written.

For the Thesis Option exam, the student's first and second readers evaluate all three essays. If their assessments differ on any essay, the Director of Graduate Studies will ask an appropriate third reader to break the tie. Students who fail one or more essays have failed the examination and may ask to be re-tested not less than one month after the examination date. The first reader, in consultation with the second reader, will determine what constitutes a fair re-examination. Both readers assess the re-examination essay or essays. Students

who fail all or part of their re-examination must leave the Master's program.

For the Comprehensive Option, each of the student's three examiners will provide the student with an examination question. (A faculty member may write more than one question and offer the student a choice of essays to write.) The composer of each question grades that response. Students who fail one of their three essays may be re-tested in that area. Students who fail two or three areas must retake the entire examination. Any student who fails any part of the re-examination must leave the Master's program.

Requirements for Advancement to Candidacy for the Degree of Master of Arts

Completion of the above requirements.

FIELD NATURALIST (PLANT BIOLOGY)

OVERVIEW

The Field Naturalist Graduate Program, housed within the Plant Biology department, provides professional-level, hands-on training in field science, critical and integrative thinking, environmental problem-solving, and effective communication. Field Naturalists learn how to dissect landscapes and human influences into their component parts, make sense of the parts, piece the parts together into an integrative whole, and then "tell the story" in ways that engage any audience.

DEGREES

- Field Naturalist (Plant Biology) M.S. (p. 149)

FACULTY

Barrington, David Stanley; Professor, Department of Plant Biology; PHD, Harvard University

Bierman, Paul Robert; Professor, Department of Geology; PHD, University of Washington

Erickson, Jon; Professor, Gund Institute; PHD, Cornell University

Hughes, Jeffrey Winston; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, Cornell University

Keeton, William Scott; Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Washington

Kolan, Matthew Peter; Senior Lecturer, Rubenstein School of Environment and Natural Resources; PHD, University of Vermont

Mendez, Victor E.; Associate Professor, Department of Plant and Soil Science; PHD, University of California Santa Cruz

Murdoch, James D.; Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Oxford

Paris, Catherine Ann; Senior Lecturer, Department of Plant Biology; PHD, University of Vermont

Poleman, Walter Mallery; Senior Lecturer, Rubenstein School of Environment and Natural Resources; MS, University of Vermont

Strong, Allan Matthew; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, Tulane University

Wang, Deane; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, Yale University

Wemple, Beverley Coghill; Associate Professor; Department of Geography; PHD, Oregon State University

FIELD NATURALIST (PLANT BIOLOGY) M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Field Naturalist Program is a unique field-based experience that develops the potential of tomorrow's conservation leaders by emphasizing scientific integration, oral and written communication, and environmental problem solving. Students receive a solid grounding in field-related sciences and are trained to integrate scientific disciplines into a coherent whole at the landscape level. Students also develop competence in evaluating field sites from a number of perspectives and/or criteria, translating scientific insights into ecologically sound decisions, and communicating effectively to a wide range of audiences.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science, Field Naturalist Option

- A background in science
- Strong scores on the Graduate Record Examination
- A demonstrated commitment to field sciences (e.g., research, field work, participation in environmental or conservation organizations)

A subject (advanced) test in biology or geology is advised for students who lack substantive coursework in natural sciences. Recent college graduates are encouraged to pursue interests outside academe before application to the Field Naturalist Program.

Minimum Degree Requirements

All students must successfully complete a total of 30 credit hours that includes enrollment in the Field Naturalist Practicum (PBIO 311) and Professional Writing (PBIO 333) each semester and at least two courses in each of three core areas: (1) life science (2) earth science, and (3) ecology (course selection to be determined by the student's studies committee). In addition, satisfactory completion of an oral comprehensive examination is required. A Field Naturalist student's degree culminates in satisfactory completion of a field project for a sponsoring organization that includes a professional report, a focused literature review, a written academic reflection, an oral presentation, and a journal publication or article in the popular mass media.

Comprehensive Examination

An oral examination takes place in the student's third semester. During this examination the student identifies, inventories and assesses the pieces, patterns, and processes of a previously unvisited landscape, and presents findings in a manner that would be meaningful to staff, officers, and scientists of The Nature Conservancy.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Satisfactory completion of an oral comprehensive examination.

FOOD SYSTEMS

OVERVIEW

Food Systems is an exciting and flourishing domain of inquiry, one that looks at the complex and interdependent relationships between humans and their food - everything from microbes found in compost facilities to global trade agreements.

Always keeping in mind that food systems are evolving and dynamic, our curriculum integrates social science, humanities and natural science approaches to understanding connections among vital interests of humanity in creating nourishment, pursuing health and well-being and sustaining the environment.

The program draws from over thirty UVM faculty members with primary affiliations in fifteen departments extended across four colleges. The program curriculum integrates humanities, social and natural science approaches to understanding complex and interdependent food systems of varying scope and scale.

Students examine key issues in our contemporary food system through:

- Collaborate with community partners on a variety of food systems problems and solutions
- Engage in experiential education from farm-to-plate, in the field and in the laboratory
- Integrate ideas and knowledge using a transdisciplinary approach

DEGREES

- Food Systems AMP (p. 151)
- Food Systems M.S. (p. 151)
- Food Systems Ph.D. (p. 152)

FACULTY

Barlow, John W.; Assistant Professor, Department of Animal Science; DVM, University of Illinois Urbana-Champaign

Bartlett, Robert, V.; Professor, Department of Political Science; PHD, Indiana University Bloomington

Berlin, Linda; Extension Assistant Professor, Department of Nutrition and Food Sciences; PHD, Tufts University

Blevins, Lynn; Assistant Professor, College of Medicine, MD, Medical College of Virginia

Bose, Pablo Shiladitya; Assistant Professor, Department of Geography; PHD, York College

Budolfson, Mark; Assistant Professor, Department of Philosophy, PHD; Princeton University

Conner, David S.; Assistant Professor, Department of Community Development and Applied Economics; PHD, Cornell University

DeWitt, Rocki-Lee; Professor, School of Business Administration; PHD, Columbia University

Donnelly, Catherine Wright; Professor, Department of Nutrition and Food Sciences; PHD, North Carolina State University Raleigh;

Fanslow, Yolanda H. Chen; Assistant Professor, Department of Plant and Soil Science; PHD, University of California Berkeley

Garnett, Bernice Raveche; Assistant Professor, Department of Education; ScD, Harvard University

Gennari, John; Associate Professor, Department of English; PHD, University of Pennsylvania

Greenwood, Sabrina Louise; Assistant Professor, Department of Animal Science; PHD, University of Guelph

Harvey, Jean Ruth; Professor, Department of Nutrition and Food Sciences; PHD, University of Pittsburgh

Heiss, Sarah Noel; Assistant Professor, Department of Community Development and Applied Economics; PHD, Ohio University

Hurley, Stephanie E.; Assistant Professor, Department of Plant and Soil Science; DDES, Harvard University

Inwood, Shoshanah Miriam; Assistant Professor, Department of Community Development and Applied Economics; PHD, Ohio State University

Johnson, Rachel K.; Professor, Department of Nutrition and Food Sciences; PHD, Pennsylvania State University

Kindstedt, Paul Stephen; Professor, Department of Nutrition and Food Sciences; PHD, Cornell University

Koliba, Christopher J.; Professor, Department of Community Development and Applied Economics; PHD, Syracuse University

Kolodinsky, Jane Marie; Professor, Department of Community Development and Applied Economics; PHD, Cornell University

Kornbluh, Felicia A.; Associate Professor, Department of History; PHD, Princeton University

Kraft, Jana; Assistant Professor, Department of Animal Science; PHD, University of Jena

Mares, Teresa Marie; Assistant Professor, Department of Anthropology; PHD, University of Washington

Mendez, Victor E.; Associate Professor, Department of Plant and Soil Science; PHD, University of California Santa Cruz

Merrill, Scott; Research Assistant Professor, Department of Plant and Soil Science, PHD, Colorado State University

Morse, Cheryl E.; Assistant Professor, Department of Geography; PHD, University of British Columbia

Neher Weicht, Deborah; Professor, Department of Plant and Soil Science; PHD, University of California Davis

Niles, Meredith; Assistant Professor, College of Agriculture and Life Sciences; PHD, University of California-Davis

Parker, Jason; Research Assistant Professor, Department of Plant and Soil Science; PHD, Ohio State University

Parsons, Robert L.; Extension Professor, Department of Community Development and Applied Economics; PHD, Virginia Polytechnic Institute and State University

Pope, Elizabeth; Assistant Professor, College of Agriculture and Life Sciences; PHD, RD, Cornell University, Ithaca

Trubek, Amy B.; Associate Professor, Department of Nutrition and Food Sciences; PHD, University of Pennsylvania

Zia, Asim; Associate Professor, Department of Community Development and Applied Economics; PHD, Georgia Institute of Technology

FOOD SYSTEMS AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

Qualified University of Vermont undergraduate students who plan to earn a Master's degree in Food Systems may enroll in the Accelerated Master's Program (AMP), which enables students to begin working on a master's degree while still an undergraduate. Students apply to the program in the second semester of their junior year or the first semester of their senior year. After admission to the graduate program by the Graduate College, students will choose 6 credits of graduate level courses from the list of approved electives below that can be taken while still an undergraduate. These credits will also count towards the master's degree.

APPROVED ELECTIVES - FOR AMP STUDENTS PRIOR TO COMPLETION OF THE BACHELOR'S DEGREE.

The instructor of record must acknowledge their registration at the graduate level before the course begins.

ENVS 212 - Advanced Agroecology
CDAE 208/ASCI 208 - Agricultural Policy & Ethics
CDAE 237 - Economics of Sustainability
ANFS 313 - Food Safety & Public Policy
CDAE 326 - Community Economic Development
CDAE 354 - Advanced Microeconomics
PA 306 - Policy Systems
PA 317 - Systems Analysis & Strategic Management
PSS 301 - Professional Skills Colloquium
PH 312 - Food Systems & Public Health
FS 355- Ethics and Food Systems
CDAE 321- Economics of Sustainable Food Systems

SPECIFIC REQUIREMENTS

Must be a UVM student with a declared Major or Minor in Food Systems. Please visit the Food Systems Graduate program website for application information and deadlines.

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Master's Students

- A declared Food Systems Major or Minor
- Cumulative GPA of 3.00 or higher
- Completion of a college-level statistics course
- Completion of the Graduate College application form and three letters of recommendation, including a faculty letter of support from a current Food Systems Graduate Faculty member

Minimum Degree Requirements

31 credits, including a 3-4 credit final project		
Required Courses:		16
FS 335	Qualitative Research Methods (Spring)	3

FS 345	Food Systems, Soc & Policy (Fall)	3
FS 340	Food Systems, Science & Policy (Spring)	3
FS 351	Professional Development Sem. (Fall)	1
CDAE 351	Research Methods (Fall)	0 or 3
FS 392	Master's Project Research	1-12
Food Systems Immersion Requirement: May be taken fall, spring or summer terms, or during semester breaks (3 credits). Students have the option of taking a travel immersion or practicum course, or a community internship.		

Comprehensive Examination

There is a required comprehensive examination. The details and format are decided upon by the Project & Thesis Committee and will be discussed with the student well in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Satisfactory completion of the Comprehensive Exam.

FOOD SYSTEMS M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

Food Systems M.S. graduates gain a broad and deep understanding of contemporary food systems, as well as a set of applied skills and experience – preparing them to succeed.

There are two phases to the Food Systems Graduate Program: Immersion and either Research or Application. All students will take the same first-year immersion program.

Most students complete required coursework and spend one semester designing and researching a final project. However, upon request of a Food Systems faculty member, a student can design a year-long thesis research project.

For more information, please contact the Program Coordinator.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

The Food Systems Graduate Program is transdisciplinary and involves an understanding of social, physical, and life science concepts related to food from production through consumption. Therefore, students from all academic backgrounds are welcome to apply. Minimum requirements include:

- GPA of 3.00 or higher
- Completion of the GRE with satisfactory results in the general (aptitude) portion. Read Graduate Admissions Tests for more information. If you have received a Master's Degree from an accredited institution, you may request to have the GRE waived. Contact the Program Coordinator for more information.

- TOEFL or IELTS exam scores must be submitted if you are an international student.
- Completion of a college-level statistics course. If this information is not clearly listed on a college transcript, you will need to provide additional documentation as evidence that you have fulfilled this requirement.

Minimum Degree Requirements

31-32 credit hours, including:

Required Courses:		
FS 335	Qualitative Research Methods (Spring)	3
FS 345	Food Systems, Soc & Policy (Fall)	3
FS 340	Food Systems, Science & Policy (Spring)	3
FS 351	Professional Development Sem. (Fall)	1
CDAE 351	Research Methods (Fall)	0 or 3
FS 352	Research Design Seminar (Required for Thesis Research)	1
FS 392	Master's Project Research	3-4
or FS 391	Master's Thesis Research	
Food Systems Immersion Requirement: May be taken fall, spring or summer terms, or during semester breaks (3 credits). Students have the option of taking a travel immersion or practicum course, or a community internship.		

Comprehensive Examination

There is a required comprehensive examination. The details and format are decided upon by the Project & Thesis Committee and will be discussed with the student well in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Satisfactory completion of all degree requirements and the Comprehensive Exam.

FOOD SYSTEMS PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (<http://catalogue.uvm.edu/graduate/degree/requirements/requirementsforthedoctorofphilosophydegree>)

OVERVIEW

The PhD in Food Systems combines a comprehensive investigation of food systems and a commitment to developing methods for solving the current problems of the food system through a cohort intensive experience. Every year, the food systems cohort will work together to address problems and devise potential solutions. Students then move towards disciplinary depth and mastery by designing a course of study with a dissertation committee and developing a research proposal. Students will also engage in independent research.

SPECIFIC REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

There are two ways for a potential PhD candidate to pursue this program. First, a student with a BA/BS can apply to the PhD program. Second, a student can apply to the PhD after completing an MA or MS in an allied field, either at the University of Vermont or at another institution.

Minimum requirements include:

- GPA of 3.00 or higher
- Completion of the GRE with satisfactory results in the general (aptitude) portion. If you have received a Master's Degree from an accredited institution, you may request to have the GRE waived. Contact the Program Coordinator for more information.
- TOEFL exam scores must be submitted if you are an international student.
- Completion of a college-level statistics course. If this information is not clearly listed on a college transcript, you will need to provide additional documentation as evidence that you have fulfilled this requirement.
- A letter of support from a Food Systems Faculty member who agrees to serve as primary advisor during enrollment in the PhD Program.

MINIMUM DEGREE REQUIREMENTS

75 credits, including a minimum of 20 credits of supervised dissertation research.

Required Courses:		
FS 345	Food Systems, Soc & Policy	3
FS 340	Food Systems, Science & Policy	3
FS 351	Professional Development Sem.	1
FS 352	Research Design Seminar	1
FS 355	Ethics and the Food System	3
FS 360	Dissertation Writing Seminar	1
FS 491	Doctoral Dissertation Research	minimum of 20 credits
A minimum of two out of four methodology courses to be determined in cooperation with faculty advisor		
Students must also take FS 395 – Issues and Solutions two times during their course of study. This is a 1 credit Seminar		

COMPREHENSIVE EXAMINATION

The comprehensive examination is a tool to evaluate the progress of each student and ensure that they are prepared to proceed toward the doctorate degree.

Phase 1 is an oral exam that tests the student's ability to read, analyze and synthesize scholarly knowledge across disciplines as well as to design a research-based response to a specific food systems issue or problem.

Phase 2 includes two steps: a dissertation pre-proposal and proposal submission. The form, content and timeline will be explained to the student by their advisor and will follow guidelines set forth by the Project and Thesis committee, in collaboration with the student's dissertation committee.

REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Maintain a 3.00 GPA in designated first and second year courses and successful completion of the comprehensive exam.

GEOLOGY

OVERVIEW

The Master of Science in geology is a rigorous research thesis program with grounding in related course work. Research programs include environmental geology; geomorphology; water resources; environmental (bio)geochemistry; mineralogy; sedimentary, igneous and metamorphic environments; geochronology and structural geology; tectonics; and the evolution of orogenic belts. Examples of specific faculty interests include geologic history and recent sedimentation in the Lake Champlain Basin; processes and chronology of glaciation; stable and cosmogenic isotopic studies; water quality and pollutant transport; crystal chemistry and crystallography; mineral structure analysis; molecular-scale environmental mineralogy; (bio)geochemical cycling in the critical zone; the tectonic evolution of deformed continental margins and interiors; petrofabric and structural analysis of deformed rocks; partial melting processes; and stratigraphy and sedimentary environments of lower Paleozoic sandstones and carbonates.

DEGREES

- Geology M.S. (p. 153)

FACULTY

Bierman, Paul Robert; Professor, Department of Geology; PHD, University of Washington

Hughes, John M.; Professor, Department of Geology; PHD, Dartmouth College

Klepeis, Keith Andrew; Professor, Department of Geology; PHD, University of Texas Austin

Lini, Andrea; Associate Professor, Department of Geology; PHD, ETH-Zurich

Mehrtens, Charlotte Jean; Professor, Department of Geology; PHD, University of Chicago

Perdrial, Julia N.; Assistant Professor, Department of Geology; PHD, Université Louis-Pasteur

Perdrial, Nicolas; Research Assistant Professor, Department of Geology; PHD, Université Louis-Pasteur

Schroth, Andrew W.; Research Assistant Professor, Department of Geology; PHD, Dartmouth College

Webb, Laura E.; Associate Professor, Department of Geology; PHD, Stanford University

GEOLOGY M.S.

All students must meet the Requirements for the Master's Degree (p. 237).

OVERVIEW

The Master of Science in Geology is a rigorous research thesis program with grounding in related course work. Research programs include environmental geology; geomorphology; water resources; environmental (bio)geochemistry; mineralogy; sedimentary, igneous and metamorphic environments; geochronology and structural geology; tectonics; and the evolution of orogenic belts. Examples of specific faculty interests include geologic history and recent sedimentation in the Lake Champlain Basin; processes and chronology of glaciation; stable and cosmogenic isotopic studies; water quality and pollutant transport; crystal chemistry and crystallography; mineral structure analysis; molecular-scale environmental mineralogy; (bio)geochemical cycling in the critical zone; the tectonic evolution of deformed continental margins and interiors; petrofabric and structural analysis of deformed rocks; partial melting processes; and stratigraphy and sedimentary environments of lower Paleozoic sandstones and carbonates.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

- Bachelor's degree in geology or related field from an accredited institution with year-long courses in chemistry, physics, biology, and mathematics preferred. The M.S. program is also open to undergraduate majors in physics, chemistry, biology, engineering or mathematics who have accumulated twelve semester hours of course work in geology.
- Strong undergraduate record, letters of recommendation, and satisfactory basic GRE scores.

Applicants should identify a potential faculty advisor (or advisors) and include research interests in the application statement.

Acceptance to the program is a competitive process and admission is dependent upon available Teaching and/or Research Fellowships.

Minimum Degree Requirements for the Degree of Master of Science

Admitted students will be assigned a three-person advisory committee at the beginning of the first year of graduate study. The committee will prescribe a study program based on the interests of the student and the principal graduate advisor.

For the thesis option, successful writing, oral presentation and defense of a research thesis are required. Satisfactory completion will be determined by the candidate's thesis committee. Advanced courses in geology must total at least thirty semester hours, including at least one 300-level course and six to nine credits for thesis research.

Students enrolled in a traditional (thesis) M.S. cannot switch to the non-thesis option without prior approval from the thesis committee.

For the non-thesis option, at the time of enrollment the student must select a general area in which to write a project report. The report is the culmination of independent study and may be the result of an extensive literature search, fieldwork, laboratory work, or similar effort. The report must follow the general guidelines for writing a thesis and is subject to the principal advisor's approval. Advanced courses in geology must total at least thirty semester hours, including at least one 300-level course and three to six credits for research.

Both options require giving a public oral defense after the thesis or non-thesis research project is completed.

For both options, a minimum of fifteen graded credits used in compilation of the graduate GPA must be taken in residence at UVM. Advanced courses in related sciences are encouraged and may be substituted for some selected geology courses on approval by the departmental advisor. With the prior approval of their department and the Graduate College, students may apply one 100/200 level, three-credit undergraduate course towards their graduate program. A student's advisor must petition the Graduate College for approval before the student enrolls in the course. Consult individual programs for further limitations. Under no circumstances will a course numbered below 100 be applicable to a master's program.

Comprehensive Examination

The comprehensive exam for the Geology M.S. comprises two parts. Part 1 is a written research proposal and oral presentation that must be completed before the end of the second semester. The proposal must discuss the research objectives and their significance and include a work plan demonstrating feasibility. The presentation is followed by geology faculty/thesis committee questions that cover the assumptions, methodology, and the relationship of the proposed work to and its dependence on auxiliary sciences. Part 2 is a written progress report and oral presentation and must be completed before the end of the third semester. The progress report presents the latest research findings and must demonstrate sufficient progress toward the M.S. degree. Faculty/committee questions cover the data presented, interpretations, and work plan to complete the thesis.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Advancement to candidacy requires satisfactory completion of a comprehensive examination. The comprehensive examination includes both a written and oral 1) research proposal and 2) progress report during the second and third semesters of enrollment, respectively.

GERMAN OVERVIEW

Current research interests include history of German language; Medieval literature; literature of the 18th, 19th, 20th, and 21st centuries; folklore; Exile studies; and translation studies.

DEGREES

- German M.A. (p. 154)

FACULTY

Mahoney, Dennis Francis; Professor, Department of German and Russian; PHD, University of Massachusetts Amherst

Mieder, Wolfgang; Professor, Department of German and Russian; PHD, Michigan State University

Schreckenberger, Helga; Professor, Department of German and Russian; PHD, University of Kansas

GERMAN M.A.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

Current research interests include history of German language; Medieval literature; literature of the 18th, 19th, 20th, and 21st centuries; folklore; Exile studies; and translation studies.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Arts

An undergraduate major in German, including a year course in literature and a year course in advanced composition and conversation or the equivalent. Satisfactory scores on the Graduate Record Examinations general (aptitude) section.

Minimum Degree Requirements

Thirty credits of graduate-level courses including:

GERM 281	Sem in Lit Genre,Period,Theme	3
GERM 282	Sem on Particular Author	3
Additional courses in German, which may include two advanced courses in a related field		12-18
Thesis research		6-12

Comprehensive Examination

The comprehensive exam for the German M.A. degree is taken upon completion of all required coursework (at the end of the 4th semester, at latest). The exam is conducted over a period of five hours. Subject matter for the exam questions will be drawn from three German graduate program courses of the student's choosing. In each subject area, students will answer one of the three questions offered.

Requirements for Advancement to Candidacy for the Degree of Master of Arts

Students need to pass the comprehensive examination and successfully complete and defend a thesis.

GREEK AND LATIN

OVERVIEW

Graduate students in the program primarily learn general philological skills in Greek and Latin. That said, current faculty research interests include Mycenaean and Homeric Greece; Greek and Latin lyric and elegiac poetry; Greek drama; the Attic orators; ancient literary criticism; Greek and Roman philosophy and intellectual history; Greek and Roman historiography; Greek and Latin prose; Latin epic; satire; Greek and Roman technological authors; Roman history; Roman imperial families; mythology; archaeology; medieval studies; Near Eastern history; and ancient music. There is also particular faculty interest in the following authors: Cicero; Homer; Virgil; Petronius; Ovid; Plato.

DEGREES

- Greek and Latin AMP (p. 155)
- Greek and Latin M.A. (p. 156)
- Greek and Latin M.A.T. (p. 157)

FACULTY

Bailly, Jacques A.; Associate Professor, Department of Classics; PHD, Cornell University

Chiu, Angeline C.; Associate Professor, Department of Classics; PHD, Princeton University

Franklin, John C.; Associate Professor, Department of Classics; PHD, University College London

Rodgers, Robert Howard; Professor, Department of Classics; PHD, Harvard University

Usher, Mark David; Associate Professor, Department of Classics; PHD, University of Chicago

GREEK AND LATIN AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

This accelerated master's degree program (AMP) offers select UVM students of Greek and Latin languages, as well as Classics, an opportunity to earn their bachelor's degree and the master's degree in Greek and Latin in 5 years. Nine credits toward the MA will be earned during the senior year (6 of which may count toward the BA). The remaining credits will be completed in the 5th year. Full-time graduate student status can begin the summer after undergraduate graduation and be maintained until completion of the MA in Greek and Latin. Students typically pursue the master's degree in Greek and Latin either as a stepping stone to doctoral work (hopefully well-funded as a result), or to teaching in high schools (usually Latin).

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of arts for Accelerated Students

Students must apply for and be accepted to the AMP through the standard Graduate College application process, except that GRE scores are not required. Normally, the application and admission

process must be finalized prior to the beginning of the senior year (typically in the Spring of the junior year). Students must be admitted by the Graduate College before taking any courses that will apply to the master's degree, i.e., all courses used for the master's degree must be taken after formal admission to the AMP. Courses approved for graduate credit are 200-level or higher with the prefix GRK, LAT, CLAS, or GKLT. Students taking a course approved for graduate credit as part of the AMP program must notify the faculty member they are taking the course at the graduate level before the course begins. That notification must be copied to gradcoll@uvm.edu.

Consideration for admission requires the following:

- Minimum cumulative GPA of 3.00
- Minimum knowledge of Greek and Latin language: at least one course in each language at the 200-level (the more the better).
- Standard Graduate College application, including:
- Completion of the Graduate College Application form
 - 3 letters of recommendation from UVM faculty members
 - Reading knowledge of German (French or Italian are, however, also acceptable)
- Students lacking this may submit a plan describing how they will acquire such knowledge outside of the Spring and Fall semester of their 5th year for consideration (e.g. intensive course in summer between 4th and 5th years).

Minimum Degree Requirements for the Degree of Master of arts

Option A (Thesis)	
Twenty-four credits of graded course work plus at least six credits of thesis research (GKLT 391), and successful completion and defense of a master's thesis. The twenty-four credits of course work consist of:	6
Greek and Latin MA students are required to take GKLT 300 (Proseminar), which is offered every other year: when it is offered during their senior (4th) year, AMP students must take it then as the course that does not count toward their BA.	3
Six credits of GKLT 381 (Seminar)	6
Nine additional credits of advanced courses in Greek and Latin	9
Six additional credits in Greek, Latin, Classics, or approved credits in related fields	6

Note: Students desiring to do an MA thesis must 1) secure explicit recommendations that they be allowed to do so from the 3 faculty who write recommendation letters for them to be admitted to the AMP; 2) identify the thesis advisor before the end of their senior year; and 3) successfully complete the translation part of their comprehensive MA exams at the beginning of the Fall semester of their 5th year. The non-thesis option is typically the better option, however: it is the default option.

Option B (Non-Thesis)	
Thirty credits of graded course work. The thirty credits of course work consist of:	

Greek and Latin MA students are required to take GKLT 300 (Proseminar), which is offered every other year: when it is offered during their senior (4th) year, AMP students must take it then as the course that does not count toward their BA.	3
Six credits of GKLT 381 (Seminar)	6
Fifteen additional credits of advanced courses in Greek, Latin, and Classics	15
Six additional credits of advanced courses in Greek, Latin, Classics, or approved credits in related fields	6

Note: The non-thesis option is the default option for the majority of students who, in lieu of a thesis, present to the faculty a dossier of two polished term papers from their course work.

Both Options	
Greek and Latin AMP students must pass the comprehensive exam in at least one modern foreign language: given the coursework in the 5th year, preparing for this during the 5th year is all but impossible. Thus students must enter the 5th year with this competency already acquired.	

Comprehensive Examination

Comprehensive exams are taken in the first and last two weeks of Fall and Spring semesters. The comprehensive exam includes the following components: 1) translation exam in Greek and Latin passages from the reading list (this component will be attempted at the start of the third semester (if not passed on the first attempt, it will be reattempted at the start of the fourth semester); 2) ancient history (completing CLAS 121 and CLAS 122 may be substituted, but students must enroll in them as CLAS 295 and CLAS 296 and do additional work for the 200-level credit); 3) literature and philology (the GKLT 300 final exam will count for this exam if the faculty consensus is that the exam was sufficiently rigorous and the student performed sufficiently well). In addition, students must demonstrate reading knowledge of German (the graduate coordinator in Classics may agree to substitute another appropriate language if the student makes a strong case) via a modern language exam.

Requirements for Advancement to Candidacy for the Degree of Master of arts

Completion of all requirements listed above for either the thesis or the non-thesis option.

GREEK AND LATIN M.A.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

Graduate students in the program primarily learn general philological skills in Greek and Latin. That said, current faculty research interests include Mycenaean and Homeric Greece; Greek and Latin lyric and elegiac poetry; Greek drama; the Attic orators; ancient literary criticism; Greek and Roman philosophy and intellectual history; Greek and Roman historiography; Greek and Latin prose; Latin epic; satire; Greek and Roman technological authors; Roman history;

Roman imperial families; mythology; archaeology; medieval studies; Near Eastern history; and ancient music. There is also particular faculty interest in the following authors: Cicero; Homer; Virgil; Petronius; Ovid; Plato.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Arts

An undergraduate major or minor or the equivalent; Greek and Latin language skills sufficient to take advanced courses (usually at least two years of each); a reading knowledge of a modern foreign language, usually French, German, or Italian. Satisfactory scores on the Graduate Record Examination (General test only).

Minimum Degree Requirements

Option A (Thesis)		
Twenty-four credits of graded course work plus at least six credits of thesis research (GKLT 391), and successful completion and defense of a master's thesis. The twenty-four credits of course work consist of:		
GKLT 300	Proseminar	3
Six credits of GKLT 381 (Seminar)		6
Nine additional credits of advanced courses in Greek and Latin		9
Six additional credits in Greek, Latin, Classics, or approved credits in related fields		6

Note: The thesis option is reserved for students who have completed their first probationary year in the program and have passed the Greek and Latin sight translation exams by the beginning of the third semester. This option is, by special application, subject to departmental permission.

Option B (Non-Thesis)		
Thirty credits of graded course work. The thirty credits of course work consist of:		
GKLT 300	Proseminar	3
Six credits of GKLT 381 (Seminar)		6
Fifteen additional credits of advanced courses in Greek, Latin, and Classics		15
Six additional credits of advanced courses in Greek, Latin, Classics, or approved credits in related fields		6

Note: The non-thesis option is the default option for the majority of students who, in lieu of a thesis, present to the faculty a dossier of two polished term papers from their course work.

Both Options		
Comprehensive examinations in Greek, Latin, at least one modern foreign language, ancient history, and literature and philology are required. In addition to course work, students will have a list of ancient authors to be read in the original languages.		

Comprehensive Examination

Comprehensive exams are taken in the first and last two weeks of Fall and Spring semesters. The comprehensive exam includes the following components: 1) translation exam in Greek and Latin passages from the reading list (this component will be attempted at the start of the third semester (if not passed on the first attempt, it will be reattempted at the start of the fourth semester); 2) ancient history (completing CLAS 121 and CLAS 122 may be substituted, but students must enroll in them as CLAS 295 and CLAS 296 and do additional work for the 200-level credit); 3) literature and philology (the GKLT 300 final exam will count for this exam if the faculty consensus is that the exam was sufficiently rigorous and the student performed sufficiently well). In addition, students must demonstrate reading knowledge of German (the graduate coordinator in Classics may agree to substitute another appropriate language if the student makes a strong case) via a modern language exam.

Requirements for Advancement to Candidacy for the Degree of Master of Arts

Completion of all requirements listed above for either the thesis or the non-thesis option.

GREEK AND LATIN M.A.T.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The M.A.T. is designed for two groups of people: those who already have licensure as secondary school teachers and those who do not yet have licensure.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Arts in Teaching

An undergraduate major or minor or the equivalent in Greek, Latin, or Classics; most importantly Greek and Latin language skills sufficient to take advanced courses (usually at least two years of each); a reading knowledge of a modern foreign language, usually French, German, or Italian is highly recommended.

Minimum Degree Requirements

Those who already have licensure must complete a minimum of thirty credits of work, with at least twenty-one in the field of specialization (Latin and related subjects) and at least six in education (consult with advisor in education). Those who are seeking licensure must complete at least twenty-one credits in the field of specialization and at least thirty credits in education (consult with advisor in education).

In all cases, the individual program of study must be approved by advisors in classics for the field of specialization credits and in education for the education credits. The twenty-one credits in the field of specialization will consist primarily of Latin courses, but also Greek and classics courses.

Course requirements for the twenty-one credits in Latin, Classics, or Greek are as follows:

Students must complete twenty-one credits of Latin at or above the 200-level, including one course from the LAT 211/LAT 212 sequence, with the following possible exceptions: one 200-level or higher course in Roman (or Greek) history, one 200-level or higher course in Roman (or Greek) Art History, and 200-level Greek courses may count, all at the discretion of the Classics faculty.	21
A second foreign language is strongly recommended, either a modern one as a second teaching field, or Greek as a complement to Latin.	
The standards of performance in courses taken with the Department of Classics will be the same as for the M.A. in Greek and Latin.	

Description and Timing of Comprehensive Examination

Students must take comprehensive exams in their field of specialization as well as in education. Please consult with education for details about their comprehensive exam. The student must pass general comprehensive exams before the degree may be granted including:

- a written examination in Latin,
- an examination in ancient history (emphasis on Roman, but including Greek and, if appropriate, Near Eastern History),
- an examination in literature and philology, and
- an oral examination on the pedagogy of Latin.

The Latin examination will be taken at the end of the Spring semester of the first year of study, (with a retake, if needed, in the week before the start of the first semester of the second year of study), the pedagogy examination at the conclusion of the practice teaching. For the ancient history examination, appropriate courses in ancient history may be substituted, if formally approved by classics faculty in advance. For the examination in literature and philology, the final examination in GKLT 300 Proseminar may be substituted. Substitutions are at the discretion of the faculty; they are not simply normal procedure. Written confirmation of specific substitutions after consultation with the graduate coordinator and relevant faculty is advised.

The format of the exams is at the discretion of the faculty. For students pursuing licensure, although students are not required to do so, it is by far best to complete these exams before the end of the second semester, because the student will be occupied fully by education requirements in the second year, and faculty are not available to administer exams in the summer.

Requirements for Advancement to Candidacy for the Degree of Master of Arts in Teaching

Completion of the above requirements.

GREEK AND LATIN LANGUAGES

OVERVIEW

Students and scholars in many disciplines (e.g. classics, history, English, Medieval studies, religious studies, philosophy) need proficiency in Latin and Greek to carry out research. Other students

come to classics too late in their undergraduate career to acquire language proficiency at a level which qualifies them for Ph.D. or M.A.T. programs. Still other students are high school teachers who want to expand their repertoire of teaching subjects or who simply want to improve their mastery of their subject matter. Every year, excellent students inquire about the M.A. program who do not have sufficient Greek or Latin. Although some students may need to take a course or two prior to formally beginning the program in order to bring their Greek or Latin up to the level at which courses count for the certificate, this certificate offers an intensive language experience designed for such students.

DEGREES

- Greek and Latin Languages (GKLT) CGS (p. 158)

FACULTY

Bailly, Jacques A.; Associate Professor, Department of Classics; PHD, Cornell University

Chiu, Angeline C.; Associate Professor, Department of Classics; PHD, Princeton University

Franklin, John C.; Associate Professor, Department of Classics; PHD, University College London

Rodgers, Robert Howard; Professor, Department of Classics; PHD, Harvard University

Usher, Mark David; Associate Professor, Department of Classics; PHD, University of Chicago

GREEK AND LATIN LANGUAGES (GKLT) CGS

All students must meet the Requirements for the Certificates of Graduate Study (p. 237)

OVERVIEW

Students and scholars in many disciplines (e.g. classics, history, English, Medieval studies, religious studies, philosophy) need proficiency in Latin and Greek to carry out research. Other students come to classics too late in their undergraduate career to acquire language proficiency at a level which qualifies them for Ph.D. or M.A.T. programs. Still other students are high school teachers who want to expand their repertoire of teaching subjects or who simply want to improve their mastery of their subject matter. Every year, excellent students inquire about the M.A. program who do not have sufficient Greek or Latin. Although some students may need to take a course or two prior to formally beginning the program in order to bring their Greek or Latin up to the level at which courses count for the certificate, this certificate offers an intensive language experience designed for such students.

SPECIFIC REQUIREMENTS

Requirements for Admission to the Certificate of Graduate Study

Greek and Latin language abilities sufficient to succeed in advanced courses (generally, the bare minimum is at least 3 semesters or the equivalent in each language; students will struggle if they have only the bare minimum).

Minimum Degree Requirements for Certificate of Graduate Study in Greek and Latin Languages

Requirements for the Greek and Latin Languages certificate include a minimum of 15 credits chosen from the following:

- 3-6 credits of Latin (GKLT 381A: Latin Seminar)
- 3-6 credits of Greek (GKLT 381B: Greek Seminar)
- 6 credits in Greek Prose Style or Latin Prose Style (GRK 211, GRK 212 or LAT 211, LAT 212)

Details of requirements for the GKLT certificate:

- GKLT 381 Seminar. Intensive study at the graduate level of Greek or Latin authors not read in the candidate's undergraduate program. Credit as arranged (usually 3 per semester).

This course is conventionally labelled 381A for Latin and 381B for Greek iterations. This course meets concurrently with LAT 2XX or GRK 2XX but students enrolled at the 381 level are held to higher standards and do more work.

Two sections of GKLT 381, one in each language, are offered every semester.

- GRK 211 and GRK 212 Greek Prose Style. Readings in literary prose analyzed stylistically and imitated in composition. 3 credits each.
- LAT 211 and LAT 212 Latin Prose Style. Readings in literary prose analyzed stylistically and imitated in composition. 3 credits each.

The courses are taught in the following sequence, one per semester: LAT 211 Fall, LAT 212 Spring, GRK 211 Fall, GRK 212 Spring, then begin the cycle again. Thus Certificate students will get at least one semester of one language, with those who do the 3-semester option getting one semester of the other language. Occasionally, the order may be disrupted, but that does not affect students' ability to fulfill the certificate program's requirements, as the courses need not be taken in sequence.

- Certificate students are strongly encouraged to sit in on intermediate level classes or higher level classes which they are not taking for credit, though no credit will be given for such audits. Students will do daily preparation but not take exams or do projects.

LAT 101/LAT 102 Survey Latin Literature. Selections from principal Roman authors.

GRK 051 Intermediate. Review of syntax. Readings from Plato, Herodotus, and Euripides.

GRK 052 Intermediate. Review of syntax. Readings from Homer. (These intermediate-level courses include a good deal of syntax review and vocabulary building. As such, they admirably complement the graduate-level courses. The pace is slower and there is more emphasis on explaining syntax and building vocabulary.) The aim of auditing lower level courses concomitantly with their credit-bearing work is to give certificate students something closer to a language immersion experience.

In some cases, other graduate courses may be used in fulfillment of requirements, with explicit approval from the Classics Faculty. Certificate students must maintain a GPA of 3.00.

HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION

OVERVIEW

The Higher Education and Student Affairs Administration (HESA) graduate program prepares professionals to apply human development, organizational, foundational, multicultural and administrative principles to work with college students. Working closely with faculty and student affairs practitioners, graduate students in the program are challenged to an unparalleled learning experience in- and out-of-the classroom.

The HESA graduate program offers a M.Ed. adhering to the Council for the Advancement of Standards (CAS) in Higher Education. The curriculum, including courses, practica internships, and professional practice opportunities with the university and local institutions, integrates conceptual theory with administrative practice. ACPA/NASPA professional competency areas for student affairs educators are integrated throughout the program of study. Students gain an understanding of the student affairs profession, social justice and inclusion, college student development, history of and trends within U.S. higher education, organizational theory, and program assessment and evaluation. Social justice and pluralism, realities of American life and U.S. higher education are emphasized in the HESA graduate program. These emphases are expressed through course and experiential opportunities highlighting the diversity of people, experiences, perspectives, and structures in our democracy.

Graduates from the HESA graduate program pursue national and international careers as professionals in colleges and universities, as well as in fields related to higher education. Professionals in this field serve as advisors, student service providers, policy makers, researchers, programmers, consultants, and administrators. Common to each functional area in student affairs and higher education is the goal to design opportunities conducive to students' growth and development.

Extensive information about the program is available at HESA website. Inquiries regarding this program should be addressed to:

The University of Vermont
Higher Education and Student Affairs Administration
208 Colchester Avenue
Mann Hall 201
Burlington, Vermont 05405
email: hesa.admissions@uvm.edu

DEGREES

- Higher Education and Student Affairs Administration M.Ed. (p. 159)

FACULTY

Ballysingh, Tracy Arambula; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, University of Texas at Austin

Garvey, Jason C.; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, University of Maryland, College Park

Hunter, Deborah Ellen; Associate Professor; Department of Leadership and Developmental Sciences; PHD, Indiana University Bloomington

Kanagala, Vijay; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, Iowa State University

Tarule, Jill M.; Professor Emerita, Department of Leadership and Developmental Sciences; Ed.D., Harvard University

HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION M.ED.

All students must meet the Requirements for the Master of Education Degree (p. 239)

OVERVIEW

The HESA graduate program enrolls approximately 15-18 students per year in the full-time two-year program. The small cohort size facilitates strong and enduring relationships among students and faculty. A wide spectrum of undergraduate majors, geographic locations, previous experiences, and cultural backgrounds are represented in the class cohorts. These diverse perspectives enrich the overall educational environment and expand social awareness. Part-time enrollment is also an option and students work with a faculty advisor to plan course sequencing.

An array of 60 practicum internships, 30 graduate assistantship placements, and paid and volunteer professional practice opportunities help students integrate their conceptual knowledge with student affairs and higher education practice. Assistantships are housed in College of Education and Social Services, Student Services Offices, Office of Student Life, Orientation, Leadership and Civic Engagement, and Residential Life (these offerings change from year to year). Assistantships cover tuition for twenty credits of study each year and a bimonthly stipend.

The academic program admissions process (December 1) and the assistantship application process (December 1 deadline) are separate from each other. Selected candidates are invited to interview for admission and for assistantships at times held concurrently in the spring of each year. Practica experiences (three selections during the course of the degree) are available within university and local college offices.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Education

Submit the following to the University of Vermont Graduate Admissions Office. Please be advised that the UVM Graduate College uses an on-line application process. Applications received by

December 1 will be given priority consideration for the following Fall admissions.

- **Graduate Application Form:** Available on-line from the Graduate College
- **Statement of Purpose:** The statement of purpose will be reviewed for clarity of expression, grammatical construction, and insight regarding the applicant's reasons for pursuing study in the HESA program
- **Three Letters of Recommendation:** Letters written by individuals who are well acquainted with the applicant's academic accomplishments and potential for becoming an effective student affairs practitioner are considered valid letters of recommendations. Of these three letters needed for admission, preferably two should be from faculty members and one from a student affairs professional/mentor. Please do not include letters written by personal friends or acquaintances.
- **Official College Transcripts:** An official college transcript of course work (undergraduate and graduate) should be submitted from every college and/or university attended.
- **Professional Resume:** An up-to-date resume that attests to the applicant's education, work, and volunteer experience should be included in the application packet for admission. Work and leadership experience in higher education is highly desired.

After an initial review of applications, select applicants will be invited to participate in an academic program interview on the UVM campus in the spring semester. These required interviews are conducted by HESA program faculty and are critical in the application process. Faculty will be looking for evidence of candidates' academic potential, communication skills (oral and written), knowledge of higher education issues, exposure to student affairs, professional readiness, and commitment to the higher education and student affairs profession. This campus visit will also offer candidates an opportunity to experience the UVM campus climate, receive information about UVM's HESA program, interact with closely with HESA faculty and students and UVM student affairs staff. During that same campus visit, candidates for assistantships will interview with assistantship supervisors.

Minimum Degree Requirements

Forty credits are required for the completion of the master of education degree in Higher Education and Student Affairs and the curriculum appears below. The course sequence varies depending on the student's enrollment status (e.g., full or part-time). A faculty advisor will assist the student in preparing a program of study, which will be completed by the end of the first semester of the program. Successful completion of the program is based on the demonstration of appropriate knowledge, relevant skills, and personal characteristics, as well as the accumulation of credits in required coursework. Students are urged to hold either a twenty hours per week professional practice opportunity (e.g., volunteer position, graduate assistantship) during each semester if a full-time student; or a full-time position in college and/or student affairs administration, if

a part-time student. Students are required to complete three practica internship assignments.

EDHI 361	The (Un)Changing Academy	3
EDHI 364	Helping Skills in Std'n Affairs	3
EDHI 385	Foundations & Functions of CSP	3
EDHI 362	The American College Student	3
EDHI 375	Social Justice/Inclusion in HE	3
EDHI 380	Professional Problems in Educ (Program Evaluation and Assessment in Student Affairs)	3
EDHI 380	Professional Problems in Educ (Advanced Student Development)	3
EDHI 363	Controversies of the Academy	3
EDHI 380	Professional Problems in Educ (Program Evaluation and Assessment)	3
EDHI 380	Professional Problems in Educ (Current Issues in Higher Education)	3
EDHI 383	Higher Ed Admin & Organization	3
EDHI 396	Capstone:Eth,Val&Mean/High Ed	3
EDHI 395	Lab Experience in Education (Practicum Internship: three choices)	2

Comprehensive Examination

The comprehensive exam requirement of the Graduate College is met through successful completion of the Capstone Seminar course taken during the final semester of enrollment. This culminating experience is designed to be a final assessment of a student's professional portfolio as aligned with the ACPA & NASPA Professional Competencies for Student Affairs Educators.

Requirements for Advancement to Candidacy for the Degree of Master of Education

At the conclusion of the first year of full-time study (completion of the prescribed 20 credit hours in the HESA curriculum with a minimum 3.00 GPA and no more than 1 grade below a B), HESA faculty assess students' progression toward successful completion of the degree program.

HISTORIC PRESERVATION

OVERVIEW

The University of Vermont Historic Preservation program aims to prepare graduate degree students for broad-based careers in the conservation and sustainable management of the historic environment through studies and research in heritage preservation administration, planning, architectural conservation, adaptive use and economic development, architectural and cultural history, documentation, law, and cultural resource management.

DEGREES

- Historic Preservation AMP (p. 161)

- Historic Preservation M.S. (p. 161)

FACULTY

McCullough, Robert L.; Associate Professor, Department of History; PHD, Cornell University

Visser, Thomas Durant; Professor, Department of History; MS, University of Vermont

HISTORIC PRESERVATION AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Historic Preservation Accelerated Master's Program (AMP) provides an opportunity for capable undergraduate UVM students to enroll directly in the Historic Preservation graduate program while taking advantage of Accelerated Master's Program degree incentives. Following their formal admission into the Historic Preservation AMP, students work simultaneously on their B.A. and M.S. requirements, counting up to six credits of 200-graduate level courses toward both the B.A. and the M.S. degrees. The remaining 30 credits of graduate study required for Historic Preservation M.S. degree normally would be taken in three semesters following undergraduate graduation.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Students

- Students must be working towards a baccalaureate degree with a major in a preservation-related field such as history, architectural history, art history, architecture, engineering, planning, business administration, economics, community development, interior design, law, American studies, or environmental studies.
- Cumulative GPA of 3.0
- Applicants must submit a writing sample.

Minimum Degree Requirements for the Degree of Master of Science

Required courses in Historic Preservation:		
HP 200	History American Architecture	3
HP 201	History on the Land	3
HP 204	Historic Pres: Devlpmnt Econ	3
HP 205	Historic Preservation Law	3
HP 206	Rschg Historic Structure/Sites	3
HP 302	Community Preservation Project	3
HP 304	Contemp Preservation Plan&Pol	3
HP 305	Hst Preservation Pract Methods	3

HP 306	Architectural Conservation I	3
HP 307	Architectural Conservation II	3
HP 303	Grad Internship	1-6
or HP 391	Master's Thesis Research	
A written comprehensive examination given during the third semester		
An internship in a preservation agency, or a written thesis. The internship or thesis may be undertaken upon completion of two or three semesters of concentrated course work		
Students also take one elective unless they elect to do a thesis instead of an internship. For the thesis option, a total of six credits is required for HP 391		

Comprehensive Examination

The comprehensive examination for M.S. Historic Preservation students is required to be taken by the end of the final semester of courses. Normally this is scheduled during the second half of the fall semester. This written examination covers broad knowledge in historic preservation. Information on the date, general details, and format of this examination is provided to students in advance.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Completion of the above requirements.

HISTORIC PRESERVATION M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

All graduate students enter the program in the fall. Most complete their studies after three semesters and a summer internship. Part-time enrollment is also possible by special arrangement.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

- A baccalaureate degree with a major in a preservation-related field such as history, architectural history, art history, architecture, engineering, planning, business administration, economics, community development, interior design, law, American studies, or environmental studies.
- Applicants must take the general (aptitude) portion of the Graduate Record Examination and submit a writing sample.

Minimum Degree Requirements for the Master of Science

Thirty-six credits of course work. A minimum of thirty-three credits (including an internship or thesis) must be taken in historic preservation.

Required courses in Historic Preservation:	
--	--

HP 200	History American Architecture	3
HP 201	History on the Land	3
HP 204	Historic Pres: Devlpmt Econ	3
HP 205	Historic Preservation Law	3
HP 206	Rschg Historic Structure/Sites	3
HP 302	Community Preservation Project	3
HP 304	Contemp Preservation Plan&Pol	3
HP 305	Hst Preservation Pract Methods	3
HP 306	Architectural Conservation I	3
HP 307	Architectural Conservation II	3
HP 303	Grad Internship	1-6
or HP 391	Master's Thesis Research	
A written comprehensive examination given during the third semester		
An internship in a preservation agency, or a written thesis. The internship or thesis may be undertaken upon completion of two or three semesters of concentrated course work		
Students also take one elective unless they elect to do a thesis instead of an internship. For the thesis option, a total of six credits is required for HP 391		

Comprehensive Examination

The comprehensive examination for M.S. Historic Preservation students is required to be taken by the end of the final semester of courses. Normally this is scheduled during the second half of the fall semester. This written examination covers broad knowledge in historic preservation. Information on the date, general details, and format of this examination is provided to students in advance.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Completion of the above requirements.

HISTORY

OVERVIEW

The Department of History offers a comprehensive program of courses in the history of the Americas, Europe, and Asia/Africa/Middle East/Global. Students may pursue the M.A. on either a part-time or full-time basis.

DEGREES

- History AMP (p. 162)
- History M.A. (p. 163)

FACULTY

Brown, Dona L.; Professor, Department of History; PHD, University of Massachusetts Amherst

Buchanan, Andrew N.; Senior Lecturer, Department of History; PHD, Rutgers University

Carr, Jacqueline B.; Associate Professor, Department of History; PHD, University of California Berkeley

Deslandes, Paul Raymond; Associate Professor, Department of History; PHD, University of Toronto

Ergene, Bogac A.; Associate Professor, Department of History; PHD, Ohio State University

Esselstrom, Erik W.; Associate Professor, Department of History; PHD, University of California Santa Barbara

Field, Sean Linscott; Professor, Department of History, PHD, Northwestern University

Grimmer, Ian; Senior Lecturer, Department of History; PHD; University of Chicago

Gustafson, Melanie Susan; Associate Professor, Department of History; PHD, New York University

Huener, Jonathan D.; Associate Professor, Department of History; PHD, University of Illinois Urbana-Champaign

Kornbluh, Felicia A.; Associate Professor, Department of History; PHD, Princeton University

Massell, David Perera; Professor, Department of History; PHD, Duke University

McGowan, Abigail S.; Associate Professor, Department of History; PHD, University of Pennsylvania

Mendoza, Mary Elizabeth; Assistant Professor, Department of History; PHD, University of California-Davis

Nicosia, Francis R.; Professor, Department of History; PHD, McGill University

Osten, Sarah Elizabeth; Assistant Professor, Department of History; PHD, University of Chicago

Phelps, Nicole M.; Associate Professor, Department of History; PHD, University of Minnesota Twin Cities

Schrafstetter, Susanna B.; Associate Professor, Department of History; PHD, University of Munich

Steinweis, Alan E.; Professor, Department of History; PHD, University of North Carolina

Stilwell, Sean Arnold; Associate Professor, Department of History; PHD, York University

Whitfield, Harvey Amani; Associate Professor, Department of History; PHD, Dalhousie University

Youngblood, Denise J.; Professor, Department of History; PHD, Stanford University

Zdatny, Steven M.; Professor, Department of History; PHD, University of Pennsylvania

Zelko, Frank S.; Associate Professor, Department of History; PHD, University of Kansas

HISTORY AMP

OVERVIEW

The accelerated master's degree in history is designed to allow current UVM undergraduate history majors to earn both bachelor's and master's degrees in a streamlined period of time. Following formal admission to the Accelerated Master's Program, students will work simultaneously on their B.A. and M.A. requirements, counting up to six graduate-level credits toward both the B.A. and the M.A. degrees. Beyond the six double-counted credits, an additional graduate-level course taken prior to award of the bachelor's degree

may be counted toward the master's degree, provided the course does not also count toward the bachelor's degree.

SPECIFIC REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE DEGREE OF MASTER OF ARTS FOR ACCELERATED STUDENTS

Applicants should be undergraduate history majors in the third year of the undergraduate program. Students must apply to the AMP through the standard Graduate College application process. The application and admission process must be finalized prior to the beginning of the senior year. The candidate's undergraduate record, letters of recommendation from faculty members, writing sample, and statement of purpose will be major factors in evaluating applications.

MINIMUM DEGREE REQUIREMENTS FOR THE DEGREE OF MASTER OF arts

Option A (Thesis)	
Requires twenty-four credits of 300-level coursework or 200-level coursework approved for graduate credit, six credits of thesis work (HST 391), and satisfactory performance on a comprehensive examination in two areas of historical knowledge. The thesis must be successfully defended in an oral examination.	
Option B (Portfolio)	
Requires thirty credits of 300-level coursework or 200-level coursework approved for graduate credit and the successful completion of a comprehensive examination in two broad areas of historical knowledge.	

HST 301 is required for all students. Those enrolled in the Accelerated Masters Program may take this required course in the senior undergraduate year, when it will count toward the M.A., but not the B.A.

At least fifteen credits of course work must be earned in seminars, but students may complete independent study courses that involve the creation of individualized reading lists and regular meetings with instructors appointed to the graduate faculty. With the consent of the student's advisor, six credits of the required course work for the M.A. may be taken in related fields outside of the history department. Students must maintain a grade point average of at least 3.30 (B+) each semester. Students failing to maintain this average will be dismissed from the program.

COMPREHENSIVE EXAMINATION

Students in the Accelerated Master's Program will ordinarily take Comprehensive Examinations in September or January of the second year of the program.

REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY FOR THE DEGREE OF MASTER OF ARTS

Completion of the above requirements.

HISTORY M.A.

All students must meet the Requirements for the Master's Degree (p. 237).

OVERVIEW

The Department of History offers a comprehensive program of courses in the history of the Americas, Europe, and Asia/Africa/Middle East/Global. Students may pursue the M.A. on either a part-time or full-time basis.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Arts

Applicants should have an undergraduate major in history or in a related field of the humanities or social sciences with the equivalent of a minor in history. They must take the Graduate Record Examination and submit, with the application, letters of recommendation and a sample of writing, such as a research paper done in an undergraduate history course.

To be considered for admission, a candidate must have a grade point average of 3.00 (B) in his or her last two years of undergraduate study, with evidence of better work 3.30 (B+) in history. Students will normally score above the 65th percentile on the Graduate Record Examination Verbal section.

Applicants seeking fellowships or assistantships for the upcoming fall semester must have their completed application submitted by February 15th. No applications for fall admission will be accepted after May 1st. In those rare instances when a student seeks admission for the spring semester, applications must be submitted by November 1st (please refer to the Programs & Degrees portion of the Graduate College website to confirm that these deadlines are current).

Minimum Degree Requirements for the Degree of Master of Arts

Option A (Thesis):	
Requires twenty-four credits of 200- and 300-level course work, six credits of HST 391, and satisfactory performance on a comprehensive examination in two areas of historical knowledge. The thesis must be successfully defended in an oral examination	
Option B (Portfolio):	
Requires thirty credits of 200- and 300-level course work and the successful completion of a comprehensive examination in two areas of historical knowledge	

During the first year of study, all students enrolled in the M.A. program are required to take HST 301. At least fifteen credits of course work must be earned in seminars, but students may complete independent study courses that involve the creation of individualized reading lists and regular meetings with instructors appointed to the graduate faculty. With the consent of the student's advisor, six credits of the required course work for the M.A. may be taken in related fields outside of the history department. Students must maintain a grade

point average of at least 3.30 (B+) each semester. Students failing to maintain this average will be dismissed from the program.

Description and Timing of Comprehensive Examination

Comprehensive Examinations are typically taken in September or January of the second year of the program. They involve two separate fields in which the candidate is asked to reflect (either in written or oral form) on the state of scholarship in a given topic/area (such as the Progressive Era, environmental history of the British empire, the Holocaust, etc.).

Requirements for Advancement to Candidacy for the Degree of Master of Arts

Completion of the above requirements.

HUMAN FUNCTIONING AND REHABILITATION SCIENCE

OVERVIEW

Human Functioning and Rehabilitation Science is translational in nature focusing on understanding the spectrum of human functioning from the basic physiological function of cells and body systems to overall physical capability and unified by the common theme of human motor performance. The program is designed to consider health at three levels: 1) status of body structures and functions (molecular, cellular, and organ systems levels); 2) ability of the individual to participate in human activities and assume societal roles; and, 3) physical and social aspects of the environment that support the health of individuals and populations. Study of abnormal functioning and the related activity impairments and participation restrictions can lead directly to improvements in the physical, psychological, and social health of people with disabling health conditions. In addition, changes in physiological function at the molecular, cell, organ and systems level; motor control; language production and understanding; social cognition; and participation in physical activity often coincide in persons with disabling health conditions. This interprofessional doctoral program will facilitate the generation of new knowledge by providing an academic training platform for research collaboration across the professional health disciplines represented by the College of Nursing and Health Sciences (CNHS).

