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**Fayetteville State University**  
**Established 1867**

**Graduate Catalog**  
**2002-2004**

**Fayetteville State University**  
**1200 Murchison Road**  
**Fayetteville, NC 28301-4298**  
[www.uncfsu.edu](http://www.uncfsu.edu)  
**910-672-1371**  
**1-800-222-2594**

**Fayetteville State University is a Constituent Institution of the  
University of North Carolina**

*Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.*

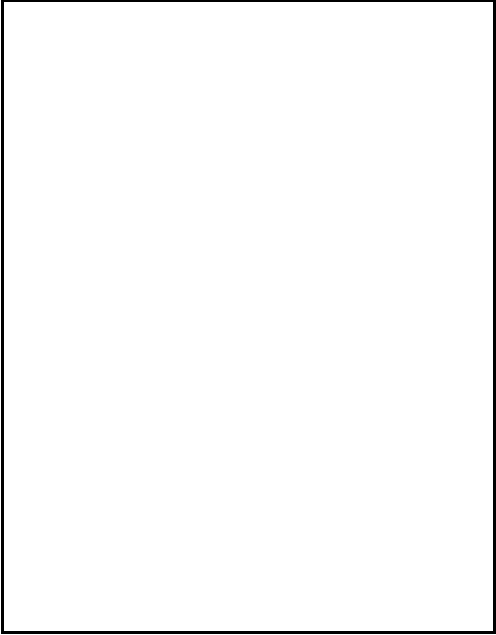
*Fayetteville State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097) to award the associates, bachelors, master's, and doctoral degrees.*

*Fayetteville State University, in keeping abreast of ever-changing times, reserves the right to change, delete, or add to any part of this publication as it deems necessary for the good of the university. Every attempt will be made to keep changes to a minimum and to communicate changes to all students.*

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# CHANCELLOR'S MESSAGE

Dear Fayetteville State University Graduate Student:



On behalf of the Trustees, faculty, and staff of the university, I extend to you a warm welcome to the Graduate Studies program at Fayetteville State University. We know that you are ready for the challenges of post-graduate study, and we are pleased that you have selected FSU as the institution at which you will earn your master's or doctoral degree.

Established in 1867, Fayetteville State University is the second-oldest public institution of higher education in North Carolina. Today, we proudly provide quality, affordable educational opportunities to 5,000 undergraduate and graduate students. Among our faculty of over 200 you will find award-winning authors, those who have won the highest honors in the state for excellence in teaching, and professors whose research is funded by agencies such as NASA, the U.S. Department of Education, the National Science Foundation, the National Institutes of Health, and the Rockefeller Foundation. In addition, you will find faculty and administrators who are dedicated to providing you with excellent academic opportunities at the master's and doctoral levels that involve the most current developments for your chosen career.

Campus buildings and grounds continue to undergo extensive new construction, renovation, and improvement so that you will have modern facilities in an attractive and comfortable setting. The campus provides access to state-of-the art technological resources that continue to be expanded. To support your research and study, you will find that the university provides extensive resources in the Charles W. Chesnut Library, the computer labs, our new Distance Learning Center, and our science labs.

This graduate catalog will serve as your guide to the university and to the graduate programs, centers, support services, and policies with which you will need to familiarize yourself. The Dean of Graduate Studies and the academic departments are also available to assist you in formulating your individual educational and professional career plans.

We look forward to working with you and extend best wishes to you for a productive and rewarding educational experience.

Sincerely,

Willis B. McLeod  
Chancellor

# Table of Contents

|   |       |   |         |
|---|-------|---|---------|
| <b>Chancellor's Message</b> .....                               | 3     | <i>Policy on Sexual Harassment</i> .....                        | 41      |
| <b>For More Information</b> .....                               | 4     | <i>Policy on Sexual Offense</i> .....                           | 41      |
| <b>Index of Programs</b> .....                                  | 5     | <i>Written Complaint Procedure</i> .....                        | 41      |
| <b>Academic Calendars</b> .....                                 | 6-9   | <i>Americans with Disabilities Act</i> .....                    | 41-42   |
| 2002-2003 Academic Year .....                                   | 6-7   | <i>Statement on Sexual Orientation</i> .....                    | 42      |
| 2003-2004 Academic Year .....                                   | 8-9   | <b>Academic Regulations</b> .....                               | 43-48   |
| <b>General Information</b> .....                                | 11-20 | <i>Grading System</i> .....                                     | 43      |
| <i>Mission Statement</i> .....                                  | 11    | <i>Repetition of Courses</i> .....                              | 43-44   |
| <i>Philosophy and Values</i> .....                              | 11    | <i>Auditing of Courses</i> .....                                | 44      |
| <i>Administration of Fayetteville State University</i> .....    | 11    | <i>Class Attendance</i> .....                                   | 44      |
| <i>History of Fayetteville State University</i> .....           | 11-12 | <i>Independent Study</i> .....                                  | 44      |
| <i>Administration of the University of North Carolina</i> ..... | 12-13 | <i>Course Load</i> .....  | 44      |
| <i>History of the University of North Carolina</i> .....        | 13    | <i>Course Substitution and Waivers</i> .....                    | 44      |
| <i>Institutional Memberships and Accreditations</i> .....       | 13-14 | <i>Transfer Credits</i> .....                                   | 44      |
| <i>Centers and Programs</i> .....                               | 14-19 | <i>Requirements for Continuous Enrollment</i> .....             | 44      |
| <b>Graduate Studies</b> .....                                   | 21-22 | <i>Change of Major/Degree</i> .....                             | 44-45   |
| <i>Graduate Council</i> .....                                   | 21    | <i>Appeal for Program Transfer</i> .....                        | 45      |
| <i>Graduate Student Responsibility</i> .....                    | 21    | <i>Concurrent Registration in Other Graduate Programs</i> ..... | 45      |
| <i>Petitions</i> .....  | 21    | <i>A Second Master's Degree</i> .....                           | 45      |
| <i>Advisors</i> .....   | 21    | <i>Academic Misconduct</i> .....                                | 45      |
| <i>University Health Services</i> .....                         | 21    | <i>Master's Degree Requirements</i> .....                       | 45-46   |
| <i>Books</i> .....  | 21    | <i>Doctoral Degree Requirements</i> .....                       | 46-47   |
| <i>Forms</i> .....  | 22    | <i>Policy on Completion of Thesis and Dissertation</i> .....    | 47-48   |
| <b>Admissions</b> .....   | 23-25 | <i>Degree Time Limit</i> .....                                  | 48      |
| <i>Admissions Procedures</i> .....                              | 23    | <i>Graduation Requirements</i> .....                            | 48      |
| <i>Testing</i> .....  | 23    | <i>Application for Graduation</i> .....                         | 48      |
| <i>Admission Requirements</i> .....                             | 23-24 | <i>Completion Date Filing Deadlines</i> .....                   | 48      |
| <i>Teacher Licensure</i> .....                                  | 24    | <i>Commencement</i> .....                                       | 48      |
| <i>Enrollment of Seniors in Graduate Courses</i> .....          | 24    | <b>Academic Programs: College of Arts &amp; Sciences</b> 49-56  |         |
| <i>Air Force Reserve Officer Training Corps (ROTC)</i> .....    | 24-25 | <i>Department of English and Foreign Languages</i> .....        | 49      |
| <i>Residential Status for Tuition Assessment</i> .....          | 25    | <i>Department of Government and History</i> .....               | 49-51   |
| <b>Expenses</b> .....   | 27-29 | <i>Department of Mathematics and Computer Science</i> .....     | 51      |
| <i>Estimated Tuition and Fees Schedule</i> .....                | 27    | <i>Department of Natural Sciences</i> .....                     | 51-52   |
| <i>Other Fees and Expenses</i> .....                            | 27    | <i>Department of Psychology</i> .....                           | 52-53   |
| <i>Summer School</i> .....                                      | 28    | <i>Department of Social Sciences</i> .....                      | 53-55   |
| <i>Refunds/Adjustments of Tuition and Fees</i> .....            | 28    | <i>Master of Social Work</i> .....                              | 55-56   |
| <i>Official University Withdrawal Process</i> .....             | 28-29 | <b>Academic Programs: School of Business</b> .....              | 57-58   |
| <i>Withdrawal Adjustment Schedule</i> .....                     | 29    | <i>Master of Business Administration</i> .....                  | 57      |
| <i>Refunds/Adjustments for Individual Classes</i> .....         | 29    | <i>Admission Requirements</i> .....                             | 57      |
| <i>Financial Aid Refunds</i> .....                              | 29    | <i>Three-Two Program</i> .....                                  | 57      |
| <i>Indebtedness to the University</i> .....                     | 29    | <i>Program Requirements</i> .....                               | 57      |
| <i>Certificate Program in Accounting</i> .....                  | 58    | <b>Academic Programs: School of Education</b> .....             | 59-66   |
| <b>Financial Aid</b> .....                                      | 31-36 | <i>Department of Educational Leadership</i> .....               | 59-60   |
| <i>Eligibility Criteria</i> .....                               | 31    | <i>Department of Elementary Education</i> .....                 | 60-62   |
| <i>Deadlines</i> .....  | 31    | <i>Department of Middle Grades, Secondary, and</i>              |         |
| <i>Default Policy</i> .....                                     | 31-32 | <i>Special Education</i> .....                                  | 62-66   |
| <i>Warning to All Financial Aid Applicants</i> .....            | 32    | <b>Course Descriptions</b> .....                                | 67-100  |
| <i>Steps for Applying for Financial Aid</i> .....               | 32    | <b>Administration and Faculty</b> .....                         | 101-105 |
| <i>Federal and State Funds Available</i> .....                  | 32-33 | <b>Index</b> .....  | 107-110 |
| <i>Institutional Grants</i> .....                               | 33-34 |   |         |
| <i>Satisfactory Academic Progress</i> .....                     | 34-35 |   |         |
| <b>Student Affairs</b> .....                                    | 37-42 |   |         |
| <i>Advisement and Career Services Center</i> .....              | 37    |   |         |
| <i>Job Location and Development Program</i> .....               | 37    |   |         |
| <i>Center for Personal Development</i> .....                    | 37-38 |   |         |
| <i>Medical Immunization Requirements</i> .....                  | 39-40 |   |         |
| <i>Dean of Students</i> .....                                   | 40    |   |         |
| <i>Alcohol/Drug Policy</i> .....                                | 40-41 |   |         |

# For More Information

**Note:** The area code for all numbers is 910.

|  |                |
|--|----------------|
| <b>Admissions</b> .....                          | 672-1371       |
| Toll Free .....                                  | 1-800-222-2594 |
| FAX Number .....                                 | 437- 2512      |
| <b>Academic Records</b> .....                    | 672-1185       |
| <b>Alumni Affairs</b> .....                      | 672-1473       |
| <b>Athletics</b> .....                           | 672-1314       |
| <b>Bookstore</b> .....                           | 672-1205       |
| <b>Counseling Services</b> .....                 | 672-1203       |
| <b>Graduate Studies</b> .....                    | 672-1498       |
| Doctor of Education in Educational Leadership    | 672-1731       |
| Master of Arts in English.....                   | 672-1416       |
| Master of Arts in History .....                  | 672-1573       |
| Master of Arts in Political Science.....         | 672-1573       |
| Master of Arts in Psychology .....               | 672-1413       |
| Master of Arts in Sociology .....                | 672-1122       |
| Master of Business Administration.....           | 672-1197       |
| Master of Education in Secondary Education ..... | 672-1181       |
| Master of Education – Biology .....              | 672-1691       |
| Master of Education – Elementary Education ..... | 672-1257       |
| Master of Education in English .....             | 672-1416       |
| Master of Education in History .....             | 672-1573       |
| Master of Education in Mathematics .....         | 672-1294       |
| Master of Education in Middle Grades.....        | 672-1181       |
| Master of Education in Political Science .....   | 672-1573       |
| Master of Education in Reading Education .....   | 672-1257       |
| Master of Education in Sociology.....            | 672-1122       |
| Master of Education in Special Education .....   | 672-1181       |
| Master of Education in School Administration...  | 672-1731       |
| Master of Science in Biology .....               | 672-1691       |
| Master of Science in Mathematics .....           | 672-1294       |
| Master of Social Work.....                       | 672-1210       |
| <b>Dining Services</b> .....                     | 323-0294       |
| <b>Disabled Students</b> .....                   | 672-1203       |
| <b>Financial Aid</b> .....                       | 672-1325       |
| <b>Health Services</b> .....                     | 672-1454       |
| <b>Library Services</b> .....                    | 672-1231       |
| <b>Information and Telecommunications</b>        |                |
| <b>Technology (ITTS)</b> .....                   | 672-1531       |
| <b>Office of Schools Services</b> .....          | 672-1181       |
| <b>Public Outreach</b> .....                     | 672-1814       |
| <b>Registration</b> .....                        | 672-1185       |

|   |          |
|---|----------|
| <b>Security</b> .....                         | 672-1431 |
| <b>Student Activities</b> .....               | 672-1166 |
| <b>Student Affairs</b> .....                  | 672-1483 |
| <b>Summer School</b> .....                    | 672-1483 |
| <b>Testing</b> .....                          | 672-1301 |
| <b>Tuition and Fees</b> .....                 | 672-1155 |
| <b>Veterans' Affairs</b> .....                | 672-1626 |
| <b>College of Arts and Sciences</b> .....     | 672-1681 |
| English and Foreign Languages .....           | 672-1416 |
| Government and History .....                  | 672-1573 |
| Mathematics and Computer Science .....        | 672-1294 |
| Natural Sciences .....                        | 672-1691 |
| Psychology.....                               | 672-1413 |
| Sociology .....                               | 672-1122 |
| Social Work .....                             | 672-1210 |
| <b>School of Business and Economics</b> ..... | 672-1267 |
| Master of Business Administration .....       | 672-1197 |
| <b>School of Education</b> .....              | 672-1265 |
| Educational Leadership .....                  | 672-1731 |
| Elementary Education .....                    | 672-1257 |
| Middle Grades, Secondary, &                   |          |
| Special Education .....                       | 672-1181 |

All written communication should be addressed to the proper university office at the following address:

Fayetteville State University  
 Newbold Station  
 1200 Murchison Road  
 Fayetteville, North Carolina 28301-4298

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# Index of Programs

|   |       |
|---|-------|
| Doctor of Educational Leadership.....                   | 59    |
| Master of Arts in English.....                          | 49    |
| Master of Arts in History.....                          | 49-50 |
| Master of Arts in Political Science.....                | 50-51 |
| Master of Arts in Psychology.....                       | 52-53 |
| Master of Arts in Sociology.....                        | 53-54 |
| Master of Business Administration.....                  | 57    |
| Master of Education in Biology Education.....           | 65    |
| Master of Education in Elementary Education.....        | 60    |
| Master of Education in English Education.....           | 65    |
| Master of Education in History Education.....           | 65    |
| Master of Education in Mathematics Education.....       | 65    |
| Master of Education in Middle Grades Education.....     | 64    |
| Master of Education in Political Science Education..... | 66    |
| Master of Education in Reading Education.....           | 62    |
| Master of Education in Sociology.....                   | 66    |
| Master of Education in Special Education.....           | 63    |
| Master of School Administration.....                    | 60    |
| Master of Science in Biology.....                       | 51-52 |
| Master of Science in Mathematics.....                   | 51    |
| Master of Social Work.....                              | 55-56 |

# Academic Calendar, 2002- 2004

## Fall 2002

|                         |                                |  |
|-------------------------|--------------------------------|--|
| August 14-15            | Wednesday-Thursday             | Pre-School Conference  |
| August 16               | Friday                         | New Transfer Students Arrive                                   |
| August 16-17            | Friday-Saturday                | New Freshmen Arrive  |
| August 16               | Friday (1:00 p.m. – 4:00 p.m.) | Registration and Drop-Add                                      |
| August 17, 19 – 20      | Saturday, Monday – Tuesday     | Registration and Drop-Add Continue                             |
| August 21               | Wednesday                      | Classes Begin  |
| August 21               | Wednesday                      | Late Registration Begins and Drop Add Continues                |
| August 28               | Wednesday                      | Late Registration and Drop-Add End                             |
| September 2             | Monday                         | <b>Labor Day Holiday</b>                                       |
| September 12            | Thursday                       | <b>Fall Convocation</b>  |
| September 23            | Monday                         | <b>Deadline for Filing Application for May 2003 Graduation</b> |
| October 3 – 9           | Thursday – Wednesday           | Midterm Examinations   |
| October 10              | Thursday                       | Deadline for Reporting Midterm Grades                          |
| October 10 – 11         | Thursday – Friday              | <b>Fall Break</b>  |
| October 19              | Saturday                       | <b>Homecoming</b>  |
| October 21 – November 1 | Monday – Friday                | Advisement for Spring 2003                                     |
| October 25              | Friday                         | Last Day to Withdraw from Classes                              |
| November 2              | Saturday                       | <b>Open House</b>  |
| November 4 – 15         | Monday – Friday                | Pre-Registration for Spring 2003                               |
| November 8              | Friday                         | <b>University Day</b>  |
| November 28-30          | Thursday – Saturday            | Thanksgiving Holidays  |
| <b>December 3</b>       | <b>Tuesday</b>                 | <b>Last Day to Withdraw from the University</b>                |
| December 7              | Saturday                       | Final Examinations for Saturday Classes                        |
| December 10             | Tuesday                        | Last Day of Classes  |
| December 11 – 17        | Wednesday – Tuesday            | Final Examinations   |
| December 14             | Saturday                       | <b>Commencement</b>  |
| December 18             | Wednesday                      | Deadline for Reporting Final Grades                            |
| December 24 – 31        | Tuesday – Tuesday              | University Christmas Holidays                                  |

## Spring 2003

|                    |                      |   |
|--------------------|----------------------|---|
| January 1          | Wednesday            | University Holiday  |
| January 2          | Thursday             | University Business Begins                                |
| January 3          | Friday               | Mid-Year Conference                                       |
| January 6          | Monday               | New Students Arrive                                       |
| January 6 – 7      | Monday-Tuesday       | Registration and Drop-Add                                 |
| January 8          | Wednesday            | Classes Begin   |
| January 8          | Wednesday            | Late Registration Begins and Drop-Add Continues           |
| January 14         | Tuesday              | Late Registration and Drop-Add End                        |
| January 20         | Monday               | <b>Martin Luther King Jr's Birthday Holiday</b>           |
| February           |                      | <b>Black History Month</b>                                |
| March 1`           | Saturday             | Deadline for submitting financial aid application (FAFSA) |
| March 3 – 8        | Monday – Saturday    | Midterm Examinations                                      |
| March 10           | Monday               | Deadline for Reporting Midterm Grades                     |
| March 10 – 15      | Monday – Saturday    | <b>Spring Break</b>                                       |
| March 24 – April 4 | Monday – Friday      | Advisement for Summer & Fall 2003                         |
| March 28           | Friday               | Last Day to Withdraw from Classes                         |
| April 7 – 17       | Monday – Thursday    | Pre-Registration for Summer & Fall 2003                   |
| April 10           | Thursday             | Honors and Awards Day                                     |
| April 13           | Sunday               | <b>Founders Day</b>                                       |
| April 18 – 19      | Friday – Saturday    | <b>Good Friday Holiday</b>                                |
| <b>April 23</b>    | <b>Wednesday</b>     | <b>Last Day to Withdraw from the University</b>           |
| April 30           | Wednesday            | Last Day of Classes                                       |
| May 1 – 7          | Thursday – Wednesday | Final Examinations  |
| May 8              | Thursday             | Deadline for Reporting Grades                             |
| May 10             | Saturday             | <b>Commencement</b>                                       |
| May 12 – 13        | Monday – Tuesday     | Post-School Conference                                    |

**Summer Session I, 2003**

|                |                   |  |
|----------------|-------------------|--|
| May 16 – 17    | Friday – Saturday | Registration and Drop-Add                                    |
| May 19         | Monday            | Classes Begin  |
| May 19         | Monday            | Late Registration Begins; Drop-Add Continues                 |
| May 21         | Wednesday         | Late Registration and Drop Add End                           |
| May 26         | Monday            | <b>Deadline for Application for December 2003 Graduation</b> |
| June 6         | Friday            | Last Day to Withdraw from Classes                            |
| <b>June 13</b> | <b>Friday</b>     | <b>Last Day to Withdraw from University</b>                  |
| June 18        | Wednesday         | Last Day of Classes  |
| June 19        | Thursday          | Final Examinations   |
| June 20        | Friday            | Deadline for Reporting Final Grades                          |

**Weekend and Evening College, Summer 2003**

|                |                    |  |
|----------------|--------------------|--|
| May 16 – 17    | Friday – Saturday  | Registration and Drop-Add                    |
| May 19         | Monday             | Classes Begin                                |
| May 19         | Monday             | Late Registration begins; Drop-Add Continues |
| May 21         | Wednesday          | Late Registration and Drop Add End           |
| June 16 – 21   | Monday – Saturday  | Midterm Examination                          |
| July 4         | Friday             | <b>Fourth of July Holiday</b>                |
| July 15        | Tuesday            | Last Day for Withdraw from Classes           |
| <b>July 22</b> | <b>Tuesday</b>     | <b>Last Day to Withdraw from University</b>  |
| August 1       | Friday             | Last Day of Classes                          |
| August 2 – 5   | Saturday – Tuesday | Final Examinations                           |
| August 6       | Wednesday          | Deadline for Reporting Final Grades          |

**Summer Session II, 2003**

|                |                    |   |
|----------------|--------------------|---|
| July 1         | Tuesday            | Registration and Drop-Add for Summer Session II |
| July 2         | Wednesday          | Classes Begin                                   |
| July 2         | Wednesday          | Late Registration Begins; Drop-Add Continues    |
| July 3         | Thursday           | Late Registration and Drop-Add End              |
| July 4         | Friday             | <b>Fourth of July Holiday</b>                   |
| July 15        | Tuesday            | Last Day for Withdraw from Classes              |
| <b>July 22</b> | <b>Tuesday</b>     | <b>Last Day to Withdraw from University</b>     |
| August 1       | Friday             | Last Day of Classes                             |
| August 2 – 5   | Saturday – Tuesday | Final Examinations                              |
| August 6       | Wednesday          | Deadline for Reporting Final Grades             |

**Fall 2003**

|                    |                                |  |
|--------------------|--------------------------------|--|
| August 13-14       | Wednesday-Thursday             | Pre-School Conference  |
| August 15          | Friday                         | New Transfer Students Arrive                                   |
| August 15          | Friday (1:00 p.m. - 4:00 p.m.) | Registration and Drop-Add                                      |
| August 16, 18 – 19 | Saturday, Monday – Tuesday     | Registration and Drop-Add Continue                             |
| August 16          | Saturday                       | New Freshmen Arrive  |
| August 20          | Wednesday                      | Classes Begin  |
| August 20          | Wednesday                      | Late Registration Begins and Drop Add Continues                |
| August 27          | Wednesday                      | Late Registration and Drop-Add End                             |
| September 1        | Monday                         | <b>Labor Day Holiday</b>                                       |
| September 4        | Thursday                       | <b>Fall Convocation</b>  |
| September 22       | Monday                         | <b>Deadline for Filing Application for May 2004 Graduation</b> |
| October 4          | Saturday                       | Open House   |
| October 9 - 15     | Thursday – Wednesday           | Midterm Examinations   |
| October 16         | Thursday                       | Deadline for Reporting Midterm Grades                          |
| October 16 – 17    | Thursday – Friday              | <b>Fall Break</b>  |
| October 20 – 31    | Monday – Friday                | Advisement for Spring 2004                                     |
| October 24         | Friday                         | Last Day to Withdraw from Classes                              |
| October 25         | Saturday                       | Homecoming   |
| November 3 – 14    | Monday – Friday                | Pre-Registration for Spring 2004                               |
| November 7         | Friday                         | <b>University Day</b>  |
| November 27 – 29   | Thursday – Saturday            | Thanksgiving Holidays  |
| <b>December 2</b>  | <b>Tuesday</b>                 | <b>Last Day to Withdraw from the University</b>                |
| December 9         | Tuesday                        | Last Day of Classes  |
| December 10 – 16   | Wednesday – Tuesday            | Final Examinations   |
| December 13        | Saturday                       | Final Examinations for Saturday Classes                        |
| December 13        | Saturday                       | <b>Commencement</b>  |
| December 17        | Wednesday                      | Deadline for Reporting Final Grades                            |
| December 24 – 31   | Wednesday – Wednesday          | University Christmas Holidays                                  |

**Spring 2004**

|                    |                            |   |
|--------------------|----------------------------|---|
| January 1          | Thursday                   | University Holiday  |
| January 2          | Friday                     | University Business Begins                                |
| January 2          | Friday                     | Mid-Year Conference                                       |
| January 3          | Saturday                   | New Students Arrive                                       |
| January 3, 5-6     | Saturday, Monday - Tuesday | Registration and Drop-Add                                 |
| January 7          | Saturday                   | Classes Begin   |
| January 7          | Wednesday                  | Late Registration Begins and Drop-Add Continues           |
| January 13         | Tuesday                    | Late Registration and Drop-Add End                        |
| January 19         | Monday                     | <b>Martin Luther King Jr's Birthday Holiday</b>           |
| <b>February</b>    |                            | <b>Black History Month</b>                                |
| February 23 – 28   | Monday – Saturday          | Midterm Examinations                                      |
| March 1            | Monday                     | Deadline for submitting financial aid application (FAFSA) |
| March 1            | Monday                     | Deadline for Reporting Midterm Grades                     |
| March 1 – 6        | Monday – Saturday          | <b>Spring Break</b>                                       |
| March 19           | Friday                     | Last Day to Withdraw from Classes                         |
| March 22 – April 2 | Monday – Friday            | Advisement for Summer & Fall 2004                         |
| April 5 – 16       | Monday – Friday            | Pre-Registration for Summer & Fall 2004                   |
| April 9 – 10       | Friday – Saturday          | Good Friday Holidays                                      |
| April 15           | Thursday                   | Honors and Awards Day                                     |
| April 18           | Sunday                     | <b>Founders Day</b>                                       |
| <b>April 23</b>    | <b>Friday</b>              | <b>Last Day to Withdraw from the University</b>           |
| April 30           | Friday                     | Last Day of Classes                                       |
| May 1 – 7          | Saturday – Friday          | Final Examinations  |
| May 8              | Saturday                   | <b>Commencement</b>                                       |
| May 10             | Monday                     | Deadline for Reporting Grades                             |
| May 10 - 11        | Monday – Tuesday           | Post-School Conference                                    |



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**Summer Session I, 2004**

|                |                   |  |
|----------------|-------------------|--|
| May 21 – 22    | Friday – Saturday | Registration and Drop-Add                                    |
| May 24         | Monday            | Classes Begin  |
| May 24         | Monday            | Late Registration Begins; Drop-Add Continues                 |
| May 26         | Wednesday         | Late Registration and Drop Add End                           |
| May 28         | Friday            | <b>Deadline for Application for December 2004 Graduation</b> |
| June 11        | Friday            | Last Day to Withdraw from Classes                            |
| <b>June 18</b> | <b>Friday</b>     | <b>Last Day to Withdraw from University</b>                  |
| June 23        | Wednesday         | Last Day of Classes  |
| June 24        | Thursday          | Final Examinations   |
| June 25        | Friday            | Deadline for Reporting Final Grades                          |

**Weekend and Evening College, Summer 2004**

|                |                     |  |
|----------------|---------------------|--|
| May 21 – 22    | Friday – Saturday   | Registration and Drop-Add                    |
| May 24         | Monday              | Classes Begin                                |
| May 24         | Monday              | Late Registration begins; Drop-Add Continues |
| May 26         | Wednesday           | Late Registration and Drop Add End           |
| June 14-19     | Monday – Saturday   | Midterm Examination                          |
| July 5         | Monday              | <b>Fourth of July Holiday</b>                |
| July 20        | Tuesday             | Last Day for Withdraw from Classes           |
| <b>July 27</b> | <b>Tuesday</b>      | <b>Last Day to Withdraw from University</b>  |
| August 4       | Wednesday           | Last Day of Classes                          |
| August 5 - 7   | Thursday – Saturday | Final Examinations                           |
| August 9       | Monday              | Deadline for Reporting Final Grades          |

**Summer Session II, 2004**

|                |                     |   |
|----------------|---------------------|---|
| July 2         | Friday              | Registration and Drop-Add for Summer Session II |
| July 5         | Monday              | <b>Fourth of July Holiday</b>                   |
| July 6         | Tuesday             | Classes Begin                                   |
| July 6         | Tuesday             | Late Registration Begins; Drop-Add Continues    |
| July 7         | Wednesday           | Late Registration and Drop-Add End              |
| July 20        | Tuesday             | Last Day for Withdraw from Classes              |
| <b>July 27</b> | <b>Tuesday</b>      | <b>Last Day to Withdraw from University</b>     |
| August 4       | Wednesday           | Last Day of Classes                             |
| August 5 - 7   | Thursday – Saturday | Final Examinations                              |
| August 9       | Monday              | Deadline for Reporting Final Grades             |



# General Information

## Fayetteville State University Mission Statement

Fayetteville State University is a public comprehensive regional university, offering degrees at the baccalaureate, master's, and doctoral levels. The primary mission of Fayetteville State University is to provide quality education to its students through a basic liberal-arts foundation, specialized professional training, and specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates to lead meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become the change agents for shaping the future of America and the world.

As part of its broader mission, the university extends its services as a regional institution by providing life-long learning experiences and opportunities to the university's immediate and extended communities and serving as a resource for business, education, and culture in North Carolina.

## Philosophy and Values

Fayetteville State University is committed to educating students in the liberal arts tradition and to the belief that the intellectual life of the student is to be cultivated for the good of the individual and humankind. The university embraces the philosophical and educational beliefs that a strong liberal arts education should foster in students the independence of mind, clarity of thought, and depth of spiritual vision that will inspire them to contribute integrally to the good of society and the quality of life for all of humankind.

In keeping with these beliefs, Fayetteville State University strives to prepare students to think critically, to appreciate the arts, to express themselves creatively, and to make independent and rational judgments. The university also endeavors to cultivate in students a respect for the earth and its peoples, engendering in them both an appreciation of the diverse cultures around the globe and a sense of responsibility for preserving the earth and its treasures.

Through disciplined scholarship and creativity, students are prepared to compete in and contribute to both the artistic world and the world of the marketplace while maintaining high standards in their personal and professional lives. In short, Fayetteville State University aspires to cultivate intellectual growth and excellence of scholarship, inculcating in students a love of truth, of beauty, and of goodness to attune them to a lifelong pursuit of the ideals of learning, of humane values, and of selfless service to humankind.

## Administration

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### Administrative Officers

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*Dean, School of Business*

LaDelle Olion, B.S., M.S., Ph.D.  
*Dean, Graduate Studies and Continuing Education*

## History

In 1867, seven Black men - Matthew N. Leary, A. J. Chesnutt, Robert Simmons, George Grainger, Thomas Lomax, Nelson Carter, and David A. Bryant - paid \$136 for two lots on Gillespie Street and converted themselves into a self-perpetuating Board of Trustees to maintain this property permanently as a site for the education of Black

## 12 – General Information

children in Fayetteville. General O. O. Howard of the Freedman's Bureau, one of the best-known friends of Black education, erected a building on this site, and the institution became known as the Howard School.

By a legislative act of 1877, the North Carolina General Assembly provided for the establishment of a Normal School for the education of Black teachers. The Howard School was chosen as the most promising because of its successful record during the previous ten years. It was designated a teacher training institution, and its name was changed to the State Colored Normal School. Five Administrative Officers served for relatively short periods until 1899: Robert L. Harris, Charles W. Chesnutt, Ezekiel E. Smith, George Williams, and the Rev. L. E. Fairley.

In 1899, Dr. Smith returned to the institution. Under his administration, the school grew from three rooms in a small frame structure to a physical plant of ten buildings on a fifty-acre tract of land. In order to pay for the land, Dr. Smith, along with F. D. Williston, E. N. Williams, J. G. Smith and Dr. P. N. Melchor, endorsed a note for \$3,000.00. The note was renewed several times and eventually paid off by Dr. Smith, who later deeded the land to the State. Dr. Smith retired in 1933 at the age of 80 with more than 40 years of service to the institution.

Dr. J. Ward Seabrook succeeded Dr. Smith and under his presidency the school became Fayetteville

State Teachers College, thereafter being authorized to grant the Bachelor of Science degree in Education. The college received both state and regional accreditation in 1947.

Dr. Seabrook retired in 1956 and was succeeded by Dr. Rudolph Jones. During his administration, the curriculum was expanded to include majors in secondary education and programs leading to degrees outside the teaching field. The name of the school was changed to Fayetteville State College in 1963. Also, under the leadership of Dr. Jones, six additions were made to the physical plant to accommodate a rapidly expanding enrollment.

In 1969, the institution acquired its present name, "Fayetteville State University," and Dr. Charles "A" Lyons, Jr. was elected president. By a legislative act in 1972, Fayetteville State University became a constituent institution of the University of North Carolina System, and Dr. Lyons became its first chancellor. During his tenure, the curriculum was expanded to include a variety of both baccalaureate and master's level programs. In addition, the Fort Bragg-Pope AFB Extension Center, in conjunction with the Weekend and Evening College, was established in order to provide military personnel and other persons employed full-time with the opportunity to further their education. The general academic structure took its present configuration in 1985 when the university became a Comprehensive Level I Institution. In addition to expanding program offerings and services, eight buildings were added to the physical plant during this period.

On January 1, 1988, Dr. Lloyd V. Hackley became the seventh Chief Executive Officer of the university. In his seven years as Chancellor, the university expanded its master's level program offerings to include biology, business administration, education, English, history, mathematics,

psychology, sociology, and teaching; FSU's first doctoral program in Educational Leadership was established; and, baccalaureate program offerings were also increased to include 36 disciplines in the arts and sciences, business and economics, and education. The addition of the \$6.3 million ultra-modern School of Business and Economics Building, and the new \$10.9 million Health and Physical Education Building, underscored Dr. Hackley's commitment to FSU's continued expansion and growth.

Chancellor Hackley strengthened FSU's community outreach to at-risk children in the public schools, establishing numerous scholarship and tutoring/mentoring programs to encourage more young people to aspire to academic excellence and a college education. FSU's first major public capital campaign was also completed during Dr. Hackley's tenure, which enabled the university to increase the number of privately funded scholarships. On December 31, 1995, Dr. Hackley left his post to become President of the North Carolina Department of Community Colleges, the first African-American to lead the state's system of 59 community colleges. Dr. Donna J. Benson, Associate Vice President for Academic Affairs of the University of North Carolina served as Interim Chancellor from January 1, 1995 to November 15, 1995.

Dr. Willis McLeod, a 1964 graduate of Fayetteville State University, was appointed Chancellor on November 15, 1995. Dr. McLeod is the ninth Chief Executive Officer of the 130-year-old institution, and the first alumnus to serve as Chancellor since FSU became a constituent of The University of North Carolina in 1972. Dr. McLeod earned his master's and doctoral degrees in school administration from the University of Virginia, and has over 30 years of experience in education as a teacher, assistant superintendent, and superintendent of public school systems in Virginia, Louisiana, and North Carolina.

Several major initiatives have been established by Dr. McLeod to lead FSU into the 21st century. The "Freshman Year Initiative," (or F.Y.I.) a program designed to enhance students' educational outcomes, was initiated in fall 1996; new outreach efforts aimed at forging stronger community ties and involving the community in University life have been undertaken; campus improvements such as expansion of the Rudolph Jones Student Center and master planning to accommodate an expected enrollment increase of 50%; and Dr. McLeod has been instrumental in forming a regional partnership of public school, community college, and university leaders to focus on strengthening the educational pipeline from pre-school to post-graduate studies.

### Administration of the University of North Carolina

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### **History of the University of North Carolina**

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. Fayetteville State University is one of the 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill

(now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University; and in 1996 Pembroke State University was renamed The University of North Carolina at Pembroke through legislative action.)

The UNC Board of Governors is the policy-making body legally charged with the general determination, control, supervision, management, and governance of all affairs of the constituent institutions. It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

#### **Institutional Memberships and Accreditations**

The university holds institutional membership and/or accreditation in the following agencies and professional organizations:

The Adult Education Association, U.S.A.  
 American Association for Counseling and Development  
 The American Association of Colleges and Schools for Teacher Education (AACTE)

## 14 – General Information

The American Association of State Colleges and Universities (AASCU)

The American Council on Education (ACE)

Association for Continuing and Higher Education (ACHE)

The Central Intercollegiate Athletic Association (CIAA)

Council for Advancement and Support of Education (CASE)

The National Alliance of Business

National Association for Equal Opportunity in Higher Education (NAFEO)

National Association for Student Financial Aid Administrators (NASFAA)

The National Association of Business Teacher Education

The National Collegiate Athletic Association (NCAA)

The National Council for Accreditation of Teacher Education (NCATE)

The National League of Nursing (NLN)

The North Carolina Association of Colleges and Universities

North Carolina Day Care Association

The North Carolina Department of Public Instruction (DPI)

The Servicemen's Opportunity College (SOC)

The Southern Association of Colleges and Schools (SACS)

The Southern Conference of Graduate Schools (SCGS)

### Centers and Programs

#### Center for Continuing Education

The Center for Continuing Education extends the teaching, consultative, and research resources of Fayetteville State University into the local community. These resources, in concert with all other appropriate resources, are molded into an organized effort to meet the unique educational needs of individuals within the adult population who have either completed or interrupted their formal education, and to assist people in the area to identify and develop new, expanded, or improved approaches to the solution of community problems.

All continuing education activities at Fayetteville State University are categorized as Continuing Education Units (CEU)/Teacher Renewal Credit (TRC), academic credit, or non-credit. Such activities are designed to serve individuals needing further professional/career development; various forms of public affairs education; personal enrichment and cultural development; and skills training to meet the needs of professions or careers. Most non-credit continuing education activities are related to community service and include special programs affecting community-wide problems.

Consistent with the educational standards of the Southern Association of Colleges and Schools and the University of North Carolina, all continuing education activities sponsored or co-sponsored by Fayetteville State University are organized under responsible and capable direction and are subject to systematic evaluation. For further information call (910) 672-1226.

#### Center for Economic Education

The Center for Economic Education is a non-profit and non-partisan institutional entity committed to promoting and imparting economic education primarily in southeastern North Carolina. The center is affiliated with The North Carolina Council of Economic Education and the National Council of Economic Education.

The objectives of the center are fivefold:

1. To improve on- and off campus teaching of economics, with particular emphasis on pre-service and in-service teacher training;
2. To consult with local schools, educational agencies, and community groups on matters relating to curriculum content, materials, and strategies;
3. To conduct research in economic education and disseminate updated information on economic issues in the community;
4. To mobilize community interest and support by developing cooperative working relationships with other groups committed to economic education;
5. To develop and distribute appropriate materials useful in the economic education effort.

For further information call (910) 672-1618.

#### Curriculum Learning Resource Laboratory

Located in the Charles Waddell Chesnutt Library, the Curriculum Learning Resource Laboratory is designed to provide educational resources and equipment for pre-service and in service teachers, and faculty. The collections include state adopted textbooks, kits, films, transparencies, North Carolina state competencies, and audio-visual aids. For further information call (910) 672-1391.

#### Distance Learning Center

The mission of the Distance Learning Center is to provide opportunities to faculty, staff, students, and external agencies in Southeastern North Carolina to participate in interactive classes and teleconferences via the North Carolina Information Highway (NCIH) and North Carolina Research Educational Network (NC-REN). Located in the Telecommunications Center, the Distance Learning Center offers convenient and cost-effective interactive access to a broad range of quality educational programming. Through the Center the university can acquire complete telecourses, short courses, audio-visual resources, training programs, and live teleconferences. These programs can be used in a variety of ways to increase distance learning opportunities, enrich classroom instruction, update faculty and administrators, expand community service, and enhance professional and career education. For further information call (910) 672-1888.

### **Early Childhood Learning Center**

The Fayetteville State University Early Childhood Learning Center, which serves children from three years through five years of age, is under the direction of the School of Education. It was established in the Fall of 1970 to provide early childhood education majors an opportunity to become familiar with young children and their characteristics, and to enable the translation of theoretical concepts into practical application. In addition to being a center for the training of early childhood personnel, the Early Childhood Learning Center also provides a learning environment that will help young children develop to their maximum potential physically, intellectually, socially, and emotionally.

The Early Childhood Learning Center serves not only the university, but the Fayetteville community as well, through its acceptance of children of either sex, children from any ethnic or religious orientation, and children with mildly handicapping physical and mental conditions.

The Cumberland County Department of Social Service Day Care unit refers as many of its Day Care applicants as space permits. The Developmental Evaluation Center refers children to the Center on an individual basis. The Early Childhood Learning Center holds the State of North Carolina, Department of Revenue Privilege License; State of North Carolina - Child Day Care AA@ License; Level Two Certificate of Approval (Federal) from the Department of Human Resources - State of North Carolina Division of Social Service for Day Care of Children; and the North Carolina Department of Public Instruction Kindergarten/Early Childhood Division Certification. For further information call (910) 672-1281.

### **Educational Opportunity Centers Program**

Fayetteville State University's Educational Opportunity Centers Program (EOC) is one of eighty-four programs in the United States funded by the U.S. Department of Education for the purpose of increasing the availability of educational information and assistance to individuals who wish to continue their education beyond the high school level. Services are available free-of-charge to U.S. citizens who meet eligibility requirements without regard to race, creed, or sex. Participants include adults 19 years of age and older interested in enrolling in colleges or universities anywhere in the United States.

The Educational Opportunity Centers Program, funded in 1991, is one of numerous educational outreach programs established by Fayetteville State University to improve educational outcomes and the quality of life for citizens in the Cape Fear Region. Professional academic advisors assist high school graduates, traditional and non-traditional students, and college dropouts to make career choices and set educational goals. Information concerning admissions requirements, financial aid, and assistance with the preparation of applications for post-secondary schools is provided.

Prospective students and others interested in the services of the Educational Opportunity Centers Program

are encouraged to visit the main office in the Helen T. Chick Building on the campus of Fayetteville State University or one of the satellite offices in Cumberland, Harnett, Hoke, Robeson, or Sampson Counties. For additional information, call (910) 672-1771 or 1-800-572-3646.

### **Educational Talent Search Program**

Fayetteville State University's Educational Talent Search Program is funded by the U.S. Department of Education for the purpose of providing academic support services to middle and high school students who meet the federal eligibility criteria. The program is designed to serve fourteen (14) targeted middle and high schools in Cumberland, Harnett, and Hoke counties in North Carolina. The goal of the program is to provide eligible students with academic support services and activities that will enhance their academic skills. These services will ensure that the participants complete high school and also enroll in and complete programs of postsecondary education.

Enrolled participants receive a variety of academic, educational and career support services, such as Tutoring in English, Reading, Math, Science and other subject areas; personal, academic, educational, social and career counseling; supplementary academic skills workshops; guidance on secondary school reentry and entry to programs of postsecondary education; exposure to careers in which disadvantaged individuals are particularly underrepresented; visits to college campuses and exposure to cultural events and other educational activities; assistance in preparing for college entrance examinations; assistance in completing college admissions and financial aid applications; orientation workshops for the parents of the program's participants; Drug awareness and teenage pregnancy prevention programs; mentoring programs involving the University's faculty, staff, and students.

Prospective students who are interested in the Educational Talent Search Program are encouraged to visit the Special Programs Office in the Helen T. Chick Building, Room 108, or call (910) 672-1172.

