
Fayetteville State University
Established 1867

Undergraduate Catalog 2004-2006



Fayetteville State University
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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; Telephone number: 404-679-4501) 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.

Table of Contents

Chancellor's Message	4	<i>Official University Withdrawal Process</i>	33-34
For More Information	5	<i>Withdrawal Adjustment Schedule</i>	34
Programs of Study	6-7	<i>Refunds/ Adjustments for Individual Classes</i>	34
Academic Calendars	8-13	<i>Room/ Board Adjustments</i>	34
General Information	15-23	<i>Accident and Sickness Insurance</i>	34-35
<i>Mission Statement</i>	15	<i>Indebtedness to the University</i>	35, 61
<i>Philosophy and Values</i>	15	Financial Aid	37-41
<i>Administration of Fayetteville State University</i>	15	<i>Eligibility Criteria</i>	37
<i>History of Fayetteville State University</i>	15-17	<i>Deadlines</i>	37
<i>Administration of the University of North Carolina</i>	17	<i>Loan Default Policy</i>	37
<i>History of the University of North Carolina</i>	17	<i>Steps for Applying for Financial Aid</i>	38
<i>Institutional Memberships and Accreditations</i>	17	<i>Federal Pell Grants</i>	38
<i>Center for Continuing Education</i>	17-18	<i>Federal Supplemental Educational Opportunity Grant</i>	38
<i>Center for Economic Education</i>	18	<i>Federal College Work Study Program (FWSP)</i>	38
<i>Curriculum Learning Resource Laboratory</i>	18	<i>Federal Perkins Loan Program</i>	39
<i>Distance Learning Center</i>	18	<i>William D. Ford Federal Direct Stafford Loan</i>	39
<i>Early Childhood Learning Center</i>	18	<i>Federal Direct Parent Loans for Undergraduates</i>	39
<i>Educational Opportunity Centers Programs</i>	19	<i>Institutional Scholarships and Grants</i>	39
<i>Educational Talent Search Program</i>	19	<i>Satisfactory Academic Progress</i>	39-40
<i>Fine Arts Resource Center</i>	19	<i>Appeal Procedure</i>	40
<i>Fort Bragg-Pope Air Force Base Education Center</i>	19-20	<i>Withdrawal Refunds/ Repayments</i>	40-41
<i>GEAR-UP</i>	20	Student Affairs	43-48
<i>Honors Program</i>	20	<i>Student Academic Services Center</i>	43
<i>Mathematics and Science Education Center</i>	20	<i>Job Location and Development Program</i>	43
<i>Public Radio WFSS 91.9 FM</i>	20-21	<i>Cooperative Education</i>	43
<i>Residence Halls</i>	21	<i>Center for Personal Development</i>	43-44
<i>Rosenthal Gallery</i>	21	<i>Residence Life</i>	44
<i>Servicemen's Opportunity College</i>	21	<i>Student Center/ Student Activities</i>	44-45
<i>Small Business and Technology Development Center</i>	21	<i>Student Health Services</i>	45
<i>Study Abroad Program</i>	21-22	<i>Medical Immunization Requirements</i>	45-46
<i>Summer School Program</i>	22	<i>Dean of Students</i>	46
<i>Teaching Licensure Opportunities for Transitioning</i> <i>Soldiers TLOTS</i>	22	<i>Alcohol/ Drug Policy</i>	46-47
<i>University Library</i>	22	<i>Policy on Sexual Harassment</i>	47
<i>University Police and Public Safety</i>	22	<i>Policy on Sexual Offense</i>	47
<i>University Testing Services</i>	22-23	<i>Written Complaint Procedure</i>	47-48
<i>Upward Bound Program</i>	23	<i>Americans with Disabilities Act</i>	48
<i>Veterans Affairs</i>	23	<i>Statement on Sexual Orientation</i>	48
<i>Weekend and Evening College</i>	23	Academic Regulations	49-62
Admissions	25-29	<i>Academic Advisors</i>	49
<i>Admissions Procedures</i>	25	<i>Majors and Minors</i>	49
<i>Minimum Course Requirements</i>	25-26	<i>Catalog Policy</i>	49
<i>First-Year Students</i>	26	<i>Classification of Students</i>	49-50
<i>Transfer Students</i>	26-27	<i>Registration</i>	50-51
<i>Acceptance of Transfer Credits</i>	27	<i>Grades</i>	51-53
<i>Transfer from Non-Accredited Institutions</i>	27	<i>Grade Point Average</i>	52
<i>Credits from Military Schools and Experiences</i>	27	<i>Course Repeat Policy</i>	52
<i>Readmission Students</i>	27	<i>Incomplete Grades</i>	52
<i>Special Visiting Students</i>	27	<i>Extension Grade Policy</i>	52-53
<i>International Students</i>	28	<i>Grade Appeal</i>	53
<i>Summer School Students</i>	28	<i>Scholastic Standards</i>	53-56
<i>Residence Status for Tuition Purposes</i>	28-29	<i>Appeal Procedure</i>	54
Expenses	31-35	<i>Academic Fresh Start</i>	54-55
<i>Estimated Tuition and Fees Schedule – Undergraduate</i>	31	<i>Undergraduate Attendance Policy</i>	55
<i>Other Fees and Expenses</i>	32	<i>Veterans Affairs</i>	55
<i>Meal Plans</i>	32	<i>The Family Educational Rights and Privacy Act</i>	55-56
<i>Tuition Surcharge</i>	32	<i>Release of Directory Information</i>	56
<i>Refunds/ Adjustments of Tuition and Fees</i>	33	<i>Examinations</i>	56-57
		<i>Senior Enrollment for Graduate Level Courses</i>	57-58

<i>Study at Another Institution</i>	58	<i>Business Administration – Management</i>	187
<i>Academic Honors</i>	58	<i>Business Administration – MIS</i>	188
<i>Honor Societies – General</i>	58-59	<i>Business Administration-Marketing</i>	189
<i>Withdrawal from the University</i>	59	<i>Chemistry, B.A.</i>	190
<i>Mandatory Withdrawal from the University</i>	59	<i>Chemistry, B.S.</i>	191
<i>Commencement</i>	59	<i>Computer Science</i>	192
<i>Requirements for Graduation</i>	60-61	<i>Criminal Justice</i>	193
<i>Dishonesty in Academic Affairs</i>	61	<i>Elementary Education</i>	194
<i>Eight-Week Terms</i>	61-62	<i>Birth Through Kindergarten (Teaching)</i>	195
Academic Programs: University College	63-67	<i>Birth Through Kindergarten (Non-Teaching)</i>	196
<i>University College Core Curriculum</i>	63	<i>English Language and Literature</i>	197
<i>Academic Support Resources</i>	66	<i>English Language and Literature-Education</i>	198
<i>Student Support Services</i>	66	<i>Geography</i>	199
<i>Advisement and Mentoring Center</i>	66-67	<i>Health Education</i>	200
<i>Freshman Seminar/ University Studies Courses</i>	67	<i>History</i>	201
Academic Programs: Basic and Applied Sciences ..	69	<i>Managerial Economics</i>	202
<i>Degrees Offered</i>	69	<i>Marketing Education</i>	203
<i>Department of Criminal Justice</i>	69-70	<i>Mathematics</i>	204
<i>Department of Mathematics and Computer Science</i>	70-73	<i>Mathematics Education</i>	205
<i>Department of Natural Sciences</i>	73-79	<i>Middle Grades Education</i>	206
<i>Department of Nursing</i>	79-82	<i>Music, General</i>	207
<i>Department of Psychology</i>	82-83	<i>Music Education - Instrumental</i>	208
Academic Programs: Humanities & Social Sciences ..	85	<i>Music Education - Keyboard</i>	209
<i>Degrees Offered</i>	85	<i>Music Education - Vocal</i>	210
<i>Department of Aerospace Studies</i>	85-86	<i>Nursing (4 year)</i>	211
<i>Department of English and Foreign Languages</i>	86-89	<i>Nursing (BSN Completion)</i>	212
<i>Department of Government and History</i>	89-94	<i>Physical Education</i>	213
<i>Department of Performing and Fine Arts</i>	94-98	<i>Political Science</i>	214
<i>Department of Sociology</i>	98-100	<i>Political Science – Police Science Concentration</i>	215
<i>Military Science/ Army ROTC Program</i>	100	<i>Political Science – Public Administration Concentration</i> ..	216
Academic Programs: School of Business and Economics	101	<i>Psychology</i>	217
<i>Degrees Offered</i>	101	<i>Social Science Education – History</i>	218
<i>Department of Accounting</i>	101	<i>Social Science Education – Political Science</i>	219
<i>Department of Management</i>	102	<i>Social Science Education – Sociology</i>	220
<i>Department of Managerial Economics and Finance</i>	103	<i>Sociology</i>	221
<i>Department of Marketing and Business Education</i>	105	<i>Spanish</i>	222
Academic Programs: School of Education	109	<i>Spanish Education</i>	223
<i>Degrees Offered</i>	109	<i>Speech-Theater</i>	224
<i>Admission to Teacher Education</i>	109	<i>Visual Arts</i>	225
<i>Admission to Student Teaching</i>	110	<i>Vocational Business Education</i>	226
<i>Teacher Licensure</i>	110	Administration and Faculty	227-237
<i>Department of Educational Leadership</i>	111	Index	238-240
<i>Department of Elementary Education</i>	111		
<i>Department of Health, Physical Education and Human Services</i>	113		
<i>Department of Middle Grades, Secondary, and Special Education</i>	114		
<i>Second Academic Concentration Options</i>	115		
Course Descriptions	119-180		
Four Year Degree Plans	181-226		
<i>Accounting</i>	181		
<i>Banking and Finance</i>	182		
<i>Biology</i>	183		
<i>Biology-Education</i>	184		
<i>Biology-Medical Technology</i>	185		
<i>Business Administration –General Business</i>	186		

CHANCELLOR'S MESSAGE

Dear Bronco:

Welcome to the Fayetteville State University family! I am pleased that you have selected FSU, the second-oldest public university in North Carolina, for your undergraduate studies.



FSU provides a high-quality education to more than 5,400 undergraduate and graduate students. Our university provides academic programs in the humanities and social sciences, in basic and applied sciences, in teacher education, and in business and economics. We have offered teacher-education programs since our genesis in 1867; our four-year nursing program is our newest program. Other academic programs—such as forensic science and international studies—are on the horizon.

We have almost 250 faculty members whose first priority is the facilitation of your learning. Among the faculty, you will find award-winning scholars and researchers who have also won accolades in teaching. In addition, you will work with professors who include undergraduate students in their research projects, which are often funded by agencies such as the National Aeronautics and Space Administration, the U.S. Department of Education, the National Science Foundation, the National Institutes of Health, and the Rockefeller Foundation.