DEGREES

- Human Functioning and Rehabilitation Science Ph.D. (p. 164)

FACULTY

Abrams, Sarah; Associate Professor, Department of Nursing; Ph.D., University of California-San Francisco

Amiel, Eyal; Assistant Professor, Department of Medical Laboratory and Radiation Sciences; Ph.D., Dartmouth Medical School

Bosek, Marcia; Associate Professor, Department of Nursing; DNSc, Rush University

Brock, David; Associate Professor, Department of Rehabilitation and Movement Sciences; Ph.D., University of Virginia

Cannizzaro, Michael; Associate Professor, Department of Communication Sciences & Disorders; Ph.D., University of Connecticut

Deming, Paula; Associate Professor, Department of Medical Laboratory and Radiation Sciences; Ph.D., University of North Carolina-Chapel Hill

Escorpizo, Reuben; Clinical Assistant Professor, Department of Rehabilitation and Movement Science; DPT, Des Moines University

Freitze, Seth; Assistant Professor, Department of Medical Laboratory and Radiation Sciences; Ph.D., Harvard University

Gell, Nancy; Assistant Professor, Department of Rehabilitation and Movement Science; Ph.D. Auburn University

Guitar, Barry; Professor, Department of Communication Sciences & Disorders; Ph.D. University of Wisconsin-Madison

Hutchins, Tiffany; Associate Professor, Department of Communication Sciences & Disorders; Ph.D., University of South Florida

Kasser, Susan; Professor, Department of Rehabilitation and Movement Science; Ph.D., Oregon State University

Krementsov, Dimitry; Assistant Professor, Department of Medical Laboratory and Radiation Sciences; Ph.D., University of Vermont

Laurent, Jennifer; Assistant Professor, Department of Nursing; Ph.D., University of Connecticut

Lewis, Laura; Assistant Professor, Department of Nursing; Ph.D., University of Connecticut

Maltby, Hendrika; Professor, Department of Nursing; Ph.D., Curtin University of Technology, Perth, Australia

Palumbo, Mary Val; Associate Professor, Department of Nursing; DNP, Rush University

Prelock, Patricia; Professor, Department of Communication Sciences & Disorders; Ph.D., University of Pittsburgh

Sibold, Jeremy; Associate Professor, Department of Rehabilitation & Movement Science; Ed.D., West Virginia University

Tompkins, Connie; Associate Professor, Department of Rehabilitation & Movement Science; Ph.D., University of New Orleans

Tourville, Timothy; Assistant Professor, Department of Rehabilitation & Movement Science; Ph.D., University of Vermont

Velleman, Shelley; Professor, Department of Communication Sciences & Disorders; Ph.D., University of Texas-Austin

Wu, Ge, Professor; Department of Rehabilitation and Movement Science; Ph.D., Boston University

HUMAN FUNCTIONING AND REHABILITATION SCIENCE PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The Ph.D. program in Human Functioning and Rehabilitation Science is translational in nature focusing on understanding the spectrum of human functioning from the basic physiological function of cells and body systems to overall physical capability and unified by the common theme of human motor performance. The program is designed to consider health at three levels: 1) status of body structures and functions (molecular, cellular, and organ systems levels); 2) ability of the individual to participate in human activities and assume societal roles; and, 3) physical and social aspects of the environment that support the health of individuals and populations.

Study of abnormal functioning and the related activity impairments and participation restrictions can lead directly to improvements in the physical, psychological, and social health of people with disabling health conditions. In addition, changes in physiological function at the molecular, cell, organ and systems level; motor control; language production and understanding; social cognition; and participation in physical activity often coincide in persons with disabling health conditions. This interprofessional doctoral program will facilitate the generation of new knowledge by providing an academic training platform for research collaboration across the professional health disciplines represented by the College of Nursing and Health Sciences (CNHS).

Doctoral student preparation considers three central principles:

1. Educating students as researchers and scientists, including how to contribute to evidence-based practice.
2. Fostering in students an interdisciplinary approach to education, research, and practice.
3. Engaging students in innovative instruction and assessment that is inter-professional and aligns with changes in delivery of health and human services.

SPECIFIC REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Students with at least a master's degree or the equivalent in a health-related field (e.g., kinesiology, exercise physiology, exercise science, movement sciences, communication sciences and disorders, rehabilitation science, nursing, biomedical science, laboratory science, etc.) may apply. Evaluations will be based upon the applicant's grade point average, scores on the Graduate Record Exam (strongly recommended but not required), previous research experience, a statement of purpose for graduate study, and letters of reference. In rare circumstances students with a bachelor of science degree showing exceptional promise as evidenced by their previous research experience, mentor recommendations, undergraduate GPA, and GRE scores (required in this case) will be considered.

MINIMUM DEGREE REQUIREMENTS

For students entering with a prior graduate degree in a relevant field, the Ph.D. in Human Functioning and Rehabilitation Science requires 76 credits, 32 of which are required course credits and 20 of which are required research credits. The remaining 24 credits are elective, 12 of which may transfer in from the prior degree. Students must maintain a 3.0 average in coursework, have no more than one grade below a B, have acceptable evaluations of their research, and pass their qualifying examination. Students will be required to teach in at least one course under the mentorship of a faculty member or serve as a teaching assistant for at least one course and mentor/co-mentor an undergraduate or master's degree research project. The dissertation will be based on original research focusing on a significant problem in the student's area of specialization with an interprofessional application. Under the guidance of the

dissertation committee, each student will use a format consisting of three publishable papers (at least one of which has been submitted for publication) for which they are first author, with integrated introduction and conclusion chapters.

Students are required to take the following courses:

CTS 301	Design Clin&Translational Res	3
CTS 310	Conduct Clin&Translational Res	3
CTS 315	Report Clin&Translational Res	3
CTS 320	Analyze Clin&Translational Res	3
CTS 325	Multi Analysis Clin&Trans Res	3
EDLP 409	Applied Educational Research	3
HFRS 401	Topics & Measurement in HFRS	3
HFRS 402	Applying the ICF Model to HFRS	3
HFRS 430	Sem/Pract Teach & Learn HFRS	3
HFRS 450	Prof Writing & Grantsmanship	2
HFRS 491	Doctoral Dissertation Research	20
PH 301	Public Health & Health Policy	3
Elective courses related to Human Functioning and Rehabilitation Science (face to face, online, evening)		12
Students coming into the program with a graduate degree will transfer in 12 credits from their prior degree		12
Total Credits		76
Students coming into the program with an undergraduate degree will need to earn an additional 12 credits of elective courses, for a total of 88 credits.		

COMPREHENSIVE EXAMINATION

The qualifying examination process (QE), which serves as a comprehensive exam and the exam for advancement to candidacy for the PhD, will be undertaken after students have completed all of the didactic course requirements of the program with a GPA of 3.0 or better. This exam process will consist of two portions, a research proposal written in the form of a grant proposal and an oral defense of this proposal, and a dissertation concept paper.

REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Doctoral candidacy is achieved after the student passes a formal proposal defense. After approval of the concept paper, the student works on the formal dissertation proposal, and, with guidance from his/her dissertation chair, schedules a date with the committee for the formal proposal defense.

INTERDISCIPLINARY - EDUCATION

OVERVIEW

Students in the Interdisciplinary Studies program in education represent a variety of professions including higher education administration, public school education, law enforcement, social and human services, business, military, health care, non-profits, etc. The program is ideally suited for persons whose personal and professional development requires a combination of course work not readily available in other graduate programs, or for individuals who plan to assume new or emerging roles in the fields of education or social and human services.

DEGREES

- Interdisciplinary M.Ed. (p. 166)

FACULTY

Nash, Robert James; Professor; Department of Leadership and Developmental Sciences; EDD, Boston University

INTERDISCIPLINARY M.ED.

All students must meet the Requirements for the Master of Education Degree (p. 239)

OVERVIEW

This degree program is for students who wish to pursue an individually designed, integrated program of study. The program draws primarily from graduate courses in Educational Leadership, Counseling, and Higher Education and Student Affairs Administration but may include courses from other departments within the college and the university.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Education

Applicants should have a clear understanding of how the Interdisciplinary graduate program will serve their career goals. For this reason, major emphasis in admissions is placed upon the applicant's Statement of Purpose. Detailed information about admission criteria is as follows:

- First, schedule a face-to-face interview with the program director at a time that is convenient for you.
- After the interview, and depending on whether the program fit is a satisfying one, submit an online application through the Graduate College of the University of Vermont.
- Submit three letters of reference, at least one of which should be an academic reference. Because some students have been out of college for a number of years (even decades), professional workplace references are also accepted.
- Transcripts are required from all previous institutions attended.
- A writing sample is required only if requested
- There is no Graduate Record Examination (GRE) requirement.
- There is no deadline for application, the program has a rolling admissions policy that is in effect 12 months a year.

- Up to 9 graduate credits previously earned within a five-year period can be transferred into the program.

Minimum Degree Requirements

The Interdisciplinary degree is self-designed. No two programs look the same. All programs are worked out under the supervision of the program director. All programs are subject to student modification at any time depending on the changing personal, academic, and professional interests of the student. Here are the basic curriculum requirements:

- 36 credits are required. There is a 5-year time period to finish the degree. All courses are offered once a week in the late afternoon or early evening. Summer courses are also available. Most of these summer courses run daily for two weeks, 4 1/2 hours at a time. The average number of years that students take to complete the Interdisciplinary program is currently 3 years. The majority of students are part-time.
- A minimum of two Foundations (EDFS) courses are required of most graduate programs in the College of Education and Social Services. Currently, students in the Interdisciplinary program satisfy this requirement by enrolling in EDFS 302 Philosophy of Education, EDFS 304 Religion, Spirituality and Education, and/or EDFS 309 Scholarly Personal Narrative Writing. There are also EDFS research courses available in quantitative and qualitative methodologies, as well as special topics EDFS courses in other subject matter, including courses in multicultural education.
- A minimum of 18 graduate level credits must be taken in the College of Education and Social Services. The other 18 graduate-level credits can be taken anywhere in the University of Vermont (if desired). And, of these 18 credits, 9 graduate credits can be taken outside the University of Vermont and transferred into the Interdisciplinary program. All courses must be graduate-level courses and must be directly relevant to each student's overall goals and purposes.
- The Interdisciplinary program has a 6-credit thesis option. These 6 credits replace 6 course credits. Currently over two-thirds of students elect to write a thesis. This is the only master's thesis option in the College. Selecting and researching a thesis topic is an excellent way to integrate all the components of the Interdisciplinary program for students.

Comprehensive Examination

All College of Education and Social Services graduate programs have a no-credit, written, comprehensive examination requirement for graduation. This requirement is individualized according to the unique professional needs of the student and is worked out with the program director.

Requirements for Advancement to Candidacy for the Degree of Master of Education

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses.

INTERDISCIPLINARY STUDY OF DISABILITIES

OVERVIEW

This 18 credit Certificate integrates graduate level courses, independent study and fieldwork into an individualized plan, exploring disability across different fields of study and academic disciplines. Participants come from a broad range of programs and professional backgrounds. The program is designed to complement work done in traditional discipline-specific programs.

DEGREES

- Interdisciplinary Study of Disabilities (ISD) CGS (p. 167)

FACULTY

Avila, Maria Mercedes; Director, VT LEND, Assistant Professor, Department of Medicine-Pediatrics; PHD, University of Vermont
Prelock, Patricia; Dean, College of Nursing and Health Sciences; Professor, Department of Communication Sciences; Professor, Department of Medicine-Pediatrics; PHD, University of Pittsburgh
Ryan, Susan Marie; Professor, Center on Disability and Community Inclusion; PHD, University of Oregon
Salembier, George; Associate Professor, Department of Education; EDD, University of Vermont

INTERDISCIPLINARY STUDY OF DISABILITIES (ISD) CGS

All students must meet the Requirements for the Certificates of Graduate Study (p. 237)

OVERVIEW

The Certificate of Graduate Study in ISD provides education, social services, healthcare, other professionals, and individuals with disabilities and their family members, access to a cohesive and relevant course of studies to enhance their education and instructional knowledge of disability studies. The certificate includes a total of eighteen credits, nine in core courses and nine in approved elective courses. Two options are offered:

1. Establish a general understanding of disabilities and of related interdisciplinary practices across disciplines;
2. Combine core courses with the focused study of a specific disability or related practice area.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Certificate of Graduate Study

- Completed bachelor's degree
- Completed Graduate College Application
- Official transcripts from each college or university where credit has been earned
- Three letters of recommendation
- A personal statement of purpose
- A cumulative grade point average of 3.00 is recommended

Minimum Degree Requirements

The Certificate of Graduate Study in the ISD requires eighteen credits. Students admitted to the program must complete EDSP/CSD 274 and develop an individualized plan of study for the remaining 15 credits. Depending on the chosen field of study, students work with their graduate advisor and/or the coordinator of this certificate program to identify six additional required core credits and nine elective credits of coursework for their degree plan. VT LEND students taking this certificate are required to complete the following three required courses (nine credits) and three elective courses (nine credits).

The three required core courses for VT LEND students are:

CSD 311/ GRNS 380	Intrdisc Sem Neurodev Disabil I	3
CSD 312/ GRNS 381	Intrdisc Sem Neurodev Disabil 2	3
EDSP/CSD 274	D2: Culture of Disability	3

Additional information about this program in the ISD is available from the Certificate of Graduate Study website.

MATERIALS SCIENCE

OVERVIEW

UVM's graduate program in Materials Science is engaged in interdisciplinary education and research on the fundamental physical, chemical, electrical and mechanical properties and applications of materials. Our internationally-recognized faculty and our graduate students focus on a variety of theoretical and experimental research topics ranging from electronic materials to bio-polymers. Current interests include nanomechanics, graphene and quantum magnetism, dynamics of quantum systems, spin-dependent phenomena in semiconductors, real-time x-ray scattering and thin film microfabrication, synthesis of novel organometallics and small molecule semiconductors. Experimental and computational on-campus facilities include state-of-the-art transport, microscopy, spectroscopy (optical and X-ray) characterization and a supercomputing center. Our experimental faculty and graduate students work in close collaboration with scientists from national laboratories such as the Brookhaven National Lab and the National High Magnetic Field Lab.

We offer students the opportunity to follow customized curricula organized in three tracks (Electronic Materials, Biomaterials and Mechanics of Materials) that prepares them to be successful in their chosen research area. Research and teaching graduate assistantships are available for full-time students on a competitive basis and the program also welcomes self-supporting part-time students in partnership with industry.

DEGREES

- Materials Science AMP (p. 168)
- Materials Science M.S. (p. 168)

- Materials Science Ph.D. (p. 169)

FACULTY

Clougherty, Dennis Paul; Professor, Department of Physics; PHD, Massachusetts Institute of Technology
Del Maestro, Adrian G; Assistant Professor, Department of Physics; PHD, Harvard University
Dubief, Yves C.; Associate Professor, School of Engineering; PHD, Institut National Polytechnique de Grenoble
Furis, Madalina Ioana; Associate Professor, Department of Physics; PHD, University of Buffalo
Headrick, Randall L.; Professor, Department of Physics; PHD, University of Pennsylvania
Hitt, Darren Lee; Professor, School of Engineering; PHD, Johns Hopkins University
Kotov, Valeri N.; Assistant Professor, Department of Physics; PHD, Clarkson University
Landry, Christopher C.; Professor and Chair, Department of Chemistry; PHD, Harvard University
Lee, Patrick Chang Dong; Assistant Professor, Department of Mechanical Engineering; PHD, University of Minnesota
Leenstra, Willem R.; Associate Professor, Department of Chemistry; PHD, University of Washington
Oldinski, Rachael; Assistant Professor, School of Engineering; PHD, Colorado State University
Sansoz, Frederic P.; Associate Professor, School of Engineering; PHD, Ecole Des Mines de Paris
Titcomb, Stephen; Associate Professor, School of Engineering; PHD, Lehigh University
Vanegas, Juan; Assistant Professor, Department of Physics, PHD, University of California
Varhue, Walter John; Professor, School of Engineering; PHD, University of Virginia
Whalley, Adam; Assistant Professor, Department of Chemistry; PHD, Columbia University
White, Matthew S.; Assistant Professor, Department of Physics; PHD, University of Colorado
Waterman, Rory; Associate Professor, Department of Chemistry; PHD, University of Chicago
Wu, Jun-Ru; Professor, Department of Physics; PHD, University of California Los Angeles
Xia, Tian; Associate Professor, School of Engineering; PHD, University of Rhode Island
Yang, Jie; Associate Professor, Department of Physics; PHD, Princeton University

MATERIALS SCIENCE AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Accelerated Master's Program leads to both B.S. and M.S. degrees in five years. The program is open to undergraduate physics, electrical engineering, and mechanical engineering majors. Interested

students should contact the Materials Science director by the beginning of their junior year.

Following formal Graduate College admission to the Accelerated Master's Program, up to six credits of approved graduate course work may be taken that may be counted toward both the undergraduate and graduate degree requirements.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

A major in physics, chemistry, engineering, or mathematics.

Minimum Degree Requirements

The above requirements for admission must be supplemented in either of the following ways:

Option A (Thesis)	
Thirty graduate credits of an approved program of study including at least eighteen credits of course work; completion of at least one three-credit course in each of the following categories; solid state theory, quantum mechanics, applied mathematics, and materials properties of solids; satisfactory completion of a comprehensive examination, and satisfactory completion of an M.S. thesis including its defense at an oral examination	
Option B (Non-thesis)	
Thirty graduate credits of an approved program of study; completion of at least one three-credit course in each of the following categories: solid state theory, quantum mechanics, applied mathematics, and materials properties of solids, and satisfactory completion of a comprehensive examination	

Comprehensive Examination

Full-time Materials Science M.S. candidates are required to pass a written Comprehensive (Qualifying) Exam with a score of 50% or better, no later than four semesters after joining the program. Failure to pass the test will result in dismissal from the program. The deadline for part-time students is the semester they complete 24 credits. All students (full and part-time) are allowed a maximum of two attempts to pass the exam. Offered annually, the three-hour exam requires students to solve a minimum of four problems that cover the following topics: quantum mechanics, mathematical physics, mechanical behavior of materials, thermal physics, solid state physics, advanced inorganic chemistry or equivalent core course requirements.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of a comprehensive examination in Materials Science.

MATERIALS SCIENCE M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

Students must engage in research and defend a thesis and complete a comprehensive exam.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

A bachelor's degree in physics, chemistry, metallurgy, engineering, materials science, or mathematics. Applicants with other backgrounds will be evaluated individually.

Minimum Degree Requirements

The above requirements for admission must be supplemented in either of the following ways:

Option A (Thesis)	
Thirty graduate credits of an approved program of study including at least eighteen credits of course work; completion of at least one three-credit course in each of the following categories: solid state theory, quantum mechanics, applied mathematics, and materials properties of solids; satisfactory completion of a comprehensive examination; and satisfactory completion of an M.S. thesis including its defense at an oral examination	30
Option B (Non-thesis)	
Thirty graduate credits of an approved program of study; completion of at least one three-credit course in each of the following categories: solid state theory, quantum mechanics, applied mathematics, and materials properties of solids, and satisfactory completion of a comprehensive examination	30

Comprehensive Examination

Full-time Materials Science M.S. candidates are required to pass a written Comprehensive (Qualifying) Exam with a score of 50% or better, no later than four semesters after joining the program. Failure to pass the test will result in dismissal from the program. The deadline for part-time students is the semester they complete 24 credits. All students (full and part-time) are allowed a maximum of two attempts to pass the exam. Offered annually, the three-hour exam requires students to solve a minimum of four problems that cover the following topics: quantum mechanics, mathematical physics, mechanical behavior of materials, thermal physics, solid state physics, advanced inorganic chemistry or equivalent core course requirements.

Requirement for Advancement to Candidacy for the Degree of Master of Science

Successful completion of a comprehensive examination in Materials Science.

MATERIALS SCIENCE PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The Materials Science Ph.D. leads to a degree in five years. Students must engage in research and defend a dissertation. Successful completion of a comprehensive exam within the first two years of the program is required.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

An accredited master's degree (or equivalent) in physics, chemistry, metallurgy, engineering, mathematics, or materials science.

Minimum Degree Requirements

In addition to the above, the following are required:

- A minimum of seventy-five graduate credits including a minimum of twenty in dissertation research. An overall grade point average in graduate courses of 3.25 or better
- Completion of at least one three-credit course in each of the following five categories:
 - Solid state theory
 - Quantum mechanics
 - Applied mathematics
 - Thermodynamics and kinetics
 - Materials properties of solids
- Satisfactory completion of a Ph.D. dissertation including its defense at an oral examination

Comprehensive Examination

Full-time Materials Science Ph.D. candidates are required to pass a written Comprehensive (Qualifying) Exam with a score of 50% or better, no later than four semesters after joining the program. Failure to pass the test will result in dismissal from the program. The deadline for part-time students is the semester they complete 24 credits. All students (full and part-time) are allowed a maximum of two attempts to pass the exam. Offered annually, the three-hour exam requires students to solve a minimum of four problems that cover the following topics: quantum mechanics, mathematical physics, mechanical behavior of materials, thermal physics, solid state physics, advanced inorganic chemistry or equivalent core course requirements.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Successful completion of a comprehensive examination in Materials Science.

MATHEMATICAL SCIENCES

OVERVIEW

The Department of Mathematics and Statistics offers programs towards the Doctor of Philosophy in Mathematical Sciences (the Ph.D. degree under the program heading of MASC). Students are encouraged to take courses in both core mathematics and applied

mathematics, thereby gaining an appreciation of the connections between theory and applications.

Opportunities for research arise from the research interests of the Department faculty, which include analysis, algebra, biomathematics, combinatorics, complex systems, differential equations, fluid mechanics, graph theory, mathematics education, modeling, and number theory.

The Department also offers Master of Science degrees in Biostatistics, Mathematics, and Statistics.

DEGREES

- Mathematical Sciences Ph.D. (p. 170)

FACULTY

Ashikaga, Takamaru; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Bagrow, James; Assistant Professor, Department of Mathematics & Statistics; PHD, Clarkson University, Potsdam, NY

Bentil, Daniel E.; Associate Professor, Department of Mathematics and Statistics; DPHIL, University of Oxford

Bunn, Janice Yanushka; Research Associate Professor, Department of Mathematics and Statistics; PHD, Ohio State University

Buzas, Jeff Sandor; Professor, Department of Mathematics and Statistics; PHD, North Carolina State University Raleigh

Callas, Peter W.; Research Associate Professor, Department of Mathematics and Statistics; PHD, University of Massachusetts Amherst

Cole, Bernard F.; Professor, Department of Mathematics and Statistics; PHD, Boston University

Danforth, Christopher M.; Associate Professor, Department of Mathematics and Statistics; PHD, University of Maryland College Park

Dinitz, Jeffrey Howard; Professor, Department of Mathematics and Statistics; PHD, Ohio State University

Dodds, Peter S.; Professor, Department of Mathematics and Statistics; PHD, Massachusetts Institute of Technology

Foote, Richard Martin; Professor, Department of Mathematics and Statistics; PHD, University of Cambridge

Jefferys, William; Lecturer I, Department of Mathematics and Statistics; PHD, Yale University

Lakoba, Taras Igorevich; Associate Professor, Department of Mathematics and Statistics; PHD, Clarkson University

Mickey, Ruth Mary; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Sands, Jonathan Winslow; Professor, Department of Mathematics and Statistics; PHD, University of California San Diego

Single, Richard M.; Associate Professor, Department of Mathematics and Statistics; PHD, SUNY Stony Brook

Son, Mun Shig; Professor, Department of Mathematics and Statistics; PHD, Oklahoma State University

Vincent, Christelle; Assistant Professor, Department of Mathematics and Statistics; PHD, University of Wisconsin Madison

Warrington, Gregory S.; Assistant Professor, Department of Mathematics and Statistics; PHD, Harvard University

Wilson, James Michael; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Yang, Jianke; Professor, Department of Mathematics and Statistics; PHD, Massachusetts Institute of Technology

Yu, Jun; Professor, Department of Mathematics and Statistics; PHD, University of Washington Seattle

MATHEMATICAL SCIENCES PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The Department of Mathematics and Statistics offers programs towards the Doctor of Philosophy in Mathematical Sciences (the Mathematical Sciences Ph.D.degree). There are three areas of concentration: applied mathematics, core mathematics and statistics. Students concentrating in either core or applied mathematics are encouraged to take courses in both core mathematics and applied mathematics, so as to gain an appreciation of the methods of both, and the connections between theory and applications.

Opportunities for research arise from the research interests of the Department faculty, which include analysis, algebra, biomathematics, combinatorics, complex systems, differential equations, fluid mechanics, graph theory, mathematics education, modeling, and number theory. Research foci in statistics include bioinformatics, sequential analysis, three stage sampling, time series analysis, survival data analysis, discriminant analysis, bootstrap methods, categorical data analysis, measurement error models, and experimental design. Opportunities are available for biostatistical research related to problems in agriculture and the life sciences, health and medicine, and natural resources and the environment.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

Because of the breadth of pure and applied mathematics and statistics, it is recognized that applicants for admission will have diverse backgrounds. Admission requirements are therefore flexible. Applicants should have demonstrated strength in either core or applied mathematics, a bachelor's degree with a major in mathematics, statistics or a closely related discipline, and satisfactory scores on the general section of the Graduate Record Examination.

Minimum Degree Requirements for the Degree of Doctor of Philosophy

Each student must complete the comprehensive examination and an approved plan of study including at least seventy-five credits in course work or dissertation research. The student is required to write a doctoral dissertation and pass a final oral defense of that dissertation. The department requires two semesters of college-teaching experience. Students are expected to demonstrate appropriate proficiency in the use of technology. There is no formal language requirement.

Master's degree credential: Students who do not have a master's in mathematical science in the track they are pursuing for the doctorate may petition their doctoral Studies Committee and the Graduate College to receive a master's degree during the progression of their doctoral studies. Students must complete the requirements of the course-based option for the master's in the relevant discipline (mathematics, biostatistics or statistics), including a master's comprehensive examination that is distinct from the doctoral comprehensive examination. Students should indicate their intent to pursue the master's prior to the second year in the doctoral program to provide appropriate advising for completion of the master's requirements. Completion of the requirements for the master's and the petition to the Graduate College to award the master's must occur before completion of the final component of the doctoral comprehensive examination.

Comprehensive Examination

Core and Applied Mathematics Tracks: The Examination consists of three parts, two written and one oral. Syllabi for these exams are available from the Director of Graduate Studies in Mathematics. They are taken at distinct times and all three must be satisfactorily completed in order to advance to candidacy. For students with a concentration in Core Mathematics, one three-hour written exam is in real and complex analysis, and the other three-hour written exam is in algebra. For students with a concentration in Applied Mathematics, one three-hour written exam is in numerical analysis and the other three-hour written exam is in differential equations.

The two-hour oral examination is conducted by the studies committee on a topic chosen by the student in consultation with the committee.

One written examination must be passed by the middle of the second year in the program. All three exams must be passed by the beginning of the third year.

Statistics Track: The Examination consists of three parts, two written and one oral. They are taken at distinct times and all three must be satisfactorily completed in order to advance to candidacy. The first written exam is based on the courses STAT 211, STAT 221, STAT 223, STAT 231, STAT 251, and STAT 261. The first component of the comprehensive exam is typically held two weeks after the final exam period in the spring semester. The second written exam is an extensive literature review of a topical area written in the form of a review paper and must be passed by the middle of the second year in the program. The oral exam is scheduled after successful completion of both written exams and must be passed by the beginning of the third year. The oral exam is a presentation of the current state of research in a defined area and proposal for the future work to be conducted.

All tracks: The student can take each component of the comprehensive exam a maximum of two times. The exam components are conducted and assessed by the studies committee.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Successful completion of the comprehensive examination.

MATHEMATICS

OVERVIEW

The Department of Mathematics and Statistics offers programs towards the Master of Science (the Mathematics M.S.degree), the Master of Science in Teaching (the Mathematics M.S.T. degree), and the Doctor of Philosophy in Mathematical Sciences. The Department also offers Master of Science degrees in Statistics and Biostatistics.

Opportunities for research arise from the research interests of the Department faculty, which include analysis, algebra, biomathematics, combinatorics, complex systems, differential equations, fluid mechanics, graph theory, mathematics education, modeling, and number theory.

Students in the M.S. and Ph.D. degree programs are encouraged to take courses in both core and applied mathematics, thereby gaining an appreciation of the connections between theory and applications.

The Department offers an Accelerated Master's Program (AMP) leading to a B.S. and an M.S. degree in five years. Interested students should contact the department by the beginning of their junior year.

The Department of Mathematics and Statistics is also home to the Vermont Mathematics Initiative (VMI), a mathematics content focused professional development program for K-12 teachers. Teachers accepted into the VMI program are eligible to apply to the Master of Science in Teaching (M.S.T.) degree program. VMI program requirements meet the requirements of the M.S.T. degree.

DEGREES

- Mathematics AMP (p. 172)
- Mathematics M.S. (p. 173)
- Mathematics M.S.T. (p. 174)

FACULTY

Ashikaga, Takamaru; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Bagrow, James; Assistant Professor, Department of Mathematics & Statistics; PHD, Clarkson University, Potsdam, NY

Bentil, Daniel E.; Associate Professor, Department of Mathematics and Statistics; DPHIL, University of Oxford

Bunn, Janice Yanushka; Research Associate Professor, Department of Mathematics and Statistics; PHD, Ohio State University

Buzas, Jeff Sandor; Professor, Department of Mathematics and Statistics; PHD, North Carolina State University Raleigh

Callas, Peter W.; Research Associate Professor, Department of Mathematics and Statistics; PHD, University of Massachusetts Amherst

Cole, Bernard F.; Professor, Department of Mathematics and Statistics; PHD, Boston University

Danforth, Christopher M.; Associate Professor, Department of Mathematics and Statistics; PHD, University of Maryland College Park

Dinitz, Jeffrey Howard; Professor, Department of Mathematics and Statistics; PHD, Ohio State University

Dodds, Peter S.; Professor, Department of Mathematics and Statistics; PHD, Massachusetts Institute of Technology

Ellis-Monaghan, Joanna; Adjunct Professor, Department of Mathematics & Statistics, PHD, University of North Carolina, Chapel Hill

Foote, Richard Martin; Professor, Department of Mathematics and Statistics; PHD, University of Cambridge

Jefferys, William; Lecturer I, Department of Mathematics and Statistics; PHD, Yale University

Lakoba, Taras Igorevich; Associate Professor, Department of Mathematics and Statistics; PHD, Clarkson University

Mickey, Ruth Mary; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Sands, Jonathan Winslow; Professor, Department of Mathematics and Statistics; PHD, University of California San Diego

Scarpino, Samuel V.; Assistant Professor, Department of Mathematics and Statistics; PHD, University of Texas at Austin

Single, Richard M.; Associate Professor, Department of Mathematics and Statistics; PHD, SUNY Stony Brook

Son, Mun Shig; Professor, Department of Mathematics and Statistics; PHD, Oklahoma State University

Vincent, Christelle; Assistant Professor, Department of Mathematics and Statistics; PHD, University of Wisconsin Madison

Warrington, Gregory S.; Assistant Professor, Department of Mathematics and Statistics; PHD, Harvard University

Wilson, James Michael; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Yang, Jianke; Professor, Department of Mathematics and Statistics; PHD, Massachusetts Institute of Technology

Yu, Jun; Professor, Department of Mathematics and Statistics; PHD, University of Washington Seattle

MATHEMATICS AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

A master's degree in mathematics, statistics or biostatistics can be earned in a shortened time by careful planning during the junior and senior years at UVM. For example, the M.S. could be earned in just one additional year, because six credits of undergraduate courses can also be counted concurrently toward the M.S. degree requirements.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Students

Students must declare their wish to enter the Accelerated Master's Program in writing to the Department Chair, apply to and be accepted by the Graduate College before taking a course that they

wish to count towards the M.S. degree requirements. Following acceptance by the Graduate College, they can receive concurrent undergraduate and graduate credit for up to six credits of 200-level courses approved for graduate credit. Students can take one additional pre-approved graduate course (3-credits) during their senior year that will count only towards the MS degree. Please refer to the Handbook for Graduate Studies in Mathematics, available on the Department website, for detailed information.

Students should discuss the possibility of an Accelerated Master's Program in mathematics, statistics or biostatistics with the respective program director as soon as they think they may be interested in this program.

Minimum Degree Requirements for the Degree of Master of Science

Each student must complete one of the following options:

Option A (Thesis)	
Twenty-four semester hours of acceptable graduate credits in advanced mathematics courses, and six semester hours of thesis research culminating in a master's thesis.	30
Option B (Non-thesis)	
Thirty semester hours of acceptable graduate credits in advanced mathematics courses. No thesis is required.	30
Both Options	
Under either option, students must take, or acquire the knowledge of the content in, the courses MATH 331 and MATH 333, and must satisfactorily complete at least four 300-level mathematics courses and the seminar MATH 382.	
In both options students must select a major concentration from among the following areas: Analysis, Algebra, Applied Mathematics, or Discrete Mathematics. The concentration shall consist of at least nine approved credits in advanced mathematics courses in the respective area, three of which must be at the 300-level; students writing a thesis may count the six hours of thesis credit toward these nine hours.	
With approval of the student's advisor up to six credits of courses outside mathematics may be used to fulfill the major, minor, or degree requirements.	

Comprehensive Examination

The comprehensive examination must be taken no later than five weeks before the end of the semester preceding the conferral of the M.S. degree. It is an oral examination covering three topics in the case of a student pursuing the non-thesis option, and covering two topics in the case of a student pursuing the thesis option. The first topic for all students is real analysis, including functions of several real variables, measure theory and integration theory. The second topic for all students is complex analysis. In the case of a student pursuing the non-thesis option, the third topic is the student's major subject, including material from three courses related to that subject that have been approved by the student's examination committee. The details of the examination are decided upon by each student's examination committee and will be discussed with the student in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Students who have been admitted to the Accelerated Master's Program in mathematics normally advance to candidacy in this program at the end of their senior year. The criteria for advancement to candidacy are:

1. Completion of a bachelor's program in mathematics at UVM, or completion of a bachelor's program in science or engineering at UVM with a minor in mathematics;
2. Completion of at least two additional mathematics or statistics courses at the 200-level approved for graduate credit with grades of B or better in each (these are in addition to MATH 241 MATH 242 and the two 200-level courses required for admission to the program); and
3. Completion of a 300-level course in Mathematics with a grade of B or better. This course will count towards the master's but may not be counted towards the student's undergraduate degree or GPA, and so must be taken as an overload.

Students who have been admitted to the AMP on the completion of their junior year but who fail to meet the requirements for advancement to candidacy for the M.S. degree will only be permitted to continue towards their M.S. degree after review by the Mathematics Graduate Committee and with the written approval of the Director of the Graduate Program in Mathematics.

MATHEMATICS M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Department of Mathematics and Statistics offers programs towards the Master of Science (the Mathematics M.S. degree). Students are encouraged to take courses in both core mathematics and applied mathematics, thereby gaining an appreciation of the connections between theory and applications. Each student declares a major subject, which may be algebra, analysis, applied mathematics, or discrete mathematics. Within this major, the student may pursue either course work or a thesis.

Opportunities for research arise from the research interests of the Department faculty, which include analysis, algebra, biomathematics, combinatorics, complex systems, differential equations, fluid mechanics, graph theory, mathematics education, modeling, and number theory.

See the Department of Mathematics and Statistics website for further details. The department also offers the Ph.D. in Mathematical Sciences.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

Because of the breadth of pure and applied mathematics, it is recognized that applicants for admission will have diverse backgrounds. Admission requirements are therefore flexible. Applicants should have demonstrated strength in either core or applied mathematics, a bachelor's degree with a major in mathematics or a closely related discipline, and satisfactory scores on the general section of the Graduate Record Examination.

Minimum Degree Requirements for the Degree of Master of Science

Each student must complete one of the following options:

Option A (Thesis):	
Twenty-four semester hours of acceptable graduate credits in advanced mathematics courses; and six semester hours of thesis research culminating in a master's thesis.	
Option B (Non-thesis):	
Thirty semester hours of acceptable graduate credits in advanced mathematics courses. No thesis required.	
Both Options:	
Under either option, students must take, or acquire the knowledge of the content in, the courses MATH 331 and MATH 333, and must satisfactorily complete at least four 300-level mathematics courses and the seminar MATH 382.	
In both options, students must select a major concentration from among the following areas: Analysis, Algebra, Applied Mathematics, or Discrete Mathematics. The concentration shall consist of at least nine approved credits in advanced mathematics courses in the respective area, three of which must be at the 300-level; students writing a thesis may count the six hours of thesis credit toward these nine hours.	
With approval of the student's advisor, up to six credits of courses outside mathematics may be used to fulfill the major, minor, or degree requirements.	

Comprehensive Examination

The comprehensive examination must be taken no later than five weeks before the end of the semester preceding the conferral of the degree. It is an oral examination covering three topics in the case of a student pursuing the non-thesis option, and covering two topics in the case of a student pursuing the thesis option. The first topic for all students is real analysis, including functions of several real variables, measure theory and integration theory. The second topic for all students is complex analysis. In the case of a student pursuing the non-thesis option, the third topic is the student's major subject, including material from three courses related to that subject that have been approved by the student's examination committee. The details of the examination are decided upon by each student's examination committee and will be discussed with the student in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science

The requirements for advancement to candidacy are the completion of any prerequisites noted when the student was admitted.

MATHEMATICS M.S.T.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Mathematics Master of Science in Teaching (M.S.T.) degree is intended primarily for licensed K-12 teachers, and the Department has instituted courses specifically designed for elementary, middle school, and high school teachers. These courses are designated as MAED (Mathematics for Educators) courses. They emphasize mathematics and statistics content together with the application of content knowledge to the K-12 classroom.

The Department of Mathematics and Statistics is home to the Vermont Mathematics Initiative (VMI). Teachers who wish to pursue the M.S.T. degree may also apply for admission to the VMI.

The VMI is a comprehensive mathematics content intensive 3-year program designed to train elementary, middle school, and high school teachers to serve as mathematics leaders in their schools and districts. The VMI emphasizes four core areas: increased knowledge of mathematics content; transfer of content knowledge to effective classroom instruction; action research that informs classroom practice or school or district mathematics goals; and teacher leadership in support of mathematics teaching and learning in the school or district. Teachers who enroll in the VMI may apply to the Master of Education (M.Ed.) in Curriculum Instruction rather than for the M.S.T. degree if they so choose.

For more information about the VMI and the M.S.T. degree please see the Department of Mathematics and Statistics website.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Teachers

A bachelor's degree from an accredited institution, licensure as a teacher, and experience teaching grades K-12. GRE scores are not required.

Minimum Degree Requirements for the Degree of Master of Science for Teachers

Thirty-six hours of course work in Mathematics for Educators (MAED) courses, MATH courses or STAT courses. With the approval of their advisor, students may choose courses from 100-level and higher mathematics or statistics courses or from closely related fields. The student must have a curriculum program approved by her/his advisor.

Comprehensive Examination

The comprehensive examination must be taken no later than five weeks before the end of the semester preceding the conferral of the

degree. The details of the examination are decided upon by each student's examination committee and will be discussed with the student in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science in Teaching

The requirements for advancement to candidacy are the completion of any prerequisites noted when the student was admitted.

MECHANICAL ENGINEERING

OVERVIEW

The main asset of the UVM mechanical engineering graduate program is certainly the human factor, including our dedicated faculty and staff, and motivated students.

Curriculum

We continuously update our curriculum to address modern topics in mechanical engineering, and to offer a breadth of courses that makes studying in our program more flexible, whether the student intends to earn an M.S. as a continuing student from local industries, or directly obtain a doctorate right from the bachelor's degree. Most of our graduate students are full-time and actively engaged in research projects with one or two faculty mentors who are dedicated to their success. The size of the program also enables them to have close interactions with the rest of the faculty, and to regularly participate in the life of the program via graduate student seminars and invited speaker presentations.

Graduate

Since its creation, students from across the United States and various countries around the world have graduated from the UVM mechanical engineering graduate program. Also, we actively seek to admit a diverse group of students in mechanical engineering to address the contemporary challenges of our society. To date, our graduates have achieved successful careers in academia as distinguished professors, in industry as engineers and entrepreneurs, and in government positions as program directors for national funding agencies or scientists at national laboratories.

Faculty and Research

The success of our graduate program is built on a distinguished faculty whose research is recognized nationally and internationally through innovation, dissemination of knowledge in high-impact journals, and research awards. Recently, our faculty has won major awards from the Department of Defense, the Department of Energy, NASA, NIH and the National Science Foundation, including the recipients of ARO Young Investigator Award and NSF CAREER Awards. Clearly, our focus is to create a research environment that is highly interdisciplinary and collaborative from which our students can flourish.

DEGREES

- Mechanical Engineering AMP (p. 175)
- Mechanical Engineering M.S. (p. 175)
- Mechanical Engineering Ph.D. (p. 176)

FACULTY

Dubief, Yves C.; Associate Professor; PHD, Institut National Polytechnique de Grenoble

Fletcher, Douglas G.; Professor; PHD, University of Virginia

Hitt, Darren Lee; Professor; PHD, Johns Hopkins University

Huston, Dryver R.; Professor; PHD, Princeton University

Lee, Patrick C.; Assistant Professor; PHD, University of Toronto

Louisos, William; Senior Lecturer; PHD, University of Vermont

Marshall, Jeffrey Scott; Professor; PHD, University of California Berkeley

Oldinski, Rachael Ann; Assistant Professor; PHD, Colorado State University

Sansoz, Frederic P.; Professor; PHD, Ecole Des Mines de Paris

MECHANICAL ENGINEERING AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

Qualified undergraduate students who plan to earn a master's degree in mechanical engineering may enroll in the Accelerated Master's Program, which enables students to begin working on a master's degree while still an undergraduate. Students apply to the program in the second semester of their junior year. Following acceptance by the Graduate College, students may take up to nine graduate credits while still an undergraduate. Of these, up to six credits can be counted toward both the B.S. and the M.S. degrees, subject to approval of the student's graduate advisor. Students in the Accelerated Masters Program must follow either the non-thesis option or research thesis option M.S. degree requirements. For the thesis option, research counting toward the thesis will typically begin immediately in the summer following their junior year.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Students

To apply for the program, students must be enrolled at the University of Vermont in mechanical engineering with a cumulative grade point average of at least 3.20 at the time of application, must submit a letter of application to the graduate program coordinator and, if applicable, naming a faculty member who has agreed to serve as their graduate advisor, and must complete the Graduate College application. No Graduate Record Examination (GRE) is required for admission for AMP applicants in mechanical engineering.

Minimum Degree Requirements for the Degree of Master of Science

The Mechanical Engineering AMP requires the completion of advanced courses in mechanical engineering, mathematics, and other approved courses and research (for thesis students) totaling at least thirty credits.

Students are required to complete:

A prescribed set of nine core course credits which cover areas of advanced engineering, mathematics, continuum mechanics, and numerical methods	
Six course credits in the area of specialization for their degree	6

Currently, the program offers areas of specialization in:

- Bioengineering and Biomechanics;
- Control Theory and Design of Mechanical Systems;
- Materials Engineering and Solid Mechanics;
- Thermodynamics, Fluids and Energy; and
- Computational Mechanics.

Further details on the core course requirements and the areas of specialization can be obtained from the Mechanical Engineering Graduate Program website.

Comprehensive Examination

Candidates in the non-thesis option must take the written examination, while those following the thesis option must successfully present a proposal research seminar.

Requirements for Advancement to Candidacy for the Degree of Master of Science

A cumulative grade point average of 3.00 or better.

MECHANICAL ENGINEERING M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Mechanical Engineering Graduate Program offers a Master's of Science (M.S.) degree in mechanical engineering. Each student must meet the general requirements for admission as outlined under the regulations of the University of Vermont Graduate College. Typically, students entering the program have received a bachelor's degree in mechanical engineering or a related field. Applicants with other backgrounds will be evaluated individually and must complete prescribed undergraduate technical course work. Part-time study leading to the M.S. degree is also possible for engineers who are employed in the vicinity. Areas of research interest in the program currently include: Smart Structures, Aerospace Engineering, Turbulence, Complex Fluids, Multiscale Mechanics, Micro and Nano Engineering, Nanomaterials, Energy Harvesting and Conversion, Control Systems, Biomaterials, and Simulation using High-performance Computing.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An accredited bachelor's degree in Mechanical Engineering or equivalent is the typical requirement; however, students holding a bachelor's degree in a related engineering or scientific field may also qualify for admission. Completion of the general (aptitude) portion

of the Graduate Record Examination is required only for those students who are applying for a Graduate Teaching or Research Assistantship.

Minimum Degree Requirements for the Degree of Master of Science

The Mechanical Engineering Graduate Program offers both thesis and non-thesis options for the master's degree. Both options require the completion of advanced courses in mechanical engineering, mathematics, and other approved courses and research (for thesis students) totaling at least thirty credits. Graduate students receiving financial support via teaching or research fellowships are required to select the thesis option. Part-time students typically select the non-thesis option but may choose the thesis option if they prefer. Students normally decide on which option they intend to pursue at the beginning of their program.

All students are required to complete:

A prescribed set of nine core course credits which cover areas of advanced engineering, mathematics, continuum mechanics, and numerical methods	
Six course credits in the area of specialization for their degree	6

Currently, the program offers areas of specialization in:

- Bioengineering and Biomechanics;
- Control Theory and Design of Mechanical Systems;
- Materials Engineering and Solid Mechanics;
- Thermodynamics, Fluids and Energy; and
- Computational Mechanics

Further details on the core course requirements and the areas of specialization can be obtained from the Mechanical Engineering Graduate Program website.

Option A (Thesis)	
In addition to core courses, students selecting the thesis option must complete between six and nine thesis credits (ME 391) prior to the master's thesis defense, with the expectation that the student's research must culminate in an original piece of work publishable as a conference proceedings paper or a peer-reviewed journal article. Those opting for a six-credit thesis must complete an additional three credits of approved course work	
Option B (Non-thesis)	
Students selecting the non-thesis option must complete an additional fifteen credits of course work beyond the core credits in lieu of a thesis. Of the additional course work, a minimum of nine credits must be in a chosen area of specialization.	

Comprehensive Examination

The comprehensive examination for the thesis option consists in successfully presenting a proposal research seminar.

The comprehensive examination for the non-thesis option tests the proficiency of the students in four topics of the mechanical engineering curriculum or closely related fields. The candidate works

with his/her advisor and the graduate program coordinator to form a committee of four graduate faculty, one of whom should hold an appointment outside of mechanical engineering (one faculty member may test the student on two distinct topics). The comprehensive examination consists of a written part spanning no more than four hours (one hour per topic). The committee may meet with the student to ask questions regarding the written exam and any follow up topics that may be necessary to establish the proficiency of the candidate in mechanical engineering. A candidate is allowed to take no more than two comprehensive examinations. Comprehensive examinations are typically scheduled at the end of the Fall or Spring semesters.

Requirements for Advancement to Candidacy for the Degree of Master of Science

A cumulative grade point average of 3.00 or better.

MECHANICAL ENGINEERING PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The Mechanical Engineering Graduate Program offers a Doctor of Philosophy (Ph.D.) degree in mechanical engineering. Each student must meet the general requirements for admission as outlined under the regulations of the University of Vermont Graduate College. Typically, students entering the program have received a master's degree in mechanical engineering or a closely-related field. Applicants with other backgrounds will be evaluated individually and may be asked to complete prescribed undergraduate technical course work. Areas of research interest in the program currently include: Smart Structures, Aerospace Engineering, Turbulence, Complex Fluids, Multiscale Mechanics, Micro and Nano Engineering, Nanomaterials, Energy Harvesting and Conversion, Control Systems, Biomaterials, and Simulation using High-performance Computing.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

An accredited master's degree in mechanical engineering or closely related discipline is required. Completion of the general (aptitude) portion of the Graduate Record Examination is required.

Minimum Degree Requirements for the Degree of Doctor of Philosophy

The degree of Doctor of Philosophy requires of candidates a minimum of seventy-five credits to be earned in course work and in dissertation research. The seventy-five credits must be distributed in such a way that at least thirty-nine credits must be earned in courses and seminars and a minimum of twenty-one credits must be earned in dissertation research. Students must complete at least fifteen credits in graduate-level mechanical engineering course work at UVM from the different areas of specialization. This mechanical engineering coursework requirement can include M.S. course credits earned at UVM; however students must complete 15 credits of graded

graduate coursework after matriculation into the doctoral program. Currently, the program offers areas of specialization in:

- Bioengineering and Biomechanics;
- Control Theory and Mechanical Systems;
- Materials Engineering and Solid Mechanics;
- Thermodynamics, Fluids and Energy; and
- Computational Mechanics.

All Ph.D. candidates complete a doctoral dissertation consisting of original research and of sufficient quality to merit publication in an archival journal.

Comprehensive Examination

All Ph.D. candidates must pass the comprehensive examination. The comprehensive examination tests the proficiency of the students in four topics of the mechanical engineering curriculum or closely related fields. The candidate works with his/her advisor and the graduate program coordinator to form a committee of four graduate faculty, one of whom should hold an appointment outside of mechanical engineering (one faculty member may test the student on two distinct topics). The first part of the comprehensive examination consists of a written part spanning no more than four hours (one hour per topic). In the second part of the examination, the committee meets with the student to ask questions regarding the written exam and any follow up topics that may be necessary to establish the proficiency of the candidate in mechanical engineering. A candidate must pass the comprehensive examination in no more than two attempts. Comprehensive examinations are typically scheduled at the end of the Fall or Spring semesters. It is strongly advised that the Ph.D. candidate take the comprehensive examination at the completion of his/her second or third semester of studies.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Successful completion of the Ph.D. comprehensive examination.

MEDICAL LABORATORY SCIENCE

OVERVIEW

The Master of Science in Medical Laboratory Science (MMLS) program is designed to provide students with the knowledge and skills required for leadership opportunities in management, education, research and advanced clinical practice in the medical laboratory science profession.

Individuals may enter the program via two tracks, depending on their background:

- Track One is for individuals with a bachelor's degree who are not certified in medical laboratory science but desire a career in the clinical laboratory sciences. Upon completion of the program, these students will be eligible to take the national certification exam in medical laboratory science offered by the American Society of Clinical Pathology (ASCP).

- Track Two is for medical laboratory science-certified graduates who seek advanced training in evidence-based practice, health care management and scientific research.

Both Track One and Track Two involve a research-based capstone project that will engage students in hands-on research methodology, experimental practice, and scientific communication. The capstone project provides students with the opportunity to develop important skills in clinically-related research.

Program faculty conduct research that aims to understand the molecular mechanisms of human disease, with particular emphasis on immune cell activation, gene expression and molecular signal transduction. Our faculty offer advanced practice courses in molecular methods, clinical laboratory correlations, health care management, policy, ethics, quality, research design and methods; and research experiences to prepare graduates of both tracks to become future leaders in the profession.

Students in Track One will complete a semester-long clinical internship at one of the hospitals within the University of Vermont Medical Center Network (UVM Medical Center Campus, Champlain Valley Physician's Hospital Campus, and Central Vermont Medical Center Campus) as part of the core NAACLS-accredited program.

DEGREES

- Medical Laboratory Science M.S. (p. 177)

FACULTY

Amiel, Eyal; Assistant Professor, Department of Medical Laboratory & Radiation Sciences; PHD, Dartmouth College

Deming, Paula; Associate Professor, Department of Medical Laboratory & Radiation Sciences; PHD, ASCP (MT), University of North Carolina at Chapel Hill

Frietze, Seth; Assistant Professor, Department of Medical Laboratory & Radiation Sciences; PHD, Harvard University

Fung, Mark; Professor, Department of Pathology & Laboratory Medicine, Department of Medical Laboratory & Radiation Sciences; MD, PHD, University of Alabama School of Medicine, University of Alabama Birmingham

Johnson, Douglas; Professor, Department of Microbiology & Molecular Genetics; PHD, Purdue University

Krementsov, Dimitry; Assistant Professor, Department of Microbiology & Molecular Genetics; PHD; University of Vermont

MEDICAL LABORATORY SCIENCE M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Master of Science in Medical Laboratory Science (MMLS) program is designed to provide students with the knowledge and skills required for leadership opportunities in management, education, research and advanced clinical practice in the medical laboratory science profession.

Individuals may enter the program via two tracks, depending on their background:

- Track One is for individuals with a bachelor's degree who are not certified in medical laboratory science but desire a career in the clinical laboratory sciences. Upon completion of the program, these students will be eligible to take the national certification exam in medical laboratory science offered by the American Society of Clinical Pathology (ASCP).
- Track Two is for medical laboratory science-certified graduates who seek advanced training in evidence-based practice, health care management and scientific research.

Both Track One and Track Two involve a research-based capstone project that will engage students in hands-on research methodology, experimental practice, and scientific communication. The capstone project provides students with the opportunity to develop important skills in clinically-related research.

Program faculty conduct research that aims to understand the molecular mechanisms of human disease, with particular emphasis on immune cell activation, gene expression and molecular signal transduction. Our faculty offer advanced practice courses in molecular methods, clinical laboratory correlations, health care management, policy, ethics, quality, research design and methods; and research experiences to prepare graduates of both tracks to become future leaders in the profession.

Students in Track One will complete a semester-long clinical internship at one of the hospitals within the University of Vermont Medical Center Network (UVM Medical Center Campus, Champlain Valley Physician's Hospital Campus, and Central Vermont Medical Center Campus) as part of the core NAACLS-accredited program.

SPECIFIC REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE DEGREE OF MASTER OF SCIENCE

TRACK ONE

- BS or BA in one of the life sciences (or related field) from accredited college or university
- Minimum overall GPA of 3.0
- Undergraduate and (when applicable) graduate transcripts
- General biology or anatomy and physiology (8 credits), general chemistry (8 credits), organic chemistry or biochemistry (4 credits), general microbiology with lab (4 credits), college level math (3 credits)
- GRE
- TOEFL or IELTS scores (international students)
- UVM Graduate College Application

TRACK TWO

- BS in Medical Laboratory Science or related field
- ASCP certification in Medical Laboratory Science or ASCP certification-eligible

- Minimum overall GPA of 3.0
- Undergraduate and (when applicable) graduate transcripts
- General biology or anatomy and physiology (8 credits), general chemistry (8 credits), organic chemistry or biochemistry (4 credits), general microbiology with lab (4 credits), college level math (3 credits)
- GRE
- TOEFL or IELTS scores (international students)
- UVM Graduate College Application

MINIMUM DEGREE REQUIREMENTS

TRACK ONE

43 credits NAACLS accredited courses and 24 credits Advanced Practice courses (67 credits total).

First Year		
Fall Semester		
GRNS 322	Org, Deliv & Finance Hlth Care	3
or GRNS 328	Quality in Healthcare	
MLRS 281	Applied Molecular Biology	3
MLRS 282	Applied Molecular Biology Lab	1
MMG 233	Genetics and Genomics	3
or BIOL 275	Human Genetics	
STAT 200	Med Biostatistics&Epidemiology	3
or STAT 211	Statistical Methods I	
MLS 255	Clinical Microbiology II	3
Spring Semester		
MLRS 242	Immunology	3
or MMG 223	Immunology	
MLRS 244	Immunology Lab	1
MLS 221	Clinical Chemistry I	4
MMG 222	Clinical Microbiology I	4
MLS 389	Research and Design I	3
Summer Semester		
MLS 397	Clinical Leadership & Mgt	3
MLS 390	Research and Design II	3
Second Year		
Fall Semester		
GRNS 322	Org, Deliv & Finance Hlth Care	3
or GRNS 328	Quality in Healthcare	
MLS 222	Clinical Chemistry II	3

MLS 231	Hematology	4
MLS 262	Immunohematology	4
MLS 391	Research Capstone	3
Spring Semester		
MLS 301	Clinical Practicum	12
MLS 302	Certification Review	1
Total Credits		67

TRACK TWO

30 credits of advanced practice coursework.

First Year		
Fall Semester		
GRNS 322	Org, Deliv & Finance Hlth Care	3
or GRNS 328	Quality in Healthcare	
MLS 371	Clinical Correlations I	3
MMG 233	Genetics and Genomics	3
or BIOL 275	Human Genetics	
Spring Semester		
STAT 200	Med Biostatistics&Epidemiology	3
or STAT 211	Statistical Methods I	
MLS 389	Research and Design I	3
MLS 372	Clinical Correlations II	3
Summer Semester		
MLS 397	Clinical Leadership & Mgt	3
MLS 390	Research and Design II	3
Second Year		
Fall Semester		
GRNS 322	Org, Deliv & Finance Hlth Care	3
or GRNS 328	Quality in Healthcare	
MLS 391	Research Capstone	3
Total Credits		30

COMPREHENSIVE EXAMINATION

Students will complete a comprehensive exam no later than the end of their second to final semester. The exam will include both written and oral components

REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY FOR THE DEGREE OF MASTER OF SCIENCE

Successful completion of the comprehensive exam and in academic good standing.

MEDICAL SCIENCE

OVERVIEW

The main objective of the Master of Science in Medical Science (MMS) Program is to provide a rigorous curriculum in the basic biomedical sciences that prepares students with the background knowledge and skills required to gain acceptance into and succeed in medical school as well as other health-related professional doctoral-level degree programs including dental and pharmacy school. The program offers a cohesive set of core courses that cover the major biomedical disciplines that together provide the foundation of understanding how the human body works from the molecular (biochemistry), cellular (cell biology), and systems (anatomy and physiology) levels, as well as the fundamentals required to understand drug actions in the body (pharmacology) and the principles of quantitatively interpreting scientific and epidemiological data (biostatistics).

DEGREES

- Medical Science M.S. (p. 180)

FACULTY

Ballif, Bryan A.; Associate Professor, Department of Biology; PHD, Harvard University

Bates, Jason H. T.; Professor, Department of Medicine-Pulmonary; DSC, Canterbury University

Berger, Christopher Lewis; Co-Director, Medical Science, Professor, Department of Molecular Physiology and Biophysics; PHD, University of Minnesota Twin Cities

Delaney, Terrence Patrick; Associate Professor, Department of Plant Biology; PHD, University of Washington Seattle

Deming, Paula B.; Associate Professor, Department of Medical Lab and Radiation Science; PHD, University of North Carolina Chapel Hill

Francklyn, Christopher; Professor, Department of Biochemistry; PHD, University of California Santa Barbara

Hondal, Robert J.; Associate Professor, Department of Biochemistry; PHD, Ohio State University

Howe, Alan K.; Associate Professor, Department of Pharmacology; PHD, Northwestern University

Jetton, Thomas Lawrence; Associate Professor, Department of Medicine-Endocrinology, Diabetes and Metabolism; PHD, Vanderbilt University

Kelm, Robert; Associate Professor, Department of Medicine-Cardiovascular; PHD, University of Vermont

Lounsbury, Karen; Co-Director, Medical Science, Professor, Department of Pharmacology; PHD, University of Pennsylvania

Mawe, Gary Michael; Professor, Department of Neurological Sciences; PHD, Ohio State University

May, Victor; Professor, Department of Neurological Sciences; PHD, Northwestern University

McCormack, John; Professor Emeritus, Department of Surgery; PHD, Yale University

Nelson, Mark; Professor and Chair, Department of Pharmacology; PHD, Washington University in St Louis

Osol, George Jury; Professor, Department of Obstetrics, Gynecology and Reproduction; PHD, University of Vermont

Poynter, Matthew; Professor, Department of Medicine-Pulmonary; PHD, University of Utah

Ruiz, Teresa; Professor, Department of Molecular Physiology and Biophysics; PHD, Brandeis University

Silveira, Jay R.; Assistant Professor, Department of Biochemistry; PHD, University of Vermont

Stumpff, Jason K.; Assistant Professor, Department of Molecular Physiology and Biophysics; PHD, University of Colorado

Thali, Markus Josef; Professor, Department of Microbiology and Molecular Genetics; PHD, University of Zurich

Ward, Gary E.; Professor, Department of Microbiology and Molecular Genetics; PHD, University of California San Diego

Warshaw, David; Professor and Chair, Department of Molecular Physiology and Biophysics; PHD, University of Vermont

Wellman, George C.; Professor, Department of Pharmacology; PHD, University of Vermont

MEDICAL SCIENCE M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The main objective of the Master of Science in Medical Science (MMS) Program is to provide a rigorous curriculum in the basic biomedical sciences that prepares students with the background knowledge and skills required to gain acceptance into and succeed in medical school as well as other health-related professional doctoral-level degree programs including dental and pharmacy school. The program offers a cohesive set of core courses that cover the major biomedical disciplines that together provide the foundation of understanding how the human body works from the molecular (biochemistry), cellular (cell biology), and systems (anatomy and physiology) levels, as well as the fundamentals required to understand drug actions in the body (pharmacology) and the principles of quantitatively interpreting scientific and epidemiological data (biostatistics).