### **Fine Arts Resource Center**

Housed in room 145 of the Rosenthal Building, the Fine Arts Resource Center (FARC) is a library and computer laboratory for music and the visual arts. The library section consists of records, tapes, musical scores, videos, filmstrips, and books (on music and art). It also includes equipment for viewing or listening to certain library materials, all of which are available on a check in/out basis. The computers in the FARC supplement classroom instruction by offering music history, theory and composition programs, as well as art-authoring and art history software for students in the visual arts. For further information call (910) 672-1439.

### **Fort Bragg-Pope Air Force Base Center**

Fayetteville State University offers a program of higher education to serve the nearby military installations. The proximity of the Fort Bragg-Pope Air Force Base Center, and the flexibility of the university programs, offer maximum opportunities for interested and qualified personnel to pursue their education while in service, either as part-time or full-time students. Additional information may be obtained by writing to the Director of the Fort Bragg-Pope AFB Center, Box 70156, Fort Bragg, North Carolina 28307-5000 or call (910) 497-9111.

### **Mathematics and Science Education Center**

One of ten mathematics and science education centers in the University of North Carolina system is located at Fayetteville State University. These centers are responsible for providing in-service training and continuing education for public school teachers in the fields of technology, mathematics and science. The center operates on a year-round basis. Activities in mathematics, science (life, earth, and physical sciences), technology use, and mathematics and science methods are included. Academic credit and Continuing Education Units (CEU)/Teacher Renewal Credits (TRC) are available through semester courses, one-day workshops, one-week intensive training, seminars, and other formats to fit the needs of teachers and school systems.

The center's programs are specially aimed at the following:

1. Increasing the supply of qualified mathematics and science teachers;
2. Strengthening instruction in the elementary/middle grades and high school programs in mathematics and science;
3. Increasing effective use of educational technologies at all levels of instruction;
4. Increasing the pool of minorities and women in the mathematics and sciences; and
5. Encouraging business and industry to cooperate with public schools and institutions of higher learning in assessing mathematics and science needs in order to increase the relevance of programs for teachers.

Tuition waiver scholarships are available to participants in some center-supported programs. Scholarships range from partial to full tuition, depending upon program implementation costs. For further information call (910) 672-1669.

### **Office of School Services**

The Office of School Services is designed to aid the university in fulfilling its mission of service to public schools and the community at large. The office coordinates, collaborates, and encourages public services by maintaining an inventory of all campus resources, disseminating to school districts information on campus resources and implementing requests for assistance from

school districts. University faculty and staff are encouraged to provide technical assistance, research initiatives, and other professional activities to improve school performance and benefit community efforts. For further information call (910) 672-1265.

### **Public Radio WFSS 91.9 FM**

Radio Station WFSS is owned and operated by Fayetteville State University. The mission of the station is to serve as an integrated, functioning part of the ongoing service provided by the university to the people in the southeastern region of the state of North Carolina. The primary purpose of WFSS is to provide an educational, informational, and cultural broadcasting service for the people living within the station's coverage area and thereby to fulfill the responsibilities the university has assumed as the licensee of a broadcasting station. A second purpose is to provide a training laboratory for University students. Through their participation in the creation and distribution of WFSS programs, students may become qualified for volunteer services and future professional positions in broadcasting. WFSS also works with the Southeastern North Carolina Radio Reading Service to provide reading services to the visually impaired population in the fourteen counties coverage area.

WFSS has a commitment and a legal obligation to ascertain the needs and interests of the residents of the communities in the region served by the station. To help fulfill those needs and interests, WFSS will continue to develop and broadcast programs and program materials. For further information or a program guide call (910) 672-1381.

### **Residence Halls**

Residence hall life provides students a unique experience that will enhance their overall education at Fayetteville State University. The residence halls at FSU provide amenities that are comparable to home. All rooms have cable television connections, are fully furnished, have individually controlled heat and air conditioning, and have local telephone service with long distance capabilities. Most residence halls are equipped with wide-screened televisions, computers, study rooms, and living learning laboratories.

Students choose from a variety of living options in one of nine residence halls. Most students are permitted to choose their own roommates. New Residence Hall and Vance Hall, which provide suite-style rooms, are reserved for female and male freshmen respectively. Bryant Hall, a common hallway-style building, houses upper-class females, while Harris and Hood Halls serve upper-class females. Williams Hall, which offers unique room furnishings with a loft system provided for each student, houses most female athletes. Smith and Joyner Halls house freshman males.

Residents who are academically talented and possess traits of intellectual curiosity, sound judgment, leadership, and creativity may be eligible to live in the Honors Hall. This facility, which serves upperclassmen only, requires residents to earn a minimum GPA of 3.0 and participate in



a variety of leadership and professional development experiences.

Residence hall applications are included in the letter of acceptance from the Office of Admissions. For further information, call (672) -1284.

### **Rosenthal Gallery**

The Rosenthal Gallery, located in the Rosenthal Building, is operated under the Department of Performing and Fine Arts. The gallery installs temporary exhibitions of regional, national and international works, includes FSU faculty and student exhibitions, and hosts an annual High School Competition and an annual National Competition.

The Rosenthal Gallery is a supplement to the curriculum through exhibits, lectures and seminars, and serves as a cultural component of the campus and the region.

### **Servicemen's Opportunity College**

Fayetteville State University is a Servicemen's Opportunity College. The Servicemen's Opportunity College is a network of institutions across the country and overseas that have recognized and have responded to expectations of servicemen and women for adult continuing education.

### **Small Business and Technology Development Center**

The Small Business and Technology Development Center (SBTDC) is a business development service of The University of North Carolina system. The SBTDC provides management counseling and educational services to small and mid-sized businesses in all of North Carolina's 100 counties. SBTDC services target established firms, high-growth companies, and start-up businesses and help them meet today's challenges, manage change, and plan for the future.

The SBTDC employs over 50 management counselors in 17 offices across North Carolina -- each affiliated with a college or university. Services are well defined and are designed to meet the clients' needs.

1. The primary focus of the SBTDC is management counseling, addressing issues including financing, marketing, human resources, operations, business planning, and feasibility assessment.
2. The SBTDC also provides targeted, research-based educational products, which are focused on change management, strategic performance, and leadership development for your management team, board members, and employees.

In addition, the SBTDC offers specialized market development assistance in government procurement, international business, marine trades services, and technology development and commercialization. These services are specifically designed to aid growing companies in expanding their markets and increasing competitiveness.

For further information, please call the SBTDC's FSU campus office at (910) 672-1627.

### **Study Abroad Program**

The Fayetteville State University Study Abroad Program provides opportunities for students to study in a number of foreign countries while receiving college credits and practical experience. The program provides study opportunities abroad during the Fall and Spring semesters and Summer sessions.

Current programs with academic institutions abroad include: The University of Buea-Cameroon (West Africa); International Business and Marketing Courses in England offered through the University of Evansville; the University of Science and Technology-Kumasi, Ghana (West Africa); Universidad Nacional Pedro Henriquez Urena-Santo Domingo, the Dominican Republic; the Universidad Autonoma del Estado de Moreles: Centro de Estudios Linguisticos y Multiculturales-Cuernaca, Mexico; and the University of Grandad-Granada Spain. In addition to these programs, special arrangements can be made for students to study in many other institutions abroad on the basis of their interests.

All study abroad transactions must be coordinated by and processed through the Study Abroad Program Office, and approved by the Director of International Programs.

Admission is open to university students in at least their sophomore year with a good academic standing (GPA of at least 2.5). Graduate students and secondary school teachers are also eligible. Application forms can be obtained from the Study Abroad Office, Room 205B, Joseph Knuckles Science Building, or for further information, call (910) 672-1483.

### **Summer School Program**

The summer school program at Fayetteville State University is organized primarily for students desiring to make progress toward fulfilling requirements for undergraduate and graduate degrees. The curricula provided during the summer sessions are equivalent to those offered during regular semesters. The Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, and Associate of Arts degrees are available through the College of Arts and Sciences, the School of Business and Economics, the School of Education, and the Graduate Studies Program.

The summer program is separated into two distinct sessions to accommodate the needs of the following groups of students: a) graduates of accredited high schools who are planning to enter the freshman class, b) undergraduate students who are meeting degree requirements at Fayetteville State University, c) visiting undergraduate students who desire to take courses for transfer to their home institutions, d) teachers and administrators who are planning to meet state certification requirements, and e) other students who desire courses for personal development or special education through attendance at weekend and evening classes and/or Monday-Friday classes. In addition, the university offers a program of higher education during the summer to serve military personnel and their

dependents through the Fort Bragg-Pope Air Force Base University Center.

### **Teaching Licensure Opportunities for Transitioning Soldiers TLOTS**

Fayetteville State University, in cooperation with the Fort Bragg Education Center, offers a program of Teacher Licensure Opportunities for Transitioning Soldiers (TLOTS) through the School of Education. This program allows transitioning soldiers who have a maximum of two years of active duty remaining and hold at least a B.A. or B.S. degree to enroll in a teacher licensure program. For program requirements, contact the School of Education.

### **University Library**

The Charles Waddell Chesnut Library is the central research facility for Fayetteville State University and the surrounding community. Named for Charles Waddell Chesnut, who was the third president of the institution and the first successful African-American novelist, the library is a four-level contemporary building providing nearly 80,000 square feet of space, seating for approximately 800 patrons, and a capacity for 500,000 volumes and over one million items of microform. The library currently has in its holdings in excess of 226,000 volumes; 21,422 reels of microfilm; 890,000 pieces of microfiche; 3,195 periodicals; and 56 newspapers. It is also a selective depository for state and federal documents.

The Chesnut Library meets the informational needs of the university community by offering a variety of services and special features. These include the following: electronic ordering in the acquisitions area; on-line cataloging and circulation system; remote access to its on-line public access catalog; access to Internet; local area network for CD-Roms; fax machine; computerized information retrieval; audio-visual production; microform reading and copying facilities; computer terminals; microcomputers for users; media listening, viewing, and videotaping capabilities; and small, medium, and large group-study rooms, seminar rooms, and the J. C. Jones Boardroom. There are numerous displays and exhibits throughout the building.

The library also has an Archives and Special Collections area. The Archives section is responsible for maintaining a collection of official records, manuscripts, and materials relating to Fayetteville State University. The Special Collections section contains the papers and materials of Charles Waddell Chesnut, James Ward Seabrook, and other African-Americans and individuals who have made noteworthy contributions to southeastern North Carolina. The Special Collections section also includes selected materials by and about African-Americans. These materials are available to scholars and researchers from the university and the community.

Professional and support staff are available to assist patrons with the on-line public access catalog, circulation, reference, and Inter-Library Loan services, and to provide informational tours, lectures, and classroom instruction. Extensive use is made of electronic databases and networks

in the retrieval of information (e.g., NC LIVE, FirstSearch, Internet) for use by library users.

Each student enrolled at the university receives an identification card that also serves as the Library Card for borrowing materials. In addition, all students are provided library brochures that acquaint them with the facilities, services, rules, and regulations governing use of the library and library materials. A handbook is also provided as a guide to the efficient use of the library.

Members of the public may gain access to Chesnut Library services by joining the "Friends of the Charles W. Chesnut Library." For information, call (910) 672-1232.

### **University Police and Public Safety**

Fayetteville State University strives to provide students with reasonable security while they are pursuing academic study and living in University residence halls. The Fayetteville State University Police Department is a campus law enforcement agency authorized by the Board of Trustees under Chapter 116 of the North Carolina General Statutes with full police powers equivalent to those of a Municipal Police Agency.

The department is organized in three divisions: The Operations Division provides police patrol and crime prevention services to the campus twenty-four hours a day; the Administrative Division provides investigation services as well as twenty-four hour emergency telephone and police dispatch services; and the Traffic and Parking Division performs campus parking permit and parking citation functions. Night escort services between campus buildings may be requested by calling 672-1295. Answers to questions regarding parking may be requested 8:00 a.m. to 5:00 p.m., Monday through Friday by calling 672-1341.

### **University Testing Services**

University Testing Services is a clearinghouse of information about testing and assessment resources. Scanning and scoring of test documents, surveys, and questionnaires are regularly provided as well as assistance with test administration. University Testing Services offers many programs and services to the Fayetteville State University and local communities. These services include computerized placement testing, computer-based interest and personality assessments, computerized test preparation for standardized tests such as the GRE, GMAT, SAT, and a comprehensive collection of assessment resources, including reference books and video presentations for test taking and study skills development.

Nationally administered test programs such as the Graduate Record Examination, Scholastic Assessment Tests, Graduate Management Admission Test, the PRAXIS Series Examinations, the Law School Admission Test, the Miller Analogies Test, the CLEP tests, and TOEFL are administered through University Testing Services.

In Fall 1998, University Testing Services became a Computer-Based Test site as it migrated to computer-based testing for some of its national test programs, including GRE, GMAT, NBPTS, the PRAXIS (Pre-Professional

Skills Test), and the TOEFL. Computer-based testing is now available year-round. Examination candidates may make an appointment for a computer-based test by calling a toll-free number (refer to program specific Information Registration Bulletin) or University Testing Services at 485-8921.

University Testing Services provides accommodations for examination candidates with special needs in accordance with the test administration provisions of the Americans with Disabilities Act (ADA). In order to reasonably accommodate an individual with a special need, the test center must be informed in advance of the testing appointment. To test under special conditions, the examination candidate must make arrangements with the testing company sponsoring the examination.

University Testing Services is a member of the National Collegiate Testing Association (NCTA), the Consortium of College Test Centers, the National Council on the Measurement in Education. UTS also endorses the *Professional Standards and Guidelines for Postsecondary Test Centers* and is guided by *Fair Test Policies* and the *Code of Fair Testing Practices*

### **Upward Bound Program**

Fayetteville State University's Upward Bound Program is funded by the U.S. Department of Education for the purpose of providing academic support services to high school students who meet the federal eligibility criteria. The program is designed to serve seven (7) target high schools (9-12) in Cumberland, Harnett and Hoke Counties, in North Carolina. In order to meet the selection criteria, students must be from low-income families, potential first generation college students and/or disabled. The goal of the program is to provide eligible students with academic support services and activities that will enhance their academic skills, thereby ensuring that these students will complete high school and enroll in and complete programs of post secondary education. The Upward Bound program consists of a nine-month Academic Year Component, a six-week residential summer component for program participants, and a Summer Bridge Program for recent high school graduates who participated in Upward Bound. For further information, call (910) 672-1172.

### **Veterans Affairs**

The Veterans Affairs Office, under the direction of the Registrar, is located in the Collins Administration Building. This institution is approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the United States Department of Veterans Affairs (VA). For information about monetary benefits contact the U.S. Department of Veterans Affairs Regional Office in Winston-Salem, NC at 1-800-827-1000. For information about the available programs at this institution contact the Campus Veterans Assistant Specialist at (910) 672-1628.

### **Weekend and Evening College**

Fayetteville State University's Weekend and Evening College offers working men and women the opportunity to complete a college education by attending classes in the evenings and on weekends. The curriculum is designed to meet the various academic needs of students with an incomplete college education, those who have Associate of Arts degrees, in-service teachers who need renewal or re-certification credits, and high school graduates who have not previously attended college. Courses are also available on a non-degree basis for personal enrichment and upgrading occupational skills. The library and all regular college facilities are available to students. For additional information, call (910) 672-1064.



# Graduate Studies

The primary purpose of graduate studies is to provide qualified students with a quality education required for the full development of scholarly and professional capacities. Graduate study involves the extension of knowledge. However, it is more than a mere continuation of undergraduate study. Graduate study is different from undergraduate study in the following respects:

1. The graduate student is expected to assume greater responsibility and to exercise critical analysis, to engage in scholarly inquiry, and to exhibit a high degree of individual initiative.
2. Independence of thought and more extensive and intensive readings are required.
3. Greater emphasis is placed on creativity and research.
4. Instruction is provided in greater depth by graduate faculty in specialized areas.

Fayetteville State University is organized into the College of Arts and Sciences, School of Business and Economics, School of Education, and Graduate Studies, which supervises graduate study throughout the college and schools. The university offers one doctoral degree and master's degrees in a wide variety of concentrations. Each of the degree programs is described in the section that follows. The Graduate Dean is the chief administrative officer of Graduate Studies and is responsible for the development, improvement, and administration of all graduate study at Fayetteville State University.

## The Graduate Council

The Graduate Council is charged with the responsibility for developing university graduate policy and approving new graduate programs or revising current programs. All new programs and program revisions are submitted to the Faculty Senate for Senate action and are subject to the review and final approval of the Vice Chancellor for Academic Affairs and the Chancellor. Statements of policy are reviewed by the Vice Chancellor for Academic Affairs and approved by the Chancellor.

The Graduate Council consists of one representative from each department that has a graduate degree, and a student from each school or college. Members are appointed by the Chancellor, based on recommendations from the Vice Chancellor for Academic Affairs, Dean of Graduate Studies, Dean of the School or College, and departments.

The Graduate Council also includes the following individuals:

1. Chancellor of the university - Ex-officio
2. Provost and Vice Chancellor for Academic Affairs - Ex-officio
3. Director of the Library - Ex-officio
4. Director of the Master of Business Administration - Ex-officio
5. Dean, Graduate Studies and Continuing Education

6. Dean, College of Arts and Sciences
7. Dean, School of Business and Economics
8. Dean, School of Education

## General Information

### Graduate Student Status

All students who have graduated with a bachelor's degree from an accredited institution are considered graduate students at Fayetteville State University. This designation applies to students enrolled to earn degrees or licensure, and to students enrolled exclusively for the purposes of professional development.

### Graduate Student Responsibility

Rules and policies governing graduate students may change as new legislation is approved. Graduate students are responsible for being aware of current regulations, which are published in the catalog and the Graduate Bulletin.

### Petitions

Exceptions to published rules may be requested of Graduate Studies. Such petitions must be initiated by the graduate student and should be supported by the student's advisor, department chair or MBA director, and the dean of the school or college. The petition should cite the regulation and justify the exception being requested and should be sent to the Dean of Graduate Studies.

### Advisors

Advisors are assigned through the department or area in which the student is enrolled. Each student's program of study is planned by the department or area advisor in consultation with the student. All students should have a program of study, and it is the student's responsibility to follow the program of study.

### University Health Services

Student health insurance is available for graduate students. The premium for coverage is established annually. Application forms and information regarding the insurance coverage and limitations may be secured from the Spaulding Health Center.

### Books

Graduate students must purchase all textbooks. Textbooks may be purchased in the University Book Store located on the ground floor of the Helen T. Chick Building.

**Forms**

Forms required of graduate students may be obtained on the Graduate Student Website or from the Office of Graduate Studies.

# Admissions

The Dean of Graduate Studies is responsible for the admission of all graduate students. Students taking courses, whether for a degree, licensure, or professional development, must make formal application to the Office of Admissions prior to enrolling in any class. Applications and inquiries for programs in the School of Education and College of Arts and Sciences should be addressed to:

**Director of Enrollment Management and Admissions**  
**Fayetteville State University**  
**1200 Murchison Road**  
**Fayetteville, North Carolina 28301-4298**  
**(910) 672-1371**  
**Toll free: (1-800) 222-2594**  
**Fax: (910) 672-1414**

Applications and inquiries for the Master of Business Administration (MBA) should be addressed to:

**Director of the MBA Program**  
**Fayetteville State University**  
**1200 Murchison Road**  
**Fayetteville, North Carolina 28301-4298**  
**(910) 672-1197**

All applicants for admission to Graduate Studies must submit (1) a completed application with the \$25.00 **non-refundable** application fee, (2) one official baccalaureate transcript and any transcript(s) of previous graduate study, (3) official test scores, as required for the program selected, (4) at least two letters of recommendation, as required by the program, from persons qualified to evaluate the applicant's abilities to pursue graduate work.

**The completed application and all credentials should be received by the Office of Admissions at least thirty (30) days prior to the semester or summer session in which the student proposes to begin graduate study.** Effort will be made to process applications received after this deadline; however, consideration for the desired term will not be assured.

## Testing

Official test scores must be sent directly to the Director of Enrollment Management and Admissions from the testing agency or be recorded on an official transcript. Official transcripts, embossed with the school seal, must be sent directly from the university or college to the Director of Enrollment Management and Admissions, or come in a sealed envelope with the seal impression. Test scores more than five (5) years old at the time of application will not be considered.

## Miller Analogies Test (MAT)

The Miller Analogies Test may be used to qualify for admission to graduate programs in education at Fayetteville State University. Fayetteville State University administers the MAT and provides literature and application forms for the test. A free guide is available in the Testing Office, Collins Administration Building.

## Graduate Record Examinations (GRE)

The GRE may also be used to qualify for admission to graduate programs. Applicants should consult with the School or College for specific test requirements. Fayetteville State University administers the GRE and provides literature and application forms for the test. A free guide is available in the Testing Office, Collins Administration Building.

## Graduate Management Admission Test (GMAT)

The GMAT is required for admission into the MBA program and is designed to assess the qualifications of applicants for advanced study in business and management. Fayetteville State University administers the GMAT and provides literature and application forms for the test. Applicants are advised to consult the Testing Center, Collins Administration Building, for further information.

## Admission Requirements

### Degree Seeking

To be considered for admission to a graduate degree program, an applicant must hold a baccalaureate degree from an accredited university or college. Applicants intending to apply for graduate licensure must hold or be eligible to hold and submit a North Carolina "A/G" teaching license in the chosen field or the comparable license in another state. For prerequisites in a particular academic field, applicants should consult the appropriate department or program.

Applicants must have a strong overall academic record. Overall GPA's required by programs range from 2.5 to 3.0 for all undergraduate study. Applicants may also be considered for admission to a degree program if they have a minimum of 2.75 to 3.0 in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants should consult their department(s) or program(s) for specific GPA requirements. Applicants must provide a score from either the Graduate Record Examinations (GRE) General Section, the Miller Analogies Test (MAT), or the Graduate Management Admission Test (GMAT) as required by the particular program. Scores for the GRE or MAT should be sent to the Office of Admissions; GMAT scores to the Director of the MBA Program. Test scores more than five years old at the time of application will not be considered.

Applicants whose native language is other than English must provide an acceptable proficiency level as indicated by attainment of scores of 550 (paper-based) or 213 (computer based) on the Test of English as a Foreign Language (TOEFL), or 85 on the Michigan Test of English Language Proficiency (MTELP), or completion of Level 8 at an ESL Language Center with a positive recommendation on readiness to pursue university work. Results must be forwarded to the Office of Admissions before consideration can be given to applicants for admission.

Applicants to the master’s program must submit two letters of recommendation from professors or others qualified to evaluate the applicant’s abilities to pursue graduate work in the chosen field. Applicants for the doctoral program must submit three letters of recommendation. Recommendation forms may be secured from the Office of Admissions for the School of Education and the College of Arts and Sciences. MBA applicants may secure their recommendation forms from the MBA Office. Applicants must also submit a health form and proof of immunization. If applicable, applicants must submit a copy of their North Carolina Teaching License.

**Professional Development (Non-Degree Seeking)**

Students who are taking courses for reasons such as personal enrichment or transferable purposes may be permitted to take courses by submitting the following to the Director of Enrollment Management and Admissions or the Director of the MBA program:

1. A completed admission application and a \$25.00 non-refundable fee.
2. An official baccalaureate degree transcript or an official transcript depicting graduate studies.

***No more than twelve (12) hours of graduate credit, taken in the professional development status and approved by the advisor and department chair, may be applied toward a graduate degree at FSU.***

For graduate students pursuing an MBA degree, no more than six of the twelve hours may be at the 600 level. Permission to take graduate courses in the professional development status does not constitute admission to a graduate degree program.

***Professional development students who decide to pursue a degree must complete another application.***

**Licensure**

Applicants who desire resident course work for licensure may be permitted to take courses by submitting the following information to the Director of Enrollment Management and Admissions:

1. A completed admission application and a \$25.00 non-refundable fee.
2. An official baccalaureate degree transcript and official transcripts from any former institution(s) depicting graduate studies.

3. Two letters of recommendation from persons qualified to evaluate the applicant’s abilities.
4. A copy of licensure held.

***No more than twelve (12) hours of graduate credit earned while in licensure status may be applied toward a graduate degree, and then only upon the approval of the advisor. Permission to take courses for licensure does not constitute admission to a graduate degree program. Licensure students who decide to pursue a degree must complete another application.***

**Licensure Requirements**

Application for North Carolina Class “G” Level licensure must be filed by the student in the Office of Field Experiences. An application fee is required. Checks should be made to the North Carolina State Department of Public Instruction.

**Note:** Licensure is not automatic. Students must apply for licensure upon completion of the program of study.

**Enrollment of Seniors in Graduate Level Courses**

Fayetteville State University students with senior classification in the College of Arts and Sciences and the School of Education may be permitted to register for 500 level graduate courses. Students in the School of Business with senior classification may be permitted to register for 500 and 600 level graduate courses. Undergraduates must meet the following criteria to be permitted to register for graduate level courses.

1. Students must have a GPA of 3.0 or higher.
2. Students must be eligible for graduation during the academic year in which they are registered for graduate courses.
3. Senior students seeking enrollment in courses for graduate credit must receive the approval of the department chair, the dean of the school or college in which the students are pursuing a major, and the Dean of Graduate Studies.
4. Graduate courses taken by students to fulfill undergraduate degree requirements will not be recognized by the university for graduate credit. However, graduate courses taken by the student for graduate credit may be used to fulfill graduate degree requirements.
5. Undergraduate students registered for graduate courses may not take more than fifteen (15) hours per semester during the regular academic year or more than nine (9) hours per semester during a Summer Session.

**Air Force Reserve Officer Training Corps (ROTC)**

Air Force Reserve Officer Training Corps (ROTC) at Detachment 607 is a voluntary educational program designed to provide college students an opportunity to earn an Air Force commission while simultaneously working toward a degree. The program exists in two parts, the



General Military Course (GMC) and the Professional Officers Course (POC). Graduate students attend a summer field-training encampment the summer prior to entering graduate school. Upon successful completion of field training they enter the POC.

Graduate students who did not participate in the GMC may qualify for the POC. Candidates must have no more than two years remaining to complete their graduate degree, and must meet all other POC requirements. The two-year program is available primarily to junior college transfer students, rising juniors, graduate students, and veterans. This program is highly competitive; therefore, students should apply during the November/December time period. Scholarship opportunities are available. In order to be commissioned, a student must earn a bachelor's or master's degree offered by the university. The Department of Aerospace Studies does not offer a degree, but accepts all university undergraduate and master degrees. In a partnership arrangement, the university educates the student and grants them a degree; the Department of Aerospace Studies ensures the students have the knowledge and awareness to put their education to use within the Air Force. Students must be able to complete all degree and commissioning requirements prior to the age of thirty.

### **Residential Status and Tuition Assessment**

Fayetteville State University adheres to the University of North Carolina's administrative policy governing residential status as outlined in the publication, *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. Copies of the manual are available at the Office of Admissions, the Student Government Office, and the Office of the Vice Chancellor for Student Affairs. Students are responsible for being familiar with the contents of the manual and for informing the Office of Admissions of any changes in their residency status.

### **North Carolina Public Higher Education Residence and Tuition Status Application**

Students wishing to register a change in their residency status or to appeal a classification may file the appropriate application form (North Carolina Public Higher Education Residence and Tuition Status Application) with the Office of Admissions. Appeals will be considered on the basis of information written by the student on the application.

Questions concerning residential status for purposes of tuition assessment may be discussed with the Director of Admissions during regular office hours.

### **Fundamental Requirements of Law G.S. (116.143.1)**

To be eligible for classification as a resident for tuition purposes, the applicant for such classification must have resided in the State of North Carolina for a period of at least twelve months.



# Expenses

## Estimated Tuition and Fees 2003-2003 Academic Year

| Status                  | 1-2 Hours<br>Cost per Semester | 3-5 Hours<br>Cost per Semester | 6-8 Hours<br>Cost per Semester | 9+ Hours<br>Semester Total | Yearly<br>Total |
|-------------------------|--------------------------------|--------------------------------|--------------------------------|----------------------------|-----------------|
| In-State                | \$ 265.00                      | \$ 524.00                      | \$ 795.00                      | \$1,095.00                 | \$2,190         |
| <b>Initial Payment*</b> | <b>\$ 200.00</b>               | <b>\$ 200.00</b>               | <b>\$ 200.00</b>               | <b>\$ 200.00</b>           |                 |
| Out-of-State            | \$1,400.00                     | \$2,800.00                     | \$4,201.00                     | \$5,600.00                 | \$11,200        |
| <b>Initial Payment*</b> | <b>\$500.00</b>                | <b>\$500.00</b>                | <b>\$500.00</b>                | <b>\$500.00</b>            |                 |

\*The initial payment is the amount that must be paid at registration.

Rates for tuition and fees are established by the North Carolina General Assembly, the University of North Carolina Board of Governors, the President of the University of North Carolina, and Fayetteville State University. Tuition and fees are subject to change without prior notice to the students or the general public. Notification of any changes will be published as soon as possible.

The tuition and fees include state tuition (in-state and out-of-state rates), activities and service fees. Room and board fees are charged as a separate fee for all students who reside on campus. In addition to these basic fees, other fees and expenses may be charged to students for special services.

The fees for each student will be based on the following criteria:

- In-State or Out-of-State Resident
- Number of Credit Hours
- Boarding or Non-Boarding

Since the tuition and fees are subject to change each year, the actual fees are not included in this publication. The list of estimated fees is provided to help students determine their approximate expenses. A copy of the current rates may be obtained by contacting the cashier's office.

All students who have graduated with a bachelor's degree from an accredited institution are considered graduate students, and will be assessed tuition and fees on the basis of this status, even if they are enrolled in undergraduate courses.

### Method of Payment

Payments of tuition, fees, and room and board charges are due at the time of registration. In the Fall and Spring semesters, all students must at least make an initial payment when they register for classes. Students who register by the Internet or the Telephone Information System have five days from the date they register either to make their minimum payment or certify with the Business Office they have been awarded financial aid.

After making the minimum payment, students with balances of less than \$300.00 must pay their bills in full by September 15 for the Fall Semester and February 15 for the Spring Semester. Students with balances greater than

\$300.00 after making the initial minimum payment must either make the payment in full by September 15 for the Fall Semester or February 15 for the Spring Semester OR enroll in the university's monthly payment plan. Students using the monthly plan must remit payments on September 15, October 15, and November 15 in the Fall Semester, and February 15, March 15, and April 15 in the Spring Semester. Further information about the monthly payment plan may be obtained from the Office of Business and Finance.

In Summer Sessions, the installment plan is *not* available. Students must pay tuition, fees, and room and board charges in full at the time of registration.

Payments can be made by cash, cashier's check, in-state or out-of-state personal check, money orders, VISA/Master card. No third party checks will be accepted. Payments may be mailed directly to the Cashier's Office or may be paid at registration. On-line credit card payments are also accepted.

Tuition and fees are waived for individuals 65 years of age or older who show proper identification. The waiver is limited to credit courses. Enrollment under this waiver program is open only in scheduled courses and is based on space availability.

### Other Fees and Expenses

|   |          |
|---|----------|
| Application Fee .....                   | \$ 25.00 |
| Room Application Fee .....              | \$125.00 |
| Course Audit Fee (Per Credit Hour)..... | \$ 10.00 |
| Graduation Fee .....                    | \$ 50.00 |
| Late Registration Fee .....             | \$ 20.00 |
| Transcript Fee .....                    | \$ 3.00  |
| Vehicle Registration Fee .....          | \$ 45.00 |
| Thesis Fee .....                        | \$ 80.00 |
| Dissertation Fee .....                  | \$100.00 |
| Graduation Academic Attire              |          |
| Master's .....                          | \$ 39.95 |
| Doctoral .....                          | \$179.00 |

Beginning in Fall 2002, students will be assessed an Educational and Technology fee of \$6.00 per credit hour and a Student Government Association fee of \$.04 for each credit hour.

### Meal Plan

A meal plan is required for all students living on campus.

**Summer School**

Summer School tuition, fees, refund policy, and room and board rates will be announced in the Summer Session Schedule.

**Continuing Education Web-Based Courses**

The cost for graduate students enrolled in Ft. Bragg courses or web-based courses offered by the Center for Continuing Education are as follows:

1. In state graduate students, military dependents, or active-duty service personnel who are not using tuition assistance will be charged \$60.00 per credit hour;
2. Graduate students who are not using tuition assistance will be charged the military contract rate of \$76.00 per credit hour.

Beginning in Fall 2002, graduate students enrolled in Ft. Bragg courses or in web-based courses offered through the Center for Continuing Education will be assessed an Educational and Technology fee of \$6.00 per credit hour and a Student Government Association fee of \$.04 for each credit hour.

**Refunds/Adjustments of Tuition and Fees**

Refunds and/or adjustments of tuition and fees will be made only to students who withdraw from all classes in which they are enrolled for the semester, and who complete the official process for withdrawing from the university. (See next section.) Students wishing to withdraw from all classes must initiate the withdrawal process by reporting to the Office of Graduate Studies, which is located in the Center for Continuing Education. ***Students who fail to complete the official withdrawal process will not be eligible for any refund or adjustment of tuition, fee, or room and board charges. Failure to attend class does not constitute official withdrawal from the university.***

**Official University Withdrawal Process**

Before deciding to withdraw from the university, a student should consult with his or her advisor to discuss the reasons for the withdrawal, and the student’s plan for continuing his or her education. A graduate student who wishes to withdraw from all classes must complete the official university withdrawal process, which is initiated in the Office of Graduate Studies, located in the Center for Continuing Education. The appropriate steps in the process are as follows:

1. Upon entering the Office of Graduate Studies, the student will be asked to complete the top portion of the withdrawal form.
2. If the student is a graduate boarding student, a representative of Graduate Studies will contact the Housing Office to determine if the student has completed all steps necessary to properly exit the dormitory.

3. A representative of Graduate Studies will also contact the Financial Aid Office to determine if the student is a financial aid loan recipient and if he or she has received a Federal Perkins Loan. Based on the student’s situation, the following actions will be taken:
  - a. If the Financial Aid Office advises that the student does not have financial aid, he or she will be directed to the Registrar’s Office.
  - b. If the Financial Aid representative indicates that the student has received any loans through our institution or previous institutions, but no Federal Perkins Loan funds, the student will be directed to a Financial Aid counselor for processing. Once the student has completed all financial requirements, he or she will then be directed to the Registrar’s Office.
  - c. If the Financial Aid representative indicates that the student has a Federal Perkins Loan, the student will be directed to the Federal Perkins area within the Business and Finance office. Once the appropriate Federal Perkins Loan documents are completed, a Federal Perkins Loan staff member will sign the withdrawal form and the student will then be directed to the Financial Aid office to complete the final exit form. Once the form is completed, a Financial Aid counselor will direct the student to the Registrar’s Office.
4. Upon receiving the withdrawal form from the Registrar’s office, the Business office will make the appropriate adjustment to the student’s account and notify the student of any remaining balance or refund of tuition and fees paid.
5. If there are extreme emergency situations in which a student would be required to leave the institution immediately or not be able to return to the campus from another location, the student is required to call the Office of Graduate Studies at 910-672-1498 within two working days of the last date of attendance, and request special permission to process the withdrawal by mail. The appropriate forms are required to be returned within one week from the date they are mailed to the student. The student will be required to submit a written justification along with the forms before they will be accepted by the university. All correspondence must be directed to the Office of Graduate Studies.

The university will not make any refund of tuition/fees or room and board charges until four (4) weeks after the student completes the official withdrawal process. All refunds will be made by check. After the end of the official withdrawal period, which is ten (10) weeks for the Fall and Spring Semesters and four (4) weeks for the Summer Sessions, adjustments can be granted only if exceptional circumstances are documented. Also within the official withdrawal period, students may request an increased withdrawal adjustment if exceptional circumstances are documented. These requests must be submitted with the appropriate documentation to the Vice Chancellor for Business and Finance. After an administrative review, the university will notify the student of its decision.

A student is not officially withdrawn from the university unless and until he/she has completed the withdrawal process. The official withdrawal date is the date the Registrar approves the form. The following adjustment schedules are based on the first day that classes officially begin and not when a student actually begins attending classes or completes the registration process.

When a student withdraws, the university uses the schedule below to determine the percentage adjustment that will be made to the student's tuition and fee cost. Once the student's balance has been adjusted, the amount the student has paid will then be deducted from the student's adjusted balance to determine if the student is due a refund or if there still remains an indebtedness to the university.

#### **Withdrawal Adjustment Schedule - Regular Semester**

**NOTE: Withdrawal from ALL classes (Adjustment includes Room and Board)**

|  |      |
|--|------|
| During the first week of class .....   | 100% |
| During the second week of class .....  | 90%  |
| During the third week of class .....   | 80%  |
| During the fourth week of class .....  | 70%  |
| During the fifth week of class .....   | 60%  |
| During the sixth week of class .....   | 50%  |
| During the seventh week of class ..... | 40%  |
| During the eighth week of class .....  | 30%  |
| During the ninth week of class .....   | 20%  |
| During the tenth week of class .....   | 10%  |

#### **Withdrawal Adjustment Schedule - Summer Sessions**

**NOTE: Withdrawal from ALL classes (Adjustment Includes Room and Board)**

|                                       |      |
|---------------------------------------|------|
| During the first week of class .....  | 100% |
| During the second week of class ..... | 75%  |
| During the third week of class .....  | 50%  |
| During the fourth week of class ..... | 25%  |

#### **Refund/Adjustments for Individual Classes**

Tuition and fee adjustments will be made only for courses dropped during the university's designated drop/add periods. No adjustments of tuition/fees will be made for any change in a student's class schedule after the end of the drop/add period. A student may complete an individual class withdrawal form after the close of the drop/add period, but the completion of that withdrawal form will result in no adjustments whatsoever in the student's charges for that semester. The drop/add procedure is only for students enrolled in more than one class. Student's enrolled in only one (1) class must go through the official university withdrawal process outlined in the previous section.

Refunds due to change in hours will be issued four (4) weeks after the official close of registration. In the event a class is canceled by the university, a full refund of tuition and fees will be granted.

#### **Room/Board Adjustments**

No adjustment of room and board charges will be made for any student who remains at the university, but who wishes to make housing changes (example: between dorms, on/off campus) after the deadline dates stated in his or her dormitory contract.

#### **Financial Aid Refunds**

A large percentage of students receive financial aid to assist in their education. Financial aid in excess of the applicable university tuition and fees will be refunded, but students should not expect to receive refunds any sooner than the sixth (6th) week.

#### **Indebtedness to the University**

All indebtedness to the university must be satisfactorily settled before a diploma or transcript of record will be issued. A student who is indebted to the university will not be permitted to re-enroll in subsequent terms unless such indebtedness has been satisfied. A student who is delinquent in his/her payment of a student education loan is treated as one indebted to the university. Any cost associated with the collection of a past due or delinquent indebtedness will be borne by the student.

If a student fails to resolve his or her bill in accordance with university policy for two or more consecutive semesters, then the minimum payment option privilege will be rescinded for that student and he or she will be required to pay one-half of any new charges assessed for the current semester.



# Financial Aid

Fayetteville State University seeks to assure that no qualified student will be denied the opportunity to attend this university because of a lack of financial resources. The Office of Financial Aid, located on the lower floor of the Barber Building, provides information and assistance to students applying for financial aid. During the academic year, Financial Aid counselors are available from 9:00 a.m. to 4:00 p.m. Monday, Tuesday, Wednesday, and Friday and 9:00 a.m. to 4:00 p.m. to assist students and parents. Inquiries about financial aid should be directed to:

Office of Financial Aid  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, NC 28301-4298  
910- 672-1325  
800-368-4210

All applicants should be aware that the financial aid application review process is lengthy. Applicants can avoid unnecessary delays in the processing of their applications by submitting all application materials by the published deadlines, and making sure that all information provided on the application is correct and complete. Since financial aid funds are limited, students will increase their chances of receiving aid by applying early.

## Eligibility Criteria

To be eligible to receive most funds administered by the Office of Financial Aid, the applicant must:

- be admitted and currently enrolled in at least three hours (though students enrolled in fewer than three hours may be eligible for some Title IV funds);
- be enrolled in a degree or certificate program at Fayetteville State University.
- be a U.S. citizen, permanent resident or eligible non-citizen;
- be making satisfactory academic progress (See "Satisfactory Academic Progress,") toward the completion of his or her academic program;
- not be in default status on a Title IV loan on a scholarship or Title IV grant from a previous enrollment period; and
- file for financial aid and demonstrate financial need according to the criteria defined below.

Eligibility for most financial aid programs administered by the Office of Financial Aid is based on "Financial Eligibility" as demonstrated on the Institution Information Student Report (ISIR). Eligibility need is the difference between the costs to attend college and what the applicant and his or her family can reasonably afford to contribute toward the student's education.

|                               |          |  |          |                           |
|-------------------------------|----------|--|----------|---------------------------|
| <b>Total Educational Cost</b> | <b>-</b> | <b>Expected Family Contribution (Based on congressional calculation)</b> | <b>=</b> | <b>Eligibility (Need)</b> |
|-------------------------------|----------|--|----------|---------------------------|

A student's eligibility for financial aid is determined from information provided on the Free Application for Federal Student Aid (FAFSA), which is often referred to as the need analysis document. A need analysis is a systematic method of measuring the ability of the student and his or her family to pay for educational costs, and student's eligibility to receive funds from federal, state, institutional, and/or other need-based financial aid programs.

## Deadlines

Students making initial application for aid from federal or state sources, as well as students seeking renewal of financial aid from these sources, **must submit completed applications by the priority deadlines below to ensure funding notification prior to the anticipated enrollment period.** To be complete, an application must include accurate data and all supporting documentation, including all required materials if the application is selected for verification by the U.S. Department of Education. **Since financial aid funds are limited, students will increase their chances of receiving aid by applying early and providing accurate and complete information.**

| <b>Term for which aid is requested</b> | <b>Priority Deadline for completion</b> | <b>Expected Award Notification</b>                     |
|--|---|--|
| Academic Year                          | March 1                                 | April 2 – New students<br>May 30 – Continuing Students |
| Spring Semester                        | October 1                               | November 15  |
| Summer School                          | April 1                                 | May 15   |

## Default Policy

Students whose financial aid has been terminated because they have **defaulted** on a student loan at a previous institution or at Fayetteville State University may become eligible for reinstatement of financial aid when the U.S. Department of Education submits, in writing, to the Office of Financial Aid at Fayetteville State University that the student is **"No longer in Default."**

*A student whose default status is cleared by the U.S. Department of Education will be eligible to receive funding in the amount of Tuition, Fees, and Books, only, exclusive of loans.*

**Warning to All Financial Aid Applicants**

Information provided by applicants can be verified by the university, the state, or by the U.S. Department of Education. Applicants may be asked to provide U.S. income tax returns, the worksheets in the Free Application for Federal Student Aid booklet, and other information. Applicants who cannot or do not provide these records to the university may not get Federal student aid. If Federal student aid is awarded based on incorrect information, the applicant will have to pay it back, and may also have to pay fines and fees. If an applicant gives false or misleading information on the application, the applicant may be fined \$10,000, sent to prison, or both.

**Federal Title IV Funds and North Carolina Student Incentive Grants (Need Based Aid)**

Most financial aid recipients at Fayetteville State University receive funds through aid programs of the federal or state government. (See Funds Available below for a description of these programs.)