Our campus is experiencing a renaissance. New buildings are being erected, while existing buildings are being renovated—all so that you will have modern facilities in an attractive and comfortable setting. The grounds are constantly groomed. Our residence halls are all air conditioned and are constantly being improved for your comfort and safety. The campus is fully wired; you will have access to state-of-the-art technology seven days a week for up to 18 hours daily.

To ensure that students have multi-faceted experiences during their university years, FSU offers an array of extracurricular activities, community-service and internship opportunities, and student organizations designed to help you to develop your leadership skills, to foster your sense of civic responsibility, and to broaden your cultural and intellectual horizons. We are home to a number of championship sports teams—in football and golf, for example. We sponsor an annual Chancellor's Speakers Series featuring nationally prominent individuals. We offer a range of activities such as the annual Ms. FSU and Mr. FSU competitions.

Inside this catalog you will find important information about the 40 baccalaureate-degree programs that are available to you on the undergraduate level. Your guide to the university, the catalog also includes all university centers, programs, and policies. Please review it carefully so that you learn about the support services and opportunities that we have put in place to meet your needs.

Our goal is to ensure that you will graduate with the skills, knowledge, values, and attitudes required for success in the larger world in which you live and work after you earn your bachelor's degree. We embrace you as an FSU student, and we commit to doing everything in our power to make your years with us a productive, positive experience. We look forward to the day when we can count you among our thousands of outstanding Bronco alumni.

Sincerely,

T.J. Bryan
Chancellor

For More Information

Academic Records and Transcripts	910-672-1185
Admissions	910-672-1371
Admissions – Toll Free.....	800-222-2594
Alumni Affairs.....	910-672-1473
Athletics	910-672-1314
Bookstore	910-672-1277
Center for Personal Development	910-672-1203
Dining Services.....	910-323-0294
Extended Learning/Distance Education..	910-672-1226
Financial Aid	910-672-1325
Fort Bragg – Pope Air Force Education Center	910-497-9111
Handicapped Students	910-672-1222
Health Services	910-672-1454
Honors Program.....	910-672-1625
Library Services	910-672-1231
Micro-Computer Resource Center.....	910-672-1819 or 672-1031
Office of School Services	910-672-1265
Public Education Outreach.....	910-672-1814
Registrar.....	910-672-1185
Security	910-672-1341
Student Academic Services Center	910-672-1205
Student Activities.....	910-672-1166
Student Affairs	910-672-1201
Student Support Services.....	910-672-1172
Summer School.....	910-672-1483
Testing.....	910-672-1301
Tuition and Fees.....	910-672-1155
Veterans' Affairs	910-672-1628

Weekend and Evening College	910-672-1064
University College	910-672-1060

College of Basic and Applied Sciences	910-672-1681
Criminal Justice.....	910-672-1478
Mathematics and Computer Science.....	910-672-1294
Natural Sciences.....	910-672-1691
Nursing	910-672-1924
Psychology.....	910-672-1413

College of Humanities and Social Sciences 910-672-1681	
Aerospace Studies.....	910-672-1464
English and Foreign Languages.....	910-672-1416
Government and History	910-672-1573
Military Science	910-672-1942
Performing and Fine Arts.....	910-672-1571
Sociology.....	910-672-1122
Social Work	910-672-1210

School of Business and Economics.....	910-672-1267
Accounting	910-672-1591
Managerial Economics and Finance	910-672-1618
Management.....	910-672-1595
Marketing and Business Education.....	910-672-1593

School of Education.....	910-672-1265
Educational Leadership	910-672-1731
Elementary Education	910-672-1538
Health, Physical Education, and Human Services	910-672-1314
Middle Grades, Secondary, and Special Education	910-672-1181

Graduate Programs	910-672-1498
Doctor of Education.....	910-672-1810
Master of Business Administration.....	910-672-1197
Master of School Administration	910-672-1810
Master of Education	910-672-1257
Elementary Education	910-672-1257
Middle Grades Education	910-672-1182
Reading Education	910-672-1257
Secondary Education	910-672-1182
Special Education	910-672-1182
Master of Arts in English	910-672-1416
Master of Arts in History	910-672-1573
Master of Arts in Political Science	910-672-1573
Master of Arts in Psychology.....	910-672-1413
Master of Arts in Sociology.....	910-672-1122
Master of Science in Biology.....	910-672-1691
Master of Science in Mathematics.....	910-672-1294
Master of Social Work	910-672-1210

Programs of Study

Programs of Study	Degrees	Minor	Teacher Licensure	Graduate Study	Other	Page(s)
Accounting	B.S.				Certificate	93, 181
Aerospace Studies					Commission in Air Force	81
Banking and Finance	B.S.					95, 182
Biology	B.S., M.S.*, M.Ed.*	X	Grades 9-12	X		74, 183-184
Biology, Medical Technology	B.S.					72, 185
Biotechnology (minor for Chemistry and Biology majors)		X				77
Birth Through Kindergarten	B.S.		X			107-108; 199-200
Business Administration (Undergraduate concentrations in General Business, Marketing, Management, Management Information Systems)	B.S., M.B.A.*			X		94, 186-189
Chemistry	B.A., B.S.	X				74-75; 190-191
Computer Science	B.S.	X				68, 192
Chiropractic Medicine – (Cooperative Program with Logan College)		X				76
Criminal Justice	B.S.	X				67, 183
Educational Leadership	Ed.D.*		X	X		103
Elementary Education	B.S., M.Ed.*		Grades K-6	X		103, 194
English Language and Literature	B.A., B.S., M.A.,* M.Ed.*	X	Grades 9-12	X		82, 195-196
French		X				85
Geography	B.A.	X				83, 197
Health Education	B.S.		Grades K-12			104, 198
History	B.A., M.A.,* M.Ed.*	X	Grades 9-12	X		83, 199
Management (Concentration within in Business Administration)	B.S.					94, 186
Management Information Systems (Concentration within Business Administration; Minor for Computer Science and Accounting Majors)	B.S.	X				94, 188
Managerial Economics	B.S.	X				95, 200
Marketing (Concentration within Business Administration)	B.S.					97, 189
Marketing Education	B.S.		Grades 9-12			97, 201
Mathematics	B.S., M.S., M.Ed.*	X	Grades 9-12	X		68, 202
Middle Grades Education	B.S., M.Ed.*	X	Grades 6-9	X		105, 204
Military Science					Commission in Army	96
Music	B.A., B.S.	X	Grades K-12			90, 206-208
Nursing	B.S.					77, 209-210
Pharmacy (Cooperative Programs with Howard University, Xavier University)		X				76

Philosophy		X			90
Physical Education	B.S.		Grades K-12		104, 211
Physics		X			77
Political Science (Concentrations in Police Science and Public Administration)	B.A.	X	Grades K-12	X	83, 212-214
Psychology	B.S., M.A.*	X		X	79, 215
Social Sciences Education – (Concentrations in History, Political Science, and Sociology)	B.S.	X	Grades 9-12	X	83, 94; 216-218
Sociology	B.A., M.A., M.Ed.*	X	Grades 9-12	X	94, 219
Social Work	M.S.W.*	X			96
Spanish	B.A., B.S.	X	Grade K-12		82, 220-221
Special Education	M.Ed.*		Grades K-12	X	105
Speech – Theater (Concentrations in Speech, Theater, or Telecommunications)	B.A.	X			90, 222
Visual	B.A.	X			90, 222
Vocational Business Education	B.S.	X	Grades 9 –12		97, 224

* See Graduate Catalog

Academic Calendar, 2004-2006

Fall 2004

Dates and deadlines do not necessarily apply to Eight-Week Terms. See Calendar for Eight Week Terms for details.

April 5 – July 30	Monday – Friday	Pre-registration for Fall Semester
August 6	Friday	Bill Clearance Deadline for pre-registered students
August 11	Wednesday	Pre-School Conference
August 12-13	Thursday – Friday	Registration and Drop Add
August 16	Monday	Classes Begin
August 16-18	Monday – Wednesday	Late Registration (\$20.00 fee) begins; Drop-Add continues
August 20	Friday	Bill Clearance Deadline for students who did not pre-register
September 6	Monday	Labor Day Holiday
September 30	Thursday	Fall Convocation – 3:00 p.m. in Capel Arena
September 30 – Oct 6	Thursday – Wednesday	Midterm Examinations
October 8	Friday	Deadline for Reporting Midterm Grades
October 11-12	Monday – Tuesday	Fall Break
October 22	Friday	Last Day to Withdraw from Classes
October 22	Friday	Deadline for Clearing “I” Grades from
October 23	Saturday	Homecoming
October 29	Friday	Deadline for Filing Application for December 2004 Graduation
October 30	Saturday	Open House for Prospective Students
November 5	Friday	University Day
November 5	Friday	Last Day for WN Requests
November 8	Monday	Registration for Spring 2005 begins
November 23	Tuesday	Last Day for WN Appeals
November 23	Tuesday	Last Day to Withdraw from the University
November 24-27	Wednesday – Saturday	No Classes – Thanksgiving
November 25- 26	Thursday – Friday	University Closed – Thanksgiving
November 30	Tuesday	Assessment Day – No daytime classes
December 1	Wednesday	Last Day of Classes
December 2 – 8	Thursday – Wednesday	Final Examinations

Final grades for graduating seniors are due no later than 5:00 p.m. on the day after the final exam period. Final grades for all other students are due no later than 5:00 p.m. on the second day after the final exam period.

December 11	Saturday	Commencement
December 14	Tuesday	Deadline for Returning Rental Books
December 24 – 31	Friday – Friday	University Christmas Holidays

Dates and deadlines do not necessarily apply to Eight-Week Terms. See Calendar for Eight Week Terms for details.