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

Applicants are required to have a BS or BA from accredited college or university, two semesters of general biology, general physics, general chemistry, and organic chemistry, and MCAT or GRE scores. International Students are required to take the TOEFL or IELTS.

Minimum Degree Requirements

UVM's Master of Medical Science degree is a 30-credit, on-campus program, that is designed to be completed within one year (12 months). The curriculum includes a cohesive set of core courses that cover the major biomedical disciplines and provides the foundation of

understanding how the human body works. Students complete seven core requirements and select two electives to complete the program.

Core Courses:		
BIOC 301	General Biochemistry	3
CLBI 301	Cell Biology	3
MPBP 301	Human Physiology & Pharm I	4
BIOC 302	General Biochemistry	3
MPBP 302	Human Physiology & Pharm II	4
PH 303	Biostatistics I: App Rsch in PH	3
ANNB 201	Human Gross Anatomy	6
Choose two electives:		
BIOC 351	Proteins I: Structure&Function	
BIOC 352	Protein: Nucleic Acid Interact	
BIOC 354	Nucleic Acids II	
BIOC 372	Cancer Biology	
MMG 222	Clinical Microbiology I	
MMG 223	Immunology	
MMG 225	Eukaryotic Virology	
MMG 333	Genetics and Genomics	
MPBP 310	Molecular Control of the Cell	
NSCI 302	Neuroscience	
PATH 303	Translational Pathology	
PH 301	Public Health & Health Policy	
PH 302	Epidemiology I	
PH 304	Environmental Public Health	
PH 305	Pol,Org & Finance in Hlth Care	
PH 306	Social&Behavioral Public Hlth	
PH 312	Food Systems & Public Hlth	
PH 313	Public Health & Social Justice	
PHRM 201	Introduction to Pharmacology	
PHRM 240	Molecules & Medicine	
PHRM 272	Toxicology	
PHRM 290	Topics Molecular&Cell Pharm	
PHRM 305	Milestones in Pharmacology	
SURG 301	Immunity and Host Defense	

Comprehensive Examination

Students must complete a comprehensive exam, integrating their knowledge of core course material in a written paper, by their end of their final semester in the program.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of a comprehensive examination in Medical Science.

NATURAL RESOURCES

OVERVIEW

Graduate students in the Rubenstein School work closely with faculty who are dedicated to applied environmental research in service of society and have very active research programs. Faculty take an integrated approach to their research projects, work with other faculty teams in the School, and collaborate nationally and internationally with other researchers.

DEGREES

- Natural Resources M.S. (p. 182)
- Natural Resources Ph.D. (p. 184)
- Natural Resources: Master of Environmental Law and Policy/
Master of Science in Natural Resources (MELP/MSNR)
(p. 184)

FACULTY

Adair, Elizabeth Carol; Assistant Professor; Rubenstein School of Environment and Natural Resources; PHD, Colorado State University

Ali, Saleem Hassan; Professor; Rubenstein School of Environment and Natural Resources; PHD, Massachusetts Institute of Technology

Bierman, Paul; Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Washington, Seattle

Bowden, William Breck; Professor; Rubenstein School of Environment and Natural Resources; PHD, North Carolina State University Raleigh

Chase, Lisa Cheryl; Extension Associate Professor; Extension - Programming and Faculty Support; PHD, Cornell University

D'Amato, Anthony; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Massachusetts

Danks, Cecilia Marie; Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of California Berkeley

DeHayes, Donald; Professor Emeritus; Rubenstein School of Environment and Natural Resources; PHD, Michigan State University

Donovan, Therese M.; Research Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Missouri Columbia

Dupigny-Giroux, Lesley-Ann; Professor, Rubenstein School of Environment and Natural Resources; PHD, McGill University

Emery, Marla; Adjunct Assistant Professor; Department of Geography; PHD, Rutgers University

Erickson, Jon; Professor; Gund Institute; PHD, Cornell University
Farley, Joshua; Professor, Rubenstein School of Environment and Natural Resources; PHD, Cornell University

Fisher, Brendan; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Vermont

Galford, Gillian Laura; Research Assistant Professor; Rubenstein School of Environment and Natural Resources; PHD, Brown University

Ginger, Clare A.; Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Michigan Ann Arbor

Gould, Rachele; Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, Stanford University

Hughes, Jeffrey Winston; Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, Cornell University

Ivakhiv, Adrian J.; Professor; Rubenstein School of Environment and Natural Resources; PHD, York University

Keeton, William Scott; Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Washington

Kolan, Matthew Peter; Senior Lecturer; Rubenstein School of Environment and Natural Resources; PHD, University of Vermont

Kuentzel, Walter Frederick; Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Wisconsin Madison

Lawson, Steven R.; Adjunct Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Vermont

Manning, Robert Emmet; Emeriti; Rubenstein School of Environment and Natural Resources; PHD, Michigan State University

Marsden, J. Ellen; Professor; Rubenstein School of Environment and Natural Resources; PHD, Cornell University

Mathews, Nancy; Professor and Dean, Rubenstein School of Environment and Natural Resources; PHD, State University of New York College of Environmental Science & Forestry

McIntosh, Alan W.; Emeriti; Rubenstein School of Environment and Natural Resources; PHD, Michigan State University

Mitchell, Brian; Adjunct Assistant Professor; Rubenstein School of Environment and Natural Resources; PHD, University of California Berkeley

Morrissey, Leslie A.; Emeriti; Rubenstein School of Environment and Natural Resources; PHD, Oregon State University

Murdoch, James D.; Assistant Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Oxford

Nelson, Ingrid L.; Adjunct Assistant Professor, Department of Geography; PHD, University of Oregon

Parrish, Donna; Research Professor; Rubenstein School of Environment and Natural Resources; PHD, Ohio State University

Poleman, Walter Mallery; Senior Lecturer; Rubenstein School of Environment and Natural Resources; MS, University of Vermont

Pontius, Jennifer A.; Research Assistant Professor; Rubenstein School of Environment and Natural Resources; PHD, University of New Hampshire

Ricketts, Taylor H.; Professor; Rubenstein School of Environment and Natural Resources; PHD, Stanford University

Roman, Joseph; Research Assistant Professor; Rubenstein School of Environment and Natural Resources; PHD, Harvard University

Roy, Eric; Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, Louisiana State University

Schaberg, Paul ; Adjunct Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Vermont

Shanley, James; Adjunct Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Wyoming

Sisock, Mary; Extension Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD University of Wisconsin-Madison

Stepenuck, Kristine F.; Extension Assistant Professor, Rubenstein School of Environment and Natural Resources, PHD; University of Wisconsin

Stephens, Jennie; Adjunct Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, California Institute of Technology

Stockwell, Jason Dana; Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Toronto

Stokowski, Patricia A.; Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Washington

Strong, Allan Matthew; Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, Tulane University

Todd, John; Research Professor Emeritus; Rubenstein School of Environment and Natural Resources; PHD, University of Michigan

Troy, Austin R.; Adjunct Professor; Rubenstein School of Environment and Natural Resources; PHD, University of California Berkeley

Twery, Mark; Adjunct Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, Yale University

Vatovec, Christine M.; Research Assistant Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Wisconsin Madison

Ventriss, Curtis L.; Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Southern California

Voigt, Brian G.; Research Assistant Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Vermont

Wallin, Kimberly F.; Research Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of Wisconsin Madison

Wang, Deane; Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, Yale University

Wemple, Beverley; Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, Oregon State University

Wollenberg, Eva (Lini); Research Associate Professor; Rubenstein School of Environment and Natural Resources; PHD, University of California, Berkeley

Yamamoto, Britt; Adjunct Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Washington Seattle

NATURAL RESOURCES M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Master of Science in Natural Resources prepares students to pursue studies in advanced disciplinary topics. They will learn scientific and practical methods and develop technical skills for understanding ecological, physical, social, political, and economic aspects of environmental and natural resource issues.

Students choosing to pursue research in this program will take fifteen to twenty-four credits of advanced course work and write and defend a thesis or project. This experience will further their knowledge and proficiency in natural resource fields including six areas of concentration:

- Aquatic Ecology and Watershed Science (p.)
- Environment, Society and Public Affairs (p.)
- Environmental Thought and Culture (p.)
- Forestry (p.)
- Wildlife Biology (p.)
- Leadership for Sustainability (Low Residency) (p. 184)

Other areas of studies can be pursued through the general degree in Natural Resources including interdisciplinary research not included in the above concentrations. Students and their graduate studies committee work closely together to design these individualized curricula.

Students may also pursue a MELP/MSNR dual degree with the Vermont Law School.

Students choosing to emphasize advanced course work (twenty-seven credits) will pursue academic and work experiences leading to development of professional skills emphasizing conservation leadership, ecological planning, and sustainable forestry. A three credit project/internship experience will complement the academic course work.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

Undergraduate degree in an appropriate field in the sciences, social sciences, or humanities/fine arts; satisfactory scores on the General Test of the Graduate Record Examination; and three letters of recommendation attesting to the candidate's academic potential for graduate work and motivation for pursuing this degree. Most successful applicants to this highly competitive program have strong academic credentials and experience in an environmental or natural resource-related job, internship, or other related activity.

Minimum Degree Requirements

The master of science requires from fifteen to twenty-seven credits of course work in related fields (including NR 395: Applied Ecology, Environment and Society, and NR 306: Envisioning a Sustainable Future), a public research seminar presented at the annual graduate student symposium, a research proposal, a comprehensive

examination, and three to six credits of project research, or six to fifteen credits of thesis research.

Comprehensive Examination

A written comprehensive examination is required for all master's students. Generally taken during a student's third or fourth semester, the examination will cover broad knowledge of the student's discipline. The details and format of the examination and its form (written or oral or both depending on the requirements of each concentration) are decided upon by the Studies Committee and will be discussed with the student well in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of any required courses, and at least 15 graded graduate credits earned in compilation of the graduate GPA. A GPA of 3.00 or greater is also required.

AQUATIC ECOLOGY AND WATERSHED SCIENCE CONCENTRATION

The Aquatic Ecology and Watershed Science concentration provides students with advanced understanding of aquatic ecosystems and their watersheds, and the skills and methodologies required to analyze and solve technical problems concerning the effects of human activities on these systems. Current areas of research emphasis include watershed processes and management; stream and lake ecology; fish ecology and fisheries management; aquatic ecotoxicology; pollutant studies; biogeochemical dynamics, and the modeling of aquatic systems, processes and populations.

Minimum Degree Requirements

In addition to the general M.S. in Natural Resources requirements, this concentration requires enrollment in a one credit special topics seminar organized by faculty and students in the concentration, and at least twelve additional credits of course work in the aquatic and watershed sciences, or supportive fields (approved by the student's graduate studies committee). Students in this concentration pursue a thesis and must complete a minimum of six thesis research credits.

ENVIRONMENT, SOCIETY AND PUBLIC AFFAIRS CONCENTRATION

Through the M.S. concentration in Environment, Society and Public Affairs, graduate students build theoretical understanding, analytical skills, and applied knowledge in the social dimensions of environmental and natural resource issues. Specific areas in which students may build understanding, skills, and knowledge include:

- environmental policy and planning
- community studies, human behavior, and environmental sociology
- ecological economics
- park and wilderness management
- public participation, conflict resolution, and decision making
- geospatial analysis

Minimum Degree Requirements

In addition to the general M.S. in Natural Resources requirements, this concentration requires twenty-one to twenty-four credits of advanced courses (including a methods course, three courses from an approved list of courses reflecting this concentration's emphasis, and one ecology course), and three to six credits of project research or six credits of thesis research. Students pursue a project or thesis.

ENVIRONMENTAL THOUGHT AND CULTURE CONCENTRATION

In this concentration graduate students build interdisciplinary analytical skills and theoretical understanding of environmental and natural resource issues, with a focus on their human, ethical, and cultural dimensions. Specific areas include: environmental communication and cultural studies; environmental education and interpretation; environmental ethics and philosophy; environment, development, peace, and global justice studies; environmental politics and advocacy; religion and environment; sustainability; and sustainable development.

Minimum Degree Requirements

In addition to the general M.S. in Natural Resources requirements, this concentration requires eighteen to twenty-one credits of advanced courses and fifteen credits in a specialization within environmental thought and culture, and six credits of project research or six to nine credits of thesis research. Students pursue a thesis or project.

FORESTRY CONCENTRATION

The goal of this Master of Science concentration is to provide graduate students with advanced training in forest science and the opportunity to further their knowledge and proficiency in some specialized aspect of forestry. The faculty has research interests which span the broad areas of ecology, management, pathology, physiological ecology, sustainable forestry, and community forestry.

Minimum Degree Requirements

In addition to the general M.S. in Natural Resources requirements, this concentration requires eighteen to twenty-one credits of advanced forestry and related courses, a comprehensive examination with both a written and oral component, and six credits of project research or six to nine credits of thesis research. Students pursue a thesis or project.

WILDLIFE BIOLOGY CONCENTRATION

This Master of Science concentration is designed to provide a vehicle for a wildlife biologist to develop research abilities and pursue a specialized course of study. Current areas of research emphasis include applied avian ecology, behavioral ecology, game management, nongame wildlife populations, reserve design, and landscape ecology.

Minimum Degree Requirements

In addition to the general M.S. in Natural Resources requirements, the Wildlife Biology concentration requires eighteen to twenty-one credits of course work in wildlife and related fields, a comprehensive examination with both a written and oral component, and three to

six credits of project research or six to nine credits of thesis research. Students pursue a thesis or project.

LEADERSHIP FOR SUSTAINABILITY (LOW RESIDENCY)

This Master of Science concentration is designed for emerging leaders who are rooted in their home organization/community and are committed to deepening their capacity to catalyze change and collaborate within and beyond their chosen professional field. The curriculum explores leadership practices inspired by the wisdom of nature and grounded in a critical inquiry of the mindsets, assumptions, and patterns of power and privilege that underlie change-making efforts. In addition, students choose one of three applied areas of specialization that provide specific skills and knowledge in Ecological Economics, Education for Sustainability, or Ecological Leadership.

Minimum Degree Requirements

This concentration requires 30 total credits which includes:

- 6 credits in Leadership for Sustainability core courses (2 courses)
- 9 credits in chosen track specialization (3 courses)
- A comprehensive exam
- 6 credits of master's project research and implementation
- Master's presentation at Sustainability Leadership Summit
- 9 elective course credits (3 courses).

NATURAL RESOURCES PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The Ph.D. program provides the opportunity for focused, in-depth research in any of the specialties of the school, while fostering an interdisciplinary appreciation and perspective through course work and interactions with ecological, physical, and social scientists in an integrated academic setting. Students can develop programs in areas such as pollution ecology, recreation and tourism, conservation biology, and environmental policy, as well as any of the traditional natural resource disciplines featured in the master's program. In addition, formal course work and practical experience in college-level teaching are an important component of the doctoral curriculum.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

Satisfactory scores on the General Test of the Graduate Record Examination. Acceptability to a potential faculty advisor holding an appointment in the Rubenstein School of Environment and Natural Resources and the Graduate College. Applicants with a Master of Science degree are preferred.

Minimum Degree Requirements

The Doctor of Philosophy requires seventy-five total credits (including NR 395: Applied Ecology, Environment and Society, and NR 306: Envisioning a Sustainable Future). For students entering

the program with a completed master's degree, fifteen total graded course credits are required. For students entering the program without a master's degree, thirty total graded credits are required. Credits must include no less than twenty and no more than 45 credits of dissertation research. In addition students must complete a public proposal defense, an approved research proposal, a written and oral comprehensive examination, and a teaching/professional skills requirement. An oral and written defense of the dissertation is required of all students.

Comprehensive Examination

Both a written and oral comprehensive examination are required for all Ph.D. students. The examination will cover broad knowledge of the student's discipline. The exams should be taken and passed during the second year of matriculation. The Graduate College requirement stipulates that the examination must occur at least six months before the dissertation is submitted.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

It is ordinarily expected that a student will complete the following requirements for advancement to candidacy prior to the end of the second year in the program:

- one year of full-time graduate study in residence at the University of Vermont;
- at least twelve credits of research;
- at least fifteen credits of course work at the graduate level acceptable to the student's graduate studies committee;
- satisfactory performance on a comprehensive examination;
- delivery of a public proposal seminar; and
- a dissertation proposal accepted by the student's graduate studies committee.

NATURAL RESOURCES: MASTER OF ENVIRONMENTAL LAW AND POLICY/ MASTER OF SCIENCE IN NATURAL RESOURCES (MELP/MSNR)

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

Dual Degree Program with Vermont Law School

The Master of Environmental Law and Policy (M.E.L.P.)/Master of Science in Natural Resources (M.S. - Natural Resources) Dual Degree Program offered by Vermont Law School's Environmental Law Center and the University of Vermont's Rubenstein School of Environment and Natural Resources gives students an opportunity to deepen their graduate education by integrating significant aspects of the complementary disciplines of environmental law, policy, and science.

Each school applies its own grading system to students in the program. Students must be in good academic standing at both

schools to remain in the program. Each school issues its own transcript.

After completing the requirements for either degree, students will receive a diploma from the appropriate school and may attend graduation.

For more information about this program, visit the MELP/MSNR Program website.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science at the University of Vermont

Undergraduate degree in an appropriate field in the sciences, social sciences, or humanities/fine arts; satisfactory scores on the General Test of the Graduate Record Examination; and three letters of recommendation attesting to the candidate's academic potential for graduate work and motivation for pursuing this degree. Most successful applicants to this highly competitive program have strong academic credentials and experience in an environmental or natural resource-related job, internship, or other related activity.

Students interested in the Dual Degree Program are required to apply separately to each school. Each school admits students according to its own criteria for admission. Dual Degree applicants may be interviewed by admissions officials at both schools, when appropriate. Students may apply for admission to the Dual Degree Program at any time prior to the awarding of the degrees.

Students admitted to the Dual Degree Program will have academic advisors in each school. These advisors assist with curriculum planning, program requirements, and similar matters. Advisors are faculty members familiar with the course requirements for both schools.

Minimum Degree Requirements at the University of Vermont

Students in the Dual Degree Program may earn both degrees with a total of forty-two credits. Students must meet each school's degree requirements, including required courses and thesis preparation. Students take a minimum of twenty-one credits at VLS toward the M.E.L.P. degree and a minimum of twenty-one credits at UVM toward the M.S. (Natural Resources) degree. Students may transfer a maximum of nine credits between the two programs. Courses to be transferred must meet the requirements of the Dual Degree Program. Transferred credits may be applied toward both degrees.

Students have a maximum of five years to complete the Dual Degree Program. Course credits to be transferred must be taken within that five year period.

The master of science requires from fifteen to twenty-seven credits of course work in related fields (including NR 385: Applied Ecology, Environment and Society, and NR 306: Envisioning a Sustainable Future), a public research seminar presented at the annual graduate student symposium, a research proposal, a comprehensive

examination, and three to six credits of project research, or six to fifteen credits of thesis research.

Comprehensive Examination at the University of Vermont

A written comprehensive examination is required for all master's students. Generally taken during a student's third or fourth semester, the examination will cover broad knowledge of the student's discipline. The details and format of the examination and its form (written or oral or both depending on the requirements of each concentration) are decided upon by the Studies Committee and will be discussed with the student well in advance of the exam.

Requirements for Advancement to Candidacy for the Degree of Master of Science at the University of Vermont

Successful completion of any required courses, and at least 15 graded graduate credits earned in compilation of the graduate GPA. A GPA of 3.00 or greater is also required.

NEUROSCIENCE

OVERVIEW

The Neuroscience Graduate Program is a university-wide, multidisciplinary, Ph.D. granting program that has more than 50 faculty mentors across 13 departments and 5 colleges. This program emphasizes rigorous training in neuroscience-related research, educates students about human health, and encourages interdisciplinary research projects.

DEGREES

- Neuroscience M.S. (p. 186)
- Neuroscience Ph.D. (p. 187)

FACULTY

Althoff, Robert; Associate Professor, Department of Psychiatry; MD, University of Illinois

Applebee, Angela; Associate Professor, Department of Neurological Sciences; MD, University of South Dakota School of Medicine, Vermillion

Ballif, Bryan A.; Associate Professor, Department of Biology; PHD, Harvard University

Berger, Christopher Lewis; Professor, Department of Molecular Physiology and Biophysics; PHD, University of Minnesota Twin Cities

Bongard, Joshua C.; Professor, Department of Computer Science; PHD, University of Zurich

Bouton, Mark Earhart; Professor, Department of Psychological Science; PHD, University of Washington

Brewer, Matthias; Professor, Department of Chemistry; PHD, University of Wisconsin Madison

Cannizzaro, Michael S.; Associate Professor, Department of Communication Sciences; PHD, University of Connecticut

Cipolla, Marilyn Jo; Professor, Department of Neurological Sciences; PHD, University of Vermont

Cornbrooks, Carson Justis; Associate Professor, Department of Neurological Sciences; PHD, Virginia Commonwealth University
Dabertrand, Fabrice; Assistant Professor, Department of Pharmacology; PHD, University of Bordeaux, France
Dostmann, Wolfgang R. G.; Professor, Department of Pharmacology; PHD, University of Bremen, MD, University of Munich
Dumas, Julie Anna; Associate Professor, Department of Psychiatry; PHD, University of North Carolina
Ebert, Alicia; Assistant Professor, Department of Biology; PHD, Colorado State University
Eppstein, Maggie; Professor and Chair, Department of Computer Science; PHD, University of Vermont
Erdos, Benedek; Assistant Professor, Department of Pharmacology; PHD, Semmelweis University
Falls, William A.; Dean, College of Arts and Science, Professor, Department of Psychological Science; PHD, Yale University
Flynn, Sean; Assistant Professor, Department of Neurological Sciences; PHD, University of Utah
Forehand, Cynthia Jean; Dean, Graduate College, Professor, Department of Neurological Sciences; PHD, University of North Carolina Chapel Hill
Francklyn, Christopher Steward; Professor, Department of Biochemistry; PHD, University of California Santa Barbara
Freeman, Kaleb; Assistant Professor, Department of Surgery; MD/PHD, University of Colorado Boulder
Garavan, Hugh P.; Professor, Department of Psychiatry; PHD, Bowling Green State University
Green, John Thomas; Professor and Chair, Department of Psychological Science; PHD, Temple University
Hammack, Sayamwong E.; Associate Professor, Department of Psychology; PHD, University of Colorado
Henry, Sharon Margaret; Professor, Department of Rehabilitation and Movement Science; PHD, University of Vermont (Emeritus)
Holmes, Gregory; Professor and Chair, Department of Neurological Sciences; MD, University of Virginia
Howe, Alan K.; Associate Professor, Department of Pharmacology; PHD, Northwestern University
Hudziak, James Joseph; Professor, Department of Psychiatry; MD, University of Minnesota Twin Cities
Jacobs, Jesse; Assistant Professor, Department of Rehabilitation and Movement Science; PHD, Oregon Health & Science University
Jaworski, Diane Marie; Professor, Department of Neurological Sciences; PHD, Texas Woman's University
Langevin, Helene M.; Professor, Department of Neurological Sciences; MD, McGill University
Li, Dawei; Assistant Professor, Department of Microbiology and Molecular Genetics; PHD, Shanghai Jiao Tong University
Lounsbury, Karen M.; Professor, Department of Pharmacology; PHD, University of Pennsylvania
Mackey, Michael Scott; Assistant Professor, Department of Psychiatry; PHD; McGill University, Montreal, Quebec
Mawe, Gary Michael; Professor, Department of Neurological Sciences; PHD, Ohio State University
May, Victor; Professor, Department of Neurological Sciences; PHD, Northwestern University

McCarthy, Sarah A.; Assistant Professor, Department of Neurological Sciences; PHD, Pennsylvania State University, College of Medicine
Merrill, Liana; Assistant Professor, Department of Neurological Sciences, PHD; University of Vermont
Morielli, Anthony D.; Associate Professor, Department of Pharmacology; PHD, University of California at Santa Cruz
Naylor, Magdalena Raczowska; Professor, Department of Psychiatry; MD/PHD, Warsaw Medical Academy
Nelson, Mark; Professor and Chair, Department of Pharmacology; PHD, Washington University in St Louis
Parsons, Rodney Lawrence; Professor, Department of Neurological Sciences; PHD, Stanford University
Potter, Alexandra S.; Assistant Professor, Department of Psychiatry; PHD, University of Vermont
Prelock, Patricia; Dean, College of Nursing and Health Sciences, Professor, Department of Communication Sciences; PHD, University of Pittsburgh
Schermerhorn, Alice C.; Assistant Professor, Department of Psychological Science; PHD, University of Notre Dame
Scott, Rodney; Professor, Department of Neurological Sciences; MD/PHD, University of Zimbabwe
Sibold, Jeremy S.; Associate Professor, Department of Rehabilitation and Movement Science; EDD, West Virginia University
Spees, Jeffrey; Associate Professor, Department of Medicine-Cardiovascular; PHD, University of California Davis
Teuscher, Cory; Professor, Department of Medicine-Immunobiology; PHD, University of New Mexico
Toufexis, Donna J.; Associate Professor, Department of Psychological Science; PHD, McGill University
Van Houten, Judith; Professor, Department of Biology; PHD, University of California Santa Barbara
Vizzard, Margaret A.; Professor, Department of Neurological Sciences; PHD, Thomas Jefferson University
Wellman, George C.; Professor, Department of Pharmacology; PHD, University of Vermont
Weston, Matthew; Assistant Professor, Department of Neurological Sciences; PHD, Baylor College of Medicine
White, Sheryl; Assistant Professor, Department of Neurological Sciences; PHD, University of Vermont

NEUROSCIENCE M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Neuroscience Graduate Program only awards an M.S. to students who have matriculated into the Ph.D. granting program, but cannot continue to the Ph.D. These individuals must be recommended by their advisory committee for the M.S., and are required to complete the minimum requirements for the M.S. as defined by the university, and must write a research-based master's thesis.

NEUROSCIENCE PH.D

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The Neuroscience Graduate Program is a university-wide, multidisciplinary, Ph.D. granting program that has more than 50 faculty mentors across 13 departments and 5 colleges. This program emphasizes rigorous training in neuroscience-related research, educates students about human health, and encourages interdisciplinary research projects.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

Incoming students should have a bachelor's and/or master's degree in a biological science, neuroscience, chemistry, physics, engineering, psychology, mathematics, communication sciences or computer science. Research experience is not required, but is strongly recommended.

GRE General Test scores and scores on the Subject Test in Biology, Biochemistry, Cell and Molecular Biology, or Psychology are not required but are recommended. Applicants whose native language is not English must submit scores from Test of English as a Foreign Language (TOEFL).

Three letters of reference are required. Letters from research advisors or supervisors are highly desirable attesting to applicant's abilities to work independently in an academic setting.

Minimum Degree Requirements

BIOL 261	Neurobiology (for students who have not taken any neurobiology classes)	3
PSYS 315	Biobehavioral Proseminar	3
GRMD 354	Medical Human Struc & Fnction	4-8
(When offered together, students may take MPBP 301 and NSCI 395 section on gross and histologic anatomy of the peripheral nervous system in place of GRMD 354)		
GRMD 357	Medical Neural Science	6
PSYS 304	Adv Statistical Methods I	3
NSCI 327	Resp Conduct in Biomed Rsch	1
NSCI 381	Seminar in Neuroscience (Must be taken twice)	1
NSCI 382	Seminar in Neuroscience (Must be taken twice)	1
CLBI 301	Cell Biology	3
NSCI 491	Doctoral Dissertation Research (Minimum of 20 required total)	1-18
Advanced Neuroscience Selectives		6

APPROVED COURSES FOR GRADUATE CREDIT

Below is a list of approved selectives. A student, in conjunction with their advisor, may request another course to fulfill the selective requirement. The request will need to be approved by the NGP Director.

Courses eligible for Advanced Neuroscience Selectives:

NSCI 320	Developmental Neurobiology	3
NSCI 323	Neurochemistry	3
NSCI 326	Basic Sci-Neurologic Disease	3
NSCI 328	Techniques in Microscopy	3
NSCI 329	Topics in Excitable Membranes	2
NSCI 330	Comparative Neurobiology	3
BIOL 262	Neurobiology Techniques	4
CSD 353	Adult Neuropathologies	3
MPBP 301	Human Physiology & Pharm I	4
MPBP 310	Molecular Control of the Cell	3
PHRM 272	Toxicology	3
PHRM 290	Topics Molecular&Cell Pharm	3
PSYS 311	Seminar in Learning Theory	3
PSYS 320	Animal Minds	3
PSYS 319	Neurobio of Learning & Memory	3
PSYS 316	Neuropsychopharmacology	3
PSYS 390	Contemporary Topics	3
PSYS 395	Advanced Readings/Research	1-6
BIOC 301	General Biochemistry	0 or 3

Comprehensive Examination

The qualifying examination for advancement to candidacy for a Ph.D. in Neuroscience must be taken prior to the end of the first semester of the second year. The exam has both a written and oral component, both of which must be completed successfully. The exam committee will consist of at least three members of the NGP faculty. Should the student fail the examination, only one re-examination is allowed.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Satisfactory completion of required courses and research rotations. Approval of the written and oral portions of the qualifying comprehensive examination.

NURSING

OVERVIEW

The Department of Nursing offers graduate programs which prepare nurses to assume leadership roles within health care systems in a

variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for doctoral study and continued professional development. The ability to work collaboratively on an interdisciplinary team, provide patient-centered care, employ evidence-based practice, access information technology, and apply quality improvement strategies are basic competencies expected of all graduates of these programs.

The following Graduate Nursing Programs are currently being offered:

Master of Science in Nursing - Clinical Nurse Leader (CNL)

The Master of Science degree program for the Clinical Nurse Leader (CNL) prepares nurses for horizontal leadership positions through which evidenced-based care for groups of patients will be managed.

Direct Entry Program in Nursing (DEPN)

The Direct Entry Program in Nursing (DEPN) is an accelerated, alternative-entry program for those who have not graduated from a nursing program, and who hold a baccalaureate or higher degree in another field. The program prepares the student to progress into the MS-CNL or the DNP-Primary Care NP track. It is not a stand-alone accelerated RN program.

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) degree program has two entry options; one for registered nurses with a baccalaureate or higher degree (in nursing or another field) who wish to practice as a nurse practitioner in Primary Care, and another for post master's degree in nursing applicants who wish to pursue the DNP.

Post-Master's Doctor of Nursing Practice (DNP)

For candidates who have earned an MS degree in nursing and wish to pursue a DNP. Within the Post Master's DNP there are two tracks: Primary Care DNP and Executive Nurse Leader DNP.

CNHS graduate nursing students are required to complete the CNHS mandates prior to matriculating into the program. Students must keep these requirements current throughout their program: Immunizations, CPR, HIPPA/OSHA training, annual PPD, and RN License. Some clinical sites require a Criminal Background check as well. It is required to be compliant with this process to participate in clinical courses/experiences. Complete details on CNHS Mandatories are available on the College website.

DEGREES

- Nursing AMP (p. 188)
- Nursing M.S. (p. 189)
- Nursing Practice DNP (p. 190)

FACULTY

Abrams, Sarah Elise; Associate Professor, Department of Nursing; PHD, University of California

Beatson, Jean E.; Clinical Associate Professor, Department of Nursing; EDD, University of Vermont

Bosek, Marcia Sue; Associate Professor, Department of Nursing; DNSC, Rush Medical College

Buck-Rolland, Carol L.; Clinical Professor, Department of Nursing; EDD, University of Vermont

Carr, Jeanine M.; Associate Professor, Department of Nursing; PHD, University of South Carolina

Dale, Rosemary Louise; Clinical Professor, Department of Nursing; EDD, Ball State University

Hamel-Bissell, Brenda Pauline; Professor, Department of Nursing; EDD, Boston University

Laurent, Jennifer S.; Assistant Professor, Department of Nursing; PHD, University of Massachusetts Lowell

Lewis, Laura Foran; Assistant Professor, Department of Nursing; PHD, University of Vermont

Long, Middleton, Ellen; Associate Professor, Department of Nursing; PHD, Boston College

Maltby, Hendrika J.; Professor, Department of Nursing; PHD, Curtin University of Technology

O'Meara, Amy M.; Clinical Assistant Professor; Department of Nursing; DNP, Drexel University

Palumbo, Mary Val; Associate Professor, Department of Nursing; DNP, Rush Medical College

Whitney, Stuart Luhn; Clinical Professor, Department of Nursing; EDD, University of Vermont

NURSING AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Accelerated Master's Degree Program (AMP) is designed to offer select UVM undergraduate nursing students the opportunity to obtain both their bachelor's degree and master's degree in nursing in a total of six years of study. Student's apply to the program in the spring of their junior year, and CNL courses begin during the student's senior year.

The Department of Nursing offers a graduate program leading to a Master of Science degree. The Clinical Nurse Leader program (CNL) prepares nurses to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for graduate study and continued professional development. The ability to work collaboratively on an interdisciplinary team, provide patient-centered care, employ evidence-based practice, access information technology, and apply quality improvement strategies are basic competencies expected of all graduates of this program.

The MS graduate curriculum includes seven core courses essential for all students that address the theoretical basis of nursing care; professional issues and role development of CNLs, research utilization and evidence-based practice, quality and ethics of health care delivery, health policy and finance, theoretical foundations of nursing, genetics/ genomics, biostatistics and epidemiology. Students apply core content to their Clinical Nurse Leader program. Upon

successful completion of program requirements students are eligible to complete a national CNL certification exam.

As a CNHS graduate nursing student, you are required to complete the CNHS Mandatories prior to matriculating into your program. Students must keep these requirements current throughout their program: Immunizations, CPR, HIPPA/OSHA training, annual PPD, and RN License. Some clinical sites require a Criminal Background check as well. It is a program requirement to be compliant with this process to participate in clinical courses/experiences. Complete details on CNHS Mandatories are available on the college website.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of science for Accelerated Students

The following criteria must be met to be considered for admission into the program:

- Minimum cumulative grade point average of 3.00.
- Enrollment and good standing in the UVM undergraduate nursing program.
- Completion of the Graduate College Application Form, which must include three letters of recommendation, including one from a UVM nursing clinical instructor highlighting the candidate's clinical performance.
- Current resume.
- Students must be admitted through the Graduate College before taking any courses that will be applied to the master's degree requirements. Students will continue master's degree coursework in the summer following their undergraduate graduation.
- GRE scores are not an admission requirement for the AMP in Nursing.

Minimum Degree Requirements for the Degree of Master of science

The following criteria must be met to complete your minimum degree requirements:

- Core, track, and elective courses
- Successful completion of comprehensive examination
- Grade point average of 3.00 or higher
- Completion and implementation of CNL Project

Comprehensive Examination

The Comprehensive Examination is conducted by the Graduate Program in the Department of Nursing. The examination is designed to allow the student to demonstrate analysis and synthesis of knowledge gained through the program. Students may take the examination any time after the core courses have been successfully completed/ or are enrolled in the final core course, and must be completed prior to the final track courses and practicums. Students will be expected to orally present their CNL Project proposal, clearly articulating, synthesizing, and applying the MS Essentials and the

CNL competencies and core content addressed throughout the program of study as they relate to their CNL Project.

The Comprehensive Examination is rated on a satisfactory/unsatisfactory basis. In the event that the student does not achieve a satisfactory on the oral comprehensive exam, one opportunity to provide written evidence of satisfactory achievement of the goal of the comprehensive exam will be allowed.

Requirements for Advancement to Candidacy for the Degree of Master of science

Meet all of the above criteria.

NURSING M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Department of Nursing offers a graduate program leading to a Master of Science degree. The Clinical Nurse Leader program (CNL) prepares nurses to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for graduate study and continued professional development. The ability to work collaboratively on an interdisciplinary team, provide patient-centered care, employ evidence-based practice, access information technology, and apply quality improvement strategies are basic competencies expected of all graduates of this program.

The MS graduate curriculum includes seven core courses essential for all students that address the theoretical basis of nursing care; professional issues and role development of CNLs, research utilization and evidence-based practice, quality and ethics of health care delivery, health policy and finance, theoretical foundations of nursing, genetics/ genomics, biostatistics and epidemiology. Students apply core content to their Clinical Nurse Leader program. Upon successful completion of program requirements students are eligible to complete a national CNL certification exam.

As a CNHS graduate nursing student, you are required to complete the CNHS Mandatories prior to matriculating into your program. Students must keep these requirements current throughout their program: Immunizations, CPR, HIPPA/OSHA training, annual PPD, and RN License. Some clinical sites require a Criminal Background check as well. It is a program requirement to be compliant with this process to participate in clinical courses/experiences. Complete details on CNHS Mandatories are available on the college website.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

The following criteria must be met to be considered for admission into the program:

- Bachelor's Degree in nursing or another field of study
- Eligibility for licensure as an RN in Vermont

- Graduate Record Examination (GRE)
- College grade point average of 3.00 or higher
- Undergraduate statistics course
- Previous basic physical assessment course
- Three letters of recommendation
- Practice experience is an advantage

Minimum Degree Requirements

The following criteria must be met to complete your minimum degree requirements:

- Core, track, and elective courses
- Successful completion of comprehensive examination
- Grade point average of 3.00 or higher
- Completion and implementation of CNL Project

Comprehensive Examination

The Comprehensive Examination is conducted by the Graduate Program in the Department of Nursing. The examination is designed to allow the student to demonstrate analysis and synthesis of knowledge gained through the program. Students may take the examination any time after the core courses have been successfully completed/ or are enrolled in the final core course, and must be completed prior to the final track courses and practicums. Students will be expected to orally present their CNL Project proposal, clearly articulating, synthesizing, and applying the MS Essentials and the CNL competencies and core content addressed throughout the program of study as they relate to their CNL Project.

The Comprehensive Examination is rated on a satisfactory/unsatisfactory basis. In the event that the student does not achieve a satisfactory on the oral comprehensive exam, one opportunity to provide written evidence of satisfactory achievement of the goal of the comprehensive exam will be allowed.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Meet all of the above criteria.

NURSING PRACTICE DNP

OVERVIEW

The Department of Nursing offers a graduate program leading to a Doctor of Nursing Practice (DNP) degree. The program prepares nurses to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for doctoral study and continued professional development. The ability to work collaboratively on an interdisciplinary team, provide patient-centered care, employ evidence-based practice, access information technology, and apply quality improvement strategies are basic competencies expected of all graduates of this program. The DNP program prepares graduates to provide primary care as advanced practice registered nurses (APRNs) in one of two tracks: Adult-Gerontology Nurse Practitioner (AGNP), or Family Nurse Practitioner (FNP). Additionally, the program offers nurses with an earned Master's Degree in nursing the opportunity

to complete a post-MS DNP degree, either in primary care or as an executive nurse leader.

The DNP graduate curriculum includes nine core courses essential for all students that address the theoretical foundation of nursing care, professional issues and role development of APRNs, evidence based research utilization and practice, health policy and finance, ethics, health care informatics, quality of health care delivery, leadership of health care systems, genetics/ genomics, population-based health, biostatistics and epidemiology. Students apply core content to their DNP Program. Upon successful completion of program requirements APRN students are eligible to complete a national certification exam as either FNP or AGNP.

As a CNHS graduate nursing student, students are required to complete the CNHS mandates prior to matriculating into the program. Students must keep these requirements current throughout their program: Immunizations, CPR, HIPPA/OSHA training, annual PPD, and RN License. Some clinical sites require a criminal background check as well. It is essential to be compliant with this process to participate in clinical courses/experiences. Complete details on CNHS Mandatories are available on the college website.

The following Doctor of Nursing Practice programs are being offered:

Direct Entry Program in Nursing (DEPN)

The Direct Entry Program in Nursing (DEPN) has replaced the Master's Entry Program in Nursing (MEPN). This accelerated, alternative-entry program is for those who have not graduated from a nursing program, and who hold a baccalaureate or higher degree in another field. Upon successful completion of the accelerated pre-RN licensure year, students complete the national examination for RN licensure (NCLEX) and continue into the MS- CNL or the DNP-Primary Care Nurse Practitioner track. A certificate of completion is awarded for the successful completion of the pre-licensure year. A BS degree is not conferred.

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) degree program offers two entry options; one for registered nurses with a baccalaureate or higher degree (in nursing or another field), and another for post- MS applicants who wish to pursue the DNP.

Post-Master's Doctor of Nursing Practice (DNP)

For candidates who have earned a MS degree in Nursing and wish to pursue a DNP. Within the Post Master DNP there are two tracks: Primary Care DNP and Executive Nurse Leader.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Nursing Practice

The following criteria must be met to be considered for admission into the program:

- Bachelor's Degree in Nursing, or Bachelor's Degree in another field for the Direct Entry into Professional Nursing Program

(DEPN), or Associate Degree in Nursing with a Baccalaureate Degree in another field

- Eligibility for licensure as an RN in Vermont
- Graduate Record Examination (GRE) (GRE scores within the past 5 years are required for DNP applicants. GRE is not required for post-MS DNP applicants with a MS degree in nursing)
- College grade point average of 3.00 or higher
- Undergraduate statistics course
- Previous basic physical assessment course
- Three letters of recommendation
- Practice experience preferred

Minimum Degree Requirements for the Degree of Doctor of Nursing Practice

The following criteria must be met to complete your minimum degree requirements:

- Completion of core, track, and elective courses
- Completion of Comprehensive Examination
- Grade point average of 3.00 or higher
- Completion and implementation of DNP Project

Requirements for Admission to Graduate Studies for the Degree of Post Master's DNP Nurse Practitioner and Post Master's DNP Executive Nurse Leader

- Master's Degree in Nursing
- Eligibility for licensure as an RN in Vermont
- College grade point average of 3.00 or higher
- Three letters of recommendation
- Practice experience preferred
- An interview may be requested by the faculty

Minimum Degree Requirements for the Degree of Post Master's DNP Nurse Practitioner and Post Master's DNP Executive Nurse Leader

- Successful completion of Core, track, and elective courses
- Grade point average of 3.00 or higher
- DNP Project

DNP Project

The project option is a capstone experience of the graduate program where students develop and conduct an innovative project/production relevant to advanced nursing practice with faculty supervision. Students are required to present and defend the project orally upon its completion.

To register for the project option, the student must have successfully completed the GRNU core courses and completed a Project Completion Form. They must then register for GRNU 390. In the semester when a student registers for their first Project credits, attendance is expected at the seminars for Thesis/Project Series.

Projects are usually completed during the last semester of the student's program.

Comprehensive Examination

The Comprehensive Examination is conducted by the Graduate Program in the Department of Nursing. The examination is designed to allow the student to demonstrate analysis and synthesis of knowledge gained through the program. Students may take the examination any time after the majority of the core courses have been successfully completed, and must be completed prior to the final track courses and practicums. Students will be expected to orally present their DNP Project proposal, clearly articulating, synthesizing, and applying the DNP Essentials and the NP competencies and core content addressed throughout the program of study as they relate to their DNP Project.

The Comprehensive Examination is rated on a satisfactory/unsatisfactory basis. In the event that the student does not achieve a satisfactory on the oral comprehensive exam, one opportunity to provide written evidence of satisfactory achievement of the goal of the comprehensive exam will be allowed and is to be submitted by two weeks following the oral attempt.

Requirements for Advancement to Candidacy for the Degree of Doctor of Nursing Practice, Post Master's DNP Nurse Practitioner, and Post Master's DNP Executive Nurse Leader

Meet all of the above criteria.

NUTRITION AND FOOD SCIENCES

OVERVIEW

The department mission is to study the relationship between nutrition, food science, health and fitness (preventive nutrition), and between diet and disease (therapeutic nutrition). Faculty research encompasses both basic and applied or community aspects of human nutrition and food science and technology. Research is being conducted on: the impact of attitudes and behaviors toward eating and exercise on body weight and composition; web-based interactive multimedia tools for use in teaching and research; behavior modification programs to improve individual eating behaviors; testing the effectiveness of Internet support on the long term management of obesity; factors affecting the nutritional status of children; milk chemistry and cheese technology (i.e., structure, function, and properties of mozzarella and goat's milk cheese); chemistry and processing of infant formula; and food microbiology.

DEGREES

- Nutrition and Food Sciences M.S. (p. 192)

FACULTY

Berlin, Linda; Extension Assistant Professor, Department of Nutrition and Food Sciences; PHD, Tufts University

Donnelly, Catherine Wright; Professor, Department of Nutrition and Food Sciences; PHD, North Carolina State University Raleigh

Guo, Ming Ruo; Professor, Department of Nutrition and Food Sciences; PHD, University College Cork

Harvey, Jean Ruth; Professor, Department of Nutrition and Food Sciences; PHD, University of Pittsburgh

Johnson, Rachel K; Professor, Department of Nutrition and Food Sciences; PHD, Pennsylvania State University

Kindstedt, Paul Stephen; Professor, Department of Nutrition and Food Sciences; PHD, Cornell University

Niles, Meredith; Assistant Professor, Department of Nutrition and Food Sciences; PHD, University of California-Davis

Oyarzabal, Omar A.; Associate Professor, Extension, Department of Nutrition and Food Sciences; PHD, Auburn University

Pintauro, Stephen Joseph; Associate Professor, Department of Nutrition and Food Sciences; PHD, University of Rhode Island

Pope, Lizzy; Assistant Professor, Department of Nutrition and Food Sciences; PHD, University of Vermont

Trubek, Amy B.; Associate Professor, Department of Nutrition and Food Sciences; PHD, University of Pennsylvania

NUTRITION AND FOOD SCIENCES M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The department mission is to study the relationship between nutrition, food science, health and fitness (preventive nutrition), and between diet and disease (therapeutic nutrition). Faculty research encompasses both basic and applied or community aspects of human nutrition and food science and technology. Research is being conducted on: the impact of attitudes and behaviors toward eating and exercise on body weight and composition; web-based interactive multimedia tools for use in teaching and research; behavior modification programs to improve individual eating behaviors; testing the effectiveness of Internet support on the long term management of obesity; factors affecting the nutritional status of children; milk chemistry and cheese technology (i.e., structure, function, and properties of mozzarella and goat's milk cheese); chemistry and processing of infant formula; and food microbiology.

The Department of Nutrition and Food Sciences offers thesis-based and non-thesis Master of Science degrees. The thesis-based M.S. degree is a course and research based program, with 15-24 credits in course work, and 6-15 credits of research. The minimum number of credits required is 30. A thesis is written and there is a defense.

A non-thesis M.S. degree also requires 30 credits of course work, although a student, at the discretion of their advisor may choose to complete a 3-6 credit internship or project which would replace some of the course work. The non-thesis M.S. does not require a thesis or a thesis defense.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An undergraduate major in nutrition, dietetics, food science or a science-related field; an undergraduate course in biochemistry; satisfactory scores on the Graduate Record Examination. A minimum undergraduate GPA of 3.0 is recommended. Students need to complete the Graduate College Application form that must include three letters of recommendation. Students must be admitted

through the Graduate College before taking any courses that will be applied to the master's degree requirements.

Minimum Degree Requirements for the Degree of Master of Science

A minimum of 30 credits and successful completion of a written comprehensive exam are required for completion of a Master's Degree in Nutrition and Food Sciences. Students enrolled in the thesis-based program must also write, present and successfully defend their research thesis.

Students must meet the UVM Graduate College Requirements for the Master's Degree. Required courses for both the thesis and non-thesis M.S. are as follows:

Thesis		
STAT 211	Statistical Methods I	3
NFS 360	Rsch Meth Nutr & Food Sciences	3
NFS 350	Nutrition&Food Science Seminar	1
NFS 391	Master's Thesis Research	6-15
Non-Thesis		
STAT 211	Statistical Methods I	3
NFS 360	Rsch Meth Nutr & Food Sciences	3
NFS 350	Nutrition&Food Science Seminar	2

Remaining elective courses for both the thesis and non-thesis courses should be chosen in consultation with the student's advisor and must be approved for graduate credit.

Comprehensive Examination

Thesis M.S. candidates will present a seminar before the end of the second semester of the degree program. This seminar will focus on the background to the proposed M.S. thesis research and experimental design. The candidate will be expected to provide an abstract of the seminar and a link to one pertinent online article related to the seminar topic. The abstract (electronic version) and link to a pertinent article must be submitted to the course instructor no later than one week prior to the seminar date. The course instructor will distribute the abstract and link to the NFS faculty and students. Within two weeks following the seminar date, the candidate will meet with his/her thesis defense committee to discuss the student's performance with the seminar and provide feedback. This seminar and the committee meeting that follows will constitute the student's M.S. Comprehensive Examination.

Non-Thesis M.S. candidates will present a seminar before the end of the second semester of the degree program. This seminar will focus on a literature review of a topic to be determined by the student and their faculty advisor. The candidate will be expected to provide an abstract of the seminar and a link to one pertinent online article related to the seminar topic. The abstract (electronic version) and link to a pertinent article must be submitted to the course instructor no later than one week prior to the seminar date.

The course instructor will distribute the abstract and link to the NFS faculty and students. Within two weeks following the seminar date, the candidate will meet with his/her advisor and the non-thesis MS graduate committee to discuss the student's performance with the seminar and provide feedback. This seminar and the committee meeting that follows will constitute the student's M.S. Comprehensive Examination.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Advancement to candidacy requires satisfactory completion of the comprehensive exam.

PATHOLOGY

OVERVIEW

The Department of Pathology is actively engaged in both undergraduate and graduate courses focusing on general and systemic pathology as well as mechanisms of environmental disease. Opportunities include courses on special techniques of translational pathology as well as molecular mechanisms of environmental disease. Numerous research opportunities are available in collaboration with the dynamic and engaged faculty.

DEGREES

- Pathology M.S. (p. 193)

FACULTY

Anathy, Vikas; Assistant Professor; Department of Pathology and Laboratory Medicine; PHD, Madurai Kamaraj University
Buskiewicz, Iwona; Assistant Professor, Department of Pathology and Laboratory Medicine, PhD, University of Witten
Fung, Mark K.; Professor, Department of Pathology and Laboratory Medicine; MD, PHD, University of Alabama School of Medicine
Heintz, Nicholas; Professor, Department of Pathology and Laboratory Medicine; PHD, University of Vermont
Janssen-Heininger, Yvonne; Professor, Department of Pathology and Laboratory Medicine; PHD, University of Lumburg
Seward, David J.; Assistant Professor, Department of Pathology and Laboratory Medicine; MD, PHD, University of Chicago
Shukla, Arti; Associate Professor, Department of Pathology and Laboratory Medicine; PHD, Benaras Hindu University
Taatjes, Douglas J.; Professor, Department of Pathology and Laboratory Medicine; PHD, University of Basel
Tracy, Russell P.; Professor, Department of Pathology and Laboratory Medicine; PHD, Syracuse University
Van der Velden, Jos; Assistant Professor of Department of Pathology and Laboratory Medicine, PhD, University Maastricht, Netherlands
Van der Vliet, Albert; Professor, Department of Pathology and Laboratory Medicine; PHD, University of Amsterdam

PATHOLOGY M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Department of Pathology offers thesis-based and non-thesis Master of Science degrees. The thesis-based M.S. degree is a course and research based program, with 24 credits in coursework, and 6 credits of research culminating in a written thesis and defense. A non-thesis M.S. degree requires 30 credits in coursework, but does not require a thesis or thesis defense. Research interests in the Department of Pathology are diverse, with special emphasis on Environmental Pathology and Cardiovascular Molecular Epidemiology.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Masters of Science

Students should apply for admission into the master's in pathology program by March 15. Admission into this program requires the following:

- Satisfactory undergraduate or graduate course work in chemistry, organic chemistry, and the biological sciences
- Satisfactory scores on the Graduate Record Examination (GRE) general exam or the Medical College Admission Test (MCAT)
- Completion of the UVM graduate college application
- Three letters of recommendation that attest to the student's intellectual maturity, oral and verbal communication skills, and their aptitude for studies towards an advanced degree in this area

Program Learning Outcomes for Students

- Attain a core set of knowledge within pathology and molecular biology.
- Engage in a hypothesis based approach to pathology research (thesis track).
- Think independently, creatively, and critically about established scientific findings and new discoveries in pathology.
- Become effective written and oral communicators of science.
- Successfully prepare for pathology-based careers in patient care, translational and basic science research, and biomedical education.

Minimum Degree Requirements

A minimum of 30 credits with a minimum GPA of 3.00 and successful completion of a comprehensive oral exam are required for a master's degree in pathology. Students enrolled in the thesis-based program must also write, present and successfully defend their research thesis. Students must also meet the Graduate College requirements for the Master's Degree.

Thesis Track (Core curriculum - 30 credit hrs)		
PATH 303	Translational Pathology	3
PATH 305	Molecular Mech Environ Disease	3
CLBI 301	Cell Biology	3
NSCI 327	Resp Conduct in Biomed Rsch	1

PATH 391	Master's Thesis Research	6-15
Grant Proposal		
Additional elective courses, after consultation with thesis advisor, including but not limited to:		
CTS 301	Design Clin&Translational Res	3
PHRM 272	Toxicology	3
CLBI 295	Special Topics (Principles of Lung Biology)	1-18
PATH 304	Human Molecular Genetics	3
PATH 325	Genetics for Clinicians	3
MPBP 325	Data Analysis&Presentation I	2

Non-Thesis Track (Core curriculum - 30 credit hrs)		
PATH 303	Translational Pathology	3
PATH 305	Molecular Mech Environ Disease	3
CLBI 301	Cell Biology	3
Additional approved courses (21 credit hrs)		
Comprehensive Oral Examination		
Additional elective courses, after consultation with thesis advisor, including but not limited to:		
PATH 330	Pathology Rotations	3-9
CTS 301	Design Clin&Translational Res	3
PHRM 272	Toxicology	3
CLBI 295	Special Topics (Principles of Lung Biology)	1-18
PATH 304	Human Molecular Genetics	3
PATH 325	Genetics for Clinicians	3
MPBP 325	Data Analysis&Presentation I	2

Comprehensive Examination

A written examination is taken following completion of the core courses listed above.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Completion of core courses listed above and passing the comprehensive examination.

PHARMACOLOGY

OVERVIEW

The objective of the Department of Pharmacology Master's Programs is to provide a broad knowledge base of pharmacological concepts, preparing students for careers in Pharmaceutical, biotechnology and related industries; or to increase their competitiveness to pursue additional graduate degrees.

Research interests in the Department of Pharmacology are diverse, with special emphasis on cardiovascular and cerebrovascular pharmacology, physiology, neurovascular coupling, signal transduction, and medicinal chemistry/cancer chemotherapy.

The Department of Pharmacology offers thesis-based and non-thesis Master of Science degrees. The thesis-based M.S. degree is a course and research based program, with 24 credits in coursework, and 6 credits of research. A thesis is written and there is a defense. A non-thesis M.S. degree requires 30 credits in coursework, but does not require a thesis or thesis defense.

Students can enter the thesis or non-thesis Pharmacology Master's programs by one of two mechanisms. First is the Traditional Master's Degree Program involving a two year program of study. This program is available to all applicants. Second is the Accelerated Master's Degree Program (AMP). This program is available exclusively to UVM undergraduate science majors and is designed to provide the opportunity to obtain their Master's degree in a two year program of study, the first year of which overlaps with their senior year of undergraduate study, decreasing both the time and cost of completing the Master's degree.

In addition to the Pharmacology M.S. and Accelerated Master's Program (AMP), the Pharmacology faculty participate in interdisciplinary doctoral programs in Neuroscience, and Cellular, Molecular, and Biomedical Sciences found elsewhere in this catalogue.

DEGREES

- Pharmacology AMP (p. 194)
- Pharmacology M.S. (p. 196)

FACULTY

Carr, Frances Eileen; Professor, Department of Pharmacology; PHD, University of Illinois Chicago

Dostmann, Wolfgang R. G.; Professor, Department of Pharmacology; PHD, University of Bremen, MD, University of Munich

Erdos, Benedek; Assistant Professor, Department of Pharmacology; PHD, Semmelweis University, School of Medicine, Budapest, Hungary

Howe, Alan K.; Associate Professor, Department of Pharmacology; PHD, Northwestern University

Lounsbury, Karen M.; Professor, Department of Pharmacology; PHD, University of Pennsylvania

Morielli, Anthony; Associate Professor, Department of Pharmacology; PHD, University of California at Santa Cruz

Nelson, Mark; Professor and Chair, Department of Pharmacology; PHD, Washington University in St Louis

Wellman, George C.; Professor, Department of Pharmacology; PHD, University of Vermont

PHARMACOLOGY AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

This accelerated master's degree program (AMP) is designed to offer select UVM undergraduate science majors the opportunity to obtain both their bachelor's degree and a master's degree in Pharmacology in a total of five years of study. Students may choose to complete either a thesis-based or non-thesis AMP. The objective of Department of Pharmacology Master's Program is to provide a broad knowledge base of pharmacological concepts, preparing students for careers in pharmaceutical, biotechnology and related industries; or to increase their competitiveness to pursue additional graduate degrees. Research interests in the Department of Pharmacology are diverse, with special emphasis on cardiovascular and cerebrovascular pharmacology, physiology, neurovascular coupling, signal transduction, and medicinal chemistry/cancer chemotherapy.

The Department of Pharmacology offers thesis-based and non-thesis Master of Science degrees. The thesis-based M.S. degree is a course and research based program, with 24 credits in coursework, and 6 credits of research. A thesis is written and there is a defense. A non-thesis M.S. degree requires 30 credits in coursework, but does not require a thesis or a thesis defense. Following acceptance into the program by the Graduate College, students enrolled in this program can take up to six credits of graduate-level courses that will count towards both a bachelor's degree and the master's in pharmacology degree. An additional three credits of graduate level coursework taken after acceptance into the program can be applied towards the master's degree provided that these three credits are not used to fulfill undergraduate degree requirements. Students would then be expected to complete remaining master's degree requirements during a fifth year of study. Full-time graduate student status will start the summer after their undergraduate graduation and will be expected to be maintained until completion of their master's degree in Pharmacology.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

- A course background in the sciences (biology, chemistry, physics, etc.) is recommended.
- Graduate Record Examination (GRE) scores are not required.
- A minimum cumulative grade point average of 3.00 is recommended.

Students should apply for admission into the accelerated master's in Pharmacology program in the spring semester of their junior year. Admission to the program requires the following:

- Completion of the Graduate College Application form that must include at least three letters of recommendation, including at least one from a UVM faculty member.
- Students MUST be admitted through the Graduate College before taking any courses that will be applied to the Master's degree requirements. Students will start full-time master's

degree coursework in the summer following their undergraduate graduation.