**Steps for Applying For Financial Aid**

1. **Complete the Free Application for Federal Student Aid (FAFSA)** - This form can be obtained from high school guidance counselors or a financial aid office at a college or university. The FAFSA must be filed to determine students' financial need and eligibility for financial aid at Fayetteville State University. This form must be mailed to the Federal Government Central Processing System (CPS) in accordance with instructions on the FAFSA. To meet deadlines for financial aid applications, students should allow three to four weeks for the federal agency to process the FAFSA. Based on the FAFSA, the student will receive a Student Aid Report (SAR). Based on the FAFSA, the Institutional Information Report (ISIR) will be sent directly from the federal agency to the FSU Office of Financial Aid.
2. **Verification** - The U.S. Department of Education randomly selects a certain percentage of financial aid applications for verification. Students whose applications are selected for verification must present the documents listed below to support the data reported on the FAFSA ***These documents should be submitted to the Office of Financial Aid according to the deadline schedule***
  - a. **A Copy of the Student's (and, if married, the spouse's) Previous Year's Federal Income Tax Form 1040, 1040A or 1040EZ** - A completed and **signed** copy of the students' (and, when married, the spouse's) Federal Income Tax Return from the previous year must be submitted according the deadline

schedule. Students who did not file an income tax return must complete the verification statement. ***The applicant's full name and social security number must be PRINTED on the top of the tax return.***

- b. **A Copy of the Student's Parents' Federal Income Tax form 1040, 1040A, 1040EZ (if the student is a dependent)** - The parents' tax return is required of students who were instructed to complete the parent's section of the FAFSA, and who are selected for verification. A copy of the student's parents' completed and **signed** Federal Income Tax Return must be submitted according to the deadline schedule. If the applicant's parents did not file an income tax return, a verification statement must be submitted by the deadline. ***The applicant's full name and social security number must be PRINTED on the top of the tax return.***
- c. Other forms of documentation may be requested after the application is reviewed. Students whose applications are selected for verification will be notified, in writing, by the Office of Financial Aid of any corrections that need to be made in the application.
3. **Award Letter** - When the review process is complete, the student will receive either an award letter or a denial of award. Students who receive an award letter must indicate acceptance or rejection of each funding source from which assistance is offered, and complete the cash management question. The completed form must be signed and dated and returned to the Office of Financial Aid before any funds will be placed on account in the Business Office.
4. **Summer School** - Applicants must respond to the Summer School questions in Step #1 on the FAFSA.

**Federal Title IV and State Funds Available**  
(Need-Based Application Required)

Students who meet all eligibility requirements for financial aid will normally be awarded a financial aid "package" that combines funds from one or more of the following.

**Federal College Work Study Program (FWSP)**

This federally funded employment program is administered by the university and provides part-time jobs on the Fayetteville State University campus for students who have financial eligibility as demonstrated on the FAFSA. Students normally work eight to fifteen hours per week in a University facility. Wages paid are above the minimum wage rate and are used to assist the student in meeting educational expenses.



### America Reads

*The America Reads Challenge*, a key element in the 1997 “Call to Action for American Education,” ensures that every child will read independently and on grade level by the time they leave third grade. America Reads offers FSU students an opportunity to help improve the reading performance of preschool and elementary school students while tutoring at local elementary schools. Students are paid an hourly wage.

### America Counts

*The America Count Challenge*, another effort of the 1997 “Call to Action for American Education” offers FSU students an opportunity to help improve local pre-school and elementary school students performance in mathematics. Students are paid an hourly wage.

### Federal Perkins Loan Program (Formerly the National Direct/Defense Student Loan - NDSL)

The Perkins Loan Program is a federal loan program administered by the university to provide students with “exceptional financial need” long-term, low interest (5%) loan funds for educational expenses. Under this program students may borrow up to \$2,000 per year to finance their education and must repay the loan after leaving school. This limitation is set to keep student indebtedness to a minimum since these funds must eventually be repaid.

Repayment begins six months after graduation or after the student ceases to be enrolled on at least a half-time basis. The student may take up to ten years to repay the loan. Interest on the loan does not begin to accrue until the end of the six-month grace period. All or a portion of the loan can be canceled by teaching in certain approved areas, by specified military service, by working in the law enforcement field, or by service as a Peace Corps or VISTA volunteer. The student must demonstrate “exceptional financial need” on the FAFSA to qualify for this program. A promissory note must be signed in the Business Office for each academic period (the regular academic year and Summer School) for which funds are received.

### William D. Ford Federal Direct Stafford Loan Program (Formerly the Guaranteed Student Loan Program - GSL)

The Stafford Loan Program is a low interest loan divided between subsidized and unsubsidized programs. These loans provide assistance to students in meeting educational expenses. Interest is deferred on the principal of the loan while the student maintains continuous enrollment. Depending on eligibility or unmet cost of attendance, a student may borrow subsidized with unsubsidized amounts up to \$8,500 a year for graduate study. Independent students may borrow additional money from the Stafford Loan Program. They must meet the same criteria as previously stated. The amount of funds available to students for these additional Stafford Loans are up to \$10,000 per year for graduate study.

To be eligible to receive funds under the Stafford Loan Program, the student must complete the FAFSA, provide the other required application documents, and meet all other eligibility criteria previously stated.

To apply for Stafford Loans, the student must have a completed financial aid file by the applicable deadline:

|                   |            |
|-------------------|------------|
| Fall Semester     | October 15 |
| Spring Semester   | March 1    |
| Summer Session I  | April 1    |
| Summer Session II | June 1     |

### Institutional Grants

Students may be eligible for financial aid through one of the following grant programs.

### Graduate Assistantships

Fayetteville State University offers a limited number of graduate assistantships. The specific criteria which are used in selecting students for assistantships, and the weight assigned to each criterion, are determined by the individual school or college within which the awards are made. Generally, these criteria include previous academic record, related work, and/or academic experience, performance in an interview, appropriate test scores, and letters of reference. Students wishing to apply for an assistantship should contact the Dean of Graduate Studies for additional information.

### Incentive Scholarship and Grant Program for Native Americans

Recipients are selected for these grant funds according to the requirements set forth by the Board of Governors for the University of North Carolina system. To be eligible for this grant, the student must complete the FAFSA, must be a legal resident of the State of North Carolina for tuition purposes, and must be a Native American who maintains cultural identification through membership in an Indian tribe recognized by the State of North Carolina or by the federal government or through other tribal affiliation or community recognition. The student should be able to supply information to support a determination of the existence of the student’s qualifications as a Native American under the definition set forth above. The maximum full-time grant is \$700 and is renewable subject to the student’s continuing financial need, maintenance of resident tuition status, and continuing ability to meet the standards of satisfactory academic progress (See “Satisfactory Academic Progress”).

### Minority Presence Grants

Under the Board of Governor’s General Minority Presence Grant Programs I and II, white, Hispanic, Asian, Native American, and other minority students may be eligible for special financial assistance during their first year of study if they are residents of North Carolina. All

students MUST complete a Free Application for Federal Student Aid and demonstrate a financial aid “need.” The Director of Financial Aid will make minority presence grants on the basis of available funds and number of eligible students.

### Performance Scholarships

Financial aid is also available to students who perform in various programs and activities sponsored by the university. Recipients for these scholarships are selected by the program or unit in which the performance will be conducted. For more information about these specific scholarship programs, students should contact the office or individual indicated for each scholarship.

### Special Talent Awards

These grant funds are awarded in combination with Athletic, Band, Choir, and Scholastic scholarships to full-time, out-of-state residents to help meet the award offered by the Athletic, Band, Choir, or Chancellor’s Academic Programs.

### Institutional Academic Scholarships

To be eligible for any Institutional Academic Scholarship, students must:

1. maintain satisfactory academic progress as outlined by the university;
2. maintain a course load of at least half time per semester;
3. be in a degree seeking program at Fayetteville State University, and
4. file for financial aid, and demonstrate financial need.

Specific scholarships may have additional qualifying criteria, such as, financial need, state or county residency requirements, a full course load, satisfactory score on the SAT, and/or satisfactory grade point average. All scholarships are contingent upon the availability of funds whether or not the funds are being supplied by an outside source or the university. Students may contact the Office of Financial Aid to obtain information about the criteria for specific scholarship programs.

### Employment

#### Campus Work-Aid

Work in this program is provided by the university to students who demonstrate a need as defined by the university. The amount of money earned varies according to the number of hours a student is permitted to work each semester. A student’s work is usually limited to an average of 15 hours per week while classes are in session. Wages paid are above the minimum wage rate and are used to help the student meet educational expenses.

### Job Location and Development Program

This program is coordinated by the Career Services and Placement Center. The office publicizes specific job openings and makes individual referrals for off-campus employment. Interested students should apply in the Career Services and Placement Center.

### Satisfactory Academic Progress

To maintain eligibility for financial aid, students must make satisfactory academic progress, which at Fayetteville State University is defined on the basis of two factors: 1) cumulative GPA, and 2) hours earned. The minimum cumulative GPA students must earn is based upon their number of attempted hours, including transfer hours. In addition, students must earn at least 66% of all attempted hours each semester. Failure to meet *both* of these requirements will lead to termination of financial aid eligibility.

Financial aid will be terminated for students' whose total number of attempted hours, including transfer hours, exceeds 54. These requirements are summarized in the chart below.

| Attempted Hours Including Transfer Hours | Minimum Cumulative GPA |                       | % of attempted hours that must be earned each semester |
|--|------------------------|-----------------------|--|
|  | For Graduate Students  | For Teacher Licensure |  |
| 0 – 9                                    | 3.0                    | 2.5                   | 66% or more  |
| 10 – 19                                  | 3.0                    | 2.5                   | 66% or more  |
| 20 – 29                                  | 3.0                    | 2.5                   | 66% or more  |
| 30 – 39                                  | 3.0                    | 2.5                   | 66% or more  |
| 40 – 53                                  | 3.0                    | 2.5                   | 66% or more  |
| 54 +                                     | Eligibility Exhausted  |                       |  |

### Withdrawals, Incompletes, and Repeats

Withdrawals, incompletes, and repeats will not be exempt from the calculation of semesters in attendance. Students will be required to **complete** the number of credits as outlined in the above chart.

### Termination of Financial Aid Eligibility

Continuing students applying for financial aid will be evaluated at least once each academic year (normally at the end of the spring semester) to determine if they have met the university's standards of satisfactory academic progress for financial aid eligibility, and if they have exceeded the permitted number of attempted hours. Students who fail to attain either

- 1) the minimum required cumulative GPA or
- 2) the minimum required number of earned hours are considered to be making **unsatisfactory** progress and will be **ineligible** to receive financial aid funds. Such students will continue to be ineligible for

financial aid until they have regained satisfactory academic progress status. Failure to maintain or regain satisfactory academic progress status will result in the loss and/or denial of all funds administered by the Fayetteville State University Office of Financial Aid and all funds covered under the Federal Title IV Financial Aid Programs.

### Reinstatement of Financial Aid Eligibility

Financial aid applicants whose financial aid has been suspended may regain eligibility once they meet the minimum requirements. A reinstatement of eligibility, however, does not necessarily guarantee that the student will be awarded financial aid for the following semester. Awards are made on the basis of several factors in addition to satisfactory academic progress, including the availability of funds, individual program requirements, and financial need.

### Appeal of Eligibility Termination

Students whose financial aid has been terminated because of failure to meet the standards of satisfactory academic progress may make a formal appeal of that decision. Circumstances which may be considered in this appeal include the following: death in the student's immediate family, medical emergencies, accidents, personal tragedy, or other documented circumstances beyond the student's control which prevented him/her from meeting the minimum standards.

Appeals of eligibility termination are not permitted from students who have exceeded the maximum number of attempted hours, including transfer hours.

### Appeal Procedures

To appeal the termination of financial aid eligibility, a student must follow the procedures outlined below.

1. A request must be submitted by the student, in writing, to the Director of Financial Aid within ten (10) working days of receipt of denial/cancellation of financial aid on the basis of unsatisfactory academic progress.
2. The circumstances which prevented satisfactory academic progress must be clearly stated and documented.
3. The request must include documentation to support the exceptional circumstances. Examples of acceptable documentation include, but are not limited to: death certificates, statements from physician(s), clergy, or other verifiable information.
4. The Financial Aid Office will review the request and determine if a financial aid award is justified. If a decision cannot be determined by the Financial Aid Office, the appeal request will be forwarded to the Financial Aid Appeals Committee.
5. The Financial Aid Appeals Committee makes all final decisions on students' appeal requests for federal funds.

### Financial Aid Withdrawal Refunds/Repayments Refunds to Programs

When a student withdraws from the university, refunds will be returned to the programs from which the student received aid. The date of withdrawal is determined by the Registrar's Office and is based upon the date the Withdrawal Form is completed including all signatures and is submitted to the Registrar's Office. Refunds are determined by using the Withdrawal/Refund Calculation Sheet that is based upon Federal Rules and Regulations #484B, #682.606 and #682.607 in the *Federal Register*. No program shall be refunded with an amount greater than the award received from that program during the term of enrollment.

A semester consists of 16 weeks. The summer sessions are a continuation of the academic year. Room and board charges will be included in the Refund and Repayment calculations as applicable. The withdrawal date will be the date the Registrar documents as the official date for withdrawal from the university. This is usually the date the completed form is received in the Registrar's Office. If the student does not complete the university's official withdrawal form, the student will be responsible for 100% of the semester's charges. If the student secures documentation from each of his professors attesting to his last date of attendance in their classes and completes a Withdrawal Form, a refund may be calculated based upon the normal withdrawal/refund processing policy. (The Registrar determines if the documentation is sufficient. If the date of withdrawal is changed by the Registrar, the student should contact the Office of Financial Aid to determine if a recalculation is appropriate.)

Both the Non-Pro Rata and the Pro Rata calculations will be used to determine the appropriate amount to be returned to the Title IV programs. These calculations will involve only the direct expenses to the university. If a refund is applicable, the refunds will be returned to the following programs in the order given. Work study is excluded from the calculations.

Federal Direct Loan Program  
Federal Perkins Loan Program  
Federal Pell Grant Program  
Federal Supplemental Education Opportunity Grant Program  
Other Title IV Programs  
Institutional Programs  
Other External Scholarship/Grant Programs/  
Student

### Repayments to Programs

If a student has received a credit balance prior to the date of withdrawal and the student's indirect educational expenses up to the time of withdrawal exceed the amount of financial aid disbursed for the semester, the student **does not** owe a repayment. If the cash disbursed for the semester to the student exceeds the indirect educational costs, as determined by the Office of Financial Aid up to the time of withdrawal, the student **does** owe a repayment.

The repayment owed is the difference between the actual credit balance granted to the student and the expenses incurred (or the amount the student is eligible to retain).

The Office of Financial Aid must determine reasonable costs incurred during the period to the date of withdrawal (or during the period of enrollment). Reasonable costs are those expenses that may already have been incurred and are included in the estimated cost budget used by the Office of Financial Aid. These costs are based on the student's room and board (non-boarding students only), books and supplies and other indirect expenses incurred by the student. The amount to be repaid is determined by using the Overpayment Calculation sheet. Federal Work Study and loan funds disbursed to the student are excluded from the calculation.

Once it has been established that a student received an overpayment, the appropriate repayment amounts will be distributed to each program according to the priority scheme listed below. No program shall be repaid with an amount greater than the award received from that program during the term the student withdrew, or during the term in review in the event of an over award.

- Federal Perkins Loan Program
- Federal Pell Grant Program
- Federal Supplemental Education Opportunity Grant Program
- Other Title IV Programs
- Institutional Programs
- Other External Scholarship/Grant Programs/Student

This policy is subject to any revisions imposed upon the university through Federal statute (law) or regulations with the applicable effective dates

# Student Affairs

The Division of Student Affairs is committed to providing an exceptional co-curricular experience, supportive of the academic program at Fayetteville State University from orientation through graduation. With a strong emphasis on total student development, the division strives to prepare each student for a productive, ethical and meaningful life after college, while fostering an inclusive campus community in support of the educational mission of the university.

The philosophy of the division is that student development is an on-going and cumulative process of intellectual, psychological, cultural, social, and spiritual growth. This growth and development is shaped by a student's involvement outside the classroom and is a valuable part of the collegiate learning experience. Accordingly, the goals of Student Affairs are: to provide programs, services and events that promote cultural enrichment and development; to collaborate with academic units and utilize Experiential Learning opportunities to enhance students' productivity; and to maintain a campus environment that encourages social diversification while promoting interpersonal interaction.

Services and programs are offered in the areas of Advisement and Career Services, Residence Life, Center for Personal Development, Student Activities, Intramurals and Campus Recreational Services, Student Health Services and Dean of Students.

## Advisement and Career Services Center

The Office of Advisement and Career Services Center, located in Suite 230, School of Business and Economics Building, provides support and assistance for all students. Services are available to undergraduates, graduates and recent alumni of the university in their preparation for securing meaningful employment. The office offers career exploration seminars, workshops, job fairs, symposia and classroom presentations. All students are expected to start the placement process in the freshman year and continue through graduation. The Career Resource Library offers materials and information regarding careers, the job search process and company literature, as well as graduate schools and fellowship programs.

## Job Location and Development Program

The Job Location and Development Program, located within the Advisement and Career Services Center, assists currently enrolled students in finding part-time and summer employment at off-campus locations. The program affords opportunities for students to learn skills while developing work habits and values that will benefit them throughout their careers.

## Cooperative Education

Cooperative Education (CO-OP), offered through Advisement and Career Services Center is a unique plan of education, which integrates a student's academic and career interests with productive work experiences in cooperating employer organizations. Through this interaction, students enhance their education and improve their personal and professional development. The academic advisor, cooperative education coordinator, and the employing supervisor all share in the intellectual and personal development of the student. The cooperative education experience enhances the self-awareness and direction of students by allowing them to develop practical skills and gain exposure to work environments beyond the university.

To ensure proper credit, students must complete all paperwork and approval processes prior to registering for CO-OP courses. Approval includes the cooperative education coordinator, academic advisor, department chair, and dean.

## Center for Personal Development

The Center for Personal Development, located in the Collins Wing of the E. E. Smith Administration complex, offers programs, services and activities to assist students with social, personal and academic growth during their matriculation at the university. In addition to counseling services, the Center for Personal Development staff presents workshops and outreach activities designed to enhance students' self-esteem, study skills, leadership abilities, and decision-making skills. A confidential counseling atmosphere is provided for all enrolled students where personal, social, and academic concerns may be discussed.

Individual and group counseling sessions are available, and the information discussed therein is held in strict confidence to the limits provided by law. No record of counseling is made on academic transcripts or placement files. Referrals to community agencies are made when necessary. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Other times are available by appointment.

Services for Students with Disabilities; the Wellness and Human Sexuality Program; Drug and Alcohol Education Prevention Program and Peer Mediation Program are also coordinated through the Center for Personal Development.

## Services for Students with Disabilities

The university provides for the matriculation of all students without regard to sex, race, religion, or physical disability. The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university

services should register with the Center for Personal Development as soon as they are admitted to the university.

### **Wellness and Human Sexuality Program**

The Wellness & Human Sexuality Program offers information that targets problems most likely to affect college students. The information is available to students in various forms ranging from workshops to software. The Wellness Center offers information in the following areas of general health and human sexuality; first aid, dental health, eating disorders, HIV infection and AIDS Prevention, human sexuality and reproductive health, mental health, nutrition, weight control, sexual assault and nonconsensual sex, stress management and holistic health.

### **Drug and Alcohol Education Prevention Program**

The Substance Abuse Prevention Program offers awareness information in an attempt to curb alcohol and other drug use and its associated negative consequences. A comprehensive prevention approach has been established that combines traditional educational programs with strategies aimed at informing the social environment on campus. Successful partnerships have been established with the following agencies in an effort to provide current information to the student population: County of Cumberland Mental Health Center, North Carolina Highway Patrol, ABC Alcohol Law Enforcement, Operation Sickle Cell, Inc., Rape Crisis, Volunteers of Cumberland County.

### **Peer Mediation Program**

Mediation is a method for resolving conflicts. The philosophy behind mediation is that decisions created by people working together are more likely to succeed. At the Conflict Resolution Center, CRC, neutral mediators help the parties define the problem, brainstorm possibilities, and determine a course of action that is mutually beneficial.

### **Intramurals and Campus Recreational Services**

The Intramurals and Campus Recreational Services program is a unique opportunity for members of the Fayetteville State University community to participate together in sports leagues, tournaments and special events. There are five team sports competitions: Basketball, Flag Football, Soccer, Softball and Volleyball. Other individual sports and special events include track, table tennis, racquetball, tennis and self-defense.

Participants do not have to possess superior athletic abilities. All levels of skill are incorporated. Eligibility is limited to Fayetteville State University students, faculty, and staff. Complete participant eligibility rules and sport specific rules can be found in the soon to be published Intramurals and Recreational Services Handbook.

The Intramurals and Recreational Services Office is located in the Lilly Gymnasium, room 206.

## **Residence Life**

The primary goal of Office of Residence Life is to create an atmosphere that is conducive to the overall educational mission of the university. Living on campus is an integral part of the exciting challenge of the college experience.

Currently, priority is given to first year freshmen and sophomores in accordance with the on-campus living policy. All residents are responsible for acquainting themselves and adhering to the policies and regulations outlined in the Student Code of Conduct, Guide to Residential Living and the FSU Housing Application. Alcohol, weapons, and drugs are strictly prohibited on campus. Students are also responsible for the behavior of their guests.

The Office of Residence Life, located in the Laretta Taylor Gymnasium, offers a community environment to approximately 1150 students who reside in nine residence halls. Each hall is professionally and student staffed to assist residents by facilitating activities and helping to resolve problems.

Fayetteville State University offers three suite style buildings and six common hall style buildings. Residents are encouraged to make their living environment comfortable and personalized.

### **Student Center/Student Activities**

The Rudolph Jones Student Center serves as the community center for students, faculty, and staff by providing an environment conducive for growth and exchange and by sponsoring activities and programs to enhance the personal, social and emotional development of students. The Office of Student Activities, Student Government Association, Student Activities Council, and The Fayettevillian Yearbook Office are housed in the newly renovated facility. The Student Center is equipped with meeting rooms, student lounge areas, computer lounges, television rooms, a game room, post office, snack bar, and cafeteria. Other services available in the Center include copy machines, a fax machine and vending machines.

### **Office of Student Activities**

The Office of Student Activities provides opportunities for students to involve themselves in co-curricular activities. Through this involvement, students are challenged through experiential learning and receive practical experience in program planning, leading, problem solving, and consulting.

The Office of Student Activities issues student ID Cards and is responsible for certifying and monitoring the registration process for student clubs and organizations. Procedures for registering a student organization and for establishing a new student organization can be found in the Student Handbook and the FSU Guide for Student Clubs and Organizations.

## Student Government Association

The Student Government Association (SGA) is the organization that represents Fayetteville State University students. SGA strives to meet the needs of students and to act in their best interests. The officers focus on communications with students and on general operation of the Student Government. The Senate, composed of student representatives, is responsible for examining student concerns and making appropriate recommendations to the university administration.

## Student Health

The mission of Student Health Services is to promote conditions which are conducive for students to receive positive health care, through the stimulation of the student to make health adjustments in their environments for better physical, emotional, and social well being.

Student Health Services is located in Spaulding Infirmary. All currently enrolled students are eligible for health care. Treatment of minor illnesses and minor injuries are provided at Student Health Services. Students with major illnesses and major injuries or students in need of specialized services are referred to local clinics and hospitals. The student is responsible for all charges not covered by their personal insurance plan, and/or their Student Medical Insurance Plan.

## Insurance

Fayetteville State University strongly encourages each student to have accident and medical insurance either by their personal policy or under the FSU Student Medical Insurance Plan. Brochures describing the Student Insurance Plans are available at Student Health Services.

The premium for the Student Medical Insurance Plan is included in each undergraduate student's semester bill. Undergraduate students who do NOT wish to be enrolled in the Student Insurance Plan MUST complete the insurance waiver form and present proof of personal insurance coverage at Student Health Services by no later than the last published day of the Drop and Add Period each Fall and Spring Semester. Students who participate in varsity athletics are not allowed to waive their FSU Student Medical Insurance Plan.

Graduate students may obtain insurance coverage by contacting Student Health Services. Graduate students' insurance premiums are not included in the graduate student's semester bill. Any student enrolled in the Student Insurance Plan may enroll their eligible dependents by also contacting Student Health Services.

**International students are insured under the University System plan. All international students are to contact Student Health Services for information.**

## Transportation

In emergency situations, the Emergency Medical System (EMS) will be activated for students who require it. The

student will be responsible for charges or bills for EMS/ambulance services not covered by their medical insurance. Student Health Services is equipped to serve students in the Spaulding Infirmary and is not prepared to care for students in the residence halls. **The Student Health Services staff does not make building calls.**

## Medical Immunization Requirements

Fayetteville State University and North Carolina Statute, G.S. 130A-152, requires that all new, readmitted and transfer students taking more than four hours on campus before 5:00 p.m., and students applying for admission to the Teacher Education Program complete the medical/immunization requirements. The required immunizations are listed on the Student Health Form included in the admission packet sent to all new and readmitted students.

### These include the following according to age:

1. **Students 17 years of age and younger:**
  - a. Three DTP (Diphtheria-Tetanus-Pertussis) or Td (Tetanus Diphtheria) doses.
  - b. One Td (Tetanus-diphtheria) dose must be within the last ten years.
  - c. Three POLIO (oral) doses.
  - d. Two MEASLES (Rubeola) one dose on or after 12 months of age. (2 MMR doses meet this requirement).
  - e. One\*\* RUBELLA (German Measles) dose.
  - f. One\*\* MUMPS
2. **Students born in 1957 or later and 18 years of age or older:**
  - a. Three DTP (Diphtheria-Tetanus-Pertussis)
  - b. One TD (Tetanus-Diphtheria) dose must be within the last 10 years..
  - c. Two\* MEASLES (Rubeola) one dose on or after 12 months of age, the 2<sup>nd</sup> dose after 15 months of age. (2 MMR doses meet this requirement).
  - d. One\*\* RUBELLA (German Measles) dose.
  - e. One\*\* MUMPS.
3. **Students born prior to 1957 and 49 years of age or younger:**
  - a. Three DTP (Diphtheria-Tetanus-Petussis) or TD (Tetanus-Diphtheria) doses.
  - b. One Td (Tetanus-Diphtheria) dose must be within the last 10 years. (If a TD booster is the only dose you document, it must be clearly marked as a booster).
  - c. One\*\* RUBELLA (German Measles) dose.
4. **Students 50 years of age and older:**
  - a. Three DTP (Diphtheria-Tetanus-Pertussis) or TD(Tetanus-Diphtheria) doses.
  - b. One TD (Tetanus-Diphtheria) dose must be within the last 10 years. (If a TD booster is the only dose you document, it must be clearly marked as a booster).

\*Must repeat Rubeola (measles) vaccine if received even one day prior to 12 months of age. History of physician-diagnosed measles disease is acceptable, but must have signed statement from a physician.

\*\*Only laboratory proof of immunity to rubella or mumps disease is acceptable if the vaccine is not taken. History of rubella or mumps disease, even from a physician, is not acceptable.

### International Students

Vaccines are required according to age (refer to above information). Additionally, International students are required to have a TB skin test. Negative results must be within the 12 months preceding the first day of classes. (A chest x-ray is required if the test is positive).

### Recommended Immunizations

The following immunizations are recommended for all students and may be required by certain colleges or departments (for example, health sciences, or education). Please consult your college or department materials for specific requirements. These include Hepatitis B series, Varicella (chicken pox), Meningococcal, Tuberculin Test.

### Optional Immunizations

Optional immunizations include Haemophilus influenzae – type b, pneumococcal, Hepatitis A series, and Typhoid.

All medical/immunization records should be mailed directly to Student Health Services. The immunization record must be physician-certified or verified by a clinic stamp. Any medical exemption from the immunization requirement must be verified in a written statement by a physician. All medical information is confidential and is not divulged without the written consent of the student.

The university is required by North Carolina State law to withdraw all students who do not provide the necessary immunization records. This administrative withdrawal can result in loss of grades and/or academic credit.

**Students who are exempt from the immunization requirement include the following:**

1. Students taking fewer than four credit hours; or
2. Students attending only evening classes or
3. Students attending weekend classes only; or,
4. Students taking off-campus classes for the duration of their degree.

### Dean of Students

The Dean of Students administers policies and procedures for the university judicial system as outlined in the Code of Student Conduct. The Dean oversees the administration and supervision of the judicial system when infractions occur and are reported for litigation by and/or

for students. All aspects of student conduct are initiated by the Dean and may be, upon notice by the Dean, referred to the Vice Chancellor for Student Affairs as outlined by the Code.

The Dean of Students also provides various support as needed in crisis situations that involve students. The Dean often serves as a liaison between students, faculty, and other offices for varying situations.

The Office of the Dean of Students is located in the Collins Wing of the E.E. Smith Administration Complex.

### Alcohol/Drug Policy

Alcoholic beverages and drugs are strictly prohibited on the campus of Fayetteville State University. This includes the possession, sale, distribution, and consumption of any alcoholic beverages and illegal drugs.

### Counseling and Rehabilitation

Counseling and rehabilitation related to alcohol and drug abuse are an important part of the university's alcohol/drug policy. The following specific activities shall be implemented:

1. Information regarding the Center for Personal Developments services and referral process for alcohol and drug abuse shall be disseminated to students, faculty, administrators, and staff.
2. Members of the academic community who are aware of individuals with alcohol/drug problems shall be encouraged to make referrals to the Center for Personal Development or other agencies.

### Enforcement and Penalties Trafficking in Illegal Drugs

For illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver any controlled substance identified in Schedule I through VI, NC General Statutes 90-89, 90-91 through 90-94, (including but not limited to heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone, marijuana, pentobarbital, codeine) the minimum penalty shall be expulsion from enrollment of any student or dismissal from employment for any faculty member, administrator or any other employee.

### Illegal Possession of Drugs

For the first offense involving the illegal possession of any controlled substance identified in Schedule I, NC General Statutes 90-89, Schedule II, NC General Statutes 90-90, the minimum penalty shall be suspension from enrollment for a minimum of one calendar year for any student, faculty member or employee. For a second offense for possession of any controlled substance identified in Schedule I, NC General Statutes 90-89, or Schedule II, NC General Statutes 90-90, the minimum penalty shall be expulsion from enrollment or dismissal from employment.

For a first offense involving the illegal possession of any controlled substance identified in Schedules III through



VI, NC General Statutes 90-91 through 90-94, the minimum penalty for any student, faculty member or other employee shall be probation, for a period to be determined on a case-by-case basis. A more severe penalty may be imposed including the maximum penalty of expulsion for students and discharge for faculty members, administrators or other employees.

A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the chancellor or the chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed probation.

For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators or other employees.

When a student, faculty member, administrator, or other employee has been charged by the university with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, in his absence, the Chancellor's designee concludes that the persons continued presence within the university community would constitute clear and immediate danger to the health or welfare of other members of the university community. If such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

A complete statement of the Fayetteville State University Alcohol/Drugs Policy can be found in the *Student Handbook*, which is published by the Office of the Vice Chancellor for Student Affairs.

### **Policy on Sexual Harassment**

Sexual harassment by any member of the university is a violation of law, university policy, and professional ethics. The university does not condone either sexual harassment or false charges of sexual harassment. It is the policy of the university to provide procedures to deal fairly with complaints of sexual harassment and to protect the rights of both the persons making complaint of sexual harassment and the person accused.

Students who believe themselves to be victims of sexual harassment, or who are unsure of whether sexual harassment has occurred, or who need clarification concerning the university's procedure for handling sexual harassment, should consult a University Sexual Harassment Mediator. A list of mediators and the procedures are available from the University Attorney, Office of the Chancellor.

### **Policy on Sexual Offense**

Sexual offenses are a violation of the university's mission of education. Sexual offenses and concern about potential offenses obstruct the working and learning processes, which are valued and desired in the university environment. No form of sexual offense will be tolerated or condoned at Fayetteville State University. This policy thus prohibits not only those acts commonly understood to constitute sexual assault, but all attempts to coerce sexual activity as well.

A complete statement of the Fayetteville State University Policy on Sexual Offense can be found in the *Student Handbook*, which is published by the Office of the Vice Chancellor for Student Affairs.

### **Written Complaint Procedure**

At Fayetteville State University, we recognize our students as the primary customers for all of the services that we offer, from classroom instruction to personal counseling to computer labs. When an area of the university needs improvement or change to better serve the needs of our students, we appreciate hearing from them.

As a first step, students are encouraged to discuss their complaints directly with the person responsible for the area or problem. If the issue is not or cannot be addressed through discussion with the responsible person; and if there are no methods prescribed for appeal in the applicable area in University Catalogs, Student Handbooks, or other official University documents, then the issue should be outlined in writing and submitted to the following offices in the order indicated:

#### **Academic Complaints:**

1. Department Chair
2. Dean of the School/College
3. Dean of Graduate Studies
4. Provost and Vice Chancellor for Academic Affairs

#### **Non-Academic Complaints:**

1. Department or Office Director
2. Vice Chancellor of the Division to which the Department or Office reports

Each office listed above will respond to the student within 10 working days of receipt of the written suggestion or complaint. If the issue is not satisfactorily resolved at the first level, the student should submit his/her request to the next highest level. If the issue remains unresolved at the highest level indicated above, the student(s) should appeal to the Office of the Chancellor.

### **Americans with Disabilities Act Section 504 of the Rehabilitation Act Complaint Procedures**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of physical or mental handicap by programs receiving federal assistance. Section 504 focuses on program accessibility, academic accommodations, and integrated settings. Title II of the

Americans with Disabilities Act prohibits discrimination based on disability in all programs, activities, and services of State and local governments.

As an institution that receives federal assistance from the U.S. Department of Education and as a constituent institution of the University of North Carolina (a state agency), Fayetteville State University must comply with the laws and regulations pertaining to Section 504 and ADA.

It is the policy of FSU that no qualified individual with a disability will be excluded, by reason of such disability, from the participation in or be denied the benefits of the services, programs, or activities offered by FSU or be subjected to discrimination.

Additionally, FSU does not discriminate against a qualified individual with a disability, in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, or any other term, condition, and privileges of employment.

These procedures were established to provide an individual with the means to file a complaint if the individual believes that he or she has been discriminated against based on disability. A student, employee, applicant or member of the public who wishes to file a complaint regarding the University's compliance with ADA/Section 504 must file such a complaint with the Director for the Center for Personal Development, Fayetteville State University, Fayetteville, NC 28301-4298.

#### **Statement on Sexual Orientation**

Fayetteville State University regards unfair treatment based on sexual orientation to be inconsistent with its goal of modeling an environment where individual differences are acknowledged and respected. Fayetteville State University values the benefits of diversity and welcomes individuals of good will without regard to sexual orientation. As a consequence, Fayetteville State University considers it the ethical and moral responsibility of every member of its community to promote the development of an environment characterized by mutual respect and tolerance.

Those who believe they have been treated unfairly on the basis of sexual orientation should contact the following offices: the Dean of Students for current and prospective students; the Office of Human Resources for employees and applicants for employment; and the University Legal Counselor for members of the public.

# Academic Regulations

## Grading System

### Final Grades – Graduate Students

A - Superior  
 B - Good  
 C - Marginal (acceptable for graduate credit)  
 F - Failure (any level of performance below “C”)  
 F - Failure (any level of performance below “C”)  
 S - Satisfactory (reported *only* for dissertations/theses, internships and practica)  
 U - Unsatisfactory (reported *only* for dissertations/theses, internships, and practica)

Only grades of “S,” satisfactory, or “U,” unsatisfactory, are reported as final grades on dissertations/theses, internships, and practica. The university calculates the grade point average using all grades except “S” and “U.”

### Interim Grades

I - Incomplete  
 IP - In Progress (dissertation/thesis *only*)

### Other Grading Symbols

W - Withdrawal  
 WU - Withdrawal from University  
 AU - Auditing (no credit)  
 WN - Withdrawal due to non-attendance (auditing students *only*)

### Incomplete Grades

A grade of “I” is assigned when students have maintained a passing average but for reasons beyond their control have not completed some specific course requirement(s), such as a report, field experience, experiment, or final examination. The “I” grade must be removed within one year, or it is converted to a grade of “F.” *Students must complete the specified course requirements to remove the “I.”*

**Additionally, an “I” Grade Justification Form must be completed before an “I” grade can be given. Forms are available in the offices of the department chair and Graduate Studies.**

In the case of a thesis/dissertation in progress, a grade of “IP” (in progress) will be recorded each semester of registration for credit until completion of the thesis/dissertation, when a final grade of “S” (satisfactory) or “U” (unsatisfactory) will be assigned. The “IP” grade requires continuous enrollment or it is converted to a grade of “U.”

## Grade Appeal

Students who wish to contest a course grade should attempt to resolve the matter with the instructor involved. If a satisfactory resolution cannot be reached, students should attempt to resolve the matter with the department chair. If a satisfactory resolution is still not reached, students may appeal the grade in accordance with established procedures not later than the last day of the next regular semester.

To initiate appeals, students must apply in writing to the dean of the college or school within which the contested grade was awarded. By conferring with the student and the instructor, the dean will seek resolution by mutual agreement. Failing such resolution, the dean will transmit the written appeal to the Dean of Graduate Studies, who will convene the Student Affairs and Appeals Committee consisting of the Dean of Graduate Studies as chair and five members of the graduate faculty appointed by the Dean of Graduate Studies. If the committee affirms the instructor’s decision, the Dean of Graduate Studies will notify in writing the faculty member, the student, the department chair, and the appropriate dean.

If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order.

If the Committee supports the student’s appeal, it will prescribe the method by which the student will be re-evaluated. If the re-evaluation results in a grade change, the established Course Grade Change procedure will be followed. The grade resulting from the re-evaluation is final and may not be appealed further.

### Final Grade Change

Once an instructor of a course has reported a grade to the Registrar, it cannot be changed except in case of error in calculation, reporting, or recording. Any change made must be approved by the instructor, department chair, dean of the school or college, and the Dean of Graduate Studies, Provost and Vice Chancellor for Academic Affairs.

Students who think an error in grading has been made are advised to consult with the instructor as soon as the formal grade is received. The erroneous grade must be reported to the instructor for correction during the next semester, but no later than twelve (12) months after the term in which the grade was assigned.

### Repetition of Courses

Graduate students are not allowed to repeat courses without the approval of the Department Chair, Dean of the student’s school or college, the Dean of Graduate Studies. To request approval to repeat a course, the student must write a letter to the Dean of Graduate Studies to explain the reasons for the need to complete the course, including

documentation of mitigating circumstances. The student's department chair and dean must also write a letter in support of the student's request. The Graduate Dean will submit the request to the Rules and Policies Committee and to the Graduate Council for a decision. Courses approved for repetition must be completed at Fayetteville State University.

### Auditing of Courses

A graduate student may audit a course if space is available and if approved by the instructor, department chair/director, dean of school or college, and the Dean of Graduate Studies. The student must pay the required fees. Classes audited shall count as part of the student's load; however, no grade or credit will be assigned. Class attendance is required, but the level of participation in class assignments shall be mutually agreed upon by the instructor and student. ***An instructor will administratively withdraw a student who fails to fulfill the stipulated requirements.***

Students auditing classes will not be permitted to change to credit after the last date courses can be added. Further, students registered for credit will not be permitted to change to audit after the last date courses can be added.

### Class Attendance

Graduate students are expected to attend class regularly and punctually, and are responsible for completing any assignments missed due to absences, regardless of the reasons for the absences.

### Independent Study

With the approval of the instructor, department chair/director, the dean of the school or college, and the Dean of Graduate Studies, graduate students who have been admitted to candidacy may register for independent study in their major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. No more than three (3) semester hours of credit for independent study may be earned in any one semester, and no more than six (6) semester hours of credit for independent study may be applied toward a graduate degree.

An existing course may not be taught as an independent study. Anyone seeking to pursue independent study must be a candidate for a degree at Fayetteville State University.

### Course Load

Students enrolled for nine (9) or more credit hours during a regular semester and six (6) or more credit hours during a summer session are classified as full-time students. No more than twelve (12) credit hours of work may be taken in one regular semester or six (6) credit hours of work during a summer session unless approval is granted by the student's advisor, the department chair, the dean of the school or college, and the Dean of Graduate Studies.

### Course Substitutions and Waivers

Only under exceptional circumstances will substitution for or exemption from the prescribed courses in a curriculum be permitted. To substitute or waive a course, students must submit a request on the appropriate form to the advisor. The form must be approved by the department chair of the discipline in which students are seeking a degree and forwarded to the dean of the college or school and the Dean of Graduate Studies for approval. Only requests for academically defensible substitutions or waivers accompanied by justifications for the exceptions will be considered.

### Transfer Credits

A maximum of six (6) semester hours of transfer credits for graduate courses with a grade of 3.0 or higher may be accepted toward completion of a master's degree at Fayetteville State University. The doctoral program allows for six (6) hours of transfer credit; however, these six hours may not be in the core. The remaining hours must be earned in residence. ***Only courses that counted toward a degree at an accredited institution will be considered for transfer credit. Credits gained in correspondence courses at any institution will not be accepted.*** Students wishing to transfer credits must submit official transcripts and other appropriate course identification information to the advisor for initial approval. The recommendations of the advisor are forwarded to the department chair, the dean of that school or college, and the Dean of Graduate Studies for final approval. Course work may be transferred upon the student's admission into a graduate studies program. Course work transferred must not be older than six (6) years at the time the degree is awarded.

### Requirements for Continuous Enrollment

A student enrolled in any graduate program must maintain satisfactory progress toward the degree. The student is expected to achieve a satisfactory grade ("A" or "B") in all course work attempted for graduate credit. A student who receives three "C" grades, or one "F," or a "U" grade in any course will be withdrawn from the university. When special circumstances warrant, students may appeal withdrawal by petitioning the Graduate Council. The petition must be supported by the Department Chair and Dean of the student's School or College, and forwarded to the Graduate Dean. The petition will be forwarded to the Rule and Policies Committee and to the Graduate Council for a decision.

### Change of Major/Degree

To change a major/degree, a student must file a petition on a form obtained from Graduate Studies or the Web site. The form must be signed by the student, previous department chair/director, new department chair/director, and the Dean of Graduate Studies. The student will be

notified by Graduate Studies concerning the outcome of the petition.

### **Request for Change of Graduate Degree Program of Study**

To change a graduate degree program of study, a student must file a petition on a form obtained from Graduate Studies or the Web site. The form must be signed by the student, advisor, department chair/director, dean of the school or college, and the Dean of Graduate Studies. The student will be notified by Graduate Studies concerning the outcome of the petition.

### **Appeal for Program Transfer**

Students who desire to transfer to another program but who have earned an "F" grade in a previous graduate program must make a written appeal to the Dean of Graduate Studies, who will refer the appeal to the Admissions Committee of the appropriate school or college. The Admissions Committee will make its recommendation to the dean of that school or college, who will submit a recommendation to the Dean of Graduate Studies. The Dean of Graduate Studies will make the final decision and notify students accordingly.

### **Concurrent Registration in Other Graduate Programs**

A student registered in a degree program at Fayetteville State University may not enroll concurrently in any other graduate program without permission secured in advance from the departmental chair/director, dean of the school/college, and the Dean of Graduate Studies.

### **A Second Master's Degree**

Holders of graduate degrees previously completed at Fayetteville State University or at another accredited institution may petition to transfer up to six (6) semester hours taken internally, and up to six hours taken externally to be applied to a new degree program. Graduate work must not be older than six (6) years at the time the degree is awarded. All other school/college or departmental/area requirements, including the comprehensive examination, must be successfully completed.