Spring 2005

January 3	Monday	University Holiday
January 4	Tuesday	University Business Resumes
January 4	Tuesday	Midyear Conference
January 5	Wednesday	Deadline for Regular Registration
January 6	Thursday	Classes begin
January 6	Thursday	Late Registration (\$20.00 fee) begins; Drop-Add Continues
January 11	Tuesday	Deadline for late registration; dropping and adding classes; bill clearance
January 17	Monday	Martin Luther King Jr.’s Birthday Holiday
February		Black History Month
February 21-26	Monday – Saturday	Midterm Examinations
February 28	Monday	Deadline for submitting midterm grades
February 28 – March 5	Monday – Saturday	Mid-Semester Break
March 1	Tuesday	Deadline for submitting Financial Aid Application (FAFSA)
March 11	Friday	Last Day to Withdraw from Classes
March 11	Friday	Deadline for Clearing “I” Grades from previous semester

March 23	Wednesday	Last Day for WN Submissions
March 24 – 26	Thursday-Saturday	No Classes -Good Friday Holidays
March 25	Friday	University Closed – Good Friday
March 31	Thursday	Deadline for Filing Application for May 2005 Graduation
April 6	Wednesday	Last Day for WN Appeals
April 7	Thursday	Honors and Awards Day
April 9	Saturday	Admitted Student Preview Day
April 10	Sunday	Founders Day
April 11	Monday	Pre-Registration for Summer School and Fall 2005 begin
April 15	Friday	Last Day to Withdraw from the University
April 25	Monday	Last Day of Classes
April 26	Tuesday	Assessment Day
April 27 – May 3	Wednesday – Tuesday	Final Examinations
Final grades for graduating seniors are due no later than 5:00 p.m. on the day after the final exam period. Final grades for all other students are due no later than 5:00 p.m. on the second day after the final exam period.		
May 7	Saturday	Commencement
May 9 – 10	Monday – Tuesday	Post-School Conference
May 10	Tuesday	Deadline for Returning Rental Books
Summer Session I, 2005		
May 20	Friday	Last day of regular registration
May 23	Monday	Classes Begin
May 23	Monday	Late Registration (\$20.00 fee) begins; Drop-Add continues
May 25	Wednesday	Late Registration and Drop-Add End
May 30	Monday	Memorial Day – No Classes (NOT a University holiday)
June 13	Monday	Last Day to Withdraw from Classes (15 th day of term)
June 16	Thursday	Last Day for WN submissions (18 th day of term)
June 20	Monday	Last Day for WN Appeals (20 th day of term)
June 20	Monday	Last Day to Withdraw from University (20 th day of term)
June 24	Friday	Last Day of Classes/ Final Examinations
June 27	Monday	Deadline for Reporting Final Grades
Summer Session II, 2005		
July 1	Friday	Last day of regular registration
July 4	Monday	Fourth of July Holiday – No Classes
July 5	Tuesday	Classes begin
July 5	Tuesday	Late Registration (\$20.00 fee); Drop-Add (one day only)
July 25	Monday	Last Day to Withdraw from Classes (15 th day of term)
July 28	Thursday	Last Day for WN Submissions (18 th day of term)
August 1	Monday	Last Day for WN Appeals (20 th day of term)
August 1	Monday	Last Day to Withdraw from University (20 th day of term)
August 5	Friday	Last Day of Classes / Final Examinations
August 8	Monday	Deadline for Reporting Final Grades
Fall 2005		
<i>Dates and deadlines do not necessarily apply to Eight-Week Terms. See Calendar for Eight Week Terms for details.</i>		
April 5 – July 29	Monday – Friday	Pre-registration for Fall Semester
August 5	Friday	Bill Clearance Deadline for pre-registered students
August 10	Wednesday	Pre-School Conference
August 11-12	Thursday – Friday	Registration and Drop Add
August 15	Monday	Classes Begin
August 15-17	Monday – Wednesday	Late Registration (\$20.00 fee) begins; Drop-Add continues
August 19	Friday	Bill Clearance Deadline for students who did not pre-register
September 5	Monday	Labor Day Holiday
September 29 – Oct 5	Thursday – Wednesday	Midterm Examinations
October 7	Friday	Deadline for Reporting Midterm Grades
October 10-11	Monday – Tuesday	Fall Break
October 15	Saturday	Homecoming

10 – Academic Calendar

October 21	Friday	Last Day to Withdraw from Classes
October 21	Friday	Deadline for Clearing “I” Grades from previous semester
October 22	Saturday	Homecoming
October 29	Saturday	Open House for Prospective Students
October 31	Monday	Deadline for Filing Application for December 2005 Graduation
November 4	Friday	University Day
November 4	Friday	Last Day for WN Requests
November 7	Monday	Registration for Spring 2005 begins
November 22	Tuesday	Last Day for WN Submissions
November 22	Tuesday	Last Day to Withdraw from the University
November 23-26	Wednesday – Saturday	No Classes – Thanksgiving
November 24-25	Thursday – Friday	University Closed – Thanksgiving
November 29	Tuesday	Assessment Day – No daytime classes
November 30	Wednesday	Last Day of Classes
December 1 – 7	Thursday – Wednesday	Final Examinations

Final grades for graduating seniors are due no later than 5:00 p.m. on the day after the final exam period. Final grades for all other students are due no later than 5:00 p.m. on the second day after the final exam period.

December 10	Saturday	Commencement
December 22 – 30	Friday – Friday	University Christmas Holidays

Spring 2006

Dates and deadlines do not necessarily apply to Eight-Week Terms. See Calendar for Eight Week Terms for details.

January 3	Tuesday	University Holiday
January 4	Wednesday	University Business Resumes
January 4	Wednesday	Deadline for Regular Registration
January 5	Thursday	Classes begin
January 6	Thursday	Late Registration (\$20.00 fee) begins; Drop-Add continues
January 10	Tuesday	Deadline for late registration; dropping and adding classes; bill clearance
January 16	Monday	Martin Luther King Jr.’s Birthday Holiday
February		Black History Month
February 20-25	Monday – Saturday	Midterm Examinations
February 27	Monday	Deadline for submitting midterm grades
February 27 – March 4	Monday – Saturday	Mid-Semester Break
March 1	Wednesday	Deadline for submitting Financial Aid Application (FAFSA)
March 10	Friday	Last Day to Withdraw from Classes
March 10	Friday	Deadline for Clearing “I” Grades from previous semester
March 24	Friday	Last Day for WN Submissions
March 31	Monday	Deadline for Application for May 2006 Graduation
April 3	Monday	Pre-Registration for Summer School and Fall 2006 begin
April 5	Wednesday	Last Day for WN Appeals
April 6	Thursday	Honors and Awards Day
April 8	Saturday	Admitted Students Preview Day
April 9	Sunday	Founders Day
April 13-15	Thursday-Saturday	No Classes -Good Friday Holidays
April 14	Friday	University Closed – Good Friday
April 24	Monday	Last Day of Classes
April 25	Tuesday	Assessment Day
April 26 – May 2	Wednesday – Tuesday	Final Examinations

Final grades for graduating seniors are due no later than 5:00 p.m. on the day after the final exam period. Final grades for all other students are due no later than 5:00 p.m. on the second day after the final exam period.

May 6	Saturday	Commencement
May 8 – 9	Monday – Tuesday	Post-School Conference

Summer Session I, 2006

May 19	Friday	Last day of regular registration
May 22	Monday	Classes Begin
May 22	Monday	Late Registration (\$20.00 fee) begins; Drop-Add continues

May 24	Wednesday	Late Registration and Drop-Add End
May 29	Monday	Memorial Day – No Classes (NOT a University holiday)
June 12	Monday	Last Day to Withdraw from Classes (15 th day of term)
June 15	Thursday	Last Day for WN submissions (18 th day of term)
June 19	Monday	Last Day for WN Appeals (20 th day of term)
June 19	Monday	Last Day to Withdraw from University (20 th day of term)
June 23	Friday	Last Day of Classes/ Final Examinations
June 26	Monday	Deadline for Reporting Final Grades

Summer Session II, 2006

July 3	Monday	Last day of regular registration
July 4	Tuesday	Fourth of July Holiday – No Classes
July 5	Wednesday	Classes begin
July 5	Wednesday	Late Registration (\$20.00 fee); Drop-Add (one day only)
July 25	Tuesday	Last Day to Withdraw from Classes (15 th day of term)
July 27	Thursday	Last Day for WN Submissions (18 th day of term)
August 1	Tuesday	Last Day for WN Appeals (20 th day of term)
August 1	Tuesday	Last Day to Withdraw from University (20 th day of term)
August 7	Monday	Last Day of Classes / Final Examinations
August 8	Tuesday	Deadline for Reporting Final Grades

Academic Calendars – Eight-Week Terms

Please note: there are significant differences between the calendars for eight-week terms and the regular semester. The calendar for eight-week terms must be followed to ensure sufficient contact hours for each class.

Term I - Fall 2004

August 13	Friday	Last Day of Regular Registration (Students may register for Term I and II)
August 16	Monday	Classes Begin
August 16-18	Monday – Wednesday	Late Registration (\$20.00 late fee); Drop-Add
August 20	Friday	Deadline for Bill Clearance
September 6	Monday	Labor Day Holiday
September 20	Monday	Last Day to Withdraw from University - Term I with partial refund
September 23	Thursday	Last Day to Withdraw from Classes – Term I only
September 28	Tuesday	Last Day for WN Submissions
September 28	Tuesday	Last Day to Withdraw from the University – Term I only
October 1	Friday	Last Day for WN Appeals
October 9	Saturday	Last Day of Class
October 11	Monday	Deadline for Reporting Final Grades

Term II – Fall 2004

October 13	Wednesday	Registration for Term II only
October 14	Thursday	Classes Begin; Late Registration (\$20.00 late fee); Drop-Add
November 22	Monday	Last Day to Withdraw from Classes – Term II only
November 22	Monday	Last Day to Withdraw from Term II with partial refund
November 25-26	Thursday – Friday	Thanksgiving Holidays (Saturday, November 27 is not a holiday for 8-week courses)
November 30	Tuesday	Last Day for WN Submissions
November 30	Tuesday	Last Day to Withdraw from University - Term II only
December 3	Friday	Last Day for WN Appeals
December 8	Wednesday	Last Day of Class
December 9	Thursday	Deadline for Reporting Final Grades

**Students may not withdraw from the university for Term II if they have already earned final grades in Term I.*

Term III – Spring 2005

January 5	Wednesday	Last Day of Regular Registration (Students may register for Term III and IV)
January 6	Thursday	Classes Begin
January 6 – 11	Thursday – Tuesday	Late Registration (\$20.00 late fee); Drop-Add

12 – Academic Calendar

January 11	Tuesday	Deadline for Bill Clearance
January 17	Monday	Dr. Martin Luther King, Jr. Holiday
February 10	Thursday	Last Day to Withdraw from University - Term III with partial refund
February 10	Thursday	Last Day to Withdraw from Classes – Term III only
February 17	Thursday	Last Day for WN Submissions
February 17	Thursday	Last Day to Withdraw from the University – Term III only
February 24	Thursday	Last Day for WN Appeals
March 2	Wednesday	Last Day of Class
March 3	Thursday	Deadline for Reporting Final Grades

Term IV – Spring 2005

March 4	Friday	Registration for Term IV only
March 5	Saturday*	Classes Begin; Late Registration (\$20.00 late fee); Drop-Add
March 7	Monday	Deadline for Late Registration and Drop Add for Term IV
March 25-26	Friday-Saturday	Good Friday Holiday (8-week classes meet on Thursday, March 24)
April 14	Thursday	Last Day to Withdraw from Classes – Term IV only
April 14	Thursday	Last Day to Withdraw from Term IV with partial refund
April 22	Friday	Last Day for WN Submissions
April 22	Friday	Last Day to Withdraw from University** - Term IV only
April 29	Friday	Last Day for WN Appeals
April 30	Saturday	Last Day of Class
May 3	Tuesday	Deadline for Reporting Final Grades