MINIMUM DEGREE REQUIREMENTS

A minimum of 30 credits and successful completion of a written comprehensive exam are required for completion of the Accelerated Master's Degree in Pharmacology. Students enrolled in the thesis-based program must also write, present and successfully defend their research thesis. Students must also meet the UVM Graduate College Requirements for the Master's Degree. Courses should be selected from the following lists. Up to two additional graduate level courses (6 credits), approved by the program director may be used towards the 30 credit requirement.

Required Courses:		
PHRM 240	Molecules & Medicine	3
PHRM 290	Topics Molecular&Cell Pharm	3
PHRM 301	Medical Pharmacology	6
PHRM 381	Seminar	1
MPBP 301	Human Physiology & Pharm I	4
Required for non-thesis masters:		
PHRM 301	Medical Pharmacology	6
Required for thesis masters:		
PHRM 391	Master's Thesis Research	6
Additional courses may be selected from the following or by approval of the Program Director:		
PHRM 200	Medical Cannabis	3
PHRM 201	Introduction to Pharmacology	3
PHRM 272	Toxicology	3
PHRM 302	Pharmacological Techniques	1-4
PHRM 305	Milestones in Pharmacology	2
PHRM 373	Readings in Pharmacology	2
MPBP 302	Human Physiology & Pharm II	4
BIOC 301	General Biochemistry	3
BIOC 302	General Biochemistry	3
STAT 211	Statistical Methods I	3

Comprehensive Examination

Students are required to pass a written comprehensive exam that will be taken in March of the second year. The format is a take-home written exam. The questions will be based on the core-curriculum Pharmacology focused courses common to the thesis and non-thesis based tracks. Grading is on a 1-10 scale for each question. An average score of 7 or better is required to pass. If a passing grade is not obtained, one re-take is permitted.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Advancement to candidacy requires satisfactory completion of the comprehensive exam.

PHARMACOLOGY M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The objective of the Department of Pharmacology Master's Programs is to provide a broad knowledge base of pharmacological concepts, preparing students for careers in pharmaceutical, biotechnology and related industries; or to increase their competitiveness to pursue additional graduate degrees. Research interests in the Department of Pharmacology are diverse, with special emphasis on cardiovascular and cerebrovascular pharmacology, physiology, neurovascular coupling, signal transduction, and medicinal chemistry/cancer chemotherapy.

The Department of Pharmacology offers thesis-based and non-thesis Master of Science degrees. The thesis-based M.S. degree is a course and research based program, with 24 credits in course work, and 6 credits of research. A thesis is written and there is a defense. A non-thesis M.S. degree requires 30 credits in coursework, but does not require a thesis or thesis defense.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

A course background in the sciences (biology, chemistry, physics, etc.) is recommended. Graduate Record Examination (GRE) scores are not required.

Admission to the program requires the following:

- A minimum cumulative grade point average of 3.00 is recommended.
- Completion of the Graduate College Application form that must include at least three letters of recommendation.

Students MUST be admitted through the Graduate College before taking any courses that will be applied to the master's degree requirements.

MINIMUM DEGREE REQUIREMENTS

A minimum of 30 credits and successful completion of a written comprehensive exam are required for completion of a Master's Degree in Pharmacology. Students enrolled in the thesis-based program must also write, present and successfully defend their research thesis.

Students must meet the UVM Graduate College Requirements for the Master's Degree. Courses should be selected from the following lists. Up to two additional graduate level courses (6 credits),

approved by the program director may be used towards the 30 credit requirement.

Required Courses:		
PHRM 240	Molecules & Medicine	3
PHRM 290	Topics Molecular&Cell Pharm	3
PHRM 381	Seminar	1
MPBP 301	Human Physiology & Pharm I	4
Required for non-thesis masters:		
PHRM 301	Medical Pharmacology	6
Required for thesis masters:		
PHRM 391	Master's Thesis Research	6
Additional courses may be selected from the following or by approval of the Program Director:		
PHRM 200	Medical Cannabis	3
PHRM 201	Introduction to Pharmacology	3
PHRM 272	Toxicology	3
PHRM 302	Pharmacological Techniques	1-4
PHRM 305	Milestones in Pharmacology	2
PHRM 373	Readings in Pharmacology	2
MPBP 302	Human Physiology & Pharm II	4
BIOC 301	General Biochemistry	3
BIOC 302	General Biochemistry	3
STAT 211	Statistical Methods I	3

Comprehensive Examination

Students are required to pass a written comprehensive exam that will be taken in March of the second year. The format is a take-home written exam. The questions will be based on the core-curriculum Pharmacology focused courses common to the thesis and non-thesis based tracks. Grading is on a 1-10 scale for each question. An average score of 7 or better is required to pass. If a passing grade is not obtained, one re-take is permitted.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Advancement to candidacy requires satisfactory completion of the comprehensive exam.

PHYSICAL THERAPY

OVERVIEW

The UVM Doctor of Physical Therapy program's mission is to prepare graduates to lead and collaborate in the quest of promoting the health of individuals, communities and society through movement and exercise in order to optimize function, activity, and

participation across environments. UVM graduates provide ethical, evidence-based, client-centered services in a culturally sensitive manner as they serve society to enhance quality of life. Graduates are decision-makers in the primary care team who have a clear understanding of the importance of lifelong learning that will support their client, patient, and professional needs. Faculty model and support student learning of these expected educational outcomes.

The program's vision is to be recognized for leadership in its contribution to the creation, advancement, and dissemination of translational research while striving toward excellence to education Doctor of Physical Therapy scholars who collaborate to "transform society by optimizing movement," for the promotion of individual and population health of our communities and society.

The faculty members below are in addition to those who have been formally appointed as Graduate Faculty members:

Failla, Mathew; Assistant Professor, Department of Rehabilitation and Movement Science; PhD University of Delaware, DPT University of Hartford

Kunsman, Michelle; Clinical Assistant Professor, Department of Rehabilitation and Movement Science; DPT, Simmons College

Sargent, Elizabeth; Visiting Clinical Assistant Professor, Department of Rehabilitation and Movement Science, ScD, Texas Tech University, PT University of Wisconsin

Smith, Paula; Clinical Assistant Professor, Department of Rehabilitation and Movement Science; DPT, Virginia Commonwealth University, Medical College of Virginia

DEGREES

- Physical Therapy D.P.T. (p. 197)

FACULTY

Dee, Justine; Clinical Associate Professor, Department of Rehabilitation and Movement Science; MS, University of Vermont, PT, Northeastern University

Escorpizo, Reuben Samsuya; Clinical Assistant Professor, Department of Rehabilitation and Movement Science; DPT, Des Moines University

Gell, Nancy M.; Assistant Professor, Department of Rehabilitation and Movement Science; PHD, Auburn University

Ouellette-Morton, Rebecca; Clinical Assistant Professor, Department of Rehabilitation and Movement Science, DPT, University of New England

Reed, Brian; Associate Professor, Department of Rehabilitation and Movement Science; PHD, Temple University

Tschoepe, Barbara A; Visiting Professor, Department of Rehabilitation and Movement Science; Director, Doctor of Physical Therapy Program; PHD, University of Colorado

PHYSICAL THERAPY D.P.T.

OVERVIEW

The Doctor of Physical Therapy (DPT) program at the University of Vermont (UVM) consists of 102 graduate credits offered in a

3-year full-time program format, inclusive of summers, that leads to a Doctor of Physical Therapy (DPT) degree. The program is well recognized for preparing DPT graduates to lead as practitioner scholars who translate evidence into contemporary best practice. The program of study integrates the basic and clinical sciences with physical therapist client/patient management practices and essential skills in scientific inquiry, leadership, business, professionalism, ethics and health policy. Students broaden their professional preparation through participation in 36 weeks of clinical internships interspersed throughout the curriculum. Internships are offered throughout the U.S. in a variety of specialty areas and require student travel to these locations. Assignments are based on students' educational needs and clinical site availability. Students are responsible for all costs associated with clinical internships.

Exceptional faculty role model clinical and research expertise across each of the specialty areas of physical therapist practice while facilitating student development as movement experts who promote health through exercise at the individual and community level.

PROGRAM MISSION AND VISION

The UVM DPT program mission is to prepare DPT graduates to lead and collaborate in the quest of promoting the health of individuals, communities and society through movement and exercise in order to optimize function, activity, and participation across environments. UVM graduates are movement experts who provide ethical, evidence-based, client-centered services in a culturally sensitive manner as they serve society to enhance quality of life. Graduates are decision makers in the primary care team who have a clear understanding of the importance of lifelong learning that will support their client, patient and professional needs.

The program's vision is to be recognized for leadership in its contribution to the creation, advancement, and dissemination of translational research while striving toward excellence to educate DPT scholars who collaborate to "transform society by optimizing movement," and promote individual and population health of our communities and society.

PROFESSIONAL LICENSURE

Upon successful completion of the program, graduates are eligible to sit for the national licensure examination administered through the Federation of State Boards of Physical Therapy.

ACCREDITATION

The DPT program at UVM is accredited by the Commission on Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, VA, 22314 (703) 706-3245, email: accreditation@apta.org.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Physical Therapy

Applicants must complete the prerequisite course requirements and a baccalaureate degree in any major from UVM or any regionally

accredited institution. Applicants with a baccalaureate degree from institutions outside the U.S. will also be considered.

Applicants to the DPT program must have a cumulative GPA of 3.00 or higher in their undergraduate studies. All applicants must complete the following prerequisite courses with a cumulative GPA of 3.30 or higher prior to entry into the DPT program:

- Two semesters of anatomy/physiology
- Two semesters of college chemistry with labs
- Two semesters of physics with labs
- Two semesters of biology (not botany or zoology)
- One semester of psychology
- One semester of statistics

APPLICATION PROCESS:

All Applicants must complete the Common Application through the Physical Therapist Centralized Application Service (PTCAS), a division of the American Physical Therapy Association. Follow all instructions on the site. Application materials should be submitted directly to PTCAS and includes:

- Three letters of recommendation.
- Official Transcript(s) from all U.S. and Canadian schools attended. PTCAS and the UVM D.P.T. program accept prerequisite credits from regionally accredited institutions only. For international applicants, transcripts must be translated and evaluated by an official service and sent to the CNHS Office of Student Services.
- Official Graduate Record Exam (GRE) scores. GRE Code is 7708. Minimum preferred scores are 150 Quantitative, 150 Verbal and 4.0 Writing. Scores must be received by the application deadline.

Complete the supplemental UVM Graduate College Application form. Include the following information:

- Upload a document that reads: "See essay on the PTCAS application."
- Application Fee
- Note: No transcripts, letters of recommendation or other materials submitted in the PTCAS application need to be submitted to the University of Vermont.
- If applying to the combined DPT/PhD in Neuroscience program select the DPT/NGP option on the supplemental application. See website for details.

Complete the D.P.T. Prerequisite Course Completion form.

Minimum Degree Requirements

The UVM DPT program requires successful completion of 102 graduate credits.

Year One	
Summer	

ANNB 201	Human Gross Anatomy	6
Fall		
August - December		
PT 305	Pathophysiology/Pharmacology	6
PT 318	Movt Sci 1: Kinesiology	3
PT 420	Undrstandng Evidence PT Pract	3
PT 340	Patient Mngmt Fndmntl Skills	6
Spring		
NSCI 302	Neuroscience	4
PT 306	Pro Sem1: Intro to PT&Hlth Care	1
PT 344	Patient Mgmt Musculoskeletal 1	8
RMS 244	Patient Mgmt Therapeutic Modal	3
Year Two		
Summer		
PT 370	Clinical Internship 1	3
PT 302	Quality in Health Care	3
PT 319	Movt Sci 2: Lifespan Mtr Devel	3
Fall		
PT 307	Pro Sem 2: Prep for PT Practice	1
PT 422	Research Proj- Systematic Rvw	2
or PT 428	Research Pro- Non systemtc rvw	
PT 330	Psychosocial Issues in Health	3
PT 345	Patient Mgt-Neuromuscular 1	6
PT 347	Patient Mgt: Cardiopulmonary	4
Winter/Spring		
PT 303	Hlth Promotion & Disease Prvnt	3
PT 308	Pro Sem3: Ethics & Career Prep	1
PT 329	Knowl Imp Trans & Exch of EBPT	1
PT 331	Hlth Care Plcy & Pract Mgmt PT	3
PT 346	Patient Mgt-Neuromuscular 2	5
PT 348	Patient Mgt: Medical/Surgical	4
Year Three		
Summer		
PT 349	Patient Mgt: Musculoskeletal 2	4
PT 360	Integrated Patient Mgmt Sem	1
Fall		

PT 371	Clinical Internship 2	5
PT 372	Clinical Internship 3A	2
Intersession		
PT 373	Clinical Internship 3B	1
Spring		
PT 374	Clinical Internship 3C	2
PT 375	Clinical Internship 4	5
Total Credits		102

Students will be recommended for graduation by the DPT faculty if they:

- Receive no more than 2 passing course grades below a B
- Obtain a cumulative GPA of 3.0 or higher at the end of their didactic course work
- Pass their Comprehensive Examination
- Pass all clinical internships and clinical education coursework expectations during their clinical experience and receive no more than one U grade in a clinical education course (that was successfully retaken for a S grade)
- Illustrate evidence of professional behaviors commensurate with professional doctoral practice in physical therapy

LIMITED WAIVER OPTION

The DPT program faculty, under special circumstances, may allow a waiver of up to 6 credits based on prior knowledge. A course waiver form inclusive of prior knowledge supporting documentation must be submitted to the Chair of the DPT Admissions, Progression and Retention (APR) Committee and Program Director (PD) at least 2 weeks prior to the semester where the potentially waived course is offered. The DPT APR Committee will review all requests for recommendation to the PD. Students will receive notification of decision in writing and the Graduate College will be notified when a waiver has been approved.. The student assumes responsibility for all content of any approved course waiver.

Comprehensive Examination

The examination takes the form of a small group research project or a systematic review that culminates in a written paper and an oral dissemination/defense. The written paper and presentations may take multiple formats and must be satisfactorily completed by the end of the 2nd year of the program and prior to beginning PT 371 Clinical Internship 2. Should students not pass the comprehensive examination, they will have one additional opportunity to remediate and provide evidence of achievement of the learning outcomes of the comprehensive examination prior to being able to progress to their clinical rotations.

Requirements for Advancement to Candidacy for the Degree of Doctor of Physical Therapy

Successful completion of all graded graduate credits with a 3.00 GPA or better and the comprehensive examination.

PHYSICS

OVERVIEW

The Department of Physics offers research opportunities in theoretical and experimental condensed matter physics, astronomy and astrophysics, and soft condensed matter physics and biophysics.

Research in theoretical condensed matter physics focuses on the dynamics of quantum systems with application to electronic, magnetic, optical, structural, and thermal properties of nanomaterials including fullerene-derived solids (buckyballs) and carbon nanotubes. Basic research also includes the investigation of low energy scattering of atoms and molecules from surfaces and systems with many internal degrees of freedom, and the development of new methods for studying quantum many-body systems, such as new extensions of density functional theory to van der Waals systems. In addition, high performance computational techniques including quantum Monte Carlo and exact diagonalization are used to study strongly-interacting quantum systems with a focus on the types of emergent phenomena that are ubiquitous in complex systems. This includes investigations of entanglement in quantum fluids and gases in the presence of confinement, disorder, and dissipation.

The physics of recently discovered Graphene and its derivatives is another major direction of theoretical research. These materials exhibit unconventional electronic, magnetic, mechanical, and transport properties, and efforts are under way to understand the role of quantum many-body effects both from fundamental standpoint and in relation to nanodevice applications.

Additional theoretical studies include strongly-correlated electron systems, such as complex oxides and cuprates and high-temperature superconductors. Of particular interest are frustrated quantum magnets with novel ground states, as well as conducting cuprates which exhibit complex interplay of charge and spin phenomena. Such systems also tend to undergo quantum phase transitions, and the study of quantum critical phenomena is a major research direction.

Theoretical studies of the optical properties of materials include the electronic structure of defect complexes in ionic crystals, the application of subtracted dispersion relations to optical data analysis, and the separation of inter- and intra-band effects in the infrared spectra of metals. Related studies are concerned with theories of X-ray scattering, of X-ray optical properties, and of X-ray optical elements.

Research in materials physics includes studies of the kinetics of thin film growth and surface processing, applied to materials with interesting and useful physical properties such as organic semiconductors and magnetic materials. Many of the research projects involve real-time X-ray or electron diffraction structural studies of surface phenomena, combined with computer simulation of relevant surface processes. Available is an ultra-high vacuum thin-

film deposition laboratory dedicated to these studies, and regular use is made of synchrotron X-ray facilities in the U.S.

Additional research in materials physics includes studies of fundamental magnetic and spin-dependent electronic properties of semiconductor nanostructures that employ high magnetic field optical spectroscopy imaging techniques. The physics department hosts one of the few laboratories in New England where time-resolved, spin-dependent spectroscopy imaging at magnetic fields as high as five Tesla may be carried out.

Astrophysical research centers on experimental radio astronomy, with particular emphasis on pulsars and the interstellar medium. Observations are carried out using major instruments of the U.S. National Observatories and generally involve computer analysis and interpretation.

Research in biophysical ultrasound is directed toward an understanding of the physical principles involved when ultrasound interacts with living systems. This often involves collaboration with the College of Medicine. Acoustical and optical tweezers permit manipulating single cells without touching them. New forms of ultrasonic transducers and biosensors are being developed in collaboration with the Department of Electrical Engineering, as part of the Materials Science program. Biophysical research includes studies on the development and employment of novel uses of in situ atomic force microscopy for biological applications, specifically high-resolution structural studies of membrane proteins, investigation of the packing of genetic materials on bilayer membranes, and studies on how DNA-bilayer interactions affect the use of cationic lipids as gene-delivery means. Other research in biological physics and protein dynamics involves combining the detail of atomic-resolution X-ray crystallography with the sensitivity of optical and IR spectroscopy. The department has access to a state-of-the-art protein crystallography diffractometer and organizes regular trips to synchrotrons in the U.S. and Europe.

Opportunities for collaborative research with other university departments and groups include those with Chemistry, the Materials Science program, Molecular Physiology and Biophysics, the Cellular, Molecular and Biomedical Sciences program, Computer Science, Electrical Engineering, Civil and Environmental Engineering, Mechanical Engineering, Medical Radiology, and Geology.

The department participates in a doctoral program in Materials Science.

DEGREES

- Physics AMP (p. 200)
- Physics M.S. (p. 201)

FACULTY

Clougherty, Dennis Paul; Professor, Department of Physics; PHD, Massachusetts Institute of Technology

Del Maestro, Adrian G.; Assistant Professor, Department of Physics; PHD, Harvard University

Furis, Madalina Ioana; Associate Professor, Department of Physics; PHD, University of Buffalo

Headrick, Randall L.; Professor, Department of Physics; PHD, University of Pennsylvania

Kotov, Valeri N.; Associate Professor, Department of Physics; PHD, Clarkson University

Rankin, Joanna Marie; Professor, Department of Physics; PHD, University of Iowa

Vanegas, Juan; Assistant Professor, Department of Physics; PHD; University of California

White, Matthew S.; Assistant Professor, Department of Physics; PHD; University of Colorado

Wu, Jun-Ru; Professor, Department of Physics; PHD, University of California Los Angeles

Yang, Jie; Associate Professor, Department of Physics; PHD, Princeton University

PHYSICS AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Department of Physics offers research opportunities in Theoretical and Experimental Condensed Matter physics, Astronomy and Astrophysics, and Soft Condensed Matter Physics and Biophysics.

Research in theoretical condensed matter physics focuses on the dynamics of quantum systems with application to electronic, magnetic, optical, structural, and thermal properties of nanomaterials including fullerene-derived solids (buckyballs) and carbon nanotubes. Basic research also includes the investigation of low energy scattering of atoms and molecules from surfaces and systems with many internal degrees of freedom and the development of new methods for studying quantum many-body systems, such as new extensions of density functional theory to van der Waals systems. In addition, high performance computational techniques including quantum Monte Carlo and exact diagonalization are used to study strongly interacting quantum systems with a focus on the types of emergent phenomena that are ubiquitous in complex systems. This includes investigations of entanglement in quantum fluids and gases in the presence of confinement, disorder and dissipation.

The physics of recently discovered Graphene and its derivatives is another major direction of theoretical research. These materials exhibit unconventional electronic, magnetic, mechanical, and transport properties, and efforts are under way to understand the role of quantum many-body effects both from fundamental standpoint and in relation to nanodevice applications.

Additional theoretical studies include strongly-correlated electron systems, such as complex oxides and cuprates and high-temperature superconductors. Of particular interest are frustrated quantum magnets with novel ground states, as well as conducting cuprates which exhibit complex interplay of charge and spin phenomena. Such systems also tend to undergo quantum phase transitions, and the study of quantum critical phenomena is a major research direction.

Theoretical studies of the optical properties of materials include the electronic structure of defect complexes in ionic crystals, the application of subtracted dispersion relations to optical data analysis, and the separation of inter- and intra-band effects in the infrared spectra of metals. Related studies are concerned with theories of X-ray scattering, of X-ray optical properties, and of X-ray optical elements.

Research in materials physics includes studies of the kinetics of thin film growth and surface processing, applied to materials with interesting and useful physical properties such as organic semiconductors and magnetic materials. Many of the research projects involve real-time X-ray or electron diffraction structural studies of surface phenomena, combined with computer simulation of relevant surface processes. Available is an ultra-high vacuum thin-film deposition laboratory dedicated to these studies, and regular use is made of synchrotron X-ray facilities in the U.S.

Additional research in materials physics includes studies of fundamental magnetic and spin-dependent electronic properties of semiconductor nanostructures that employ high magnetic field optical spectroscopy imaging techniques. The physics department hosts one of the few laboratories in New England where time-resolved, spin-dependent spectroscopy imaging at magnetic fields as high as five Tesla may be carried out.

Astrophysical research centers on experimental radio astronomy, with particular emphasis on pulsars and the interstellar medium. Observations are carried out using major instruments of the U.S. National Observatories and generally involve computer analysis and interpretation.

Research in biophysical ultrasound is directed toward an understanding of the physical principles involved when ultrasound interacts with living systems. This often involves collaboration with the College of Medicine. Acoustical and optical tweezers permit manipulating single cells without touching them. New forms of ultrasonic transducers and biosensors are being developed in collaboration with Electrical Engineering, as part of the Materials Science Program. Biophysical research includes studies on the development and employment of novel uses of in situ atomic force microscopy for biological applications, specifically high-resolution structural studies of membrane proteins, investigation of the packing of genetic materials on bilayer membranes, and studies on how DNA-bilayer interactions affect the use of cationic lipids as gene-delivery means. Other research in biological physics and protein dynamics involves combining the detail of atomic-resolution X-ray crystallography with the sensitivity of optical and IR spectroscopy. The department has access to a state-of-the-art protein crystallography diffractometer and organizes regular trips to synchrotrons in the U.S. and Europe.

Opportunities for collaborative research with other university departments and groups include those with Chemistry, the Materials Science Program, Molecular Physiology and Biophysics, the Cellular, Molecular and Biomedical Sciences Program, Computer Science, Electrical Engineering, Civil and Environmental Engineering, Mechanical Engineering, Medical Radiology, and Geology.

The department participates in a doctoral program in Materials Science.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Students

Students must apply for the Accelerated Master's Program (AMP) during spring semester of their junior year. Students interested in the AMP can request information in writing from the physics department. Recommendation for admission will be based upon the student's prior academic record with particular attention paid to performance in upper-division 200-level physics courses. Following formal Graduate College admission to the Accelerated Master's Program, up to six credits of approved graduate course work may be taken that may be counted toward both the undergraduate and graduate degree requirements. Generally, AMP students must begin a research project by or during the summer prior to their senior year.

Minimum Degree Requirements for the Degree of Master of Science

A total of thirty credits including:

A minimum of six credits of thesis research	6
At least nine credits of physics courses at the 300-level	9

Comprehensive Examination

At the start of their second semester at UVM, students are expected to sit for the written part of the Comprehensive Exam which covers Classical mechanics, Quantum Mechanics, Electricity and Magnetism, as well as Thermal Physics and Mathematical Physics.

Students are given two opportunities to pass the comprehensive exam. In addition to the written portion, there is also an oral portion that consists of a Master's thesis proposal given after the start of a thesis research project.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of all required courses and the comprehensive exam.

PHYSICS M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Department of Physics offers research opportunities in theoretical and experimental condensed matter physics, astronomy and astrophysics, and soft condensed matter physics and biophysics.

Research in theoretical condensed matter physics focuses on the dynamics of quantum systems with application to electronic, magnetic, optical, structural, and thermal properties of nanomaterials including fullerene-derived solids (buckyballs) and carbon nanotubes. Basic research also includes the investigation of low

energy scattering of atoms and molecules from surfaces and systems with many internal degrees of freedom, and the development of new methods for studying quantum many-body systems, such as new extensions of density functional theory to van der Waals systems. In addition, high performance computational techniques including quantum Monte Carlo and exact diagonalization are used to study strongly-interacting quantum systems with a focus on the types of emergent phenomena that are ubiquitous in complex systems. This includes investigations of entanglement in quantum fluids and gases in the presence of confinement, disorder, and dissipation.

The physics of recently discovered Graphene and its derivatives is another major direction of theoretical research. These materials exhibit unconventional electronic, magnetic, mechanical, and transport properties, and efforts are under way to understand the role of quantum many-body effects both from fundamental standpoint and in relation to nanodevice applications.

Additional theoretical studies include strongly-correlated electron systems, such as complex oxides and cuprates and high-temperature superconductors. Of particular interest are frustrated quantum magnets with novel ground states, as well as conducting cuprates which exhibit complex interplay of charge and spin phenomena. Such systems also tend to undergo quantum phase transitions, and the study of quantum critical phenomena is a major research direction.

Theoretical studies of the optical properties of materials include the electronic structure of defect complexes in ionic crystals, the application of subtracted dispersion relations to optical data analysis, and the separation of inter- and intra-band effects in the infrared spectra of metals. Related studies are concerned with theories of X-ray scattering, of X-ray optical properties, and of X-ray optical elements.

Research in materials physics includes studies of the kinetics of thin film growth and surface processing, applied to materials with interesting and useful physical properties such as organic semiconductors and magnetic materials. Many of the research projects involve real-time X-ray or electron diffraction structural studies of surface phenomena, combined with computer simulation of relevant surface processes. Available is an ultra-high vacuum thin-film deposition laboratory dedicated to these studies, and regular use is made of synchrotron X-ray facilities in the U.S.

Additional research in materials physics includes studies of fundamental magnetic and spin-dependent electronic properties of semiconductor nanostructures that employ high magnetic field optical spectroscopy imaging techniques. The physics department hosts one of the few laboratories in New England where time-resolved, spin-dependent spectroscopy imaging at magnetic fields as high as five Tesla may be carried out.

Astrophysical research centers on experimental radio astronomy, with particular emphasis on pulsars and the interstellar medium. Observations are carried out using major instruments of the U.S. National Observatories and generally involve computer analysis and interpretation.

Research in biophysical ultrasound is directed toward an understanding of the physical principles involved when ultrasound interacts with living systems. This often involves collaboration with the College of Medicine. Acoustical and optical tweezers permit manipulating single cells without touching them. New forms of ultrasonic transducers and biosensors are being developed in collaboration with the Department of Electrical Engineering, as part of the Materials Science program. Biophysical research includes studies on the development and employment of novel uses of in situ atomic force microscopy for biological applications, specifically high-resolution structural studies of membrane proteins, investigation of the packing of genetic materials on bilayer membranes, and studies on how DNA-bilayer interactions affect the use of cationic lipids as gene-delivery means. Other research in biological physics and protein dynamics involves combining the detail of atomic-resolution X-ray crystallography with the sensitivity of optical and IR spectroscopy. The department has access to a state-of-the-art protein crystallography diffractometer and organizes regular trips to synchrotrons in the U.S. and Europe.

Opportunities for collaborative research with other university departments and groups include those with Chemistry, the Materials Science program, Molecular Physiology and Biophysics, the Cellular, Molecular and Biomedical Sciences program, Computer Science, Electrical Engineering, Civil and Environmental Engineering, Mechanical Engineering, Medical Radiology, and Geology.

The department participates in a doctoral program in Materials Science.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

Undergraduate majors in science, engineering, or mathematics are considered for admission to the program. Satisfactory scores on the Graduate Record Examination (general) are required.

Minimum Degree Requirements for the Degree of Master of Science

A total of thirty credits including:

A minimum of six credits of thesis research	6
At least nine credits of physics courses at the 300-level	9

Comprehensive Examination

At the start of their second semester at UVM, students are expected to sit for the written part of the Comprehensive Exam which covers classical mechanics, quantum mechanics, electricity and magnetism, as well as thermal physics and mathematical physics.

Students are given two opportunities to pass the comprehensive exam. In addition to the written portion, there is also an oral portion that consists of a master's thesis proposal given after the start of a thesis research project.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of all required courses and the comprehensive exam.

PLANT AND SOIL SCIENCE

OVERVIEW

The mission of the Department of Plant and Soil Science is to expand, integrate, and extend the knowledge of crops and environmental quality in plant/soil ecosystems affecting the people of Vermont, the region, and the world. The department will provide excellence in education, research, and extension that will enable people to produce healthy crops through environmentally, economically, and socially sound practices.

The department offers a Master of Science (M.S.) degree in all fields in plant science and soil science and a Doctor of Philosophy (Ph.D.) degree in either Soil Science or Entomology. A thesis, based on original research, is required for the M.S. degree, and completion of the requirements normally takes two and one-half years. A dissertation, based on original research, is required for the Ph.D degree, and completion of the requirements typically takes three years.

The department is comprised of faculty representing the disciplines of agronomy, entomology, horticulture, plant pathology, and soil science. Research faculty are involved in studying plant, soil or insect interactions within environments managed for food, fiber, waste utilization, or for landscape purposes. The objectives of these studies are: (1) to develop fundamental knowledge of environmental impacts and interactions and (2) to apply knowledge to better manage systems and promote environmental health. Specifically, departmental projects have included:

- Biological control of insect pests – entomopathogenic fungi
- Integrated pest management (IPM) in greenhouse and field situations
- Constructed wetland systems for water pollution control
- Design and analysis of experiments and surveys
- Field and forage crop management and utilization, forage quality, pasture and grazing management, and pest/weed management
- Analytical procedures for testing soils and environmental samples
- Effects of nitrogen (from acid rain) on forest soils and bog ecosystems
- Interaction between soil manganese oxides and heavy metals
- Nutrient dynamics and management in agricultural systems
- Nematodes and microarthropods as environmental indicators for terrestrial and wetland soils
- Development of sustainable apple production systems
- Evaluation and identification of woody and herbaceous landscape plants adapted to environmental conditions in Vermont/New England
- Diversified horticulture which involves the planning, production, handling, and marketing of horticultural crops with emphasis

on multiple, diverse crops produced with environmentally and economically sound techniques.

DEGREES

- Plant and Soil Science M.S. (p. 203)
- Plant and Soil Science Ph.D. (p. 204)

FACULTY

Bosworth, Sidney Carl; Extension Associate Professor, Department of Plant and Soil Science; PHD, University of Kentucky

Bradshaw, Terence; Assistant Professor, Department of Plant & Soil Science; PHD, University of Vermont

Darby, Heather Marie; Extension Associate Professor, Extension - Programming and Faculty Support; PHD, Oregon State University

Fanslow, Yolanda H. Chen; Assistant Professor; Department of Plant and Soil Science; PHD, University of California Berkeley

Gorres, Josef H.; Associate Professor; Department of Plant and Soil Science; PHD, University of Manchester

Hazelrigg, Ann; Assistant Professor, Extension; PHD; University of Vermont

Hurley, Stephanie E; Assistant Professor; Department of Plant and Soil Science; DDES, Harvard University

Mendez, Victor E.; Associate Professor; Department of Plant and Soil Science; PHD, University of California Santa Cruz

Merrill, Scott; Research Assistant Professor, Department of Plant and Soil Science; PHD, Colorado State University

Neher Weicht, Deborah; Professor; Department of Plant and Soil Science; PHD, University of California Davis

Parker, Bruce Lawrence; Professor; Department of Plant and Soil Science; PHD, Cornell University

Parker, Jason; Research Assistant Professor; Department of Plant and Soil Science; PHD, The Ohio State University

Ross, Donald Savage; Research Professor; Department of Plant and Soil Science; PHD, University of Vermont

Skinner, Margaret; Research Professor; Department of Plant and Soil Science; PHD, University of Vermont

Starrett, Mark C.; Associate Professor; Department of Plant and Soil Science; PHD, North Carolina State University Raleigh

PLANT AND SOIL SCIENCE M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The mission of the Department of Plant and Soil Science is to expand, integrate, and extend the knowledge of crops and environmental quality in plant/soil ecosystems affecting the people of Vermont, the region, and the world. The department will provide excellence in education, research, and extension that will enable people to produce healthy crops through environmentally, economically, and socially sound practices.

The department offers graduate programs leading to the Master of Science (M.S.) degree in all fields in plant science and soil science. A thesis, based on original research, is required for this degree.

Completion of the requirements normally takes two and one-half years for the M.S. degree.

The department is comprised of faculty representing the disciplines of agronomy, entomology, horticulture, plant pathology, and soil science. Research faculty are involved in studying plant, soil or insect interactions within environments managed for food, fiber, waste utilization, or for landscape purposes. The objectives of these studies are: (1) to develop fundamental knowledge of environmental impacts and interactions and (2) to apply knowledge to better manage systems and promote environmental health. Specifically, departmental projects have included:

- Biological control of insect pests – entomopathogenic fungi
- Integrated pest management (IPM) in greenhouse and field situations
- Constructed wetland systems for water pollution control
- Design and analysis of experiments and surveys
- Field and forage crop management and utilization, forage quality, pasture and grazing management, and pest/weed management
- Analytical procedures for testing soils and environmental samples
- Effects of nitrogen (from acid rain) on forest soils and bog ecosystems
- Interaction between soil manganese oxides and heavy metals
- Nutrient dynamics and management in agricultural systems
- Nematodes and microarthropods as environmental indicators for terrestrial and wetland soils
- Development of sustainable apple production systems
- Evaluation and identification of woody and herbaceous landscape plants adapted to environmental conditions in Vermont/New England
- Diversified horticulture which involves the planning, production, handling, and marketing of horticultural crops with emphasis on multiple, diverse crops produced with environmentally and economically sound techniques

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

An undergraduate major in an appropriate agricultural, environmental, biological, or physical science. Satisfactory scores on the Graduate Record Examination, general (aptitude) section.

Minimum Degree Requirements for the Degree of Master of Science

Total Minimum Requirements	30
Eighteen to twenty-four credits in Plant and Soil Science and closely related fields	18-24
Thesis research	6-12
Satisfactory participation in seminars during residency. Students need to enroll in one seminar class during their tenure at UVM.	1

All master's students must take part in the department's undergraduate teaching program	
---	--

Students are required to engage in hypothesis driven scientific research. They are expected to document their research efforts in a thesis. They are expected to defend their research. The defense comprises a seminar open to members of the University community and an oral exam conducted by a committee of faculty.

Comprehensive Examination

Comprehensive examinations are typically taken after one year in residence. The decision on the type of comprehensive exam (written or oral) will be made by the major professor after consultation with the student. The comprehensive examination is not the same as an oral thesis defense and must be satisfactorily passed before defending the thesis.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Satisfactory completion of one academic year of graduate study in the Department of Plant and Soil Science and a written or oral comprehensive examination. The decision on the type of comprehensive exam will be made by the major professor after consulting with the student.

PLANT AND SOIL SCIENCE PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

The mission of the Department of Plant and Soil Science is to expand, integrate, and extend the knowledge of crops and environmental quality in plant/soil ecosystems affecting the people of Vermont, the region, and the world. The Department will provide excellence in education, research, and extension that will enable people to produce healthy crops through environmentally, economically, and socially sound practices.

The department offers graduate programs leading to the Doctor of Philosophy (Ph.D.) degree in either Soil Science or Entomology. A dissertation, based on original research, is required for this degree. Completion of the requirements typically takes three years for the Ph.D.

The Department is comprised of faculty representing the disciplines of agronomy, entomology, horticulture, plant pathology, and soil science. Research faculty are involved in studying plant, soil or insect interactions within environments managed for food, fiber, waste utilization, or for landscape purposes. The objectives of these studies are: (1) to develop fundamental knowledge of environmental impacts and interactions and (2) to apply knowledge to better manage systems and promote environmental health. Specifically, departmental projects have included:

- Biological control of insect pests – entomopathogenic fungi
- Integrated pest management (IPM) in greenhouse and field situations

- Constructed wetland systems for water pollution control
- Design and analysis of experiments and surveys
- Field and forage crop management and utilization, forage quality, pasture and grazing management, and pest/weed management
- Analytical procedures for testing soils and environmental samples
- Effects of nitrogen (from acid rain) on forest soils and bog ecosystems
- Interaction between soil manganese oxides and heavy metals
- Nutrient dynamics and management in agricultural systems
- Nematodes and microarthropods as environmental indicators for terrestrial and wetland soils
- Development of sustainable apple production systems
- Evaluation and identification of woody and herbaceous landscape plants adapted to environmental conditions in Vermont/New England
- Diversified horticulture which involves the planning, production, handling, and marketing of horticultural crops with emphasis on multiple, diverse crops produced with environmentally and economically sound techniques.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

A Master of Science degree in an appropriate agricultural, environmental, biological, or physical science. Satisfactory scores on the Graduate Record Examination, general (aptitude) section.

Students admitted into Master of Science program in the Department may transfer to a PhD program after one year. Students petition the Department's Graduate committee.

Minimum Degree Requirements for the Degree of Doctor of Philosophy

Credit hours to be earned in partial fulfillment of the PhD requirements	75
Minimum graded course credits	40
Minimum graded course work credits in Plant and Soil Science and closely related disciplines (e.g. botany, chemistry, forestry, microbiology, biochemistry or geology)	30
Research Credits	20-33
Satisfactory participation in seminars during residency is required. PhD students are required to enroll in at least two PSS seminar series during their tenure at UVM. These credits count towards the 75-credit hour requirement, but not towards the 40 graded course work credits.	2
Doctoral students must take part in the department's undergraduate teaching program and in outreach activities related to their research efforts. They are expected to teach for two semesters and conduct outreach for two semesters	

Comprehensive Examination

Comprehensive examinations are typically taken after two years in residence or at the completion of the majority of all coursework. A written AND oral comprehensive examination must be passed by the candidate at least six months before the dissertation is submitted. It

is the student's responsibility to schedule an examination time that is satisfactory for all committee members. The written comprehensive examination is taken first followed by the oral examination. The comprehensive examination is not the same as an oral dissertation defense and must be satisfactorily passed before defending the dissertation. A unanimous vote of approval by the members of the Studies Committee is required for the student to pass the preliminary oral examination. Approval may be conditional, depending upon completion of specified additional work. If the oral and or written comprehensive examination is not passed, the student is permitted to retake the examination once. Failure to pass the second examination will result in dismissal from the graduate program.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Satisfactory completion of two academic years of graduate study in the Department of Plant and Soil Science at the University of Vermont. With the approval of the Dean of the Graduate College and the Department of Plant and Soil Science, up to 24 course work credits earned during a master's degree may be accepted in partial fulfillment of this requirement.

PLANT BIOLOGY

OVERVIEW

The Plant Biology Department offers a research-oriented thesis-based program toward a M.S. or a Ph.D. in Plant Biology that provides training in basic scientific research in diverse aspects of plant biology. These include physiology, developmental genetics, molecular regulation of gene expression, cell biology, plant-microbe interactions, ecological genomics, systematics and biogeography, and ecology of plant population and community dynamics. Information on specific faculty research programs may be found on the department's web page. Most graduate students in the Plant Biology graduate program earn a Ph.D., though exceptional candidates seeking an M.S. are accepted. The project-based Field Naturalist M.S. is also offered.

DEGREES

- Field Naturalist M.S. (p. 149)
- Plant Biology M.S. (p. 206)
- Plant Biology Ph.D. (p. 207)

FACULTY

Barrington, David Stanley; Professor, Department of Plant Biology; PHD, Harvard University

Beckage, Brian; Professor, Department of Plant Biology; PHD, Duke University

Delaney, Terrence Patrick; Associate Professor, Department of Plant Biology; PHD, University of Washington Seattle

Harris, Jeanne M.; Associate Professor, Department of Plant Biology; PHD, University of California Berkeley

Keller, Stephen Robert; Assistant Professor, Department of Plant Biology; PHD, University of Virginia

Lintilhac, Philip; Research Associate Professor, Department of Plant Biology; PHD, University of California Berkeley

Molofsky, Jane; Professor, Department of Plant Biology; PHD, Duke University
Paris, Catherine Ann; Senior Lecturer, Department of Plant Biology; PHD, University of Vermont
Perkins, Timothy David; Research Professor, Department of Plant Biology; PHD, University of Vermont
Preston, Jill C.; Assistant Professor, Department of Plant Biology; PHD, University of Missouri
Stratton, Donald Arthur; Senior Lecturer, Department of Plant Biology; PHD, SUNY Stony Brook
Tierney, Mary Laurretta; Associate Professor, Department of Plant Biology; PHD, Michigan State University
van den Berg, Abby Katrien; Research Assistant Professor, Department of Plant Biology; PHD, University of Vermont
Vogelmann, Thomas; Professor, Department of Plant Biology; PHD, Syracuse University

FIELD NATURALIST (PLANT BIOLOGY) M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Field Naturalist Program is a unique field-based experience that develops the potential of tomorrow's conservation leaders by emphasizing scientific integration, oral and written communication, and environmental problem solving. Students receive a solid grounding in field-related sciences and are trained to integrate scientific disciplines into a coherent whole at the landscape level. Students also develop competence in evaluating field sites from a number of perspectives and/or criteria, translating scientific insights into ecologically sound decisions, and communicating effectively to a wide range of audiences.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science, Field Naturalist Option

- A background in science
- Strong scores on the Graduate Record Examination
- A demonstrated commitment to field sciences (e.g., research, field work, participation in environmental or conservation organizations)

A subject (advanced) test in biology or geology is advised for students who lack substantive coursework in natural sciences. Recent college graduates are encouraged to pursue interests outside academe before application to the Field Naturalist Program.

Minimum Degree Requirements

All students must successfully complete a total of 30 credit hours that includes enrollment in the Field Naturalist Practicum (PBIO 311) and Professional Writing (PBIO 333) each semester and at least two courses in each of three core areas: (1) life science (2) earth science, and (3) ecology (course selection to be determined by the student's studies committee). In addition, satisfactory completion of an oral

comprehensive examination is required. A Field Naturalist student's degree culminates in satisfactory completion of a field project for a sponsoring organization that includes a professional report, a focused literature review, a written academic reflection, an oral presentation, and a journal publication or article in the popular mass media.

Comprehensive Examination

An oral examination takes place in the student's third semester. During this examination the student identifies, inventories and assesses the pieces, patterns, and processes of a previously unvisited landscape, and presents findings in a manner that would be meaningful to staff, officers, and scientists of The Nature Conservancy.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Satisfactory completion of an oral comprehensive examination.

PLANT BIOLOGY M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

M.S. students in the Department of Plant Biology have the opportunity to join research programs covering a diverse set of disciplines including physiology, developmental genetics, molecular regulation of gene expression, cell biology, plant-microbe interactions, ecological genomics, systematics and biogeography, and ecology of plant population and community dynamics. Graduate students become members of a collegial academic community where they are trained to become cutting-edge researchers and effective educators in the plant sciences. In addition, the University of Vermont has a vigorous research community in the life sciences, allowing students to interact and collaborate with colleagues across campus.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

- The equivalent of a UVM major or minor in a natural or physical science
- Strong scores on the Graduate Record Examination
- Evidence of previous research experience

Minimum Degree Requirements

All students must successfully complete a total of 30 credits, including a minimum of 15 credits of program-related course work and 9 credits of thesis research. Satisfactory completion of the written and oral components of a comprehensive examination are required. A student's M.S. degree is culminated by satisfactory completion of a thesis, a public seminar, and a private defense with their studies committee.

Comprehensive Examination

A written and oral examination is completed by end of the student's second year in the program. The written exam consists of questions from each of the student's committee members, and after successful completion an oral exam is scheduled.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Satisfactory completion of the written and oral components of a comprehensive examination.

PLANT BIOLOGY PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242)

OVERVIEW

Ph.D. students in the Department of Plant Biology have the opportunity to join research programs covering a diverse set of disciplines including physiology, developmental genetics, molecular regulation of gene expression, cell biology, plant-microbe interactions, ecological genomics, systematics and biogeography, and ecology of plant population and community dynamics. Graduate students become members of a collegial academic community where they are trained to become cutting-edge researchers and effective educators in the plant sciences. In addition, the University of Vermont has a vigorous research community in the life sciences, allowing students to interact and collaborate with colleagues across campus.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

- The equivalent of a UVM major in a natural or physical science
- Strong scores on the Graduate Record Examination
- Evidence of previous research experience

Minimum Degree Requirements

All students must successfully complete a total of 75 credits, including a minimum of 30 credits of program-related course work and 20 credits of dissertation research. First-year students participate in at least two rotations in research laboratories before committing to one laboratory for completion of dissertation research. Satisfactory completion of the written and oral components of a comprehensive examination are required for advancement to candidacy. A student's Ph.D. degree is culminated by satisfactory completion of a dissertation, a public seminar, and a private defense with their studies committee. In addition to research, all students must participate in a minimum of two courses of supervised teaching.

Comprehensive Examination

A written and oral examination is completed by end of the student's second year in the program. The examination requirements can be met in two different ways:

1. The written exam consists of questions from each of the student's committee members, and after successful completion an oral exam is scheduled.
2. The written exam takes the form of a grant proposal, and then the oral exam starts out focusing on the proposal and then broadens out to be more complete.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

Satisfactory completion of the written and oral components of a comprehensive examination are required for advancement to candidacy.

PSYCHOLOGY

OVERVIEW

The Ph.D. program in General/Experimental Psychology admits students in four broad areas of concentration ("clusters"): Biobehavioral Psychology; Developmental Psychology; Social Psychology; and Behavioral Psychopharmacology.

The Ph.D. program in Clinical Psychology places equal emphasis on research and clinical training. The Clinical Psychology program is fully accredited by the American Psychological Association.

The Ph.D. program in Clinical/Developmental Psychology provides students with training in the area of developmental psychopathology. Students completing the Clinical/Developmental degree meet the requirements of the Clinical program and those of the Developmental cluster in the General/Experimental program.

Further information about graduate programs can be obtained electronically from the Department of Psychological Science website, which contains details of requirements, funding opportunities, clinical and research facilities, specialty areas, ongoing research, and faculty.

Applicants must apply for the Ph.D. degree only. Students whose goal is a terminal master's degree are not accepted.

DEGREES

- Psychology M.A. (p. 208)
- Psychology Ph.D. (p. 208)

FACULTY

Abaied, Jamie L.; Assistant Professor, Department of Psychological Science; PHD, University of Illinois Urbana-Champaign
Achenbach, Thomas Max; Professor, Department of Psychiatry; PHD, University of Minnesota Twin Cities
Althoff, Robert; Associate Professor, Department of Psychiatry; MD, University of Illinois
Bouton, Mark Earhart; Professor, Department of Psychological Science; PHD, University of Washington
Burt, Keith B.; Associate Professor, Department of Psychological Science; PHD, University of Minnesota Twin Cities
Dumas, Julie Anna; Associate Professor, Department of Psychiatry; PHD, University of North Carolina

Falls, William A.; Dean, College of Arts and Sciences, Professor, Department of Psychological Science; PHD, Yale University
Fondacaro, Karen Marie; Clinical Professor, Department of Psychological Science; PHD, University of Vermont
Forehand, Rex L.; Professor, Department of Psychological Science; PHD, University of Alabama
Gaalema, Diann E.; Assistant Professor, Department of Psychiatry; PHD, Georgia Institute of Technology
Garavan, Hugh P.; Professor, Department of Psychiatry; PHD, Bowling Green State University
Green, John Thomas; Professor and Chair, Department of Psychological Science; PHD, Temple University
Guitar, Barry Estill; Professor, Department of Communication Science; PHD, University of Wisconsin Madison
Hammack, Sayamwong E.; Associate Professor, Department of Psychological Science; PHD, University of Colorado
Harder, Valerie Susan; Assistant Professor, Department of Psychiatry; PHD, Johns Hopkins University
Heil, Sarah H.; Associate Professor, Department of Psychiatry; PHD, Dartmouth College
Higgins, Stephen Thomas; Professor, Department of Psychiatry; PHD, University of Kansas
Hoza, Betsy; Professor, Department of Psychological Science; PHD, University of Maine
Hudziak, James Joseph; Professor, Department of Psychiatry; MD, University of Minnesota Twin Cities
Hughes, John Russell; Professor, Department of Psychiatry; MD, University of Massachusetts Amherst
Miller, Carol Therese; Professor, Department of Psychological Science; PHD, Purdue University
Murray-Close, Dianna Katharine; Associate Professor, Department of Psychological Science; PHD, University of Minnesota Twin Cities
Pinel, Elizabeth C.; Associate Professor, Department of Psychological Science; PHD, University of Texas Austin
Potter, Alexandra S.; Assistant Professor, Department of Psychiatry; PHD, University of Vermont
Price, Matthew; Assistant Professor, Department of Psychological Science; PHD, Georgia State University
Rawson, Richard; Research Professor, Department of Psychiatry; PHD, University of Vermont
Rellini, Alessandra; Associate Professor, Department of Psychological Science; PHD, University of Texas Austin
Rohan, Kelly Joanna; Professor, Department of Psychological Science; PHD, University of Maine
Schermerhorn, Alice C.; Assistant Professor, Department of Psychological Science; PHD, University of Notre Dame
Sigmon, Stacey C.; Associate Professor, Department of Psychiatry; PHD, University of Vermont
Stickle, Timothy R.; Associate Professor, Department of Psychological Science; PHD, University of Arizona
Toufexis, Donna J.; Associate Professor, Department of Psychological Science; PHD, McGill University

PSYCHOLOGY M.A.

All General/Experimental students must meet the Requirements for the Master's Degree (p. 237) prior to advancement to candidacy for the degree of Doctor of Philosophy.

OVERVIEW

There is no entry level M.A. degree in Psychology, the M.A. degree is earned as a prerequisite to the Psychology Ph.D. in General/Experimental Psychology. The minimum requirements for the M.A. degree are 15 credits of graded course work, 15 credits of thesis research, and completion and satisfactory oral defense of an empirical master's thesis. Completion of a preliminary exam fulfills the comprehensive exam requirement. The Clinical Program does not offer an MA degree.

PSYCHOLOGY PH.D.

All students must meet the Requirements for the Doctor of Philosophy Degree (p. 242).

OVERVIEW

The Ph.D. program in General/Experimental Psychology admits students in four broad areas of concentration ("clusters"):
 Biobehavioral Psychology; Developmental Psychology; Social Psychology; and Behavioral Psychopharmacology.

The Ph.D. program in Clinical Psychology places equal emphasis on research and clinical training. The Clinical Psychology program is fully accredited by the American Psychological Association.

The Ph.D. program in Clinical/Developmental Psychology provides students with training in the area of developmental psychopathology. Students completing the Clinical/Developmental degree meet the requirements of the Clinical program and those of the Developmental cluster in the General/Experimental program.

Additional clinical, research, and adjunct faculty supervise students in clinical and research placements.

Further information about graduate programs can be obtained electronically from the Department of Psychological Science website, which contains details of requirements, funding opportunities, clinical and research facilities, specialty areas, ongoing research, and faculty.

Applicants must apply for the Ph.D. degree only. Students whose goal is a terminal master's degree are not accepted.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Doctor of Philosophy

A major or its equivalent in undergraduate psychology is recommended. All applicants must have completed coursework including introductory psychology, statistics, and research methods. Applicants to the General/Experimental program should have coursework in experimental psychology, and applicants to the Clinical program should have completed abnormal psychology. Satisfactory scores on the Graduate Record Examination

are required. Subject scores (Psychology) are not required but are strongly recommended for students applying without a psychology major. Applicants to the Clinical program must submit a writing sample of a research project or paper on which they were the primary author. An interview is required of top applicants.

Minimum Degree Requirements for the Degree of Doctor of Philosophy

The General/Experimental program requires 75 credits and the Clinical program requires a minimum of 80 credits. A minimum of twenty credits must be accumulated in dissertation research and the remainder in course credits numbered in the 200 through 300 sequences of the psychology curriculum, or acceptable courses at 200- or 300-level from other curricula. The Clinical Ph.D. program requires satisfactory completion of a one-year pre-doctoral internship. Detailed information on courses of study is available on the department website. Satisfactory performance on the department final oral examination (dissertation defense) is required. There is no foreign language requirement. Although the requirement differs, both programs have a required preliminary examination.

Comprehensive Examination

In the General/Experimental Psychology program, the comprehensive exam ("preliminary exam") is taken in the academic year following the successful defense of a master's thesis. The examination consists of a two-day written examination on select primary literature within the student's broad research area. The details of the examination are decided upon by a committee of faculty members within the student's research area.

In the Clinical Psychology program, the comprehensive examination is structured to provide assessment in four formats: two oral and two written. The four phases of this exam should be satisfactorily completed before the end of the third year and before the dissertation is proposed: (1) Phase I Written Examination constituting a proposed study. Timing: By end of second year; (2) Phase II Oral Examination on scientific knowledge in area of study. Timing: By end of second year; (3) Phase III Written Examination constituting the completed study in manuscript form. Timing: By end of third year; (4) Phase IV Oral Examination on completed study. Timing: By end of third year.

Requirements for Advancement to Candidacy for the Degree of Doctor of Philosophy

For the General/Experimental program, satisfactory completion of the minimum degree requirements for the Master of Arts degree or equivalent; for the clinical program, satisfactory performance of the Ph.D. comprehensive examination.

PUBLIC ADMINISTRATION

OVERVIEW

The Master of Public Administration Program at the University of Vermont joins vigorous study of the foundations of public administration with the practice of public administration in the real world. Vermont's small size, open local and state government, and wealth of nonprofit organizations make for an ideal environment in

which to directly engage with the public administration field. More information on the M.P.A. program can be found on the Master of Public Administration website.

DEGREES

- Public Administration AMP (p. 209)
- Public Administration M.P.A. (p. 211)

FACULTY

Conner, David S.; Assistant Professor, Department of Community Development and Applied Economics; PHD, Cornell University

Farley, Joshua C.; Professor, Department of Community Development and Applied Economics; PHD, Cornell University

Heiss, Sarah Noel; Assistant Professor, Department of Community Development and Applied Economics; PHD, Ohio University

Inwood, Shoshannah; Assistant Professor, Department of Community Development and Applied Economics; PHD, The Ohio State University

Koliba, Christopher J.; Professor, Department of Community Development and Applied Economics; PHD, Syracuse University

Kolodinsky, Jane Marie; Professor, Department of Community Development and Applied Economics; PHD, Cornell University

McMahon, Edward; Adjunct Associate Professor, Department of Community Development and Applied Economics; EDD, University of Vermont

McRae, Glenn; Adjunct Lecturer, Department of Community Development and Applied Economics; PHD, Union Institute and University

Watts, Richard A.; Research Assistant Professor, Department of Community Development and Applied Economics; PHD, University of Vermont

Zia, Asim; Associate Professor, Department of Community Development and Applied Economics; PHD, Georgia Institute of Technology

PUBLIC ADMINISTRATION AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Accelerated Master's Program in Public Administration (AMP-PA) offers University of Vermont students the opportunity to secure a sound undergraduate and graduate program of study in five rather than a minimum of six years. The program closely integrates both programs of study, and enhances competitiveness in a marketplace stressing broad undergraduate and focused professional graduate education. The AMP-PA welcomes students majoring in administrative, behavioral, health, environmental, organizational, social science and related disciplines requiring graduate work in administration, or planning and policy capacities in the public service. Application to the program is typically made during a student's junior year. More information on the AMP-PA Program can be found on the Master of Public Administration website. Inquiries can be made through email mpa@uvm.edu or by phone (802) 656-0009.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Public Administration for Accelerated Students

The Accelerated Master's Program requires that students fulfill the same entrance requirements as for all master's candidates for the M.P.A. Program and be accepted in order to matriculate and advance to candidacy. The following criteria must be met to gain admission to the AMP-PA program:

- A cumulative grade point average of 3.25 at the beginning of the second semester the candidate's junior year
- Graduate Record Examination (GRE) scores (General Test and Analytical component scores) submitted by the end of the junior year of a candidate's baccalaureate degree program (usually the end of the spring semester of any given academic year)
- Three letters of recommendation attesting to the candidate's academic performance
- A strong motivation and academic potential for graduate work articulated in a statement of purpose

Required academic prerequisites, which include course work in economics, statistics, and American government, must also be completed. These prerequisites can be completed at any accredited institution of higher education. Admission into the M.P.A. program is not contingent on completion of these prerequisites, but they must be completed within the first year of course work.

Applicants to the AMP-PA program must submit the standard Graduate College Application form. Students must also apply in writing to the MPA Program Directors and the Graduate College for admission to the MPA program. Completed applications will be reviewed in the month of May and a formal decision on admission will be rendered by the PA faculty by no later than May 15 of each year to afford potential new AMP-PA students the opportunity to enroll in Summer Session.

Following formal Graduate College admission to the Accelerated Master's Program, up to six credits of approved graduate course work may be taken that may be counted toward both the undergraduate and graduate degree requirements.

Minimum Degree Requirements

Successful completion of thirty-six credits, including:

Core Courses:		
PA 301	Foundations of Public Admin	3
PA 302	Org Theory & Behavior	3
PA 303	Research & Evaluation Methods	3
PA 305	Public and Nonprofit Budgeting	3
PA 306	Policy Systems	3
PA 326	Community Economic Development	3

PA 375	Public Administration Capstone	3
PA 380	Internship	3 or 6
Total Credits		24
An approved sequence of elective courses which may include up to twelve credits of course work from approved disciplines related to public administration		12

The Capstone is designed to provide M.P.A. students with a summative experience that ties learning competencies to evidence drawn from their course of study. This course is required for all M.P.A. students as it also incorporates the spirit of the Comprehensive Exam within the curriculum. Students in their final spring semester of the program are eligible to take this. This course counts as the "comprehensive exam" for the Master of Public Administration at UVM.

The Internship experience is a key opportunity to put into practice the concepts and theories of public administration. It is critical in gaining experience, building credentials and networking for future professional opportunities. A three-credit internship is required of all students, and students may apply up to 6 credits of internship experience toward the degree.

A six-credit thesis option is also available to all students and strongly recommended for students interested in continuing on to a Ph.D. A student doing a thesis selects a three member thesis review committee to evaluate her/his work. Students who would like to pursue this option should talk to their assigned advisor upon entering the program to allow plenty of time for the planning and writing of a thesis.