### **Academic Misconduct**

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Actions outlined in the Fayetteville State University Student Handbook under "Disciplinary System and Procedures" will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.

## **MASTER'S DEGREE REQUIREMENTS**

### **Admission to Master's Degree Candidacy**

Admission to Fayetteville State University in a degree program does not carry with it admission to candidacy for the graduate degree. Approval of degree candidacy by the Office of Graduate Studies certifies that the student's academic performance has been reviewed and that permission to pursue the program of study to completion has been granted. Admission to candidacy, granted by the Dean of Graduate Studies when students have completed a minimum of twelve (12) credit hours, requires the following:

1. Admission to a degree-seeking program.
2. Completion of not fewer than twelve (12) credit hours (600 level courses in the MBA program) and not more than eighteen (18) credit hours of graduate study at Fayetteville State University, with a GPA of 3.0 or higher at the time of application for admission to candidacy.
3. Departmental or area assignment of an advisor.
4. Departmental or area approval of the program of study.
5. Satisfaction of other conditions affecting admission.

Failure to meet the requirements will result in denial of admission to degree candidacy and dismissal from the stated degree program. The following is the procedure for requesting admission to degree candidacy:

1. The student submits to Graduate Studies an application for admission to degree candidacy after completing twelve (12) hours of graduate study at Fayetteville State University.
2. Graduate Studies processes the application and notifies the student of the action taken. Copies of the letter are sent to the student, advisor, department chair, and registrar.

### **Comprehensive Examination**

In addition to regular examinations, a *final Comprehensive Examination on the content of a degree program is required of all candidates for all Master degree programs*. Master of Business Administration candidates are not required to take a comprehensive examination.

Students writing a thesis must pass the required comprehensive examination before the thesis is defended. The Comprehensive Examination will cover topics as outlined by the department. The written examination will be constructed by the faculty and administered by the department chair. The examination must be administered at least eight (8) weeks before the end of the semester in which the candidate expects to receive the degree. A candidate is eligible to take the examination after completion of all course work or after the final courses are in progress. Candidates may take the written examination twice, but they must wait at least one semester to retake the examination.

Candidates who fail to pass the written examination on the second attempt will be terminated from the program.

If oral examinations of the written comprehensives are required, they will be administered by a committee of three graduate faculty recommended by the department chair and approved by the appropriate dean, and the Dean of Graduate Studies.

A unanimous vote by the committee is required to pass the oral comprehensives. Passing of the examination may be conditional and dependent upon the completion of additional work to the satisfaction of the committee. A formal re-examination will not be required in this case. Candidates may submit an application to the Dean of Graduate Studies to appeal the committee's decision. Graduate faculty are invited to attend the oral comprehensive examination sessions for all graduate degree candidates. Discussions and decisions of the examination committee are confidential.

Applications for the Comprehensive Examination are available in Graduate Studies, Continuing Education Building. Please note that it is the student's responsibility to apply for the Comprehensive Examination.

### Thesis

A written thesis and its defense are required for some master's candidates. The purpose of the thesis is to provide an experience in scholarship, which will be of enduring value to the student in understanding how new knowledge is developed. The thesis provides tangible evidence of the student's development as a scholar and especially his or her capacity to discover and effectively communicate research findings. The thesis should also enlarge the body of knowledge in the student's chosen field. Theses prepared by candidates for the Master of Science and the Master of Arts must represent an original investigation into a subject, which has been approved by the Thesis Advisory Committee and the appropriate dean of the school or college. The Dean of Graduate Studies will ensure that Graduate Studies guidelines and policies are adhered to and will signify completion of requirements for the thesis.

The student must choose a thesis committee in consultation with the major advisor. The committee will consist of a minimum of three (3) graduate faculty, one of whom must be the chair of the Thesis Advisory Committee and one from outside the student's major department. The committee must be approved by the chair of the department/director, the appropriate Dean, and the Dean of Graduate Studies.

Each student must submit a proposal to do a thesis. The proposal must be approved by the Thesis Advisory Committee. The Dean of Graduate Studies will ensure that Graduate Studies guidelines and policies are adhered to and will signify completion of the proposal.

Once the thesis is completed, an application for the oral defense must be filed with the Dean of Graduate Studies by the chairman of the Thesis Advisory Committee. The application must be filed at least two (2) weeks prior to when the defense is to be held and must be accompanied by

certification that the thesis is complete except for revisions which may be necessary as a result of the oral defense.

A written notice of the time and place of the defense of the thesis will be sent by the Dean of Graduate Studies to the candidate and each member of the committee. The oral defense is an academic evaluation of the thesis by the committee, and is open to the committee members, university faculty, and approved guests. During the defense, the Thesis Advisory Committee may ask the candidate questions regarding subject matter in the student's major field. The defense must be at least four (4) weeks before graduation, and the results must be sent within three (3) days of the defense to the Dean of Graduate Studies. A student may defend the thesis a maximum of two times. *Maximum credit allowed for the thesis is six (6) semester hours.*

Four (4) unbound copies of the thesis in final form must be submitted to Graduate Studies prior to graduation.

Detailed information on form and organization is presented in the *Guide for the Preparation and Submission of Theses and Dissertations*. There is an \$80.00 fee for a thesis, which must be paid at the time of thesis submission to the editor.

## DOCTORAL DEGREE REQUIREMENTS

### Admission to Doctoral Degree Candidacy

Doctoral students must file the "Admission to Candidacy for a Doctoral Degree" form after successfully completing a minimum of 54 credit hours and passing the comprehensive examinations.

### Comprehensive Examination

In addition to regular examinations, *a final Comprehensive Examination on the content of a degree program is required of all candidates for doctoral degree.*

Students writing a dissertation must pass a comprehensive examination before the dissertation is defended.

The Comprehensive Examination will cover topics as outlined by the department. The written examination will be constructed by the faculty and administered by the department chair or director. The examination must be administered at least eight (8) weeks before the end of the semester in which the candidate expects to receive the degree. A candidate is eligible to take the examination after completion of all course work or after the final courses are in progress. Candidates may take the written examination twice, but they must wait at least one semester to retake the examination. Candidates who fail to pass the written examination on the second attempt will be terminated from the program.

If oral examinations of the written comprehensives are required, they will be administered by a committee of three graduate faculty recommended by the department chair/director and approved by the appropriate dean, and the Dean of Graduate Studies.

A unanimous vote by the committee is required to pass the oral comprehensives. Passing of the examination may be conditional and dependent upon the completion of

additional work to the satisfaction of the committee. A formal re-examination will not be required in this case. Candidates may submit an application to the Dean of Graduate Studies to appeal the committee's decision. Graduate faculty are invited to attend the oral comprehensive examination sessions for all graduate degree candidates. Discussions and decisions of the examination committee are confidential. Applications for the Comprehensive Examination are available in Graduate Studies, Continuing Education Building. Please note that it is the student's responsibility to apply for the Comprehensive Examination. Dissertation.

A written dissertation and its defense are required for all doctoral candidates. The purpose of the dissertation is to provide an experience in scholarship, which will be of enduring value to the student in understanding how new knowledge is developed. The dissertation provides tangible evidence of the student's development as a scholar and especially his or her capacity to discover and effectively communicate research findings. The dissertation should also enlarge the body of knowledge in the student's chosen field. Dissertations prepared by candidates for the doctoral degree in Educational Leadership must represent an original investigation into a subject, which has been approved by the Dissertation Advisory Committee and the Dean of the School of Education. The Dean of Graduate Studies will ensure that Graduate Studies guidelines and policies are adhered to and will signify completion of requirements for the dissertation.

The student must choose a dissertation committee in consultation with the major advisor. The committee will consist of a maximum of three (3) graduate faculty, one of whom must be the chair of the Dissertation Advisory Committee and one from outside the student's major department. The committee must be approved by the chair of the department/director, the appropriate Dean, and the Dean of Graduate Studies.

### Proposal Approval

Each student must submit a proposal to do a dissertation. The proposal approval process involves a series of specific steps. First, the student confers with the Dissertation Committee Chair until they can agree on a potential topic. Once the student and Chair agree on a topic and a draft of the proposal is completed, the Chair schedules a proposal meeting with the full Dissertation Committee. At this point, the committee may approve, modify, or disapprove the proposal. The student must continue to work on the proposal until it has been approved by all committee members.

After the proposal has been approved by the full committee, it is forwarded to the Director of the Doctoral Program, the Department Chair, the Dean of the School of Education, and the Dean of Graduate Studies for approval. Students may register for EDLE 740 - Dissertation (Fall semester of third year) only after completing 54 credit hours, passing the comprehensive examinations, and being admitted to candidacy. Students must obtain the signature of their program advisor and the Director of the Doctoral Program on the registration card.

### Oral Defense

The dissertation requirements culminate with the oral defense, which has a rich tradition in doctoral level studies and is to be taken seriously. Three weeks prior to all the oral defense requested dates, the chair of the committee will send the Dissertation Proposal Defense Approval Form to the Director who will review and send to the Dean of the School of Education for final approval. The Director, in collaboration with the Dean of Graduate Studies, will select a date for the oral defense. The defense must be scheduled by the dissertation chair at least four weeks before graduation.

The oral defense is an academic evaluation of the dissertation by the committee, and is open to committee members, university faculty, and approved guests. Two week prior to the oral defense the Dean of Graduate Studies will announce to the university faculty the time and place of the defense.

The committee chair will serve as facilitator for the defense. The chair will ask the student to present a brief summary of the dissertation, and will then entertain questions from the committee. Once the committee has completed its questions, members of the audience may raise questions. After all questions have been exhausted, the chair will ask the student and audience to leave the room while the committee debates the outcome. The results can be an unqualified pass, a modified pass depending on recommendations for changes, or a failure. If the student fails the first defense, he or she will be allowed one more opportunity at a later date. The chair must file the necessary forms through the office of the director of the program. Four (4) unbound copies of the dissertation in final form must be submitted to Graduate Studies prior to graduation. Detailed information on form and organization is presented in the *Guide for the Preparation and Submission of Theses and Dissertations*. There is a \$100.00 fee for a dissertation, which must be paid at the time of dissertation submission to the editor.

### Policy on Completion of Thesis and Dissertation

Students who have completed their course work and the number of thesis dissertation hours for credit required in their graduate degree program must take one of two actions as follows:

1. Students who will continue to use university resources in completing their degrees must enroll in and pay tuition and fees for not less than three hours of continuing completion of thesis/dissertation credit each semester. These hours will not count toward the degree and will carry a different course number than those thesis and dissertation courses that are included within the hours designated for the degree.
2. Students who will not use university resources should apply for a leave of absence. Students choosing this option must file a formal petition with Graduate Studies for a leave of absence that states

that they will not use university resources during the leave period. Students granted a leave of absence must re-apply for active status in the graduate program.

Regardless of the course of action selected, all students must be enrolled in thesis/dissertation preparation courses for credit during the semester in which they complete their graduate work or are scheduled to receive their degrees.

### **Degree Time Limit**

All graduate degrees, including the thesis/dissertation, must be completed within six (6) calendar years from the date the first course(s) carrying graduate degree credits applicable to the student's program is (are) begun.

### **Graduation Requirements**

For the completion of a graduate degree program, an overall grade point average of 3.0 or higher is required for graduation. To calculate the average, all grades except "S" and "U" will be counted in all courses that are attempted.

### **Application for Graduation**

To become a candidate for graduation, a student must submit an application with the Office of the Registrar no later than the date set forth in the academic calendar. The university assumes no responsibility for making adjustments for students who fail to file an application by the designated date. A candidate who fails to file an application for graduation or to meet graduation requirements by the designated dates automatically voids his candidacy for that particular graduation.

The graduation application deadline for May graduates is in the previous September; for December graduates the deadline is in May. (See "Academic Calendar" for specific dates.

### **Commencement**

Commencement exercises are held at the end of each semester, at which time degrees are officially conferred. Candidates who complete graduation requirements after the commencement exercises will be awarded degrees at the next regular commencement.

Candidates for degrees are required to participate in the commencement exercises. Candidates who request to be excused are required to submit written support for their requests to the dean of the school or college in which they are enrolled.



# Academic Programs:

## College of Arts and Sciences

### DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

#### Degrees Offered

Master of Arts (M.A.): English  
Master of Education (M.Ed.): English Education  
(See *School of Education for Master of Education in English.*)

#### Master of Arts in English

The Master of Arts degree in English is designed to provide advanced study and research in English through the study of literary genres, special topics in British and American literature, and cross-genre investigation of themes and literary modes—with special attention to critical thinking, analyzing, and writing about literature. The program requires thirty-six (36) semester hours of credit at the graduate level, including six (6) hours of a thesis. These hours include a nine (9) hour core and twenty-one (21) hours of electives. The degree program also requires a minimum of thirty (30) semester hours at Fayetteville State University; a thesis on a subject connected with the student's major field of study, demonstrating research and interpretive skills; a written comprehensive examination on the content of the M.A. (to be taken and passed before defending the thesis), and an oral defense of the thesis.

#### ADMISSION REQUIREMENTS

Applicants for the M.A. in English program must have earned a baccalaureate degree from an accredited institution with an undergraduate major in English or another appropriate field. The degree must show a minimum overall GPA of 2.70 on a 4.00 scale for all undergraduate study.

Applicants may also be considered for admission if they have a minimum GPA of 3.00 on a 4.00 scale in the last sixty (60) hours of study, which may include no more than twelve (12) hours of graduate study. Applicants are also required to have completed two years of a foreign language. This requirement may be met by proficiency examination or completing two years of foreign language study at Fayetteville State University. Admission to the program also requires one official baccalaureate transcript and official copies of any transcripts depicting graduate studies; two letters of recommendation from professors or others qualified to evaluate the applicant's ability to pursue graduate work in English; scores on the Verbal and Subject sections of the Graduate Record Examinations (GRE) taken within the last five years; a writing sample of ten to thirteen pages to accompany the application; and an interview with the departmental Graduate Studies Committee. Applicants who have deficiencies in English may be required to complete additional courses in English.

#### PROGRAM REQUIREMENTS 36 Credits

##### Core Curriculum 9 Credits

ENGL 507 Bibliography and Methods of Research  
ENGL 515 History of Criticism and Literary Theory

Choose one from the following two courses:

ENGL 636 Seminar in American Literature  
ENGL 637 Seminar in British Literature

##### Other Required Courses 6 Credits

ENGL 638 Thesis I  
ENGL 639 Thesis II

##### Electives 21 Credits

The remaining twenty-one (21) hours will be taken from the following courses with at least six (6) hours taken from the 600-level courses.

ENGL 502 Forms of Fiction  
ENGL 503 Drama  
ENGL 505 The Lyric  
ENGL 508 Introduction to Linguistics  
ENGL 511 Tragic Vision  
ENGL 531 Literature of the South  
ENGL 533 Approaches to Reading African-American Literature  
ENGL 534 Women and Literature  
ENGL 623 Medieval Literature  
ENGL 630 Modern Novel  
ENGL 632 Special Topics

### DEPARTMENT OF GOVERNMENT AND HISTORY

#### Degrees Offered

Master of Arts (M.A.): History  
Master of Arts (M.A.): Political Science  
Master of Education (M.Ed.): History  
Master of Education (M.Ed.): Political Science  
(See *School of Education for Master of Education degree programs.*)

#### Master of Arts in History

The Master of Arts degree in History requires 36 semester hours of credit. Two options are available: thesis and non-thesis. Thesis candidates must complete 30 semester hours of course credits plus six hours of thesis; non-thesis candidates must earn a total of 36 semester hours of course credits. Each candidate for an M.A. in history will

choose a major in either United States History or Latin American and Caribbean History. Students must demonstrate proficiency in an appropriate foreign language or in computer techniques. A written comprehensive examination and an oral defense of the thesis are required.

### ADMISSION REQUIREMENTS

Applicants for the M. A. in History program must have earned a baccalaureate degree from an accredited institution with an undergraduate major in history or another appropriate field. Applicants must have earned either an overall minimum 2.6 average on a 4.0 scale for all undergraduate work, or a minimum of 2.8 average in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants must provide a score on the general section of the Graduate Record Examinations taken within the last five years and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate work in history. Please refer to application procedures under Graduate Studies for additional requirements.

### PROGRAM REQUIREMENTS, 36 Credits

#### Required Course, 3 Credits

HIST 500 Historiography

#### Major Courses, 18 Credits

Students must earn a major in either United States history or Latin American and Caribbean history by completing a minimum of 18 credits in the major field. Choose one of the following options in consultation with an advisor:

##### A. Latin American and Caribbean History

- HIST 551 Caribbean History from Columbus to 1838
- HIST 552 Caribbean History from the Post-Slavery Period Through the 20th Century
- HIST 555 The ABC Countries
- HIST 556 The Andean Republics
- HIST 650 \*Directed Readings in Mexican History
- HIST 651 \*Directed Readings in Caribbean History
- HIST 652 \*Directed Readings in Latin American History

##### B. United States History

- HIST 506 Revolution and American Identity
- HIST 507 Social Strata in the Antebellum South
- HIST 508 Antebellum Reform Movements
- HIST 510 Studies in Twentieth Century U.S. History
- HIST 512 Interpretations of Nineteenth Century United States History
- HIST 520 Studies in United States Foreign Relations
- HIST 557 The Harlem Renaissance
- HIST 558 African-Americans and World War II
- HIST 560 Black Biography

- HIST 601 \*Directed Readings in 19<sup>th</sup> Century American History
- HIST 602 \*Directed Readings in 20<sup>th</sup> Century American History
- HIST 603 \*Directed Readings in African-American History

##### C. Other Requirements

- HIST 526 The French Revolution
- HIST 527 Europe in the Industrial Age
- HIST 528 Rise of Fascism in Europe
- HIST 537 History of Imperial Russia
- HIST 538 History of Twentieth Century Russia
- HIST 570 Major Topics in African History
- HIST 572 African Liberation Movements
- HIST 575 History of Women in Africa
- HIST 576 Africa and the Americas
- HIST 590 Special Topics in History
- HIST 591 Special Topics in History

\*Courses in Directed Reading may be taken only after a student has earned 15 or more credit hours in other graduate history courses.

#### Other Requirements, 15 Credits

A student must complete a minimum of fifteen (15) credits in other graduate history courses. Six (6) of these credits may be earned by taking the thesis option.

### Master of Arts in Political Science

The Master of Arts degree in Political Science requires 36 semester hours of credit. Two options are available: thesis and non-thesis. Thesis candidates must complete 30 semester hours of course credits and 6 semester hours of thesis credit. Non-thesis candidates must earn a total of 36 semester hours of course credits. Students must demonstrate proficiency in an appropriate foreign language or in computer techniques. A written comprehensive examination and an oral defense of the thesis are required for students who choose the thesis option.

### ADMISSION REQUIREMENTS

Applicants to the Master of Arts in Political Science program must have an earned baccalaureate degree from an accredited institution with an overall minimum average of 2.70 on a 4.00 scale for all undergraduate study. Applicants may also be considered for admission to a degree program if they have a minimum average of 3.00 on a 4.00 scale in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants who have deficiencies in political science may be required to complete additional courses in political science. Applicants must provide a score on the general section of the Graduate Record Examinations taken within the last five years and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate work in political

science. Please refer to application procedures under Graduate Studies for additional requirements.

### PROGRAM REQUIREMENTS, 36 Credits

#### Core Curriculum 21 Credits

|          |   |
|----------|---|
| POLI 531 | Public Policy and Administration        |
| POLI 612 | Seminar in American National Government |
| POLI 623 | International Politics                  |
| POLI 644 | Contemporary Political Ideologies       |
| POLI 641 | Research Methods in Political Science   |

Choose one of the following options in consultation with an advisor:

- A. Non-Thesis Option  
 POLI 646 Advanced Reading Seminar
- B. Thesis Option  
 POLI 647 Thesis I  
 POLI 648 Thesis II

#### Electives, 15-18 Credits

Thesis Option Students choose 15 credits and Non-Thesis Option students choose 18 credits from the following:

|          |   |
|----------|---|
| POLI 510 | American Constitutional Law                       |
| POLI 530 | Black Politics in the United States               |
| POLI 535 | Public Personnel Administration                   |
| POLI 610 | Problems in Political Behavior                    |
| POLI 613 | The Judicial Process                              |
| POLI 620 | Government and Politics of Europe                 |
| POLI 621 | Government and Politics of the Far East           |
| POLI 622 | Government and Politics of Developing Nations     |
| POLI 630 | Administrative Law                                |
| POLI 631 | Financial Administration                          |
| POLI 632 | Comparative Administration                        |
| POLI 633 | Problems in State and Intergovernmental Relations |
| POLI 634 | Politics of the Budgetary Process                 |
| POLI 643 | Currents of American Political Thought            |
| POLI 644 | Contemporary Political Ideologies                 |
| POLI 646 | Advanced Reading Seminar                          |

### DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

#### Degrees Offered

Master of Science (M.S.): Mathematics  
 Master of Education (M.Ed.) Mathematics  
*(See School of Education for Master of Education in Mathematics)*

### Master of Science in Mathematics

The Master of Science degree in Mathematics requires 36 semester hours of credit of which a minimum of 18 hours must be taken at the 600 level. An alternate thesis option requires 30 hours of course credits and six hours for thesis research and writing. A written comprehensive examination in two areas from among algebra, real analysis, topology, complex analysis, statistics, and an oral defense of the thesis are required.

#### ADMISSION REQUIREMENTS

Applicants for the Master of Science in Mathematics program must have earned a baccalaureate degree in mathematics from an accredited institution and have an overall minimum 2.5 average on a 4.0 scale for all undergraduate work or a minimum 2.75 average in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants must provide scores on the general and specialty areas of the Graduate Record Examinations taken within the five years. The applicant must also submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in mathematics. Please refer to the "Graduate Studies" for additional requirements.

### PROGRAM REQUIREMENTS, 36 Credits

#### Core Curriculum, 24 Credits

Select four sequences (i.e., Abstract Algebra I and II; Real Analysis I and II; etc) from the courses below:

|          |                             |
|----------|-----------------------------|
| MATH 511 | Abstract Algebra I          |
| MATH 521 | Real Analysis I             |
| MATH 531 | Topology I                  |
| MATH 541 | Complex Analysis I          |
| MATH 612 | Abstract Algebra II         |
| MATH 621 | Real Analysis II            |
| MATH 631 | Topology II                 |
| MATH 641 | Complex Analysis II         |
| STAT 561 | Probability Theory          |
| STAT 661 | Advanced Probability Theory |

#### Electives, 12 Credits

### DEPARTMENT OF NATURAL SCIENCES

#### Degrees Offered

Master of Science (M.S.): Biology  
 Master of Arts in Teaching (M.Ed.): Biology  
*(See School of Education for Master of Education in Biology.)*

### Master of Science in Biology

The Master of Science in Biology degree program is designed for qualified students who are seeking careers as efficient and responsible scientists and science educators. The program requires a minimum of 34 semester hours of

credit and emphasizes the development of analytical skills in problem-solving and decision-making.

### ADMISSION REQUIREMENTS

Applicants for the Master of Science in Biology program must have an undergraduate major in biology with an overall minimum 2.5 average for all undergraduate work or a minimum 2.75 average in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants must provide a score on the general section of the Graduate Record Examinations taken within the last five years and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in biology. Please refer to application procedures under Graduate Studies for additional requirements.

### PROGRAM REQUIREMENTS, 34 Credits

Based on an applicant's academic background, an individualized course of study will be planned by an assigned advisor in consultation with the student. Students' programs of graduate study will be composed of graduate courses at the 500 and 600 level. Students with deficiencies in their science background may be required to take additional undergraduate courses without credit toward the master's degree. The following courses are part of the inventory from which selections may be made for a master's degree program in biology:

#### Core Courses, 10 Credits

|          |                   |
|----------|-------------------|
| BIOL 620 | Seminar           |
| BIOL 630 | Topics in Biology |
| BIOL 690 | Research          |

#### Other Discipline Courses, 24 Credits

Choose eight courses from the following courses in consultation with an advisor:

|          |                                |
|----------|--------------------------------|
| BICH 610 | Advanced Biochemistry          |
| BIOL 610 | Endocrinology                  |
| BIOL 640 | Comparative Physiology         |
| BIOL 650 | Communities and Ecosystems     |
| BIOL 660 | Evolution                      |
| BIOL 670 | Physiology                     |
| BIOL 680 | Radiation Biology              |
| BOTN 620 | Advanced Botany                |
| BOTN 630 | Plant Development              |
| BOTN 640 | Advanced Microbiology          |
| ZOOL 570 | General Entomology             |
| ZOOL 585 | Introduction to Parasitology   |
| ZOOL 610 | Advanced Genetics              |
| ZOOL 630 | Advanced Developmental Biology |

#### Other Requirements

1. An undergraduate course in computer science is strongly recommended and a course in statistics is required of those who do not have an adequate background in statistics.

2. Reading knowledge of French or German is required.
3. Students in this program are required to complete a thesis.
4. A written comprehensive examination and an oral defense of thesis are required.

Research activities should begin as early as spring semester of the first year. Literature searches relative to the proposed research should be started during the first semester of the initial year of graduate study.

## DEPARTMENT OF PSYCHOLOGY

### Degrees Offered

Master of Arts (M.A.): Psychology

The Department of Psychology offers a graduate program leading to the degree of Master of Arts in Psychology in two concentrations: counseling psychology and mental retardation/emotionally handicapped. The program requires a minimum of 49 semester hours of graduate study in psychology.

### ADMISSION REQUIREMENTS

Applicants for the Master of Arts in Psychology program must have a broad undergraduate preparation and must have completed undergraduate courses including General Psychology, Statistics through ANOVA, Experimental Psychology or Research Methods, and one additional substantive course in psychology. Applicants for the Master of Arts in Psychology program must have an earned baccalaureate degree from an accredited institution, with an overall minimum 2.70 average on a 4.00 scale for all undergraduate work or a minimum 3.00 average in the last 60 hours of study, which may include no more than 12 hours of graduate study.

Applicants must provide a score on the general section of the Graduate Record Examinations (GRE) taken within the last five years, and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in psychology. Please refer to the general section on Graduate Studies for additional information. Students must also submit to the department an essay describing their interest in psychology, their long-term goals and ambitions pertaining to the field of psychology, and what they hope to obtain from the M.A. program at Fayetteville State University; a resume with the following information: name, address, phone number, academic background, all colleges attended, dates and degrees obtained, work experiences, academic and professional awards, professional organizations, and related volunteer experiences.

### PROGRAM REQUIREMENTS 49 Credits

#### Core Curriculum, 28 Credits

|          |  |
|----------|--|
| PSYC 501 | Research Design and Quantitative Methods |
|----------|--|

|          |  |
|----------|--|
| PSYC 515 | Psychology of Diversity                    |
| PSYC 525 | Ethical and Practical Issues in Psychology |
| PSYC 600 | Physiological Psychology                   |
| PSYC 603 | Psychopharmacology                         |
| PSYC 620 | Psychological Assessment and Testing       |
| PSYC 622 | Psychopathology                            |
| PSYC 680 | *Clinical Practicum I                      |
| PSYC 691 | Directed Study                             |
|          | OR   |
| PSYC 693 | Thesis Research                            |

\*PSYC 681 may be substituted for PSYC 680 by students pursuing the Family Counseling emphasis in Counseling Psychology.

### Specialty Area 21 Credits

Choose one option from the following areas:

#### A. Counseling Psychology

|          |   |
|----------|---|
| PSYC 511 | Applied Research Design and Program Evaluation  |
| PSYC 611 | Theories of Counseling and Psychotherapy        |
| PSYC 612 | Techniques and Process in Counseling Psychology |
| PSYC 631 | *Career Counseling                              |
| PSYC 634 | *Group Counseling                               |

Electives\*\*Choose two graduate courses with advisement

\*PSYC 632 and PSYC 633 may be substituted by students pursuing the Family Counseling emphasis in Counseling Psychology.

\*\*Must select two courses from SOCI 570, SOCI 624, or SOCI 640, or equivalent, for the Family Counseling emphasis in Counseling Psychology to meet the educational requirements for the North Carolina Marriage and Family Counselor.

#### B. Mental Retardation/Emotionally Handicapped

|          |   |
|----------|---|
| PSYC 509 | Advanced Design and Analysis                                |
| PSYC 520 | Behavior Therapies  |
| SPEL 535 | Psychology of Mental Retardation                            |
| SPEL 537 | Introduction to Education of Emotionally Disturbed Children |

Electives Choose three graduate courses with advisement.

Note: Students who have not been admitted to the M.A. Psychology Degree program may take ONLY 500 level courses.

## DEPARTMENT OF SOCIAL SCIENCES

### Degree Offered

Master of Arts (M.A.): Sociology  
 Master of Education (M.Ed.): Sociology  
*(See School of Education for Master of Education in Sociology.)*

### Master of Arts in Sociology

The Master of Arts degree in sociology requires 36 semester hours of credit. Two options are available: thesis and non-thesis. Thesis candidates must complete 30 semester hours of course credits and six semester hours of thesis credit. Students may select from four specialty areas: 1) general sociology, (2)criminology, 3) family sociology, and 4) aging, population and health. Non-thesis candidates must earn a total of 30 semester hours of course credits and six semesters hours of Practicum. Sociology graduate students are required to complete their core curriculum courses (SOCI 505, SOCI 560, SOCI 590) before they take any 600 level courses in consultation with their advisor and with consent of the course instructor. Students must demonstrate proficiency in statistics and research methods. A written comprehensive examination is required of all students and an oral defense of the thesis is required for students who choose the thesis option.

### ADMISSION REQUIREMENTS

Applicants to the Master of Arts in Sociology program must have an earned baccalaureate degree from an accredited institution with an overall minimum 2.70 average on a 4.00 scale for all undergraduate study. Applicants may also be considered for admission to a degree program if they have a minimum 3.00 average on a 4.00 scale in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants must provide a score on the general section of the Graduate Record Examinations (GRE) taken within the last five years, and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in sociology. Please refer to the general section on Graduate Studies for additional information. Applicants must complete SOCI 331 (Social Statistics) and SOCI 335 (Research Methods) or their equivalents and any other deficiencies in sociology before being admitted to the program.

### PROGRAM REQUIREMENTS, 36 Credits

#### Core Curriculum 15-18 Credits

|          |                              |
|----------|------------------------------|
| SOCI 500 | **Sociological Concepts      |
| SOCI 505 | Advanced Social Statistics   |
| SOCI 560 | Advanced Sociological Theory |
| SOCI 590 | Advanced Social Research     |

\*Applicants who have deficiencies in sociology may be required to complete additional courses in sociology

\*\*Required course for students who do not have background in sociology.

Choose one from the following courses:

|              |                            |
|--------------|----------------------------|
| SOCI 690     | Practicum 6 Credits        |
| SOCI 695/696 | Thesis I/II 3 Credits Each |

**Specialty Area, 21 Credits**

Choose one from the following options:

**A. General Sociology**

At least fifteen credits must be selected from courses with the sociology (SOCI) prefix. The remaining six credits (electives) may be selected from the following courses and others in consultation with an advisor.

- SOCI 501 Death and Dying
- SOCI 502 Special Problems in Sociology
- SOCI 525 Population Studies
- SOCI 531 Aging and Social Policy
- SOCI 535 Demographic Analysis
- SOCI 550 Modernization and Social Change
- SOCI 555 Sociology of Juvenile Delinquency
- SOCI 561 Feminist Sociology
- SOCI 570 Comparative Family Systems
- SOCI 595 Formal Organizations
- SOCI 600 Seminar in Fertility and Mortality
- SOCI 602 Independent Study
- SOCI 608 Seminar in the Sociology of Health
- SOCI 610 Sociology of Education
- SOCI 614 Sociology of Aging
- SOCI 618 Social Inequalities
- SOCI 620 Seminar in Race and Ethnic Relations
- SOCI 624 Seminar on the Family
- SOCI 630 Seminar in Migration
- SOCI 638 Seminar on Criminology and Deviance
- SOCI 640 Seminar on the Black Family
- SOCI 650 Sociology of Administration of Justice
- SOCI 660 Sociology of Occupations and Professions
- SOCI 670 Sociology of Law and Social Control
- SOCI 685 Seminar on Teaching Sociology
- EDUC 620 Adolescent Psychology
- HIST 519 History of Medicine and Public Health in the United States
- POLI 531 Public Policy and Administration
- PSYC 611 Theories of Counseling
- PSYC 612 Counseling Techniques
- PSYC 632 Family and Group Counseling
- PSYC 635 Child and Adolescent Development
- PSYC 640 Social Psychology
- PSYC 642 Adult Development and Aging
- SPED 524 Working with and Families of Handicapped Children

**B. Criminology 12 Credits Required**

- SOCI 555 Sociology of Juvenile Delinquency
- SOCI 638 Seminar on Criminology and Deviance
- SOCI 650 Sociology of Administration of Justice
- SOCI 670 Sociology of Law and Social Control

Electives (with advisement) 9 Credits

- SOCI 501 Death and Dying
- SOCI 502 Special Problems in Sociology
- SOCI 525 Population Studies
- SOCI 531 Aging and Social Policy
- SOCI 535 Demographic Analysis
- SOCI 550 Modernization and Social Change
- SOCI 561 Feminist Sociology
- SOCI 570 Comparative Family Systems

- SOCI 595 Formal Organizations
  - SOCI 600 Seminar in Fertility and Mortality
  - SOCI 602 Independent Study
  - SOCI 608 Seminar in the Sociology of Health
  - SOCI 610 Sociology of Education
  - SOCI 614 Sociology of Aging
  - SOCI 618 Social Inequalities
  - SOCI 620 Seminar in Race and Ethnic Relations
  - SOCI 624 Seminar on the Family
  - SOCI 630 Seminar in Migration
  - SOCI 640 Seminar on the Black Family
  - SOCI 660 Sociology of Occupations and Professions
  - SOCI 685 Seminar on Teaching Sociology
  - EDUC 620 Adolescent Psychology
  - HIST 519 History of Medicine and Public Health in the United States
  - POLI 531 Public Policy and Administration
  - PSYC 611 Theories of Counseling
  - PSYC 612 Counseling Techniques
  - PSYC 632 Family and Group Counseling
  - PSYC 635 Child and Adolescent Development
  - PSYC 640 Social Psychology
  - PSYC 642 Adult Development and Aging
  - SPED 524 Working with Parents and Families of Handicapped Children
- C. Family Sociology 12 Credits Required**
- SOCI 570 Comparative Family Systems
  - SOCI 624 Seminar on the Family
  - SOCI 614 Sociology of Aging
  - SOCI 640 Seminar on the Black Family
- Electives (with advisement) 9 Credits
- SOCI 501 Death and Dying
  - SOCI 502 Special Problems in Sociology
  - SOCI 525 Population Studies
  - SOCI 531 Aging and Social Policy
  - SOCI 535 Demographic Analysis
  - SOCI 550 Modernization and Social Change
  - SOCI 555 Sociology of Juvenile Delinquency
  - SOCI 561 Feminist Sociology
  - SOCI 595 Formal Organizations
  - SOCI 600 Seminar in Fertility and Mortality
  - SOCI 602 Independent Study
  - SOCI 608 Seminar in the Sociology of Health
  - SOCI 610 Sociology of Education
  - SOCI 614 Sociology of Aging
  - SOCI 618 Social Inequalities
  - SOCI 620 Seminar in Race and Ethnic Relations
  - SOCI 630 Seminar in Migration
  - SOCI 638 Seminar on Criminology and Deviance
  - SOCI 650 Sociology of the Administration of Justice
  - SOCI 660 Sociology of Occupations and Professions
  - SOCI 670 Sociology of Law and Social Control
  - SOCI 685 Seminar on Teaching Sociology
  - EDUC 620 Adolescent Psychology
  - HIST 519 History of Medicine and Public Health in the United States
  - POLI 531 Public Policy and Administration

|  |  |
|--|--|
| PSYC 611   | Theories of Counseling                                     |
| PSYC 612   | Counseling Techniques                                      |
| PSYC 632   | Group and Family Counseling                                |
| PSYC 635   | Child and Adolescent Development                           |
| PSYC 640   | Social Psychology  |
| PSYC 642   | Adult Development and Aging                                |
| SPED 524   | Working with Parents and Families of Handicapped Children  |
| D. Aging, Population, and Health 12 Credits Required |  |
| SOCI 525   | Population Studies   |
| SOCI 535   | Demographic Analysis                                       |
| SOCI 608   | Seminar in the Sociology of Health                         |
| SOCI 614   | Sociology of Aging   |
| Electives (with advisement) 9 Credits                |  |
| SOCI 501   | Death and Dying  |
| SOCI 531   | Aging and Social Policy                                    |
| SOCI 535   | Demographic Analysis                                       |
| SOCI 550   | Modernization and Social Change                            |
| SOCI 555   | Sociology of Juvenile Delinquency                          |
| SOCI 561   | Feminist Sociology   |
| SOCI 570   | Comparative Family Systems                                 |
| SOCI 595   | Formal Organizations                                       |
| SOCI 600   | Seminar in Fertility and Mortality                         |
| SOCI 602   | Independent Study  |
| SOCI 610   | Sociology of Education                                     |
| SOCI 618   | Social Inequalities  |
| SOCI 620   | Seminar in Race and Ethnic Relations                       |
| SOCI 624   | Seminar on the Family                                      |
| SOCI 630   | Seminar in Migration                                       |
| SOCI 638   | Seminar on Criminology and Deviance                        |
| SOCI 640   | Seminar on the Black Family                                |
| SOCI 650   | Sociology of Administration of Justice                     |
| SOCI 660   | Sociology of Occupations and Professions                   |
| SOCI 670   | Sociology of Law and Social Control                        |
| SOCI 685   | Seminar on Teaching Sociology                              |
| EDUC 620   | Adolescent Psychology                                      |
| HIST 519   | History of Medicine and Public Health in the United States |
| POLI 531   | Public Policy and Administration                           |
| PSYC 611   | Theories of Counseling                                     |
| PSYC 612   | Counseling Techniques                                      |
| PSYC 632   | Family and Group Counseling                                |
| PSYC 635   | Child and Adolescent Development                           |
| PSYC 640   | Social Psychology  |
| PSYC 642   | Adult Development and Aging                                |
| SPED 524   | Working with Parents and Families Of Handicapped Children  |

### Master of Social Work (MSW)

*Implementation anticipated in 2003-2004 academic year.*

The Master of Social Work (MSW) degree is designed to prepare students for professional social work practice and leadership with a focus on issues concerning children, families, mental health, and substance abuse. The program is designed to prepare students to practice with individuals, families, groups, communities, and organizations in rural

and urban settings. Students are prepared to engage in prevention, treatment, intervention, clinical practice, research, and administration activities that promote human well-being.

The program goals are:

1. To prepare students for advanced social work practice, research, and leadership by concentrating in children and family services or in mental health and substance abuse services.
2. To equip social work students with the knowledge, skills, and values to respond to the needs of oppressed and at risk populations in a multicultural society.
3. To cultivate students' pursuit of lifelong learning by emphasizing participation in professional development, involvement in professional and community organizations, and participation in further graduate study.

The MSW program is a two-year program offered to full time students. The curriculum prepares students for advanced social work practice in one of the two areas of concentration: Children and Family Services or Mental Health and Substance Abuse.

The MSW program anticipates accepting applications in the 2003-2004 academic year. The department is applying for accreditation and anticipates completing the candidacy process by academic year 2003-2004. Full accreditation cannot be sought until the first class graduates. For further information regarding this program, contact Dr. Terri Moore Brown at 910-672-1210.

### ADMISSION REQUIREMENTS

The MSW program will not grant academic credit for life or work experience. Only students admitted to the program may take graduate social work courses. Also, only those students who have been admitted to the program and who have completed all required pre-requisite course work may enroll in practice courses and in the field instruction courses.

Applicants for admission must meet the following criteria:

1. Completion of a baccalaureate degree from an accredited college or university.
2. A minimum 2.5 GPA on a 4.0 scale in all undergraduate work or a 3.0 in the last 60 hours completed.
3. A broad liberal arts background that includes courses in biology, English, the humanities, and minimum of six courses in basic social and behavioral sciences.
4. A score on the Graduate Record Exam (General Section) (GRE).
5. Three letters of recommendation.
6. Students must submit a personal statement of no more than five typed, double-spaced pages which addresses the applicant's (a) interest in pursuing the

profession of social work, (b) volunteer work and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal quality that the applicant brings to the social work profession.

**PROGRAM REQUIREMENTS**

The program requires 60 semester credit hours, including a minimum of 920 hours of field practicum and the completion of a thesis or research project. During the first year students acquire foundation knowledge and skills for advanced social work practice. Foundation knowledge is supported by courses in social welfare policy and services, diversity, populations at risk, social and economic justice, research, and field education. During the second year students concentrate their study in Children and Family Services or Mental Health and Substance Abuse. The MSW program is consistent with the university’s mission and institutional goals, and the Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE).

**Curriculum Outline**

**Foundation Courses, 29 Credits**

|      |     |  |
|------|-----|--|
| SWRK | 510 | Social Welfare Policy and Services                                   |
| SWRK | 520 | Human Behavior and the Social Environment                            |
| SWRK | 530 | Social Work Statistical and Data Analysis                            |
| SWRK | 540 | Social Work Intervention with Individuals and Families               |
| SWRK | 560 | Applied Social Work Research Methods                                 |
| SWRK | 570 | Social Work Intervention with Groups, Communities, and Organizations |
| SWRK | 574 | Multicultural Practice with Diverse Populations                      |
| SWRK | 580 | Social Work Field Instruction I                                      |
| SWRK | 585 | Social Work Field Instruction II                                     |

**Advanced Courses, 8 -11 Credits**

|      |     |  |
|------|-----|--|
| SWRK | 605 | Special Topics                             |
| SWRK | 635 | Management of Human Services Organizations |
| SWRK | 690 | Independent Research Project Seminar       |
|      |     | OR   |
| SWRK | 696 | Thesis I and SWRK 698, Thesis II           |
| SWRK | 899 | Thesis Noncredit                           |

**Concentration Courses, 17 Credits**

Choose one of the following:

A. Children and Family Services

|      |     |  |
|------|-----|--|
| SWRK | 610 | Social Work Practice with Families                 |
| SWRK | 620 | Social Work Practice with Children and Adolescents |

|      |     |   |
|------|-----|---|
| SWRK | 625 | Social Work with Chemically Dependent Families                  |
| SWRK | 650 | Social Work Field Instruction III: Children and Family Services |
| SWRK | 655 | Social Work Field Instruction IV: Children and Family Services  |

B. Mental Health and Substance Abuse

|      |     |  |
|------|-----|--|
| SWRK | 615 | Social Work Practice in Mental Health                                |
| SWRK | 626 | Substance Abuse Intervention   |
| SWRK | 630 | Assessment of Mental Disorder  |
| SWRK | 650 | Social Work Field Instruction III: Mental Health and Substance Abuse |
| SWRK | 655 | Social Work Field Instruction IV: Mental Health and Substance Abuse  |

Electives, 3-6 credits



# Academic Programs:

## School of Business and Economics

### Master of Business Administration (M.B.A.)

The Master of Business Administration degree program is designed for qualified holders of a bachelor's degree, regardless of previous undergraduate or other graduate fields of study. The program's objective is the development of the broadly educated professional manager. A minimum of 36 semester hours of graduate study will be required in the M.B.A. program. For those students with undergraduate degrees in areas other than business, an additional 18 hours of foundation courses may be required.