**The Spring Break for the regular semester does NOT apply to this 8-week term.*

***Students may not withdraw from the university for Term IV if they have already earned final grades in Term III.*

Term V – Summer 2005

May 20	Friday	Last day of registration for Term V
May 21	Saturday	Classes Begin; Late Registration (\$20.00 late fee); Drop-Add
May 23	Monday	Deadline for Late Registration and Drop Add for Term V
May 30	Monday	No Classes – Memorial Day
June 28	Tuesday	Last Day to Withdraw from Classes – Term V only
June 28	Tuesday	Last Day to Withdraw from Term V with partial refund
July 2; 4 – 5	Saturday, Monday-Tuesday	Fourth of July Holiday (The cancellation of classes on Saturday, July 2 and Tuesday, July 5 applies only to the 8-week classes.)
July 8	Friday	Last Day for WN Submissions
July 8	Friday	Last Day to Withdraw from University - Term V only
July 15	Friday	Last Day for WN Appeals
July 18	Monday	Last Day of Class
July 19	Tuesday	Deadline for Reporting Final Grades

Term I – Fall 2005

August 12	Friday	Last Day of Regular Registration (Students may register for Term I and II)
August 13	Saturday	Classes Begin
August 15-17	Monday – Wednesday	Late Registration (\$20.00 late fee); Drop-Add
August 19	Friday	Deadline for Bill Clearance
September 5	Monday	Labor Day Holiday
September 19	Monday	Last Day to Withdraw from University - Term I with partial refund
September 22	Thursday	Last Day to Withdraw from Classes – Term I only
September 27	Tuesday	Last Day for WN Submissions
September 27	Tuesday	Last Day to Withdraw from the University – Term I only
September 30	Friday	Last Day for WN Appeals
October 5	Wednesday	Last Day of Class
October 7	Friday	Deadline for Reporting Final Grades

Term II – Fall 2005

October 12	Wednesday	Registration for Term II only
October 13	Thursday	Classes Begin; Late Registration (\$20.00 late fee)/Drop Add
November 21	Monday	Last Day to Withdraw from Classes – Term II only

November 21	Monday	Last Day to Withdraw from Term II with partial refund
November 24-25	Thursday – Friday	Thanksgiving Holidays (Saturday, November 26 is not a holiday for 8-week courses)
November 29	Tuesday	Last Day for WN Submissions
November 29	Tuesday	Last Day to Withdraw from University* - Term II only
December 2	Friday	Last Day for WN Appeals
December 7	Wednesday	Last Day of Class
December 8	Thursday	Deadline for Reporting Final Grades

**Students may not withdraw from the university for Term II if they have already earned final grades in Term I.*

Term III – Spring 2006

January 4	Wednesday	Last Day of Regular Registration (Students may register for Term III and IV)
January 5	Thursday	Classes Begin
January 5 – 10	Thursday – Tuesday	Late Registration (\$20.00 late fee); Drop-Add
January 10	Tuesday	Deadline for Bill Clearance
January 16	Monday	Dr. Martin Luther King, Jr. Holiday
February 9	Thursday	Last Day to Withdraw from University - Term III with partial refund
February 9	Thursday	Last Day to Withdraw from Classes – Term III only
February 16	Thursday	Last Day for WN Submissions
February 16	Thursday	Last Day to Withdraw from the University – Term III only
February 23	Thursday	Last Day for WN Appeals
March 1	Wednesday*	Last Day of Class
March 2	Thursday	Deadline for Reporting Final Grades

**The Mid-Semester break in the regular semester does not apply to the eight-week term.*

Term IV – Spring 2006

March 3	Friday	Registration for Term IV only
March 4	Saturday*	Classes Begin; Late Registration (\$20.00 late fee); Drop-Add
March 6	Monday	Deadline for Late Registration and Drop Add for Term IV
April 13	Thursday	Last Day to Withdraw from Classes – Term IV only
April 13	Thursday	Last Day to Withdraw from Term IV with partial refund
April 14-15	Friday-Saturday	Good Friday Holiday (8-week classes meet on Thursday, April 13)
April 21	Friday	Last Day for WN Submissions
April 21	Friday	Last Day to Withdraw from University** - Term IV only
April 28	Friday	Last Day for WN Appeals
April 29	Saturday	Last Day of Class
May 1	Monday	Deadline for Reporting Final Grades

**The Mid-Semester Break for the regular semester does NOT apply to the eight-week term..*

***Students may not withdraw from the university for Term IV if they have already earned final grades in Term III.*

Term V – Summer 2006

May 19	Friday	Last day of registration for Term V
May 20	Saturday	Classes Begin; Late Registration (\$20.00 late fee); Drop-Add
May 22	Monday	Deadline for Late Registration and Drop Add for Term V
May 29	Monday	No Classes – Memorial Day
June 27	Tuesday	Last Day to Withdraw from Classes – Term V only
June 27	Tuesday	Last Day to Withdraw from Term V with partial refund
July 1; 3 – 4	Saturday, Monday-Tuesday	Fourth of July Holiday (The cancellation of classes on Saturday, July 1 and Monday, July 3 applies only to the 8-week classes.)
July 7	Friday	Last Day for WN Submissions
July 7	Friday	Last Day to Withdraw from University - Term V only
July 11	Tuesday	Last Day for WN Appeals
July 17	Monday	Last Day of Class
July 18	Tuesday	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.

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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 children in Fayetteville. General O. O. Howard of the Freedman's Bureau, one of the best-known friends of Black

16 – General Information

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, Fayetteville State University became a constituent institution of the University of North Carolina System in 1972 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 were established by Dr. McLeod. 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 was 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.

Dr. T. J. Bryan assumed the position of Chancellor on July 1, 2003. The tenth chief executive officer of the university, Dr. Bryan is the first woman to serve as chancellor and the first African-American woman selected to lead a constituent institution of the University of North Carolina. Dr. Bryan earned the B.A. and M.A. from Morgan State College and the Ph.D. from the University of Maryland at College Park. Prior to appointment as chancellor, she served as a faculty member, department chair, and dean at Coppin State College. She also served as Associate Vice President for Academic Affairs for the University System of Maryland and Vice President for Academic and Student Affairs for the Pennsylvania State System of Higher Education.

Dr. Bryan's top priorities include developing new academic programs, obtaining specialized accreditation, strengthening student recruitment and support programs, establishing a first-rate international studies program, increasing funding from external sources, and improving physical facilities. Under her leadership, a four-year nursing program and an Honors Program have been established.

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

18 – General Information

The American Association of Colleges and Schools for Teacher Education (AACTE)
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 extended learning 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 Chesnut 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 "A" 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 672-1281.

Educational Opportunity Centers Program

The Educational Opportunity Centers Program (EOC) is one of several educational outreach programs established by Fayetteville State University to improve educational outcomes and the quality of life in the Cape Fear Region. Funded by the U.S. Department of Education, the program's purpose is to increase the availability of educational information and assistance to high school graduates, traditional and non-traditional students, and college dropouts, who wish to continue their education. Professional advisors are available to assist participants in establishing educational goals and making career choices. Participants also receive information on college admission requirements, the college application process, and assistance obtaining financial aid. All services are free to U.S. citizens 19 years and older, who meet eligibility requirements. If you live in Cumberland, Harnett, Hoke, Robeson, or Sampson County, and are interested in the Educational Opportunity Centers Program, contact the main office in the Helen T. Chick Building, Room 224, or call (910) 672-1171 or 1-800-572-3646 for additional information.

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.

GEAR UP

Fayetteville State University's GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) Program is funded by the U.S. Department of Education for the purpose of providing academic support services to middle and high school students. The program serves students who attend Luther "Nick" Jeralds Middle School and E.E. Smith High School. The program uses a cohort approach, by enrolling into the program each successive year all incoming 6th grade students at Luther "Nick" Jeralds Middle. The program continues to serve all of the students in each cohort as they progress toward high school graduation. 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.

GEAR UP services to students include: in-school and after-school tutoring, enrichment camps, academic support workshops, summer camps, after-school college clubs, job-shadowing, mentoring, academic advising, career and cultural field trips, and tours of colleges throughout the United States. Services to parents include: college planning and financial aid workshops, and personal advisement on how to prepare their child for college. School personnel services include: professional development opportunities for teachers and administrators to help raise expectations for teachers and students. For further information, call 910-672-1172.

Honors Program

The primary goal of the Honors Program is to prepare high-ability students for the graduate school and professional school through courses and activities that focus on academic preparation, cultural enrichment, and leadership development.

Central to the honors academic experience are honors classes, which are limited usually to 15-20 students to facilitate dialogue among and between students as well as between students and faculty members. Students are required to take responsibility for their learning. Collaboration, rather than competition, is encouraged. The ultimate goal in the honors classroom is to provide students with opportunities to take risks in a "safe" environment and encourage them to develop to their fullest potential. The Honors Program also includes the frequent use of primary sources, the offering of interdisciplinary courses, and the integration of experiential learning with theoretical and applied experiences in the classroom.

For more information about the Honors Program, visit the university's website, www.uncfsu.edu, or call 910-672-1625.

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.

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.

Residence hall applications are included in the letter of acceptance from the Office of Admissions. For further information, call (910)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 Morelos: Centro de Estudios Linguisticos y Multiculturales-Cuernavaca, Mexico; and the University of Granada-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

22 – General Information

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

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 Chesnutt Library is the central research facility for Fayetteville State University and the surrounding community. Named for Charles Waddell Chesnutt, 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 Chesnutt 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 Chesnutt, 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 Chesnutt Library services by joining the "Friends of the Charles W. Chesnutt 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 672-1301.

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 Student Support Services Department, is located in the Harris School of Business and Economics 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 recertification 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.

Admissions

The university seeks to admit undergraduate students whose academic preparation is strong, who desire to succeed, and who are highly motivated academically, professionally, and personally.

Admissions Procedures

Applications may be obtained by writing, calling, or may be accessed on-line at <http://www.uncfsu.edu>

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

All prospective student applications, regardless of classification, must be accompanied by a \$25.00 application fee, *which is not refundable*.

Admission to the university does not guarantee admission to a professional teaching curriculum, the Nursing Program, or any program that has specific requirements. Students are responsible for ensuring that all requested credentials are forwarded to the Office of Admissions prior to registration for the semester for which they wish to enroll.

Falsification of the application or of any academic records will make the applicant ineligible for admission or subject to dismissal if admission has already been granted.

The university accepts applications according to the guidelines outlined below.