Comprehensive Examination

The Comprehensive Examination requirement is met when a student completes the Capstone during their final spring semester. The Capstone is designed to provide M.P.A. students with a summative experience that ties learning competencies to evidence drawn from their course of study.

Requirements for Advancement to Candidacy for the Degree of Master of Public Administration

Thirty six (36) academic credits are needed (12 courses) to earn an M.P.A. degree. These eight courses are required core courses:

- PA 301 Foundations of Public Administration (Fall)
- PA 302 Organizational Theory and Behavior (Spring)
- PA 303 Research and Evaluation Methods (Fall)
- PA 305 Public and Non-Profit Financial Resource Management (Fall)
- PA 306 Policy Systems (Spring)
- PA 326 Community and Economic Development (Fall)
- PA 375 M.P.A. Capstone (Spring)
- PA 380 Internship

Students, with guidance from their advisor, select additional courses within the M.P.A. program or other academic institutions at the

University of Vermont to round out their academic experience. A full-time student will finish the M.P.A. Program course work in 2 years, and a part-time student, 5 years. While the M.P.A. Program at UVM does not offer explicit specializations, a student may pursue courses with a common thread or focus and can tailor their course selections to work toward that focus.

PUBLIC ADMINISTRATION M.P.A.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Master of Public Administration (M.P.A.) Program at the University of Vermont joins vigorous study of the foundations of public administration with the practice of public administration in the real world. Vermont's small size, open local and state government, and wealth of nonprofit organizations make for an ideal environment in which to directly engage with the public administration field. More information on the M.P.A. program can be found on the Master of Public Administration website. Inquiries can be made through email: mpa@uvm.edu or by phone (802) 656-0009.

Mission

The Master of Public Administration Program is housed within the Department of Community Development and Applied Economics at the University of Vermont. The M.P.A. program is a professional interdisciplinary degree that prepares pre- and in-service leaders, managers, and policy analysts by combining the theoretical and practical foundations of public administration focusing on the complexity of governance systems and the democratic, collaborative traditions that are a hallmark of Vermont communities.

Traditions

The M.P.A. program at UVM capitalizes on these unique traditions that have direct implications to Vermont and beyond to the public administration needs of a changing nation and world.

- The recognition and importance of community building
- The tradition of grassroots democracy
- A history of strong local governance with citizen input
- A record of fiscal conservatism combined with "progressive" positive change
- A citizen legislature with limited staff support
- An emphasis on efficiency, effectiveness, accountability, and sustainability
- Administrators serving their publics as "reflective practitioners"
- A history of cooperation between private and public sectors for the public good
- A vigorous non-profit sector, supported by citizens and organizations
- A deep commitment to inclusion and cultural diversity

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Public Administration

- A sound academic record, including a baccalaureate degree from an accredited undergraduate institution
- Satisfactory scores on the general aptitude section of the Graduate Record Examination (GRE). GMAT and LSAT scores are also accepted. This requirement may be waived for applicants with a minimum of 5 years of professional experience in the field of public administration. Experience can be at any level but must be within a professional context. Students who may be eligible for this waiver should send a resume to mpa@uvm.edu for review and confirmation.
- Three letters of recommendation attesting to the candidate's academic potential for graduate work and motivation for pursuing the M.P.A.
- Past experience in public service will be considered.
- Persons currently employed in administrative positions are encouraged to apply.

An additional requirement:

- Completion of these prerequisite courses: economics, American government, and statistics. Admission is not contingent upon prerequisites. Prerequisites must be completed by the end of the first semester of enrollment in the program.

For international students whose native language is not English or who have not completed undergraduate degrees in English, Test of English as a Foreign Language (TOEFL) scores must be submitted.

Minimum acceptable scores for admission to the Graduate College at UVM:

Internet-based 90

Minimum acceptable scores for a student receiving funding from UVM:

Internet-based 100

Institution code for test scores for UVM is 3920.

Minimum Degree Requirements

Successful completion of thirty-six credits, including:

Core Courses:		
PA 301	Foundations of Public Admin	3
PA 302	Org Theory & Behavior	3
PA 303	Research & Evaluation Methods	3
PA 305	Public and Nonprofit Budgeting	3
PA 306	Policy Systems	3
PA 326	Community Economic Development	3
PA 375	Public Administration Capstone	3

PA 380	Internship	3 or 6
An approved sequence of elective courses which may include up to twelve credits of course work from approved disciplines related to public administration		12

The Capstone is designed to provide M.P.A. students with a summative experience that ties learning competencies to evidence drawn from their course of study. This course is required for all M.P.A. students as it also incorporates the spirit of the Comprehensive Exam within the curriculum. Students in their final spring semester of the program are eligible to take this. This course counts as the “comprehensive exam” for the Master of Public Administration at UVM.

INTERNSHIP

The Internship experience is a key opportunity to put into practice the concepts and theories of public administration. It is critical in gaining experience, building credentials and networking for future professional opportunities. A three-credit internship is required of all students, and students may apply up to 6 credits of internship experience toward the degree.

THESIS OPTION

A six-credit thesis option is also available to all students and strongly recommended for students interested in continuing on to a Ph.D. A student doing a thesis selects a three member thesis review committee to evaluate her/his work. If this is an option you would like to pursue, talk to your assigned advisor upon entering the program to allow plenty of time for the planning and writing of a thesis. Students enrolled in the thesis option must take six credits of PA 391, which are counted towards the thirty-six credit requirement.

Comprehensive Examination

The Comprehensive Examination requirement is met when a student completes the Capstone during their final spring semester. The Capstone is designed to provide M.P.A. students with a summative experience that ties learning competencies to evidence drawn from their course of study.

Requirements for Advancement to Candidacy for the Degree of Master of Public Administration

Thirty six (36) academic credits are needed (12 courses) to earn an M.P.A. degree. These eight courses are required core courses:

- PA 301 Foundations of Public Administration (Fall)
- PA 302 Organizational Theory and Behavior (Spring)
- PA 303 Research and Evaluation Methods (Fall)
- PA 305 Public and Non-Profit Financial Resource Management (Fall)
- PA 306 Policy Systems (Spring)
- PA 326 Community and Economic Development (Fall)
- PA 375 M.P.A. Capstone (Spring)
- PA 380 Internship

Students, with guidance from their advisor, select additional courses within the M.P.A. program or other academic institutions at the

University of Vermont to round out their academic experience. A full-time student will finish the M.P.A. Program course work in 2 years, and a part-time student, 5 years. While the M.P.A. Program at UVM does not offer explicit specializations, a student may pursue courses with a common thread or focus and can tailor their course selections to work toward that focus.

PUBLIC HEALTH

OVERVIEW

The University of Vermont Program in Public Health is an innovative, online, interdisciplinary, accredited Public Health Program offering the Master of Public Health (MPH) degree, the Certificate of Graduate Study in Public Health (GCPh), the Certificate of Graduate Study in Environmental Public Health, the Certificate of Graduate Study in Epidemiology, and the Certificate of Graduate Study in Health Care Management and Policy. The program is designed as a collaboration of disciplines, through its faculty and community of students, that is both academic and applicable to health needs of actual populations, in both health care and community settings. Graduates will experience a comprehensive foundation of population health sciences to prepare them as they enter health care fields, public health practice, or further advanced study in public health and related sciences.

The UVM public health program offers a generalist MPH program. Graduates will complete sufficient course work to attain depth and breadth in the six core areas of public health knowledge (Public Health and Health Policy, Biostatistics, Epidemiology, Environmental Health Sciences, Health Policy and Management, and Social and Behavioral Sciences), as well as interdisciplinary/cross-cutting areas. All graduate professional public health degree students will develop skills in basic public health concepts and demonstrate the skills and integration of knowledge, and application of these concepts through a culminating project experience.

The University of Vermont offers four online Certificates of Graduate Study, Public Health, Environmental Public Health, Epidemiology and Health Care Management and Policy. Each is a concise, six-course curriculum that introduces students to the program area. Completing any Certificate of Graduate Study will provide students with competency in core areas of public health as well as 18 applicable credits should they decide to pursue the MPH degree.

After successful completion students will be prepared to:

1. Practice in a changing health care environment that requires accountability for the health of entire populations and skills to prevent illness and promote health
2. Engage in public health practice, with knowledge and skills needed for effective participation in work of government public health agencies or non-profit health-related organizations
3. Apply knowledge and skills from a strong foundation of population health sciences in preparation for further graduate study at the doctoral level in public health and related fields

DEGREES

- Public Health AMP (p. 213)
- Public Health CGS (p. 214)
- Public Health MPH (p. 214)
- Environmental Public Health CGS (p. 215)
- Epidemiology CGS (p. 216)
- Health Care Management and Policy CGS (p. 216)

FACULTY

Blevins, Lynn; Assistant Professor, Department of Medicine-Pulmonary; MD, Medical College of Virginia; MPH, Boston University

Carney, Jan Kirk; Professor, Department of Medicine; MD, University of Cincinnati; MPH, Harvard University

PUBLIC HEALTH AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

Qualified undergraduate students who plan to earn a Master of Public Health (MPH) degree may enroll in the Accelerated Master's Program (AMP), which enables students to begin working on the MPH while still an undergraduate. This online program is designed for highly motivated UVM undergraduate students wishing to complete both their undergraduate degree and MPH degree in five years.

Students apply to the program in the second semester of their junior year and no later than June 1 before the start of their senior year. Following acceptance by the Graduate College, students enrolled in the program apply six public health graduate credits during their senior year toward both the undergraduate degree and the MPH. In addition, students can apply an additional three public health graduate credits taken during their senior year toward the MPH degree. These credits must be earned after the student has been accepted into the Graduate College, and are subject to approval of the student's academic advisor.

Students typically take the additional credits required to complete the MPH during a fifth year of study, including the Summer session.

SPECIFIC REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE DEGREE OF MASTER OF SCIENCE FOR ACCELERATED STUDENTS

Student applications must take place during the Spring of their junior year, no later than June 1 before the start of their senior year. Requirements for admission to the program include:

- A minimum GPA of 3.0
- One semester of college biology or other science course
- One semester of algebra, statistics, or a more advanced math course

- Completion of the Graduate College Application form that must include at least one letter of recommendation from a UVM faculty member

MINIMUM DEGREE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

The MPH degree requires 42 total credits and includes 18 credits of core courses (6 courses), 9 required advanced course credits (3 courses), 9 elective credits (3 courses), and a required culminating (capstone) project experience of 6 credits. Students will need to maintain a 3.00 grade point average in order to complete the program.

18 Credits in National Competency Core Courses (6 Courses):		
PH 301	Public Health & Health Policy	3
PH 302	Epidemiology I	3
PH 303	Biostatistics I: App Rsch in PH	3
PH 304	Environmental Public Health	3
PH 317/PA 312	Mgmt in Hlth Services&Med Care	3
or PH 305	Pol,Org & Finance in Hlth Care	
PH 306	Social&Behavioral Public Hlth	3
9 credits in required advanced core courses (3 courses):		
PH 307	Epidemiology 2	3
PH 308	Environmental Public Health 2	3
PH 310	Public Health Law and Ethics	3
6 credits of required culminating project experience:		6
PH 392	Culminating Project Experience	
9 elective course credits (3 courses) from the approved list, including but not limited to:		9
PH 309	Public Health Biostatistics II	
PH 311	Global Public Health	
PH 312	Food Systems & Public Hlth	
PH 314	Environmental Risk & Risk Comm	
PH 315	Public Health Surveillance	
PH 319	Environmental Health Law & Pol	
PH 324	Public Health Informatics	
PH 325	Investigating Disease Outbreaks	
PH 326	Legal Issues in Health Care	
PH 395	Special Topics	

COMPREHENSIVE EXAMINATION

The program requires a comprehensive assessment of students' understanding of public health and ability to synthesize and apply knowledge learned throughout their program of study.

This requirement is fulfilled through the completion of the MPH Culminating Project Experience. This experience includes both practical skills (experiential learning) and a culminating Applied Public Health project experience. The culminating experience requires analysis, synthesis, and evaluation of knowledge and skills learned throughout the MPH program.

The 6-credit experience (PH 392) is further divided into three components with specific objectives measured by faculty assessment. Practical skills (experiential learning) will be assessed by the mentor at the agency or organization that is the site of the culminating project experience. The culminating project experience will be supervised by a faculty member, who may also be the student's advisor.

A faculty committee comprised of faculty from the program will review proposals, recommending approval or modification prior to approval. This same faculty committee that approves projects will also review and determine whether a students' culminating project experiences meet objectives and requirements, and achieve a passing grade. It is expected that some project mentors will also be on the committee.

REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY FOR THE DEGREE OF MASTER OF Public Health

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses.

PUBLIC HEALTH CGS

All students must meet the Requirements for the Certificates of Graduate Study (CGS) (p. 237)

OVERVIEW

Public health is a dynamic and challenging, multidisciplinary field blending public policy, research, and population health sciences. The focus of public health is on promoting healthy practices and preventing disease among entire populations, rather than on treating individual illness.

The University of Vermont's online Certificate of Graduate Study in Public Health enables students to explore current public health and health policy issues while gaining a strong foundation in population health sciences including epidemiology, biostatistics, and environmental health. The program is designed for medical and graduate students, health practitioners, public health professionals, researchers and others who wish to increase their knowledge in the vital field of public health. It also prepares graduates for advanced study at the master's and doctoral levels.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Certificate of Graduate Study

Students are required to have a bachelor's degree from an accredited college or university, and have completed one college-level course in mathematics and one college-level course in science.

Minimum Degree Requirements

The Certificate of Graduate Study in Public Health requires eighteen credits including five courses (fifteen credits) from five core content areas and one elective course (three credits).

Five required core competency courses (15 credits):		
PH 301	Public Health & Health Policy	3
PH 302	Epidemiology I	3
PH 303	Biostatistics I: App Rsch in PH	3
PH 304	Environmental Public Health	3
PA 312/PH 317	Mgmt in Hlth Services&Med Care	3
or PH 305	Pol,Org & Finance in Hlth Care	
Choose one elective (three credits) from a list of approved elective courses, including but not limited to:		3
PH 306	Social&Behavioral Public Hlth	
PH 307	Epidemiology 2	
PH 308	Environmental Public Health 2	
PH 309	Public Health Biostatistics II	
PH 310	Public Health Law and Ethics	
PH 311	Global Public Health	
PH 312	Food Systems & Public Hlth	
PH 314	Environmental Risk & Risk Comm	
PH 315	Public Health Surveillance	
PH 319	Environmental Health Law & Pol	
PH 324	Public Health Informatics	
PH 325	Investigating Disease Outbreaks	
PH 326	Legal Issues in Health Care	
PH 395	Special Topics	

More information on the Certificate of Graduate Study in Public Health is available on the College of Medicine website.

PUBLIC HEALTH MPH

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The UVM online public health program offers a generalist MPH program. Graduates will complete sufficient course work to attain depth and breadth in the six core areas of public health knowledge (Public Health and Health Policy, Biostatistics, Epidemiology, Environmental Health Sciences, Health Policy and Management, and Social and Behavioral Sciences), as well as interdisciplinary/cross-cutting areas. All graduate professional public health degree students will develop skills in basic public health concepts and demonstrate the

skills and integration of knowledge, and application of these concepts through a practice and a culminating project experience.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Public Health

Students are required to have a bachelor's degree from an accredited college or university, one semester of college biology or other science course, and one course in college algebra, statistics, or a more advanced math course, and submit a resume or CV and statement of experiences and goals. TOEFL will be required for international applicants.

Minimum Degree Requirements

The MPH degree requires 42 total credits and includes 18 credits of core courses (6 courses), 9 required advanced course credits (3 courses), 9 elective credits (3 courses), and a required culminating (capstone) project experience of 6 credits. Students will need to maintain a 3.00 grade point average in order to complete the program.

18 Credits in National Competency Core Courses (6 Courses):		
PH 301	Public Health & Health Policy	3
PH 302	Epidemiology I	3
PH 303	Biostatistics I: App Rsch in PH	3
PH 304	Environmental Public Health	3
PA 312/PH 317	Mgmt in Hlth Services&Med Care	3
or PH 305	Pol,Org & Finance in Hlth Care	
PH 306	Social&Behavioral Public Hlth	3
9 credits in required advanced core courses (3 courses):		
PH 307	Epidemiology 2	3
PH 308	Environmental Public Health 2	3
PH 310	Public Health Law and Ethics	3
6 credits of required culminating project experience:		6
PH 392	Culminating Project Experience	
9 elective course credits (3 courses) from the approved list, including but not limited to:		9
PH 309	Public Health Biostatistics II	
PH 311	Global Public Health	
PH 312	Food Systems & Public Hlth	
PH 314	Environmental Risk & Risk Comm	
PH 315	Public Health Surveillance	
PH 319	Environmental Health Law & Pol	
PH 324	Public Health Informatics	

PH 325	Investigating Disease Outbreaks	
PH 326	Legal Issues in Health Care	
PH 395	Special Topics	

Comprehensive Examination

The program requires a comprehensive assessment of students' understanding of public health and ability to synthesize and apply knowledge learned throughout their program of study. This requirement is fulfilled through the completion of the MPH Culminating Project Experience. This experience includes both practical skills (experiential learning) and a culminating Applied Public Health project experience. The culminating experience requires analysis, synthesis, and evaluation of knowledge and skills learned throughout the MPH program.

The 6-credit experience (PH 392) is further divided into three components with specific objectives measured by faculty assessment. Practical skills (experiential learning) will be assessed by the mentor at the agency or organization that is the site of the culminating project experience. The culminating project experience will be supervised by a faculty member, who may also be the student's advisor.

A faculty committee comprised of faculty from the program will review proposals, recommending approval or modification prior to approval. This same faculty committee that approves projects will also review and determine whether a students' culminating project experiences meet objectives and requirements, and achieve a passing grade. It is expected that some project mentors will also be on the committee.

Requirement for Advancement to Candidacy for the Degree of Master of Public Health

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses.

ENVIRONMENTAL PUBLIC HEALTH CGS

All students must meet the Requirements for the Certificates of Graduate Study (CGS) (p. 237)

OVERVIEW

Environmental public health is a dynamic and challenging, multidisciplinary field blending public policy, epidemiology, toxicology and population health sciences. With growing environmental concerns such as climate change, water quality and air pollution, and their effects on human and animal health, the field of Environmental Public Health is more important than ever.

The University of Vermont's online Certificate of Graduate Study in Environmental Public Health is an 18-credit program that gives students the opportunity to explore a range of human health hazards, health promotion options and methods of environmental health practice. The program is designed for medical and graduate students; health practitioners; public health professionals and researchers; environmental specialists, engineers and scientists; and others who

wish to increase their knowledge in the vital field of environmental public health. It also prepares graduates for advanced study at the masters and doctoral level.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Certificate of Graduate Study

Students are required to have a bachelor's degree from an accredited college or university, and have completed one college-level course in mathematics and one college-level course in science.

Minimum Degree Requirements

The Certificate of Graduate Study in Environmental Public Health requires 18 credits including four courses (12 credits) from core content areas and two elective course (6 credits).

Four required core competency courses:		
PH 301	Public Health & Health Policy	3
PH 304	Environmental Public Health	3
PH 308	Environmental Public Health 2	3
PH 302	Epidemiology I	3
Choose two elective courses from the list of approved courses, including but not limited to:		6
PH 312	Food Systems & Public Hlth	
PH 314	Environmental Risk & Risk Comm	
PH 319	Environmental Health Law & Pol	

EPIDEMIOLOGY CGS

All students must meet the Requirements for the Certificates of Graduate Study (CGS) (p. 237)

OVERVIEW

Epidemiology is often called the “language” of public health, and is the foundation science of public health programs. Epidemiology has many uses and applications. The Centers for Disease Control and Prevention describes epidemiology “the study of the origin and causes of diseases in a community. It is the scientific method of investigation problem-solving used by disease detectives: epidemiologists, laboratory scientists, statisticians, physicians and other health care providers, and public health professionals—to get to the root of health problems and outbreaks in a community.” (CDC. The Importance of Epidemiology 2011).

The University of Vermont's Certificate of Graduate Study in Epidemiology is an online and concise, six-course (18 graduate credits) immersion into the field of epidemiology and related quantitative population health science. This certificate introduces students to the foundations and language of public health and health policy through the study of epidemiology. Completing this course of study will provide students with competency in epidemiology and

quantitative public health science as well as 18 applicable credits should they decide to pursue the MPH degree at UVM.

The program is designed for medical and graduate students; health practitioners; public health professionals and researchers; and others who wish to increase their knowledge in the vital field of epidemiology. It also prepares graduates for advanced study at the masters and doctoral level.

SPECIFIC REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE CERTIFICATE OF GRADUATE STUDY

Students are required to have a bachelor's degree from an accredited college or university, and have completed one college-level course in mathematics and one college-level course in science.

MINIMUM DEGREE REQUIREMENTS

The Certificate of Graduate Study in Epidemiology requires 18 credits including four courses (12 credits) from four core content areas and two elective courses (6 credits) from an approved list of electives.

Four required core competency courses:		
PH 302	Epidemiology I	3
PH 307	Epidemiology 2	3
PH 303	Biostatistics I: App Rsch in PH	3
PH 309	Public Health Biostatistics II	3
Choose two elective courses from the list of approved electives, including but not limited to:		6
PH 315	Public Health Surveillance	
PH 322	One Health: Zoonoses	
PH 324	Public Health Informatics	
PH 325	Investigating Disease Outbreaks	

HEALTH CARE MANAGEMENT AND POLICY CGS

All students must meet the Requirements for the Certificates of Graduate Study (CGS) (p. 237)

OVERVIEW

The Certificate of Graduate Study in Health Care Management and Policy is an online, six course (18 credits) program introducing students to health care management, finance, and policy. This program provides an overview of US health care policies, organizational structures, and financing systems. These concepts are examined from economic, social, legal, ethical, political, and global perspectives. Contemporary health care organizations and policies are analyzed with respect to concepts and principles of change theory, ethical decision making, and policy processes and analysis. Financing of health care systems, with emphasis on the roles of health care providers and impact on consumers, will also be examined. The

distinct strategic and leadership challenges faced by managers in healthcare and public health organizations is examined through the lenses of consumers, employers, practitioners, insurers, regulators, and public policy-makers.

The program is designed for working professionals in health care and public health; nursing students, medical students and other graduate students; recent baccalaureate graduates with an interest in a non-clinical health degree; and employees and managers of healthcare-related programs and organizations.

SPECIFIC REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE CERTIFICATE OF GRADUATE STUDY

Students are required to have a bachelor's degree from an accredited college or university, and have completed one college-level course in mathematics and one college-level course in science.

MINIMUM DEGREE REQUIREMENTS

The Certificate of Graduate Study in Health Care Management and Policy requires 18 credits including four courses (12 credits) from four core content areas and two elective courses (6 credits) from an approved list of electives.

Four required core competency courses:		
PH 317	Mgmt in Hlth Services&Med Care	3
or PH 305	Pol,Org & Finance in Hlth Care	
PH 324	Public Health Informatics	3
PH 321	Controversies in HlthEconomics	3
PH 326	Legal Issues in Health Care	3
Choose two elective courses from the list of approved electives, including but not limited to:		6
PH 301	Public Health & Health Policy	
PH 302	Epidemiology I	
PH 310	Public Health Law and Ethics	
PH 318	ImprovingHlth in Patients&Pop	

SOCIAL WORK

OVERVIEW

The Master of Social Work program at the University of Vermont prepares students for advanced social work practice with individuals, families, groups, organizations, and communities in the post-modern environment. The curriculum emphasizes strengths-oriented, relational practice guided by principles of social justice and human rights and a conceptual framework of critical social construction. The Master of Social Work program is fully accredited by the Council on Social Work Education (CSWE).

The professional foundation curriculum is designed to assist students to explore and develop generalist knowledge, values, and skills for

professional practice. Students take thirty credits of foundation course work, including one elective. The curriculum comprises course work in five areas: Human Behavior in the Social Environment (HBSE), Social Welfare Policy, Social Work Practice, Field Practica, and Research.

The concentration year curriculum is designed to extend and integrate student knowledge, values, and skills for advanced practice in a single concentration, Transformative Social Work. This is accomplished through focused study in a student-generated, individualized area of interest. All core curriculum courses in the concentration year are considered advanced practice courses in Transformative Social Work, in that all emphasize the application of complex social ideas and the production of transformative roles and methods.

Students select four focus courses to direct their studies toward a particular population or field of social work practice. In addition, the concentration curriculum consists of two advanced practice courses, a field practicum, an advanced research course, and a "capstone course" aimed at integrating the student's application of transformative social work in the area of interest.

DEGREES

- Social Work M.S.W. (p. 217)

FACULTY

Burford, Gale E.; Professor, Department of Social Work; PHD, University of Stirling

Comerford, Susan Ann; Associate Professor, Department of Social Work; PHD, Case Western Reserve University

Heading-Grant, Wanda; Clinical Associate Professor, Department of Social Work; EDD, University of Vermont

Patterson, Fiona M.; Associate Professor, Department of Social Work; DSW, University of Pennsylvania

Roche, Susan E.; Associate Professor, Department of Social Work; PHD, Rutgers University New Brunswick/Piscataway

Solomon, Brenda M.; Associate Professor, Department of Social Work; PHD, Syracuse University

Strolin, Jessica S; Associate Professor, Department of Social Work; PHD, University of Albany

Widrick, Gary Charles; Lecturer, Department of Social Work; PHD, University of Vermont

Witkin, Stanley L.; Professor, Department of Social Work; PHD, University of Wisconsin Madison

SOCIAL WORK M.S.W.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Department of Social Work offers a full-time and part-time course of study toward the M.S.W. degree. An Advanced Standing option is also available for eligible students who have completed an undergraduate degree in social work from a bachelor's program accredited by CSWE within 7 years of admission.

To request a program bulletin or additional information, please contact the Department of Social Work at (802) 656-8800 or visit the program's Master's Degree in Social Work website.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Social Work

- A baccalaureate degree completed in good standing from an accredited college or university.
- No minimum grade point average (GPA) is required; however, the applicant must show evidence of academic ability to undertake graduate study in social work. The applicant's GPA is one indicator of performance and will be considered in the review process.
- Evidence of a strong liberal arts background, with a minimum of eighteen credits in general liberal arts course work that supports graduate education in social work.
- Prior work or volunteer experience in human services is preferred.
- International students must submit TOEFL or IELTS scores (from tests taken within two years of the date of application).

REQUIREMENTS FOR ADVANCED STANDING

- A BSW degree or a B.S. in social work, earned from a social work program accredited by the Council on Social Work Education (CSWE) within 7 years of admission to the M.S.W. program.
- Prior academic performance that supports graduate study in social work.
- Satisfactory undergraduate social work field practicum evaluations.

HOW TO APPLY

All applications are submitted online through the Graduate College Admissions site.

The following materials are required for application:

- Completed application form (online).
- Written Statement of Purpose that describes the applicant's preparation and goals for pursuing graduate study in social work (submit online).
- Official transcripts from each college or university attended.
- Resume of work and professional experience.
- Three (3) letters of recommendation and completed recommender forms (recommendations from at least one academic source and one from human service related employment are strongly encouraged).
- Non-refundable application fee of \$65.00 for online application.

Minimum Degree Requirements

The Master of Social Work degree requires sixty credits of graduate study, unless students are admitted with Advanced Standing status. Advanced Standing status is granted solely to students who have earned a bachelor's degree in a program accredited, or acknowledged as being equivalent to a Bachelor's in Social Work, by the Council on Social Work Education, and allows for a shorter course of study at

thirty-nine credits. Both regular track and advanced standing students must complete all required and elective credits in social work courses.

The policies and standards for maintaining program accreditation do not permit the granting of academic credit toward graduation for life experience.

REGULAR TRACK M.S.W.

Foundation Courses		
SWSS 212	Social Work Practice I	3
SWSS 213	Social Work Practice II	3
SWSS 216	Th Found of Hum Beh&Soc Envr I	3
SWSS 217	Th Found Hum Beh&Soc Envr II	3
SWSS 220	Soc Welfare Pol & Services I	3
SWSS 221	Soc Welfare Pol & Services II	3
SWSS 227	Found of Social Work Research	3
SWSS 290	Foundation Yr Field Practicum (taken twice credits will double)	3-4
An approved elective (Elective and Focus courses require advanced approval of faculty advisor)		3
Concentration Year Courses		
SWSS 314	Transformative Social Work I	3
SWSS 315	Transformative Social Work II	3
SWSS 316	Integrative Appr Transform SW	3
SWSS 327	Adv Social Work Research	3
SWSS 390	Concentration Yr Field Pract (taken twice credits will double)	3-4
Four approved focus courses (Elective and Focus courses require advanced approval of faculty advisor)		12

ADVANCED STANDING M.S.W.

Summer Session Courses		
SWSS 380	Prof Issues in Social Work	4
Two approved focus courses (Elective and Focus courses require advanced approval of faculty advisor)		6
Concentration Year Courses		
SWSS 314	Transformative Social Work I	3
SWSS 315	Transformative Social Work II	3
SWSS 316	Integrative Appr Transform SW	3
SWSS 327	Adv Social Work Research	3
SWSS 390	Concentration Yr Field Pract (two 4 credit courses - credit will be double)	4

Three approved focus courses (Elective and Focus courses require advanced approval of faculty advisor)	9
--	---

Comprehensive Examination

To fulfill the UVM Graduate College comprehensive examination requirement, concentration year students complete a final project which is embedded in the capstone course SWSS 316. The project extends learning across the concentration curriculum and builds upon inquiry begun in the Advanced Research course. The project is the culmination of the student's studies in the concentration year and provides integration and closure to the student's educational experience.

Requirements for Advancement to Candidacy for the Degree of Master of Social Work

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses.

SPECIAL EDUCATION

OVERVIEW

These programs are designed to prepare students to collaborate with families, educators, and other professionals and service agencies in the development, implementation, and evaluation of instructional programs and supports for learners with disabilities in integrated school and community settings. There are two separate tracks in this program, with each track having its own requirements:

- **Early Childhood Special Education:** The Early Childhood Special Education program is designed to provide students with the perspectives and skills necessary to work with young children from birth through kindergarten and their families in a range of family-centered, culturally responsive, inclusionary and developmentally appropriate settings. The program leads to teacher licensure.
- **Special Education (K-12):** This master's program is designed to prepare students to collaborate with families, educators, and other professionals and service agencies in the development, implementation and evaluation of instructional programs and supports for learners with disabilities in integrated school and community settings. The program requires that students have appropriate professional experience.

DEGREES

- Special Education M.Ed. (p. 219)

FACULTY

Giangreco, Michael F.; Professor, Department of Education; PHD, Syracuse University

Haines, Shana Jackson; Assistant Professor, Department of Education; PHD, University of Kansas

Hurley, Jennifer Jo; Associate Professor, Department of Education; PHD, Vanderbilt University

Kervick, Colby; Assistant Professor, Department of Education/ Special Education; EDD, University of Vermont

Meyer, Lori; Assistant Professor, Department of Education; PHD, University of Illinois

Salembier, George B.; Associate Professor, Department of Education; EDD, University of Vermont

Shepherd, Katharine Green; Associate Professor, Department of Education; EDD, University of Vermont

SPECIAL EDUCATION M.ED.

All students must meet the Requirements for the Master of Education Degree (p. 239)

OVERVIEW

Three primary areas of emphasis within the program are Consulting Teacher/Learning Specialist, Early Childhood Special Education and Intensive Special Education. All three areas have State of Vermont approved licensure endorsement tracks, and successful completion leads to a licensure endorsement for special education in Vermont.

1. **Special Educator - Consulting Teacher/Learning Specialist :** Students are prepared to collaborate with families, educators and other professionals in the design, implementation and evaluation of instruction for learners with mild to moderate disabilities in integrated regular elementary, middle or high school classrooms.
2. **Early Childhood Special Education :** Students are prepared to provide individualized, family-centered special education services to young children with disabilities and their families through both direct and collaborative delivery systems coordinated with social service agencies in integrated home, preschool and community settings in rural areas.
3. **Intensive Special Education :** Students are prepared to provide direct and collaborative instruction to learners with moderate to severe disabilities on the basis of identified activities, skills, adaptations, and transitions needed for learners to function in current and future integrated school, home and other community environments, with services involving learners' parents and a variety of professional disciplines.

Additional information on the above should be requested from the program coordinator.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Education

Candidates for the degree of Master of Education in Special Education must have a bachelor's degree that includes at least 30 hours of course work in a specific content area, and a GPA of at least a 3.00 in this course work. Preference is given to candidates with two years of teaching and/or related experience in special education.

Candidates for the degree of Master of Education in Early Childhood Special Education must have a bachelor's degree that includes at least 30 hours of course work in a specific content area, and a GPA of at least a 3.00 in this course work. Preference is given to candidates with two years of teaching and/or related experience in early childhood education.

Minimum Degree Requirements

Specific courses are required for each area (Special Educator - Consulting Teacher/Learning Specialist, Early Childhood Special Education or Intensive Special Education), as well as a full year internship. Students seeking admission to a licensure endorsement track must meet additional requirements.

SPECIFIC REQUIREMENTS FOR THE SPECIAL EDUCATION TRACK INCLUDE:

EDSP 201	D2:Foundations of Special Ed	3
EDSP 202	Severe Disabil Char&Intervent	3
EDSP 217	Behavior Analysis in SpecialEd	3
EDSP 224	Meeting Inst Needs/All Stdnts	3
EDSP 280	Assessment in Special Ed	3
EDSP 290	Early Lit and Math Curriculum	3
EDSP 297	Adolescent Lit & Math Curric	3
EDSP 322	Intern: Triadic Model Consult	6
EDSP 323	Intern: Systems Development	6
EDSP 387	Collaborative Consultation	3

SPECIFIC REQUIREMENTS FOR THE EARLY CHILDHOOD SPECIAL EDUCATION TRACK INCLUDE:

ECSP 202	D2:EI for Infants and Toddlers	3
ECSP 310	Curriculum in ECSP	3
ECSP 311	Assessment in EI/ECSE	3
ECSP 320	Seminar in EI/ECSE	3
ECSP 386	Internship: EI/ECSE	12
Strongly Recommended Courses (6 credit hours from the Master's Courses in Special Education)		
EDSP 202	Severe Disabil Char&Intervent	3
EDSP 387	Collaborative Consultation	3
Substitutions can be made for the courses listed in Master's Courses in Special Education from this list of electives at the Advisor's discretion to accommodate schedule conflicts and enable candidates to complete the program timely (3 semester hours)		
CSD 299	Autism Spect Dis:Assess&Interv	3
CSD 313	Augmentative Communication	3
EDSP 200	Contemporary Issues	3
EDSP 201	D2:Foundations of Special Ed	3
EDSP 217	Behavior Analysis in SpecialEd	3
EDSP 274	D2:Culture of Disability	3
ECSP 397	Problems in Education	6

SPECIFIC REQUIREMENTS FOR THE INTENSIVE SPECIAL EDUCATION TRACK INCLUDE:

EDSP 201	D2:Foundations of Special Ed	3
EDSP 202	Severe Disabil Char&Intervent	3
EDSP 217	Behavior Analysis in SpecialEd	3
EDSP 224	Meeting Inst Needs/All Stdnts	3
EDSP 280	Assessment in Special Ed	3
EDSP 290	Early Lit and Math Curriculum	3
EDSP 297	Adolescent Lit & Math Curric	3
EDSP 322	Intern: Triadic Model Consult	6
EDSP 323	Intern: Systems Development	6
EDSP 387	Collaborative Consultation	3
Concentration Course approved by program faculty		3

Comprehensive Examination

The comprehensive examination for Special Education and Early Childhood Special Education is an oral examination taken in the last semester of study.

Requirements for Advancement to Candidacy for the Degree of Master of Education

Successful completion of any prerequisite courses, and at least 15 graded graduate credits with a 3.00 GPA or better, including all core courses. Program requires 30-36 credits depending on licensure requirements.

STATISTICS

OVERVIEW

The Statistics Program offers biostatistics, statistics, and probability courses for the entire university community along with traditional degree programs and individually designed degree programs emphasizing statistics applied to other fields. The degree programs are designed primarily for students who plan careers in business, actuarial science, industry, and government or advanced training in disciplines that make extensive use of statistical principles and methods. The program faculty is deeply involved in consulting and collaborative research in a wide variety of fields, including industry, agriculture, and in the basic and clinical medical sciences. These research activities along with the research of other quantitative UVM faculty offer students unique opportunities to apply their classroom training to "real world" problems. Qualified students with the goal of learning statistics to use in a specialized area of application are especially encouraged to take advantage of these cooperative arrangements.

Program faculty have active statistics research efforts in areas such as bioinformatics, sequential analysis, three stage sampling, time series analysis, survival data analysis, discriminant analysis, bootstrap methods, categorical data analysis, measurement error models, and experimental design. Students seeking the traditional graduate degree

in statistics (along with course work in mathematics and computer science, if desired) have excellent opportunities to participate in the faculty's research.

DEGREES

- Statistics AMP (p. 221)
- Statistics M.S. (p. 222)

FACULTY

Ashikaga, Takamaru; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Bagrow, James; Assistant Professor, Department of Mathematics & Statistics; PHD, Clarkson University

Bunn, Janice Yanushka; Research Associate Professor, Department of Mathematics and Statistics; PHD, Ohio State University

Buzas, Jeff Sandor; Professor, Department of Mathematics and Statistics; PHD, North Carolina State University Raleigh

Callas, Peter W.; Research Associate Professor, Department of Mathematics and Statistics; PHD, University of Massachusetts Amherst

Jefferys, William; Lecturer I, Department of Mathematics and Statistics; PHD, Yale University

Mickey, Ruth Mary; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles

Scarpino, Samuel V.; Assistant Professor, Department of Mathematics and Statistics; PHD, University of Texas at Austin

Single, Richard M.; Associate Professor, Department of Mathematics and Statistics; PHD, SUNY Stony Brook

Son, Mun Shig; Professor, Department of Mathematics and Statistics; PHD, Oklahoma State University

STATISTICS AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (p. 237)

OVERVIEW

The Statistics Program offers biostatistics, statistics, and probability courses for the entire university community along with traditional degree programs and individually designed degree programs emphasizing statistics applied to other fields. The degree programs are designed primarily for students who plan careers in business, actuarial science, industry, and government or advanced training in disciplines that make extensive use of statistical principles and methods. The program faculty is deeply involved in consulting and collaborative research in a wide variety of fields, including industry, agriculture, and in the basic and clinical medical sciences. These research activities along with the research of other quantitative UVM faculty offer students unique opportunities to apply their classroom training to "real world" problems. Qualified students with the goal of learning statistics to use in a specialized area of application are especially encouraged to take advantage of these cooperative arrangements.

Program faculty have active statistics research efforts in areas such as bioinformatics, sequential analysis, three stage sampling, time series analysis, survival data analysis, discriminant analysis, bootstrap

methods, categorical data analysis, measurement error models, and experimental design. Students seeking the traditional graduate degree in statistics (along with course work in mathematics and computer science, if desired) have excellent opportunities to participate in the faculty's research.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science for Accelerated Students

Students should discuss the possibility of an Accelerated Master's Program in statistics with the respective program director as soon as they think they may be interested in this program. Students must declare their wish to enter the Accelerated Master's Program in writing to the statistics program director (it is recommended that this happen before the end of their junior year). They would apply to the Graduate College for admission, noting their interest in the Accelerated Master's Program. They can receive concurrent undergraduate and graduate credit for one or two graduate level courses, once admitted. No graduate credit can be counted for statistics courses earned prior to admission to the graduate program. Satisfactory scores on the general (aptitude) portion of the Graduate Record Examination are required.

Minimum Degree Requirements for the Degree of Master of Science

Option A (Thesis)		
A thirty credit program requiring twenty-four credits of statistics course work. The program must include:		
STAT 221	Statistical Methods II	3
STAT 223	Applied Multivariate Analysis	3
STAT 231	Experimental Design	3
STAT 251	Probability Theory	3
STAT 261	Statistical Theory	3
STAT 360	Linear Models	3
Six additional course credits are required. Other 200-300 level statistics courses (except STAT 211, STAT 241, STAT 281, STAT 308) or (if approved) other courses in mathematics, quantitative methods, or specialized fields of application can be selected.		
Six credits of thesis research is required:		
STAT 391	Master's Thesis Research	6

Option B (Non-thesis)		
A thirty credit program requiring twenty-seven credits of course work. The program must include:		
STAT 221	Statistical Methods II	3
STAT 223	Applied Multivariate Analysis	3
STAT 231	Experimental Design	3

STAT 251	Probability Theory	3
STAT 261	Statistical Theory	3
STAT 360	Linear Models	3
Nine additional course credits are required. Other 200-300 level statistics courses (except STAT 211, STAT 241, STAT 281, STAT 308) or (if approved) other courses in mathematics, quantitative methods, or specialized fields of application can be selected.		
The research project requirement is met by taking three semester hours of:		
STAT 381	Statistical Research	3
or STAT 385	Consulting Practicum	

Both Options	
Under both options, students must have or acquire knowledge of the material in STAT 211. The student is expected to participate in the colloquium series of the program and in the Statistics Student Association Journal Club. The student must pass the comprehensive examination.	

Comprehensive Examination

A written comprehensive examination is based on the courses STAT 211, STAT 221, STAT 223, STAT 231, STAT 251, and STAT 261. The comprehensive exam is typically held two weeks after the final exam in the spring semester. The student can take the exam a maximum of two times.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of any prerequisite courses, and at least 15 graded graduate credits earned in compilation of the graduate GPA, including all core courses. A GPA of 3.00 or greater is also required.

STATISTICS M.S.

All students must meet the Requirements for the Master's Degree (p. 237)

OVERVIEW

The Statistics Program offers biostatistics, statistics, and probability courses for the entire university community along with traditional degree programs and individually designed degree programs emphasizing statistics applied to other fields. The degree programs are designed primarily for students who plan careers in business, actuarial science, industry, and government or advanced training in disciplines that make extensive use of statistical principles and methods. The program faculty is deeply involved in consulting and collaborative research in a wide variety of fields, including industry, agriculture, and in the basic and clinical medical sciences. These research activities along with the research of other quantitative UVM faculty offer students unique opportunities to apply their classroom training to "real world" problems. Qualified students with the goal of learning statistics to use in a specialized area of application

are especially encouraged to take advantage of these cooperative arrangements.

Program faculty have active statistics research efforts in areas such as bioinformatics, sequential analysis, three stage sampling, time series analysis, survival data analysis, discriminant analysis, bootstrap methods, categorical data analysis, measurement error models, and experimental design. Students seeking the traditional graduate degree in statistics (along with course work in mathematics and computer science, if desired) have excellent opportunities to participate in the faculty's research.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of Science

A baccalaureate degree. Three semesters of calculus, a course in matrix methods, and one semester of statistics. Provisional acceptance can be given prior to the completion of these requirements. Satisfactory scores on the general (aptitude) portion of the Graduate Record Examination are required. Computer experience is highly recommended.

Current undergraduate students at the University of Vermont should contact the program director for details on the Accelerated Master's Program.

Minimum Degree Requirements for the Degree of Master of Science

Option A (Thesis)		
A thirty credit program requiring twenty-four credits of statistics course work. The program must include:		
STAT 221	Statistical Methods II	3
STAT 223	Applied Multivariate Analysis	3
STAT 231	Experimental Design	3
STAT 251	Probability Theory	3
STAT 261	Statistical Theory	3
STAT 360	Linear Models	3
Six additional course credits are required. Other 200-300 level statistics courses (except STAT 211, STAT 241, STAT 281, STAT 308) or (if approved) other courses in mathematics, quantitative methods, or specialized fields of application can be selected.		
Six credits of thesis research is required:		
STAT 391	Master's Thesis Research	6

Option B (Non-thesis)		
A thirty credit program requiring twenty-seven credits of course work. The program must include:		
STAT 221	Statistical Methods II	3
STAT 223	Applied Multivariate Analysis	3

STAT 231	Experimental Design	3
STAT 251	Probability Theory	3
STAT 261	Statistical Theory	3
STAT 360	Linear Models	3
Nine additional course credits are required. Other 200-300 level statistics courses (except STAT 211, STAT 241, STAT 281, STAT 308) or (if approved) other courses in mathematics, quantitative methods, or specialized fields of application can be selected.		
The research project requirement is met by taking three semester hours of:		
STAT 381	Statistical Research	3
or STAT 385	Consulting Practicum	

Both Options	
Under both options, students must have or acquire knowledge of the material in STAT 211. The student is expected to participate in the colloquium series of the program and in the Statistics Student Association Journal Club. The student must pass the comprehensive examination.	

Comprehensive Examination

A written comprehensive examination is based on the courses STAT 211, STAT 221, STAT 223, STAT 231, STAT 251, and STAT 261. The comprehensive exam is typically held two weeks after the final exam in the spring semester. The student can take the exam a maximum of two times.

Requirements for Advancement to Candidacy for the Degree of Master of Science

Successful completion of any prerequisite courses, and at least 15 graded graduate credits earned in compilation of the graduate GPA, including all core courses. A GPA of 3.00 or greater is also required.

SUSTAINABLE TRANSPORTATION SYSTEMS AND PLANNING

OVERVIEW

Transportation is a transdisciplinary field of study that broadly examines the movement of people and goods over space as well as the economic, public health, environmental, and social impacts of those systems.

Local, regional, and global transportation systems are vital to building community, the economy, and quality of life. Transportation designs, programs, and policies impact the environment, energy, culture, equitable mobility between regions and groups, as well as quality of life. Critical transportation system issues and problems in the 21st century will require interdisciplinary teams to design innovative solutions. The overall goal of the certificate is to establish a baseline of transportation system knowledge and to develop advanced critical

thinking around interdisciplinary partnerships addressing problems in planning for transportation and mobility.

DEGREES

- Sustainable Transportation Systems and Planning CGS (p. 223)

FACULTY

Aultman-Hall, Lisa M.; Professor, School of Engineering; PHD, McMaster University

McRae, Glenn; Adjunct Lecturer, Department of Community Development and Applied Economics; PHD, Union Institute and University

SUSTAINABLE TRANSPORTATION SYSTEMS AND PLANNING CGS

All students must meet the Requirements for the Certificates of Graduate Study (p. 237)

OVERVIEW

Transportation is a transdisciplinary field of study that broadly examines the movement of people and goods over space as well as the economic, public health, environmental, and social impacts of those systems.

Local, regional, and global transportation systems are vital to building community, the economy, and quality of life. Transportation designs, programs, and policies impact the environment, energy, culture, equitable mobility between regions and groups, as well as quality of life. Critical transportation system issues and problems in the 21st century will require interdisciplinary teams to design innovative solutions. The overall goal of certificate is to establish a baseline of transportation system knowledge and to develop advanced critical thinking around interdisciplinary partnerships addressing problems in planning for transportation and mobility.

The academic merit of the STSP Certificate is multifaceted. It includes the development of technical knowledge of transportation and mobility systems as well as research skills, academic writing, direct experience with transdisciplinary work and the development of a scholarly and practitioner-based student cohort around transportation research.

There are three important outcomes of the study and application of sustainable transportation systems: (1) Knowledge; wherein we employ original data gathering, analysis and modeling to gain fundamental insights regarding how humans make travel decisions and how transportation systems function, (2) Innovative Solutions; wherein we explore how combinations of policy, education, design and technology intersect to advance new or improved systems of mobility and access, and (3) Informed Decision-Making; wherein we provide transportation research results, education and outreach to inform the development of sustainable transportation policies.

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Certificate of Graduate Study

Admission to the graduate college and approval by the TRC Graduate Coordinator.

Minimum Degree Requirements

The Certificate of Graduate Study in Sustainable Transportation Systems and Planning requires fifteen graduate credits distributed as follows:

TRC 312	Sustainability & Transportatn ¹	3
TRC 314	Risk/Behavior in Transportatn ¹	3
TRC 316	Land Use Policy & Economics	3
Two additional courses (six credits total) selected from a list of electives approved by the TRC Graduate Coordinator		6

¹ Credits for TRC 312 and TRC 314 may be earned either in conjunction with or independent of a UVM graduate degree program.

Additional information on the Certificate of Sustainable Transportation Systems and Planning is available from the CGS in Sustainable Transportation Systems and Planning website.

ACADEMIC AND ENROLLMENT POLICIES

This section of the Graduate Catalogue includes academic and enrollment policies and information for graduate students.

- Change of Graduate Program (p. 224)
- Conferral of Graduate Degrees (p. 224)
- Continuous Graduate Registration (p. 224)
- Enrollment Policies and Procedures (p. 225)
- Grading Policies (p. 227)
- Inactivation, Deactivation and Reactivation (p. 228)
- Leave of Absence (p. 228)
- Requirements for Visiting Graduate Students (p. 228)
- Rights and Responsibilities (p. 229)
- Time Limits for Graduate Degree Completion (p. 230)
- Transfer Credit and Credit by Examination (p. 230)
- Withdrawal from a Graduate Degree Program (p. 231)

CHANGE OF GRADUATE PROGRAM

If an admitted student wishes to change to a different graduate program offered at UVM, a request must be made by the student,

in writing, to the Dean of the Graduate College. Upon receipt of the request and any new supporting materials, the student's file will be forwarded to the desired program for review. That program may require additional materials or a new complete application for consideration. If both the faculty of the desired program and the Dean of the Graduate College approve, the formal transfer of program is made in the Graduate College office with notification to the former program, new program, student, and registrar. The time limit for completion of the degree runs from the date of matriculation in the new program; however, all credits applied to the degree must be earned within 7 years of degree completion for master's students and 9 years for doctoral students.

CONFERRAL OF GRADUATE DEGREES

Degrees are conferred only in October, January, and May of each year. Diplomas are issued in May and mailed in October and January.

It is the graduate student's responsibility to make sure that their name has been submitted by their department or program to the Graduate College dean's office for graduation by completing an Intent to Graduate form.

Departments with graduate programs must submit a "List of Potential Graduating Students" along with an "Intent to Graduate" form for each student by August 1st, October 1st, and February 1st for the October, January, and May graduation deadlines.

GRADUATE STUDENT COMMENCEMENT WALK POLICY

Only graduate students who have completed all degree requirements are eligible to walk in the UVM Graduate Student Commencement held each May. For thesis and dissertation students, degree requirements include passing of a defense examination and the submission of a final copy of their thesis or dissertation approved by the Graduate College through ProQuest.

CONTINUOUS GRADUATE REGISTRATION

Students who are actively working toward their degree completion and have completed enrollment in all credits required for the degree, but have not completed all graduation requirements, must enroll each semester for Continuous Registration and pay a flat \$100 - \$300 tuition fee for Continuous Registration each semester (Fall and Spring) until all degree requirements are completed, including removing incomplete grades, passing the comprehensive examination, or completing a thesis or dissertation.

Students who are working at the full-time level of nine or more credit equivalency register for GRAD 903 in their discipline, pay a Continuous Registration fee of \$300, and must pay the Health Center fee required of full-time students (\$347). Students working at less than full time, but at least half time (five to eight credit equivalency) register for GRAD 902 in their discipline, pay a Continuous Registration fee of \$200, and must pay the Health Center fee (\$347) if they elect to purchase the UVM health insurance. Students working at less than half time (one quarter to four credit equivalency) register

for GRAD 901 in their discipline and pay a Continuous Registration fee of \$100.

The following chart describes the characteristics of each level of registration:

	Effort Expectation	Credit Equivalency	Attributes of Enrollment Designation
GRAD 901	Less than Half Time - 1-16 hours effort per week	1/4 TO 4 ¹	Catcard, library, fitness center and bus privileges
GRAD 902 ²	At least Half Time, but less than Full Time - 20-32 hours effort per week	5-8	Catcard, library, fitness center and bus privileges; loan deferral, eligible to enroll in UVM Student Health insurance, federal financial aid eligibility, eligible for GTA/GRA funding
GRAD 903 ³	Full Time - at least 36 hours effort per week	9 or more	Catcard, library, fitness center and bus privileges; loan deferral, health insurance required ⁴ , federal financial aid eligibility, eligible for GTA/GRA funding, ski pass eligibility

¹ Typically, students would register for 1-4 credits for an effort of 4-16 hours/week. However, for minimal required effort, such as sitting for a comprehensive exam a couple of days into the semester with no other requirements, students may register for 1/4 credits.

² Students funded as a half time GTA, GRA or GA (10 hours per week) must be enrolled in at least 5 credits, so must register for GRAD 902 or GRAD 903.

³ Students funded as a full time GTA, GRA or GA (20 hours per week) must be enrolled in at least 9 credits, so must register for GRAD 903.

⁴ Students enrolled in GRAD 903 must provide proof of health insurance coverage or purchase UVM Student Health Insurance and must pay the UVM Student Health fee.

ENROLLMENT POLICIES AND PROCEDURES

HEALTH RECORD

The university requires that F-1 Visa students file an immunization record with the Center for Health and Wellbeing at the time of first enrollment. Appropriate forms are emailed directly to newly enrolled students through the Office of International Education and/or the Center for Health and Wellbeing.

REGISTRATION

Consult the UVM Academic Calendar (http://www.uvm.edu/~rgweb/?Page=importantdates/i_ac1314.html&SM=i_menu.html) and the Registration Schedule (<http://www.uvm.edu/~rgweb>) for registration dates. Students register for courses at the time and in the manner designated by the university registrar. Early registration is encouraged for both new and presently enrolled graduate students. Students may not register for courses unless tuition and fees for any current and prior semesters have been paid.

Students should consult with their program advisor before using web registration. All charges for the ensuing semester must be paid, or otherwise provided for, before registration is complete.

GRADUATE COURSE LEVELS

Courses which may apply towards a graduate program are numbered 200 and above. Not all 200-level courses are eligible for graduate credit. The 200-level courses that are eligible for graduate credit are included in the Graduate Catalogue course list. Graduate students enrolled in a 200-level course approved for graduate credit must take the course for graduate credit. Courses numbered 400 or above are limited to candidates for doctoral degrees; courses numbered 300 to 399 are limited to graduate students unless permission to enroll is given by the appropriate instructor, department or program.

COURSE LOADS

Generally, full-time graduate students enroll for nine to twelve credit hours per semester, with normal maximum enrollment being fifteen credits per semester and nine hours summer. Enrollment in excess of fifteen credits requires written approval from the student's advisor and the Dean of the Graduate College.

AUDITING CLASSES

Students wishing to regularly attend a course, but not receive credit, may register as an auditor, with the approval of the Dean of the Graduate College and the instructor. Auditors have no claim on the time or service of the instructor. Students must meet minimum levels of performance set by the instructor at the time of registration in order to receive an audit grade. Tuition is charged at the applicable rate. Under no circumstances will changes be made after the add/drop period to allow credit for courses audited. Tuition scholarships funded by the academic units or the Graduate College do not cover tuition for audited courses.

PHYSICAL EDUCATION CLASSES

Students may not enroll in physical education classes without prior approval by the Dean of the Graduate College. Graduate College or academic unit tuition scholarships do not cover tuition or any fees for physical education activities.

ADD/DROP

Courses may be added through the first five instructional days of the semester without instructor permission, unless indicated. Adding a course between the sixth and tenth instructional day will be at the discretion of the faculty member and will occur by means of a faculty override. Courses may be dropped through the first ten instructional days of the semester. During summer and winter sessions, the add/drop period varies from course to course depending on when the class begins and how long it runs.

WITHDRAWAL FROM COURSES

From the eleventh day of instruction until the second business day after the 60% point in the semester, students may withdraw from courses. To do so, students must use the registration system to withdraw from the course. The student's advisor(s) and dean(s) will be notified. The instructor(s) will be aware of the withdrawal by the Withdraw status on the class roster and the presence of a grade of W on the grade roster.

Between the second business day after the 60% point in the semester and the last day of classes, students may withdraw from one or more courses only by demonstrating to the Graduate College studies committee, through a written petition, that they are unable to continue in the course(s) due to circumstances beyond their control. Such petition must contain conclusive evidence, properly documented, of the illness or other situation preventing completion of the course(s). Acceptable reasons do not include dissatisfaction with performance or expected grade, dissatisfaction with the course or instructor, or desire to change major or program. If the petition is approved, a grade of W will be assigned and recorded on the student's permanent record. If the petition is denied, the instructor(s) will assign a final grade in accordance with the same criteria applied to all other students in the course(s). Final decisions rest with the Graduate College.

Withdrawals will be permitted after the last day of classes only when the student was incapacitated before the end of the term and unable to process a late withdrawal request. To be considered, the request must be made within 60 days of the end of the term in which the course was taken, or before the end of the add/drop period of the subsequent term attended, whichever is sooner. Final decisions rest with the Graduate College.

In all instances, withdrawal grades remain on the permanent academic record, but will not affect the grade-point average. Withdrawn courses are included in the number of credits used for billing purposes.

DEFINITION OF A CREDIT HOUR

The Faculty Senate has defined a University of Vermont credit hour as follows:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
3. "Direct faculty instruction" must include regular and substantive faculty/student contact regardless of delivery mode (for example, face-to-face, hybrid, distance/online).

All courses should span the full term (15 weeks in fall and spring) of the semester in which they are offered.

UNDERGRADUATE COURSE ENROLLMENT FOR GRADUATE CREDIT (NON-ACCELERATED MASTER'S STUDENTS)

UVM Senior undergraduates may enroll for up to six graduate credits at UVM under the following circumstances: courses must be available for graduate credit; approval to take the course for graduate credit is obtained from the Dean of the Graduate College prior to taking the course; and the course must not be computed as part of the bachelor's degree. Permission to seek graduate credit must be obtained from the Dean of the Graduate College in writing by the dean of the undergraduate college/school in which the student is enrolled. Graduate credit can be used as transfer credit into a UVM graduate program if the course is deemed appropriate by the student's advisor for the particular graduate program. The transfer is credit only (not grade) and does not count towards the minimum graded credit required after matriculation into the graduate program. Generally, other institutions will not accept such credit, earned before award of the bachelor's degree, in transfer to their graduate programs.

DISTANCE EDUCATION STUDENT STATUS

A distance education student is a student whose primary affiliation with UVM is as a student matriculated in a distance education degree or academic certificate program where the majority of content is delivered at a distance. There may be a minimal residency component of the program that is exclusively available to the matriculated distance education students. A distance student may not register for an on campus course, however a residential student may register for courses offered through a distance program.

Students are billed according to their primary affiliation with UVM. These categories are residential or distance and may be program specific. When tuition differs between these categories, tuition is billed according to the primary affiliation of the student for any courses taken.

DISMISSAL

Academic: Students whose academic progress is deemed unsatisfactory at any time may be dismissed from the Graduate College by the dean upon consultation with the student's department or program. In addition, students may be dismissed if they receive two grades or more below a B (3.00), or they receive a U (Unsatisfactory) or UP (Unsatisfactory Progress) in Thesis or Dissertation Research, Seminar or Clinical Practicum. Students will be dismissed from the graduate program if they fail the comprehensive examination on both the first and second attempt or if they fail a thesis or dissertation defense on both the first and second attempt.