#### ADMISSION REQUIREMENTS

Graduate admission for the M.B.A. program is for degree or non-degree students. A minimum score derived from either of the following formulae is required for degree admission:

$$(200 \times \text{Upper Division GPA}) + (\text{GMAT Score}) = 1000$$

$$(200 \times \text{Overall GPA}) + (\text{GMAT Score}) = 950$$

Other factors are considered in admission to the degree program; therefore, individuals who fall below the established criteria stated above may still be considered for admission. Non-degree applicants enrolling for graduate courses in business must complete an admissions application form and submit official transcripts and other related documents.

#### THREE-TWO PROGRAM

Undergraduate students majoring in Accounting, Business Administration, and Economics and Finance in the School of Business and Economics may apply for admission to the MBA program during their junior year. **Qualified applicants may enroll in up to six credit hours of graduate level courses during each semester of their senior year, and then complete the remaining MBA courses in only one additional year beyond the undergraduate degree.** Requirements for admission into the Three-Two Program are based on the current MBA policy with the exception of completion of a baccalaureate degree. Applicants must meet the following minimum requirements:

$$\text{GPA for the last 60 hours} = 3.0 \text{ or better}$$

$$(200 \times \text{GPA}) + (\text{GMAT score}) = 1000$$

#### Foundation Courses, 18 credits

The Foundation Courses are designed for non-business undergraduate majors or applicants with additional course needs in the functional areas of business. An applicant's academic background will be assessed to determine which of the following courses will be required. Each foundation course carries 1.5 credit hours and is taught one-half of a semester.

|      |     |                       |
|------|-----|-----------------------|
| ACCT | 591 | Financial Accounting  |
| ACCT | 592 | Managerial Accounting |
| BADM | 591 | Statistics I          |
| BADM | 592 | Statistics II         |
| ECON | 591 | Microeconomics        |
| ECON | 592 | Macroeconomics        |
| FINC | 591 | Finance I             |
| FINC | 592 | Finance II            |
| MGMT | 591 | Management            |
| MGMT | 592 | Communications        |
| MKTG | 591 | Marketing             |
| MKTG | 592 | Marketing Research    |

#### Required Courses, 24 Credits

|      |     |                                 |
|------|-----|---------------------------------|
| ACCT | 610 | Advanced Managerial Accounting  |
| ECON | 610 | Managerial Economics            |
| FINC | 610 | Advanced Financial Management   |
| MGMT | 615 | Organizational Behavior         |
| MGMT | 625 | Management Science              |
| MGMT | 640 | Management Information Systems  |
| MGMT | 650 | Business Policy and Strategy    |
| MKTG | 610 | Marketing Planning and Strategy |

#### Focus/Electives, 12 Credits

Choose a minimum of four (4) courses from a section:

#### General Business

Any four of the courses listed below.

#### Accounting

|      |     |                                   |
|------|-----|-----------------------------------|
| ACCT | 650 | International Accounting          |
| ACCT | 670 | Internal and Operational Auditing |
| ACCT | 695 | Seminar in Accounting             |
| MGMT | 695 | Seminar in Management             |

#### Entrepreneurship

|      |     |                                   |
|------|-----|-----------------------------------|
| BADM | 603 | Special Topics in Business        |
| MGMT | 665 | Total Quality Management          |
| MGMT | 675 | New Ventures and Entrepreneurship |
| MKTG | 660 | Marketing Analysis and Research   |

#### Finance

|      |     |   |
|------|-----|---|
| ECON | 650 | International Trade & Financial Markets |
| ECON | 660 | Business and Economic Forecasting       |
| FINC | 655 | International Finance                   |
| FINC | 660 | Financial Institutions                  |
| FINC | 670 | Investment Analysis                     |
| FINC | 680 | Option and Futures Trading              |
| FINC | 695 | Seminar in Finance                      |

#### International Business

|      |     |                            |
|------|-----|----------------------------|
| ACCT | 650 | International Accounting   |
| BADM | 604 | International Business Law |

*58 – School of Business and Economics*

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|      |     |                                   |
|------|-----|-----------------------------------|
| FINC | 655 | International Finance             |
| MGMT | 660 | International Business Management |
| MKTG | 650 | International Marketing           |

**Management**

|      |     |                                   |
|------|-----|-----------------------------------|
| MGMT | 655 | Management of Technology          |
| MGMT | 660 | International Business Management |
| MGMT | 665 | Total Quality Management          |
| MGMT | 685 | Leadership in Organization        |
| MGMT | 695 | Seminar in Management             |

**Marketing**

|      |     |                                 |
|------|-----|---------------------------------|
| MKTG | 650 | International Marketing         |
| MKTG | 660 | Marketing Analysis and Research |
| MKTG | 675 | Services Marketing              |
| MKTG | 695 | Seminar in Marketing            |

**CERTIFICATE PROGRAM IN ACCOUNTING  
(POST BACCALAUREATE PROGRAM),  
30 CREDITS**

**Prerequisite:** Bachelor's Degree Accounting restricted electives as approved by an advisor 15 credits CSC electives 6 credits. Electives approved by advisor 9 credits, 30 credits.

# Academic Programs: School of Education

Students who apply for admission to graduate programs in the School of Education must have a baccalaureate degree from an accredited institution. Students must also have an overall minimum 2.5 grade point average on a 4.00 scale for all undergraduate study, or a minimum 2.75 grade point average on a 4.0 scale for the last sixty (60) hours of study, which may include no more than twelve (12) hours of graduate study. Students must provide a score on the general section of the Graduate Record Examinations (GRE) or the Miller Analogies Test (MAT) taken within the last five years, and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in education. Master of Education in Mathematics applicants must also take the subject areas test of the GRE. Please refer to application procedures under Graduate Studies for additional requirements or to the appropriate department for additional information.

## DEPARTMENT OF EDUCATIONAL LEADERSHIP

The Department of Educational Leadership provides programs designed to prepare administrators, supervisors, and master teachers as facilitators of learning at all levels in the nation's schools. School administration programs are offered at the master's and doctoral (Ed.D.) levels.

### DEGREES OFFERED

Doctor of Education, Ed.D, in Educational Leadership  
Master of School Administration, MSA

### Doctorate in Educational Leadership Superintendent Licensure, 60 Credits

The doctoral program in educational leadership requires sixty (60) semester hours of graduate course credits. This program is directed at senior level or aspiring educational leaders who will, as facilitators of learning, become change agents in the cultural, economic, social, and educational development of North Carolina and the nation.

### ADMISSION REQUIREMENTS

Admission to this program is based on the assumption that candidates will be able to complete the requirements of the program and become successful educational leaders. The requirements for admission are as follows:

1. Master's degree in school administration is preferred. If a candidate has a master's or bachelor's degree in another subject area, a minimum of twenty-four (24) hours must be in educational leadership or licensure in school administration. If needed, a person may elect to take the twenty-four (24) hours at Fayetteville State

University prior to being admitted to the Ed.D. program.

2. A score on the GRE taken within the last five years.
3. Minimum graduate GPA of 3.50 or 3.00 at the undergraduate level if a graduate degree is not held.
4. Official transcripts of all college/university work.
5. Three letters of recommendation.
6. A personal interview.
7. A portfolio of professional growth.

### Other Requirements

Students will be admitted in cohorts. A full-time residency or its equivalent must be completed in the first year followed by a year long internship in the second year. Candidates must pass a comprehensive examination at the end of appropriate courses and satisfactorily defend the dissertation at the culmination of the program. For specific requirements and procedures for matriculating through the program, please contact the Director of the Ed.D. program, department chair, or see the Ed.D. Student Handbook.

### PROGRAM REQUIREMENTS 60 Credits

#### Core Requirements 24 Credits

|      |     |   |
|------|-----|---|
| EDLE | 700 | Group Dynamics, Decision Making, and People Management  |
| EDLE | 701 | Cultural Diversity in American Schools                  |
| EDLE | 703 | Public Policy and Political Issues in Education         |
| EDLE | 704 | Curriculum and Instructional Leadership                 |
| EDLE | 705 | The Planning and Financing of Educational Organizations |
| EDLE | 706 | Seminar in Educational Leadership                       |
| EDLE | 707 | Seminar in Legal Issues and Professional Ethics         |
| EDLE | 708 | Organizational Theory and Administrative Behavior       |

#### Research 12 Credits

|      |     |   |
|------|-----|---|
| EDLE | 720 | Educational Statistics                            |
| EDLE | 721 | Research Design and Evaluation Methodology        |
| EDLE | 722 | Qualitative Research, Theory, and Application     |
| EDLE | 723 | Quantitative Research Application and Methodology |

#### Minor Areas 12 Credits

Business Administration  
Curriculum and Instruction  
Political Science  
Psychology

Sociology  
Special Education

**Internship 6 Credits**

EDLE 730 Internship in Educational Leadership

**Dissertation 6 Credits**

EDLE 740 Dissertation in Educational Leadership

**Master of School Administration**

The Master of School Administration requires forty-two (42) semester hours of graduate course credits. Designed to prepare school leaders for the nation, this program is envisioned as a catalyst for the development of dynamic visionary school leaders who will mold effective schools to meet the present and future needs of society. These leaders will include, but will not be limited to, assistant superintendents, principals, and assistant principals.

**PROGRAM REQUIREMENTS**

All students enrolled in the Master of School Administration Degree Program will be required to complete forty-two (42) hours of graduate course credits, which include six (6) hours of free electives selected from business, arts and sciences, or special education. A maximum of six (6) hours of graduate transfer credits with a grade of 3.0 or higher may be accepted towards completion of the degree. Only courses that count toward a degree at an accredited institution will be considered. Transfer credits accepted will be applied toward required electives. These courses must be in business, arts and sciences, or special education. Students may choose either a full-time or part-time program of study, though only a limited number of part-time students will be admitted annually. The program requires that full-time students complete the program within a two-year period. Full-time students will be required to enroll in nine semester hours each semester, and be available to participate in scheduled enhancement activities.

Part-time students will be required to enroll in six hours of study per semester and will be required to complete the program over a three-year period, including one summer and two semesters of full-time internship in the third year.

1. Formal application to the Graduate School.
2. Undergraduate GPA of 2.75 overall or 3.00 in the last sixty (60) hours of course work.
3. A GRE or MAT score taken within the last five years.
4. Three letters of recommendation.
5. Hold a North Carolina "A" or "M" teaching license.
6. Written essay outlining one's graduate educational goals and professional objectives.
7. Completion of personal interview, writing exercise and problem solving activity.

**Other Requirements**

Students will be admitted in cohorts each fall semester. Candidates must pass a comprehensive examination upon completion of appropriate courses. For additional program information, applicants should contact the program coordinator or department chair.

**Program Requirements, 42 Credits**

**Specialization 21 Credits**

- EDAM 650 Leadership and Evaluation Seminar
- EDAM 651 Humanistic Dimensions and Diversity
- EDAM 652 Research Methodology
- EDAM 660 Leadership in Educational Organizations
- EDAM 661 Legal and Policy Professional Issues
- EDAM 670 Trends and Issues: Resource Management/Society and the Schools
- EDAM 671 Curriculum Theories and Instructional Leadership Internship 15 Credits
- EDAM 680 Internship - Part I\*
- EDAM 690 Internship - Part II
- EDAM 691 Internship - Part III

\*Specialization prerequisites required. Electives 6 Credits  
Six (6) hours of free electives selected from business, arts and sciences, or special education.

**DEPARTMENT OF ELEMENTARY EDUCATION**

The major goal of the Department of Elementary Education is to prepare education professionals as facilitators of learning by providing a quality graduate degree program in Elementary Education (K-6), and licensure programs in elementary education and in reading.

The elementary education curriculum is approved by the North Carolina State Department of Public Instruction for licensure. The curriculum leads to a graduate degree in Elementary Education (K-6).

**DEGREES OFFERED**

- Master of Education (M.Ed.):
- Elementary Education (K-6)
- Reading Education (K-12)

**LICENSURE-ONLY PROGRAMS:**

- Class A Level Licensure:
- Elementary Education (K-6)
- Reading Education (K-6)

**Master of Education: Elementary Education (K-6)**

***ALL STUDENTS MUST HAVE AT LEAST A CLASS A LEVEL LICENSE IN A TEACHING FIELD TO BE ACCEPTED INTO THE MASTER OF EDUCATION DEGREE PROGRAM.***

**PROGRAM REQUIREMENTS, 36 Credits****Professional Education Core, 12 Credits**

|      |     |  |
|------|-----|--|
| EDUC | 610 | Planning and Implementing Instruction for Diverse Learners               |
| EDUC | 641 | Advanced Studies in Human Development and Learning                       |
| EDUC | 650 | Effective Practices for Teaching, Learning, and Collaborative Leadership |
| EDUC | 690 | Applied Research in Education  |

**Note: EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours of credit earned as an M.Ed. degree-seeking graduate student in the School of Education.**

**Specialization Area 12 Credits**

Choose four from the following courses in consultation with an advisor:

|      |     |  |
|------|-----|--|
| ELEM | 533 | Advanced Studies in Teaching Mathematics                     |
| ELEM | 534 | Advanced Studies in Teaching Social Studies                  |
| ELEM | 623 | Advanced Studies in Teaching Language Arts                   |
| ELEM | 640 | Issues in Elementary Education                               |
| ELEM | 691 | Integrating Technology into the Elementary School Curriculum |
| READ | 610 | Foundations of Literacy                                      |

**Product of Learning 3 - 6 Credits**

A product of learning in Elementary Education is required and consists of three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop and advanced portfolio will earn three semester hours.

|      |     |                                      |
|------|-----|--------------------------------------|
| EDUC | 698 | Advanced Applied Product of Learning |
|------|-----|--------------------------------------|

**Concentration 6 Credits**

Choose two of the following concentration options in consultation with an advisor

**Option A. Early Childhood**

|      |     |  |
|------|-----|--|
| ELEM | 552 | Foundations of Early Childhood Curriculum            |
| ELEM | 553 | Teaching and Evaluation in Early Childhood Education |

**Option B. Mathematics**

Choose two from the from the following courses in consultation with an advisor:

|      |     |                           |
|------|-----|---------------------------|
| ELEM | 505 | Foundations of Arithmetic |
|------|-----|---------------------------|

|      |     |                                  |
|------|-----|----------------------------------|
| ELEM | 530 | Remediation of Math Difficulties |
| ELEM | 540 | Mathematics for Gifted Children  |

**Option C: Literacy**

Choose two of the following course in consultation with an advisor:

|      |     |   |
|------|-----|---|
| READ | 512 | Improvement of Reading Instruction            |
| READ | 513 | Reading Remediation Practicum                 |
| READ | 516 | Applied Phonics                               |
| READ | 552 | Teaching Literacy Across the Content Areas    |
| READ | 605 | Investigations in the Teaching of Reading     |
| READ | 610 | Foundations of Literacy                       |
| READ | 618 | Reading: The Learning Bases                   |
| READ | 621 | Assessment and Evaluation of Reading Problems |
| READ | 622 | Correction of Reading Problems                |

**Elective 3 Credits****Master of Education in Reading Education (K-12)**

***ALL STUDENTS MUST HAVE AT LEAST A CLASS A LEVEL LICENSE IN A TEACHING FIELD TO BE ACCEPTED INTO THE MASTER OF EDUCATION DEGREE PROGRAM.***

**PROGRAM REQUIREMENTS 36 Credits****Professional Education Core 12 Credits**

|      |     |   |
|------|-----|---|
| EDUC | 610 | Planning and Implementing Instruction for Diverse Learners              |
| EDUC | 641 | Advanced Studies in Human Development and Learning                      |
| EDUC | 650 | Effective Practices for Teaching, Learning and Collaborative Leadership |
| EDUC | 690 | Applied Research in Education   |

***Note: EDUC 690 is the prerequisite for READ 698 and MUST be one of the first six semester hours earned as an M. Ed. degree-seeking graduate student in the School of Education.***

**Specialization Area 21 Credits**

|                                     |     |   |
|-------------------------------------|-----|---|
| READ                                | 552 | Teaching Literacy Across Content Areas        |
| READ                                | 610 | Foundations of Literacy                       |
| READ                                | 612 | Principles and Practices of Emergent Literacy |
| READ                                | 618 | Reading: The Learning Base                    |
| READ                                | 620 | Assessment and Evaluation of Reading Problems |
| READ                                | 623 | Correction of Reading Problems                |
| <i>Choose one of the following:</i> |     |   |
| ELEM                                | 623 | Advanced Studies in Teaching Language Arts    |
| ELEM                                | 680 | Advanced Studies in Children's Literature     |

READ 605 Investigations in the Teaching of Reading

### Product of Learning 3-6 Credits

A product of learning in Reading Education is required and consists of three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

READ 698 Advanced Applied Product of Learning

### Other Requirement

The Reading Specialist Test of the NTE/PRAXIS examination is required.

### Licensure-Only Programs

## CLASS A LICENSURE IN READING EDUCATION

### PROGRAM REQUIREMENTS, 18 Credits

This program is available for persons who hold an undergraduate education degree and licensure. Those who want Class A Level Licensure in Reading Education must fulfill the licensure requirements by completing a minimum of eighteen (18) hours.

READ 512 Improvement of Reading Instruction  
 READ 513 Reading Remediation and Practicum  
 READ 516 Applied Phonics  
 READ 552 Teaching Literacy Across Content Areas  
 READ 610 Foundations of Literacy

Choose one of the following courses:

ELEM 623 Advanced Language Arts (or undergraduate equivalent)  
 ELEM 680 Advanced Studies in Children's Literature  
 READ 618 Reading: The Learning Base

### Other Requirement

The Introduction to Reading Test of the PRAXIS II Series is required.

## CLASS A LICENSURE IN ELEMENTARY EDUCATION

The number of hours required and the specific courses required can be determined only by a review of all undergraduate course work by the chair of the department. Only persons holding the bachelor's or master's degree are eligible for this licensure.

## DEPARTMENT OF MIDDLE GRADES, SECONDARY, AND SPECIAL EDUCATION

### Degrees Offered

Master of Education (M.Ed.)

Middle Grades Education, 6-9 (*Select one.*)

Language Arts

Social Studies

Science

Mathematics

Special Education, K-12 (*Select one.*)

Behaviorally-Emotionally Handicapped

Mentally Handicapped

Specific Learning Disabilities

Secondary Education, 9-12 (*Select one.*)

Biology

English

History

Mathematics

Political Science

Sociology

### LICENSURE-ONLY PROGRAMS

Class A Level Licensure:

Middle Grades (6-9)

Special Education (K-12)

Secondary Education (9-12) (*Select one.*)

Biology

English

History

Mathematics

Political Science

Sociology

The principal goal of the Department of Middle Grades, Secondary, and Special Education is to provide a quality education for prospective facilitators of learning in middle grades or special education. In keeping with this principal goal, the department offers programs leading to the Master of Education degrees in Middle Grades (6-9) and Special Education (K-12) and Secondary Education (9-12). Each of the programs requires thirty-six (36) semester hours of study. Students seeking a master's degree in middle grades education must select an area of concentration from language arts, social studies, mathematics, or science. Those students seeking the M. Ed. in special education may choose two of the following three specialty areas: specific learning disabilities, mental disabilities, and/or behavioral emotional disabilities. In addition, a Class A level licensure is available.

### Master of Education (Middle Grades Education, 6-9)

***ALL STUDENTS MUST HAVE AT LEAST A CLASS A LEVEL LICENSE IN A TEACHING FIELD TO BE ACCEPTED INTO THE MASTER OF EDUCATION DEGREE PROGRAM***

The Middle Grades Education program is approved for licensure by the North Carolina State Department of Public Instruction.

### PROGRAM REQUIREMENTS, 36 Credits

#### Professional Core, 12 Credits

|      |     |  |
|------|-----|--|
| EDUC | 610 | Planning and Implementing Instruction for Diverse Learners               |
| EDUC | 641 | Advanced Studies in Human Development and Learning Communities           |
| EDUC | 650 | Effective Practices for Teaching, Learning, and Collaborative Leadership |
| EDUC | 690 | Applied Research in Education  |

*Note: EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education.*

#### Specialization Areas, 21 Credits

An area of specialization in one instructional area such as Language Arts, Mathematics, Social Studies, and Science is required with advisor approval.

Clinical/practicum/technology and field experiences are required with all courses. Choose from the following specialization options:

##### Language Arts

|      |     |   |
|------|-----|---|
| EDUC | 616 | Teaching and Technology in Middle and Secondary Schools |
| ELEM | 517 | Issues in the Teaching of Literature                    |
| ELEM | 518 | Technology and Language Arts Curriculum                 |
| ELEM | 623 | Advanced Studies in Teaching Language Arts              |
| ELEM | 624 | Teaching Writing in the Schools                         |
| ELEM | 680 | Advanced Studies in Children's Literature               |
| READ | 552 | Teaching Literacy Across the Content Area               |

##### Social Studies

|      |     |   |
|------|-----|---|
| EDUC | 616 | Teaching and Technology in the Middle and Secondary Schools |
| ELEM | 534 | Advanced Studies in Teaching Social Studies                 |
| HIST | 551 | Caribbean History from Columbus to 1838                     |
| HIST | 555 | The ABC Countries   |
| HIST | 591 | Special Topics in History                                   |
| HIST | 602 | Directed Readings in 20 <sup>th</sup> Century History       |
| READ | 552 | Teaching Literacy Across the Content Area                   |

##### Mathematics

|      |     |                                   |
|------|-----|-----------------------------------|
| EDUC | 616 | Teaching and Technology in Middle |
|------|-----|-----------------------------------|

|                                     |     |   |
|-------------------------------------|-----|---|
|                                     |     | and Secondary Schools                     |
| MATH                                | 501 | New Technologies in Teaching Mathematics  |
| MATH                                | 502 | Topics in Mathematics for Teachers        |
| MATH                                | 530 | Remediation of Math Difficulties          |
| READ                                | 552 | Teaching Literacy Across the Content Area |
| STAT                                | 562 | Applied Regression Analysis               |
| <i>Choose one of the following:</i> |     |   |
| MATH                                | 504 | Current Trends in Mathematics Education   |
| MATH                                | 533 | Advanced Studies in Teaching Mathematics  |

##### Science

|      |     |   |
|------|-----|---|
| ELEM | 635 | Problems in Science Education                                 |
| ELEM | 652 | Selected Topics in Biological Science for Elementary Teachers |
| ELEM | 653 | Selected Topics in Physical Science for Teachers              |
| ELEM | 654 | Selected Topics in Earth Science for Teachers                 |
| ELEM | 655 | Technology and the Science Curriculum                         |
| READ | 552 | Teaching Literacy Across the Content Areas                    |
| EDUC | 616 | Teaching and Technology in Middle and Secondary Schools       |

#### Product of Learning, 3-6 Credits

A product of learning in Middle Grades Education is required and consists of three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

|      |     |                                      |
|------|-----|--------------------------------------|
| EDUC | 698 | Advanced Applied Product of Learning |
|------|-----|--------------------------------------|

#### Master of Education in Special Education, K-12

***ALL STUDENTS MUST HAVE AT LEAST A CLASS A LEVEL LICENSE IN A TEACHING FIELD TO BE ACCEPTED INTO THE MASTER OF EDUCATION DEGREE PROGRAM.***

The curriculum for the Master of Education in Special Education offers tracks leading to licensure in at least two of three available specialization areas: Specific Learning Disabilities, Mental Disabilities, and Behavioral-Emotional Disabilities. Students should see their advisors for further information.

#### PROGRAM REQUIREMENTS 36 Credits

##### Professional Core 12 Credits

|      |     |                           |
|------|-----|---------------------------|
| EDUC | 610 | Planning and Implementing |
|------|-----|---------------------------|

|      |     |  |
|------|-----|--|
| EDUC | 641 | Instruction for Diverse Learners<br>Advanced Studies in Human<br>Development and Learning<br>Communities |
| EDUC | 650 | Effective Practices for Teaching,<br>Learning, and Collaborative<br>Leadership                           |
| EDUC | 690 | Applied Research in Education  |

**Note: EDUC 690 is the prerequisite for SPED 698 and MUST be one of the first six semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education.**

### Specialization Core 15-18 Credits

|      |     |  |
|------|-----|--|
| SPED | 580 | Advanced Management of Learning<br>in Environments   |
| SPED | 600 | Practicum in Special Education***<br>(Required of all students.)   |
| SPED | 615 | Issues and Trends in Special Education   |
| SPED | 641 | Advanced Internship in Special<br>Education (Required of all students with<br>a current license in special education.) |
| SPED | 646 | Advanced Assessment Practices in<br>Special Education  |

Choose one from the following options (A, B, or C) in consultation with an advisor:

- A. Specific Learning Disabilities
- |      |     |  |
|------|-----|--|
| EDUC | 523 | Advanced Studies in Specific<br>Learning Disabilities  |
| EDUC | 635 | Curriculum and Effective<br>Practices for Teaching Students<br>with Specific Learning Disabilities |
- B. Mental Disabilities
- |      |     |   |
|------|-----|---|
| SPED | 536 | Advanced Studies in Mental<br>Disabilities  |
| SPED | 634 | Curriculum and Effective<br>Practices for Teaching Students<br>with Mental Disabilities |
- C. Behavioral-Emotional Disabilities
- |      |     |  |
|------|-----|--|
| SPED | 538 | Advanced Studies in Behavioral-<br>Emotional Disabilities  |
| SPED | 639 | Curriculum and Effective<br>Practices for Teaching Students<br>with Behavioral-Emotional<br>Disabilities |

### Guided Elective 3 Credits

#### Product of Learning 3-6 Credits

A product of learning in Special Education is required and consists of three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

SPED 698 Advanced Applied Product of Learning

### Additional requirements for people *not* licensed in Special Education

Students pursuing Class A licensure in Special Education who do not have prior licensure in Special Education must meet basic licensure requirements in consultation with an advisor before being admitted into the Master of Education degree program.

Post-baccalaureate, Class A Level licensure-only in Specific Learning Disabilities, Mental Disabilities, and Behavioral-Emotional Disabilities are planned for individual students by their advisor and the Office of Teacher Education in accordance with state-approved licensure guidelines and program requirements. These programs take into account the academic credentials and the professional experience of students and are approved by the Teacher Education Committee through the irregular route licensure procedure. Students entering these programs must meet the admission requirements for irregular route programs.

### Licensure-Only Programs

### MIDDLE GRADES EDUCATION (6-9)

Class A Licensure-Only Programs are available for persons who hold baccalaureate or master's degrees and who wish to be licensed in middle grades education. These licensures are available both for previously licensed and for non-licensed persons. Requirements for these programs are developed with program advisors in conjunction with the department chair.

### Master of Education: Secondary Education

***ALL STUDENTS MUST HAVE AT LEAST A CLASS A LEVEL LICENSE IN A TEACHING FIELD TO BE ACCEPTED INTO THE MASTER OF EDUCATION DEGREE PROGRAM.***

### Specialty Areas: Biology, English, History, Mathematics, Political Science, and Sociology

The M. Ed. degree program consists of courses and experiences that lead to a graduate degree with a specialty track in biology, English, history, mathematics, political science, or sociology. The degree is primarily for secondary school teachers. The 36-hour program consists of a minimum of 21 hours in biology, English, history, mathematics, political science, or sociology, 12 hours in professional education and a Product of Learning experience with variable credit of 3-6 hours.

### PROGRAM REQUIREMENTS 36 Credits

#### Professional Core 12 Credits

EDUC 610 Planning and Implementing  
Instruction for Diverse Learners



|          |  |
|----------|--|
| EDUC 641 | Advanced Studies in Human Development and Learning Communities           |
| EDUC 650 | Effective Practices for Teaching, Learning, and Collaborative Leadership |
| EDUC 690 | Applied Research in Education  |

**Note: EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education.**

### Specialization Areas 21 Credits

(Select from the Specialization options listed below.)

#### Biology Education

|          |                            |
|----------|----------------------------|
| BIOL 650 | Communities and Ecosystems |
| BIOL 660 | Evolution                  |
| BOTN 640 | Advanced Microbiology      |
| ZOOL 610 | Advance Genetics           |

*Physiology Option (Select one of the following):*

|          |                        |
|----------|------------------------|
| BIOL 640 | Comparative Physiology |
| BIOL 670 | Physiology             |

*Plant Science Option (Select one of the following):*

|          |                   |
|----------|-------------------|
| BOTN 620 | Advance Botany    |
| BOTN 630 | Plant Development |

*Electives (Select one of the following):*

|          |                                |
|----------|--------------------------------|
| BICH 610 | Advanced Biochemistry          |
| BIOL 620 | Seminar                        |
| BIOL 630 | Topics in Biology              |
| BIOL 680 | Radiation Biology              |
| ZOOL 685 | Introduction to Parasitology   |
| ZOOL 630 | Advanced Developmental Biology |

### Product of Learning 3-6 Credits

A product of learning in Biology Education is required and consists of three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

|          |                                      |
|----------|--------------------------------------|
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#### English Education

|          |   |
|----------|---|
| ENGL 507 | Bibliography and Advanced Methods of Research |
| ENGL 516 | Issues in Composition Instruction             |
| ENGL 517 | Issues in the Teaching of Literature          |

*Choose four of the following:*

|          |   |
|----------|---|
| ENGL 502 | Forms of Fiction                                      |
| ENGL 503 | Drama   |
| ENGL 515 | History of Criticism and Contemporary Literacy Theory |
| ENGL 518 | Technology and the Language Arts Curriculum           |
| ENGL 533 | Approaches to Reading African-American Literature     |

|          |                                |
|----------|--------------------------------|
| ENGL 534 | Women and Literature           |
| ENGL 632 | Special Topics                 |
| ENGL 636 | Seminar in American Literature |
| ENGL 637 | Seminar in British Literature  |

### Product of Learning 3 - 6 Credits

A product of learning in English Education is required and consists of three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

|          |                                      |
|----------|--------------------------------------|
| EDUC 698 | Advanced Applied Product of Learning |
|----------|--------------------------------------|

#### History Education

|          |   |
|----------|---|
| HIST 501 | Historiography  |
| HIST 506 | Revolution and American Identity  |
| HIST 507 | Social Strata in the Antebellum South   |
| HIST 512 | Interpretations of Nineteenth United States History                                 |
| HIST 520 | Studies in U.S. Foreign Relations from 1776 to Present                              |
| HIST 552 | Caribbean History from the Post slavery Period Through the 20 <sup>th</sup> Century |

*Choose one of the following:*

|          |                           |
|----------|---------------------------|
| HIST 580 | History of North Carolina |
| HIST 590 | Special Topics in History |

### Product of Learning 3-6 Credits

A product of learning in History Education is required and consists of three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

|          |                                      |
|----------|--------------------------------------|
| EDUC 698 | Advanced Applied Product of Learning |
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#### Mathematics Education

Choose one sequence in the area of Abstract Algebra or Real Analysis (MATH 511/612 or MATH 521/621).

|          |   |
|----------|---|
| MATH 504 | Current Trends in Mathematics Education |
| MATH 507 | Linear Algebra I                        |
| MATH 511 | Abstract Algebra I                      |
| MATH 521 | Real Analysis I                         |
| MATH 541 | Complex Analysis I                      |
| MATH 61  | Abstract Algebra II                     |
| MATH 621 | Real Analysis II                        |
| STAT 561 | Probability Theory                      |
| STAT 562 | Applied Regression Analysis             |

**Product of Learning 3-6 Credits**

A product of learning in Mathematics Education is required and consists of three options: (1) Master’s Action Research Project, (2) Master’s Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

EDUC698 Advanced Applied Product of Learning

**Political Science Education**

- POLI 531 Public Policy and Administration
- POLI 612 Seminar in American National Government
- POLI 641 Research Methods in Political Science

*Choose four of the following:*

- POLI 510 American Constitutional Law
- POLI 530 Black Politics in the United States
- POLI 535 Public Personnel Administration
- POLI 610 Problems in Political Behavior
- POLI 613 The Judicial Process
- POLI 620 Government and Politics of Europe
- POLI 621 Government and Politics of the Far East
- POLI 622 Government and Politics of Developing Nations
- POLI 623 International Politics
- POLI 630 Administrative Law
- POLI 631 Financial Administration
- POLI 633 Problems in State and Intergovernmental Relations
- POLI 634 Politics of the Budgetary Process
- POLI 644 Contemporary Political Ideologies
- POLI 643 Currents of American Political Thought
- POLI 646 Advanced Reading Seminar

**Product of Learning 3- 6 Credits**

A product of learning in Political Science Education is required and consists of three options: (1) Master’s Action Research Project, (2) Master’s Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

EDUC698 Advanced Applied Product of Learning

**Sociology Education**

- SOCI 500 Sociological Concepts
- SOCI 502 Special Problems in Sociology
- SOCI 505 Advanced Social Statistics
- SOCI 525 Population Studies
- SOCI 560 Advanced Sociological Theory
- SOCI 590 Advanced Social Science Research

*Choose one of the following:*

- SOCI 550 Modernization and Social Change
- SOCI 555 The Sociology of Juvenile Delinquency

**Product of Learning 3-6 Credits**

A product of learning in Sociology Education is required and consists of three options: (1) Master’s Action Research Project, (2) Master’s Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

EDUC698 Advanced Applied Product of Learning

# Course Descriptions

All course descriptions indicate in parentheses the number of credit hours, lecture hours, and laboratory hours per week. In ACCT 610 (3-3-0), the first number within the parenthesis indicates the credit value (3) for the course; the second number indicates the number of lecture hours (3) per week; and the third number indicates the number of lab hours per week (0).

## Accounting (ACCT)

### ACCT 591 (1.5-3-0) Financial Accounting

An accelerated course in financial accounting. Provides a background in both the concepts and practice of accounting in order to envision the implications of GAPP on financial reporting problems and statement analysis. A substantial amount of popular press coverage of business and accounting issues and related subject matter is integrated throughout the course. (Offered for one-half a semester.)

### ACCT 592 (1.5-3-0) Managerial Accounting

An accelerated course in managerial accounting. A study of how management accounting aids the decision-making process by providing management with pertinent financial information. Product costing, information uses in planning and controlling operations and special reports and analysis to support management decisions are covered. (Offered for one-half a semester.)

### ACCT 610 (3-3-0) Advanced Managerial Accounting

A managerial approach to the detailed analysis of cost statements, financial statements and budgets for facilitating the financial decision-making process, with attention to quantitative techniques used in management accounting. *Prerequisites: ACCT 591/592 or equivalent*

### ACCT 650 (3-3-0) International Accounting

The study of international dimensions of accounting and control; international business and multinational strategy; accounting systems and global environment; the comparative International Accounting systems and practices including comparative International Analysis of financial statements; International Disclosure Trends and Financial Analysis; Management Control of Global operations; International Taxation; and External Auditing of foreign operations. *Prerequisite: Consent of the instructor.*

### ACCT 670 (3-3-0) Internal and Operational Auditing

A detailed and critical study of the changing audit environment relative to financial statement, auditing, internal auditing, compliance auditing, and operational Auditing. An in-depth study of the roles of the Securities and Exchange Commission with particular emphasis on the Securities Acts of 1933 and 1934. An extensive research work in auditing. *Prerequisite: Consent of the instructor.*

### ACCT 695 (3-3-0) Seminar in Accounting

Discussion by students and faculty of selected contemporary topics in accounting applying intensive individual research to accounting issues facing management. *Prerequisite: Consent of the instructor.*

## Business Administration (BADM)

### BADM 591 (1.5-3-0) Statistics I

Basic concepts of probability and statistics used in management are presented. Topics include data analysis and display, descriptive measures, random variables, and probability distributions. (Offered for one-half a semester.)

### BADM 592 (1.5-3-0) Statistics II

Introduces statistical inference and its use in decision-making. Aims at application-oriented understanding of regression analysis. Develops ability to design, estimate, evaluate, and interpret statistical models. (Offered for one-half a semester.)

### BADM 602 (3-3-0) Directed Research

Research of special interest by advanced students under the supervision of a member of the MBA faculty. Work may represent either an intensive investigation of a particular problem in theory or a survey of a field of Business Administration and Economics not otherwise addressed in the curriculum. *Prerequisites: Consent of the Instructor, MBA Director, Dean of School of Business and Economics, and Dean of Graduate Studies.*

### BADM 603 (3-3-0) Special Topics in Business

A study of a current topic of special interest in business. *Prerequisite: Consent of the instructor.*

### BADM 604 (3-3-0) International Business Law

A study of the public law of international trade, investment restrictions, technology transfer laws, and other political controls over international law, such as law of treaties and the role of international and intergovernmental organizations; comparative analysis of international sales law, negotiable instruments law, advertising law, antitrust law, licensing of patents, copyrights and trademarks; Federal Corrupt Practices Act; North American Free Trade Agreement; and Investment laws in developing countries. *Prerequisite: Consent of the instructor.*

## Biochemistry (BICH)

### BICH 610 (3-3-0) Advanced Biochemistry

A study of the intermediary metabolism of amino acids nucleic acids, carbohydrates and lipids, with emphasis on metabolic pathways and their associated enzymes. *Prerequisite: A course in biochemistry or consent of instructor.*

## Biology (BIOL)

### BIOL 610 (3-3-0) Endocrinology

A comprehensive study of anatomy, physiology, and patho-physiology of endocrine glands in animals with particular emphasis on humans. The course will examine the current research on hormone-related problems in humans such as stress that leads to cardiovascular and gastroenteric diseases. *Prerequisite: Undergraduate or graduate physiology course.*

### BIOL 620 (1-0-2) Seminar

Presentations by faculty, students, and visiting scientists on current research in various specialty areas of biology. *Prerequisite: Consent of instructor.*

### BIOL 630 (3-3-0) Topics in Biology

Studies of current topics in various areas of biology, with emphasis on significant advancements. *Prerequisite: Consent of the instructor.*

### BIOL 640 (3-3-0) Comparative Physiology

A comparative study of the organ systems of vertebrates and the physiological processes involved in maintaining the homeostasis. *Prerequisite: Consent of instructor or previous course in physiology.*

### BIOL 650 (3-2-2) Communities and Ecosystems

A study of interactions between species, community structure, nutrient and energy flow in ecosystems, and geographical ecology. *Prerequisite: A course in ecology or consent of instructor.*

### BIOL 660 (3-3-0) Evolution

A study of the history of life, evolutionary relationships among organisms, mechanisms of evolution, and speciation. *Prerequisite: A course in ecology/evolution or consent of instructor.*

### BIOL 670 (3-2-2) Physiology

An analysis of the functions of major organ systems, especially in mammals, with attention to and discussions of current research articles published in the American Journal of Physiology. *Prerequisite: A course in physiology or consent of instructor.*

### BIOL 680 (3-2-2) Radiation Biology

A study of the procedures and applications of the principles of atomic radiation, including methods, means of detection, measurement, and utilization in research. *Prerequisite: One year of physics, calculus with analytic geometry, and analytical chemistry.*

### BIOL 690 (6) Research and Thesis

Independent investigation work on an approved program reported in a prescribed written form. A total of six (6) credit hours required, taken in blocks of (1) to (6) hours. *Prerequisite: Consent of the research advisor.*

### BIOL 899 (0-0-0) Thesis Non-Credit

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

## Botany (BOTN)

### BOTN 620 (3-2-2) Advanced Botany

A study of the metabolism of plant growth and morphogenesis with special emphasis on such aspects as plant hormones, tropisms, water relations, circadian rhythms, and phytochrome, as well as on the field characteristics, collection, and identification of vascular plants, with intensive study of selected families and genera. *Prerequisite: A course in botany or consent of instructor.*

### BOTN 630 (3-2-2) Plant Development

A study of the developmental anatomy of seed plants, including examinations of the seed structure, seedling development, ontogeny and structure of the primary body, secondary body, flowers, and fruits. *Prerequisite: A course in botany or consent of instructor.*

### BOTN 640 (3-2-2) Advanced Microbiology

A study of the taxonomic, morphological, cultural, and physiological characteristics of important groups of heterotrophic microorganisms, such as the spore forming group, the pseudomonades, the staphylococcusmicrococcus group, and the enteric forms, with emphasis on the isolation, characterization, and study of groups of heterotrophic microorganisms. *Prerequisite: A course in microbiology or consent of instructor.*

## Computer Science (CSC)

### CSC 501 (3-3-0) Special Topics in Computer Science

In-depth studies of selected topics in areas of computer science not covered in other computer courses, such as software, hardware utilization, programming languages, numerical methods, syntactic descriptions, symbolic functions, and manipulations, with course requirements including one or more of the following: readings in the literature and research on computer science, introductory research projects, major computer programming projects, seminars, or new course development. *Prerequisite: CSC 101 or consent of the instructor.*

## Economics (ECON)

### ECON 500 (3-3-0) Applied Economics

A course primarily for in-service and/or pre-service school educators and administrators, including a study of the history, philosophy, and theory of the American economic system and the application of economic principles to current issues and problems. (Not open to MBA students.)

**ECON 591 (1.5-3-0) Microeconomics**

Survey of microeconomics principles with special application to managerial decision-making. (Offered for one-half a semester).

**ECON 592 (1.5-3-0) Macroeconomics**

Survey of macroeconomic principles with special application to managerial decision-making. (Offered for one-half a semester).

**ECON 610 (3-3-0) Managerial Economics**

The application of economic theory and quantitative methods to an analysis of managerial decision-making in national and international settings. Topics include empirical estimation of demand functions, cost and production functions, product pricing, application of cost-benefit analysis to non-profit sector, risk analysis, technology change management and plant selection strategies in a global economy. *Prerequisites: ECON 591/592, MGMT 625, or equivalent.*

**ECON 650 (3-3-0) International Trade and Financial Markets**

This course deals with practical aspects of international trade and financial markets. It treats the international consequences of changes in money supply or demand, prices, and interest rates. The role and importance of the institution and individual participants will be discussed. *Prerequisite: Consent of the instructor.*

**ECON 660 (3-3-0) Business and Economic Forecasting**

Advanced study of the science and art of model building for the purpose of forecasting and policy analysis. Forecasting models are critically examined and applied to the managerial decision making problems using standard computer programs. *Prerequisites: ECON 610.*

**Educational Administration (EDAM)****EDAM 650 (3-3-0) Leadership Development and Evaluation Seminar**

This seminar engages the student in a variety of activities designed to identify strengths and weaknesses and to develop a knowledge base and skills related to school based management and the utilization of computer-based management information systems. The student will: respond to self-analysis instruments and participate in various self-improvement activities relating to problem solving, leadership styles, adaptability, risk-management, transactional analysis, motivation, observation and listening; examine problems and procedures in the development and implementation of school-based management principles; and study the utilization of computer-based management information systems and use of modern telecommunications in increasing the effectiveness of communication between the school and the community at large. Required clinical experiences will include observation of school board meetings; investigation of available data bases for decision making in governmental agencies,

business and management situations; workshops and seminars; participation in professional development activities through teleconferencing, and self-assessment and professional development portfolios in collaboration with school districts and the North Carolina Leadership Academy. *Prerequisite: Admitted to the MSA degree program.*

**EDAM 651 (3-3-0) Humanistic Dimensions and Diversity**

The examination of the factors relating to human behavior within an organization is the focus of this course. The student will examine organizations with the context of human characteristics and behaviors and will engage in discussions and activities designed to build effective leadership skills in addressing organizational issues relating to group dynamics, team building, decision making, and empowerment of teachers, parents, and community. This course also will include a discussion of relevant issues from educational psychology, social psychology and human growth and development. Field based clinical experiences in inter-agency collaboratives, county government, health and social services, community-based agencies and organizations, and business and industrial sites will be required. *Prerequisite: Admitted to the MSA degree program.*

**EDAM 652 (3-3-0) Research Methodology**

Focus is on research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, and applications of statistical methods. Selected concepts covered include: estimation, graphic methods, hypothesis testing and variance, correlation, and non-parametric procedures in the context of educational studies. Computer software programs widely used in educational research are examined and demonstrated. Students are required to select their action research topic and begin the development of the conceptual framework for the project. *Prerequisite: Admitted to the MSA degree program.*

**EDAM 660 (3-3-0) Leadership in Educational Organizations**

An analysis of the various leadership theories with a major focus on situational leadership, leadership styles and style-flex. The course explores and tests (through required field-based clinical activities) leadership skills and strategies necessary for effective school oversight. The student engages in an in-depth review of the literature relevant to effective organizational change and analysis as a foundation for the development of change topologies. Field-based clinical experiences are required during which students are provided opportunities to identify issues affecting the school and engage in proposing solutions utilizing leadership concepts. Required clinical experiences will include observation of board meetings and activities of state educational agencies, regional technical assistance centers, school districts, local school advisory boards, and regional

## 70 – Course Descriptions

and state professional meetings and conferences of superintendents, principals, and assistant principals.