Early Admission Program

The Early Admission Program provides the opportunity for promising high school students to take college-level courses while enrolled in high school. To be eligible students must have completed their junior year, have a combined Scholastic Assessment Test (SAT) score of 1000 or higher, or an American College Testing (ACT) score of 21 or higher, and a cumulative grade point average of 3.0 or higher. The applicant must submit a formal application for admission and recommendations from counselors or the principal.

Minimum Course Requirements

All applicants must meet the following minimum course requirements to be eligible for admission:

Effective Fall 2004 and Fall 2005

- In **English**, four (4) course units emphasizing grammar, composition, and literature, and two (2) units of **a language other than English**;
- In **mathematics**, three (3) course units in any of the following combinations:
 Algebra I and II, and geometry,
 Algebra I and II, and one unit beyond Algebra II, or
 Integrated Math I, II, and III.

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

- In **science**, three (3) course units including at least one unit in a life or **biological science** (for example, biology), at least one unit in a **physical science** (for example, physical science, chemistry, physics), and at least one **laboratory course**;
- In **social studies**, two (2) course units including one unit in **U.S. history**, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year;
- Six (6) units of electives from the areas of language, literature, mathematics, science, social studies, or business.

Effective Fall 2006

- In **English**, four (4) course units emphasizing grammar, composition, and literature, and two (2) units of **a language other than English**;
- In **mathematics**, four (4) course units in any of the following combinations:
 Algebra I and II, geometry, and one unit beyond Algebra II,
 Algebra I and II, and two units beyond Algebra II, or
 Integrated Math I, II, and III, and one unit beyond Integrated Math III.

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

- In **science**, three (3) course units including at least one unit in a life or **biological science** (for example, biology), at least one unit in a **physical science** (for example, physical science, chemistry, physics), and at least one **laboratory course**;
- In **social studies**, two (2) course units including one unit in **U.S. history**, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year;

26 -Admissions

- Six (6) units of electives from the areas of language, literature, mathematics, science, social studies, or business

Course units as defined in these requirements may include those high school-level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student.

Early Admission with Dual Enrollment

Early admission with dual enrollment is designed for currently-enrolled, highly qualified high school seniors who wish to enroll in a college program. Applications for admission will be considered upon receipt. Other requirements are listed below:

1. An applicant must furnish a copy of a high school transcript showing grades earned through the junior year, courses in progress in the senior year, and an overall grade point average of 3.0 based on at least two years of high school study (prospective students currently enrolled in high school). The transcript must reflect that the applicant upon graduation will have completed the minimum course requirements listed above.
2. A cumulative grade point average of 3.0 or higher in all courses attempted in the ninth through the eleventh grades.
3. A combined Scholastic Assessment Test (SAT) score of 1000 or higher or American College Testing (ACT) Program results of 21 or higher.
4. An above average high school class rank.
5. A passing score on all areas of the North Carolina Competency Examination (a requirement for all students graduating from secondary schools in North Carolina).
6. A recommendation from the counselor or the principal.
7. A current medical certificate.

Students accepted under this program will be required to take all tests administered to entering freshmen. Applicants considered for admission will be accepted under the classification of Special. Unconditional admission is contingent upon fulfilling the stated requirements and graduation from high school. Students accepted and registered under this program will not receive grades or an official transcript until an official copy of the final high school transcript confirming graduation is received.

First-Year Students

A first-year student is defined as any applicant who has not taken any college-level coursework **after completing high school**.

Fayetteville State University seeks to admit students whose academic preparation is strong, who desire to succeed, and who are highly motivated academically, professionally, and personally.

In reaching admissions decisions the following information is considered: overall academic performance and grades, rank in class (if available), standardized test scores and, if provided, a writing sample. While letters of recommendation are not required, they provide additional information regarding the applicant's accomplishments. The University's Admissions Office implements the established academic policies and requirements that define the necessary qualifications and credentials for admission.

Applicants for admission to the first-year class will be reviewed on a rolling basis. In addition to meeting the minimum course requirements listed above, applicants must meet the following requirements:

1. Graduation from an accredited high school or its equivalent.
2. Submission of a copy of the high school transcript showing grades earned through the junior year, courses in progress in the senior year, rank in class (if available) and a cumulative grade point average.
3. A minimum grade point average of 2.0 or higher is required for admission.
4. Submit the results of the SAT or ACT college entrance examination.
5. A passing score on all sections of the North Carolina Competency Examination.

Transfer Students

A transfer student is defined as any applicant who enrolled in a college or university after graduating from high school graduation. All qualified transfer applicants for undergraduate admission should submit the following documents:

1. An official transcript from each college or university attended. (Sent directly to the university from the Registrar's Office of the previous institutions attended.)
2. An official high school transcript and/or official General Equivalency Diploma (G.E.D.)
3. Military records (if applicable).
4. Writing sample (recommended).

Applicants for transfer admission are evaluated on the basis of their college record and must be eligible to return to the last institution in which they were enrolled. Transfer students must meet the same entrance requirements as first-time applicants. Emphasis on the high school record diminishes in importance as more college study is completed. The strength of the previous college(s) attended as well as the courses selected are factors in the evaluation process.

Transfer applicants are required to provide the Office of Admissions with transcripts from previous colleges, universities, two-year institutions and secondary schools attended signed by the appropriate officials. Even though no transfer of credit may be involved, all previous post-secondary experience must be certified by transcript or record of attendance.

To be eligible for admission at Fayetteville State University, transfer students must

1. be eligible to return to the institution last attended; and
2. have attained a 2.00 GPA or higher based on all courses attempted at all institutions.

Transfer students who graduated from high school beginning 1990 and beyond are required to meet the 1990 minimum admissions requirements of the Board of Governors of the University of North Carolina. Exceptions are as follows:

1. Transfer applicants who have the associate of arts, the associate of science, or the associate of fine arts degree (institution may waive some of the minimum requirements for these applicants).
2. Transfer applicants from a community or technical college who are pursuing a degree under an articulation agreement (institution may waive some of the minimum requirements for these applicants, consistent with the articulation agreement).
3. Other transfer applicants who do not meet the minimum high school course unit requirements (institution may waive some of the minimum requirements for applicants in this category who have completed six semester or nine quarter hours of degree-creditable work in each of these subject areas in an accredited institution of higher education: English, mathematics, the natural sciences, the social and behavioral sciences, and a second language).
4. Applicants who do not meet all the minimum high school course unit requirements but who were awarded the high school diploma or a General Education Development certificate (GED) prior to the spring of 1988 (institution may waive some of the minimum requirements for applicants in this category).

Acceptance of Transfer Credits

Transfer student transcripts will be evaluated on the basis of the following policies:

1. Full credit will be awarded only for courses in which a grade of C or higher was earned.
2. Transfer credits will be used to fulfill program requirements or as electives at the discretion of the appropriate department chair and dean.
3. Credentials for transfer students will be officially evaluated only after an applicant has been accepted and all official transcript(s) have been received.
4. Grades transferred from other institution(s) are not considered in computing the grade point average at Fayetteville State University.

The North Carolina Comprehensive Articulation Agreement (CAA) between the University of North Carolina System and North Carolina Community College System takes precedence over bilateral articulation agreements previously established between Fayetteville State University and North Carolina Community Colleges. The university will accept transfer credits in accordance with the CAA relative to the General Education transfer core;

graduates with the Associate in Arts, Associate in Fine Arts, and Associate in Science degree. Transfer credit for the Applied Science degree courses, general education core courses for non-graduates, and transfer courses not originated at North Carolina Community Colleges will be awarded on a course-by-course basis.

Transfer from Non-Accredited Institutions

Transfer credits accepted for courses taken from a non-accredited institution are conditional and will not be considered by the Dean of the respective College/School or department chair, nor will they be validated until students have maintained a 2.0 average or higher for two (2) consecutive semesters.

Credits from Military Schools and Experiences

Credits for courses from military service schools and for military service experience are based on recommendations published in the *Guide to the Evaluation of Education Experiences in the Armed Services* by the American Council on Education. Students seeking credit for military service experience must provide official documentation relative to the experience, service school, or military occupational specialties.

Credit for Basic Health and Physical Education

Veterans and active duty service members may receive a total of three (3) credit hours for basic health and physical education requirements at the first-year level when a copy of their Report of Separation (DD Form 214) or a copy of the Enlisted Records Brief (ERB) has been provided to the Director of Enrollment Management and Admissions.

Readmission Students

Students who have not attended the university for one or more semesters must file a complete application with a \$25.00 (non-refundable) fee and furnish official transcripts from all institutions attended since their last enrollment. Subsequent to readmission, former students must receive clearance from the Office of Business and Finance, Student Affairs, and the Registrar.

Students readmitted to the university will be subject to the degree requirements in effect at the time of readmission. (See "Catalog Policy," in "Academic Regulations")

Special Visiting Students

Special Visiting Students are defined as those who are taking courses for reasons other than earning a degree. These applicants are required to submit an application with a \$25.00 (non-refundable) fee and to furnish one of the following credentials:

1. Official high school transcript or equivalency certificate.
2. Official transcript of any other university, college, technical institution, junior or community college attended.

Applicants may be permitted to enroll in up to 12 hours as special visiting students while they await arrival of official transcripts. Applicants accepted as special visiting students must apply for full admission to the university when they earn 30 credits at FSU.

International Students

International applicants are students who do not hold United States citizenship or resident alien status. The Office of Admissions requires the following information from an international applicant to be considered for undergraduate admission.

1. A completed application form with a non-refundable \$25.00 application fee in U.S. dollars.
2. Certified copy of all secondary and post-secondary records, including marks (grades awarded) and grading scale with minimum passing mark. If records are not in English, a certified English translation must accompany the original document.
3. Official TOEFL (Test of English as a Foreign Language) score report or other English language proficiency examinations administered by the Cultural Attache of the American Consulate or Embassy in the country in which they reside, when English is not the primary language. The test score report should be no more than two years old.
4. An official copy of the test results from taking either the SAT I or ACT.
5. A bank or scholarship letter, no more than six months old, addressed to Fayetteville State University verifying the availability of funds to cover tuition, fees, and other direct costs associated with enrolling at the university.

Tuition Waiver for Residents at Least Age 65 and for Certain Family of Deceased or Disabled Emergency Workers of this State

Residents of North Carolina at least 65 years old and certain family of deceased or disabled emergency workers may enroll tuition free *on a space available basis*. Applicants must meet applicable admission requirements. The availability of course space is determined by the Registrar at the close of registration for any given semester or summer session.

Summer School Students

All transient students applying for summer school must meet the admission requirements of a special visiting student. Currently enrolled Fayetteville State University students are not required to submit applications for summer school.

Residence Status for Tuition Purposes

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or nonresident for tuition purposes. Each student must make a statement as to

the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence -To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular, it means maintaining a domicile (permanent home of indefinite duration) as opposed to maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education. The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residency information.