Professional: Students whose professional integrity is deemed unsatisfactory at any time may be dismissed from the Graduate College by the dean upon consultation with the student's department or program. Breaches of professional integrity include, but are not limited to, violations described in the Misconduct in Research and Other Scholarly Activities policy, violation of the Code of Academic Integrity, and actions that violate the standards of professional practice in the discipline of study or in duties associated with an assistantship.

GRADING POLICIES

Grades are reported and recorded as letter grades. Graduate Students do not receive a grade of D. Student grade point averages (GPA) are calculated from quality point equivalents noted here:

Grade		Points/Credits
A+	Excellent	4.00
A	Excellent	4.00
A-	Excellent	3.67
B+	Good	3.33
B	Good	3.00
B-	Good	2.67
C+	Fair	2.33
C	Fair	2.00
C-	Fair	1.67
F	Failure	0.00
AF	Administrative Failure due to a missing grade. ¹	
XF	Failure resulting from academic dishonesty. ²	

¹ The AF grade is equivalent to the grade of F in the determination of grade point averages and academic standing (Effective spring, 2017).

² The XF grade is equivalent to the grade of F in the determination of grade point averages and academic standing. (Effective fall, 2005)

A candidate for a graduate degree must complete the program with a minimum overall grade-point average of 3.00. A course may be repeated for credit only when failed and only once; only the second

grade is then considered. Both grades remain on the student's transcript.

In certain instances, grades are assigned that will appear on the transcript, but will not be used in grade point calculation. These grades are:

AU	Audit (see below)
INC	Incomplete (see below)
S/U	Satisfactory/Unsatisfactory (see below)
SP/UP	Satisfactory Progress/Unsatisfactory Progress (see below)
W	Withdrawn
AUP	Administrative Unsatisfactory Progress

AU: Students wishing to regularly attend a course, but not receive credit, may register as an auditor, with the approval of the dean and the instructor. Auditors have no claim on the time or service of the instructor. Students must meet minimum levels of performance set by the instructor at the time of registration in order to receive an audit grade. Tuition is charged at the applicable rate. Under no circumstances will changes be made after the add/drop period to allow credit for courses audited. Graduate College tuition scholarships do not cover courses taken for Audit.

INC: This grade may be assigned when course work is not completed for reasons beyond the student's control. Incompletes require the approval of the Graduate College dean. The incomplete course requirement will be satisfied at the earliest possible date, but not longer than the beginning of the corresponding semester of the next academic year. In cases of laboratory assignments, the student must complete all work the first time that the laboratory experience is offered again. Instructors will fill out an electronic incomplete grade exception request to the Graduate College dean and include the reason for the incomplete as well as the completion date agreed to by the student and instructor. It is the student's responsibility to learn from the Graduate College dean whether the request has been approved, the expected date of completion, and, from the instructor, the nature of all outstanding requirements.

Incompletes may be approved for the following reasons: medical, personal tragedy or academic.

S/U: These grades are used in courses where the A-F grade is inappropriate, such as in seminars, internships, practica, etc. For graduate students, S and U are used to indicate levels of performance for credits received in research and may be used to indicate levels of performance in a Seminar. There are no quality points associated with the letter grades of S and U.

SP/UP: These grades are used in courses with a linkage in credits to multiple semesters such as thesis and dissertation research. Neither SP nor UP will be included in the student's GPA. The grade of SP will be assigned when a student has made satisfactory progress during a semester prior to the final semester of the linked courses; credit will

be awarded with the grade of SP. The grade of UP will be assigned when the student's progress has been unsatisfactory and no credit will be awarded. For course work, the faculty member may change the grade of SP to a letter grade once the final grade for the multiple semester work is completed; the change must occur for all students in the course. A grade of SP cannot be changed to a UP or F based on a student not completing the final semester's work satisfactorily. UP is a final grade. It can stand as it is, or it can be changed to an F. Grades of SP or UP for thesis or dissertation credits may not be changed to letter grades.

GRADE REPORTING

Grades must be reported to the Registrar's office as soon as possible after the course is completed but not later than 72 hours after the final examination for that course. If the final exam is on the Friday of exam week, grades are due by noon on the following Tuesday.

INACTIVATION, DEACTIVATION AND REACTIVATION

INACTIVATION AND REACTIVATION

Students who do not register in any fall or spring semester will be inactivated by the Registrar and will be unable to enroll for classes and their CATCards will be deactivated. To be reactivated please contact the Graduate College; there is no fee for reactivation following inactivation for less than one year.

DEACTIVATION AND REACTIVATION

Deactivation is equivalent to withdrawal from a graduate program. Students who do not enroll in their program following the termination date of a Leave of Absence will be deactivated from the Graduate College. Students who, prior to completing enrollment for all credit requirements for a graduate program, do not enroll for one or more credits for a period of one calendar year and are not on an approved Leave of Absence will be deactivated from the college.

Students who have completed all credits required for their degree, but have not completed all graduation requirements, do not enroll in continuous registration (GRAD 901, GRAD 902 or GRAD 903) for a period of one calendar year and are not on an approved Leave of Absence will be deactivated from the college.

Reactivation into a program requires the approval of the program and the Graduate College. Students seeking reactivation must complete the Reactivation Form and pay a \$40 Reactivation fee and, if reactivation is approved, all other outstanding fees.

LEAVE OF ABSENCE

A Leave of Absence may be awarded for a period of up to one year. Students must request a leave of absence prior to the beginning of the semester in which the leave will take effect. The leave suspends the 5 year time limit for master's and certificate of graduate study students for the duration of the leave. It does not suspend the time limit for the completion of individual courses.

The time limits for degree completion are master's and certificate of graduate study: 5 years; doctoral: 9 years. All credit used for the degree, including transfer credit and credit by exam, and irrespective of a Leave of Absence, must be earned within 5 (certificate of graduate study), 7 (master's) or 9 (doctoral) years of graduation.

PROCEDURE

Students request a Leave of Absence from their graduate program coordinator or chair. If the program approves the request, the chair or program faculty completes the Leave of Absence form available on the Graduate College (<http://www.uvm.edu/graduate>) website and forwards it to the Dean of the Graduate College for approval. A Leave of Absence does not take effect until after approval has been received from both the graduate program coordinator or chair and the Dean of the Graduate College.

Any student who does not enroll following termination of a Leave of Absence will be deactivated from the Graduate College.

REQUIREMENTS FOR VISITING GRADUATE STUDENTS

1. Visitors will be enrolled (or active) in accredited graduate degree programs elsewhere (U.S. or abroad).
2. Visitors will participate at UVM in formal fellowship programs or graduate-level research projects under the direction of UVM faculty.
3. Funding for the fellowship or research activity generally will be from external sources.
4. Visitors will normally perform the equivalent of at least five credits of course work or research credit per semester during the term of the appointment.
5. Visitors will enroll for a Visiting Graduate Student Research section of GRAD 902 or GRAD 903, depending on the level of expected effort, each term (to include Fall, Spring and Summer) they are at UVM. Permission to enroll in the section is required from the Graduate College. Fees¹ and level of access to UVM facilities are established by the enrollment level with a minimum provision of a UVM student ID card and access to the library, fitness center and bus privileges and can be found on the Continuous Graduate Registration topic found under Policies and General Information in this catalog.
6. With the equivalent of half-time student status (GRAD 902), visiting graduate students will be eligible to enroll in the UVM student insurance plan. Normally, visitors will be required to show proof of existing medical insurance coverage comparable to or greater than the UVM student insurance plan, or else to enroll in the UVM plan.
7. Visitors will be appointed for a period of up to one year as determined by the Dean of the Graduate College and consistent with the educational objectives of the Visitor. Visitors may be reappointed by the dean; in most cases, the maximum total period of Visitor status will not exceed two years.
8. Visitors enrolled for Visiting Graduate Student Research are not enrolled in UVM degree programs and thus will not be eligible

for financial aid, i.e., federal loans or work study, through the University of Vermont.

9. International students should contact the Office of International Education for information on visas and transition to UVM. For information regarding tax status, refer to Students and Scholars Tax Information for Foreign National Students and Scholars (<http://www.uvm.edu/controller/taxadmin/Nonresidents.pdf>).
10. Visitor appointments will be made by the department or program subject to the approval of the college or school and the Dean of the Graduate College. Appointing departments will request Visitor status from the Graduate College dean's office by providing a description of the research or other academic activity, an official transcript or a letter from the student's home institution indicating that the student is currently enrolled or active in a graduate program at that institution, and a completed cover sheet with basic background information. The Graduate College dean's office will maintain a file on all individuals appointed as Visitors. A form to request Visitor Status can be found on the Graduate College website (<http://www.uvm.edu/sites/default/files/Visiting%20Grad%20Student%20Form%20and%20Policy%202015-16.pdf>).

¹ 2017-2018 fees are \$200 per semester for GRAD 902 and \$647 per semester for GRAD 903. For students registered for GRAD 902 who also want eligibility to utilize the Center for Health and Well Being and to purchase UVM health insurance, an additional fee of \$347 is required. This fee is automatically included in the fee for GRAD 903. The estimated annual health insurance premium for the 2017-2018 school year is not yet available; the 2016-2017 premium was \$3,230 per year.

RIGHTS AND RESPONSIBILITIES

Students have the responsibility to familiarize themselves with the policies and procedures of the university, the Graduate College, and their department or program. Students are primarily responsible for knowing the degree requirements and following the policies that govern their academic program. If students have questions or concerns about individual policies and procedures, they may contact their advisor, their program or department chair, or the Graduate College office, which is the ultimate arbiter of policies and procedures.

University policies and those of the Graduate College are contained on the UVM Institutional Policies (<http://www.uvm.edu/~uvmppg/ppg>) website.

ADVISING

Unless a department or program employs an alternative approved procedure, each graduate student will have a faculty advisor to advise on matters of course selection, research direction, and overall guidance from admission to the Graduate College to completion of degree requirements. The initial advisor is assigned by the department chair or the graduate program coordinator prior to or shortly after enrolling in the Graduate College. If an initial advisor is not assigned by either of the above parties within two weeks after the initiation of course work in a given graduate program, the student is

encouraged to contact the Graduate College. Many times, one faculty member serves as an initial advisor for several students, and the advisor may change as the student's program and research interests develop.

Another common model, especially in doctoral programs, is a graduate studies committee composed of faculty who share a student's scholarly and professional interests. The committee meets regularly to discuss the student's progress and consult with the student regarding academic development.

While there are a variety of advising models, in each case students have the right to consult regularly with their academic advisor or graduate studies committee.

PROFESSIONAL ETHICS AND ACADEMIC HONESTY

Graduate students are required to adhere to the highest standards of professionalism as students, researchers, and teachers. The university, in order to encourage a positive atmosphere in all phases of academic learning, teaching and research, has created specific guidelines and policies regarding academic honesty. Information may be found on the Center for Student Conduct (<http://www.uvm.edu/sconduct>) website.

SEXUAL HARASSMENT

No member of the university community may sexually harass another. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
3. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

Any University of Vermont student having a complaint of sexual harassment should notify the Office of Affirmative Action and Equal Opportunity; students may also contact the Dean of Student's office. If a student has personal concerns regarding sexual harassment, confidential counseling can be arranged through the Center for Health and Wellbeing. Policies and procedures governing complaints of sexual harassment are available in the office of each dean, department head, and chair as well as in the Bailey/Howe Library.

DISCRIMINATION

The university community will not tolerate discrimination. Information and resources may be found at The Office of Affirmative Action and Equal Opportunity (<http://www.uvm.edu/~aaeo>) website.

APPEALS

The Graduate College is ultimately responsible for grievances regarding policies and procedures related to graduate education. A grievance properly begins within the student's department by an appeal to a program director or chair. If this does not resolve the grievance, the student can present the grievance in writing to the dean of the unit in which the program resides, and thereafter to the Dean of the Graduate College. Grievances must state clearly and precisely the basis for appeal and provide supporting evidence that a student's rights have been jeopardized. The Graduate College dean may recommend that the grievance be reviewed by the Graduate College Executive Committee. The Graduate College dean is the final arbiter of Graduate College regulations. Specifically excluded from the Graduate College appeals process are grievances that contest grades on grounds other than due process.

TIME LIMITS FOR GRADUATE DEGREE COMPLETION

Master's Degree - 5 years from matriculation

Doctoral Degree - 9 years from matriculation

Certificate of Graduate Study - 5 years from matriculation

All courses applied towards the degree must be taken within 7 years for Master's degrees, 9 years for Doctoral degrees, and 5 years for Certificates. Individual departments may set deadlines within these time limits.

TRANSFER CREDIT AND CREDIT BY EXAMINATION

A limited number of graduate course credits acquired elsewhere, at UVM prior to admission to a graduate program, or by credit by examination may be included as part of a student's program of study, with approval of the program faculty and the Dean of the Graduate College. Credit by examination is earned by arranging through a program faculty member to take an examination that tests the student's skills and knowledge in a particular UVM course appropriate for inclusion in the student's degree program.

If credit is transferred, only the credit is transferred, not the grade.

Graduate Credit earned at UVM after completion of the bachelor's degree but prior to admission to a graduate program is transfer credit, only the credit and not the grade is transferred, and is subject to the requirements and limits that follow.

APPROVAL OF CREDIT

Approval of credit is recommended by the graduate program and approved by the Graduate College based on the specific program requirements described in the Graduate College catalogue, as well as:

1. the number of credits requested,
2. the appropriateness of credit for inclusion in the degree program, and

3. the currency of the credit.

These criteria are described below. Any exceptions must be approved by the program faculty and the Dean of the Graduate College.

NUMBER OF CREDITS

Master's degree and Doctor of Education students are allowed nine hours of transfer credit, and/or credit by examination, and an additional six credits acquired from appropriate courses taken at UVM prior to admission to a degree program may also be transferred; Doctor of Philosophy students are allowed twenty-four credits, and an additional six credits acquired from appropriate courses taken at UVM. This means that all master's students take at least twenty-one credits at the University of Vermont (at least fifteen after admission); Doctor of Philosophy students at least fifty-one credits (at least forty-five after admission); and Doctor of Education students at least forty-seven credits (at least forty-one after admission). For master's programs that require more than thirty credits, program faculty may, in individual cases, recommend more transfer credits. In all cases, students must take at least one half of their degree credits at the University of Vermont after admission to the graduate program and adhere to all requirements stipulated by the graduate program.

Graduate credits taken at other institutions may not transfer into a UVM Certificate of Graduate Study program. Credit (but not grades) from courses taken at UVM prior to matriculation in the certificate may transfer, but only for those certificates requiring more than fifteen credits and only for the credits in excess of the fifteen graded credit minimum.

Credits used for a Certificate of Graduate Study may be applied toward an appropriate master's or doctoral degree at UVM, and credits applied toward a graduate degree at UVM may be applied toward an appropriate Certificate of Graduate Study. Credits may overlap between one certificate and one degree. Credits taken for one Certificate of Graduate Study may not be used to fulfill the requirements for another Certificate of Graduate Study.

APPROPRIATENESS OF CREDIT

Transfer credit and credit by examination must be approved by the program faculty as appropriate for inclusion as part of the student's degree requirements. Credit cannot be awarded for:

1. courses taken prior to completion of an undergraduate degree program,
2. courses that were not graduate credit where taken or would not receive graduate credit if taken at the University of Vermont,
3. courses with a grade lower than B (3.00),
4. thesis or dissertation research credits, and
5. credit by examination given by another institution.

CURRENCY OF CREDIT

Transfer credit and credit by examination must be taken within seven years of completion of the master's degree and within nine years of completion of the doctoral degree. Students wishing to apply for readmission to a program after deactivation must demonstrate currency of knowledge in the field of study to which they are applying.

Currency of knowledge must be formally evaluated by the program faculty. In addition, the returning student must complete a program of study including at least two courses in the current program.

CONCURRENT MASTER'S AND DOCTOR OF PHILOSOPHY CREDIT

Up to twenty-four credits of course work for which graduate credit is earned at UVM in a master's degree program, whether a master's degree is received or not, may be applied toward a Ph.D. at UVM, provided that the credit is appropriate for the Ph.D. program. If the UVM master's program has a course-based (non-thesis or project) option, then thirty credits of course work for which graduate credit is earned at UVM in a master's degree program may be applied toward a Ph.D. at UVM, provided that the credit is appropriate for the Ph.D. program. Credits used for concurrent master's and doctoral work may not also be used towards a Certificate of Graduate Study. No provision is made for a person to employ the same credit to satisfy two master's degrees at the University of Vermont. Students must still complete a minimum of fifteen graded credits as part of the Ph.D. curriculum.

WITHDRAWAL FROM A GRADUATE DEGREE PROGRAM

Students must notify the Graduate College dean's office, in writing, of their intent to withdraw from a degree program. If a student does not register at the University of Vermont for course work, thesis or dissertation research, or continuous registration for a period of more than one calendar year, and does not notify the department or the Graduate College dean's office, in writing, the student will be considered to have withdrawn from the degree program. It will be necessary to apply for reactivation and pay a reactivation fee if the student wishes to resume the graduate program. Approval of both the Graduate Program Director (or equivalent) and the Dean of the Graduate College is required for reactivation.

ADMISSION AND FINANCIAL INFORMATION

- Admissions (p. 231)
- Tuition and Fees (p. 232)
- Financial Aid (p. 233)
- Financial Aid Programs (p. 234)
- Fellowships, Assistantships, Traineeships, Stipends, and Grants (p. 234)
- Payments (p. 235)
- Sponsored and Institutional Research (p. 236)

ADMISSIONS

Admissions criteria, procedures and deadlines for graduate programs vary by individual program. Current information about graduate admissions can be found on the Graduate Admissions page of the Graduate College website.

ADMISSION TESTS

Information about admission tests is available from the GRE website or from the Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103 for the Graduate Record Examinations Test, or from the official GMAT website for the Graduate Management Admission Test. Those considering application to a graduate program must remember that it can take four to six weeks for the Graduate College to receive the results of test scores.

Applicants must consult the listing of the program to which they are applying to determine exactly which test scores are required. Scores must be from tests taken within five years of the date of application.

If a prospective student's native or first language is not English, scores must be submitted from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), academic version.

Minimum acceptable TOEFL or IELTS scores for admission to the Graduate College at the University of Vermont:

TOEFL iBT (Internet Based Test)	90
---------------------------------	----

IELTS	6.5
-------	-----

Minimum acceptable scores for a student to qualify for receiving funding at the University of Vermont:

TOEFL	100
-------	-----

IELTS	7.0
-------	-----

Institution Code for test scores for UVM is 3920.

UVM GLOBAL GATEWAY PREMASTER'S PROGRAM

The University of Vermont offers a pathway program for academically prepared international students, combining English Language coursework with UVM graduate courses, and leading to matriculation into a degree program upon successful completion. The two-term Global Gateway Premaster's Program (PMP) is designed to prepare students for the progression to the second year of degree status with 12 graduate credits, assuming that they meet all program standards. Current participating programs are computer science, engineering, materials science, mathematics, pharmacology, and statistics. Admission to the UVM PMP is competitive. Eligible students should have the equivalent of a minimum bachelor's degree grade point average of 2.75 on a U.S. 4.0 scale (or country/regional equivalent) and meet the minimum entrance requirements for the UVM program they choose. Students seeking admission to the PMP should have a minimum TOEFL iBT score of 75 or an IELTS score of 6.0.

Eligible students are offered admission to the University of Vermont graduate degree program and progress to degree status by successful completion of the UVM Premaster's Program with a cumulative grade point average in the PMP graduate coursework of 3.0, and an

oral test proficiency level equivalent to direct admit requirement of 6.5 IELTS or 90 TOEFL.

The application for the UVM Global Gateway Program can be found at <http://globalgateway.uvm.edu/degree-pathway/graduate-pathway>.

TUITION AND FEES

The student expenses outlined in the following paragraphs are **anticipated charges** for the 2017-2018 academic year for graduate students enrolled in most on-campus degree programs. **Changing costs may require adjustment of these charges before the beginning of the fall semester.** To view charges approved by the UVM Board of Trustees after the May 2017 board meeting please visit the Student Financial Services (<http://www.uvm.edu/sfs>) website.

APPLICATION FEE

The application fee is \$65.

TUITION

Estimated tuition rates for the 2017-18 academic year are as follows:

For Vermont residents, \$646 per credit hour. For out-of-state students, \$1,630 per credit hour. Some graduate programs have different out-of-state tuition rates, please refer to the Student Financial Services website for details.

The lower rates for Vermont residents are made possible by a subvention to the university from the state of Vermont.

CONTINUOUS REGISTRATION TUITION FEE: GRAD 901/902/903

Students who are actively working toward their degree completion and have completed all credits required for the degree, but have not completed all graduation requirements, must enroll each semester for Continuous Registration and pay a fee ranging from \$100-\$300 for the Continuous Registration fee each semester until all degree requirements are completed, including removing incomplete grades, passing the comprehensive examination, or completing a thesis or dissertation. Those registering for GRAD 903 must also pay the student health fee of \$347.

COMPREHENSIVE FEE

Estimated 2017-18 per semester comprehensive fee schedule:

Credits Enrolled/Semester	Fee
1	\$10
2	\$20
3	\$30
4	\$40
5	\$411
6	\$460
7	\$517
8	\$574

9 and above

\$987

GRADUATE STUDENT SENATE FEE

Graduate students enrolled below 5 credits, are charged \$7 for the Graduate Student Senate Fee each semester, and students enrolled in 5 or more credits are charged \$10. This fee is allocated by the Graduate Student Senate toward the support of student organizations and student activities.

STUDENT HEALTH FEE

A health fee is included in the Comprehensive fee for students enrolled in nine or more credits. The health fee is a required fee for any student enrolled in fewer than nine credits who purchases UVM health insurance. The health fee for 2017-18 is estimated at \$347 per semester, and is subject to change. Visit the Student Financial Services (<http://www.uvm.edu/~stdfinsv/?Page=graduate-tuition.html&SM=tuitionsubmenu.html>) website for updated cost information.

STUDENT ACCIDENT AND SICKNESS INSURANCE

Through an arrangement with a commercial insurance company, students are able to procure health insurance which is designed to provide coverage for services beyond those provided by the Center for Health and Wellbeing. There is an additional charge for this extended coverage beyond the student health fee. The 2016-17 cost for one year's coverage for single students is \$3,230 and is subject to change for 2017-18. Married students may obtain coverage for their spouse and children. Further details are available from the Center for Health and Wellbeing (<http://www.uvm.edu/~chwb>). To participate in this insurance, the student health fee must be paid each semester as well as the additional insurance premium.

CREDIT BY EXAMINATION

A student may, under certain circumstances, receive credit for a course by taking and passing an examination. A fee of \$50 per credit is charged for each examination. Any credit earned by examination applies to the total number of credits allowed for validation and transfer. Appropriate forms to initiate the process of credit by examination are available in the registrar's office.

REACTIVATION FEE

Reactivation following withdrawal without an approved leave of absence for longer than two consecutive semesters requires the Reactivation Form (http://www.uvm.edu/sites/default/files/reactivation_0.pdf) to be completed along with payment of a \$40 reactivation fee.

BILL ADJUSTMENT

Tuition refunds for students who drop or withdraw from courses will be handled according to the university's published tuition refund schedule which is available online at the Student Financial Services (<http://www.uvm.edu/~stdfinsv/?Page=refunddates.html&SM=bills submenu.html>) website.

WITHDRAWALS

A student may voluntarily withdraw from the university by notifying the Dean of the Graduate College and the registrar. The student will receive a refund in accordance with the Bill Adjustment Policy (<http://www.uvm.edu/policies/student/billadjust.pdf>). Date and time of withdrawal normally will be the date the withdrawal notice is received by the registrar.

DISMISSAL

In the case of suspension or dismissal from the university for disciplinary reasons, the student will receive a refund in accordance with the Bill Adjustment Policy (<http://www.uvm.edu/policies/student/billadjust.pdf>).

DEATH

In case of death of the student, tuition, room and fees which has been paid for the semester during which the death occurs will be refunded fully.

FINANCIAL AID

Federal education loans are the primary sources of financial assistance for graduate students. Visit the Student Financial Services (<http://www.uvm.edu/studentfinancialservices>) website for detailed information about financial aid for graduate students. Those students with financial need who do not receive supplemental assistance in the form of assistantships or fellowships may find that their need based financial assistance is insufficient to meet their entire cost of attendance. It is important, therefore, for graduate students to fully assess their costs and resources before making a final decision about attendance.

Eligibility for federal financial aid is based on the Free Application for Federal Student Aid (FAFSA), UVM's cost of attendance, and any other sources of aid being received, such as funding from assistantships, fellowships, traineeships, or tuition grants. Students must meet core eligibility requirements for federal student aid, including U.S. citizenship (or permanent resident status), and at least half-time enrollment (five credits per semester).

For students seeking a Graduate Certificate, financial aid will generally not be available. For information on financial aid and financing options for a Certificate program, please visit the Student Financial Services website (<http://www.uvm.edu/studentfinancialservices>) for information on costs, types of aid, and financing options for UVM Certificate Programs.

APPLICATION FOR FINANCIAL AID

Students should apply for financial aid as soon after application for admission to the university as possible. The only financial aid application required is the Free Application for Federal Student Aid (FAFSA). Submit the FAFSA application online at the FAFSA (<http://www.fafsa.gov>) website by February 1st (the University's priority financial aid deadline) for the following school year. Late filing of the FAFSA will not affect eligibility for Federal Stafford or Federal Graduate PLUS Loans. The UVM Title IV School Code is 003696. This number is required on the FAFSA to have the record

sent to UVM. Student Financial Services will contact students via e-mail if any additional information is required in order to determine financial aid eligibility. For students who are starting their graduate programs in the summer, the FAFSA will need to be submitted for the prior and upcoming academic years. For example, if the program starts in Summer 2017, students will need to file the 2016-2017 FAFSA to be considered for aid for the summer term, and the 2017-2018 FAFSA to be considered for aid for the Fall 2017 and Spring 2018 terms. In addition to completing the FAFSA, graduate students applying for financial aid may be required to inform us of their enrollment plans and funding they may have been awarded through their program through the Graduate Student Data form each year. Applicants will be notified of financial aid eligibility after admission to the university and the submission and review of any additional required documentation, but no earlier than early to mid-February for incoming fall students.

Students must reapply for financial aid each year. The FAFSA should be submitted online at the FAFSA (<http://www.fafsa.gov>) website each year by February 1 for the following school year.

FOR ADDITIONAL INFORMATION

More detailed information about the financial aid availability and procedures may be obtained from the UVM Office of Student Financial Services located in 223 Waterman Building:

Phone: (802) 656-5700

Fax: (802) 656-4076

Please use the Student Financial Services (<http://www.uvm.edu/studentfinancialservices>) website as a valuable resource to find answers to questions, or email a counselor at sfs@uvm.edu.

CHANGES IN CREDIT HOUR LOAD

A student who adds courses during an enrollment period will be billed additional tuition and fees applicable to the adjusted credit hour load. Students who drop or withdraw from courses during the enrollment period will receive a tuition credit based upon the university's published Refund and Bill Adjustment Policy (<http://www.uvm.edu/~uvmppg/ppg/student/billadjust.pdf>) which is subject to change. Financial aid will be reviewed and adjusted for any changes to the course load. It is recommended that financial aid recipients speak with Student Financial Services before withdrawing from or dropping courses.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID RECIPIENTS

Federal financial aid regulations require that financial aid recipients maintain satisfactory academic progress in order to remain eligible for financial aid. The UVM Satisfactory Academic Progress (SAP) policy for financial aid recipients is found in the Student Financial Services handbook and can also be obtained by contacting UVM Student Financial Services. All students should review the complete SAP policy to understand the requirements to remain eligible for aid.

FINANCIAL AID PROGRAMS

FEDERAL LOAN PROGRAMS

The Federal Direct Unsubsidized Stafford and Federal Direct Graduate PLUS Loan programs are the primary source of financial assistance for graduate students. Admitted students who submit the Free Application for Federal Student Aid (FAFSA) will be reviewed for loan eligibility. The financial aid award provided by Student Financial Services will indicate loan eligibility and provide information on loan application procedures. Learn more about federal financial aid for graduate students at UVM's Student Financial Services Types of Aid (http://www.uvm.edu/studentfinancialservices/types_aid_and_how_apply) website.

VETERANS BENEFITS

The university provides support and information to any veteran or dependent eligible for benefits under Federal Law, Chapters 30, 31, 32, 33, 34, 35, or 106. Students eligible for these benefits should contact the registrar's office at least one month prior to registration each semester. Students wishing to register for benefits should be prepared to present their certificates of eligibility. For general information regarding application for and use of GI Bill benefits, including the Yellow Ribbon Program, please visit the Information for Veterans (http://www.uvm.edu/studentfinancialservices/veteran_information) website.

Students involved in the Veterans Program should contact the university in the event of any change in credit load, dependency status, address, or major. The phone number is (802) 656-0581.

NEW ENGLAND REGIONAL STUDENT PROGRAM

The New England Regional Student Program is an opportunity for qualified legal residents of New England states to enroll at reduced rates for some programs that are not offered by the home state university but are offered in another New England state. A list of the available graduate programs is listed on the New England Board of Higher Education (NEBHE) website.

Applicants must indicate clearly, both in their initial inquiries and on their application forms, that they are seeking admission under the terms of the New England Regional Student Program. In cases where the program of study is clearly unique or distinctive to the out-of-state institution, the UVM Graduate College dean's office will certify directly the applicant's eligibility to apply under the New England Regional Student Program. In cases where an apparently similar program of study is available at both institutions involved, the graduate deans of the two institutions will determine whether regional student status is appropriate.

FELLOWSHIPS, ASSISTANTSHIPS, TRAINEESHIPS, STIPENDS, AND GRANTS

Students who wish to be considered for fellowships as well as admission must submit completed applications, with supporting

materials, by March 1st of the academic year preceding that for which application is made, or the program's application deadline, whichever is earlier.

Application for fellowships and assistantships is normally made by completing the appropriate section on the application form. No separate form is required except where indicated in the descriptions below.

Tuition scholarships accompanying Graduate Teaching, College, Research, and Student Affairs Assistantships do not cover audits or physical education activity courses, nor do they cover courses numbered below 200 or 200-level courses not approved for graduate credit, except upon prior approval of the Dean of the Graduate College.

GRADUATE TEACHING AND/OR RESEARCH ASSISTANTSHIPS

Graduate Teaching and/or Research assistantships are awarded through many of the departments and programs offering graduate work. For AY 2017-18, 9-month appointments have minimum stipends of \$16,050 for master's and \$19,875 for doctoral students; 12-month appointments have minimum stipends of \$21,400 for master's and \$26,500 for doctoral students. Some programs have stipends higher than the minimum.

Graduate Teaching, Research or Research/Teaching assistants must maintain full time enrollment of a minimum of nine credits (or GRAD 903) per semester. In addition to the stipend, the assistantship award includes a tuition scholarship for up nine credits per semester (and up to 5 credits in summer if on a 12-month assistantship) during the period of the assistantship.

Approximately 20 hours of research and/or teaching effort per week is required of Graduate Teaching, Research or Research/Teaching assistants, and assistants must expect that more than one academic year will be necessary to complete the requirements for the master's degree. If a Teaching or Research/Teaching assistant is a candidate for the doctoral degree, at least four calendar years must be anticipated for completion of the academic program. Generally, assistants are appointed in the departments in which they are doing graduate work.

STUDENT AND CAMPUS LIFE GRADUATE ASSISTANTSHIPS

Within the Division of Student Affairs, a number of assistantships are made available annually that are supported at the same minimum level as teaching and research assistantships. Each assistantship provides graduate students a professional opportunity to support and develop the Division's goals and activities in its work with students. The candidates selected to fill these positions are assigned administrative and advisory positions in the residence halls, departments within the Division, and in other student services areas. Graduate students who hold Student Affairs Assistantships will gain valuable experience in the areas of group advising, administration, personnel advising, and educational programming. Such positions are open to either married or single students who have been accepted for

graduate work in any of the academic programs of the university. The majority of graduate students are enrolled in the Higher Education and Student Affairs graduate program.

Selection is based upon academic record, character, recommendations, and quality of related experiences. A personal interview is required. Requests for applications and additional information should be addressed to:

University of Vermont
Student and Campus Life Graduate Assistantships
Nicholson House
41 South Prospect Street
Burlington, VT 05405-0094

Or preferably by email to scgrads@uvm.edu. Questions can also be directed via email: DeanofStudents@uvm.edu. Completed applications must be received by January 1st for full consideration. Applications received after January 1st will be considered only for unanticipated openings. Appointments will be announced on or about April 1st.

EXTRAMURALLY-FUNDED GRADUATE ASSISTANTSHIPS

Graduate assistantships are generally available when a faculty member receives a grant from a source external to the university. Graduate Assistants are generally appointed for twelve months with minimum stipends of \$21,400 for master's and \$26,500 for doctoral students for 2017-2018. These stipend levels are pro-rated for reduced lengths. In addition to the stipend, the assistantship award includes a tuition scholarship for up nine credits per semester (and up to 5 credits in summer if on a 12-month assistantship) during the period of the assistantship from a combination of grant and UVM resources.

Approximately 20 hours of effort per week on the grant-sponsored project is required of extramurally-funded Graduate Assistants. More than one academic year will be necessary for the completion of the master's degree, and more for completion of the doctoral degree. For information on the availability of extramurally funded assistantships, contact the chair or graduate program coordinator of the department.

GRADUATE FELLOWSHIPS/TRAINEESHIPS

Graduate Fellowships/Traineeships are available in some departments through grants from various state and federal agencies. Fellowships/Traineeships may include both a stipend and tuition scholarship.

TRAVEL MINI-GRANTS

The Graduate College provides mini-travel grants to help students underwrite the cost of attending conferences where they will present papers or posters based upon their research. The Mini-Grants Program is administered by the Graduate Student Senate. Funds are awarded three times per year. The student's home department must provide a match. Further information on the Mini-Grants Program is available at the GSS website.

SMALL GRANTS FOR RESEARCH SUPPORT

The Graduate College has funds for small awards (up to \$750) to graduate students to support their thesis or dissertation research. These awards are limited to students in programs where extramural support is typically not available and resources from their program or academic college/school are not available.

OTHER FELLOWSHIPS

Fellowships established by private donors or through departmental resources are available periodically in some departments. Please check the website for the program in which you are interested for this information. In addition, the Graduate College has several awards for students in specific disciplines. Please see the Student Awards page on the Graduate College Website for further information.

PAYMENTS

By registering for courses, students are entering into a financial arrangement with UVM and accept responsibility for charges billed to their UVM account. This legal responsibility of the student is regardless of whether a third party is assisting with payment of their UVM expense. The online registration system will generate charges based on enrolled credits. Students who enroll in advance for courses will receive notification at their university email address when itemized billing statements of applicable charges are ready to view online. The billing statement will include instructions to settle in full by a specific date. Advance payments are accepted; checks should be made payable to the University of Vermont. Any checks or payments received by the university may be applied to outstanding balances.

Students who cannot meet their financial obligations because of unusual circumstances should contact the Office of Student Financial Services as soon as possible before the payment due date.

Students who have not satisfactorily completed financial arrangements by the announced due date will be assessed a late payment fee and a hold of \$250 preventing access to registration, grades, and transcripts. They are also subject to potential cancellation of their enrollment. Dis-enrollment will automatically place a registration hold on a student's account that will prevent re-enrolling until the student has contacted Student Financial Services to discuss the account.

The university reserves the right to withhold registration material, the diploma, degree, and all information regarding the record, including transcript, of any student who is in arrears in the payment of tuition, fees, or other charges, including, but not limited to, student loans, dining and housing charges, and parking fines.

Seriously delinquent accounts may be placed with an outside collection agency and/or reported to the national credit bureau system. Students are responsible for all late payment fees, collection charges, attorney fees, interest and any other costs and charges necessary for the collection of amounts not paid when due.

International student delinquencies are not reported on the individual's credit history unless the individual has obtained a social security number. They may be placed with a collection agency if

the University can identify a collection agency willing to pursue collections in the student's home country. Since international student visas require students to supply proof of ability to pay, if it is determined that they no longer have the ability to meet their financial obligations they may have their immigration records terminated and the student will be required to leave the United States.

Accounts with problematic history of payment may be required to pre-pay for the semester or year depending upon case by case assessment by the Director of Student Financial Services.

BUDGETED PAYMENT

The university offers a Monthly Payment Plan to budget annual costs in monthly installments. Specific information can be found on the Student Financial Services (https://www.uvm.edu/studentfinancialservices/payment_billing_repayment) website.

LATE PAYMENT FEE

Students who do not settle their accounts by the due date will be charged a \$250 late payment fee. Please refer to Billing and Payment Information on the Student Financial Services (https://www.uvm.edu/studentfinancialservices/billing_and_payment_due_dates) website.

SPONSORED AND INSTITUTIONAL RESEARCH

The university received over \$137 million in sponsored funding, about \$107 million of this total for research, during fiscal year 2016. UVM ranks nationally as one of the 142 leading universities in terms of federal grant support. In addition, there are a substantial number of faculty research projects supported, in part, by institutional research committees. Graduate students frequently serve as integral parts of faculty research projects in a wide range of disciplines.

ACADEMIC AND STUDENT LIFE RESOURCES

GRADNET

GRADNET is the electronic forum where graduate students, faculty, and staff discuss issues, research topics, graduate student life, and announcements that pertain to the graduate community. Information on subscribing is provided at Graduate Student Orientation and at the Graduate College. For more information, visit the Graduate College GRADNET (<http://www.uvm.edu/~gradcoll/?Page=gradnet.html>) website.

GRADUATE STUDENT SENATE

The Graduate Student Senate (<http://www.uvm.edu/~gss>) (GSS), composed of graduate student representatives from various graduate programs, provides a forum for discussion of graduate student issues and assists the dean and the Executive Committee in matters affecting graduate students. Issues considered by GSS include academic matters, professional development and student life. GSS sponsors occasional social events and conducts a mini-grants program

to support, in part, expenses associated with student travel for professional purposes.

UVM STUDENT RESEARCH CONFERENCE

All UVM students performing research or creative projects under the mentorship of a UVM faculty member are encouraged to participate in the UVM Student Research Conference, which is a full day devoted to presentations by graduate and undergraduate students from all disciplines. This event is sponsored by the Vice President for Research, the Graduate College and the Honors College.

GRADUATE TEACHING PROGRAM

UVM's Center for Teaching & Learning (CTL), Writing in the Disciplines Program (WID), and the Graduate College invite graduate students to participate in the Graduate Teaching Program. Graduate students completing the program can earn formal recognition from the Graduate College.

This program, designed for graduate students who are interested in pursuing teaching in higher education, provides encouragement and feedback in developing teaching philosophies, practices and strategies to prepare you to teach to a wide variety of students, support for preparing a teaching portfolio, a supportive community encouraging professional development.

GRADUATE WRITING CENTER

The Graduate Writing Center offers free one-to-one and small group consultations for graduate student writers at work on a wide range of projects for academic and public audiences. Staffed by experienced tutors who hail from graduate programs across the campus, the Graduate Writing Center also supports graduate students in their writing through Sunday Graduate Writing Retreats, Friday Forums, and multi-day "camps" for thesis and dissertation writers.

GRADUATE STUDENT OMBUDSPERSON

The Graduate Student Ombudsperson is responsible for providing independent, confidential, informal and impartial assistance to graduate students on matters affecting their graduate education. The Graduate College ombudsperson is a designated neutral party and approaches each case impartially and without prejudice. The Ombudsperson is committed to fairness, equity and the humane treatment of all parties.

DEGREE REQUIREMENTS

The Graduate College of the University of Vermont is responsible for all advanced degree programs except the program leading to the degree of Doctor of Medicine. Degree requirements for graduate students vary by academic program and degree type. Please see below for degree specific requirements of the Graduate College and program pages for additional program specific requirements.

MINIMUM GRADE-POINT AVERAGE REQUIREMENT

To meet the graduation requirements of the Graduate College, a student must have attained a minimum cumulative grade-point

average of 3.00. Individual graduate programs may require a higher grade-point average for graduation. Transfer of credit grades cannot be included in this average. Additionally, at least 15 graded credit hours must have been taken after the student matriculated in the graduate program.

- Requirements for Accelerated Master's Programs (p. 237)
- Requirements for Certificates of Graduate Study (p. 237)
- Requirements for the Master's Degree (p. 237)
- Requirements for the Master of Education Degree (p. 239)
- Requirements for the Doctor of Education Degree (p. 240)
- Requirements for the Doctor of Nursing Practice Degree (p. 241)
- Requirements for the Doctor of Philosophy Degree (p. 242)
- Requirements for the Doctor of Physical Therapy Degree (p. 243)

REQUIREMENTS FOR ACCELERATED MASTER'S DEGREE PROGRAMS

Accelerated Master's Degree (AMP) programs are designed to allow current UVM undergraduate students to earn both bachelor's and master's degrees within a total of five years. Students are expected to be full-time until completion of the master's degree. Not all UVM master's degree programs include an AMP option. Those programs that do are listed in the undergraduate catalog under Unique Learning Opportunities/Accelerated Degree Programs. The curriculum for an AMP is identical to that of the affiliated master's degree.

AMP students may use up to six (6) credits of graduate-level courses taken at UVM toward both the bachelor's and master's degrees. Some programs specify the courses that must be taken; in others it is determined individually.

In some programs an additional graduate-level course taken prior to award of the bachelor's, beyond the six double counted credits, may be used for the master's, provided the course does not also count toward the bachelor's degree.

Students must apply for and be accepted to the AMP through the standard Graduate College application process. Normally, the application and admission process must be finalized prior to the beginning of the senior year. In all cases, students must be admitted by the Graduate College before taking any courses that will apply to the master's degree, i.e., all courses used for the master's degree must be taken after formal admission to the AMP.

Standardized admissions tests are typically not required for AMP admission. AMP students may not receive fellowship or assistantship funding prior to completion of the bachelor's degree and, normally, AMP students are not funded as the intent is for them to be full time and complete the master's one year beyond the bachelor's degree.

REQUIREMENTS FOR THE CERTIFICATES OF GRADUATE STUDY

Certificates of Graduate Study provide opportunities for currently enrolled UVM graduate degree students to acquire an additional concentration of study and for post-baccalaureate certificate only students to prepare for further graduate study and/or develop their professional skills.

The general requirements for a Certificate of Graduate study at UVM are:

1. A minimum of fifteen graded credits of graduate-level course work is required. Some certificates require more than fifteen credits. The courses must be in a defined subject area and approved for the specific certificate. At least nine of the credits must be identified as core courses in the certificate curriculum, and the remaining courses must be chosen from a published and approved list of options for that certificate.
2. All credits must be completed at UVM within a five year period. Graduate credits taken at other institutions may not transfer into a UVM Certificate of Graduate Study program. Credit (but not grades) from courses taken at UVM prior to matriculation in the certificate may transfer, but only for those certificates requiring more than fifteen credits and only for the credits in excess of the fifteen graded credit minimum.
3. A minimum grade point average of 3.00 must be achieved in the certificate program.
4. Credits used for a Certificate of Graduate Study may be applied toward an appropriate master's or doctoral degree at UVM, and credits applied toward a graduate degree at UVM may be applied toward an appropriate Certificate of Graduate Study, subject to the above (i.e., credits may overlap between one certificate and one degree). Credits taken for one Certificate of Graduate Study may not be used to fulfill the requirements for another Certificate of Graduate Study.

REQUIREMENTS FOR THE MASTER'S DEGREE

In addition to the requirements described below, individual programs may have their own specific requirements. Students must read and familiarize themselves with their program's requirements. Some of them are detailed in this catalogue under individual program listings and other requirements are available from the director or chair of each program.

CREDITS

Master's degrees require a minimum of thirty credits; some programs require more. A minimum grade point average of 3.00 must be achieved. A minimum of fifteen graded credits used in compilation of the graduate GPA must be taken in residence at UVM following matriculation into the master's program. Consult individual program descriptions for specific credit requirements. In programs that require a thesis, the number of credits earned in thesis research may vary by program between six (minimum) and fifteen (maximum). Thesis credit is included as part of the 30-hour minimum. With

the prior approval of their program and the Graduate College, students may apply one 100-level, or 200-level (and not listed in the Graduate Catalogue as approved for graduate credit) course toward their graduate program. The student's advisor must petition the Graduate College for approval before the student enrolls in the course. Consult individual programs for further limitations. Under no circumstances will a course numbered below 100 be applicable to a master's program.

MINIMUM RESIDENCE REQUIREMENTS

Candidates for the master's degree must satisfactorily complete twenty-one credits in residence. The residency requirement is completed by courses that

1. are taken for graduate credit through the University of Vermont, and
2. are taken after the student has been admitted to the Graduate College.

Some programs may require more than the above minimum hours in residence. Consult with the individual program.

COMPREHENSIVE EXAMINATION

All master's degree students are required to pass a written and/or oral comprehensive examination in their field of specialization. If both formats are used, satisfactory completion of the written examination is prerequisite to standing for the oral examination. All comprehensive examinations are taken on the University of Vermont campus in Burlington. One re-examination only is permitted for any failed comprehensive examination. The comprehensive examination is not the same as the oral thesis defense, and must be passed satisfactorily before defending the thesis. Consult individual program descriptions for specific information.

There is no fee for the Master's Comprehensive Examination. The student's program director or advisor must notify the Graduate College of the outcome of the examination. The result and date of the examination is recorded as a notation on the academic transcript.

RESEARCH AND THESIS

If a thesis is required, the candidate for the master's degree undertakes a problem of original research under the supervision of a faculty member in the department of specialization. At the conclusion of the research, the student must present and defend successfully a thesis which embodies the results of the work and demonstrates the capability for independent research.

THESIS DEFENSE FORMS

Defense Committee Membership and Defense Notice forms must be submitted to the Graduate College by the designated deadlines. A Public Notice of the defense is required in order to defend. The Intent to Graduate form must be submitted to the candidate's department before the List of Potential Graduates is due.

THESIS FORMAT

Students are required by the Graduate College to use a computer software program appropriate to the discipline to create the Table of Contents and the Lists of Tables and Figures from the thesis text headings.

The thesis must be prepared and submitted in compliance with the "Guidelines for Writing a Thesis or Dissertation" available from the Graduate College office. A formatted copy of the thesis must be submitted to the Graduate College for a Format/Record Check at least three weeks prior to the scheduled defense. Students must also provide defendable copies of the thesis to members of their thesis defense examination committee at least two weeks before the scheduled examination. Individual departments may require earlier deadlines.

Students must notify the Graduate College of the thesis defense at least three weeks prior to defending their thesis.

The oral defense of a thesis may be scheduled only after successful completion of the comprehensive examination and the submission of an original copy of the thesis to the Graduate College for a Format/Record Check.

THESIS DEFENSE EXAMINATION COMMITTEE

The thesis defense examination committee consists of at least three University of Vermont faculty members, at least two of whom must be regular members of the graduate faculty. Ordinarily, two committee members will be from the candidate's program, including the thesis advisor. The third member, who acts as chair of the committee, must be a member of the graduate faculty, must be from a different program and department (including any secondary or adjunct appointments) than the candidate, and must be approved by the Graduate College dean upon nomination by the thesis advisor. For University-wide interdisciplinary programs, the chair must be outside the department of the candidate's advisor. The thesis defense examination committee and the graduate studies committee do not have to be the same.

The chair of the thesis defense examination committee has the responsibility for ensuring proper conduct of the examination, appropriate documentation of the results, and that the signatures of endorsement are added to the Defense Examination Record following a successful defense.

The acceptability of the thesis is determined by the thesis defense examination committee. The result and date of the examination is recorded as a notation on the academic transcript. If a student's defense examination performance is not satisfactory, then only one re-examination is permitted.

After a successful thesis defense, candidates must electronically upload the corrected thesis to <http://www.etsadmin.com/uvm> for approval by the Graduate College within the time period specified by the thesis defense examination committee, and/or the Graduate College.

ADDITIONAL REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING

The M.A.T. degree in Curriculum and Instruction is designed for students seeking initial licensure for middle school or high school teaching. For those seeking licensure in secondary education, the program requires at least thirty credits of education course work and at least thirty credits in the field of specialization for each subject that you are seeking licensure. For those seeking licensure in middle level education, the program requires at least thirty credits in education coursework and eighteen credits in one content field for middle level endorsement. The middle level or secondary program coordinator must approve the individual program of study for each M.A.T. student.

ADDITIONAL REQUIREMENT FOR THE MASTER OF SCIENCE FOR TEACHERS

Applicants for the Master of Science for Teachers must be licensed teachers. Students in a Master of Science for Teachers program may apply more than one three-credit, 100-level course toward their degree. Consult specific department listings for additional requirements and policies related to this degree program.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE

The graduate program of each student admitted to candidacy for the degree of Master of Education is planned and supervised by an advisor in the respective program area. Program planning is based upon the student's undergraduate curriculum, professional experience, and aims and purposes in pursuing the master's degree. Before the degree is awarded, the candidate must have completed one year of successful teaching experience or other educational service. This requirement may be fulfilled by satisfactory completion of student teaching, an internship, or a practicum.

Each program must include a minimum of thirty approved credits (Higher Education and Student Affairs, forty; Interdisciplinary Studies, thirty-six). A minimum grade point average of 3.00 must be achieved. Contingent on a candidate's background and interests and on program specification, additional credits may be required. If a student's preparation is inadequate to begin study at the graduate level, additional undergraduate courses will be required. Normally, each Master of Education degree program must include a minimum of three to six semester hours of graduate work in the foundations of education unless this requirement or its equivalent has been met previously.

COMPREHENSIVE EXAMINATION

A comprehensive examination is required. It may be written, oral, or both. The choice of the examination format will be made by faculty members in the area of specialization after consultation with the advisor and the candidate.

1. The written comprehensive examination will cover the field of education with emphasis on the area of specialization.

2. The oral comprehensive examination will emphasize the area of specialization.

It is the responsibility of the candidate to schedule the required examination with the College of Education and Social Services. Since each program has different options for meeting the oral and written comprehensive requirements, candidates must contact the respective program chair or advisor regarding program policy.

THESIS OPTION

If the thesis option is elected (Interdisciplinary only), the oral or written comprehensive examination must be successfully completed prior to the thesis defense.

RESEARCH AND THESIS

If a thesis is required, the candidate for the master's degree undertakes a problem of original research under the supervision of a faculty member in the department of specialization. At the conclusion of the research, the student must present and defend successfully a thesis which embodies the results of the work and demonstrates the capability for independent research.

THESIS DEFENSE FORMS

Defense Committee Membership and Defense Notice forms must be submitted to the Graduate College by the designated deadlines. A Public Notice of the defense is required in order to defend. The Intent to Graduate form must be submitted to the candidate's department before the List of Potential Graduates is due.

THESIS FORMAT

Students are required by the Graduate College to use a computer software program appropriate to the discipline to create the Table of Contents and the Lists of Tables and Figures from the thesis text headings.

The thesis must be prepared and submitted in compliance with the "Guidelines for Writing a Thesis or Dissertation" available from the Graduate College office. A formatted copy of the thesis must be submitted to the Graduate College for a Format/Record Check at least three weeks prior to the scheduled defense. Students must also provide defendable copies of the thesis to members of their thesis defense examination committee at least two weeks before the scheduled examination. Individual departments may require earlier deadlines.

Students must notify the Graduate College of the thesis defense at least three weeks prior to defending their thesis.

The oral defense of a thesis may be scheduled only after successful completion of the comprehensive examination and the submission of an original copy of the thesis to the Graduate College for a Format/Record Check.

THESIS DEFENSE EXAMINATION COMMITTEE

The thesis defense examination committee consists of at least three University of Vermont faculty members, at least two of whom must be regular members of the graduate faculty. Ordinarily, two

committee members will be from the candidate's program, including the thesis advisor. The third member, who acts as chair of the committee, must be a member of the graduate faculty, must be from a different program and department (including any secondary or adjunct appointments) than the candidate, and must be approved by the Graduate College dean upon nomination by the thesis advisor. For University-wide interdisciplinary programs, the chair must be outside the department of the candidate's advisor. The thesis defense examination committee and the graduate studies committee do not have to be the same.

The chair of the thesis defense examination committee has the responsibility for ensuring proper conduct of the examination, appropriate documentation of the results, and that the signatures of endorsement are added to the Defense Examination Record following a successful defense.

The acceptability of the thesis is determined by the thesis defense examination committee. The result and date of the examination is recorded as a notation on the academic transcript. If a student's defense examination performance is not satisfactory, then only one re-examination is permitted.

After a successful thesis defense, candidates must electronically upload the corrected thesis to <http://www.etdadmin.com/uvm> for approval by the Graduate College within the time period specified by the thesis defense examination committee, and/or the Graduate College.

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDIES FOR THE DEGREE OF MASTER OF EDUCATION

Eighteen credits of Education and related areas or appropriate professional certification. The Education courses prerequisites may not apply to the Higher Education and Student Affairs Administration, Educational Leadership, or Interdisciplinary Major Program in the Department of Leadership and Developmental Sciences, i.e., persons seeking positions which do not require public school certification.

MINIMUM DEGREE REQUIREMENTS

Eighteen graduate credits in courses in Education, including a minimum of six in the foundations of education;¹ twelve additional credits in approved graduate courses or six additional credits and thesis research; a year of successful experience in teaching or in a related educational activity.

¹ This requirement no longer applies to the program in Special Education.

REQUIREMENTS FOR THE DOCTOR OF EDUCATION DEGREE

CREDITS

A minimum of fifty-nine credits earned in courses and in dissertation research, at least forty-four of which were completed at UVM following formal admission to the program. With the prior approval

of their Graduate Studies Committee or Advisor and the Graduate College, doctoral students may apply up to six credits of 100-level, or 200-level courses (not listed in the Graduate Catalog as approved for graduate credit), towards their graduate program. A student's advisor must submit this request to the Graduate College for approval before the student enrolls in the course. Under no circumstances will a course numbered below 100 be applicable to a doctoral program. Doctoral students must achieve a 3.00 grade point average.

COMPREHENSIVE EXAMINATION

Consistent with Graduate College requirements, the Ed.D. program requires students to complete a comprehensive examination of core knowledge prior to the completion of the degree program. This examination occurs in the semester following the completion of the core course curriculum. The examination will test knowledge in areas of study germane to all Ed.D. students. Students may not sit for the comprehensive examination until they have successfully completed their core courses.

RESEARCH AND DISSERTATION

Each candidate, while in residence at the University of Vermont, must complete an acceptable original research project which contributes new knowledge or techniques in an academic field. Each candidate must enroll in a minimum of seventeen credits of dissertation research. Only a member of the graduate faculty may supervise dissertation research for the Ed.D.

DISSERTATION DEFENSE FORMS

Defense Committee Membership and Defense Notice forms must be submitted to the Graduate College by the designated deadlines. A Public Notice of the defense is required at least three weeks prior to the scheduled defense date in order for the student to defend. The Intent to Graduate form must be submitted to the candidate's department before the List of Potential Graduates is due.

DISSERTATION FORMAT

Students are required by the Graduate College to use a computer software program appropriate to the discipline to create the Table of Contents and the Lists of Tables and Figures from the dissertation text headings.

A dissertation must be prepared and submitted in compliance with the "Guidelines for Writing a Thesis or Dissertation" available from the Graduate College office and the program. A formatted copy of the dissertation must be submitted to the Graduate College for a Format/Record Check at least three weeks prior to the scheduled oral defense. Each student must also provide defendable copies of the dissertation to members of the dissertation defense examination committee at least two weeks before the scheduled examination. A student's Graduate Studies Committee may require earlier deadlines.

The oral defense of a dissertation can be scheduled only after successful completion of the comprehensive examination and the submission of an original copy of the dissertation to the Graduate College for a Format/Record Check.

DISSERTATION DEFENSE EXAMINATION COMMITTEE

The dissertation defense examination committee consists of a minimum of four University of Vermont faculty members, all regular members of the graduate faculty. At least two graduate faculty members must be from inside the department or program. The chair must be both a member of the graduate faculty and from outside the candidate's department and program. The definition of outside faculty means the faculty member has no appointment of any kind in the department or program. For University-wide interdisciplinary programs, the chair must be outside the department of the candidate's advisor. The chair will be designated by the Graduate College dean upon nomination by the dissertation advisor. Individual programs may require more than four committee members or have other specific membership requirements. The dissertation defense examination committee must be approved by the Graduate College prior to the defense. The dissertation defense examination committee and the graduate studies committee do not have to be the same.

The chair of the dissertation defense examination committee has the responsibility for ensuring proper conduct of the examination, appropriate documentation of the results, and that the signatures of endorsement are added to the acceptance page of the dissertation following a successful defense.

The acceptability of the dissertation is determined by the dissertation defense examination committee. The chair of the dissertation defense examination committee notifies the Graduate College of the outcome. The result of the defense and the date defended will be recorded as a notation on the academic transcript. If a student's defense examination performance is not satisfactory, then one reexamination, and one only, is permitted.

After a successful dissertation defense, candidates must electronically upload the corrected dissertation to <http://www.etdadmin.com/uvm> for approval by the Graduate College within the time period specified by the dissertation defense examination committee, and/or the Graduate College.

REQUIREMENTS FOR THE DOCTOR OF NURSING PRACTICE DEGREE

The Department of Nursing offers a graduate program leading to a Doctor of Nursing Practice (DNP) degree. The program prepares nurses to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for doctoral study and continued professional development. The ability to work collaboratively on an interdisciplinary team, provide patient-centered care, employ evidence-based practice, access information technology, and apply quality improvement strategies are basic competencies expected of all graduates of this program. The DNP program prepares graduates to provide primary care as advanced practice registered nurses (APRNs) in one of two tracks: Adult-Gerontology Nurse Practitioner (AGNP), or Family Nurse Practitioner (FNP). Additionally, the program offers nurses with an earned Master's Degree in nursing the opportunity

to complete a post-MS DNP degree, either in primary care or as an executive nurse leader.

MINIMUM DEGREE REQUIREMENTS

The DNP graduate curriculum includes nine core courses essential for all students that address the theoretical foundation of nursing care, professional issues and role development of APRNs, evidence based research utilization and practice, health policy and finance, ethics, health care informatics, quality of health care delivery, leadership of health care systems, genetics/ genomics, population-based health, biostatistics and epidemiology. Students apply core content to their DNP Program. Upon successful completion of program requirements APRN students are eligible to complete a national certification exam as either FNP or AGNP.

Students on the Adult-Gerontology Nurse Practitioner (AGNP) track are required to earn 69.5 credits; students on the Family Nurse Practitioner (FNP) track are required to earn 76 credits. A course list for both tracks can be found on the College of Nursing and Health Sciences website.

As a CNHS graduate nursing student, students are required to complete the CNHS mandates prior to matriculating into the program. Students must keep these requirements current throughout their program: Immunizations, CPR, HIPPA/OSHA training, annual PPD, and RN License. Some clinical sites require a criminal background check as well. It is essential to be compliant with this process to participate in clinical courses/experiences. Complete details on CNHS Mandatories are available on the college website.