### **EDAM 661(3-3-0) Legal and Policy Professional Issues**

This course is designed to review laws that pertain to public schools, including constitutional laws, state laws and landmark court decisions that have helped to shape school law. The impact of school law on formulation and implementation of school-based policy and procedures will be explored. Students will complete an analysis of recent state judicial decisions and legal structures as related to responsibility and accountability of school leaders. The course will also engage the student in an examination of the school system as a policy system and the implementation of these policies by the school leader at the building level. Focus areas include: relationships of local school district policies to state policies, constraints imposed by state policies, implications of the state local system for local control, and effects of community expectations and participation in policy making at the school district and building levels.

The clinical modules will include case studies; investigation of the role and responsibilities of North Carolina Center for Public Policy and Research, the Institute of Government of the University of North Carolina, the North Carolina Center for Rural Development and other state agencies and organizations involved in policy development.

### **EDAM 670 (3-3-0) Trends and Issues: Resources Management/Society and the Schools**

This course engages the student in the examination of social issues that impact the school environment, including issues related to: equity, gender and quality; multi cultural education; diversity; and privatization. It also provides an in-depth study of the basic principles of financing public education. The primary focus is on an examination of revenue sources and various business functions including: budget preparation, purchasing, accounting and fiscal policies and law related issues. The course also addresses the use of people resources for reducing the fiscal cost of operation of the schools.

Case studies; investigations of local, state, and federal financing of public education through onsite visitations, presentations by experts and research projects; and community surveys for environmental analyses will comprise clinical experiences for this course.

### **EDAM 671 (3-3-0) Curriculum Theories and Instructional Leadership**

This course provides examination of the literature relating to cognitive development with a primary focus on the application of current effective theories of learning and psychological research to classroom instruction. Attention is also given to relevant human growth and development issues, learning and motivation techniques, the multi cultural classroom, and learning styles. An in-depth study of curriculum and instruction issues including: influencing

social forces; emergent curricular designs; planning and implementation models; diversity issues; special need students; and utilization of instructional technologies/telecommunications. The course is designed to provide comprehensive understanding and skill development for providing effective leadership for: curricular design, instruction delivery, staff development, and effective supervision and evaluation of instruction.

### **EDAM 680 (3-3 -0) Internship Part I**

An exploratory summer field experience will afford opportunities for interns to make site visits to exemplary school sites and programs. This course is a prerequisite to EDAM 690. Interns may also participate in intensive summer staff development and in service programs. Weekly seminars with participating faculty members and joint training with mentors/coaches will be designed to develop individualized and quality internship experiences for EDAM 690 and EDAM 691. *Prerequisites: EDAM 650, EDAM 651, EDAM 652, EDAM 660, EDAM 661, EDAM 670.*

### **EDAM 690 (6-0-6) Internship Part II**

Internship Part II is the first semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with field mentors/coaches. *Prerequisite: EDAM 680*

### **EDAM 691 (6-0-6) Internship Part III**

Internship Part III is the second semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with field mentors/coaches. *Prerequisite: EDAM 690*

### **EDAM 698 (3-3-0) Computer Usage for Educational Administrators**

This course is designed to enhance the computer literacy of educational administrators in the field of education and provide exposure to a wide spectrum of electronic technology in administration and a classroom setting. Attention will be paid to technologies that permit access to all branches of education. This will include networks and bulletin boards, interactive voice, visual interactions, data and image transmission, designing and implementing instructional and administrative procedures. Students will be expected to demonstrate knowledge of computer skills in word processing, data management, spreadsheets, graphics and courseware applications and authoring tools.

**EDAM 699 (3-3-0) Pre-Doctoral Administrative Studies**

A part of the Pre-Doctoral Institute offered each summer for graduate students who have been admitted to the doctoral program in educational leadership and for those interested in doctoral level studies, EDAM 699 introduces students to doctoral-level graduate study through a variety of experiences focusing on contemporary organizational theory, organizational change and inquiry methods. The topic around which the experiences will revolve is the development of schools as learning organizations. Students will study contemporary organizational concepts such as Senge's learning organization and their application to public schools. They will study and discuss strategies for organizational change in schools with invited guest speakers from the field. Finally, students will be introduced to methods of inquiry including an overview to research methods, the library and its paper and electronic information sources and the Internet.

**Educational Leadership (EDLE)****EDLE 700 (3-3-0) Group Dynamics, Decision Making, and People Management**

This course will be an examination of small groups as crucial environments for individual self-assessment and change, and for effective use of human resources in decision-making and program implementation. Individual group members will be expected to demonstrate the ability to be a change agent in different cultural climates.

**EDLE 701 (3-3-0) Cultural Diversity in American Schools**

The course addresses the origins, concepts, principles, and trends of multi cultural education, equity and the conceptual framework of cultural diversity in relation to education. The topics will include concepts that facilitators of learning will need in order to skillfully and effectively teach in a multicultural setting. Specific content areas to be covered are the topology of American cultures: Race, Ethnicity, Gender, Sexual orientation, Physical condition, Age, Ethnocentricity, Eurocentricity, Afrocentricity, Interculturality, Cross-culturality, Group dynamics and Organizational development, Cooperative learning and emerging Sub-cultures. Discussions will focus on explication of the concepts and development of strategies, for conflict resolution and situational leadership, thus enabling the facilitator of learning to become a better decision maker and change agent.

**EDLE 703 (3-3-0) Public Policy and Political Issues In Education**

This course is an in-depth examination of the theoretical and conceptual basis of politics and public policy in education and its relationship to the successful practice of educational administration. A compendium of political issues at the local, state, and federal levels serves as focal points to stimulate students' thinking, understanding, and perception about education, politics and policy formulation.

Emphasis is placed on the practical application of the acquired knowledge base by engaging in a variety of didactic schema such as case studies analyses, simulations, and mini-studies. Each schema is designed to demonstrate the interrelationship among education, politics, and policy formulation at the local, state, and federal levels. Continuous evaluation is made throughout the course to determine students' level of political astuteness and savvy.

**EDLE 704 (3-3-0) Curriculum and Instructional Leadership**

This course is designed to examine the educational leader's role as a facilitator of learning in curriculum and instruction. The central intent of the course is to provide curriculum and instructional master theories on design, implementation, and evaluation. Case studies and simulations which enhance change will be included. Instructional strategic concepts and issues will be viewed from the educational leader's point of view as a decision-making facilitator of learning and curriculum specialist.

**EDLE 705 (3-3-0) The Planning and Financing of Educational Organizations**

This course is an in-depth examination of school planning and implementation of the financial perspective at local, district, and state levels. Included are the traditional methods of financing and the emergent ideas and subsequent suggested practices to meet the needs of a changing national educational environment. Also addressed are the areas of financing of school corporations in the current economic and political setting with emphasis on interrelationships of educational, economic, and political decisions.

**EDLE 706 (3-3-0) Seminar in Educational Leadership**

Educational leadership within the changing contexts of the American school and society is the focus of the course. Strong emphasis is placed on the role, function, and duty of the facilitator of learning as a change agent when faced with the problems, issues, and concerns of today's schools. This seminar examines the prerequisite interpersonal skills, knowledge, and abilities necessary for the educational leader to meet the challenges of the changing school. Focus is also placed upon personal assessment and evaluation of leadership competencies. Provisions are made for skill development and improvement. Theory into practice is the primary objective for the course, and various didactic schema are employed to ensure this occurrence. Site-based field experiences, case study analyses, socio-dramas, bibliographic leadership studies, and simulations are examples where theory and practice are rejoined, analyzed and applied.

**EDLE 707 (3-3-0) Seminar in Legal Issues and Professional Ethics**

The course is a doctoral-level course in school law. This course will focus on Legal Issues and Professional Ethics of particular concern to education policy-makers and central office school administrators. Federal and North Carolina

## 72 – Course Descriptions

school law will be included with attention given both to theoretical and practical concerns.

### **EDLE 708 (3-3-0) Organizational Theory and Administrative Behavior**

This course is designed to analyze the relationship between administrative theory and practice by utilizing the literature in organizational theory and administrative behavior and by applying the concepts to administrative practice in educational settings. The awareness of gender issues and cross-cultural issues that affect the modern organizational climate is emphasized. Case studies, simulations and in-basket techniques will be utilized to supplement lectures and discussions.

### **EDLE 720 (3-3-0) Educational Statistics**

This course will cover the application of basic statistical procedures to the decision making process. The student will learn the most widely-used statistical procedures and how they support managerial decision-making and organizational change processes. The course includes Pareto Analysis, Ishikawa Diagrams, statistical process control, charting, presentation, the communication of statistical information; and touches on experimental design in the managerial context. Emphasis will be on research conducted in schools by presenting methods that are appropriate for school-based research. Educational leadership is evolving to place added emphasis upon teacher, parent and student empowerment, which will have fundamental consequences for administrative practice. In the future, administrators will need skills in projecting budget expenses for programs developed by this consortium of participants. To share power will require the educational leader to be skillful in interpreting and sharing research findings with these participants. This course will be the introduction to the development of an educational leader able to evaluate design and conduct educational research to deal with the changing school.

### **EDLE 721 (3-3-0) Research, Design, and Evaluation Methodology**

This course is designed to teach the student how to match the research design to the substantive problem in education without further distorting the problem. The first one half of the course will cover the basics of research design. The second half of the course will cover program evaluation. Future school administrators will be provided the information they need to conduct or supervise instructional program evaluation. The program evaluations component will be based on the material covered in the first half of the class. The student will have taken statistics and be knowledgeable of the basics of test and measurement.

### **EDLE 722 (3-3-0) Qualitative Research, Theory, and Application**

A study of qualitative research from different theoretical and methodological approaches. This course is designed to assist the educational leader in becoming a more effective facilitator of learning through knowing how to conduct research without formal hypotheses, allowing the

hypotheses to evolve over time as events unfold. The researcher begins without preconceived ideas about what will be observed and describes behavior that seems important. Language principles, designs, and methodologies of producing qualitative research from experimental and non-experimental approaches will be presented. Students will demonstrate skills needed from practical and applied research in various educational settings.

### **EDLE 723 (3-3-0) Quantitative Research Application and Methodology**

This course provides administrators with the knowledge of the methods and analytic approaches in educational research that will aid them in dealing with the school restructuring now occurring in the nation's schools. The measurement, design, and analysis procedures that are the most useful for dealing with a changing school system will be presented. An integrated approach to statistics and educational research will provide the student with an awareness of the interrelations and interdependencies among the statistics and research procedures presented. This awareness is essential for becoming an intelligent consumer of research and a competent researcher. Although the course requires a background in statistics on the level of an introductory course (EDLE 720), these topics will be reviewed before extending the presentation to more advanced topics.

### **EDLE 730 (6-0-6) Internship in Educational Leadership**

The advanced educational leadership internship will be a year-long educational experience that will provide an opportunity for students to engage in a series of field-based clinical experiences. An individualized plan will be developed as a team by the student, faculty advisor, and the supervisor of the participating organizations. These experiences will be based on the experiences, background, needs, and professional goals of the student.

### **EDLE 740 (6-0-6) Dissertation in Educational Leadership**

The dissertation process serves to bring together all of the experiences in which students have engaged during the entire program. The dissertation culminates the theoretical and practical research experiences of the candidates. The application of theory and research to solve, inform, or suggest changes in problems and dilemmas facing educational leaders today should be reflected in an original, sophisticated, and high quality document. To facilitate the dissertation process, candidates will participate in regularly scheduled seminars designed to keep them on task and provide on-going constructive faculty feedback. The end result is a final dissertation and successful defense.



## Education (EDUC)

### **EDUC 533 (3-3-0) Home, School, and Community Relations**

A course on the planning and marketing of public relations strategies for the betterment of education and school support.

### **EDUC 560 (3-3-0) Educational Communications, Methods, and Materials**

A survey of types of visual materials used in education, including slides, prints, filmstrips, films, transparencies, and television, with emphasis on the selection, integration, and evaluation of communications materials appropriate to school programs.

### **EDUC 600 (3-3-0) History and Philosophy of Education**

A survey of the development of principles and practices of education from earliest times to the 18th century, emphasizing the evolution of educational philosophies.

### **EDUC 602 (3-3-0) Foundations of Education**

A study of the origins, development, and contemporary status of education and schools in the United States, with emphasis on issues related to the control of public education and to the organization of school programs and curricula.

### **EDUC 610 (3-3-0) Planning and Implementing Instruction for Diverse Learners**

The course addresses the origins, concepts, trends and principles of multicultural education, equity and the conceptual framework on cultural diversity in relation to education. It also exposes the students to a critical conscious approach to dialogue as an effective method applicable to diversity across the curriculum. The topics will include concepts that facilitators of learning will need in order to skillfully, and effectively teach in a multicultural setting. Specific content areas to be covered will be the topology of American cultures and how the following aspects impact on the cultures: Race, Ethnicity, Gender, Sexual orientation, Physical condition and Age. The following concepts will be discussed as part of the conceptual framework on diversity, Ethnocentricity, Eurocentricity, Afrocentricity, Interculturality, Crossculturality, Group dynamics and organizational development. Discussions will focus on explication of the concepts and development of strategies for conflict resolution and situational leadership, thus enabling the facilitator of learning as a change agent to learn to appropriate actions in dealing with the contradictions that shape the education system from economic, social, political and psychological and philosophical aspects.

### **EDUC 615 (3-3-0) Techniques of Teaching in the High Schools**

A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development, and materials selection for secondary school education.

### **EDUC 616 (3-3-0) Teaching and Technology in the Middle and Secondary Schools**

A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development technology, and materials selected for middle and secondary school education, grades 6-12. Specific attention will be directed forwards developing each student as a facilitator of learning. Emphasis will be placed on integrating technology to enhance teaching and learning.

### **EDUC 620 (3-3-0) Adolescent Psychology**

A study of the adolescent in contemporary society, theories of adolescence, and the physical, emotional, social, familial, moral, educational, vocational, and ethnic influences on adolescent behavioral development.

### **EDUC 626 (3-3-0) Applied Strategies for Safe and Peaceful Schools**

This course is designed to enhance students' knowledge related to safe schools, violence and conflict resolution. This introductory course will also provide participatory, experiential and hands-on training in conflict resolution, resiliency strategies and peer mediation for pre-service and in service educators. Promoting pro-social behavior and improving learning in K-12 settings for all students are stressed. A supervised field experience is required.

### **EDUC 630 (3-3-0) Advanced Educational Psychology**

A study of teaching as a process, emphasizing educational objectives, characteristics of students, theories of learning and motivation, teaching styles and techniques, and evaluation processes.

### **EDUC 640(3-3-0) Principles and Practices of Supervision**

An introduction to educational administration and supervision, including such topics as the multifaceted role of the supervisor, administrative organization, decision making, instructional leadership, curriculum planning, staff development and evaluation, group dynamics, effective school and classroom research, teacher-learner dynamics, motivation, behavior, leadership styles, interpersonal relations, cultural pluralism, and contemporary trends in education.

### **EDUC 641 (3-3-0) Advanced Studies in Human Development and Learning Communities**

An exploration of psychological principles and their application to the problem of teaching and learning, including characteristics of stages in human development throughout the preschool and school years, theories of motivation and learning, classroom management strategies, individual differences, exceptional achievement and teaching strategies.

**EDUC 644 (3-3-0) Foundations and Curriculum Development**

A study of educational foundations and curriculum development in secondary schools, including discussions of the development, implementation, and evaluation of educational goals and objectives in the secondary curriculum.

**EDUC 646 (3-3-0) Trends and Issues in Curriculum and Instruction (Seminar)**

An exploration of the current issues, trends, and research in curriculum and instruction, and the sociological, psychological, and political factors influencing educational trends and innovations.

**EDUC 650 (3-3-0) Effective Practices for Teaching, Learning and Collaborative Leadership**

An advanced study of effective teaching practices supported by educational research, the application of technology to the educational setting, learning in content areas, and the design of collaborative leadership. This course is designed to introduce various aspects of teaching and learning that have relevance to understanding effective instructional procedures.

**EDUC 680 (3-3-0) Topics in Administration**

A study of problems, trends, and issues relating to school administration.

**EDUC 680 (3-3-0) Introduction to Research in Education**

An introduction to research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, applications of statistical methods, and organizational reports and presentations.

**EDUC 690 (3-3-0) Applied Research in Education**

A study of the development and use of research, research methods, applied research, basic research, methods of reasoning, fallacies in reasoning, statistical methods, thesis writing, survey-research and evaluation of research. Emphasis is placed on understanding the scientific approach and not upon statistics.

**EDUC 694 (3-3-0) Introduction for Lateral Entries**

This course is designed to prepare lateral entry teachers (LE) for teaching in today's general and special education classrooms. Participants will encounter the following issues: understanding the nature of today's learners, teaching today's diverse learners, assessing/diagnosing for classroom teaching, planning lessons, organizing for the instruction, selecting and using developmentally appropriate materials, strategies and technology managing learning environments, selecting service learning opportunities and collaboration with other professionals, parents and agencies.

*Prerequisite: Lateral entry contract*

**EDUC 698 (-3-0, 6-6-0 – variable credit) Advanced Applied Product of Learning**

This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.)

**EDUC 699 (6) Thesis**

A supervised empirical study in a selected area of concentration.

**EDUC 899 (0-0-0) Thesis Non-Credit**

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**EDUC 999 (0-0-0) Dissertation Non-Credit**

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their dissertation must enroll in this course.

**Education Middle Grades (EDMG)****EDMG 614 (3-3-0) Techniques of Teaching in the Middle Grades**

Effective teaching techniques used to direct learning in grades 6-9. Innovative forms of organization and instruction are investigated.

**Elementary Education (ELEM)****ELEM 505 (3-3-0) Modern Mathematics for Elementary Teachers**

A study of numeration systems and the real numbers as a basis for teaching mathematics in the elementary school.  
*Prerequisite: Consent of instructor.*

**ELEM 530 (3-3-0) Remediation of Mathematics Difficulties**

An exploration of factors that contribute to mathematics difficulties in the elementary and middle school, tests that aid in the diagnosis of difficulties, and techniques for preparing and evaluating individualized educational plans and strategies for remedial instruction.

**ELEM 533 (3-3-0) Foundations of Arithmetic**

A study of the elements of modern mathematics basic to understanding the mathematical system.

**ELEM 534 (3-3-0) Social Studies in Elementary School**

An analysis and evaluation of programs, strategies, and materials for achieving the social studies objectives outlined in the North Carolina course of study.

**ELEM 540 (3-3-0) Math Education for Gifted Children**

An in-depth study of curricula, methods, and materials for teaching mathematics to gifted children.

**ELEM 552 (3-3-0) Foundations and Curriculum of Early Childhood Education**

An in-depth study of the historical, psychological, and sociological foundations of early childhood education and an exploration of current trends and programs in the field.

**ELEM 553 (3-3-0) Teaching and Evaluation in Early Childhood Education**

An exploration of teaching strategies and evaluation processes in early childhood education. (Field experience required.)

**ELEM 560 (3-3-0) Reading/Language Arts for the Gifted (SPED 560)**

An in-depth study of curricula, methods, and materials for teaching reading and the language arts to gifted children, with attention to examining characteristics of the gifted, assessing their unique learning needs, and investigating aspects of creativity.

**ELEM 615 (3-3-0) Techniques of Teaching in the Elementary Schools**

An exploration of effective teaching techniques and innovative forms of organization and instruction in elementary education.

**ELEM 616 (3-3-0) Problems Seminar in the Lower Elementary Grades**

An application of research techniques to the study of problems in education at the lower elementary grade level. *Prerequisite: EDUC 680.*

**ELEM 617 (3-3-0) Problems Seminar in the Upper Elementary Grades**

An application of research techniques to the study of problems in education at the upper elementary grade level. *Prerequisite: EDUC 680.*

**ELEM 623 (3-3-0) Advanced Language Arts in the Elementary School**

An exploration of basic ideas and techniques in the teaching of language arts in the elementary school, with emphasis on approaches for facilitating communication.

**ELEM 624 (3-3-0) Teaching Writing in the Elementary Schools**

A study of the writing process and the teaching of composition.

**ELEM 635 (3-3-0) Problems in Science Education**

A practical course in the basic content of the pure and applied sciences, with attention to acquiring techniques for teaching science in the elementary and middle grades and to developing learning activities and instructional units for classroom use.

**ELEM 640 (3-3-0) Issues in Elementary Education**

This course involves an in depth investigation of current issues and problems that affect elementary education in America. This course also includes a study of trends in curriculum, teaching practices, and evaluation of these topics in terms of effectiveness on teaching and learning. A close examination of the scope and sequence of the elementary school curriculum. (Field experience required.)

**ELEM 652 (3-3-0) Selected Topics in Biological Science for Elementary Teachers**

A study of selected topics in the biological sciences, with applications to the teaching of the biological sciences in the elementary and middle schools.

**ELEM 653 (3-3-0) Selected Topics in Physical Sciences for Teachers**

A study of selected topics in the physical sciences, with applications to the teaching of the physical sciences in the elementary and middle schools.

**ELEM 654 (3-3-0) Selected Topics in Earth Science for Teachers**

A study of selected topics in the earth sciences, with applications to the teaching of earth sciences in the elementary and middle schools.

**ELEM 680 (3-3-0) Advanced Studies in Children's Literature**

An in-depth study of literature for children, with emphasis on the history of children's literature, criteria for the selection of quality books, major authors of children's literature, and current trends and issues in the field.

**ELEM 690 (3-0-3) Practicum in the Elementary School**

A supervised practicum in grades K-6, primarily for students without acceptable prior teaching experience.

**ELEM 691 (3-3-0) Integrating Technology in the Elementary School Curriculum**

This course is designed to further develop abilities in using technology, electronic media and other multi-media in teaching and curriculum planning. This course not only addresses the use and application of very specific types of technology, but also focuses on how technology can be used as a thinking tool to foster meaningful learning.

**English (ENGL)****ENGL 502 (3-3-0) Forms of Fiction**

A study of the short story and novel as genre. The course will deal with the history and development of both

forms in American, British, and Continental literature from the beginning until the modernist movement. Emphasis will be placed upon narrative theory and the rhetoric of fiction.

**ENGL 503 (3-3-0) Drama**

A course in the reading of Western Drama from its Greek beginnings through the Renaissance and Modern Period, emphasizing the conventions and modes of drama as literature, the aesthetics of mimesis, terms, historical background, theme, and structure. The course will include readings from the Greek tragedy and comedy, Shakespeare, mixed forms like tragicomedy, Restoration comedy, and examples of Modern Drama from Ibsen to Beckett.

**ENGL 505 (3-3-0) The Lyric**

The Lyric as Song in English and American poetry is a comprehensive literature course designed to acquaint the student with representative poems in English and American literature from the medieval period in England to the twentieth century in England and America and to familiarize students with the dominant forms, sub-genres, prosodic and metrical structures, rhythm patterns, motifs, and subjective voices employed by representative English and American poets of the inclusive periods. This study will concentrate on the correlations between sound and sense, and on the music of the verse. This course will provide students with an extensive practical, theoretical, and prosodic background. An analysis of the music, themes, and structures of lyric poems will provide a comprehensive understanding and appreciation of the musical elements of verse and of lyric poems in particular.

**ENGL 507 (3-3-0) Bibliography and Methods of Research**

This course will introduce students to the graduate study of English language and literature. Study will center on both the integrity of individual texts and the historic, economic, social, and political factors that may have influenced literature and language. The development of printing and publishing will be considered briefly in order to provide an understanding of the indexes. Central works of the twentieth century will also be considered in order to how the student the parameters of literary research.

**ENGL 508 (3-3-0) Introduction to Linguistics**

This course provides students with the terminology and elementary concepts of linguistics. Students will separate linguistic science from myths. The course identifies linguistic markers in both literary and everyday language. The raw material of language will be studied as resources for art, i.e. poetry. The course will delineate some of the issues in contemporary linguistics. Although not primarily a course on pedagogy, this course will from time to time apply linguistic principles to the teaching of English language and literature.

**ENGL 511 (3-3-0) Tragic Vision**

A course in the readings of the tragic in drama, fiction, and poetry. The course will examine versions of the tragic

experience, pathos in contrast to tragedy, the hero, and the possibilities of transcendence in tragedy. The course will study the tragic vision in Greek tragedy, Shakespeare, Ibsen, Yeats, and Beckett. It will look for the tragic in the fiction of Conrad and Mann, and in the poetry of Shelley, Keats, Tennyson, Dickinson, Yeats, and Plath.

**ENGL 515 (3-3-0) History of Criticism and Literary Theory**

This course will provide students with a familiarity with the traditional texts of Western literary theory and criticism. The second half of the course will concentrate on contemporary trends in literary criticism (beginning approximately with Oscar Wilde), which are often reactions against more traditional notions. Often the course will introduce concepts that are, or seem to be, counterintuitive.

**ENGL 516 (3-3-0) Issues in Composition Instruction**

This course will be concerned with current theories in writing and revising compositions. Particular attention will be paid to composition as a process, ultimately leading to a product. The course will also examine writers—including basic/inexperienced writers—and their problems. Students in this course will seek and discover information and techniques that will aid them in functioning as facilitators of writing.

**ENGL 517 (3-3-0) Issues in the Teaching of Literature**

The course will provide a basic introduction to the teaching of literature in its four main forms: fiction, poetry, drama, and film. The concept of documentary narrative in relation to these four will be examined as well. Genre and subgenre will also be considered as means of grouping texts. Particular attention will be paid to the relative appropriateness of teaching the different forms of literature at different age and ability levels. Questions of canon will be considered in order to relate gender, race, and ethnicity to the secondary curriculum. Finally, the relation of literary criticism and critical theory to the teaching of the four forms will be considered.

**ENGL 518 (3-3-1) Technology and the Language Arts Curriculum**

The course will provide students with the ability to use emerging technologies, especially the computer and the videodisc, to enhance the language arts classroom. Word processing and composition; the use of style checkers and editing programs, computer-assisted and computer-managed instruction, the electronic bulletin board, and video discs will be examined in the light of recent research into their effectiveness as pedagogical tools. Students will design and implement a syllabus for a computer intensive language arts course.

**ENGL 531 (3-3-0) Literature of the South**

This course examines literature emanating from the American South, covering the colonial and antebellum period through the Civil War and its aftermath into the early Twentieth Century and the Southern Renaissance, culminating with a view of the contemporary Southern

literary landscape. The course will use literary works and other material to examine how the South differs from other regions of the nation as it attempts to define “Southern literature.” In addition the course will examine Southern literature to discover its beliefs, values, and ideals and to explore the literary tradition of the modern South.

### **ENGL 533 (3-3-0) Approaches to Reading African-American Literature**

This seminar will explore formal modes, figurations, and traditions in African-American writings. The course will analyze ways in which African-American cultural codes produce and reproduce value and meaning. Primary focus includes vernacular theories, performance theories, “womanist” perspectives, and new historicism. The course will include culturally specific aspects of African-American writings and culture, showing how the black tradition has inscribed its own theories of rhetorical systems. The course will focus on the slave narrative tradition as it is reflected in different periods by such writers as Frederick Douglass, Harriet Jacobs, Richard Wright, and Toni Morrison. A New Historicist approach to reading will give attention to how historical discourse displays the surrounding ideology. A consideration of the “black aesthetic” will emphasize the performance of African-American writings.

### **ENGL 534 (3-3-0) Women and Literature**

This course surveys many of the most important literary texts written by women. The course explores and analyzes the cultural assumptions embedded in literature about women written by men—and women. The course examines the social, political, ideological, and economic matrices of both the production and readership of literature. It gives special attention to women’s revaluations and revisions of those matrices. The course discusses the varieties of contemporary feminist theory and criticism. The course also applies feminist contributions to the more important contemporary developments in literary theory and criticism: reader-response theory, structuralism and deconstruction, the new historicism, and the debate over canon formation.

### **ENGL 623 (3-3-0) Medieval English Literature**

The course will survey literature written in Middle English. Most texts will be read in Middle English. It will not include Chaucer, although it does assume a prior acquaintance with Chaucer. The course will trace the Continental and Old English antecedents of Middle English literature. It will consider the social, political, and economic matrices of Middle English literature. It will observe the interpenetration of religious and secular Middle English, literary texts using the new critical and theoretical approaches, especially feminism, neo-historicism, and reader-response theory.

### **ENGL 630 (3-3-0) Modern Novel**

A study of the major novels and novelists of the modernist movement from the late 19th century to the present. The texts will be analyzed through close reading, attempting to make aesthetic connections among the works, and to examine the social and political context in which the

works were produced. An attempt will be made to derive a definition of what modernism was and is and how it shaped the consciousness of contemporary man. The novels will be discussed as reactions to the thematic concerns and resolutions of more traditional early fictions; the complexity of modernist works will be seen as a natural reaction to the complex vision of man, which late 19th and early 20<sup>th</sup> century writers inherited. Among the writers to be studied are the following: Dostoyevsky, Kafka, Flaubert, Lawrence, Forster, and Dos Passos.

### **ENGL 632 (3-3-0) Special Topics**

A study of major tradition, period, author, or current issues in literature. This course will vary according to the expertise of the individual instructor and may be repeated under different subtitles (e.g., Literature and Protest, and the Canon and Its Revision).

### **ENGL 636 (3-3-0) Seminar in American Literature**

The seminar in American literature will examine the works and influence of an individual author, the literary output of a number of different authors, or a particular literary period, such as the Harlem Renaissance, or a literary movement, such as the American Romanticism. Though the specific content of the course may vary, the seminar will be an intensive examination and interpretation of selected texts, as opposed to a survey of many. The course is designed to limit the scope of the material covered so that students can closely examine from various literary perspectives a few key texts. The format emphasizes class members leading the discussion, doing independent research, and exchanging the results of their research.

### **ENGL 637 (3-3-0) Seminar in British Literature**

The seminar in British literature will focus on an individual writer, a small corpus of works by several different writers, or a theme developed by a series of British writers (e.g., social revolt in modern literature, the social status of the hero in epic, medieval, and modern narrative poetry, the sea in British literature, the private self through the “stream of consciousness,” Medieval literature, English, Renaissance, Neoclassicism, Romanticism, post-modern literature, Spenser, Shaw, Joyce, or Woolf.) The seminar will be an intense and close reading and interpretation of selected texts, rather than a survey of many. The purpose of a seminar is to limit the scope of the material covered in order for students to scrutinize from many different literary perspectives a few key texts in British literature. The format is mainly directed discussion with class members leading the discussion, doing independent research, and exchanging results of their research.

### **ENGL 638 (3-3-0) Thesis I**

An original investigation in a subject approved by the student’s thesis committee. Detailed information on the preparation, form, and defense of the thesis is presented in the Guide for the Preparation and Submission of Theses *Prerequisites: ENGL 507 and ENGL 515.*

**ENGL 639 (3-3-0) Thesis II**

Continued preparation of the thesis under the direction of the advisor and the thesis committee. *Prerequisites: ENGL 507 and ENGL 515.*

**ENGL 899 (0-0-0) Thesis Non-Credit**

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**Finance (FINC)**

**FINC 591 (1.5-3-0) Finance I**

This course deals with fundamental financial concepts and principles. Topics include the role of the financial manager, valuation models, basic risk and return concepts, and capital budgeting. (Offered for one-half a semester.)

**FINC 592 (1.5-3-0) Finance II**

This course deals with fundamental financial concepts and principles. Topics include capital structure theory, dividend policy, working capital management, and financial planning and control. (Offered for one-half a semester.)

**FINC 610 (3-3-0) Advanced Financial Management**

An evaluation of selected financial policies connected with the acquisition and disposition of funds by firms. An emphasis is placed on quantitative solutions to these problems. *Prerequisites: ACCT 591/592, FINC 591/592 or equivalent.*

**FINC 655 (3-3-0) International Finance**

This course is designed to recognize the increasing importance of global integration of money and capital markets, a trend that is creating expanded opportunities for both investors and organizations that need to raise capital. This course will focus on macroeconomic issues such as the significance of balance of payments deficits, microeconomic issues such as capital budgeting for multinational corporations, detailed discussion of international markets, and analysis of risk and effect of diversification on an international basis. *Prerequisite: Consent of the instructor.*

**FINC 660 (3-3-0) Financial Institutions**

Recent developments in financial institutions and markets will be studied. The impact of new financial regulation on financial intermediaries and how it will affect their operations will be investigated. *Prerequisite: FINC 610.*

**FINC 670 (3-3-0) Investment Analysis**

The objective of this course is to help students gain an appreciation of what is involved in making investment decisions. The strategies of practicing investment professionals as well as results from theoretical and empirical research are used to introduce students to the practical aspects of investing. *Prerequisite: FINC 610.*

**FINC 680 (3-3-0) Option and Futures Trading**

This course provides the student an introduction to derivative securities market. Option and futures instruments are discussed in detail, followed by valuational theory and hedging application. *Prerequisite: Consent of the instructor.*

**FINC 695 (3-3-0) Seminar in Finance**

Current issues and practices in finance will be selected as problems for intensive exploration and reporting. *Prerequisite: FINC 610.*

**History (HIST)**

**HIST 501 (3-3-0) Historiography**

An exploration of theories of historical interpretation, with applications to the histories of the United States, Latin America, and Europe.

**HIST 506 (3-3-0) Revolution and American Identity**

This course is an introduction to the major writings and interpretations of the era of the Revolution from the early eighteenth century to the ratification of the Constitution in 1787. The emphasis will be on eighteenth-century American Society and culture, the connections between England and the evolution of American protest and political thought that shaped American ideological concepts that were the basis of the independence movement and the effects of the revolution on class status, slavery and race, as well as the attempts to create new forms of government in the aftermath of the Revolutionary War.

**HIST 507 (3-3-0) Social Strata in the Antebellum South**

An exploration of social delineations in the Old South, with attention to the rationale for and the distinguishing features of these groupings.

**HIST 508 (3-3-0) Antebellum Reform Movements**

A developmental study of the origins and progress of American reform efforts from their inception in the Great Revivalism of the 1820s to the culmination of the controversial reform movement, Abolitionism, in the 1860s, with particular attention to the polemical and cognitive aspects of antebellum reformism.

**HIST 510 (3-3-0) Studies in Twentieth Century United States History**

An exploration of social, cultural, political, economic, and military issues in U.S. history from the beginning of World War I to the present, including such topics as the development of a mass society, changing role of women, and other relevant issues.

**HIST 512 (3-3-0) Interpretations of Nineteenth Century United States History**

The course focus is on the literature and interpretations of major issues in nineteenth century United States history. The required readings will place the issues and periods in a cogent context with the latest interpretations. The student

will also be introduced through the required reading to the historiographical controversies in major fields of political and social history with special emphasis on the Civil War and Reconstruction.

### **HIST 519 (3-3-0) History of Medicine and Public Health in the United States**

An examination of the major health problems confronting Americans from colonial times through the twentieth century, as well as the policies and measures adopted by state and federal authorities to deal with these problems.

### **HIST 520 (3-3-0) Studies in United States Foreign Relations from 1771 to the Present**

A study of domestic factors that contributed to the shaping of U.S. foreign policy from the revolutionary period through post-war conflicts with England and France, including such aspects as expansionism, the Spanish-American War, relations with Latin America, World War I and Wilsonian ideals, the Spanish Civil War, World War II, NATO and the Cold War, and the current issues of nuclear proliferation and U.S. and Soviet relations in the post-Vietnam era.

### **HIST 526 (3-3-0) The French Revolution**

A study of the development of the ideas of the Enlightenment, particularly in France, and their contribution to the revolutionary ferment, and the sequence of events by which the Revolution emerged, the changing attitudes within French society, and the economic, social, and political changes brought by the Revolution to France and all of Europe.

### **HIST 527 (3-3-0) Europe in the Industrial Age**

A course focusing on the social, economic, and technological factors which led to the spread of industrialization in Europe in the nineteenth century, and on the social, political, demographic, and intellectual reactions to the industrial revolution from its early days through World War I.

### **HIST 528 (3-3-0) The Rise of Fascism in Europe**

An investigation of the political, social, intellectual, and economic factors making possible the rise of fascism in Europe in the period between the world wars, with attention to the influence and operations of major fascist parties through the beginning of World War II.

### **HIST 537 (3-3-0) History of Imperial Russia**

This course will explore, in depth, the social, cultural, and political history of Russia during the imperial period (roughly 1700-1917). The class will include analyses of the important social, economic, and political strata and organizations as they occurred in imperial Russia.

### **HIST 538 (3-3-0) History in Twentieth Century Russia**

This course will introduce, in some depth, the forces of stability and change interacting during the years 1900-1995 in Russia. It will focus on the Bolshevik experiment, the

rise of Stalinist dictatorship, World Wars, the Cold War, and the demise of the Soviet system.

### **HIST 551 (3-3-0) Caribbean History from Columbus to 1838**

A survey of Caribbean history to 1838, with emphasis on the impact of European conquests and the Catholic influence, plantation slavery, African socio-economic development, nation-state rivalries in the Caribbean, local governments, and the impact of the abolitionist movement.

### **HIST 552 (3-3-0) Caribbean History from the Post-Slavery Period Through the 20th Century**

A continuation of the history of the Caribbean, with study of such topics as black peasantry, the influence of missionaries, value formation, Asian contract workers, labor unions, the plantation economy, the independence movement, and relations with the metropolitan countries and the United States.

### **HIST 555 (3-3-0) The ABC Countries**

A study of the cultural, economic, and political development of Argentina, Brazil, and Chile.

### **HIST 556 (3-3-0) The Andean Republics**

A study of the social, economic, and political development of the continent of South America north of the Southern Cone.

### **HIST 557 (3-3-0) The Harlem Renaissance**

A comprehensive study of the Harlem Renaissance/the Age of the "New Negro," primarily from 1920 to 1930. The course will examine African-American culture and politics from the perspective of the African-Americans who participated in this cultural and political explosion through the prism of post-1920 historians.

### **HIST 558 (3-3-0) African-Americans and World War II**

A comprehensive study of African-Americans, the mind-set of the U.S. military, and World War II. The course will focus on the nature and the problems surrounding the integration and usage of African-Americans in the armed forces of the United States, primarily from 1937 to 1950.

### **HIST 560 (3-3-0) Black Biography**

An in-depth study of major African American personalities who have directly and indirectly impacted the black and white communities in the course of United States history. This course will present African Americans as the major players in studying and interpreting the major historical questions and problems, which have directly and indirectly impacted the course of United States history.

### **HIST 570 (3-3-0) Major Topics in African History**

This course examines the significant developments on the African continent from pre-history to the modern era. The focus is on isolating those people, places, and events that have shaped the "African character." Topics include

Africa as the biological and cultural place of origins for humankind, the great kingdoms of African antiquity, the impact on African societies of the various slave trades on the continent, the impact on African societies of European colonialism, and the recovery of African societies via independence movements.

### **HIST 572 (3-3-0) African Liberation Movements**

This course is designed to familiarize students with the efforts to achieve independence by various African peoples. Regionally, the course will span liberation movements from Egypt to South Africa. Chronologically, it will include efforts of Africans to free themselves from the shackles of European Colonialism in the twentieth century. The focus of the course will be to provide tangible evidence that freedom or democratic movements are not just confined to the Western World but reflect the universal yearnings of all people.

### **HIST 575 (3-3-0) History of Women in Africa**

The study of women's roles and contributions in history has become a major discipline. This course is designed to look at one segment of women in history – women in sub-Saharan Africa. Using scholars who articulate the insights of the most recent scholarship, the course intends to present an overview of women's past and present contributions to African development as well as the many obstacles to their further economic and social progress. The course will explore women's history in the region as it has changed over time under pre-colonial, colonial, and independence governments. It will address the wide range of variations in women's social position in Africa as well as the effect of cultural influences imposed by outsiders. Divided into three parts, it will address many current women's issues under the following topics: Women in the Economy, Women in Society and Culture, and Women in Politics and Policy Making. Specifically addressed are the current issues of women as heads of households, female circumcision (female genital mutilation), multiple wives, child care, control over women's labor and the proceeds from that labor, the feminist movement, women in the military, women's role in politics and the effect of local and international governmental policy on women.

### **HIST 576 (3-3-0) Africa and the Americas**

This course has a double purpose: to introduce students to African history and to explore the continuing relationship tying Americans of African descent to the continent of Africa. The first part of the course will focus on the history of West Africa before the beginning of the sea-borne exchange with Europe and the Americas. Students will be introduced to the early West African empires, to local patterns of society and culture, and to the role-played by Muslim scholars, clerics, traders, and kings. In the second part of the course we examine the history of Africans and the changes they undergo on the continent of Africa and in the Diaspora. This includes the European colonization of Africa and the Africans who were drawn into the Atlantic exchange: the history of the New World plantation complex and the role of African culture and social organization in

shaping life in the Americas. In the last part of the course, we explore the connections between Africans and the African-Americans: Back to Africa movements in the US (1820's and 1920's), the African foundations of early modern African-American thought, and the contributions made by African Americans to the African continent.

### **HIST 590 (3-3-0) Special Topics in History**

This course provides for study of special topics in history not covered in the regular graduate history courses.

### **HIST 591 (3-3-0) Special Topics in History**

This course provides for study of special topics in history not covered in the regular graduate history courses.

### **HIST 601 (3-3-0) Directed Readings in 19th Century American History**

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

### **HIST 602 (3-3-0) Directed Readings in 20th Century American History**

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

### **HIST 603 (3-3-0) Directed Readings in African-American History**

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

### **HIST 626 (3-3-0) Directed Readings in 18th Century European History**

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

### **HIST 627 (3-3-0) Directed Readings in 19th Century European History**

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

### **HIST 628 (3-3-0) Directed Readings in 20th Century European History**

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

### **HIST 650 (3-3-0) Directed Readings in Mexican History**

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.



**HIST 651 (3-3-0) Directed Readings in Caribbean History**

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 652 (3-3-0) Directed Readings in Latin American History**

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 691 (6-6-0) Master's Thesis**

The writing of a thesis based on original scholarly research about a topic related to the major field and approved by the thesis advisor, and the completion of an oral defense of the thesis before an examining committee. (May be completed in increments of three credit hours per semester.)