Initiative - Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents Domicile - If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage - Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance ensure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residency intent. Furthermore, if both a husband and a wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel and Dependents - A North Carolinian who serves outside the state in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent.

Any active duty member of the armed services qualifying for admission to Fayetteville State University but not qualifying as a resident for tuition purposes shall be charged the in-state tuition rate and applicable mandatory fees for enrollment while the member of the armed services

is abiding in this State incident to active military in North Carolina.

Any dependent relative of a member of the armed forces who is abiding in North Carolina will be eligible to be charged the in-state tuition rate, if the dependent relative qualifies for admission to Fayetteville State University. In the event the member of the armed services is reassigned outside the State of North Carolina, the dependent relative shall continue to be eligible to receive in-state tuition and applicable mandatory fees so long as the dependent relative is continuously enrolled in a degree program.

To be considered for this benefit the applicant must submit a military residency application.

Grace Period - If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified as a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

Minors - Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

- A. If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult, "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina and (2) "begins enrollment at an institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution.
- B. If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of

North Carolina of at least twelve months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile - If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a twelve-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month duration requirement. However, any one person may receive the benefit of this provision only once.

Change of Status - A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students - When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Prevailing North Carolina Law - General Statute (G.S.) 116-143.1 is the prevailing statute governing residence status classification. Copies of the applicable law and of the implementing regulations are available for review in the Office of Admissions, Room 01, Carlton J. Barber Administration Building.

Expenses

Tuition and Fees

Rates for tuition and fees are established by the North Carolina General Assembly, the University of North Carolina, the President of the University of North Carolina, and Fayetteville State University. The university reserves the right to change fees and expenses without prior notice to the students or the general public. Prior notification of change will be provided whenever possible.

The tuition and fees include state tuition (in-state and out-of-state rates), activities and service fees, insurance, and bookstore 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.

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. Students planning to use financial aid to pay the initial payment must meet all financial aid application deadlines to ensure availability of funds at the time of registration.

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 order, VISA/Master Card or financial aid award letter. No third party checks will be accepted. Payments may be mailed directly to the Cashier's Office or 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.

Estimated Tuition and Fees Schedule – Undergraduate 2004-2005 Academic Year

<u>Status</u>	<u>Semester</u>	<u>Initial Payment Per Semester*</u>	<u>Yearly Total</u>
In-State Non Boarder (1-5 hrs)	\$ 491.12	\$200.00	\$ 982.24
In-State Non Boarder (6-8 hrs)	\$ 825.25	\$200.00	\$ 1,650.50
In-State Non Boarder (9-11 hrs)	\$1,167.37	\$200.00	\$ 2,334.74
In-State Non-Boarder- Full-time	\$1,496.50	\$200.00	\$ 2,993.00
In State – Boarder – Regular Residence	\$3,556.50	\$500.00	\$ 7,113.00
In State – Boarder – New Residence Hall	\$3,631.50	\$500.00	\$ 7,263.00
Out-of-State Non Boarder (1-5 hrs)	\$1,670.32	\$500.00	\$ 3,340.64
Out of State Non Boarder (6-8 hrs)	\$3,185.25	\$500.00	\$ 6,370.50
Out of State Non Boarder (9-11 hrs)	\$4,699.87	\$500.00	\$ 9,399.74
Out of State Non-Boarder- Full-time	\$6,214.50	\$500.00	\$12,429.00
Out of State – Boarder – Regular Residence	\$8,274.50	\$850.00	\$16,549.00
Out of State – Boarder – New Residence Hall	\$8,349.50	\$850.00	\$16,699.00

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

Other Fees and Expenses

Application Fee	\$ 25.00
Room Application Fee	\$125.00
Freshman Orientation Fee	\$ 45.00
Graduation Fee	\$ 50.00
Late Registration Fee	\$ 20.00
Course Audit Fee	\$ 10.00 per credit hour
Transcript Fee	\$ 3.00
Vehicle Registration Fee	\$ 45.00
Graduation Academic Attire:	
Undergraduate:	\$ 35.85
Graduate	\$ 39.95
Doctoral	\$179.00

Meal Plans

Fayetteville State University offers the following meal plans:

Meal Plan	Eligible Students	Cost per semester/year
21-meal plan (\$50 declining balance)	Required of first-year students residing on campus	\$900/\$1,800
21-meal plan (\$50 declining balance)	Optional plan for non first-year students residing on campus and commuter students	\$900/\$1,800
17-meal plan (\$60 declining balance)	Optional plan for non first-year students residing on campus and commuter students	\$850/\$1,700
14-meal plan (\$70 declining balance)	Optional plan for non first-year students residing on campus and commuter students	\$800/\$1,600

Commuter students may also enroll in a \$300 per semester declining balance plan. Block meal plans for the main dining facility are also available to commuter students for \$190 (50 meals), \$97.50 (25 meals) or \$40 (10 meals).

Summer School

Summer school tuition, fees, refund policy, and room and board rates will be announced in the Summer Session Schedule. Students must pay tuition, fees, and room and board charges in full at the time of registration. All books must be purchased for Summer School classes.

Military Personnel and Dependents - A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent.

Any active duty member of the armed services qualifying for admission to Fayetteville State University but not qualifying as a resident for tuition purposes shall be charged the in-state tuition rate and applicable mandatory fees for enrollment while the member of the armed services is abiding in this State incident to active military in North Carolina.

Any dependent relative of a member of the armed forces who is abiding in North Carolina will be eligible to be charged the in-state tuition rate, if the dependent relative qualifies for admission to Fayetteville State University. In the event the member of the armed services is reassigned outside the State of North Carolina, the dependent relative shall continue to be eligible to receive in-state tuition and applicable mandatory fees so long as the dependent relative is continuously enrolled in a degree program.

To be considered for this benefit the applicant must submit a military residency application.

Tuition Surcharge

All new undergraduates seeking a baccalaureate degree at Fayetteville State University will be subject to a 25% tuition surcharge if they take more than 140 credit hours to complete a four-year degree program or more than 110% of the required credit hours to complete the officially designated five-year program.

Note: The State Scholarship Program for Children of War Veterans administered by the North Carolina Division of Veterans Affairs will not cover the 25% tuition surcharge. Responsibility for the surcharge will be placed on the student.

Credit Hours Included in Calculation of Tuition Surcharge

The undergraduate credit hours to be counted for this requirement include: (1) all regular session degree-creditable courses taken at FSU, including repeated courses, failed courses, withdrawal, and those dropped after the last date to add a course; and (2) all transfer credit hours accepted by FSU. However, this calculation excludes the following credit hours: (1) those earned through the College Boards Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs; (2) those earned through institutional advanced placement, course validation, or other similar procedures for awarding course credit; and (3) those earned through the summer session or degree-credit extension division at FSU or at another UNC institution.

Students Subject to the Surcharge

The surcharge shall be imposed on all counted credit hours in excess of the threshold defined below for each of the following three categories of undergraduates:

1. For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours,

the surcharge shall be applied to all counted credit hours in excess of 140.

2. For students earning a first baccalaureate degree in a Board-approved program that requires more than 128 counted credit hours, the surcharge shall be applied to all credit hours that exceed 110% of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs, as well as those involving double majors or combined bachelors/masters degrees.
3. For students earning a baccalaureate degree other than the first, the surcharge shall be applied to all counted credit hours that exceed 110% of the minimum additional credit hours needed to earn the additional baccalaureate degree.

Students Exempt from the Surcharge

The surcharge shall not be imposed on undergraduates who:

1. Complete a first baccalaureate degree program that has not been officially designated by the Board of Governors as a five-year program and whose counted credit hours were earned in eight or fewer regular term semesters or the equivalent; or
2. Complete a first baccalaureate degree program that has been officially designated by the Board of Governors as a five-year program and take their counted credit hours in 10 or fewer regular term semesters or the equivalent.

Calculation of the Surcharge

The surcharge shall be imposed on tuition charged in the current semester and in subsequent semesters for students whose cumulative credit hour total - including that semester's course load - exceeds the threshold. The surcharge does not apply to required fees.

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 Counseling Center located in room 131 of the W.R. Collins Building. **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. Ceasing class attendance does not constitute official withdrawal from the university.**

According to the university's Undergraduate Attendance Policy, students with excessive class absences in courses at the 100 and 200 level may be withdrawn from classes by instructors. **Students withdrawn from class due to non-attendance are not eligible for any refund or adjustment of tuition and fees.**

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 student who wishes to withdraw from all classes must complete the official university withdrawal process, which is initiated in the Center for Personal Development. The appropriate steps in the process are as follows:

1. Upon entering the Counseling Center, the student will be asked to have a conference with a counselor to discuss the reasons for the possible withdrawal. If unable to resolve the problems, the counselor will ask the student to complete the top portion of the withdrawal form.
2. The student will be asked to return all rental books and secure a receipt from the bookstore. If the student is a boarding student, he or she will be directed to the Housing Office to complete all steps for moving out of the residence hall.
3. After the student returns all rental books and, if applicable, moves out of the dormitory, a representative of the Counseling Center will contact the Office of Financial Aid to determine if the student is a financial aid loan recipient and if he or she has had a Federal Perkins Loan. Based on the student's status, the following actions will be taken:
 - a. If the Financial Aid Office advises that the student does not have financial aid, he or she is directed to the appropriate Dean's office. The Counseling staff member will indicate on the withdrawal form the name of the Financial Aid staff member with whom he or she spoke.
 - 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 appropriate Dean.
 - 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 completed, a Financial Aid counselor will direct the student to the appropriate Dean.
4. It will be the student's responsibility to secure the appropriate Dean or his designee's signature and bring the form to the University Registrar's office for final processing. The official date of the student's withdrawal from the university is based on the date when the Registrar approves the form.

5. 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.
6. When extreme emergencies prevent a student from completing the withdrawal process in person, he or she must call the Center for Personal Development at 910-672-1222 within two working days of his or her departure from the university, and request special permission to process the withdrawal by mail. The appropriate forms must 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 Center for Personal Development.
7. When extreme emergencies prevent a student from completing the withdrawal before the published deadline, the student must make the request for withdrawal from the university, in writing, to the Provost and Vice Chancellor for Academic Affairs. This request must include documentation of the circumstances that prevented the student from completing the process according to published deadlines. Such requests must be made by the end of the next regular semester after the semester for which the university withdrawal is requested.

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%

Refunds/Adjustments for Individual Classes

Tuition and fee adjustments will be made only for courses dropped during the university's designated drop/add periods. A student may complete an individual class withdrawal form after the close of the drop/add period, but no adjustment of tuition and fees will be made for withdrawing from individual classes. The drop/add and withdrawal procedures apply only to students enrolled in more than one class. Student's enrolled in only one class who wish to drop or withdraw from that class must go through the official university withdrawal process outlined in the previous section. A full refund of tuition and fees will be made for classes canceled by the university.