COMPREHENSIVE EXAMINATION

The Comprehensive Examination is conducted by the Graduate Program in the Department of Nursing. The examination is designed to allow the student to demonstrate analysis and synthesis of knowledge gained through the program. Students may take the examination any time after the majority of the core courses have been successfully completed, and must be completed prior to the final track courses and practicums. Students will be expected to orally present their DNP Project proposal, clearly articulating, synthesizing, and applying the DNP Essentials and the NP competencies and core content addressed throughout the program of study as they relate to their DNP Project.

The Comprehensive Examination is rated on a satisfactory/unsatisfactory basis. In the event that the student does not achieve a satisfactory on the oral comprehensive exam, one opportunity to provide written evidence of satisfactory achievement of the goal of the comprehensive exam will be allowed and is to be submitted by two weeks following the oral attempt.

DNP PROJECT

The project option is a capstone experience of the graduate program where students develop and conduct an innovative project/production relevant to advanced nursing practice with faculty supervision. Students are required to present and defend the project orally upon its completion.

Projects are usually completed during the last semester of the student's program.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE

In addition to the requirements described below, individual programs may have their own specific requirements. Students must consult and familiarize themselves with their program requirements.

CREDITS

The degree of Doctor of Philosophy requires a minimum of seventy-five credits earned in courses and in dissertation research, including a minimum of thirty credits of course work, at least fifteen of which must be graded and may not count towards a master's degree, and a minimum of twenty credits of dissertation research. A minimum grade point average of 3.00 must be achieved. A minimum of fifteen credits in courses used in compilation of the grade point average must be taken in residence at the University of Vermont following matriculation for the Ph.D. Consult individual programs for additional information on credit hour requirements. Generally, the first year of each doctoral program consists of required courses. With the prior approval of their department and the Graduate College, doctoral students may apply up to six credits of 100-level, or 200-level courses (and not listed in the Graduate Catalog as approved for graduate credit), towards their graduate program. A student's advisor must petition the Graduate College for approval before the student enrolls in the course. Consult individual programs for further limitations. Under no circumstances will a course numbered below 100 be applicable to a doctoral program.

MINIMUM RESIDENCE REQUIREMENTS

Candidates for the doctoral degree must satisfactorily complete a minimum of 51 hours in residence. The residency requirement is completed by courses that:

1. are taken for graduate credit through the University of Vermont, and
2. are taken after the student has been admitted to the Graduate College.

Some programs may require more than the above minimum hours in residence.

TEACHING REQUIREMENT

All doctoral candidates must acquire appropriate teaching experience in their chosen fields prior to the award of the degree. The nature and amount of teaching, for which no academic credit is allowed, will be determined by each candidate's program.

LANGUAGE REQUIREMENT

Demonstration of competency in foreign languages may be required in some programs. The requirement may be fulfilled by an examination administered by the program or in conjunction with the appropriate language department. The outcome of the language

examination is reported to the Graduate College and will appear as a notation on the transcript. There is no fee for taking the exam.

GRADUATE STUDIES COMMITTEE

It is the responsibility of the graduate studies committee to supervise the graduate student's program and to review progress at regular intervals. A graduate studies committee consisting of at least four regular members of the graduate faculty is appointed by the department chair or designated departmental representative and approved by the Dean of the Graduate College soon after first enrollment in the Graduate College, unless the student's department employs an alternative approved procedure. The chair of the graduate studies committee serves as the student's academic advisor and also as the dissertation advisor or supervisor. Only a regular member of the graduate faculty can serve as an advisor of a doctoral dissertation. On occasion, it may be appropriate for a professional other than a regular member of the graduate faculty to serve as a member of a graduate studies committee. In such cases, written approval must be obtained from the Dean of the Graduate College prior to the student's beginning dissertation research.

COMPREHENSIVE EXAMINATION

A written comprehensive examination in the field of study must be passed by the candidate at least six months before the dissertation is submitted. The examination must be prepared by the program concerned, in consultation with the candidate's graduate studies committee. Should the candidate fail the examination, only one reexamination is permitted. Success in the written comprehensive examination is prerequisite to standing for the Dissertation Defense Examination. All examinations are taken on the University of Vermont campus in Burlington. Some programs also require an oral comprehensive examination.

There is no fee for the Doctoral Comprehensive Examination. The student's program director or advisor must notify the Graduate College of the outcome of the examination. The result of the examination and the date taken will be recorded as a notation on the academic transcript.

RESEARCH AND DISSERTATION

Each candidate, while in residence at the University of Vermont, must complete an acceptable original research project which contributes new knowledge or techniques in an academic field. Each candidate must enroll in a minimum of twenty credits of dissertation research. Only a member of the graduate faculty may supervise dissertation research for the Ph.D.

DISSERTATION DEFENSE FORMS

Defense Committee Membership and Defense Notice forms must be submitted to the Graduate College by the designated deadlines. A Public Notice of the defense is required at least three weeks prior to the scheduled defense date in order for the student to defend. The Intent to Graduate form must be submitted to the candidate's department before the List of Potential Graduates is due.

DISSERTATION FORMAT

Students are required by the Graduate College to use a computer software program appropriate to the discipline to create the Table of Contents and the Lists of Tables and Figures from the dissertation text headings.

A dissertation must be prepared and submitted in compliance with the "Guidelines for Writing a Thesis or Dissertation" available from the Graduate College office and the program. A formatted copy of the dissertation must be submitted to the Graduate College for a Format/Record Check at least three weeks prior to the scheduled oral defense. Each student must also provide defensible copies of the dissertation to members of the dissertation defense examination committee at least two weeks before the scheduled examination. Individual departments may require earlier deadlines.

Students must notify the Graduate College prior to defending their dissertations.

The oral defense of a dissertation can be scheduled only after successful completion of the comprehensive examination and the submission of an original copy of the dissertation to the Graduate College for a Format/Record Check.

DISSERTATION DEFENSE EXAMINATION COMMITTEE

The dissertation defense examination committee consists of a minimum of four University of Vermont faculty members, all regular members of the graduate faculty. At least two graduate faculty members must be from inside the department or program. The chair must be both a member of the graduate faculty and from outside the candidate's department and program. The definition of outside faculty means the faculty member has no appointment of any kind in the department or program. For University-wide interdisciplinary programs, the chair must be outside the department of the candidate's advisor. The chair will be designated by the Graduate College dean upon nomination by the dissertation advisor. Individual programs may require more than four committee members or have other specific membership requirements. The dissertation defense examination committee must be approved by the Graduate College prior to the defense. The dissertation defense examination committee and the graduate studies committee do not have to be the same.

The chair of the dissertation defense examination committee has the responsibility for ensuring proper conduct of the examination, appropriate documentation of the results, and that the signatures of endorsement are added to the acceptance page of the dissertation following a successful defense.

The acceptability of the dissertation is determined by the dissertation defense examination committee. The chair of the dissertation defense examination committee notifies the Graduate College of the outcome. The result of the defense and the date defended will be recorded as a notation on the academic transcript. If a student's defense examination performance is not satisfactory, then one reexamination, and one only, is permitted.

After a successful dissertation defense, candidates must electronically upload the corrected dissertation to <http://www.etdadmin.com/uvm> for approval by the Graduate College within the time period specified by the dissertation defense examination committee, and/or the Graduate College.

REQUIREMENTS FOR THE DOCTOR OF PHYSICAL THERAPY DEGREE

The Doctor of Physical Therapy (DPT) program at the University of Vermont (UVM) is well recognized for preparing DPT graduates as practitioner scholars who successfully translate evidence into contemporary best practice. The D.P.T. program offers a professional entry doctoral degree and requires full-time study over a period of 3 years, including summers. As a component of study, students participate in faculty mentored scholarship.

Students broaden their professional preparation through 36 weeks of clinical internships interspersed throughout the curriculum. Internships are offered throughout the U.S. in a variety of specialty areas and require student travel to these locations. Assignments are based on students' educational needs and clinical site availability. Students are responsible for all costs associated with clinical internships.

COMPREHENSIVE EXAMINATION

The examination takes the form of a small group research project or a systematic review that culminates in a written paper and an oral dissemination/defense. The written paper and presentations may take multiple formats and must be satisfactorily completed by the end of the 2nd year of the program and prior to beginning PT 371 Clinical Internship 2. Should students not pass the comprehensive examination, they will have one additional opportunity to remediate and provide evidence of achievement of the learning outcomes of the comprehensive examination prior to being able to progress to their clinical rotations.

MINIMUM DEGREE REQUIREMENTS

The UVM DPT program requires successful completion of 102 graduate credits. Students will be recommended for graduation by the DPT faculty if they:

- Receive no more than 2 passing course grades below a B
- Obtain a cumulative GPA of 3.0 or higher at the end of their didactic course work
- Pass their Comprehensive Examination
- Pass all clinical internships and clinical education coursework expectations during their clinical experiences and receive no more than one U grade in a clinical education course (that was successfully retaken for a S grade)
- Illustrate evidence of professional behaviors commensurate with professional doctoral practice in physical therapy

GRADUATE FACULTY

Badireddy, Appala Raju; Assistant Professor Department of Civil & Environmental Engineering; PHD, University of Houston, TX;

Graduate Program Affiliation(s): Chemical and Biological Processes in Environmental Engineering

Bagrow, James; Assistant Professor, Department of Mathematics & Statistics; PHD, Clarkson University, Potsdam, NY; Graduate Program Affiliation(s): Math & Statistics & Complex Systems Center

Bailly, Jacques A.; Associate Professor, Department of Classics; PHD, Cornell University; Graduate Program Affiliation(s): Greek and Latin, Greek and Latin Languages

Baker, Daniel H.; Associate Professor, Department of Community Development and Applied Economics; PHD, University of Vermont; Graduate Program Affiliation(s): Community Development and Applied Economics

Baker, Nancy; Lecturer II, Department of Communication Sciences; PHD, University of Pittsburgh; Graduate Program Affiliation(s): Communications Sciences and Disorders

Ballif, Bryan A.; Associate Professor, Department of Biology; PHD, Harvard University; Graduate Program Affiliation(s): Biology, Cellular, Molecular and Biomedical Sciences, Neuroscience, Medical Science

Ballysingh, Tracy Arambula; Assistant Professor, Department of Leadership and Developmental Sciences, PHD; University of Texas at Austin; Graduate Program Affiliation: Higher Education and Student Affairs

Barbano, David Mark; Adjunct Professor, Department of Animal Science; PHD, Cornell University; Graduate Program Affiliation(s): Animal Science

Barlow, John; Assistant Professor, Department of Animal Science; DVM, University of Illinois Urbana-Champaign; PHD, University of Vermont; Graduate Program Affiliation(s): Animal Science, Animal, Nutrition and Food Sciences, Cellular, Molecular and Biomedical Sciences, Food Systems

Barnaby, Andrew Thomas; Associate Professor, Department of English; PHD, Princeton University; Graduate Program Affiliation(s): English

Barrington, David Stanley; Professor, Department of Plant Biology; PHD, Harvard University; Graduate Program Affiliation(s): Field Naturalist, Plant Biology

Bartlett, Robert V.; Professor, Department of Political Science; PHD, Indiana University Bloomington

Baruth, Philip Edward; Professor, Department of English; PHD, University of California Irvine; Graduate Program Affiliation(s): English

Bates, Jason H. T.; Professor, Department of Medicine-Pulmonary; DSC, Canterbury University; Graduate Program Affiliation(s): Bioengineering, Complex Systems, Medical Science

Beatson, Jean E.; Clinical Associate Professor, Department of Nursing; EDD, University of Vermont; Graduate Program Affiliation(s): Nursing

Beaudoin, Cathy A.; Assistant Professor, School of Business Administration; PHD, Drexel University

Beckage, Brian; Associate Professor, Department of Plant Biology; PHD, Duke University; Graduate Program Affiliation(s): Complex Systems, Plant Biology

Beer, Caroline Charlotte; Associate Professor, Department of Political Science; PHD, University of New Mexico

Belliveau, Cynthia L.; Research Assistant Professor, Department of Nutrition and Food Sciences; EDD, University of Vermont; Graduate Program Affiliation(s): Food Systems

Benson, Daisy S.; Library Associate Professor, Bailey Howe-Information and Instruction; MLISs, University of Texas Austin

Bentil, Daniel E.; Associate Professor, Department of Mathematics and Statistics; DPHIL, University of Oxford; Graduate Program Affiliation(s): Bioengineering, Mathematical Sciences, Mathematics, Statistics

Berger, Christopher Lewis; Co-Director, Medical Science; Professor, Department of Molecular Physiology and Biophysics; PHD, University of Minnesota Twin Cities; Graduate Program Affiliation(s): Biochemistry, Bioengineering, Cellular, Molecular and Biomedical Sciences, Neuroscience, Medical Science

Berlin, Linda; Extension Assistant Professor, Department of Nutrition and Food Sciences; PHD, Tufts University; Graduate Program Affiliation(s): Animal, Nutrition and Food Sciences, Food Systems, Nutrition and Food Science

Bernard, Emily E.; Professor, Department of English; PHD, Yale University; Graduate Program Affiliation(s): English

Bernstein, Ira Mark; Professor, Department of Obstetrics and Gynecology-Maternal Fetal; MD, University of Vermont

Bessette, Jean; Assistant Professor, Department of English; PHD, University of Pittsburgh; Graduate Program Affiliation(s): English

Beynnon, Bruce David; Professor, Department of Orthopaedics and Rehabilitation; PHD, University of Vermont; Graduate Program Affiliation(s): Bioengineering

Bierman, Paul Robert; Professor, Department of Geology; PHD, University of Washington; Graduate Program Affiliation(s): Field Naturalist, Geology

Bishop, Penny A.; Professor, Department of Education; EDD, University of Vermont

Blauwiekel, Ruth; University Veterinarian, D.V.M., Michigan State University, PHD, Washington State University; Graduate Program Affiliation(s): Animal Science

Blevins, Lynn; Assistant Professor, Department of Medicine-Pulmonary; MD, Medical College of Virginia; MPH, Boston University; Graduate Program Affiliation(s): Public Health

Bomblies, Arne; Assistant Professor, School of Engineering; PHD, Massachusetts Institute of Technology; Graduate Program Affiliation(s): Civil and Environmental Engineering

Bond, Jeffrey P.; Professor, Department of Microbiology and Molecular Genetics; PHD, University of Rochester

Bongard, Joshua C.; Professor, Department of Computer Science; PHD, University of Zurich; Graduate Program Affiliation(s): Complex Systems, Computer Science, Neuroscience

Bonifield, Carolyn Marie; Associate Professor, School of Business Administration; PHD, University of Iowa; Graduate Program Affiliation(s): Accounting, Business Administration

Bonney, Elizabeth Ann; Professor, Department of Obstetrics and Gynecology; MD, Stanford University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Bose, Pablo Shiladitya; Assistant Professor, Department of Geography; PHD, York College; Graduate Program Affiliation(s): Food Systems

Bosek, Marcia Sue; Associate Professor, Department of Nursing; DNSC, Rush University; Graduate Program Affiliation(s): Nursing

Bosworth, Sidney Carl; Extension Associate Professor, Department of Plant and Soil Science; PHD, University of Kentucky; Graduate Program Affiliation(s): Plant and Soil Science

Botten, Jason W.; Assistant Professor, Department of Medicine-Immunobiology; PHD, University of New Mexico; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Bottoms, Gregory Todd; Professor, Department of English; MFA, University of Virginia; Graduate Program Affiliation(s): English

Bouchard, Beth Ann; Assistant Professor, Department of Biochemistry; PHD, University of Vermont; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Bouton, Mark Earhart; Professor, Department of Psychological Science; PHD, University of Washington; Graduate Program Affiliation(s): Neuroscience, Psychology

Bowden, William Breck; Professor, Rubenstein School of Environment and Natural Resources; PHD, North Carolina State University Raleigh; Graduate Program Affiliation(s): Natural Resources

Boyson, Jonathan E.; Associate Professor, Department of Surgery; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Bradshaw, Terence; Assistant Professor, Department of Plant and Soil Science; PHD, University of Vermont; Graduate Program Affiliation: Plant & Soil Science

Brennan, Vicki L.; Associate Professor, Department of Religion; PHD, University of Chicago

Brewer, Matthias; Professor, Department of Chemistry; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Chemistry, Neuroscience

Brock, David W.; Associate Professor, Department of Rehabilitation and Movement Science; PHD, University of Virginia; Graduate Program Affiliation(s): Physical Therapy

Brody, Alison Kay; Professor, Department of Biology; PHD, University of California Davis; Graduate Program Affiliation(s): Biology

Brown, Dona L.; Professor, Department of History; PHD, University of Massachusetts Amherst; Graduate Program Affiliation(s): History

Brummel-Ziedins, Kathleen E.; Associate Professor, Department of Biochemistry; PHD, University of Maryland College Park

Bryan, Frank; Professor Emeritus, Department of Political Science; PHD; University of Connecticut, Storrs, CT; Graduate Program Affiliation: Educational Leadership and Policy Studies

Buchanan, Andrew N.; Lecturer, Department of History; PHD, Rutgers University; Graduate Program Affiliation(s): History

Buck-Rolland, Carol L.; Clinical Associate Professor, Department of Nursing; EDD, University of Vermont; Graduate Program Affiliation(s): Nursing

Budd, Ralph Charles; Professor, Department of Medicine-Immunobiology; MD, Weill Cornell Medical College; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Budolfson, Mark; Assistant Professor, Department of Philosophy; PHD; Princeton University; Graduate Program Affiliation: Food Systems

Bunn, Janice Yanushka; Research Associate Professor, Department of Mathematics and Statistics; PHD, Ohio State University; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Burke, John MacKenzie; Professor, Department of Microbiology and Molecular Genetics; PHD, Massachusetts Institute of Technology; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Burt, Keith B.; Assistant Professor, Department of Psychological Science; PHD, University of Minnesota Twin Cities; Graduate Program Affiliation(s): Psychology

Buskiewicz, Iwona A.; Assistant Professor, Department of Pathology; PHD, University of Witten; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Pathology

Butenas, Saulius; Associate Professor, Department of Biochemistry; PHD, Institute of Polytech at Kansas

Buzas, Jeff Sander; Professor, Department of Mathematics and Statistics; PHD, North Carolina State University Raleigh; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

C

Cahan, Sara Irene; Associate Professor, Department of Biology; PHD, Arizona State University; Graduate Program Affiliation(s): Biology

Callas, Peter W.; Research Associate Professor, Department of Mathematics and Statistics; PHD, University of Massachusetts Amherst; Graduate Program Affiliation(s): Clinical and Translational Science, Mathematical Sciences, Mathematics, Statistics

Cannizzaro, Michael S.; Associate Professor, Department of Communication Sciences; PHD, University of Connecticut; Graduate Program Affiliation(s): Communications Sciences and Disorders, Neuroscience

Carmody, Padraig; Adjunct Assistant Professor, Department of Geography; PHD, University of Minnesota Twin Cities

Carney, Jan Kirk; Professor, Department of Medicine-Pulmonary; MD, University of Cincinnati; Graduate Program Affiliation(s): Public Health

Carr, Frances Eileen; Professor, Department of Pharmacology; PHD, University of Illinois Chicago; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Pharmacology

Carr, Jacqueline B.; Associate Professor, Department of History; PHD, University of California Berkeley; Graduate Program Affiliation(s): History

Carr, Jeanine M.; Associate Professor, Department of Nursing; PHD, University of South Carolina Aiken; Graduate Program Affiliation(s): Nursing

Cats-Baril, William Lawrence; Associate Professor, School of Business Administration; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Accounting

Chan, Sin-Yee; Associate Professor, Department of Philosophy; PHD, University of Michigan Ann Arbor

Chase, Lisa Cheryl; Extension Associate Professor, Extension - Programming and Faculty Support; PHD, Cornell University; Graduate Program Affiliation(s): Natural Resources

Chiang, Kevin C.; Professor, School of Business Administration; PHD, Louisiana State University; Graduate Program Affiliation(s): Accounting

Chiu, Angeline C.; Associate Professor, Department of Classics; PHD, Princeton University; Graduate Program Affiliation(s): Greek and Latin, Greek and Latin Languages

Cipolla, Marilyn Jo; Professor, Department of Neurological Sciences; PHD, University of Vermont; Graduate Program Affiliation(s): Bioengineering, Cellular, Molecular and Biomedical Sciences, Neuroscience

Clark, Anne L.; Professor, Department of Religion; PHD, Columbia University

Clarke/Keefe, Kelly; Associate Professor, Department of Leadership and Developmental Sciences; Ed.D, University of Vermont; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Clougherty, Dennis Paul; Professor, Department of Physics; PHD, Massachusetts Institute of Technology; Graduate Program Affiliation(s): Materials Science, Physics

Cole, Bernard F.; Professor, Department of Mathematics and Statistics; PHD, Boston University; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics

Colletti, Richard B.; Professor, Department of Pediatrics-Gastroenterology; MD, University of Pittsburgh

Colley, Binta M.; Assistant Professor, Department of Education; PHD, Boston College; Graduate Program Affiliation(s): Curriculum and Instruction, Food Systems

Comerford, Susan Ann; Associate Professor, Department of Social Work; PHD, Case Western Reserve University; Graduate Program Affiliation(s): Social Work

Conner, David S.; Assistant Professor, Department of Community Development and Applied Economics; PHD, Cornell University; Graduate Program Affiliation(s): Community Development and Applied Economics, Food Systems

Connolly, Declan A.; Professor, Department of Education; PHD, Oregon State University

Cooper, Sheldon Mark; Professor, Department of Medicine-Rheumatology; MD, New York University

Cope, Meghan S.; Professor, Department of Geography; PHD, University of Colorado Boulder

Cornbrooks, Carson Justis; Associate Professor, Department of Neurological Sciences; PHD, Virginia Commonwealth University; Graduate Program Affiliation(s): Neuroscience

Crock, John Gordon; Associate Professor, Department of Anthropology; PHD, University of Pittsburgh

Cushman, Mary; Professor, Department of Medicine-Hematology Oncology; MD, University of Vermont

D

Dabertrand, Fabrice; Assistant Professor, Department of Pharmacology; PHD, University of Bordeaux, France; Graduate Program Affiliation(s): Neuroscience, Pharmacology

Dale, Rosemary Louise; Clinical Professor, Department of Nursing; EDD, Ball State University; Graduate Program Affiliation(s): Nursing

D'Amato, Anthony; Associate Professor, Forestry; PHD; University of Massachusetts, Amherst, MA; Graduate Program Affiliation(s): Forestry

D'Amico, Michael A.; Associate Professor, Department of Pediatrics-Gastroenterology; MD, George Washington University

Danforth, Christopher M.; Associate Professor, Department of Mathematics and Statistics; PHD, University of Maryland College Park; Graduate Program Affiliation(s): Complex Systems, Mathematical Sciences, Mathematics, Statistics

Danks, Cecilia Marie; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of California Berkeley; Graduate Program Affiliation(s): Natural Resources

Dann, Heather; Adjunct Assistant Professor, Department of Animal Science; PHD, University of Illinois; Graduate Program Affiliation(s): Animal Science

Darby, Heather Marie; Extension Associate Professor, Extension - Programming and Faculty Support; PHD, Oregon State University; Graduate Program Affiliation(s): Plant and Soil Science

Del Maestro, Adrian G.; Assistant Professor, Department of Physics; PHD, Harvard University; Graduate Program Affiliation(s): Complex Systems, Materials Science, Physics

Delaney, Terrence Patrick; Associate Professor, Department of Plant Biology; PHD, University of Washington Seattle; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Plant Biology, Medical Science

Delay, Eugene Raymond; Associate Professor, Department of Biology; PHD, University of Georgia; Graduate Program Affiliation(s): Biology, Neuroscience, Psychology

Delay, Rona J.; Associate Professor, Department of Biology; PHD, Colorado State University; Graduate Program Affiliation(s): Biology, Neuroscience

Deming, Paula B.; Associate Professor, Department of Medical Lab and Radiation Science; PHD, University of North Carolina Chapel Hill; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

DeMink-Carthew, Jessica; Assistant Professor, Department of Education, PHD; University of Maryland; Graduate Program Affiliation: Curriculum and Instruction

Dempsey, Stephen Jeffrey; Associate Professor, School of Business Administration; PHD, Virginia Polytechnic Institute and State University; Graduate Program Affiliation(s): Accounting

deRosset, Louis; Associate Professor, Department of Philosophy; PHD, University of California

Deslandes, Paul Raymond; Associate Professor, Department of History; PHD, University of Toronto; Graduate Program Affiliation(s): History

DeWitt, Rocki-Lee; Professor, School of Business Administration; PHD, Columbia University; Graduate Program Affiliation(s): Accounting, Food Systems

Dewoolkar, Mandar M.; Associate Professor, School of Engineering; PHD, University of Colorado Boulder; Graduate Program Affiliation(s): Civil and Environmental Engineering

Diehl, Sean; Assistant Professor, Department of Medicine-Infectious Disease; PHD, University of Vermont; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Dinitz, Jeffrey Howard; Professor, Department of Mathematics and Statistics; PHD, Ohio State University; Graduate Program Affiliation(s): Computer Science, Mathematical Sciences, Mathematics, Statistics

Diouf, Moustapha; Associate Professor, Department of Sociology; PHD, University of Missouri Columbia

Dittus, Kim L.; Assistant Professor, Department of Medicine-Hematology Oncology; MD, East Tennessee State University

Do, Hung Tuan; Assistant Professor, School of Business Administration; PHD, Purdue University; Graduate Program Affiliation(s): Accounting

Dodds, Peter S.; Professor, Department of Mathematics and Statistics; PHD, Massachusetts Institute of Technology; Graduate Program Affiliation(s): Complex Systems, Mathematical Sciences, Mathematics, Statistics

Donnelly, Catherine Wright; Professor, Department of Nutrition and Food Sciences; PHD, North Carolina State University Raleigh; Graduate Program Affiliation(s): Nutrition and Food Science

Donovan, Therese M.; Research Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Missouri Columbia; Graduate Program Affiliation(s): Natural Resources

Dostmann, Wolfgang R. G.; Professor, Department of Pharmacology; PHD, University of Bremen; MD, University of Munich; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Neuroscience, Pharmacology

Double, Sylvie; Professor, Department of Microbiology and Molecular Genetics; PHD, University of North Carolina Chapel Hill; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Dubief, Yves C.; Associate Professor, School of Engineering; PHD, Institut National Polytechnique de Grenoble; Graduate Program Affiliation(s): Bioengineering, Complex Systems, Materials Science, Mechanical Engineering

Dumas, Julie Anna; Associate Professor, Department of Psychiatry; PHD, University of North Carolina; Graduate Program Affiliation(s): Neuroscience, Psychology

Dupigny-Giroux, Lesley-Ann; Associate Professor, Department of Geography; PHD, McGill University

E

Eberhardt, Maeve; Assistant Professor, Department of Linguistics; PHD, University of Pittsburgh

Ebert, Alicia; Assistant Professor, Department of Biology; PHD, Colorado State University; Graduate Program Affiliation(s): Biology, Neuroscience

Ellis-Monaghan, Joanna; Adjunct Professor, Department of Mathematics & Statistics, PHD, University of North Carolina, Chapel Hill, NC; Graduate Program Affiliation(s): Mathematics, Statistics

Emery, Marla; Adjunct Assistant Professor, Department of Geography; PHD, Rutgers University; Graduate Program Affiliation(s): Natural Resources

Emery, Meaghan; Associate Professor, Department of Romance Languages and Linguistics; PHD, Ohio State University

Eppstein, Margaret Jean; Professor and Chair, Department of Computer Science; PHD, University of Vermont; Graduate Program Affiliation(s): Bioengineering, Complex Systems, Computer Science, Neuroscience

Erdos, Benedek; Assistant Professor, Department of Pharmacology; PHD, Semmelweis University, School of Medicine, Budapest, Hungary; Graduate Program Affiliation(s): Pharmacology, Cellular, Molecular and Biomedical Sciences

Ergene, Bogac A.; Associate Professor, Department of History; PHD, Ohio State University; Graduate Program Affiliation(s): History

Erickson, Jon; Professor, Gund Institute; PHD, Cornell University; Graduate Program Affiliation(s): Ecological Economics, Field Naturalist, Natural Resources

Escaja, Tina Fernandez; Professor, Department of Romance Languages and Linguistics; PHD, University of Pennsylvania

Escorpizo, Reuben Samsuya; Clinical Assistant Professor, Department of Rehabilitation and Movement Science; DPT, Des Moines University; Graduate Program Affiliation(s): Physical Therapy

Esselstrom, Erik W.; Associate Professor, Department of History; PHD, University of California Santa Barbara; Graduate Program Affiliation(s): History

Evans, John; Professor, Department of Molecular Physiology and Biophysics; PHD, University of Florida; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Evans, Mark Francis; Assistant Professor, Department of Pathology; PHD, University of Hertfordshire; Graduate Program Affiliation(s): Pathology

Everse, Stephen Jay; Associate Professor, Department of Biochemistry; PHD, University of California San Diego; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Ewald, Alec C.; Associate Professor, Department of Political Science; PHD, University of Massachusetts Amherst

F

Falls, William A.; Dean, College of Arts and Sciences; Professor, Department of Psychological Science; PHD, Yale University; Graduate Program Affiliation(s): Neuroscience, Psychology

Fanslow, Yolanda H. Chen; Assistant Professor, Department of Plant and Soil Science; PHD, University of California Berkeley; Graduate Program Affiliation(s): Food Systems, Plant and Soil Science

Farley, Joshua C.; Professor, Department of Community Development and Applied Economics; PHD, Cornell University; Graduate Program Affiliation(s): Community Development and Applied Economics, Ecological Economics, Public Administration

Faulkner, Joshua; Adjunct Assistant Professor, Department of Plant and Soil Science; PHD, Cornell University, NY; Graduate Program Affiliation(s): Plant and Soil Science

Fenton, Elizabeth A.; Associate Professor, Department of English; PHD, Rice University; Graduate Program Affiliation(s): English

Field, Sean Linscott; Associate Professor, Department of History; PHD, Northwestern University; Graduate Program Affiliation(s): History

Finette, Barry Alan; Professor, Department of Pediatrics; MD, University of Texas; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Fisher, Brendan; Research Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Vermont, VT; Graduate Program Affiliation(s): Natural Resources

Fletcher, Douglas G.; Professor, School of Engineering; PHD, University of Virginia; Graduate Program Affiliation(s): Mechanical Engineering

Flynn, Sean; Assistant Professor, Department of Neurological Sciences; PHD, University of Utah; Graduate Program Affiliation(s): Neuroscience

Fobare Erickson, Patricia Ann; Senior Lecturer, Department of Animal Science; DVM, Cornell University; Graduate Program Affiliation(s): Animal Science, Animal, Nutrition and Food Sciences

Fondacaro, Karen Marie; Clinical Professor, Department of Psychological Science; PHD, University of Vermont; Graduate Program Affiliation(s): Psychology

Foote, Richard Martin; Professor, Department of Mathematics and Statistics; PHD, University of Cambridge; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Forehand, Cynthia Jean; Dean, Graduate College; Professor, Department of Neurological Sciences; PHD, University of North Carolina Chapel Hill; Graduate Program Affiliation(s): Neuroscience

Forehand, Rex L.; Professor, Department of Psychological Science; PHD, University of Alabama; Graduate Program Affiliation(s): Psychology

Fothergill, Alice; Associate Professor, Department of Sociology; PHD, University of Colorado Boulder

Fox, Kathryn Joan; Associate Professor, Department of Sociology; PHD, University of California Berkeley

Francklyn, Christopher Steward; Professor, Department of Biochemistry; PHD, University of California Santa Barbara; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science, Neuroscience

Franklin, John C.; Associate Professor, Department of Classics; PHD, University College London; Graduate Program Affiliation(s): Greek and Latin, Greek and Latin Languages

Frankowski, Barbara Louise; Professor, Department of Pediatrics; MD, Johns Hopkins University

Freeman, Kalev; Assistant Professor, Department of Surgery; MD, University of Colorado Boulder; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences ; Neuroscience

Frietze, Seth; Assistant Professor, Department of Medical Laboratory and Radiation Sciences; PHD, Harvard University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Frolik, Jeff L.; Associate Professor, School of Engineering; PHD, University of Michigan Ann Arbor; Graduate Program Affiliation(s): Electrical Engineering

Fukagawa, Naomi Kay; Professor, Department of Medicine-Gerontology Geriatrics; MD, Northwestern University

Fung, Mark K.; Professor, Department of Pathology and Laboratory Medicine; MD, PHD, University of Alabama School of Medicine, Birmingham, AL; Graduate Program Affiliation: Pathology and Laboratory Medicine

Furis, Madalina Ioana; Associate Professor, Department of Physics; PHD, University of Buffalo; Graduate Program Affiliation(s): Materials Science, Physics

G

Gaalema, Diann E.; Assistant Professor, Department of Psychiatry; PHD, Georgia Institute of Technology; Graduate Program Affiliation(s): Psychology

Galbraith, Richard A.; Professor, Department of Medicine-Clinical Pharmacology; MD, Kings College University; Graduate Program Affiliation(s): Clinical and Translational Science

Galford, Gillian Laura; Research Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, Brown University; Graduate Program Affiliation(s): Natural Resources

Garavan, Hugh P.; Professor, Department of Psychiatry; PHD, Bowling Green State University; Graduate Program Affiliation(s): Complex Systems, Neuroscience, Psychology

Garcia, Luis; Professor, School of Engineering; PHD, University of Colorado; Graduate Program Affiliation(s): Civil and Environmental Engineering

Garnett, Bernice Raveche; Assistant Professor, Department of Education; ScD, Harvard University; Graduate Program Affiliation(s): Higher Education and Student Affairs

Garvey, Jason C.; Assistant Professor, Department of Leadership and Developmental Sciences, PHD; University of Maryland, College Park; Graduate Program Affiliation: Higher Education and Student Affairs

Gedeon, Shirley Jean; Associate Professor, Department of Economics; PHD, University of Massachusetts Amherst

Gell, Nancy M.; Assistant Professor, Department of Rehabilitation and Movement Science; PHD, Auburn University; Graduate Program Affiliation(s): Physical Therapy

Gennari, John; Associate Professor, English; PHD, University of Pennsylvania; Graduate Program Affiliation(s): Food Systems

Geroski, Anne M.; Associate Professor, Department of Leadership and Developmental Sciences; EDD, University of Maine; Graduate Program Affiliation(s): Counseling

Gerstl-Pepin, Cynthia I.; Professor, Department of Leadership and Developmental Sciences; PHD, University of North Carolina Chapel Hill; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Ghazanfari, Ehsan; Assistant Professor, School of Engineering; PHD, Lehigh University; Graduate Program Affiliation(s): Civil and Environmental Engineering

Giangreco, Michael Francis; Professor, Department of Education; PHD, Syracuse University; Graduate Program Affiliation(s): Special Education

Gibson, William Arch; Professor, Department of Economics; PHD, University of California Berkeley; Graduate Program Affiliation(s): Complex Systems

Gierzynski, Anthony Gerard; Professor, Department of Political Science; PHD, University of Kentucky

Gilmartin, Gregory Michael; Associate Professor, Department of Microbiology and Molecular Genetics; PHD, University of Virginia

Ginger, Clare A.; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Michigan Ann Arbor; Graduate Program Affiliation(s): Natural Resources

Glass, Karen C.; Associate Professor, Department of Biochemistry; PHD, University of Vermont; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Goldberg, Joel Michael; Associate Professor, Department of Chemistry; PHD, University of Michigan Ann Arbor; Graduate Program Affiliation(s): Chemistry

Golden, Kenneth Ivan; Professor, Department of Mathematics and Statistics; PHD, University De Paris; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Goodnight, Charles James; Professor, Department of Biology; PHD, University of Chicago; Graduate Program Affiliation(s): Biology, Complex Systems

Gordon, Jonathan; Assistant Professor, Department of Biochemistry; PHD; University of Western Ontario; Graduate Program Affiliation: Biochemistry, Cellular, Molecular and Biomedical Sciences

Gorman, Mark; Professor, Department of Neurological Sciences; MD, Wayne State University; Graduate Program Affiliation(s): Neuroscience

Gorres, Josef H.; Associate Professor, Department of Plant and Soil Science; PHD, University of Manchester; Graduate Program Affiliation(s): Plant and Soil Science

Gotelli, Nicholas James; Professor, Department of Biology; PHD, Florida State University; Graduate Program Affiliation(s): Biology

Gould, Rachelle; Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, Stanford University; Graduate Program Affiliation: Natural Resources

Gouli, Vladimir V.; Research Associate Professor, Department of Plant and Soil Science; PHD, Institutes of Biology and Cytology (Russia); Graduate Program Affiliation(s): Plant and Soil Science

Gove, Steve; Assistant Professor, School of Business Administration, PHD, Arizona State University

Grant, Richard; Adjunct Professor, Department of Animal Science; PHD, Purdue University; Graduate Program Affiliation(s): Animal Science

Green, John Thomas; Professor and Chair, Department of Psychological Science; PHD, Temple University; Graduate Program Affiliation(s): Neuroscience, Psychology

Greenwood, Sabrina Louise; Assistant Professor, Department of Animal Science; PHD, University of Guelph; Graduate Program Affiliation(s): Animal Science, Animal, Nutrition and Food Sciences, Food Systems

Grimmer, Ian; Senior Lecturer, Department of History; PHD; University of Chicago, IL; Graduate Program Affiliation: History

Guber, Deborah Lynn; Associate Professor, Department of Political Science; PHD, Yale University

Guitar, Barry Estill; Professor, Department of Communication Sciences; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Communications Sciences and Disorders, Psychology

Guo, Ming Ruo; Professor, Department of Nutrition and Food Sciences; PHD, University College Cork; Graduate Program Affiliation(s): Nutrition and Food Science

Gustafson, Melanie Susan; Associate Professor, Department of History; PHD, New York University; Graduate Program Affiliation(s): History

Gutman, Stanley T.; Professor, Department of English; PHD, Duke University; Graduate Program Affiliation(s): English

H

Haines, Shawna Jackson; Assistant Professor, Department of Education; PHD, University of Kansas; Graduate Program Affiliation(s): Special Education

Halladay, Juliet L.; Associate Professor, Department of Education; PHD, Michigan State University; Graduate Program Affiliation(s): Curriculum and Instruction, Educational Leadership and Policy Studies

Hamel-Bissell, Brenda Pauline; Professor, Department of Nursing; EDD, Boston University; Graduate Program Affiliation(s): Nursing

Hammack, Sayamwong E.; Associate Professor, Department of Psychological Science; PHD, University of Colorado; Graduate Program Affiliation(s): Neuroscience, Psychology

Harder, Valerie Susan; Assistant Professor, Department of Psychiatry; PHD, Johns Hopkins University; Graduate Program Affiliation(s): Psychology

Harrington, Susan; Professor, Department of English; PHD, University of Michigan Ann Arbor; Graduate Program Affiliation(s): English

Harris, Jeanne M.; Associate Professor, Department of Plant Biology; PHD, University of California Berkeley; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Plant Biology

Hart, Stuart; Steven Grossman Endowed Chair in Sustainable Business and Professor, PHD, University of Michigan, M.F.S., Yale University; Graduate Program Affiliation(s): Business

Harvey, Jean Ruth; Professor, Department of Nutrition and Food Sciences; PHD, University of Pittsburgh; Graduate Program Affiliation(s): Animal, Nutrition and Food Sciences; Dietetics, Food Systems, Nutrition and Food Science

Hazelrigg, Ann; Assistant Professor, Extension; PHD; University of Vermont; Graduate Program Affiliation: Plant & Soil Science

Heading-Grant, Wanda; Clinical Associate Professor, Department of Social Work; EDD, University of Vermont; Graduate Program Affiliation(s): Educational Leadership and Policy Studies, Social Work

Headrick, Randall L.; Professor, Department of Physics; PHD, University of Pennsylvania; Graduate Program Affiliation(s): Materials Science, Physics

Heath, Jessica; Assistant Professor, Department of Pediatrics; Department of Biochemistry; MD, SUNY Stony Brook; Graduate Program Affiliation(s): Biochemistry, Cellular, Molecular, and Biomedical Sciences

Heil, Sarah H.; Associate Professor, Department of Psychiatry; PHD, Dartmouth College; Graduate Program Affiliation(s): Psychology

Heintz, Nicholas; Professor Emeritus, Department of Pathology; PHD, University of Vermont

Heiss, Sarah Noel; Assistant Professor, Department of Community Development and Applied Economics; PHD, Ohio University; Graduate Program Affiliation(s): Community Development and Applied Economics

Henry, Sharon Margaret; Professor, Department of Rehabilitation and Movement Science; PHD, University of Vermont; Graduate Program Affiliation(s): Bioengineering, Neuroscience, Physical Therapy

Heppner, Thomas Jon; Assistant Professor, Department of Pharmacology; PHD, Iowa State University; Graduate Program Affiliation(s): Pharmacology

Hernandez, Eric M.; Assistant Professor, School of Engineering; PHD, Northeastern University; Graduate Program Affiliation(s): Civil and Environmental Engineering, Complex Systems

Hession, William; Adjunct Associate Professor, School of Engineering; PHD, Oklahoma State University; Graduate Program Affiliation(s): Civil and Environmental Engineering

Higgins, Stephen Thomas; Professor, Department of Psychiatry; PHD, University of Kansas; Graduate Program Affiliation(s): Neuroscience, Psychology

Hill-Eubanks, David Cameron; Assistant Professor, Department of Pharmacology; PHD, University of Vermont; Graduate Program Affiliation(s): Pharmacology

Hindes, J. Churchill; Clinical Associate Professor, Department of Medicine; PHD, University of Iowa

Hines, Paul D.; Assistant Professor, School of Engineering; PHD, Carnegie Mellon University; Graduate Program Affiliation(s): Complex Systems, Computer Science, Electrical Engineering

Hitt, Darren Lee; Professor, School of Engineering; PHD, Johns Hopkins University; Graduate Program Affiliation(s): Bioengineering, Materials Science, Mechanical Engineering

Holmen, Britt A.; Associate Professor, School of Engineering; PHD, Massachusetts Institute of Technology; Graduate Program Affiliation(s): Civil and Environmental Engineering

Holmes, Chris Elaine; Associate Professor, Department of Medicine-Hematology Oncology; MD, University of Virginia

Holmes, Gregory; Professor and Chair, Department of Neurological Sciences; MD, University of Virginia; Graduate Program Affiliation(s): Neuroscience

Hondal, Robert J.; Associate Professor, Department of Biochemistry; PHD, Ohio State University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

Hood, Virginia Louise; Professor, Department of Medicine-Nephrology; MPH, Harvard School of Public Health

Howe, Alan K.; Associate Professor, Department of Pharmacology; PHD, Northwestern University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Neuroscience, Pharmacology, Medical Science

Hoza, Betsy; Professor, Department of Psychological Science; PHD, University of Maine; Graduate Program Affiliation(s): Psychology

Hudziak, James Joseph; Professor, Department of Psychiatry; MD, University of Minnesota Twin Cities; Graduate Program Affiliation(s): Neuroscience

Huener, Jonathan D.; Associate Professor, Department of History; PHD, University of Illinois Urbana-Champaign; Graduate Program Affiliation(s): History

Hughes, Jeffrey Winston; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, Cornell University; Graduate Program Affiliation(s): Field Naturalist, Natural Resources

Hughes, John M.; Professor, Department of Geology; PHD, Dartmouth College; Graduate Program Affiliation(s): Geology

Hughes, John Russell; Professor, Department of Psychiatry; MD, University of Massachusetts Amherst; Graduate Program Affiliation(s): Psychology

Hughes, Susan Boedeker; Associate Professor, School of Business Administration; PHD, University of Cincinnati; Graduate Program Affiliation(s): Accounting

Huh, Jinny; Assistant Professor, Department of English; PHD, University of Southern California; Graduate Program Affiliation(s): English

Hunter, Deborah Ellen; Associate Professor, Department of Leadership and Developmental Sciences; PHD, Indiana University Bloomington; Graduate Program Affiliation(s): Higher Education and Student Affairs

Hurley, Jennifer Jo; Associate Professor, Department of Education; PHD, Vanderbilt University; Graduate Program Affiliation(s): Special Education

Hurley, Sean M.; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, Vanderbilt University; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Hurley, Stephanie E.; Assistant Professor, Department of Plant and Soil Science; DDES, Harvard University; Graduate Program Affiliation(s): Plant and Soil Science

Huston, Christopher D.; Associate Professor, Department of Medicine-Infectious Disease; MD, Cornell University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Huston, Dryver R.; Professor, School of Engineering; PHD, Princeton University; Graduate Program Affiliation(s): Bioengineering, Mechanical Engineering

Hutchins, Tiffany; Assistant Professor, Department of Communication Sciences and Disorders; PHD, University of South Florida, Tampa, FL; Graduate Program Affiliation(s): Communication Sciences and Disorders

I

Inwood, Shoshanah Miriam; Assistant Professor, Department of Community Development and Applied Economics; PHD, Ohio State University; Graduate Program Affiliation(s): Community Development and Applied Economics, Food Systems

Irvin, Charles G.; Professor, Department of Medicine-Pulmonary; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Bioengineering, Cellular, Molecular and Biomedical Sciences

Ivakhiv, Adrian J.; Professor, Rubenstein School of Environment and Natural Resources; PHD, York University; Graduate Program Affiliation(s): Natural Resources

Jackson, Major L.; Professor, Department of English; MFA, University of Oregon; Graduate Program Affiliation(s): English

Jacobs, Jesse; Assistant Professor, Department of Rehabilitation & Movement Science, PHD, Oregon Health & Science University; Graduate Program Affiliation(s): Neuroscience

Jaffe, Dale J.; Professor, Department of Sociology; PHD, University of Chicago

Janssen-Heininger, Yvonne M.W.; Professor, Department of Pathology; PHD, University of Lumburg; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Jaworski, Diane Marie; Professor, Department of Neurological Sciences; PHD, Texas Woman's University; Graduate Program Affiliation(s): Neuroscience

Jeffreys, William; Lecturer I, Department of Mathematics and Statistics; PHD, Yale University; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Jenemann, David; Associate Professor, Department of English; PHD, University of Minnesota Twin Cities; Graduate Program Affiliation(s): English

Jenkins, Robert; Professor Emeritus, School of Engineering; PHD, University of Leeds; Graduate Program Affiliation(s): Mechanical Engineering

Jetton, Thomas Lawrence; Professor, Department of Medicine-Endocrinology, Diabetes and Metabolism; PHD, Vanderbilt University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

Jewiss, Jennifer Lynn; Research Assistant Professor, Department of Leadership and Developmental Sciences; EDD, University of Vermont; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Jiron, Haley Woodside; Associate Professor, Department of Education; PHD, SUNY Albany; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Johnson, Douglas Ian; Professor, Department of Microbiology and Molecular Genetics; PHD, Purdue University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Johnson, Rachel K.; Professor, Department of Nutrition and Food Sciences; PHD, Pennsylvania State University; Graduate Program Affiliation(s): Animal, Nutrition and Food Sciences, Food Systems, Nutrition and Food Science

Jones, Christopher Arthur-Anthony; Assistant Professor, Department of Surgery; PHD, University of Oxford; Graduate Program Affiliation(s): Clinical and Translational Science

Jones, David A.; Associate Professor, School of Business Administration; PHD, University of Calgary; Graduate Program Affiliation(s): Accounting, Business Administration

Jorgenson, Simon; Assistant Professor, Department of Education; PHD, University of Cincinnati; Graduate Program Affiliation: Educational Leadership and Policy Studies

K

Kaelber, Lutz F.; Associate Professor, Department of Sociology; PHD, Indiana University Bloomington

Kahn-Fogel, Daniel Mark; Professor, Department of English; PHD, Cornell University; Graduate Program Affiliation(s): English

Kaminsky, David Alan; Professor, Department of Medicine-Pulmonary; MD, University of Massachusetts Amherst

Kanagala, Vijay; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, Iowa State University; Graduate Program Affiliation(s): Higher Education in Student Affairs, Educational Leadership and Policy Studies

Kasser, Susan L.; Associate Professor, Department of Rehabilitation and Movement Science; PHD, Oregon State University; Graduate Program Affiliation(s): Physical Therapy

Keeton, William Scott; Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Washington; Graduate Program Affiliation(s): Field Naturalist, Natural Resources

Keller, Stephen; Assistant Professor, PHD, University of Virginia, Graduate Program Affiliation(s): Department of Plant Biology

Kelm, Robert; Associate Professor, Department of Medicine-Cardiovascular; PHD, University of Vermont; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

Kennedy, Amanda G.; Associate Professor, Department of Medicine-General Internal Medicine; PHAR, Northeastern University; Graduate Program Affiliation(s): Clinical and Translational Science

Kerr, David; Professor, Department of Animal Science; PHD, University of Saskatchewan; Graduate Program Affiliation(s): Animal Science, Animal, Nutrition and Food Sciences, Cellular, Molecular and Biomedical Sciences

Kervick, Colby; Assistant Professor, Department of Education/Special Education; EDD, University of Vermont; Graduate Program Affiliation(s): Education/Special Education

Kete, Mary Louise; Associate Professor, Department of English; PHD, Harvard University; Graduate Program Affiliation(s): English

Kien, Craig L.; Professor, Department of Pediatrics-Gastroenterology; MD, University of Cincinnati

Killeen, Kieran M.; Associate Professor, Department of Leadership and Developmental Sciences; PHD, Cornell University; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Kilpatrick, Charles William; Professor, Department of Biology; PHD, University of North Texas; Graduate Program Affiliation(s): Biology

Kindstedt, Paul Stephen; Professor, Department of Nutrition and Food Sciences; PHD, Cornell University; Graduate Program Affiliation(s): Animal, Nutrition and Food Sciences, Food Systems, Nutrition and Food Science

King, John G.; Professor, Family Medicine, MD, University of Rochester School of Medicine & Dentistry, Rochester, NY, Graduate Program Affiliation(s): Family Medicine

Kingsley, Allison F.; Assistant Professor, School of Business Administration; PHD, Columbia University; Graduate Program Affiliation(s): Accounting

Kinsey, C. Matthew; Assistant Professor, Department of Medicine-Pulmonary, MD, Albert Einstein College of Medicine, Bronx, NY; Graduate Program Affiliation: Cellular, Molecular and Biomedical Sciences

Kirkpatrick, Beth Diane; Professor, Department of Medicine-Infectious Disease; MD, Albany Medical College

Klepeis, Keith Andrew; Professor, Department of Geology; PHD, University of Texas Austin; Graduate Program Affiliation(s): Geology

Kolan, Matthew Peter; Senior Lecturer, Rubenstein School of Environment and Natural Resources; PHD, University of Vermont; Graduate Program Affiliation(s): Field Naturalist, Natural Resources

Kolbe, Tammy G.; Assistant Professor, Department of Leadership and Developmental Sciences; EDD, University of Vermont; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Koliba, Christopher J.; Professor, Department of Community Development and Applied Economics; PHD, Syracuse University; Graduate Program Affiliation(s): Community Development and Applied Economics, Complex Systems, Food Systems, Public Administration

Kolodinsky, Jane Marie; Professor, Department of Community Development and Applied Economics; PHD, Cornell University; Graduate Program Affiliation(s): Community Development and Applied Economics, Food Systems, Public Administration

Kornbluh, Felicia A.; Associate Professor, Department of History; PHD, Princeton University; Graduate Program Affiliation(s): Food Systems, History

Kotov, Valeri N.; Assistant Professor, Department of Physics; PHD, Clarkson University; Graduate Program Affiliation(s): Materials Science, Physics

Kraft, Jana; Assistant Professor, Department of Animal Science; PHD, University of Jena; Graduate Program Affiliation(s): Animal Science, Animal, Nutrition and Food Sciences, Food Systems

Krag, David Nielsen; Professor, Department of Surgery-Oncology; MD, Loyola University Chicago

Krag, Martin Hans; Professor, Department of Orthopaedics and Rehabilitation; MD, Yale University; Graduate Program Affiliation(s): Bioengineering

Krementsov, Dimitry; Assistant Professor, Department of Medicine-Immunobiology, PHD; University of Vermont; Graduate Program Affiliation: Cellular, Molecular and Biomedical Sciences

Krymkowski, Daniel Harry; Professor, Department of Sociology; PHD, University of Wisconsin Madison

Kuentzel, Walter Frederick; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Natural Resources

L

Laher, Ismail; Adjunct Professor, Department of Pharmacology; PHD, Memorial University; Graduate Program Affiliation(s): Pharmacology

Lakoba, Taras Igorevich; Associate Professor, Department of Mathematics and Statistics; PHD, Clarkson University; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Lam, Ying Wai; Research Assistant Professor, Department of Biology; PHD, Chinese University of Hong Kong; Graduate Program Affiliation(s): Biology

Landry, Christopher C.; Professor and Chair, Department of Chemistry; PHD, Harvard University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Chemistry, Materials Science

Langevin, Helene M.; Professor, Department of Neurological Sciences; MD, McGill University; Graduate Program Affiliation(s): Neuroscience

Laurent, Jennifer S.; Assistant Professor, Department of Nursing; PHD, Duquesne University; Graduate Program Affiliation(s): Nursing

Lawson, Steven R.; Adjunct Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Vermont; Graduate Program Affiliation(s): Natural Resources

Leahy, John L.; Professor, Department of Medicine-Endocrinology; MD, Virginia Commonwealth University

Leavitt, Bruce J.; Professor, Department of Surgery-Thoracic Cardiovascular; MD, University of Vermont

Leclair, Laurie W.; Associate Professor, Department of Medicine-Pulmonary; MD, Tufts University

Lee, Byung S.; Professor, Department of Computer Science; PHD, Stanford University; Graduate Program Affiliation(s): Computer Science

Lee, Patrick Chang Dong; Assistant Professor, Department of Mechanical Engineering; PHD, University of Minnesota; Graduate Program Affiliation(s): Mechanical Engineering

Leenstra, Willem R.; Associate Professor, Department of Chemistry; PHD, University of Washington; Graduate Program Affiliation(s): Chemistry, Materials Science

Lekka, Shamila K.; Lecturer, Department of Psychological Science; PHD, University of Vermont; Graduate Program Affiliation(s): Psychology

Lenck-Santini, Pierre-Pascal; Assistant Professor, Department of Neurological Sciences; PHD, Universite de Provence

Levine, Mark Alan; Professor, Department of Medicine-General Internal Medicine; MD, University of Rochester

Lewinter, Martin M.; Professor, Department of Medicine-Cardiology; MD, New York University

Lewis, Laura Foran; Assistant Professor, Department of Nursing; PHD; University of Vermont; Graduate Program Affiliation: Nursing

Li, Dawei; Assistant Professor, Department of Microbiology and Molecular Genetics; PHD, Shanghai Jiao Tong University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Computer Science, Neuroscience

Li, Jianing; Assistant Professor, Department of Chemistry; PHD, Columbia University; Graduate Program Affiliation(s): Chemistry, Cellular, Molecular, and Biomedical Sciences

Lian, Jane; Professor, Department of Biochemistry; PHD, Boston University; Graduate Program Affiliation(s): Biochemistry, Cellular, Molecular and Biomedical Sciences

Lidofsky, Steven D.; Professor, Department of Medicine-Gastroenterology; MD, Columbia University

Lin, Julie; Assistant Professor, Department of Dermatology/Medicine; MD, McGill University; Graduate Program Affiliation(s): Clinical Dermatology

Lindstrom, Eric Reid; Associate Professor, Department of English; PHD, Yale University; Graduate Program Affiliation(s): English

Ling, Alan Chi; Associate Professor, Department of Computer Science; PHD, University of Waterloo; Graduate Program Affiliation(s): Computer Science

Lini, Andrea; Associate Professor, Department of Geology; PHD, ETH-Zurich; Graduate Program Affiliation(s): Geology

Lintilhac, Philip; Research Associate Professor, Department of Plant Biology; PHD, University of California Berkeley; Graduate Program Affiliation(s): Plant Biology

Liptak, Matthew Denis; Assistant Professor, Department of Chemistry; PHD, University of Wisconsin; Graduate Program Affiliation(s): Chemistry

Littenberg, Benjamin; Professor, Department of Medicine-General Internal Medicine; MD, Case Western Reserve University; Graduate Program Affiliation(s): Clinical and Translational Science

Lockwood, Brent; Assistant Professor, Department of Biology; PHD, Stanford University, CA; Graduate Program Affiliation(s): Biology

Long-Middleton, Ellen; Associate Professor, Nursing, PHD, RN Boston College, Chestnut Hill, MA, Graduate Program Affiliation(s): Nursing

Losambe, Lokangaka; Professor, Department of English; PHD, University of Ibadan; Graduate Program Affiliation(s): English

Louisos, William; Senior Lecturer, Department of Mechanical Engineering, PHD; University of Vermont; Graduate Program Affiliation: Mechanical Engineering

Lounsbury, Karen M.; Co-Director, Medical Science; Professor, Department of Pharmacology; PHD, University of Pennsylvania; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science, Neuroscience, Pharmacology

Lowey, Susan; Professor Emerita, Department of Molecular Physiology and Biophysics, PHD, Yale University, New Haven, CT

Lu, Huijie; Assistant Professor, Department of Civil and Environmental Engineering; PHD, Columbia University, NY; Graduate Program Affiliation(s): Civil & Environmental Engineering

Lucas, Marilyn T.; Associate Professor, School of Business Administration; PHD, University of Illinois Urbana-Champaign; Graduate Program Affiliation(s): Accounting

Lundblad, Lennart K.A.; Assistant Professor, Department of Medicine-Pulmonary; PHD, Lund University

Lyman, Theodore; Professor, Department of Art and Art History; MFA, University of California Berkeley

M

Macias, Thomas E.; Associate Professor, Department of Sociology; PHD, University of Wisconsin Madison

Mackey, Michael Scott; Assistant Professor, Department of Psychiatry, PHD; McGill University, Montreal, Quebec; Graduate Program Affiliation: Neuroscience, Psychology

MacLean, Charles Duncan; Professor, Department of Medicine-General Internal Medicine; MD, McGill University; Graduate Program Affiliation(s): Clinical and Translational Science

Madalengoitia, Jose Santos; Associate Professor, Department of Chemistry; PHD, University of Virginia; Graduate Program Affiliation(s): Chemistry

Magistrale, Anthony Samuel; Professor, Department of English; PHD, University of Pittsburgh; Graduate Program Affiliation(s): English

Mahoney, Dennis Francis; Professor, Department of German and Russian; PHD, University of Massachusetts Amherst; Graduate Program Affiliation(s): German

Maltby, Hendrika J.; Professor, Department of Nursing; PHD, Curtin University of Technology; Graduate Program Affiliation(s): Nursing, Public Health

Manning, Kathleen; Professor, Department of Leadership and Developmental Sciences; PHD, Indiana University Bloomington; Graduate Program Affiliation(s): Higher Education and Student Affairs

Mardeusz, Patricia Ellen; Library Associate Professor, Bailey Howe-Information and Instruction; MS, Simmons College