**HIST 899 (0-0-0) Thesis Non-Credit**

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**Mathematics (MATH)****MATH 501 (3-3-0) Teaching Mathematics Using Computers**

A study of the use of computers in mathematics teaching and research, incorporating evaluations of instructional software and examining integrative techniques for applications of microcomputers in middle grades math, consumer math, general math, geometry, advanced mathematics, trigonometry, and calculus. *Prerequisite: Consent of department.*

**MATH 502 (1-3;1-3; 0) Topics in Mathematics for Teachers**

An intensive study of current topics in mathematics of interest to public school teachers including but not limited to such topics as algebra, geometry, trigonometry, functions, statistics, probability, and use of technology. *Prerequisite: Consent of department.* Students in Mathematics (MAT) degree program may receive elective credit for the course with consent of the chair of the Department of Mathematics and Computer Science, and Educational Leadership and Secondary Education.

**MATH 504 (3-3-0) Current Trends in Mathematics Education**

The primary purpose of this course is to explore mathematics education from methodological and research perspectives. This will be accomplished by developing teaching, research, writing, presentation, and discussion skills.

**MATH 505 (3-3-0) Analysis for Teachers I**

An exploration of proofs of functions, limits, continuity, derivatives, and definite integrals. *Prerequisite: Consent of department.*

**MATH 506 (3-3-0) Analysis for Teachers II**

A continuation of MATH 505, emphasizing proofs and covering such topics as the integral, applications of the integral, L'Hospital's Rule, infinite series, and multiple integrals. *Prerequisite: MATH 505 or consent of department.*

**MATH 507 (3-3-0) Linear Algebra I**

The first course in a two-semester sequence in linear algebra, including such topics as systems of linear equations, matrices, vector spaces, linear transformations, determinants, canonical forms of matrices, and inner product spaces. *Prerequisite: MATH 251 and MATH 361.*

**MATH 508 (3-3-0) Numerical Analysis**

A practical survey of numerical analysis, with topics included from iterative methods of nonlinear equations, the approximation theory, numerical solutions of ordinary and partial differential equations, and numerical linear algebra. *Prerequisite: MATH 251, MATH 331, or MATH 507.*

**MATH 509 (3-3-0) Linear Programming and Applications**

An applications-oriented course developing some of the theories and computational techniques of linear programming - the simplex method, the concept of duality, and the Duality Theorem, matrix representation of the Simplex Algorithm, sensitivity analysis, integer programming - and applying them to transportation problems. *Prerequisite: MATH 372.*

**MATH 511 (3-3-0) Abstract Algebra I**

The first course of a two-semester sequence in abstract algebra, including such topics as groups, normal subgroups, quotient groups, homomorphisms, Cayley's Theorem, Cauchy's Theorem, permutation groups, Sylow's Theorem, direct products, finite abelian groups, rings, ring homomorphisms, ideals, quotient rings, Euclidean rings, and polynomial rings. *Prerequisite: MATH 362, or consent of department*

**MATH 521 (3-3-0) Real Analysis I**

The first course of a three-semester sequence in real analysis, including such topics as real number systems, elements of point-set topology and metric spaces, sequences and series of real numbers, continuity, differentiation, integration, the Riemann-Stieltjes Integral, sequences, and series of functions, point wise and uniform convergence, functions of several variables, implicit function, and inverse function theorems. *Prerequisite: MATH 412 or MATH 461 or consent of department.*

**MATH 531 (3-3-0) Topology I**

The first course in a three-semester sequence in topology, presenting an axiomatic development of topological spaces and including such topics as continuity,

compactness, connectedness, separation axioms, metric spaces, and convergence. *Prerequisite: MATH 481 or consent of the department.*

### **MATH 541 (3-3-0) Complex Analysis I**

The first course of a three-semester sequence in complex variables, including such topics as complex numbers and their geometrical representation, point sets, sequences and mappings in the complex plane, single-valued analytic functions of a complex variable, elementary functions, and integration. *Prerequisite: MATH 492 or consent of department.*

### **MATH 571 (3-3-0) Ordinary Differential Equations**

A course including such topics as existence and uniqueness theorems, linear systems, autonomous systems, periodicity, boundedness and stability of solutions, nonlinear equations, perturbation theory, Sturm-Liouville systems, etc. *Prerequisite: MATH 331 and MATH 521.*

### **MATH 581 (3-3-0) Operational Mathematics**

A study of the theories of Laplace and Fourier transforms and their applications both to ordinary and partial differential equations (including integral equations) and to problems in engineering and the physical sciences. *Prerequisite: MATH 331.*

### **MATH 607 (3-3-0) Vector Space Methods in System Optimization**

An introduction to algebraic and functional analysis concepts used in systems modeling and optimization: vector spaces, linear mappings, spectral decompositions, adjoints, orthogonal projections, duality, fixed points and differentials, with additional emphasis on least squares estimations, minimum norm problems in Banach spaces, linearization in Hilbert space, iterative solutions of systems of equations, and optimization problems. *Prerequisite: MATH 241 and MATH 521.*

### **MATH 611 (3-3-0) Linear Algebra II**

The second course of a two-semester sequence, including such topics as vector spaces, linear independence and bases, dual spaces, inner product spaces, modules, extension fields, roots of polynomials, elements of Galois theory, solvability by radicals, Galois groups over the rationals, algebra of linear transformations, matrices, canonical forms; triangular form, Nilpotent transformation, Jordan form, rational canonical form, Hermitian, unitary, and Normal transformations real quadratic forms. *Prerequisite MATH 507.*

### **MATH 612 (3-3-0) Abstract Algebra II**

A presentation of advanced topics in abstract algebra, including categories and functions, direct sums and free abelian groups, finitely generated abelian groups, commutative rings, localization, principal rings, direct products and sums of modules, homology sequence, Euler characteristic, Jordan-Holder Theorem, free algebras, tensor products, Noetherian rings and modules, extensions of rings, extension of homomorphisms, transcendental

extension of homomorphisms, Hilbert's Nullstellensatz, algebraic sets, representations of finite groups, and semi-simplicity of group algebra. *Prerequisite: MATH 511.*

### **MATH 621 (3-3-0) Real Analysis II**

A study of such topics as the Lebesgue measure, the Lebesgue integral, differentiation and integration theory, the classical Banach spaces, metric spaces, elements of topological spaces, compact spaces, abstract measure and integration theory, the Daniell integral, mappings of measure spaces, and elements of functional analysis. *Prerequisite: MATH 521.*

### **MATH 622 (3-3-0) Real Analysis III**

A continuation of MATH 621, including such topics as extension of a linear function, construction of measure, the space of  $L_p(X)$ , ( $1 \leq p \leq 4$ ), integration on a product space, complex measures, the Haar integral, bounded functions, and almost periodic functions. *Prerequisite: MATH 621*

### **MATH 631 (3-3-0) Topology II**

A continuation of MATH 531, including the following additional topics: embedding and metrication, function and quotient spaces, and complete metric spaces. *Prerequisite MATH 531.*

### **MATH 632 (3-3-0) Topology III**

A study of advanced topics such as homotopy and the fundamental group, homology theory, exactness, the excision theorem, Mayer-Vietoris sequences, the Eilenberg-Steenrod axioms, cohomology and duality, and higher homotopy groups. *Prerequisite: MATH 631.*

### **MATH 641 (3-3-0) Complex Analysis II**

The second course of a two-semester sequence in complex analysis, including metric spaces and the topology in  $\mathbb{C}$ , elementary properties and examples of analytic functions, complex integration, singularities, the maximum modulus theorem, compactness and convergence in the space of analytic functions. *Prerequisite: MATH 541 or consent of the department.*

### **MATH 642 (3-3-0) Complex Analysis III**

A continuation of MATH 641, including such advanced topics as Runge's Theorem, analytic continuity and Reimann surfaces, harmonic functions, entire functions, and the range of an analytic function. *Prerequisite: MATH 641.*

### **MATH 651 (3-3-0) Functional Analysis I**

The first course of a two-semester sequence, including such topics as normed spaces, Banach spaces, the dual space, continuous linear mappings (spaces), topological vector spaces, the open mapping and closed graph theorems, equicontinuous mappings, and theorems of Banach and Banach-Steinhaus, convex sets, separation of convex sets, and the Hahn-Banach Theorem. *Prerequisite: MATH 621.*

**MATH 652 (3-3-0) Functional Analysis II**

The second course of a two-semester sequence, including such topics as locally convex spaces, metrizable locally convex spaces, the determination of various dual spaces and their topologies, compact convex sets, weakly compact sets, semireflexivity, reflexivity, extreme points, Krien Milman Theorem, Eberlein's Theorem, and metric properties of normed spaces. *Prerequisite: MATH 651.*

**MATH 671 (3-3-0) Partial Differential Equations**

A study of topics such as Cauchy-Kowalewsky theorem, existence and regularity of the solutions, Dirichlet problem for linear elliptic equations, Cauchy problems, hyperbolic equations, and fundamental solutions of linear equations with constant coefficients. *Prerequisites: MATH 331 and MATH 571.*

**MATH 681 (3-3-0) Tensor Analysis**

A study of such topics as tensor algebra, covariant and contravariant components, christoffel symbols, and applications of tensor analysis. *Prerequisite: Consent of the department.*

**MATH 699 (6-6-0) Thesis Research**

An extensive research experience in an approved topic of choice.

**MATH 710 (3-3-0) Topics in Abstract Algebra**

Discussions of special and advanced topics, forming an axiomatic and rigorous study of algebra within the scope of research interests of the instructor. *Prerequisite: MATH 612 and the consent of the instructor.*

**MATH 720 (3-3-0) Topics in Real Analysis**

Discussions of special and advanced topics, forming an axiomatic and rigorous study of real analysis within the scope of research interests of the instructor. *Prerequisite: MATH 632 and consent of the instructor.*

**MATH 730 (3-3-0) Topics in Topology**

Discussions of special and advanced topics, forming an axiomatic and rigorous study of topology within the scope of research interests of the instructor. *Prerequisite: MATH 632 and the consent of the instructor.*

**MATH 740 (3-3-0) Topics in Complex Analysis**

Discussions of special and advanced topics, forming an axiomatic and rigorous study of complex analysis within the scope of research interests of the instructor. *Prerequisite: MATH 642 and the consent of the instructor.*

**MATH 899 (0-0-0) Thesis Non-Credit**

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**Management (MGMT)****MGMT 591 (1.5-3-0) Management**

A contingency view of management as the process of organizing resources to set and accomplish organizational goals. Three approaches are emphasized and integrated: the systems approach (environmental issues); the process approach (the functions of planning, organizing, controlling and leading); and the behavioral approach (individual and group performance in organizations). Cases and readings are used. (Offered for one-half a semester.)

**MGMT 592 (1.5-3-0) Communication**

Sharpening the tools for spoken and written communication in business, including audience analysis, computer graphics, writing and editing techniques, document design, and oral presentations. (Offered for one-half a semester.)

**MGMT 615 (3-3-0) Organizational Behavior**

The importance of human behavior in reaching organizational goals. Course emphasis: managing individual and interpersonal relations; group and inter-group dynamics; leadership, communication and motivation skills in managing organizational performance and change. *Prerequisites: MGMT 591/592 or equivalent.*

**MGMT 625 (3-3-0) Management Science**

An introduction to quantitative methods to decision making. Topics covered include linear programming, multi-criteria decision-making, project management, inventory models, forecasting, simulation, and queuing models. The emphasis is not on techniques per se, but rather on modeling, problem solving, and showing how quantitative approaches can be used to enhance the decision making process. *Prerequisites: BADM 591/592 or equivalent.*

**MGMT 640 (3-3-0) Management Information Systems**

A computer based approach to planning, design, implementation and evaluation of information systems in complex organizations, with emphasis on manufacturing and service systems. *Prerequisite: MGMT 591 or equivalent.*

**MGMT 650 (3-3-0) Business Policy and Strategy**

A capstone course designed to develop a framework of analysis for long-term policy formulation in a global economy. Case materials and computer simulation are used to integrate strategic concepts and techniques learned in earlier core courses. Emphasis will be placed on social and ethical responsibilities of management. *Prerequisite: 18 hours at 600 level.*

**MGMT 655 (3-3-0) Management of Technology**

A case based approach focusing on integration of technology and strategy and social and ethical issues of technology management. Emphasis is placed on designing technology strategies and managing innovative systems for developing new products and businesses. *Prerequisite: Consent of the instructor*

**MGMT 660 (3-3-0) International Business Management**

Management concepts and practices of multinational and foreign firms. Objectives, strategies, policies, and organizational structures of corporations engaged in various social, economic, political, and cultural environments. *Prerequisite: Consent of the instructor.*

**MGMT 665 (3-3-0) Total Quality Management**

Success in modern business depends on success in quality management. This course will provide the framework and methods for potential business managers and entrepreneurs to approach quality as a strategic, and competitive variable. Methods to be covered include statistical process control, tolerancing and robust design. Course content draws heavily on the teachings of Drs. W. Edwards Deming, Genichi and Taguchi. *Prerequisite: Consent of the instructor.*

**MGMT 675 (3-3-0) New Ventures and Entrepreneurship**

This course focuses on the generating and analyzing of ideas and the managerial decisions necessary to operate a new venture. It emphasizes creativity and the sources of ideas, an idea's operational feasibility, analysis of the environment, industry, and financial resources needed by the entrepreneur for improving the chances of success, as well as operational issues such as marketing, risk protection, and human resource management. Self-assessment and other managerial decision making tools aid in determining the entrepreneurial interest of course participants. *Prerequisite : Consent of the instructor.*

**MGMT 685 (3-3-0) Leadership in Organizations**

Analysis and development of leadership theory and thought. Identifies and evaluates leaders in formal and informal organizations. Case materials and business games are used to develop and enhance leadership quality. *Prerequisite: MGMT 615.*

**MGMT 695 (3-3-0) Seminar in Management**

Current issues and practices in the management of organizations. Individual or group research leading to class discussions and debates. *Prerequisite: Consent of the instructor.*

**Marketing (MKTG)**

**MKTG 591 (1.5-3-0) Marketing**

This course focuses on managerial strategies and decisions as they relate to the marketing function and includes such topics as product development, pricing, distribution channels and promotion policy. The course also attempts to sensitize the student to the ethical consequences of marketing decisions. (Offered for one-half a semester.)

**MKTG 592 (1.5-3-0) Marketing Research**

This course examines the skills, which are required to specify, amass, and utilize marketing information to

facilitate problem solving in marketing management. (Offered for one-half a semester.)

**MKTG 610 (3-3-0) Marketing Planning & Strategy**

This course focuses on the development and implementation of marketing plans. The course utilizes the case method to develop decision-making skills in the areas of new product entry, multi-product pricing, promotion, market segmentation, and distribution management. *Prerequisites: MKTG 591/592 or equivalent.*

**MKTG 650 (3-3-0) International Marketing**

Methods applied to estimate market potential and to serve markets outside the United States; methods to serve these markets through branches, warehousing operations, international brokers and traders and foreign affiliates, adaptations to markets in countries with different cultural, political and economic characteristics, review of marketing and distribution methods of a selected number of U.S. and foreign companies. *Prerequisite: Consent of the instructor.*

**MKTG 660 (3-3-0) Marketing Analysis and Research**

Intensive study of market structure and demand for consumer and industrial goods, buyer and consumer behavior, and analysis of distribution systems with analytical techniques. *Prerequisite: Consent of the instructor.*

**MKTG 675 (3-3-0) Services Marketing**

This course focuses on the distinctive aspects of marketing a service. The issues and concepts of services marketing are explored through the utilization of cases. *Prerequisite: Consent of the instructor.*

**MKTG 695 (3-3-0) Seminar in Marketing**

Discussion of current topics and problems in marketing. Intensive individual or group research applied to marketing issues facing management. *Prerequisite: Consent of the instructor.*

**Political Science (POLI)**

**POLI 510 (3-3-0) American Constitutional Law**

This course will provide students with the ability to examine and analyze the role of the United States Supreme Court in the development of the American constitutional system. Particular attention will be paid to the development of the relative legal status of the branches of the federal government to deal with major domestic and foreign issues as well as the legal relationship between the national government and the states, and the development of legal guidelines and principles as precedents for future courts.

**POLI 530 (3-3-0) Black Politics In The United States**

This course is an examination of the ideology, interest group organizations and electoral arrangements affecting black involvement in the political system. Both traditional and nontraditional strategies are treated, and assessments are made of the positive and negative aspects resulting from each. The present status of blacks and their continued quest for political empowerment will be analyzed.

**POLI 531 (3-3-0) Public Policy and Administration**

This course is a study of public policy processes. It examines what policies governments pursue and also why governments pursue such policies and the consequences of such policies. Several models including rational planning, group competition, political processes, institutional influences, etc., are used to describe and explain public policy. Case studies are also used to illustrate the realities of policy-making and policy implementation.

**POLI 535 (3-3-0) Public Personnel Administration**

This course examines modern theory and practice of personnel administration. The application of these theories and practices in the areas of recruitment, placement, career development, and in other phases of human resources management is covered. Recent issues arising from notions of comparable worth; implementation of affirmative action initiatives and from collective bargaining in the public sector represents topics for close analysis.

**POLI 610 (3-3-0) Problems in Political Behavior**

This course will provide the students with the ability to survey and analyze some of the major problems that citizens and political leaders encounter as they engage in the political process. Emphasis is placed on the process and role of political socialization, group dynamics, the activities and role of parties, the significance of movements, the frequency and importance of elections, the creation of public opinion and polling and the prevalence of the media.

**POLI 612 (3-3-0) Seminar in American National Government**

This course will provide students with the ability to examine critically major and recurring problems in American national government. Special attention will be placed on government plans and reactions in dealing with domestic and international problems, such as wars, other international crises and plans, depression and other economic aberrations, labor disputes, unemployment, budgetary crises, and official abuse of power.

**POLI 613 (3-3-0) The Judicial Process**

This course will provide students with the ability to examine and analyze the procedures and politics involved in the judicial process. Emphasis will be placed on all levels of the federal judiciary with special emphasis on the judicial process involving the Supreme Court. The process involving judicial selection, group litigation, internal procedure, precedent development, enforcement, and impact will be utilized as the means for examining the judicial process.

**POLI 620 (3-3-0) Government and Politics of Europe**

This course will examine the political and governmental structures, decision-making processes, cultural backgrounds, and ideological differences of some European nations. Special emphasis will be placed on comparisons of different political regions.

**POLI 621 (3-3-0) Government and Politics of the Far East**

This course is designed to examine political and governmental structure, decision-making process, cultural background, and ideological difference of some nations in the Far East selected for study. Special attention will be paid to the roles played by the ruling elite of these nations in promoting economic development and prosperity. Concepts such as socialist guided market economy in China and North Korea and capitalist guided market economy in Taiwan and South Korea will also be examined in contrast to the free market economy in Japan.

**POLI 622 (3-3-0) Government and Politics of Developing Nations**

This course will examine the political and governmental structures, decision-making processes, cultural backgrounds and ideological differences of some developing nations selected for study. The course will also take into account such considerations as political, social and cultural underdevelopment, various types of economic dependency, and crisis of political and economic decay, with emphasis on problems and difficulties in developing democratic institutions in these developing nations.

**POLI 623 (3-3-0) International Politics**

This course is designed for students to explore some fundamental and persistent forces which mold the foreign policies of a nation state and institutions and manners of a nation state in which such foreign policies are carried out in terms of its relations with other nation states in the international community. The course will also assist students to examine various approaches to the study of international relations and the utilities of each approach.

**POLI 630 (3-3-0) Administrative Law**

This course is specifically designed to introduce students to important issues in Administrative Law. Through the use of the case method, the course is aimed at making the administrator more aware of the kinds of legal problems he or she is likely to confront. The emphasis will be on legislative, adjudicatory and general policy-making process of administrative agencies. The nature of bureaucracy and procedural requirements for administrative policy-making and administrative regulation and deregulation are also examined.

**POLI 631 (3-3-0) Financial Administration**

This course is designed to introduce the student to financial management. Government exists to provide valuable goods and service that individuals or businesses are not willing to provide. As the government operates with limited resources, whether or not the commitment of governmental resources really improves the conditions of the community is subject to speculation and evaluation. Nevertheless, financial management impacts on all segments of community including acquisition and allocation of resources. Focus will be on governmental financial resources and management, budgetary theories and intergovernmental financial relations, and debt financing.

**POLI 632 (3-3-0) Comparative Administration**

This course focuses on exposing students to various types of governments, their structures, processes and policies, using a comparative analysis approach. Such studies provide intellectual excitement in the study of foreign systems and in the discovery of different political factors in the management and administration of governmental functions and operations.

**POLI 633 (3-3-0) Problems in State and Intergovernmental Relations**

This course examines some of the problems involved in the development, change and status of the powers, organization, functions, and interrelationships of federal, state, and local governments. The concept of “new federalism” and the impact of these new ideas on governmental relationship will be explored.

**POLI 634 (3-3-0) Politics of the Budgetary Process**

This course is a study of the political, economic and social influence on the budgetary process. The role of politics and of various actors and institutions involved in the process, historical changes in the concept of budgeting will be analyzed. Focus will also be on how and why individuals or groups respond in budgeting and financial settings as well as the impact of the budget on the economy and how budgetary decisions, in general, become an instrument for setting governmental priorities.

**POLI 641 (3-3-0) Research Methods in Political Science**

This course covers basic procedures for conducting research in political science. Special emphasis is placed upon research design, research strategies, approaches, and techniques. The selection and utilization of appropriate techniques for collecting, reporting, and analyzing data will be covered.

**POLI 643 (3-3-0) Currents of American Political Thought**

This course is an examination and evaluation of major currents of American political thought, their different viewpoints on the significant issues and problems at different times, their various interpretations of the Constitution, revolution, civil and natural rights. Emphasis will be on the contemporary liberal, conservative, radical debate on selected issues. While the respective historical, sociological and philosophical background and justification of the different schools of thought will be examined, the practical impact of these schools of thought upon politics and public policies in general at different times will also be analyzed.

**POLI 644 (3-3-0) Contemporary Political Ideologies**

This course is intended to examine the theory and practice of capitalism, socialism, democracy, anarchism, elitism, fascism, and communism. The welfare state will be examined also. Focus will be on comparison and contrast of significant philosophical and theoretical differences among different political ideologies as well as upon various schools

of theory within any given ideology. The practical influence and impact of various ideologies as well as their historical and philosophical justifications will also be analyzed.

**POLI 646 (3-3-0) Advanced Reading Seminar**

Under the supervision of a designated professor, this course will provide students with the ability to select readings and conduct research in areas of special interest. Reading materials appropriate to each student’s interest will be selected by the students. Selected bibliography outlining criteria for analysis of political literature and political research materials will also be required for examination and analysis.

**POLI 647 (3-3-0) Thesis I**

An original investigation in a subject approved by the student’s Advisor and Thesis Committee. Detailed information on the preparation, form, organization and the defense of the thesis is presented in the Guide for the Preparation and Submission of Theses.

**POLI 648 (3-3-0) Thesis II**

Continued preparation of thesis under the direction of the advisor and Thesis Committee.

**POLI 899 (0-0-0) Thesis Non-Credit**

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**Psychology (PSYC)**

**PSYC 501 (4-3-1) Research Design and Quantitative Methods**

A study of experimental and correlational methods of psychological research, including single subject designs emphasizing the application of parametric and nonparametric statistical methods to psychological research. *Prerequisite: Undergraduate Statistics and Experimental Psychology or Research Methods*

**PSYC 509 (3-3-0) Advanced Designs and Analysis**

A study of advanced statistical inference, including the analysis of variance, multiple comparison techniques and multivariate models including multiple and partial regression, combined with advanced principles of research designs that fit these statistical models. *Prerequisite: PSYC 501*

**PSYC 511 (3-3-0) Applied Research Design and Program Evaluation**

This course examines models of applied and evaluative research, the techniques, designs, and administration of program evaluation. Topics covered include entry issues, goal setting research for planning and implementation. *Prerequisite: PSYC 501.*

**PSYC 515 (3-3-0) Psychology of Diversity**

A study of the issues and influences of gender, sexual orientation and the major racial/ethnic and cultural groups in the United States on the theoretical and research paradigms in psychology and on clinical and counseling practices. The course expands students' frame of reference concerning human diversity and applies this knowledge of counseling and research issues in psychology. *Prerequisite: Permission of instructor.*

**PSYC 516 (3-3-0) Developmental Psychology**

A study of the theories, principles, and concepts of cognitive, social, emotional and physical development of children and adolescents, with special emphasis on how they function in the family, school, and groups.

**PSYC 520 (3-3-0) Behavior Therapies**

A study of the principles of behavior therapies and their applications to behavior problems in various settings with an emphasis on behavior modification and cognitive behavior therapy.

**PSYC 525 (3-3-0) Ethical and Professional Issues in Psychology**

A study of the roles and responsibilities of psychologists, including legal and ethical standards (APA and ACA) in professional practice, testing, and research. This course also deals with the expectations and problems confronting psychologists in industrial, clinical, and professional organizations. *Pre-requisite: Permission of instructor.*

**PSYC 530 (3-3-0) Theories of Personality**

An in-depth study of the major theories of personality, including comparative analyses of the research support for the various theories.

**PSYC 540 (3-3-0) Seminar in Health Psychology**

This seminar will examine the links between medicine and psychology, including relevance of biological, personal, cognitive, developmental, social, environmental, and cultural variables to health and illness. Health, illness, health and illness behavior will be studied with the aim of greater understanding of health issues, the individual's relationship to these issues within individual, cultural, and cross-cultural contexts. *Prerequisite: Graduate course in research methods or permission of instructor.*

**PSYC 570 (3-3-0) Clinical Neuropsychology**

This course will introduce students to the relationship between brain malfunction and behavior. The emphasis of the course will be the assessment and early diagnosis of lesions that disrupt brain functioning. Topics to be examined will include neuropsychological assessment of language disorders such as aphasia and anomia, disorders of visuo-spatial perception, brain injury, memory disorders, and dementia (e.g. Alzheimer's disease). Other topics to be discussed include the teaching of intervention strategies for neurological disorders. *Prerequisite: Undergraduate course in Physiological Psychology or permission of instructor.*

**PSYC 600 (3-3-0) Physiological Psychology**

A study of brain functions in relation to intelligence, speech, memory, emotions, and visual-spatial abilities, with attention to individual differences in both normal and brain-damaged persons. *Prerequisite: Permission of instructor.*

**PSYC 601 (3-3-0) Biofeedback Techniques**

A study of biofeedback training related to psychology, focusing on theories, significant research, and applications of biofeedback techniques. *Prerequisite: Permission of instructor.*

**PSYC 603 (3-3-0) Psychopharmacology**

A study of the use and abuse of psychoactive drugs and their behavioral and neurophysiological effects in normal and clinical populations. *Prerequisite: PSYC 600 or permission of instructor.*

**PSYC 611 (3-3-0) Theories of Counseling**

An exploration of the philosophy and theories of counseling, the roles and responsibilities of counselors, practical ethics, and current issues in counseling. *Prerequisite: Permission of instructor.*

**PSYC 612 (3-3-0) Techniques and Process in Counseling Psychology**

A study of the process and development of the essential skills and techniques used in counseling psychology. This course includes a laboratory experience. *Prerequisite: PSYC 611*

**PSYC 620 (3-3-0) Psychological Assessment and Testing**

A study of the evaluation, selection, use, and interpretation of psychological tests in development, clinical and counseling settings. *Prerequisite: PSYC 612 or permission of instructor.*

**PSYC 622 (3-3-0) Psychopathology**

A study of the etiology, symptomology, diagnosis and treatment of psychological disorders, encompassing a multicultural perspective, with an introduction to and laboratory on the use of the Diagnostic Statistical Manual of Mental Disorders. *Prerequisite: PSYC 530 or PSYC 611.*

**PSYC 630 (3-3-0) Techniques in Crisis Intervention**

A study of the theory, skills, and techniques of emergency psychological intervention and counseling with persons experiencing intense situational and emotional distress. *Prerequisite: Permission of instructor.*

**PSYC 631 (3-3-0) Career Counseling**

A survey of theories of vocational development, methods of developing a career information program, and procedures for providing interrelated personal, social, educational and vocational counseling. *Prerequisite: PSYC 612*

**PSYC 632 (3-3-0) Theory and Practice of Family Counseling**

A study of the major theories and classifications of marriage and family counseling approaches and practices. *Prerequisite: Permission of instructor*

**PSYC 633 (3-3-0) Techniques and Process in Family Counseling**

A study of the processes and development of essential skills and techniques applicable to family counseling. This course includes a laboratory experience. *Prerequisite: PSYC 632.*

**PSYC 634 (3-3-0) Group Counseling**

A study of the group counseling processes with emphasis on understanding the basic concepts and principles, and the development of group counseling skills through laboratory experience. *Prerequisite: PSYC 612 and permission of Instructor.*

**PSYC 638 (3-3-0) Perceptual and Cognitive Development**

A study of the theories, principles, and research in cognitive and perceptual development. Special emphasis is placed on the interaction of perception and cognition and how they influence behavior, thinking, and decision-making processes in children and adults. *Prerequisite: Permission of Instructor.*

**PSYC 640 (3-3-0) Social Psychology**

A focus on current research and theory in selected topics related to social psychology, such as attitudes, dehumanization, conformity, aggression, and effective group functioning and change. *Prerequisite: Permission of Instructor.*

**PSYC 641 (3-3-0) Advanced Developmental Psychology**

An in-depth examination of the principles, theories and research related to human growth and development. Survey and evaluation of the basic philosophies, recognized theories, and supportive research related to the growth and development of children. *Prerequisite: PSYC 516*

**PSYC 642 (3-3-0) Psychology of Aging**

An in-depth study of the theories and research related to the processes in adult development and aging. *Prerequisite: Permission of Instructor.*

**PSYC 652 (3-3-0) Principles and Techniques of Teaching Psychology**

This course is designed to prepare psychology majors for the teaching of psychology at the junior and community college level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures. *Prerequisites: Completion of 18 credit hours in graduate psychology program and permission of Instructor.*

**PSYC 671 (3-3-0) Seminar in Selected Topics in Psychology**

Special areas of psychological research and theory that are not traditionally offered in other graduate courses in psychology will be offered in a seminar forum. These offerings will be based on both student interest and need, and faculty experience, and proficiencies. *Completion of 18 credit hours in graduate psychology program and permission of Instructor.*

**PSYC 672 (3-3-0) Seminar in Current Issues in Psychology**

Intensive study of current topics in various areas of psychology. This course focuses on recent advances in major psychological theories, major methodological problems involved in utilizing various theories for experimental and applied research, ethical issues, and public policies. *Completion of 18 credit hours in graduate psychology program and permission of Instructor.*

**PSYC 680 (3-3-0) Clinical Practicum I**

A structured supervised practical experience in clinical practice, assessment and/or psychotherapy with clients at local agencies. The practicum is a minimum of 500 hours over a 15-week period. *Prerequisite: 18 credits of graduate Psychology courses including PSYC 603, 612, 620, 622, and 634, and permission of instructor.*

**PSYC 681 (3-3-0) Clinical Practicum II**

A structured supervised practical experience in family practice, assessment and/or family therapy with clients at local agencies. The PRACTICUM is a minimum of 300 hours over a 15-week period. *Prerequisite: 18 credits of graduate Psychology courses including PSYC 622, 633, and 634 and permission of instructor.*

**PSYC 685 (3-3-0) Independent Study**

Individual study in an area of interest to student under the supervision of a psychology faculty. *Prerequisite: Permission of department chair.*

**PSYC 691 (3-3-0) Directed Study**

Supervised research on a topic of choice approved by a committee of three faculty members, with an oral examination required. *Prerequisites: PSYC 500, PSYC 510, and the completion of 24 semester hours of graduate psychology courses, and the comprehensive examination.*

**PSYC 692 (3-3-0) Tests and Measurements**

An intensive review of the theories and models underlying psychological tests and measurement procedures. The course will focus on the study of the psychometric properties of test instruments and the valuative criteria used to assess the reliability and validity of psychological measures. *Prerequisite: PSYC 390.*

**PSYC 693 (3-3-0) Thesis Research**

An extensive research experience in an approved topic of choice. *Prerequisite: PSYC 500, PSYC 510, and the completion of 24 semester hours of graduate psychology course.*



**PSYC 899 (0-0-0) Thesis Non-Credit**

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**Reading (READ)****READ 512 (3-3-0) Improvement of Reading Instruction**

An introduction to fundamentals of reading instruction and remediation, including the skills essential to the early detection and treatment of reading problems.

**READ 513 (3-3-0) Reading Remediation and Practicum**

A practical course in the design of reading programs appropriate to individual and group needs, with a practicum experience in the facilitation of individual and group reading activities. (Closed to students with equivalent undergraduate course work.)

**READ 516 (0-3-3) Applied Phonics**

An introduction to the essentials of phonics, with emphasis on applications to word identification and pronunciation in teaching children to read.

**READ 550 (3-3-0) Reading in the Junior and Senior High School**

A lecture and laboratory course in the principles and practices of teaching reading at the junior and senior high school levels, with emphasis on means of assessing students' reading skills and on methods and materials for enhancing their reading abilities in the content areas.

**READ 551 (3-0-3) Teaching Reading in the Content Area**

A practical course in the principles and methods of reading instruction in content areas of the K-12 curricula.

**READ 552 (3-0-3) Teaching Literacy Across Content Areas**

This course provides an in depth study of reading comprehension strategies and study skills needed in order to read in the content areas. Different types of text, structures and features of expository (informational) texts, and a variety of reading strategies will be explored. Prerequisite: Admission to Graduate Study; A B.S. Degree in Elementary Education, Early Childhood Education or a related area; permission of the instructor.

**READ 601 (3-3-0) Special Topics in Reading**

A practicum course that develops skills in observing, recording, and analyzing children's reading and writing behaviors and implementing effective methods for teaching literacy to young children at risk or reading failure. Generates understanding of theories of reading and writing processes and of reading acquisition from an emergent perspective. Prerequisite: Permission of reading coordinator.

**READ 605 (3-0-3) Investigations in the Teaching of Reading**

Investigations of research studies on the reading process, including analyses and critical evaluations of the research, with particular emphasis on psychological principles and educational implications. Prerequisite: EDUC 690.

**READ 610 (3-3-0) Foundations of Literacy**

This course provides basic information about the reading process what it is how the child learns to read instructional strategies, and materials available for facilitating literacy teaching. Prerequisite: Admission to Graduate Study; A B.S. Degree in Elementary Education, Early Childhood Education or a related area; permission of the instructor.

**READ 611 (3-3-0) Foundations of Reading**

A study of the fundamentals of the reading process, including instructional strategies, methods and materials for teaching reading, techniques for diagnosing reading problems, and methods of remediation. Prerequisites: Admittance to graduate study; a B.S. degree in Early Childhood Education, Elementary Education, or related areas; permission of the instructor.

**READ 612 (3-3-0) Principles and Practices in Emergent Literacy**

This course involves a study of how children acquire language and literacy and the research on emergent literacy. The goals and components of an emergent literacy curriculum are studied as well as principles and practices of teaching children at the emergent readers. Prerequisites: Admission to graduate study; a B.S. degree in Elementary Education, or related area; permission of the instructor.

**READ 618 (3-3-0) Reading: The Learning Bases**

An exploration of educational and psychological studies on the reading-learning process, with particular emphasis on applications to the teaching of reading and to remediation of reading-related problems. Prerequisites: Admittance to graduate study, a B.S. degree in Early Childhood Education, Elementary Education, or related area; permission of the instructor, and competencies in foundations of reading.

**READ 620 (3-0-0) Assessment and Evaluation of Reading Problems**

This course provides a laboratory experience in studying, assessing, and evaluating, literacy problems and in developing plans for correcting reading problems. Prerequisite: READ 610 Foundations of Literacy.

**READ 621 (3-3-0) Clinical Procedures in the Identification and Evaluation of Reading Disabilities**

A practical lecture and laboratory study of the nature, causes, and characteristics of reading disabilities, with additional emphasis on clinical skills basic to the diagnosis and evaluation of reading difficulties. *Prerequisites: EDUC 680, PSYC 692, READ 611, or READ 605 or permission of the instructor.*

**READ 622 (3-3-0) Remediation of Reading Disabilities**

A study of the principles and practices of remedial instruction in reading, with practical experience in application of clinical procedures. *Prerequisite: READ 621.*

**READ 623 (0-3-0) Correction of Reading Problems**

Provides a laboratory experience in analyzing, implementing, and utilizing specialized reading strategies designed to meet the literacy needs of problem readers. *Prerequisite: READ 620 or a comparable course in literacy assessment.*

**READ 644 (3-3-0) Organization and Management of Reading Programs**

An examination of the organizational planning and educational leadership basic to designing and implementing a district-wide developmental reading program for grades K-12.

**READ 698 (3-3-0, 6-6-0 - variable credit) Advanced Applied Product of Learning**

This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.)

**READ 699 (3-0-3) Seminar - Thesis**

In-depth studies of issues in various fields of education, with conferences and discussions under the guidance of a major professor.

**Sociology (SOCI)**

**SOCI 500 (3-3-0) Sociological Concepts**

An advanced course in general sociology designed to give basic principles and interpretation of society, groups, institutions, and the basic social processes. The course is intended to provide a comprehensive overview of the scope, theory, and methods of the discipline of sociology. It is intended primarily for those with limited experience in sociology.

**SOCI 501 (3-3-0) Death and Dying**

A survey of the diverse issues that are topics in discourse on death and dying, the goal of this course is to provide the necessary skills and knowledge to prepare for personal and work experiences relevant to death and dying. Content includes examining psycho-social practices and organizational policies, and both personal and social problems related to death and dying. Topics also provide exposure to past, present, and future trends in mortality and the quality of life debates. Emphasis is on mortality in later life.

**SOCI 502 (3-3-0) Special Problems in Sociology**

Independent study or research of special interest by advanced students under the supervision of a member of the sociology faculty. Work may represent either an intensive investigation of a particular problem in sociological theory or research or a survey of a field of sociology not otherwise addressed in the curriculum.

**SOCI 505 (3-3-0) Advanced Social Statistics**

An introduction to parametric, nonparametric and multivariate statistical techniques for the analysis of social research data and applications of such statistical techniques and sociological problems. *Prerequisite: An introductory statistics course.*

**SOCI 525 (3-3-0) Population Studies**

An examination of the determinants and consequences of population growth, overpopulation and population policies, and the social aspects of fertility, mortality, and migration.

**SOCI 531 (3-3-0) Aging and Social Policy**

An advanced survey of social and public policy issues affecting the elderly. Subjects considered are age discrimination, public benefit programs for the elderly, voluntary and involuntary institutionalization, and a variety of political and informal issues confronting elderly individuals and society. The course provides intensive investigations of ongoing and emerging issues resulting from the growth in the number of elderly people. Issues will be examined for various social, professional and personal implications.

**SOCI 535 (3-3-0) Demographic Analysis**

Sources of data and the techniques and methods of demographic research; the use of the Life Table and the analysis of fertility, mortality, and migration; and population growth models, forecasts, projections; measurement of population compositions and its changes.

**SOCI 550 (3-3-0) Modernization and Social Change**

Examines the structural, institutional, and behavioral factors and processes affecting modernization in societies. Regional and comparative perspectives will be emphasized. Classical and contemporary theories and social changes will be examined.

**SOCI 555 (3-3-0) The Sociology of Juvenile Delinquency**

An exploration of the historical and contemporary theories of the causes of delinquency, and the social responses to delinquency. Topics include: The social and legal meaning of juvenile crime; the social and cultural factors promoting and inhibiting law breaking by juveniles; and strategies for prevention and control.

**SOCI 560 (3-3-0) Advanced Sociological Theory**

The purpose of this course is to expose students to the major theorists and theoretical orientations of the "Mid Twentieth Century" period. A major theme in the course will be the role played by ideology in the development of theory; and the assumptions underlying the various theoretical positions to be studied. Primary reading sources will be critically evaluated. The directions in which theory is moving today will be examined. *Prerequisite: Undergraduate sociological theory course or permission of instructor.*

**SOCI 561 (3-3-0) Feminist Sociology**

This course examines the variety of feminist theories in sociology. It compares and contrasts feminist theories with traditional theories. It distinguishes between theories and theoretical perspectives in the attempt to determine the status of feminist scholarship in sociology. It is designed to expand and enhance student's understanding of theory and the social forces, which impact upon theory construction and research. *Prerequisites: SOCI 560 or consent of the instructor.*

**SOCI 570 (3-3-0) Comparative Family Systems**

A systematic study of family patterns in selected cultures from around the world including ethnic and minority families in the United States. The course emphasizes the theory and method of studying families cross culturally. Family systems will be analyzed by looking at features such as structure, gender roles, kinship patterns, and marital and family interaction.

**SOCI 590 (3-3-0) Advanced Social Science Research**

A study of social science research methodology. The course covers survey research, sampling, techniques, questionnaire construction, data analysis, computer applications, and proposal writing. *Prerequisite: SOCI 332, SOCI 505 or permission of instructor.*

**SOCI 591 (3-3-0) Family Analysis and Research**

This course provides analysis in both quantitative and qualitative research methods, research journal analysis, critique and evaluation, research design, and writing research reports related to family issues and special topics. This course explores the entire research process from conceptualization to writing and provides students with the tools to critically examine theoretical paradigms and methodological techniques in the field. *Prerequisites: SOCI 505, SOCI 570, SOCI 590, or permission of instructor.*

**SOCI 595 (3-3-0) Formal Organization**

This course is designed to provide analytical understanding of organizational theory. The course

presents various perspectives and empirical works on organizations. Emphasis will be placed on theories and perspectives on formal organizations and structural variables of organizations (i.e., size, goals, effectiveness, power, institutionalization, etc.) *Prerequisites: SOCI 500 (if required), SOCI 560, and SOCI 590.*

**SOCI 600 (3-3-0) Seminar in Fertility and Mortality**

An advanced study of human fertility and mortality within the socioeconomic perspective. The course is intended to provide students with substantive theoretical and empirical knowledge on the trends and variations in fertility and mortality within and among societies. *Prerequisite: Permission of instructor.*

**SOCI 602 (3-3-0) Independent Study**

Individual study under the supervision of a member of the sociology faculty. *Prerequisite: Consent of the Department Chairperson, Dean of Arts and Sciences, and Dean of Graduate Studies.*

**SOCI 608 (3-3-0) Seminar in the Sociology of Health**

A sociological analysis of health and the health care delivery system. The course is structured to help enhance understanding of the social and psychological dimensions of health and health care and the growing dominance of the medical profession. Contemporary issues and social policy implications will be examined as well.

**SOCI 610 (3-3-0) Sociology of Education**

Examines the American public school as a social organization. It focuses on the interrelations among social stratification, community power structure, school personnel, and the school. The course also analyzes the classroom as a social system and examines the emergence and nature of student culture.

**SOCI 614 (3-3-0) Sociology of Aging**

An analysis of the major theories, conceptual frameworks, social issues, and empirical research on aging the aged. The course is intended to show how the theory and methodology of sociology can be utilized to explain and predict social phenomena related to the aging process and the aged. Emphasis will be placed on the link between theory and research on aging to policy concerns of the aged.

**SOCI 618 (3-3-0) Social Inequalities**

This course will explore the various explanations of the origin, nature, and persistence of racial, ethnic, social class, and gender inequalities. Various theoretical perspectives (e.g., functionalist, conflict, Marxist, sociobiological) will be discussed. The concepts of class, power, social status, and social honor and their interconnectness will be examined. Social mobility will also be studied. Discussions will focus on capitalist societies and with the more recent changes in these societies.