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 residence halls, on/off campus) after the tenth week of the fall or spring Semesters.

Accident and Sickness Insurance

The university has a medical insurance program for all undergraduate students for the Fall and Spring semesters only. The plan is specifically designed to supplement the medical care provided by the university's Health Services Center. A student may reject this medical insurance program for the entire fiscal year by completing an insurance waiver form at the beginning of the Fall semester or by completing the form by the tenth day following the official close of registration each semester. This form can only be completed at the Spaulding Infirmary.

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, Friday and 9:00 a.m. to 6:00 p.m. on Thursday 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:

1. be admitted and currently enrolled in at least six hours (though students enrolled in fewer than six hours may be eligible for some Title IV funds);
2. be enrolled in a degree or certificate program at Fayetteville State University.
3. be a U.S. citizen, permanent resident or eligible non-citizen;
4. be making satisfactory academic progress (See Satisfactory Academic Progress,) toward the completion of his or her academic program;
5. not be in default status on a Title IV loan previously received for educational expenses, owe a refund on a scholarship or Title IV loan previously received for educational expenses, or owe a refund on a scholarship or Title IV grant from a previous enrollment period; and
6. 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.

$$\begin{array}{rcl} \text{Total} & & \text{Expected Family} \\ \text{Educational} & - & \text{Contribution} & = & \text{Eligibility} \\ \text{Costs} & & \text{(Through} & & \text{(Need)} \\ & & \text{Congressional} & & \\ & & \text{Calculation)} & & \end{array}$$

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 students 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.*

Term for which aid is requested	Priority deadline for completion	Expected Award Notification
Academic Year	March 1	April 2 – New Students 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(s) 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, inclusive of loans.

Warning to All Financial Aid Applicants

Information provided by applicants will 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 FAFSA booklet, and other information. Applicants who cannot or do not provide these records to the university will not be awarded 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.

Steps for Applying for Financial Aid

To be eligible for scholarships, grants, work-study, and/or loans, students must complete each of the following steps.

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 completed at Website: www.ed.gov/studentaid or 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), and the student's 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. **Copy of the student's (and, if married, the spouse's) Previous Years 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 to 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 Students 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 parents' section of the FAFSA, and who are selected

for verification. A copy of the applicant'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 letter 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 Financial Aid Available

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 Pell Grants

The Pell Grant Program provides federal grant funds for needy students who have not completed a first bachelor's degree. To be eligible, the student must demonstrate financial eligibility as determined by the U.S. Department of Education.

Federal Supplemental Educational Opportunity Grant (SEOG)

These federal grant funds administered by the university are awarded to students who have not completed degree requirements for a bachelors degree, and who demonstrate exceptional financial need on the FAFSA. The grant can range from \$100 to \$2,000 per award year.

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.

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 up to:

- \$2,625 a year during the first year;
- \$3,500 a year during the second year of undergraduate study;
- \$5,500 a year for students at the junior or senior status.

To apply for Stafford Loans, the student must have a completed Financial Aid file by the applicable deadline dates:

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

Students must complete a Renewal or FAFSA each academic year by March 1 to be considered for loans.

Federal Direct Parent Loans for Undergraduate Students (PLUS)

PLUS loans are for parents of dependent students enrolled in college. The PLUS loan provides additional funds for educational expenses. Borrowers begin repayment of interest and principle within 60 days of the receipt of the loan funds, unless they are eligible for a deferment. The student must complete a FAFSA to determine eligibility for need-based financial aid funds prior to the completion of the PLUS promissory note.

The William D. Ford Direct Loan Program is the only subsidized and unsubsidized Stafford and PLUS loan programs utilized at Fayetteville State University.

To apply for Parent Plus Loans, the student must have a completed Financial Aid file by the applicable deadline dates:

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

Students must complete a Renewal or FAFSA each academic year by March 1 to be considered for loans.

Institutional Scholarships and Grants

Fayetteville State University offers a variety of institutional scholarships and grants. A current and complete list of scholarships, selection criteria, and application materials are available at the Fayetteville State University website.

Satisfactory Academic Progress

Financial aid recipients must make satisfactory academic progress to maintain eligibility for financial aid. Fayetteville State University defines satisfactory academic progress in quantitative and qualitative terms. In addition to meeting the university's scholastic standards (see "Academic Regulations"), students must also earn at least 67% of the hours they attempt. Students are evaluated for satisfactory academic progress at the end of the Spring Semester each year, at which time students must have earned at least the minimum GPA and quality hours specified below.

Total number of attempted hours:	Minimum cumulative GPA	Minimum earned hours
1 – 29	1.5	67% of attempted hours
30 – 59	1.8	67% of attempted hours
60 or more	2.0	67% of attempted hours
Students whose attempted hours (including all transfer hours) exceed 180 may re-enroll if their GPA is 2.0 or higher, <u>but will be ineligible for financial aid.</u>		

Students will be evaluated for financial aid eligibility at the end of the spring semester each year and will be notified by the Office of Financial Aid of their eligibility status. Students may appeal their financial aid eligibility by following the process delineated below.

Appeal Procedure

Students whose financial aid is cancelled as a result of being placed on academic suspension must appeal financial aid ineligibility as part of their suspension appeal. The appeal must be made in writing and submitted to:

Chair of Appeals Committee
c/o Office of the Provost
and Vice Chancellor for Academic Affairs
Fayetteville State University
Fayetteville, NC 28301-4298.

Letters of appeal of academic suspension must be submitted by July 15 for the fall semester and November 1 for the spring semester, and must address each of the following:

1. The special or unusual circumstances, with documentation, that contributed to the student's academic suspension;
2. Actions the student has taken to change the circumstances so that they will not contribute again to poor academic performance;
3. Specific steps the students will take to improve his or her academic status in the upcoming semester;
4. An address and phone number at which the student may be notified of the committee's decision.

The Appeals Committee's response will indicate one of the following: 1) approval for student to re-enroll with reinstatement of financial aid; 2) approval for student to re-enroll without reinstatement of financial aid; 3) denial of the appeal. Appeals will be granted only under extraordinary circumstances that are appropriately documented. Student appeals submitted after the deadline will not be considered.

Student who meet the academic standards for re-enrollment, but fail to meet the standards for continued financial aid should submit a letter of appeal that addresses the items outlined above to:

Director of Financial Aid
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301-4298

Appeals will be granted only under extraordinary circumstances that are appropriately documented. Student appeals submitted after the deadline (August 1 for the fall semester; November 1 for the spring semester) will not be considered.

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 Registrars 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 Registrar changes the date of withdrawal, 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 students 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, Dean of Students, and University Police.

Student Academic Services Center

The Student Academic 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.

The Student Academic Services Center also assists students with academic advising and veteran affairs services. Activities include providing the following services: assisting students who have not declared their majors, and providing information on change of majors; checking academic status; providing academic success counseling and unofficial audits, resume' and job preparation; and employment search strategy seminars.

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 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 Rudolph Jones Student Center, 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, leadership, 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 Services

The mission of Student Health Services is to provide quality, cost effective health care and health educational services that will assist the students 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 needing referrals for specialized services are referred to local area clinics and hospitals 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.

In order to give satisfactory service to each student, the Student Health Services staff desires the cooperation of each student in adhering to Student Health Policies. All students who have medical problems or questions are invited to consult the Student Health Services staff. On each visit to Student Health Services a valid Fayetteville State University Identification Card must be presented prior to treatment and/or services.

A nurse is always on duty during hours of operation to evaluate, treat, and refer if necessary. Physician hours for routine treatment are posted and appointments are made after consultation with the nursing staff. After hours, there is an on-call nurse who can be reached through Campus Police or Residence Hall Advisor/Director.

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.

Medical Immunization Requirements

Fayetteville State University and North Carolina Statute, G.S. 130A-152, require 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 one 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) or Td (Tetanus-Diphtheria) doses.
 - 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. (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.
 - c. One** RUBELLA (German Measles) dose.
4. **Students 50 years of age or 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.

*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.

5. 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).

6. 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. Receipt of Meningococcal vaccine information must be documented on Student Health Form.

7. Optional Immunizations

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

8. Additional Information

1. All medical/immunization records should be mailed directly to Student Health Services.
2. The immunization record must be physician-certified or verified by a clinic stamp.
3. Any medical exemption from the immunization requirement must be verified in a written statement by a physician.
4. All medical information is confidential and is not divulged without the written consent of the student.
5. 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.
6. Students who are exempt from the immunization requirement include the following:
 - a. Students taking fewer than four credit hours; or
 - b. Students attending only evening classes; or,
 - c. Students attending weekend classes only; or,
 - d. Students taking off-campus classes for the duration of their degree.

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 Building and is not prepared to care for students in the residence halls. **The Student Health Services staff does not make building calls.**

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 Development's 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 Catalog, Student Handbook, 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. 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

Academic Advisors

Each student is assigned an advisor whom the student must consult in planning courses, registering for classes, and making other academic decisions. Each semester, students must obtain from their officially assigned advisor the registration code required for on-line or telephone registration.

University College faculty serve as advisors for students enrolled in their respective Freshman Seminar and University Studies courses. Students with a declared major are assigned a faculty advisor in the major area. Counselors in the Student Academic Services Center serve as advisors for students beyond the freshman year who are undecided about a major and/or who are on probation or suspension. Although students are urged to make full use of the help their advisors can provide, students are expected to read and understand the catalog and to accept ultimate responsibility for the decisions they make.

Majors and Minors

Degree seeking students are required to select a major degree program and, when applicable, a minor field of interest. Only approved minors may be selected. Students must adhere to the major and minor requirements as outlined in the catalog.

To declare a major, the student must complete the online Declaration of Major form. Students who enter the university as first-time freshmen are required to complete the on-line Declaration of Major form in the second semester of their freshman year. Transfer students must complete the on-line Declaration of Major form in their first semester of enrollment. If the department chair accepts a student into a degree program, the department chair will assign an advisor to the student.

A student wishing to change his or her major after officially declaring a major must complete the on-line change of major form. The chair of the department of the new major will assign the student an advisor. Before changing his or her major, a student should recognize that hours completed for the initial major may not be applicable to the new major, which may delay the student's progress toward graduation. Hence, students should take advantage of the educational guidance offered by advisors, administrative officers, and the catalog before changing majors.

All students are required to declare a major prior to earning 60 credit hours. Students with no officially declared major and 60 or more credit hours will be blocked from registering for classes.