Mares, Teresa Marie; Assistant Professor, Department of Anthropology; PHD, University of Washington; Graduate Program Affiliation(s): Food Systems

Marsden, J. Ellen; Professor, Rubenstein School of Environment and Natural Resources; PHD, Cornell University; Graduate Program Affiliation(s): Natural Resources

Marshall, Jeffrey Scott; Professor, School of Engineering; PHD, University of California Berkeley; Graduate Program Affiliation(s): Bioengineering, Mechanical Engineering

Massell, David Perera; Professor, Department of History; PHD, Duke University; Graduate Program Affiliation(s): History

Matrajt, Mariana Laura; Research Assistant Professor, Department of Microbiology and Molecular Genetics; PHD, University of Buenos Aires

Mathews, Nancy; Professor, Dean of the Rubenstein School, PHD, University of New York; Graduate Program Affiliation(s): Environmental Science and Forestry

Matthews, Dwight E.; Professor, Department of Chemistry; PHD, Indiana University Bloomington; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Chemistry

Mawe, Gary Michael; Professor, Department of Neurological Sciences; PHD, Ohio State University; Graduate Program Affiliation(s): Neuroscience, Medical Science

May, Victor; Professor, Department of Neurological Sciences; PHD, Northwestern University; Graduate Program Affiliation(s): Neuroscience, Medical Science

Mazzoni, Maria-Cristina; Professor, Department of Romance Languages and Linguistics; PHD, Yale University

McCarthy, Sarah A.; Assistant Professor, Department of Neurological Sciences; PHD, Pennsylvania State University, College of Medicine; Graduate Program Affiliation(s): Neuroscience

McCormack, John; Professor Emeritus, Department of Surgery; PHD, Yale University; Graduate Program Affiliation(s): Medical Science

McCullough, Robert L.; Associate Professor, Department of History; PHD, Cornell University; Graduate Program Affiliation(s): Historic Preservation

McGowan, Abigail S.; Associate Professor, Department of History; PHD, University of Pennsylvania; Graduate Program Affiliation(s): History

McGowan, Todd; Associate Professor, Department of English; PHD, Ohio State University; Graduate Program Affiliation(s): English

McIntosh, Alan W.; Professor, Rubenstein School of Environment and Natural Resources; PHD, Michigan State University; Graduate Program Affiliation(s): Natural Resources

McKay, Stephanie Dawn; Assistant Professor, Department of Animal Science; PHD, University of Alberta; Graduate Program Affiliation(s): Animal Science, Animal, Nutrition and Food Sciences

McKenna, Kevin James; Professor, Department of German and Russian; PHD from the University of Colorado Boulder; Graduate Program Affiliation(s): German

McMahon, Edward; Adjunct Associate Professor, Department of Community Development and Applied Economics, EDD; University of Vermont; Graduate Program Affiliation: Community Development and Applied Economics

McLean, Kelley Carmelite; Assistant Professor, Department of Obstetrics and Gynecology-Maternal Fetal; MD, University of Colorado Boulder

McRae, Glenn; Adjunct Lecturer, Department of Community Development and Applied Economics; PHD, Union Institute and University; Graduate Program Affiliation(s): Public Administration, Sustainable Transportation Systems and Planning

Mehrtens, Charlotte Jean; Professor, Department of Geology; PHD, University of Chicago; Graduate Program Affiliation(s): Geology

Mendez, Victor E.; Associate Professor, Department of Plant and Soil Science; PHD, University of California Santa Cruz; Graduate Program Affiliation(s): Field Naturalist, Food Systems, Plant and Soil Science

Mendoza, Mary Elizabeth; Assistant Professor, Department of History, PHD; University of California-Davis; Graduate Program Affiliation: History

Menon, Prema R.; Assistant Professor, Department of Medicine-Pulmonary, MD; Sri Devaraj Urs Medical College, Tamaka, Kolar, India; Graduate Program Affiliation: Clinical and Translational Sciences

Merrill, Liana; Assistant Professor, Department of Neurological Sciences, PHD; University of Vermont; Graduate Program Affiliation: Neuroscience

Merrill, Scott; Research Assistant Professor, Department of Plant and Soil Science, PHD, Colorado State University, Graduate Program Affiliation(s): Plant & Soil Science

Meyer, Lori; Assistant Professor, Department of Education; PHD, University of Illinois; Graduate Program Affiliation: Special Education

Meyer, Marjorie; Associate Professor, Department of Obstetrics and Gynecology; MD, University of Florida College of Medicine, Graduate Program Affiliation(s): Neuroscience

Meyer, Markus F.; Assistant Professor, Department of Medicine-Cardiology; MD, University of Freiburg

Mickey, Ruth Mary; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Mieder, Wolfgang; Professor, Department of German and Russian; PHD, Michigan State University; Graduate Program Affiliation(s): German

Mierse, William Edwin; Professor, Department of Art and Art History; PHD, Brown University

Miller, Carol Therese; Professor, Department of Psychological Science; PHD, Purdue University; Graduate Program Affiliation(s): Psychology

Miller, Eleanor M.; Professor, Department of Sociology; PHD, University of Chicago

Miller, Mark; Assistant Professor, Department of Molecular Physiology and Biophysics; PHD, University of Vermont

Mintz, Beth; Professor, Department of Sociology; PHD, SUNY Albany

Mintz, Keith Peter; Associate Professor, Department of Microbiology and Molecular Genetics; PHD, University of Vermont; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Mitchell, Brian; Adjunct Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, University of California Berkeley; Graduate Program Affiliation(s): Natural Resources

Mitchell, John Joseph; Senior Lecturer, Department of Biology; PHD, University of Connecticut; Graduate Program Affiliation(s): Biology

Molofsky, Jane; Professor, Department of Plant Biology; PHD, Duke University; Graduate Program Affiliation(s): Plant Biology

Monsen, Erik; Steven Grossman Endowed Chair in Entrepreneurship and Associate Professor, PHD, University of Strathclyde, U.K, Graduate Program Affiliation(s): Business

Morielli, Anthony; Associate Professor, Department of Pharmacology; PHD, University of California at Santa Cruz; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Neuroscience, Pharmacology

Morin, Frederick; Professor, Departments of Pediatrics, and Molecular Physiology and Biophysics; MD, Yale University

Morrill, Scott Walker; Professor, Department of Biochemistry; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Morse, Cheryl E.; Assistant Professor, Department of Geography; PHD, University of British Columbia; Graduate Program Affiliation(s): Food Systems

Mount, Sharon Lee; Professor, Department of Pathology - Anatomic; MD, University of Texas Austin; Graduate Program Affiliation(s): Pathology

Murdoch, James D.; Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Oxford; Graduate Program Affiliation(s): Field Naturalist, Natural Resources

Murray-Close, Dianna Katharine; Associate Professor, Department of Psychological Science; PHD, University of Minnesota Twin Cities; Graduate Program Affiliation(s): Psychology

N

Nash, Robert James; Professor, Department of Leadership and Developmental Sciences; EDD, Boston University; Graduate Program Affiliation(s): Educational Leadership and Policy Studies, Interdisciplinary - Education

Naylor, Magdalena Raczkowska; Professor, Department of Psychiatry; MD, Warsaw Medical Academy; Graduate Program Affiliation(s): Neuroscience

Neal, Patrick Allen; Professor, Department of Political Science; PHD, University of Toronto

Neher Weicht, Deborah; Professor, Department of Plant and Soil Science; PHD, University of California Davis; Graduate Program Affiliation(s): Food Systems, Plant and Soil Science

Neiweem, David; Professor, Department of Music and Dance; DMA, University of Wisconsin Madison

Nelson, Ingrid L.; Assistant Professor, Department of Geography, PHD; University of Oregon, Eugene, OR; Graduate Program Affiliation: Ecological Economics, Natural Resources

Nelson, Mark; Professor and Chair, Department of Pharmacology; PHD, Washington University in St Louis; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Neuroscience, Pharmacology, Medical Science

Neroni, Hilary L.; Associate Professor, Department of English; PHD, University of Southern California; Graduate Program Affiliation(s): English

Neumann, Maureen Doyle; Associate Professor, Department of Education; PHD, University of Washington; Graduate Program Affiliation(s): Curriculum and Instruction

Nicholas, Catherine F.; Assistant Professor, Department of Family Medicine; EDD, University of Vermont

Nicklas, Janice A.; Associate Professor, Department of Pediatrics; PHD, Princeton University

Nicosia, Francis R.; Professor, Department of History; PHD, McGill University; Graduate Program Affiliation(s): History

Niles, Meredith; Assistant Professor, Department of Nutrition and Food Sciences; PHD, University of California-Davis; Graduate Program Affiliation(s): Nutrition and Food Sciences

Nilsen, Sarah Dawn; Associate Professor, Department of English; PHD, University of Southern California; Graduate Program Affiliation(s): English

Noordewier, Thomas Gerald; Professor, School of Business Administration; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Accounting, Business Administration

Novak, David C.; Associate Professor, School of Business Administration; PHD, Virginia Polytechnic Institute and State University; Graduate Program Affiliation(s): Accounting

O

Okech, Jane E.; Associate Professor, Department of Leadership and Developmental Sciences; PHD, Idaho State University; Graduate Program Affiliation(s): Counseling

Oldinski, Rachael Ann; Assistant Professor, School of Engineering; PHD, Colorado State University; Graduate Program Affiliation(s): Bioengineering, Mechanical Engineering, Materials Science

O'Meara, Amy; Clinical Assistant Professor, Nursing, DNP, Drexel University, Phila, PA, Graduate Program Affiliation(s): Nursing

Osol, George Jury; Professor, Department of Obstetrics, Gynecology and Reproduction; PHD, University of Vermont; Graduate Program Affiliation(s): Medical Science

Ossareh, Hamid; Assistant Professor, Department of Electrical and Biomedical Engineering, PHD; University of Michigan, Ann Arbor, MI; Graduate Program Affiliation: Electrical Engineering and Biomedical Engineering

Osten, Sarah; Assistant Professor, Department of History; PHD, University of Chicago; Graduate Program Affiliation(s): History

Oughstun, Kurt Edmund; Professor, School of Engineering; PHD, University of Rochester; Graduate Program Affiliation(s): Computer Science, Electrical Engineering

Oyarzabal, Omar A.; Associate Professor, Extension, Department of Nutrition and Food Sciences; PHD, Auburn University; Graduate Program Affiliation(s): Nutrition and Food Sciences

P

Palmer, Bradley M.; Assistant Professor, Department of Molecular Physiology and Biophysics; PHD, Pennsylvania State University

Palumbo, Mary Val; Associate Professor, Department of Nursing; DNP, Rush Medical College; Graduate Program Affiliation(s): Nursing

Paris, Catherine Ann; Senior Lecturer, Department of Plant Biology; PHD, University of Vermont; Graduate Program Affiliation(s): Field Naturalist, Plant Biology

Parker, Bruce Lawrence; Professor, Department of Plant and Soil Science; PHD, Cornell University; Graduate Program Affiliation(s): Plant and Soil Science

Parker, Jason; Research Assistant Professor, Department of Plant and Soil Science, PHD, The Ohio State University; Graduate Program Affiliation(s): Plant & Soil Science

Parrish, Donna; Research Professor, Rubenstein School of Environment and Natural Resources; PHD, Ohio State University; Graduate Program Affiliation(s): Natural Resources

Parsons, Robert L.; Extension Professor, Department of Community Development and Applied Economics; PHD, Virginia Polytechnic Institute and State University; Graduate Program Affiliation(s): Community Development and Applied Economics, Food Systems

Parsons, Rodney Lawrence; Professor, Department of Neurological Sciences; PHD, Stanford University; Graduate Program Affiliation(s): Neuroscience

Patterson, Fiona M.; Associate Professor, Department of Social Work; DSW, University of Pennsylvania; Graduate Program Affiliation(s): Social Work

Pederson, David Scott; Professor, Department of Microbiology and Molecular Genetics; PHD, University of Rochester; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Perdrial, Julia; Assistant Professor, Department of Geology; PHD, Université Louis Pasteur, Strasbourg, France; Graduate Program Affiliation(s): Geology

Perdrial, Nicholas; Research Assistant Professor, Department of Geology; PHD, Université Louis Pasteur, Strasbourg, France; Graduate Program Affiliation(s): Geology

Perkins, Timothy David; Research Professor, Department of Plant Biology; PHD, University of Vermont; Graduate Program Affiliation(s): Food Systems, Plant Biology

Pespeni, Melissa H.; Assistant Professor, Department of Biology; PHD, Stanford University; Graduate Program Affiliations: Biology, Plant Biology, Plant and Soil Science, Animal Science

Petrucchi, Giuseppe A.; Associate Professor, Department of Chemistry; PHD, University of Florida; Graduate Program Affiliation(s): Chemistry

Peyser, Janis; Clinical Associate Professor, Department of Psychiatry; PHD, University of Vermont

Phelps, Nicole M.; Associate Professor, Department of History; PHD, University of Minnesota Twin Cities; Graduate Program Affiliation(s): History

Pinckney, Richard G.; Associate Professor, Department of Medicine-General Internal Medicine Research; MD, SUNY Buffalo; Graduate Program Affiliation(s): Clinical and Translational Sciences

Pinder, George Francis; Professor, School of Engineering; PHD, University of Illinois Urbana-Champaign; Graduate Program Affiliation(s): Civil and Environmental Engineering, Computer Science

Pinel, Elizabeth C.; Associate Professor, Department of Psychological Science; PHD, University of Texas Austin; Graduate Program Affiliation(s): Psychology

Pintauro, Stephen Joseph; Associate Professor, Department of Nutrition and Food Sciences; PHD, University of Rhode Island; Graduate Program Affiliation(s): Animal, Nutrition and Food Sciences, Dietetics, Nutrition and Food Science

Poleman, Walter Mallery; Senior Lecturer, Rubenstein School of Environment and Natural Resources; MS, University of Vermont; Graduate Program Affiliation(s): Field Naturalist, Natural Resources

Pontius, Jennifer A.; Research Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, University of New Hampshire; Graduate Program Affiliation(s): Natural Resources

Pope, Lizzy; Assistant Professor, Department of Nutrition and Food Sciences; PHD, University of Vermont; Graduate Program Affiliation(s): Nutrition and Food Sciences

Potter, Alexandra S.; Assistant Professor, Department of Psychiatry; PHD, University of Vermont; Graduate Program Affiliation(s): Neuroscience, Psychology

Poynter, Matthew; Professor, Department of Medicine-Pulmonary; PHD, University of Utah; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

Prelock, Patricia; Dean, College of Nursing and Health Sciences; Professor, Department of Communication Sciences; Professor, Department of Medicine-Pediatrics; PHD, University of Pittsburgh; Graduate Program Affiliation(s): Communication Sciences and Disorders, Interdisciplinary Study of Disabilities, Neuroscience

Preston, Jill C.; Assistant Professor, Department of Plant Biology; PHD, University of Missouri; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Plant Biology

Price, Matthew; Assistant Professor, Department of Psychological Science; PHD, Georgia State University; Graduate Program Affiliation(s): Psychology

Q

Quénet, Delphine; Assistant Professor, Department of Biochemistry, PHD; University of Strasbourg, France; Graduate Program Affiliation: Biochemistry, Cellular, Molecular and Biomedical Sciences

Rabinowitz, Terry; Professor, Department of Psychiatry; MD, Case Western Reserve University

Radermacher, Michael; Professor, Department of Molecular Physiology and Biophysics; PHD, Technical University of Munich;

Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Computer Science

Ramos-Nino, Maria E.; Research Assistant Professor, Department of Pathology; PHD, University of Surrey; Graduate Program Affiliation(s): Pathology

Rankin, Joanna Marie; Professor, Department of Physics; PHD, University of Iowa; Graduate Program Affiliation(s): Physics

Rawson, Richard; Research Professor, Department of Psychiatry, PHD; University of Vermont; Graduate Program Affiliation: Psychology

Rayback, Shelly A.; Associate Professor, Department of Geography; PHD, University of British Columbia

Reed, Brian; Associate Professor, Department of Rehabilitation and Movement Science; PHD, Temple University; Graduate Program Affiliation(s): Physical Therapy

Rellini, Alessandra; Associate Professor, Department of Psychological Science; PHD, University of Texas Austin; Graduate Program Affiliation(s): Psychology

Rettew, David C.; Associate Professor, Department of Psychiatry; MD, University of Vermont

Reyes, Cynthia C.; Associate Professor, Department of Education; PHD, University of Illinois Urbana-Champaign

Richardson-Nassif, Karen; Professor, Department of Family Medicine; PHD, University of Connecticut

Ricketts, Taylor H.; Professor, Rubenstein School of Environment and Natural Resources; PHD, Stanford University; Graduate Program Affiliation(s): Complex Systems, Ecological Economics, Natural Resources

Riley, Patricia; Associate Professor, Department of Music and Dance, D.M.A.: Shenandoah Conservatory, Winchester, VA; Graduate Program Affiliation: Educational Leadership and Policy Studies

Rincon, Mercedes Rincon; Professor, Department of Medicine-Immunobiology; PHD, Autonomous University of Madrid; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Rizzo, Donna Marie; Professor, School of Engineering; PHD, University of Vermont; Graduate Program Affiliation(s): Bioengineering, Civil and Environmental Engineering, Complex Systems, Computer Science

Roberts, Julie L.; Professor, Department of Romance Languages and Linguistics; PHD, University of Pennsylvania

Roche, Susan E.; Associate Professor, Department of Social Work; PHD, Rutgers University New Brunswick/Piscataway; Graduate Program Affiliation(s): Social Work

Rodgers, Robert Howard; Professor, Department of Classics; PHD, Harvard University; Graduate Program Affiliation(s): Greek and Latin, Greek and Latin Languages

Rohan, Kelly Joanna; Professor, Department of Psychological Science; PHD, University of Maine; Graduate Program Affiliation(s): Psychology

Rohy, Valerie; Professor, Department of English; PHD, Tufts University; Graduate Program Affiliation(s): English

Roman, Joseph; Research Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, Harvard University; Graduate Program Affiliation(s): Natural Resources

Rose, Gail Lynne; Assistant Professor, Department of Psychiatry; PHD, University of Iowa

Rosowsky, David; Professor, School of Engineering; PHD, Johns Hopkins University

Ross, Donald Savage; Research Professor, Department of Plant and Soil Science; PHD, University of Vermont; Graduate Program Affiliation(s): Plant and Soil Science

Roy, Eric; Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, Louisiana State University; Graduate Program Affiliation: Natural Resources

Rubin, Alan Saul; Associate Professor, Department of Medicine-General Internal Medicine; MD, New York University; Graduate Program Affiliation(s): Clinical and Translational Science

Ruiz, Teresa; Professor, Department of Molecular Physiology and Biophysics; PHD, Brandeis University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

Ryan, Susan Marie; Professor, Department of Leadership and Developmental Sciences; PHD, University of Oregon; Graduate Program Affiliation(s): Interdisciplinary Study of Disabilities

S

Salembier, George B.; Associate Professor, Department of Education; EDD, University of Vermont; Graduate Program Affiliation(s): Interdisciplinary Study of Disabilities, Special Education

Sands, Jonathan Winslow; Professor, Department of Mathematics and Statistics; PHD, University of California San Diego; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Sansoz, Frederic P.; Associate Professor, School of Engineering; PHD, Ecole Des Mines de Paris; Graduate Program Affiliation(s): Complex Systems, Materials Science, Mechanical Engineering

Saule, Mara Rita; Library Associate Professor, Libraries - Deans Office; MLS, University of California Berkeley

Scarpino, Samuel V.; Assistant Professor, Department of Mathematics and Statistics; PHD, University of Texas at Austin; Graduate Program Affiliation(s): Complex Systems, Mathematics, Statistics

Schaberg, Paul; Adjunct Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Vermont; Graduate Program Affiliation(s): Natural Resources

Schall, Joseph J.; Professor Emeritus, Department of Biology, PHD: University of Texas at Austin; Graduate Program Affiliation: Biology

Schermerhorn, Alice C.; Assistant Professor, Department of Psychological Science; PHD, University of Notre Dame; Graduate Program Affiliation(s): Neuroscience, Psychology

Schneebeli, Severin; Assistant Professor, Department of Chemistry; PHD, Columbia University; Graduate Program Affiliation(s): Chemistry

Schneider, David J.; Professor, Department of Medicine-Cardiology; MD, University of Cincinnati

Schnell, Lisa Jane; Associate Professor, Department of English; PHD, Princeton University; Graduate Program Affiliation(s): English

Schnitzlein, Charles; Professor, Steven Grossman Endowed Chair in Finance, PHD, Washington University, Graduate Program Affiliation(s): Business

Schrafstetter, Susanna B.; Associate Professor, Department of History; PHD, University of Munich; Graduate Program Affiliation(s): History

Schreckenberger, Helga; Professor, Department of German and Russian; PHD, University of Kansas; Graduate Program Affiliation(s): German

Schroth, Andrew W.; Research Professor, Department of Geology; PHD, Dartmouth College, Hanover, NH, Graduate Program Affiliation(s): Geology

Scott, Helen C.; Associate Professor, Department of English; PHD, Brown University; Graduate Program Affiliation(s): English

Scott, Rodney; Professor, Department of Neurological Sciences; MD, University of Zimbabwe; Graduate Program Affiliation(s): Neuroscience

Seguino, Stephanie; Professor, Department of Economics; PHD, American University

Seward, David J.; Assistant Professor, Department of Pathology and Laboratory Medicine; MD, University of Colorado Medical School; Graduate Program Affiliation: Cellular Molecular and Biological Sciences, Pathology

Shanley, James; Adjunct Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Wyoming; Graduate Program Affiliation(s): Natural Resources

Shapiro, Robert Evan; Professor, Department of Neurological Sciences; MD, Columbia University

Sharma, Pramodita; Professor, School of Business Administration; PHD, University of Calgary; Graduate Program Affiliation(s): Accounting, Business Administration

Sharma, Sanjay; Professor, School of Business Administration; PHD, University of Calgary; Graduate Program Affiliation(s): Accounting, Business Administration

Shea, Jeanne Laraine; Associate Professor, Department of Anthropology; PHD, Harvard University

Shelton, Lawrence G.; Associate Professor, Department of Leadership and Developmental Sciences; PHD, University of Minnesota Twin Cities; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Shen, Aimee; Assistant Professor, Department of Microbiology and Molecular Genetics; PHD, Harvard University

Shepherd, Katharine Green; Associate Professor, Department of Education; EDD, University of Vermont; Graduate Program Affiliation(s): Special Education

Shiman, David Aaron; Professor, Department of Leadership and Developmental Sciences; PHD, University of California Los Angeles; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Shukla, Arti; Associate Professor, Department of Pathology; PHD, Banares Hindu University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Shukla, Girja Shanker; Associate Professor, Department of Surgery-Oncology; PHD, Lucknow University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Pathology

Sibold, Jeremy S.; Associate Professor, Department of Rehabilitation and Movement Science; EDD, West Virginia University; Graduate Program Affiliation(s): Neuroscience; Physical Therapy

Sicotte, Richard A.; Associate Professor, Department of Economics; PHD, University of Illinois Urbana-Champaign

Sigmon, Stacey C.; Associate Professor, Department of Psychiatry; PHD, University of Vermont; Graduate Program Affiliation(s): Neuroscience, Psychology

Silveira, Jay R.; Assistant Professor, Department of Biochemistry; PHD, University of Vermont; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

Simone, R. Thomas; Professor, Department of English; PHD, Claremont School of Theology; Graduate Program Affiliation(s): English

Simpatico, Thomas A.; Research Professor, Department of Psychiatry; MD, Rush Medical College

Single, Richard M.; Associate Professor, Department of Mathematics and Statistics; PHD, SUNY Stony Brook; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Sirkel, Riin; Assistant Professor, College of Arts & Sciences; PHD, University of Western Ontario

Sisk, Jennifer L.; Assistant Professor, Department of English; PHD, Yale University; Graduate Program Affiliation(s): English

Sisock, Mary; Assistant Professor, Extension; PHD, University of Wisconsin-Madison; Graduate Program Affiliation(s): Forestry

Skalka, Christian Edward; Associate Professor, Department of Computer Science; PHD, Johns Hopkins University; Graduate Program Affiliation(s): Computer Science

Skinner, Margaret; Research Professor, Department of Plant and Soil Science; PHD, University of Vermont; Graduate Program Affiliation(s): Plant and Soil Science

Slauterbeck, James R.; Associate Professor, Department of Orthopaedics and Rehabilitation; MD, University of Arizona

Smith, Carmen Petrick; Assistant Professor, Department of Education; PHD, University of Texas - Austin

Smith, Julia M.; Extension Associate Professor, Department of Animal Science; PHD, Cornell University; Graduate Program Affiliation(s): Animal Science, Animal, Nutrition and Food Sciences

Smith, Lance C.; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, Syracuse University; Graduate Program Affiliation(s): Counseling, Educational Leadership and Policy Studies

Smith, Sherwood E.; Lecturer, Department of Leadership and Developmental Sciences; EDD, Ball State University

Snapp, Robert Raymond; Associate Professor, Department of Computer Science; PHD, University of Texas Austin; Graduate Program Affiliation(s): Computer Science

Soll, Roger; H. Wallace Professor of Neonatology, Department of Pediatrics; MD, University of Health Sciences, the Chicago Medical School, Chicago, IL; Graduate Program Affiliation(s): Neuroscience

Solomon, Brenda M.; Associate Professor, Department of Social Work; PHD, Syracuse University; Graduate Program Affiliation(s): Social Work

Solomon, Richard Jay; Professor, Department of Medicine-Nephrology; MD, Yale University

Solomon, Sondra Elice; Associate Professor, Department of Psychological Science; PHD, University of Vermont; Graduate Program Affiliation(s): Psychology

Son, Mun Shig; Professor, Department of Mathematics and Statistics; PHD, Oklahoma State University; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Spector, Peter Salem; Professor, Department of Medicine-Cardiology; MD, Albert Einstein College of Medicine; Graduate Program Affiliation(s): Bioengineering

Spees, Jeffrey; Associate Professor, Department of Medicine-Cardiovascular; PHD, University of California Davis; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Neuroscience

Sprague, Brian L.; Assistant Professor, Department of Surgery-Oncology; PHD, University of Wisconsin

Stapleton, Renee D.; Assistant Professor, Department of Medicine-Pulmonary; MD, University of Washington

Starrett, Mark C.; Associate Professor, Department of Plant and Soil Science; PHD, North Carolina State University Raleigh; Graduate Program Affiliation(s): Plant and Soil Science

Stein, Gary; Professor and Chair, Department of Biochemistry; PHD, University of Vermont; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Stein, Janet; Professor, Department of Biochemistry; PHD, Princeton University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Steingard, Sandra; Clinical Associate Professor, Department of Psychiatry; MD, Tufts University

Steinweis, Alan E.; Professor, Department of History; PHD, University of North Carolina; Graduate Program Affiliation(s): History

Stepenuck, Kristine F.; Extension Assistant Professor, Rubenstein School of Environment and Natural Resources, PHD; University of Wisconsin; Graduate Program Affiliation(s): Natural Resources

Stephens, Jennie; Professor, Sustainability Science and Policy, PHD, California Institute of Technology, Pasadena, CA, Graduate Program Affiliation(s): Environmental Science & Engineering

Stevens, Lori; Professor, Department of Biology; PHD, University of Illinois Chicago; Graduate Program Affiliation(s): Biology

Stickle, Timothy R.; Associate Professor, Department of Psychological Science; PHD, University of Arizona; Graduate Program Affiliation(s): Psychology

Stilwell, Sean Arnold; Associate Professor, Department of History; PHD, York University; Graduate Program Affiliation(s): History

Stockwell, Jason Dana; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Toronto; Graduate Program Affiliation(s): Natural Resources

Stokowski, Patricia A.; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Washington; Graduate Program Affiliation(s): Natural Resources

Stratton, Donald Arthur; Senior Lecturer, Department of Plant Biology; PHD, SUNY Stony Brook; Graduate Program Affiliation(s): Plant Biology

Streeter, Thomas George; Professor, Department of Sociology; PHD, University of Illinois Urbana-Champaign

Strolin, Jessica S.; Associate Professor, Department of Social Work; PHD, University of Albany; Graduate Program Affiliation(s): Social Work

Strong, Allan Matthew; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, Tulane University; Graduate Program Affiliation(s): Field Naturalist, Natural Resources

Stumpff, Jason K.; Assistant Professor, Department of Molecular Physiology and Biophysics; PHD, University of Colorado; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

Sun, Tao; Assistant Professor, Department of Community Development and Applied Economics; PHD, University of Minnesota Twin Cities; Graduate Program Affiliation(s): Community Development and Applied Economics

Suratt, Benjamin; Professor, Department of Medicine-Pulmonary; MD, Columbia University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Suter, Jesse Courtney; Research Assistant Professor, Department of Education; PHD, University of Vermont

T

Taatjes, Douglas Joseph; Professor, Department of Pathology; PHD, University of Basel; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Tan, Ting; Assistant Professor, School of Engineering; PHD, Princeton University; Graduate Program Affiliation(s): Civil and Environmental Engineering

Tandan, Rup; Professor, Department of Neurological Sciences; MRCP, Royal College of Physicians

Tarule, Jill Mattuck; Professor, Department of Leadership and Developmental Sciences; EDD, Harvard University

Taylor, Robert Pepperman; Professor, Department of Political Science; PHD, Rutgers University New Brunswick/Piscataway

Teuscher, Cory; Professor, Department of Medicine-Immunobiology; PHD, University of New Mexico; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Neuroscience

Thaler, Martin Andrew; Professor, Department of Theatre; MFA, Pennsylvania State University

Thali, Markus Josef; Professor, Department of Microbiology and Molecular Genetics; PHD, University of Zurich; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

Tierney, Mary Lauretta; Associate Professor, Department of Plant Biology; PHD, Michigan State University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Plant Biology

Tinkler, Alan S.; Assistant Professor, Department of Education; PHD, University of Denver

Tinkler, Barri E.; Assistant Professor, Department of Education; PHD, University of Denver; Graduate Program Affiliation(s): Curriculum and Instruction

Titcomb, Stephen; Associate Professor, School of Engineering; PHD, Lehigh University; Graduate Program Affiliation(s): Electrical Engineering, Materials Science

Todd, John; Research Professor Emeritus, Rubenstein School of Environment and Natural Resources; PHD, University of Michigan; Graduate Program Affiliation(s): Natural Resources

Tomas III, Michael John; Associate Professor, School of Business Administration; PHD, Syracuse University; Graduate Program Affiliation(s): Accounting

Tomas, Amy M.; Senior Lecturer, School of Business Administration; PHD, University of Memphis; Graduate Program Affiliation(s): Accounting

Tompkins, Connie L.; Assistant Professor, Department of Rehabilitation and Movement Science; PHD, University of New Orleans; Graduate Program Affiliation(s): Physical Therapy

Toolin, Regina; Associate Professor, Department of Education; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Curriculum and Instruction

Toth, Michael; Associate Professor, Department of Medicine-Cardiovascular; PHD, University of Maryland Baltimore; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Toufexis, Donna J.; Associate Professor, Department of Psychological Science; PHD, McGill University; Graduate Program Affiliation(s): Neuroscience, Psychology

Tourville, Timothy; Assistant Professor, Department of Rehabilitation and Movement Science, PHD; University of Vermont; Graduate Program Affiliation: Physical Therapy

Townson, David H.; Professor, Department of Animal Science, PHD, Michigan State University; Graduate Program Affiliation: Animal & Veterinary Sciences

Tracy, Paula Babiarz; Professor, Department of Biochemistry; PHD, Syracuse University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Tracy, Russell P.; Professor, Department of Pathology; PHD, Syracuse University; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Trainor, Kevin M.; Professor, Department of Religion; PHD, Columbia University

Troy, Austin R.; Adjunct Professor, Rubenstein School of Environment and Natural Resources; PHD, University of California Berkeley; Graduate Program Affiliation(s): Natural Resources

Trubek, Amy B.; Associate Professor, Department of Nutrition and Food Sciences; PHD, University of Pennsylvania; Graduate Program Affiliation(s): Nutrition and Food Science, Food Systems, Nutrition and Food Science

Trybus, Kathleen M.; Professor, Department of Molecular Physiology and Biophysics; PHD, University of Chicago; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Tschoepe, Barbara A.; Visiting Professor, Department of Rehabilitation and Movement Science; Director, Doctor of Physical Therapy Program; PHD, University of Colorado; Graduate Program Affiliation: Physical Therapy

Turner, Sarah; Senior Lecturer, Department of English, PHD; Case Western Reserve University, Cleveland, OH; Graduate Program Affiliation: English

Twery, Mark; Adjunct Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, Yale University; Graduate Program Affiliation(s): Natural Resources

U

Usher, Mark David; Associate Professor, Department of Classics; PHD, University of Chicago; Graduate Program Affiliation(s): Greek and Latin, Greek and Latin Languages

Van Buren, Peter C.; Associate Professor, Department of Medicine-Cardiology; MD, University of Vermont

van den Berg, Abby Katrien; Research Assistant Professor, Department of Plant Biology; PHD, University of Vermont; Graduate Program Affiliation(s): Plant Biology

van der Vliet, Albert; Professor, Department of Pathology; PHD, University of Amsterdam; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

van Eeghen, Constance O.; Assistant Professor, Medicine, MD, PHD, Gillings School of Global Public Health, Graduate Program Affiliation(s): Public Health

Vanegas, Juan; Assistant Professor, Department of Physics, PHD; University of California; Graduate Program Affiliation: Cellular, Molecular and Biomedical Sciences, Materials Science, Physics

Van Houten, Judith; Professor, Department of Biology; PHD, University of California Santa Barbara; Graduate Program

Affiliation(s): Biology, Cellular, Molecular and Biomedical Sciences, Neuroscience

Vanden Bergh, Richard G.; Associate Professor, School of Business Administration; PHD, University of California Berkeley; Graduate Program Affiliation(s): Accounting, Business Administration

VanSlyke, Gretchen Jane; Professor, Department of Romance Languages and Linguistics; PHD, University of Pennsylvania

Varhue, Walter John; Professor, School of Engineering; PHD, University of Virginia; Graduate Program Affiliation(s): Electrical Engineering, Materials Science

Vatovec, Christine; Research Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Natural Resources

Velleman, Shelley; Professor, Department of Communication Sciences and Disorders; PHD, University of Texas at Austin, TX; Graduate Program Affiliation(s): Communication Sciences and Disorders

Ventriss, Curtis L.; Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Southern California; Graduate Program Affiliation(s): Natural Resources

Vigoreaux, Jim Osvaldo; Professor, Department of Biology; PHD, University of Oklahoma; Graduate Program Affiliation(s): Biology, Cellular, Molecular and Biomedical Sciences

Vincent, Christelle; Assistant Professor, Department of Mathematics and Statistics, PHD; University of Wisconsin, Madison; Graduate Program Affiliation: Biostatistics, Mathematical Sciences, Mathematics, Statistics

Visser, Thomas Durant; Associate Professor, Department of History; MS, University of Vermont; Graduate Program Affiliation(s): Historic Preservation

Vivanco, Luis A.; Associate Professor, Department of Anthropology; PHD, Princeton University

Vizzard, Margaret A.; Professor, Department of Neurological Sciences; PHD, Thomas Jefferson University; Graduate Program Affiliation(s): Neuroscience

Vogelmann, Thomas; Professor, Department of Plant Biology; PHD, Syracuse University; Graduate Program Affiliation(s): Plant Biology

Voigt, Brian G.; Research Assistant Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Vermont; Graduate Program Affiliation(s): Natural Resources

W

Walberg, Glenn C.; Assistant Professor, School of Business Administration; JD, College of William and Mary; Graduate Program Affiliation(s): Accounting

Waldron, John Vincent; Associate Professor, Department of Romance Languages and Linguistics; PHD, University of California Irvine

Wallace, Susan; Professor and Chair, Department of Microbiology and Molecular Genetics; PHD, Weill Cornell Medical College; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Wallin, Kimberly F.; Research Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Natural Resources

Walls, Leon; Associate Professor, Department of Education, PHD; Purdue University, Graduate Program Affiliation: Curriculum and Instruction, Educational Leadership and Policy Studies

Wang, Deane; Associate Professor, Rubenstein School of Environment and Natural Resources; PHD, Yale University; Graduate Program Affiliation(s): Field Naturalist, Natural Resources

Wang, Qingbin; Professor, Department of Community Development and Applied Economics; PHD, Iowa State University; Graduate Program Affiliation(s): Community Development and Applied Economics

Wang, Xiaoyang; Adjunct Professor, Department of Computer Science; PHD, University of Southern California; Graduate Program Affiliation(s): Computer Science

Ward, Gary E.; Professor, Department of Microbiology and Molecular Genetics; PHD, University of California San Diego; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Medical Science

Wargo, Matthew; Assistant Professor, Department of Microbiology and Molecular Genetics; PHD, Dartmouth College; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Warrington, Gregory S.; Assistant Professor, Department of Mathematics and Statistics; PHD, Harvard University; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Warshaw, David; Professor and Chair, Department of Molecular Physiology and Biophysics; PHD, University of Vermont; Graduate Program Affiliation(s): Bioengineering, Cellular, Molecular and Biomedical Sciences, Medical Science

Wasserman, Richard Charles; Professor, Department of Pediatrics; MD, Thomas Jefferson University

Waterman, Rory; Associate Professor, Department of Chemistry; PHD, University of Chicago; Graduate Program Affiliation(s): Chemistry, Materials Science

Watts, Richard; Associate Professor, Department of Radiology; PHD, University of York

Watts, Richard A.; Research Assistant Professor, Department of Community Development and Applied Economics; PHD, University of Vermont; Graduate Program Affiliation(s): Community Development and Applied Economics, Public Administration

Weaver, Donald Lee; Professor, Department of Pathology - Anatomic; MD, University of Vermont; Graduate Program Affiliation(s): Pathology

Webb, Laura E.; Assistant Professor, Department of Geology; PHD, Stanford University; Graduate Program Affiliation(s): Geology

Weinstock, Jacqueline S.; Associate Professor, Department of Leadership and Developmental Sciences; PHD, University of Vermont; Graduate Program Affiliation(s): Educational Leadership and Policy Studies

Weiss, Daniel; Professor, Department of Medicine-Pulmonary; MD/PHD, Mount Sinai School of Medicine; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences

Welch, Nancy Ellen; Professor, Department of English; PHD, University of Nebraska Lincoln; Graduate Program Affiliation(s): English

Wellman, George C.; Professor, Department of Pharmacology; PHD, University of Vermont; Graduate Program Affiliation(s): Cellular, Molecular and Biomedical Sciences, Neuroscience, Pharmacology, Medical Science

Wemple, Beverley Coghill; Associate Professor, Department of Geography; PHD, Oregon State University; Graduate Program Affiliation(s): Field Naturalist

Weston, Matthew; Assistant Professor, Department of Neurological Sciences; PHD, Baylor College of Medicine; Graduate Program Affiliation: Neuroscience

Whalley, Adam C.; Assistant Professor, Department of Chemistry; PHD, Columbia University; Graduate Program Affiliation(s): Chemistry, Materials Science

White, Matthew S.; Assistant Professor, Department of Physics; PHD, University of Colorado; Graduate Program Affiliation: Physics, Materials Science

White, Sheryl Lynne; Assistant Professor, Department of Neurological Sciences; PHD, University of Vermont; Graduate Program Affiliation: Neuroscience

Whitfield, Harvey Amani; Associate Professor, Department of History; PHD, Dalhousie University; Graduate Program Affiliation(s): History

Whitney, Stuart Luhn; Clinical Associate Professor, Department of Nursing; EDD, University of Vermont; Graduate Program Affiliation(s): Nursing

Widrick, Gary Charles; Lecturer, Department of Social Work; PHD, University of Vermont; Graduate Program Affiliation(s): Social Work

Wilcke Jr., Burton William; Associate Professor, Department of Medical Lab and Radiation Science; PHD, Temple University

Williams, Tamara; Assistant Professor, Department of Pathology and Laboratory Medicine; PHD, University of Chicago

Willmuth, Mary E.; Research Assistant Professor, Department of Community Development and Applied Economics; PHD, University of Vermont

Wilson, James Michael; Professor, Department of Mathematics and Statistics; PHD, University of California Los Angeles; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Witkin, Stanley L.; Professor, Department of Social Work; PHD, University of Wisconsin Madison; Graduate Program Affiliation(s): Social Work

Wollenberg, Eva "Lini"; Research Associate Professor, Gund Institute for Ecological Economics; PHD, University of California, Berkeley; Graduate Program Affiliation(s): CGIAR Research program on Climate Change agriculture and Food Security and Theme Leader, Low Emissions Agriculture

Wong, Cheung; Associate Professor, Department of Obstetrics and Gynecology-Oncology; MD, New York University

Wood, Marie E.; Professor, Department of Medicine-Hematology Oncology; MD, University of Colorado Boulder

Woolf, Arthur George; Associate Professor, Department of Economics; PHD, University of Wisconsin Madison

Wu, Ge; Professor, Department of Rehabilitation and Movement Science; PHD, Boston University; Graduate Program Affiliation(s): Bioengineering, Physical Therapy

Wu, Jun-Ru; Professor, Department of Physics; PHD, University of California Los Angeles; Graduate Program Affiliation(s): Bioengineering, Materials Science, Physics

X

Xia, Tian; Associate Professor, School of Engineering; PHD, University of Rhode Island; Graduate Program Affiliation(s): Electrical Engineering, Material Science

Yamamoto, Britt; Adjunct Associate Professor, Rubenstein School of Environment and Natural Resources, PHD; University of Washington, Seattle, College of Arts and Sciences; Graduate Program Affiliation: Natural Resources

Yang, Jianke; Professor, Department of Mathematics and Statistics; PHD, Massachusetts Institute of Technology; Graduate Program Affiliation(s): Mathematical Sciences, Mathematics, Statistics

Yang, Jie; Associate Professor, Department of Physics; PHD, Princeton University; Graduate Program Affiliation(s): Materials Science, Physics

Yoo, Hyon Joo; Associate Professor, Department of English; PHD, Syracuse University; Graduate Program Affiliation(s): English

Youngblood, Denise J.; Professor, Department of History; PHD, Stanford University; Graduate Program Affiliation(s): History

Yu, Jun; Professor, Department of Mathematics and Statistics; PHD, University of Washington Seattle; Graduate Program Affiliation(s): Bioengineering, Computer Science, Mathematical Sciences, Mathematics, Statistics

Zaidi, Sayyed Kaleem; Associate Professor, Department of Biochemistry; PHD, University of Punjab; Graduate Program Affiliation(s): Biochemistry, Cellular, Molecular and Biomedical Sciences

Zakai, Neil A.; Associate Professor, Department of Medicine-Hematology Oncology; MD, University of Virginia

Zdatny, Steven M.; Professor, Department of History; PHD, University of Pennsylvania; Graduate Program Affiliation(s): History

Zelko, Frank S.; Associate Professor, Department of History; PHD, University of Kansas; Graduate Program Affiliation(s): History

Zhang, Chun; Associate Professor, School of Business Administration; PHD, Michigan State University; Graduate Program Affiliation(s): Accounting

Zhang, Jie; Assistant Professor, School of Business Administration; DBA, Boston University; Graduate Program Affiliation(s): Accounting, Business Administration

Zhao, Feng-Qi; Associate Professor, Department of Animal Science; PHD, University of Alberta; Graduate Program Affiliation(s): Animal Science, Animal, Nutrition and Food Sciences

Zia, Asim; Associate Professor, Department of Community Development and Applied Economics; PHD, Georgia Institute of Technology; Graduate Program Affiliation(s): Community Development and Applied Economics, Complex Systems, Computer Science, Public Administration

CATALOGUE ARCHIVES

PRIOR YEAR ADDENDUM INFORMATION

A summary of prior year addendum information is located here (<http://catalogue.uvm.edu/undergraduate/cataloguearchives/prioryearaddendum>).

ARCHIVED CATALOGUES:

Catalogue Year	Web Version	Print Version
2016-17	HTML (http://catalogue.uvm.edu/archives/2016-17)	PDF UGRAD (http://catalogue.uvm.edu/pdf/2016-17-undergraduate.pdf); PDF GRAD (http://catalogue.uvm.edu/pdf/2016-17-graduate.pdf)
Published June 21, 2016 in the web version; revised September 12, 2016;		

revised March 1, 2017

2015-16 HTML (<http://catalogue.uvm.edu/archives/2015-16>) PDF UGRAD (<http://catalogue.uvm.edu/pdf/2015-16-undergraduate.pdf>); PDF GRAD (<http://catalogue.uvm.edu/pdf/2015-16-graduate.pdf>)
Published July 22, 2015 in the web version; revised December 9, 2015

2014-15 HTML (<http://catalogue.uvm.edu/archives/2014-15>) PDF UGRAD (<http://catalogue.uvm.edu/pdf/2014-15-undergraduate.pdf>); PDF GRAD (<http://catalogue.uvm.edu/pdf/2014-15-graduate.pdf>)
Published June 25, 2014 in the web version

2013-14 HTML (<http://www.uvm.edu/academics/catalogue2013-14>) PDF UGRAD (http://www.uvm.edu/academics/catalogue2013-14/catalogue_2013-14.pdf)

2012-13 HTML (<http://www.uvm.edu/academics/catalogue2012-13>) PDF UGRAD (http://www.uvm.edu/academics/catalogue2012-13/2012_13CompleteCatalog.pdf)

2011-12 HTML (http://www.uvm.edu/academics/catalogue2011-12/2011_12CompleteCatalog.pdf) PDF UGRAD (http://www.uvm.edu/academics/catalogue2011-12/2011_12CompleteCatalog.pdf)

2010-11 HTML (<http://www.uvm.edu/academics/catalogue2010-11>) PDF (http://www.uvm.edu/academics/catalogue2011-12/2011_12CompleteCatalog.pdf) UGRAD (http://www.uvm.edu/academics/catalogue2010-11/UVM_Undergraduate_Catalog_2010-11.pdf) ADDENDUM (<http://www.uvm.edu/academics/catalogue2010-11/Addendum10-11.pdf>)

2009-10 HTML (<http://www.uvm.edu/academics/catalogue2009-10>) PDF UGRAD (http://www.uvm.edu/academics/catalogue2009-10/0910_catalogue_print.pdf)

2008-09 HTML (<http://www.uvm.edu/academics/catalogue2008-09>) PDF UGRAD (http://www.uvm.edu/academics/catalogue2008-09/0809_catalogue_print.pdf)

2007-08 HTML (<http://www.uvm.edu/academics/catalogue2007-08>) PDF UGRAD (http://www.uvm.edu/academics/catalogue2007-08/files/0708_ug_cat_print_ver.pdf) ADDENDUM (<http://www.uvm.edu/academics/catalogue2007-08/files/Addendum-07-08.pdf>)

2006-07 HTML (<http://www.uvm.edu/academics/catalogue2006-07>) PDF UGRAD (<http://www.uvm.edu/academics/catalogue2006-07/0607catalogue.pdf>)

ADDENDUM (<http://www.uvm.edu/academics/catalogue2006-07/0607addendum.pdf>)

2005-06 HTML (<http://www.uvm.edu/academics/catalogue2005-06>)

2004-05 HTML (<http://www.uvm.edu/academics/catalogue2004-05>)

2003-04 HTML (<http://www.uvm.edu/academics/catalogue2003-04>)

2002-03 HTML (<http://www.uvm.edu/academics/catalogue2002-03>) PDF UGRAD (http://www.uvm.edu/academics/catalogue_files/cat0203.pdf)

2001-02 PDF UGRAD (http://www.uvm.edu/academics/catalogue_files/cat0102.pdf); PDF GRAD (http://www.uvm.edu/academics/catalogue_files/gcat0002.pdf) ADDENDUM GRADUATE (http://www.uvm.edu/academics/catalogue_files/gcatadd0102.pdf)

2000-01 PDF UGRAD (http://www.uvm.edu/academics/catalogue_files/cat0001.pdf); PDF GRAD (http://www.uvm.edu/academics/catalogue_files/gcat0002.pdf) ADDENDUM GRADUATE (http://www.uvm.edu/academics/catalogue_files/gcatadd0102.pdf)

PRIOR YEARS LINK (<http://www.uvm.edu/~rgweb/?Page=catalogue/catalogue.html>)

INDEX

A

Academic and Enrollment Policies	224
Academic and Student Life Resources	236
Academic Offerings	6
Accountancy	89
Accountancy (M.Acc.) AMP	89
Accountancy M.Acc.	90
Admission and Financial Information	231
Admissions	231
Anatomy & Neurobiology (ANNB)	6
Animal Science	91
Animal Science AMP	91
Animal Science M.S.	92
Animal Sciences (ASCI)	7
Animal, Nutrition & Food Sci (ANFS)	7
Animal, Nutrition and Food Science Ph.D.	93
Animal, Nutrition and Food Sciences	92
Anthropology (ANTH)	7
Art History (ARTH)	8
Astronomy (ASTR)	8

B

Biochemistry	93
Biochemistry (BIOC)	8
Biochemistry AMP	94
Biochemistry M.S.	95
Bioengineering	96
Bioengineering (BIOE)	9
Bioengineering Ph.D.	97
Biology	97
Biology (BIOL)	9
Biology AMP	98
Biology M.S.	99
Biology M.S.T.	100
Biology Ph.D.	100
Biomedical Engineering (BME)	11
Biostatistics	101
Biostatistics (BIOS)	11
Biostatistics AMP	101
Biostatistics M.S.	102
Buckham Overseas Program (BUCK)	12
Business Administration	103

Business Administration (BSAD)	12
--------------------------------------	----

C

Catalogue Archives	265
Cell Biology (CLBI)	15
Cellular, Molecular and Biomedical Sciences M.S.	107
Cellular, Molecular and Biomedical Sciences Ph.D.	107
Cellular, Molecular, and Biomedical Sciences	105
Change of Graduate Program	224
Chemistry	108
Chemistry (CHEM)	15
Chemistry AMP	109
Chemistry M.S.	110
Chemistry Ph.D.	110
Civil & Environmental Engr (CE)	17
Civil and Environmental Engineering	112
Civil and Environmental Engineering AMP	112
Civil and Environmental Engineering M.S.	113
Civil and Environmental Engineering Ph.D.	114
Classics (CLAS)	19
Clinical and Translational Science	115
Clinical and Translational Science CGS	116
Clinical and Translational Science M.S.	116
Clinical and Translational Science Ph.D.	117
Clinical&Translational Science (CTS)	19
Comm Sciences & Disorders (CSD)	20
Communication Sciences and Disorders	118
Communication Sciences and Disorders M.S.	118
Community Development & Applied Economics (CDAE)	22
Community Development and Applied Economics	120
Community Development and Applied Economics M.S.	120
Complex Systems	121
Complex Systems (CSYS)	23
Complex Systems and Data Science	122
Complex Systems and Data Science AMP	123
Complex Systems and Data Science M.S.	124
Complex Systems CGS	121
Computer Information Systems (CIS)	25
Computer Science	125
Computer Science (CS)	25
Computer Science AMP	125
Computer Science M.S.	126
Computer Science Ph.D.	127

Conferral of Graduate Degrees	224	Environmental Public Health CGS	215
Continuous Graduate Registration	224	Environmental Studies (ENVS)	34
Counseling	128	Epidemiology CGS	216
Counseling (EDCO)	26	F	
Counseling AMP	129	Fellowships, Assistantships, Traineeships, Stipends, and Grants	234
Counseling M.S.	130	Field Naturalist (Plant Biology)	149
Course List	6	Field Naturalist M.S.	149
Courses	6	Field Naturalist M.S.	149
Curriculum & Instruction (EDCI)	27	Financial Aid	233
Curriculum and Instruction	131	Financial Aid Programs	234
Curriculum and Instruction AMP	132	Food Systems	150
Curriculum and Instruction M.A.T.	133	Food Systems (FS)	35
Curriculum and Instruction M.Ed.	134	Food Systems AMP	151
D		Food Systems M.S.	151
Degree Requirements	236	Food Systems Ph.D.	152
Dietetics	135	Forestry (FOR)	35
Dietetics M.S.D.	135	Foundations (EDFS)	35
E		French (FREN)	37
Early Childhood Pre K-3 (EDEC)	28	G	
Early Childhood Special Educ (ECSP)	28	General Information	224
Ecological Economics	136	Geography (GEOG)	38
Ecological Economics CGS	136	Geology	153
Education (EDSS)	29	Geology (GEOL)	38
Educational Leadership	137	Geology M.S.	153
Educational Leadership AMP	138	German	154
Educational Leadership and Policy Studies	140	German (GERM)	40
Educational Leadership and Policy Studies Ed.D.	141	German M.A.	154
Educational Leadership and Policy Studies Ph.D.	142	Global and Regional Studies (GRS)	41
Educational Leadership M.Ed.	139	Grading Policies	227
Electrical Engineering	144	Graduate (GRAD)	41
Electrical Engineering (EE)	30	Graduate Catalogue	6
Electrical Engineering AMP	144	Graduate Faculty	243
Electrical Engineering M.S.	145	Graduate Medical (GRMD)	41
Electrical Engineering Ph.D.	145	Graduate Nursing (GRNS)	42
Elementary Education (EDEL)	32	Greek & Latin (GKLT)	45
Emergency Medical Technician (SURG)	32	Greek (GRK)	45
Engineering (ENGR)	33	Greek and Latin	155
English	146	Greek and Latin AMP	155
English (ENGs)	33	Greek and Latin Languages	157
English AMP	147	Greek and Latin Languages (GKLT) CGS	158
English M.A.	148	Greek and Latin M.A.	156
Enrollment Policies and Procedures	225	Greek and Latin M.A.T.	157

H

Health (HLTH)	46
Health Care Management and Policy CGS	216
Health Education (EDHE)	46
Higher Education (EDHI)	46
Higher Education and Student Affairs Administration	159
Higher Education and Student Affairs Administration M.Ed.	159
Historic Preservation	160
Historic Preservation (HP)	47
Historic Preservation AMP	161
Historic Preservation M.S.	161
History	162
History (HST)	47
History AMP	162
History M.A.	163
Human Development & Fam Stdes (HDFS)	49
Human Functioning and Rehabilitation Science	164
Human Functioning and Rehabilitation Science (HFRS)	49
Human Functioning and Rehabilitation Science Ph.D.	164
Humanities (HUMN)	50

I

Inactivation, Deactivation and Reactivation	228
Interdisciplinary - Education	166
Interdisciplinary M.Ed.	166
Interdisciplinary Study of Disabilities	167
Interdisciplinary Study of Disabilities (ISD) CGS	167
Internship (SINT)	50

L

Latin (LAT)	50
Leadership and Policy Studies (EDLP)	50
Leave of Absence	228
Library Science (EDLI)	52
Literacy (EDLT)	52

M

Master of Business Admin (MBA)	53
Materials Science	167
Materials Science (MATS)	53
Materials Science AMP	168
Materials Science M.S.	168
Materials Science Ph.D.	169
Mathematical Sciences	169
Mathematical Sciences Ph.D.	170
Mathematics	171

Mathematics (MATH)	53
Mathematics AMP	172
Mathematics for Educators (MAED)	55
Mathematics M.S.	173
Mathematics M.S.T.	174
Mechanical Engineering	174
Mechanical Engineering (ME)	56
Mechanical Engineering AMP	175
Mechanical Engineering M.S.	175
Mechanical Engineering Ph.D.	176
Medical Lab & Radiation Sci (MLRS)	59
Medical Laboratory Science	177
Medical Laboratory Science M.S.	177
Medical Science	179
Medical Science M.S.	180
Medicine (MED)	59
Microbiology & Molecular Genetics (MMG)	59
Middle Level Teacher Education (EDML)	60
Molecular Physiology & Biophysics (MPBP)	61
Music (MU)	61

N

Natural Resources	181
Natural Resources (NR)	61
Natural Resources M.S.	182
Natural Resources Ph.D.	184
Natural Resources: Master of Environmental Law and Policy/Master of Science in Natural Resources (MELP/MSNR)	184
Neuroscience	185
Neuroscience (NSCI)	64
Neuroscience M.S.	186
Neuroscience Ph.D.	187
Nursing	187
Nursing & Health Sciences (NH)	65
Nursing AMP	188
Nursing M.S.	189
Nursing Practice DNP	190
Nutrition and Food Sciences	191
Nutrition and Food Sciences (NFS)	65
Nutrition and Food Sciences M.S.	192
O	
Obstetrics & Gynecology (OBYG)	66
Orthopedic Surgery (ORTH)	66

P

Parks, Recreation and Tourism (PRT)	66
Pathology	193
Pathology (PATH)	66
Pathology M.S.	193
Payments	235
Pharmacology	194
Pharmacology (PHRM)	67
Pharmacology AMP	194
Pharmacology M.S.	196
Philosophy (PHIL)	67
Physical Education-Prof (EDPE)	68
Physical Therapy	196
Physical Therapy (PT)	68
Physical Therapy D.P.T.	197
Physics	199
Physics (PHYS)	70
Physics AMP	200
Physics M.S.	201
Plant & Soil Science (PSS)	72
Plant and Soil Science	203
Plant and Soil Science M.S.	203
Plant and Soil Science Ph.D.	204
Plant Biology	205
Plant Biology (PBIO)	71
Plant Biology M.S.	206
Plant Biology Ph.D.	207
Psychological Science (PSYS)	73
Psychology	207
Psychology M.A.	208
Psychology Ph.D.	208
Public Administration	209
Public Administration (PA)	76
Public Administration AMP	209
Public Administration M.P.A.	211
Public Health	212
Public Health (PH)	77
Public Health AMP	213
Public Health CGS	214
Public Health MPH	214
Public Serv Tech Gen (PSTG)	78

R

Rehabilitation & Movement Sci (RMS)	78
Religion (REL)	79
Requirements for Accelerated Master's Degree Programs	237
Requirements for the Certificates of Graduate Study	237
Requirements for the Doctor of Education Degree	240
Requirements for the Doctor of Nursing Practice Degree	241
Requirements for the Doctor of Philosophy Degree	242
Requirements for the Doctor of Physical Therapy Degree	243
Requirements for the Master of Education Degree	239
Requirements for the Master's Degree	237
Requirements for Visiting Graduate Students	228
Rights and Responsibilities	229

S

Secondary Education (EDSC)	79
Social Work	217
Social Work (SWSS)	80
Social Work M.S.W.	217
Sociology (SOC)	82
Spanish (SPAN)	83
Special Education	219
Special Education (EDSP)	84
Special Education M.Ed.	219
Sponsored and Institutional Research	236
Statistics	220
Statistics (STAT)	86
Statistics AMP	221
Statistics M.S.	222
Sustainable Entrepreneurship MBA	104
Sustainable Transportation Systems and Planning	223
Sustainable Transportation Systems and Planning CGS	223

T

Time Limits for Graduate Degree Completion	230
Transfer Credit and Credit by Examination	230
Transportation Research Center (TRC)	88
Tuition and Fees	232

V

Vermont Studies (VS)	88
----------------------------	----

W

Water Resources (WR)	88
Wildlife & Fisheries Biology (WFB)	88
Withdrawal from a Graduate Degree Program	231