**SOCI 620 (3-3-0) Seminar in Race and Ethnic Relations**

This course will examine the theoretical perspectives on majority-minority relations. The status and problems of various racial and ethnic minority groups will be studied. Patterns of majority-minority interaction will be covered. Particular attention will be paid to the socio-historical experiences of various minority groups.

**SOCI 624 (3-3-0) Seminar on the Family**

An advanced study of the family institution. Emphasis is on theoretical and conceptual frameworks as well as the major literature in the area. The course will provide students with a comprehensive survey of the substantive areas and methods used in the study of the family. Emphasis will be placed on the integration of theory, research, and policy concerns.

**SOCI 630 (3-3-0) Seminar on Migration**

An advanced study of migration in human societies. The course will examine the major substantive areas of migration drawing on demographic, sociological, and economic literature. *Prerequisite: Permission of instructor.*

**SOCI 638 (3-3-0) Seminar on Criminology and Deviance**

A survey of the theoretical, methodological, and substantive issues in the study of crime and deviance. This seminar is designed to provide graduate students with a comprehensive survey of the substance and method of deviance and criminology; theoretical explanations of deviant and criminal behavior; major issues in the control and prevention of deviant and criminal behavior; and public policy issues and the criminal justice system. A general objective of the course is to locate the study of deviance and crime within the general sociological approach to social behavior.

**SOCI 640 (3-3-0) Seminar on the Black Family**

An examination of the black family as one of the basic social units in the structure of the black community. The diversity in black families as well as the socio-historical development of family patterns, attitudes, and customs will be examined. Special emphasis will be placed on theoretical and methodological issues in the study of the black family. The course will also include an examination of the impact of public policies on black family functioning.

**SOCI 650 (3-3-0) The Sociology of the Administration of Justice**

An advanced course designed to acquaint the graduate student with both the theoretical and the practical aspects of the administration of justice. The course is a comprehensive survey of the following topics: the formal and informal tasks of justice administrators; analyses of the major theories of administration and the complex interactions among the functional parts of the criminal justice system (police, courts, corrections). A general objective of the course is to critically examine the sociological forces driving contemporary administration of

justice policies, and practices and to assess their sociological consequences.

**SOCI 660 (3-3-0) Sociology of Occupations and Professions**

Analysis of various aspects of occupations and professions in American society, such as division of labor, status and ranking of occupations, occupational choice and career patterns, occupational socialization, and professional organizations.

**SOCI 670 (3-3-0) Sociology of Law and Social Control**

This course explores the use of law as an instrument of social control. It examines how an orderly society is made possible through the enactment and enforcement of laws. The various levels of government and the types of laws each level passes will be examined. The course will also deal with the informal methods of social control society uses to achieve conformity to its norms. Special attention will be paid to the role of socioeconomic status in the administration of justice in this country.

**SOCI 685 (3-3-0) Seminar on Teaching Sociology**

The course is designed to prepare sociology majors for the teaching of sociology at the junior and community college level and as teaching assistants. The course involves syllabus preparation, selection of instructional materials, testing and evaluation, and demonstration lectures. A major objective of the course is the development of a “sociology toolbox” for the future. Special attention will be paid to issues on curriculum and course development in sociology. *Prerequisite: Completion of minimum of 12 credit hours in sociology and permission of instructor.*

**SOCI 690 (3-6-3-6-0) Practicum**

Involves the planning, implementation, and evaluation of individual projects in Applied Sociology, including field work. Based on student interest, career plans, and available placements, students will be placed in a variety of settings for at least 10 weeks during the semester in which they are enrolled. A minimum of 12 contact hours per week will be required for a total of 120 hours. Consideration will be given to full-time work experience in appropriate settings. *Prerequisite: Completion of 24 graduate credits, including SOCI 505, SOCI 560, and SOCI 590.*

**SOCI 695 (3-0-3) Thesis I**

An original investigation in a subject approved by the student's Thesis Committee. Detailed information on the preparation, form, organization, and defense of the thesis is presented in the Guide for the Preparation and Submission of Theses. The thesis in the Sociology MA Program involves the planning, implementation and evaluation of individual research projects. Based on student interest and or future career plans, students will work on a thesis during the semesters in which they are enrolled. Approval of the proposed project by a thesis committee recruited to serve as faculty advisors by the student is required prior to registering for the course. Additional information and consent forms are available from the Sociology Department.

*Prerequisite: Completion of 24 graduate credits, including SOCI 505, SOCI 560, and SOCI 590.*

### **SOCI 696 (3-3-0) Thesis II**

Continued preparation of the thesis under the direction of the advisor and the Thesis Committee. *Prerequisite: SOCI 695.*

### **SOCI 899 (0-0-0) Thesis Non-Credit**

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

## **Social Work (SWRK)**

**(Implementation of Social Work Program anticipated in 2003-2004 academic year)**

**SWRK courses are open only to students admitted into the MSW program.**

### **SWRK 510 (3-3-0) Social Welfare Policy and Services**

This course is an advanced study of the historical development of social welfare and the evolution of social work values and ethics. Emphasis is placed on the major fields of social work such as children and family services, mental health, health care, income maintenance, and corrections. Analytic frameworks with regard to social welfare policies and services are introduced. Frameworks identify strengths and weaknesses in the social welfare system with respect to multiculturalism and diversity. Policy at the national, state, and local levels, with emphasis on poverty, inequality; social and economic justice is addressed. *Pre-requisite: Graduate standing in social work*

### **SWRK 520 (3-3-0) Human Behavior and the Social Environment**

This course focuses on the physiological, cognitive, intellectual and emotional development of individuals. Theoretical explanations of human development over the lifespan are explored. Major social issues relating to human growth and development, ecological systems, culture, race, ethnicity, gender and socioeconomic forces as applied to the analysis of individuals, families, small groups, organizations and communities are addressed. Focus will be given to oppression, privilege, and discrimination, and factors that help individuals and small social systems to change. *Pre-requisite: Graduate standing in social work*

### **SWRK 530 (3-3-0) Social Work Statistical & Data Analysis**

This course is designed to develop understanding of probabilistic analysis, quantitative reasoning, inferential statistics. Students are provided opportunities to do data analysis on the computer and concentrate on research and policy applications. *Pre-requisite: Graduate standing in social work*

### **SWRK 540 (3-3-0) Social Work Intervention with Individuals and Families**

This course will introduce students to content on theories of assessment, intervention, diversity, evaluation and termination. Specific attention is given to the development of skills in communication, rapport building, interviewing, and the utilization of professional self in working with individuals and families. Multigenerational family life cycle is explored. Models of family therapy and other intervention approaches are reviewed. Challenges and concerns encountered by vulnerable families, low-income families, families of color, and nontraditional families are reviewed. The dynamics of small groups are emphasized. Students develop an understanding of how values and ethics impact social work practice. *Pre-requisite: Graduate standing in social work*

### **SWRK 560 (3-3-0) Applied Social Work Research Methods**

Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. Students learn to develop, use, and effectively communicate empirically based knowledge, including evidenced-based knowledge. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Major research designs are reviewed, and students develop skills in collecting, analyzing and using data. Sampling methods, data collection techniques, and statistical and graphical approaches to data analysis are emphasized. The course integrates themes related to multiculturalism, social justice, social change, prevention, intervention and treatment. *Pre-requisite: SWRK 530*

### **SWRK 570 (3-3-0) Social Work Intervention with Groups, Communities, and Organizations**

Social work practice with small groups, communities, and organizations are emphasized. Group membership, group goals and culture, group development stages, leadership roles and decision-making processes are explored. Theories and strategies for community and community organization development are examined. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation. *Pre-requisite: SWRK: 540*

### **SWRK 574 (3-3-0) Multicultural Practice with Diverse Populations**

This course promotes understanding, affirmation and respect for individuals from diverse backgrounds. Students learn to recognize diversity within and between groups and gain understanding on how diversity may influence assessment, planning, intervention, treatment, and research. Students develop skills in defining, designing, and implementing strategies for effective practice with

individuals from diverse backgrounds with respect to race, class, gender, color, ethnicity, age, disability, sexual orientation, religion, national origin, and equality. The course integrates knowledge of cultures with particular emphasis on rural, urban, and military communities. Students analyze their own abilities to function as effective social work professionals in working with diverse populations. Attention is given to oppressed populations and social and economic injustice. Strategies for combating discrimination, oppression, and economic deprivation are addressed. *Pre-requisite: Graduate standing in social work.*

**SWRK 580 (4-1-4) Social Work Field Instruction I**

This course is one of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours per semester. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within an agency setting and community context. Students will have experiences in working with individuals, families, groups, and organizations. The field placement is offered concurrently with seminar classes. Seminar will provide students an opportunity to enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self awareness and professional use of self in advanced social work practice. Students may select rural or urban settings. *Pre-requisite: Graduate standing in social work.*

**SWRK 585 (4-1-4) Social Work Field Instruction II**

This course is two of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within an agency setting and community context. The field placement is offered concurrently with seminar classes. Seminar classes enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self awareness and professional use of self. The field placement in conjunction with the seminar will provide students a series of assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students may select rural or urban settings. *Pre-requisite: SWRK 580.*

**SWRK 602 (3-3-0) Independent Study**

Individual study under the supervision of a member of the Social Work Program faculty. *Prerequisite: Consent of Social*

*Work Program Director, Department Chairperson, Dean of Arts and Sciences, and Dean of Graduate Studies.*

**SWRK 605 (2-2-0) Special Topics**

This is an advanced course providing the students the opportunity to study new or advanced topics in social work. This course will vary according to the individual instructor and may be repeated under different subtitles. *Pre-requisite: Graduate standing in social work.*

**SWRK 610 (3-3-0) Social Work Practice with Families**

This course critically evaluates methods used for assessing families of diverse, social, economic, cultural, racial, and ethnic backgrounds. Students develop a knowledge base of theory, and models of family intervention. Family constellations are examined to include single parent families, extended and blended families, adoptive and foster care families, and gay and lesbian families. *Pre-requisite: SWRK 540.*

**SWRK 615 (3-3-0) Social Work Practice in Mental Health**

This advanced course focuses on social work practice with persons who have mental illness, and the impact mental illness has on families and society. Primary focus is on the therapeutic relationships, assessments, treatment planning, interventions, psychotropic medication, and case management. Students develop an understanding of the classification and diagnosis of DSM-IV. *Pre-requisite: SWRK 540.*

**SWRK 620 (3-3-0) Social Work Practice with Children & Adolescents**

This course focuses on multiculturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs will be addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. *Pre-requisite: SWRK 540.*

**SWRK 621 (3-3-0) Social Work Practice with Military Families**

Social work as it is practiced in the various branches of military service to include Army, Air Force, and Navy is examined. The history and role transitions of social work over the years with military families are explored. Ethical concerns that emerge from social work practice with military families are addressed. Military social workers' roles in mental health programs, medical settings, military operations, substance abuse programs, family advocacy, program administration, and policy-making are examined. Students compare and contrast civilian social work practice and military social work practice. *Pre-requisite: Graduate standing in social work.*

**SWRK 625 (3-3-0) Social Work with Chemically Dependent Families**

Students study theory and knowledge on drugs and substance abuse as it relates to practice in social work settings. Dynamics of the chemically dependent family are assessed and culturally competent intervention approaches for working with the family system and subsystems use patterns will be discussed. Attention will be given to issues arising at different stages in the life cycle including recognition of signs of misuse. *Pre-requisite: SWRK 540*

**SWRK 626 (3-3-0) Substance Abuse Intervention**

This course facilitates students' understanding of the diverse needs of clients with substance abuse addictions. Students receive an overview of the dynamics of alcohol and other psychoactive drug addictions. Additionally, students evaluate the motivation and behavior patterns of substance abusers in a broad social context. Risk factors, education, and prevention are explored. Substance abuse assessment, intervention, relapse prevention are addressed. *Pre-requisite: SWRK 540.*

**SWRK 630 (3-3-0) Assessment of Mental Disorders**

Theories and concepts of mental health and illness are examined. Students are introduced to the *Diagnostic and Statistical Manual of Mental Disorders*. Students study the etiology, symptomology, and treatment of mental disorders. The development of environmental, interpersonal, psychosocial and stress factors in human behavioral dynamics is explored. *Pre-requisite: Graduate standing in social work*

**SWRK 635 (3-3-0) Management of Human Services Organizations**

This course focuses on management and leadership theories, administrative decision-making processes and organizational communication. Students develop ability for application of administrative concepts, theories and management principles in social work practice settings. Program planning and development, budget preparation, organizational development, and program evaluation, fund-raising and grant writing are emphasized. *Pre-requisite: SWRK 570.*

**SWRK 650 (4-1-4) Social Work Field Instruction III**

This course is one of two courses that constitute the advanced placement in student's area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement, students are in the field for 360 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with student's chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or urban settings. *Pre-requisite: SWRK 585*

**SWRK 655-01 (4-1-4) Social Work Field Instruction IV**

This course is two of two courses that constitute the advanced placement in student's area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement, students are in the field for 360 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with student's chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or urban settings. *Pre-requisite: SWRK 650*

**SWRK 690 (3-3-0) Independent Research Project Seminar I**

The course is designed to assist students in preparing their research projects. The course will focus around discussion of students selected topics chosen for the research project. Students will conduct an individualized but structured investigation of problem definitions, research methodologies and statistical analyses associated with research project. *Pre-requisite: Completion of 31 graduate hours in social work, including completion of SWRK 530 and SWRK 560.*

**SWRK 696 (3-3-0) Thesis I**

This course is an advanced independent endeavor in the student's concentration area. Course involves an original investigation in a subject approved by the student's Thesis committee. Detailed information on the preparation, form, organization, and defense of the thesis is presented in the *Guide for the Preparation and Submission of Theses*. The thesis involves the planning, implementation and evaluation of a topic in the student's specialty area. Based on student interest and future career plans, students will work on a thesis during the semester. Approval of the proposed project by a thesis committee recruited to serve as faculty advisors by the student is required prior to registering for the course. *Pre-requisite: Completion of 31 graduate hours in social work, including completion of SWRK 530 and SWRK 560*

**SWRK 698 (3-3-0) Thesis II**

Continued preparation of the thesis under the direction of an advisor and the Thesis Committee. This course builds on research acquired in SWRK 696. *Pre-requisite: SWRK 696.*

**SWRK 899 (3-3-0) Thesis Noncredit**

This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

## Special Education (SPED)

### SPED 522 (3-3-0) Seminar in Learning Disabilities

A course exploring the etiology of learning disabilities, with emphasis on classroom manifestations of and treatment programs for children with learning disabilities, and with additional consideration of test patterns, differential functioning program planning and placement, and related research.

### SPED 523 (3-3-0) Advanced Studies in Specific Learning Disabilities

This course is designed to explore the definitions, characteristics, etiology, educational and social impact and intervention implications of specific learning disabilities on children and adolescents. Emphasis is placed on identifying the research and best practices bases for identification and treatment of students with this disability.

### SPED 524 (3-3-0) Working with Parents and Families of Handicapped Children

A study of theories and practices related to parent/family involvement in the education of the handicapped.

### SPED 528 (3-3-0) Mainstreaming the Exceptional Child

A study of the theory, history, and practices associated with mainstreaming exceptional children, with emphasis on efforts toward overcoming problems related to educating exceptional children in a regular classroom setting.

### SPED 530 (3-3-0) Introduction to Exceptional Children

A comprehensive survey of the various exceptionalities affecting learning: giftedness, mental retardation, emotional disturbance, learning disabilities, speech impairment, sight impairment, orthopedic impairment, autism, neurological and physical impairment, and cultural differences.

### SPED 532 (3-3-0) The Gifted Child

An exploration of the nature of giftedness and creativity, including characteristics of gifted and creative children and approaches to encouraging the use and development of their abilities.

### SPED 535 (3-3-0) Psychology of Mental Retardation

An intensive study of the psychological and sociological aspects of educationally handicapping conditions and of the children who manifest those conditions, with emphasis on integrating theory, research, and practice in effective program planning and implementation.

### SPED 536 (3-3-0) Advanced Studies in Mental Disabilities

This course involves the intensive study of the psychological and sociological aspects of educationally handicapping conditions and the individuals who manifest these conditions, with emphasis on integrating theory,

research, and practice in effective program planning and implementation.

### SPED 537 (3-3-0) Introduction to the Education of Emotionally Disturbed Children

An overview of the education of emotionally and behaviorally disturbed children, including history, philosophical issues, kinds of emotional disturbance, management of educational programming, types of programs, and professional roles for teachers.

### SPED 538 (3-3-0) Advanced Studies in Behavioral/Emotional Disabilities

This course is designed to provide a comprehensive overview of the area of study for the Special education of Students with Emotional and Behavioral Disabilities. Major subject matter components include, but are not limited to, issues and trends, behavior management screening/assessment, programming and professional and family collaboration. The current status of this area of study is more directly linked to the present realities of our nation's schools and its students than ever before. For these reasons the ability to apply research and instructional development skills in each major component of the discipline is very essential. Opportunities to plan, implement and evaluate programmatic, individual and intensive individual interventions will begin in this initial course offering within the area of specialization.

### SPED 560 (3-3-0) Reading/Language Arts for the Gifted (ELEM 560)

An in-depth study of curricula, methods and materials for teaching the language arts to gifted children, with attention to examining characteristics of the gifted, assessing their unique learning needs, and investigating aspects of creativity.

### SPED 579 (3-3-0) Management of Learning Environments

A study of effective behavior analysis techniques for intervening in the environments of exceptional children to facilitate learning.

### SPED 580 (3-3-0) Advanced Management of Learning Environments

Emphasis on effective behavior analysis techniques for intervening in the environments of exceptional children to increase learning. Includes examination and application of various models, approaches and techniques to provide positive behavioral supports for students and prevent discipline problems, where possible. Emphasis will also be placed on self-management and development of appropriate social-emotional skills.

### SPED 600 (6-0-6) Practicum in Special Education

A ten-week supervised field experience in teaching exceptional children in an educational setting.



**SPED 610 (3-3-0) Curriculum Development for the Gifted**

A comprehensive view of the gifted learner and the implications of advanced learning ability for curriculum development, teaching/ learning models, and current educational environments.

**SPED 615 (3-3-0) Issues and Trends in Special Education**

This course is designed to provide a forum to discuss current issues related to the field of Special Education. Participants will explore effective approaches and strategies for managing issues in the creation of responsive learning environments.

**SPED 620 (3-3-0) Teaching the Gifted Child**

An overview of the features and procedures essential to designing, implementing, and facilitating an instructional program for gifted learners, with attention to strategies for counseling the gifted, issues-related topics in gifted education, and techniques for working effectively with parents, the community, and other advocates as resources for the gifted program.

**SPED 630 (3-0-3) Consultative Internship in Special Education**

A supervised experience in planning, implementing, and evaluating consultation projects involving exceptional and potentially exceptional students, educators of regular students, administrators, and parents. *Corequisite or prerequisite: SPED 649.*

**SPED 631 (3-3-0) Teaching the Handicapped Child (Academic Methods)**

A study of classroom educational procedures, including methods, curriculum and materials, for teaching students with developmental or academic/ learning handicaps, with emphasis on problems related to learning disabilities, mental retardation, and emotional disturbances.

**SPED 632 (3-3-0) Teaching the Handicapped Child (Developmental Level)**

A study of classroom educational procedures including methods, curricula, and materials for teaching birth-to-school-age students handicapped by developmental problems and for teaching older students with a mental age in the preschool range.

**SPED 633 (3-3-0) Teaching the Handicapped Adolescent**

A study of classroom educational procedures, including curricula, methods, and materials for teaching adolescent (junior high through young adult) handicapped students.

**SPED 634 (3-3-0) Curriculum and Effective Practices for Teaching Students with Mental Disabilities**

This course is designed to provide an overview of the historical background, current developments and future directions for teaching children who are mildly and

moderately mentally disabled. Emphasis will be placed on classroom procedures including methods, curriculum and materials for teaching the mentally challenged from K-12. Strategies and methods for use in the classroom to facilitate learning will be emphasized to include the use of technology for teachers as well as students.

**SPED 635 (3-3-0) Curriculum and Effective Practices for Teaching Students with Specific Learning Disabilities**

This course is designed to provide an overview of the historical background, current developments and future directions for teaching academic skills to students who have specific learning disabilities. Emphasis will be placed on classroom procedures including methods, curriculum and materials for teaching basic skills and content areas in grades K-12. Strategies and methods for integrating technology into lessons will be included.

**SPED 638 (3-3-0) Teaching the Emotionally Disturbed Child**

An examination of management techniques and educational planning and programming for emotionally disturbed children, with emphasis on the roles of the teacher and on the development of programs.

**SPED 639 (3-3-0) Curriculum and Effective Practices for Teaching Students with Behavioral/Emotional Disabilities**

The major framework for the course includes a research based examination of management and educational planning/programming for Children and Youth with emotional and behavioral disabilities. The course seeks to inspire and guide participants to gain the knowledge and skills necessary to match the complex and challenging roles of the teacher for the establishment of programs which reflect sound practices and which meet the needs of these children/youth. The course content focuses on teacher directed educational activities for managing and teaching students with mild to severe behavior and emotional problems; however, it ultimately seeks to prepare master educators who can effectively teach academic skills to children with diverse abilities.

**SPED 640 (3-0-3) Master's Internship in Special Education**

A supervised experience in basic and advanced teaching skills in special education. (Offered for variable credits, with a maximum of nine credit hours applicable to a graduate degree.)

**SPED 641 (3-3-0, 6-6-0, or 9-9-0 - variable credit) Advanced Internship in Special Education (Mentally Disabled; Behaviorally-Emotionally Disabled; Specific Learning Disabled)**

This course provides an intensive supervised field experience. It is designed to be the most appropriate for the student's qualifications, experience and future educational goals. Requires a minimum of 150 hours per

semester. This is a practical application of the knowledge base of the educational professional as a facilitator of learning. Depending upon the student's qualifications, skill and experience, the intern will be supervised in one of two (2) of the following options: (1) in-service or classroom internship; or (2) special placement internship. The in service classroom internship option is primarily for currently employed teachers who were in regular or special classroom settings and serve the populations for which they are seeking licensure. The special placement internship option is an advanced field teaching arrangement. The student will provide direct service to MD or BED or SLD students. Students will receive on site supervision from both master teacher/site supervisor and a university instructor.

**SPED 642 (3-3-0) Exceptional Child Development**

An examination of the relationship between human development and education, with emphasis on deviations exhibited by exceptional children in cognitive, linguistic, social, affective, perceptual, and neurological development.

**SPED 643 (3-3-0) Seminar in Special Education**

A graduate level seminar drawing from both theory and research for advanced study and discussions of critical issues in special education. (May be repeated for credit.)

**SPED 645 (3-3-0) Independent Study in Special Education**

Independent research on critical issues in special education. (May be repeated for credit.)

**SPED 646 (3-3-0) Advanced Assessment Practices in Special Education**

This course is designed to provide teachers of children with learning problems with an opportunity to study and practice both formal and informal educational and diagnostic assessments that are appropriate for children and youth.

**SPED 647 (3-3-0) Educational Evaluation of Handicapped Children**

A practical study of both formal and informal diagnostic assessment and observational techniques for identifying and evaluating handicapping learning problems, with emphasis on learning disabilities, mental retardation, and various types of emotional disturbances.

**SPED 648 (3-3-0) Curriculum Development in Special Education**

A practical course in the development and implementation of curricula for learning disabled, mentally handicapped, and behaviorally-emotionally handicapped students, with attention to the development of I.E.P's, the understanding and application of legislative directives regarding special education students, and applications of evaluation techniques for accountability.

**SPED 649 (3-3-0) The Consultative Role of the Special Educator**

A study of the theory, methods, and practices relating to the special educator's consultative role in the education of exceptional children.

**SPED 650 (3-3-0) Leadership and Supervision of Exceptional Child Programs**

A study of major issues in the supervision and leadership of educational programs for exceptional children, with emphasis on appropriate leadership styles, child advocacy roles, applicable state and federal legislation, due process and confidentiality requirements, personnel conflict management, qualifications and roles of special education staff, data-based decision-making, and provisions for least restrictive educational environments for exceptional children.

**SPED 660 (3-3-0) Internship in Gifted Education**

Supervised study and practice in the education of the gifted, requiring a minimum of 75 to 150 contact hours. *Prerequisite: Completion of at least nine semester hours in gifted education.*

**SPED 698 (3-3-0, 6-6-0 - variable credit) Advanced Applied Product of Learning**

This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.)

**Speech (SPEE)**

**SPEE 500 (3-3-0) Communication Disorders**

An examination of communication disorders common to handicapped populations, with a study of the etiology, epidemiology, and manifestations of communication disorders, as well as remediation strategies appropriate to the disorders.

**SPEE 550 (3-3-0) Language Development and Remediation in Handicapped Children**

An examination of the developmental language process and language disorders common to handicapped populations, with attention to remediation strategies for teachers.

## Statistics (STAT)

### STAT 561 (3-3-0) Probability Theory

A course including such topics as probability distributions, limit theorems, special functions, and probability models. *Prerequisite: STAT 301 or consent of the department.*

### STAT 562 (3-3-0) Applied Regression Analysis

A course including such topics as matrix theory, correlation analysis, least squares, curve fitting, simple and multiple regression, response surfaces, and the applications of statistical software packages. *Prerequisite: MATH 251 or consent of the department.*

### STAT 563 (3-3-0) Design and Analysis of Experiments

The applications of statistics in the design and analysis of experiments. Topics will include: Principles of Design of Experiments, One-way Analysis of Variance, Factorial Designs, Hierarchical or Nested Designs, Linear and Multiple Regression Analysis, Two way Analysis of Variance, and other related topics. *Prerequisite: STAT 561 or consent of instructor.*

### STAT 564 (3-3-0) Mathematical Statistics

Theories of distributions and statistical inference, Point and Interval Estimation, Tests of Hypotheses, Sufficiency, Completeness, and Unbiased Minimum Variance Unbiased Estimation (UMVUE'S) Interval Estimation. *Prerequisite: STAT 561 or consent of instructor.*

### STAT 571 (3-3-0) Statistical Computing

A survey of some of the standard statistical software packages, like EXCEL, SAS, and SPSS. These packages will be used to solve statistical problems. *Prerequisite: MATH 561 or consent of instructor.*

### STAT 572 (3-3-0) Time Series Analysis

A discussion of the theoretical and applied aspects of Time Series. Topics include: Introduction to forecasting, Non-Seasonal Box-Jenkins Models and their tentative identification, Seasonal Box-Jenkins Models and their tentative identification, Estimation and diagnostic checking for Box-Jenkins models, Time Series Regression, Exponential Smoothing, Transfer Function Models, Classical Regression Analysis. *Prerequisite: STAT 561 or consent of instructor.*

### STAT 661 (3-3-0) Advanced Probability Theory

A course including such topics as probability distributions, characteristic and generating functions, convergence and approximations, asymptotic sampling theory and decision functions. *Prerequisite: STAT 561.*

### STAT 662 (3-3-0) Advanced Mathematical Statistics

Topics include parametric estimation, tests of hypotheses, linear models and nonparametric estimation, sufficiency, unbiased estimation, Bayes estimators, and the multivariate normal theory. *Prerequisite: STAT 661.*

### STAT 750 (3-3-0) Topics in Statistics

A study of special and advanced topics in statistics within the scope of research interests of the instructor. *Prerequisite: STAT 662 and consent of the instructor.*

## Zoology (ZOOL)

### ZOOL 570 (3-2-2) General Entomology

A study of the morphology, life cycles, physiology, ecology, and behavior of hexapods, with course format including two lectures/discussions and two laboratory hours a week, and with laboratory studies devoted to insect identification, insect physiology, ecology, insect behavior, and individual student projects. *Prerequisite: A course in zoology or general biology or consent of instructor.*

### ZOOL 585 (3-2-2) Introduction to Parasitology

A study of the morphology, life cycles, and classification of parasites of various hosts, with course format including two lectures and two laboratory hours a week, and with laboratory studies devoted to the methods for the collection, culture, and microscopic preparation of parasitological materials. *Prerequisite: A course in zoology or general biology or consent of instructor.*

### ZOOL 610 (3-2-2) Advanced Genetics

An advanced study of the physical and chemical organization of prokaryotic and eukaryotic genomes, gene expression and its regulation, genetic mechanisms of evolutionary change, and genetic engineering. *Prerequisites: Basic genetics and organic chemistry or permission of the instructor. Prior courses in biochemistry, evolution, and statistics strongly recommended.*

### ZOOL 630 (3-2-2) Advanced Developmental Biology

An advanced study of animal development, with emphasis on physiological and biochemical aspects, and with laboratory periods devoted to experimental work, literature reviews, and discussions. *Prerequisites: Vertebrate embryology, cellular or molecular biology, organic chemistry and/or biochemistry.*



# Administration and Faculty

**Willis B. McLeod**, *Chancellor*

B.S., Fayetteville State University; M.Ed., Ed.D.,  
University of Virginia

**Perry A. Massey**, *Provost and Vice Chancellor for Academic Affairs*

B.A., North Carolina Central University; M.A., Ph.D.,  
Clark University

**Olivia Chavis**, *Vice Chancellor for Student Affairs*

B.S., Delaware State College; M.Ed., Campbell University

**Christopher L. Hinton**, *Vice Chancellor for Business and Finance*

B.S., U.N.C. Chapel Hill, M.B.A., Duke University

**Denise M. Wyatt**, *Vice Chancellor for University Relations and Development*

B.S., M.S., Tuskegee University; Ph.D., The Ohio State University

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**Booker T. Anthony**, *Interim Associate Vice Chancellor for Academic Affairs*

B.A., St. Augustine's College; M.A., Ph.D., The Ohio State University

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# Index

## A

|   |        |
|---|--------|
| Academic Calendars.....                               | 6-9    |
| 2002-2003 Academic Year .....                         | 6-7    |
| 2003-2004 Academic Year .....                         | 8-9    |
| Academic Misconduct .....                             | 45     |
| Academic Regulations .....                            | 43-48  |
| Academic Scholarships.....                            | 34     |
| Accreditation, Institutional .....                    | 13-14  |
| Administration  |        |
| Fayetteville State University.....                    | 11     |
| The University of North Carolina .....                | 12-13  |
| Admissions.....                                       | 23-25  |
| Air Force Reserve Officer Training Corp (ROTC) .....  | 24-25  |
| Application.....                                      | 23     |
| Degree Seeking.....                                   | 23     |
| Enrollment of Seniors in Graduate Level Courses ..... | 24     |
| Licensure .....                                       | 24     |
| North Carolina Public Higher Education                |        |
| Residence and Tuition Status .....                    | 25     |
| Professional Development (Non Degree Seeking) .....   | 24     |
| Residential Status and Tuition Assessment .....       | 25     |
| Testing.....  | 18; 23 |
| Graduate Record Examinations (GRE).....               | 23     |
| Graduate Management Admission Test (GMAT) .....       | 23     |
| Miller Analogies Test (MAT).....                      | 23     |
| Admission to Candidacy .....                          | 47     |
| Doctoral Degree.....                                  | 48     |
| Master's Degrees .....                                | 47     |
| Advisors.....   | 21; 37 |
| Alcohol/Drug Policy .....                             | 40-41  |
| Americans with Disabilities Act.....                  | 41     |
| Appeal for Program Transfer .....                     | 45     |
| Application for Graduation .....                      | 48     |
| Arts and Sciences, College of.....                    | 49-56  |
| Department of English and Foreign Languages.....      | 49     |
| Department of History and Government.....             | 49-51  |
| Department of Mathematics and Computer Science .....  | 51     |
| Department of Natural Sciences.....                   | 51-52  |
| Department of Psychology.....                         | 52-53  |
| Department of Social Sciences.....                    | 53-55  |
| Master of Social Work.....                            | 55-56  |
| Auditing of Courses.....                              | 44     |

## B

|   |       |
|---|-------|
| Board of Governors, UNC.....                    | 12-13 |
| Board of Trustees, FSU.....                     | 11    |
| Books .....                                     | 21    |
| Business and Economics, School of.....          | 57-58 |
| Business Administration .....                   | 57    |
| Business Administration Three-Two Program ..... | 57    |
| Certificate Program in Accounting.....          | 58    |

## C

|   |        |
|---|--------|
| Calendars, Academic .....                         | 6-9    |
| 2002-2003 Academic Year .....                     | 6-7    |
| 2003-2004 Academic Year .....                     | 8-9    |
| Campus Work-Aid .....                             | 34     |
| Career Services, Advisement and .....             | 37     |
| Center for Continuing Education .....             | 14     |
| Center for Economic Education.....                | 14     |
| Centers and Programs.....                         | 14-19  |
| Chancellor's Message .....                        | 3      |
| Change a Grade .....                              | 43     |
| Change of Graduate Degree, Request for.....       | 45     |
| Change of Major/Degree.....                       | 44-45  |
| Class A Licensure in Elementary Education.....    | 62     |
| Class A Licensure in Middle Grades Education..... | 64     |
| Class A Licensure in Reading Education .....      | 62     |
| College of Arts and Sciences.....                 | 49-57  |
| College Work Study Program .....                  | 32-33  |
| Commencement.....                                 | 48     |
| Complaints .....                                  | 41     |
| Comprehensive Examination                         |        |
| Master's.....                                     | 45     |
| Doctoral.....                                     | 46     |
| Concurrent Registration .....                     | 45     |
| Continuous Enrollment, Requirements for .....     | 44     |
| Continuing Education, Center for .....            | 14     |
| Cooperative Education Program.....                | 37     |
| Counseling Services .....                         | 37-38  |
| Course Descriptions .....                         | 67-100 |
| Course Load .....                                 | 44     |
| Course Substitution .....                         | 44     |
| Credits, Transfer .....                           | 44     |
| Curriculum Lab .....                              | 14     |

## D

|  |    |
|--|----|
| Dean of Students .....                               | 40 |
| Degrees, Index of .....                              | 4  |
| Degree, Second Master's .....                        | 45 |
| Degree Seeking .....                                 | 23 |
| Degree Time Limit.....                               | 48 |
| Department of  |    |
| English and Foreign Languages .....                  | 49 |
| Educational Leadership .....                         | 59 |
| Elementary Education .....                           | 60 |
| Government and History .....                         | 49 |
| Mathematics and Computer Science .....               | 51 |
| Middle Grades, Secondary, and Special Education..... | 62 |
| Natural Sciences.....                                | 51 |
| Psychology.....                                      | 52 |
| Social Sciences .....                                | 53 |
| Directory, Major Offices .....                       | 5  |

|  |    |
|--|----|
| Disabilities, Services for Students with ..... | 37 |
| Disciplinary System.....                       | 45 |
| Dissertation.....                              | 47 |
| Distance Learning Center .....                 | 15 |
| Drug Policy .....                              | 40 |
| Counseling and Rehabilitation.....             | 40 |
| Enforcement.....                               | 40 |
| Illegal Possession.....                        | 40 |

## E

|   |       |
|---|-------|
| Early Childhood Learning Center.....          | 19    |
| Economics Education, Center for.....          | 19    |
| Educational Opportunity Centers Program ..... | 20    |
| Educational Talent Search Program .....       | 20    |
| Education, School of.....                     | 59-66 |
| Education, Doctorate in.....                  | 59    |
| Education Leadership.....                     | 59-60 |
| Master of School Administration.....          | 60    |
| Elementary Education.....                     | 60-62 |
| Master of Education, Elementary               |       |
| Education K-6.....                            | 60-61 |
| Master of Education, Reading                  |       |
| Education K-12.....                           | 61-62 |
| Middle Grades, Secondary,                     |       |
| Special Education.....                        | 62-66 |
| Employment .....                              | 34    |
| Enrollment, Requirements for Continuous.....  | 44    |
| Examination, Comprehensive .....              | 45-47 |
| Expenses.....                                 | 27-29 |

## F

|  |         |
|--|---------|
| Faculty and Administration.....                  | 101-105 |
| Fees and Expenses .....                          | 27      |
| Other Fees and Expenses .....                    | 27      |
| Final Grade Change.....                          | 43      |
| Financial Aid.....                               | 31-37   |
| Award Letter.....                                | 32      |
| Appeal Procedures .....                          | 35      |
| Deadlines.....                                   | 31      |
| Eligibility Criteria .....                       | 31      |
| Employment .....                                 | 34      |
| Funds Available.....                             | 32      |
| Institutional Academic Scholarships .....        | 34      |
| Institutional Grants.....                        | 33      |
| Performance Scholarships.....                    | 34      |
| Perkins Loans .....                              | 33      |
| Refunds.....                                     | 35      |
| Reinstatement of Financial Aid Eligibility ..... | 35      |
| Repayments to Programs .....                     | 35-36   |
| Review of Eligibility Termination.....           | 35      |
| Satisfactory Academic Progress .....             | 34      |
| Steps for Applying .....                         | 32      |

|   |       |
|---|-------|
| Termination of Financial Aid Eligibility..... | 34-35 |
| Warning .....                                 | 32    |
| Withdrawals.....                              | 34    |
| Withdrawal, Incompletes, and Repeats .....    | 34    |
| Work-Study .....                              | 32    |
| Fine Arts Resource Center .....               | 15    |
| Fort Bragg-Pope Air Force Base Center .....   | 16    |

## G

|  |       |
|--|-------|
| General Information .....                          | 11-19 |
| Grade Appeal.....                                  | 43    |
| Grades   |       |
| Appeal.....  | 43    |
| Final Change.....                                  | 43    |
| Incomplete.....                                    | 43    |
| Grading System.....                                | 43    |
| Graduate Assistantships .....                      | 33    |
| Graduate Council.....                              | 21    |
| Graduate Management Admission Test (GMAT) ....     | 23    |
| Graduate Records Examination (GRE) .....           | 23    |
| Graduate Student Responsibility .....              | 21    |
| Graduation, Application .....                      | 48    |
| Graduation, Requirements .....                     | 48    |
| Grants, Institutional .....                        | 33    |
| Guaranteed Student Loan (Stafford Loan Program) 33 |       |

## H

|  |        |
|--|--------|
| Health Services.....                   | 21, 39 |
| Medical/Immunization Requirements..... | 39-40  |
| History                                |        |
| The University of North Carolina.....  | 13     |
| Fayetteville State University .....    | 11-12  |
| Housing, Residence Life.....           | 38     |

## I

|   |       |
|---|-------|
| Immunization Requirements.....            | 39-40 |
| Incomplete, Grades .....                  | 43    |
| Indebtedness to the University .....      | 29    |
| Independent Study .....                   | 44    |
| Index of Degrees .....                    | 5     |
| Institutional Academic Scholarships ..... | 34    |
| Grants.....                               | 33    |
| Membership and Accreditation .....        | 13-14 |

## L

|                          |    |
|--------------------------|----|
| Library, University..... | 18 |
| Loans .....              | 33 |

**M**

|   |       |
|---|-------|
| Master of Business Administration.....        | 57    |
| Master of Education, Middle Grades            |       |
| Education 6-9 .....                           | 62    |
| Master of Education, Reading Education.....   | 62    |
| Master of Education, Secondary Education..... | 64    |
| Biology.....                                  | 65    |
| English.....                                  | 65    |
| History.....                                  | 65    |
| Mathematics.....                              | 65    |
| Political Science.....                        | 66    |
| Sociology.....                                | 66    |
| Master of Education, Special Education        |       |
| K-12.....                                     | 63    |
| Master of School Administration.....          | 60    |
| Mathematics and Science Education Center..... | 16    |
| Medical Immunization Requirements.....        | 39-40 |
| Membership, Institutional.....                | 13-14 |
| Methods of Payment.....                       | 27    |
| Miller Analogies Test (MAT).....              | 23    |
| Minority Presence Grant.....                  | 33    |
| Misconduct, Academic.....                     | 45    |
| Mission Statement.....                        | 11    |

**N**

|  |    |
|--|----|
| Native Americans - Incentive Scholarships..... | 33 |
| Non-degree Seeking.....                        | 24 |
| North Carolina Public Higher Education         |    |
| Residence and Tuition Status Application.....  | 25 |
| North Carolina, The University of.....         | 13 |

**O**

|                                |    |
|--------------------------------|----|
| Office Listing.....            | 5  |
| Office of School Services..... | 16 |
| Oral Defense.....              | 47 |
| Other Fees and Expenses.....   | 27 |

**P**

|  |    |
|--|----|
| Payment, Method of.....                            | 27 |
| Performance Scholarships.....                      | 34 |
| Perkins Loan.....                                  | 33 |
| Philosophy and Values.....                         | 11 |
| Police and Public Safety.....                      | 18 |
| Professional Development (Non-degree seeking)..... | 24 |
| Programs and Centers.....                          | 14 |
| Program Transfer, Appeal for.....                  | 45 |

**R**

|   |    |
|---|----|
| Refunds.....                                | 28 |
| Expenses.....                               | 28 |
| Financial Aid.....                          | 35 |
| Registration                                |    |
| Concurrent, in Other Graduate Programs..... | 45 |
| Thesis/Dissertation.....                    | 47 |
| Residence Halls.....                        | 16 |
| Residence Life.....                         | 38 |
| Residence Status, Tuition Assessment.....   | 25 |
| Rosenthal Gallery.....                      | 17 |
| ROTC, Air Force Reserve.....                | 24 |

**S**

|  |       |
|--|-------|
| Satisfactory Academic Progress.....          | 34-35 |
| Scholarships,                                |       |
| Academic.....                                | 34    |
| Athletic.....                                | 34    |
| Institutional.....                           | 33    |
| School of Business and Economics.....        | 57    |
| School of Education.....                     | 59    |
| School Services, Office of.....              | 16    |
| Second Master's.....                         | 45    |
| Senior Enrollment, Graduate Courses.....     | 24    |
| Servicemen's Opportunity College.....        | 17    |
| Services for Students with Disabilities..... | 37    |
| Sexual Harassment.....                       | 41    |
| Sexual Offense.....                          | 41    |
| Small Business and Technology                |       |
| Development Center.....                      | 17    |
| Special Talents Awards.....                  | 34    |
| Stafford Loan Program (Guaranteed            |       |
| Student Loan).....                           | 33    |
| Student Activities/Student Center.....       | 38    |
| Student Affairs.....                         | 37    |
| Student Government Association (SGA).....    | 39    |
| Student Health Services.....                 | 21    |
| Study Abroad Program.....                    | 17    |
| Summer School Program.....                   | 28    |
| Superintendent Licensure.....                | 59    |

**T**

|   |    |
|---|----|
| Testing Services Center.....                | 18 |
| Tests,                                      |    |
| Graduate Management Admission               |    |
| Test (GMAT).....                            | 23 |
| Graduate Record Examinations (GRE).....     | 23 |
| Miller Analogies Test (MAT).....            | 23 |
| Thesis.....                                 | 46 |
| Transcripts, Academic Records.....          | 44 |
| Transfer Credits.....                       | 44 |
| Tuition Assessment, Residential Status..... | 25 |
| Tuition and Fees.....                       | 27 |

## **U**

|   |    |
|---|----|
| University Health Services .....          | 21 |
| University Library.....                   | 18 |
| University Police and Public Safety ..... | 18 |
| Upward Bound Program.....                 | 19 |

## **V**

|                        |    |
|------------------------|----|
| Veteran's Affairs..... | 19 |
|------------------------|----|

## **W**

|                                     |    |
|-------------------------------------|----|
| WFSS .....                          | 16 |
| Waivers, Course.....                | 44 |
| Weekend and Evening College.....    | 19 |
| Withdrawal from the University..... | 28 |
| Work-Study .....                    | 32 |