Catalog Policy

Students must complete the curriculum requirements as outlined in the catalog that is in effect at the time of their

initial enrollment at the university, except for the following reasons:

1. **Time to degree** - Students must complete baccalaureate degrees within six years of continuous enrollment from the date of their initial enrollment at the university. Students who do not complete all degree requirements within these time limits will be guided by the catalog in effect when they apply for graduation.
2. **Readmitted students** - Students who are not enrolled for one semester (fall or spring) or more must apply for readmission to the university. If readmitted, students must follow the catalog in effect at the time of their re-enrollment. For readmitted students, the time limit for completing all degree requirements will be calculated from the date of their re-enrollment. Readmitted students who are unable to complete their degrees within the time to degree limits must complete the curriculum requirements as outlined in the catalog that is in effect when they apply for graduation.
3. **Selection of current catalog** - Students may choose to be guided by the current catalog in lieu of the catalog under which they were admitted or readmitted. When students choose the current catalog, however, they must meet all of the requirements of that catalog. Students are not permitted to combine the requirements of two or more catalogs.

This policy applies only to degree program requirements. Students are governed by the academic regulations of the current catalog. Students must become thoroughly familiar with all current regulations of the university. Students are solely responsible for complying with all regulations of the university, of their school or college, and of the departments from which they take courses. They are also responsible for fulfilling all requirements for their respective degree programs. Requirements are considered complete only when appropriate documentation is recorded in the Registrar's Office.

Classification of Students

Undergraduate students at Fayetteville State University are classified according to the number of semester hours they have earned in keeping with the following table:

Fewer than 30 hours	Freshman
30 – 59 hours	Sophomore
60 – 89 hours	Junior
90 or more hours	Senior

Students are also classified according to the following categories:

1. **Regular Student** - A regular student is one who has met all admission requirements and who is pursuing a degree program.

50 – Academic Regulations

2. **Full-Time Student** - A full-time student is one who registers for a minimum of twelve credit hours during a regular semester or six credit hours during a summer session. A full-time student at Fort Bragg is enrolled in six or more credit hours during a term.
3. **Part-Time Student** - A part-time student is one who registers for fewer than twelve credit hours during a regular semester or fewer than six credit hours during a summer session. A part-time student at Fort Bragg is enrolled in fewer than six credit hours during a term.
4. **Special/Visiting Student**- A special visiting student is one who is not pursuing a degree program. Most special visiting students are enrolled in a professional licensure program, have permission from a home university or college to enroll in FSU courses, or are non-degree seeking students enrolling for life enrichment.

Registration

Students will register at the time designated by the Registrar. Currently enrolled students will have the opportunity to pre-register, but final registration is dependent on the payment of fees. Students who register after the designated final registration dates, either during the semester or during the summer session, must pay a late registration fee.

The courses for which students are registered at the close of the late registration period will constitute their official registration and course load for that semester or term. The student's tuition and fee are calculated on the basis of the official registration. Students will not receive credit for courses for which they are not properly registered.

Continuing students will register and drop or add courses by the web or telephone.

Course Load

The maximum credit hours in which a student may enroll in a semester or summer session is governed by the following guidelines.

Fall or Spring Semester – Main Campus*

	Course Load
Minimum course load required for full-time status	12 or more hours per semester
Average course load to graduate in four years	15 – 16 hours per semester
Maximum course load for student in good academic standing	18 hours per semester
Maximum course load for student with minimum cumulative GPA of 3.0	21 hours per semester
Maximum course load for student on academic probation	13 credit hours per semester
Eight Week Terms	
Maximum Load for each eight-week term	9 credits per term

Summer School – Main Campus

Maximum course load for student in good academic standing	7 credit hours per session
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Maximum course load for student with minimum cumulative GPA of 3.0	9 credit hours per session
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Ft. Bragg – Pope Air Force Center

Minimum course load for full-time status	6 credit hours per term
Maximum course load for full-time status	9 credit hours per term

These limits apply to all courses in which a student is enrolled during the semester, including courses offered in eight-week terms on the main campus, on the Ft. Bragg Center, and any courses completed at other institutions. Students seeking to earn credits at other institutions to transfer to Fayetteville State University must obtain approval prior to enrolling at the other institution. (See “Study at Another Institution”)

Credits

The following terms apply to a student's academic record.

Credit hour – A unit of measure attached to each course in which a student is enrolled. The minimum total credit hours required for any baccalaureate degree at Fayetteville State University is 120.

Attempted hours – The credit hours in which a student is enrolled for a semester at Fayetteville State University.

Earned hours – The credit hours for each course in which a student earns a final grade of D or better. Earned hours exclude classes in which the student receives a final grade of F, AU, W, WN, and WU.

Quality hours - The credit hours used in the calculation of a student's GPA; Quality hours exclude credit hours for courses in which the student received a final grade of AU, P, W, WN, and WU.

Dropping and Adding Classes

Students may adjust their schedule of classes only during the Drop-Add period, which normally coincides with the first week of the semester. (See Academic Calendar for specific dates.) Dropping and adding classes may require an adjustment of tuition and fees.

1. **Adding a course:** A student may add a course only during the official drop-add period. If adding a course changes a student from part-time to full-time status, or increases the credit hours of a part-time student, the student's tuition and fees will be adjusted accordingly.
2. **Dropping a course:** A student may drop a course during the first week of class. If dropping a course changes the student's status from full-time to part-time status, or reduces the credit hours of a part-time student, the student's tuition and fees will be reduced accordingly.

Course Withdrawals

After the close of registration and the drop-add period, students are not permitted to adjust their schedule of classes, though they may withdraw from classes and the university, as explained below:

1. **Withdrawal from a course due to non- attendance.** In accordance with the university’s Class Attendance Policy, instructors teaching 100- and 200-level courses may withdraw students from classes due to excessive absences. In these cases students will receive a grade of WN. (See Undergraduate Class Attendance Policy.) Withdrawals due to non-attendance do not alter a student’s official enrollment for the semester. Hence, his or her tuition and fees are not adjusted for withdrawals due to non-attendance.

2. **Withdrawal from a course:** A student may withdraw from a class through the week after mid-term examinations. (See Academic Calendar for specific deadline.) A student who withdraws from a class will receive a final grade of “W” for the course. However, the attempted hours for the course will still be calculated in the student’s total number of attempted hours. (See “Financial Aid” for requirements for Satisfactory Academic Progress.) No adjustment of tuition and fees is made for withdrawals from individual classes.

Students seeking to withdraw from a class after the published deadline must make the request, in writing, to the Provost and Vice Chancellor for Academic Affairs. This request must include documentation of the circumstances that prevented the student from meeting the published deadline. Such requests must be made no later than the end of the next regular semester after the semester in which the course withdrawal is requested.

3. **Withdrawal from the university:** A student may withdraw from the university up to two weeks prior to the beginning of final exams (one week for Summer school). A grade of WU will appear on the student’s transcript for every course enrolled in that semester or summer session. Refunds of tuition and fees will be based on the refund schedule established by the Office of Business and Finance. (See “Expenses” above.)

Students seeking to withdraw from the university after the published deadline must make the request, in writing, to the Provost and Vice Chancellor for Academic Affairs. This request must include documentation of the circumstances that prevented the student from meeting the published deadline. Such requests must be made no later than the end of the next regular semester after the semester for which the university withdrawal is requested.

Class Enrollment

During any semester or summer session, the university reserves the right to discontinue any class in which the

enrollment is not sufficient to make it economically feasible to offer the course.

Auditing of Courses

Students who wish to audit a course must register as auditing students and pay the required fees. Audited courses carry no credit and a grade of AU is given. Students registered for audit will not be permitted to change to credit after the first week of classes. Conversely, students registered for credit will not be permitted to change to audit after the first week of classes.

Independent Study

Students will normally be permitted to complete a course by Independent Study only if they are in their senior year of study and the course is needed to complete graduation requirements. A Request for Independent Study form must be submitted to the chair of the department in which the course is offered, and must be approved by the chair, dean, and the Provost and Vice Chancellor for Academic Affairs. Verbal approval by an instructor is not sufficient. The department chair will ensure that the course as completed by Independent Study is equivalent to the course regularly offered. A student may not complete a course by independent study if the course is offered as a regular course that semester.

Concurrent Registration

A student registered in a degree program at FSU may not enroll concurrently in any other program. All coursework taken in a given semester/term will be applied to the program of student for which the student is currently enrolled.

Grades

Final grades at Fayetteville State University are based on a four-point system. When all course requirements have been completed at the end of a semester or summer session, students are assigned a letter grade for each course in which they have been officially enrolled. Grades assigned represent the quality of work the students have completed during the semester or term and should, therefore, be accurate indications of the degree of mastery in courses taken. Each grade has a numerical equivalent and quality-point value as listed below.

Grade	Final Course Average	Quality Points
A	92% -100%	4 per credit hour
B	83% - 91%	3 per credit hour
C	73% - 82%	2 credit hour
D	64% - 72%	1 per credit hour
F	63% or less (failure)	0
I	Incomplete (See “Incomplete Grades”)	NA

52 –Academic Regulations

WN	Withdrawal due to non-attendance (See "Attendance Policy")	Final grades of W, WN, WU, P, and AU are not included in the GPA calculation.
W	Withdrawal from a class	
WU	Withdrawal from the university (all classes)	
P	Passing, credit allowed	
AU	Auditing	

Grade Point Average

At the end of each semester and summer session a grade point average (GPA) is calculated for each student for the current term and for the student's entire career. The current GPA is based exclusively on the courses in which the student is enrolled for that specific term, while the cumulative GPA is based on all courses the student has completed at Fayetteville State University. The GPA is based on the following formula:

$$\text{GPA} = \frac{\text{Total Quality Points}}{\text{Total Quality Hours}}$$

"Total Quality Points" are computed by multiplying the quality point value of each grade by the number of credits of each course, and then adding the quality points earned for each course. "Total Quality Hours" refer to the credit hour for courses in which a student earned a final letter grade of A, B, C, D, or F. Withdrawals from the university, and incompletes do not affect a student's quality hours.

The following example demonstrates the calculation of the GPA.

<u>Course</u>	<u>Grade</u>	<u>Credit Hours</u>	<u>Quality Hours</u>	<u>Quality Points</u>
ENGL 110	B (3)	3	3	3 X 3 = 9
UNIV 101	C (2)	1	1	1 X 2 = 2
MATH 131	A (4)	3	3	3 X 4 = 12
HEED 112	B (3)	2	2	2 X 3 = 6
NSCI 110	B (3)	4	4	4 X 3 = 12
PHIL 110	W	3	0	NA
Totals			13	41

$$\text{GPA} = \frac{41}{13} = 3.15$$

A student's career or cumulative GPA is calculated by dividing the total number of quality points earned each semester by the total number of quality hours earned in all the semesters of the student's enrollment.

Course Repeat Policy

Students may repeat up to five courses, once each, without penalty. "Without Penalty" means that only the higher grade will be calculated into the student's Grade Point Average. All original entries and grades will appear on the student's permanent record, with the designation that lower grade has been excluded from the Grade Point Average. Students who seek to utilize the course repeat policy must complete a "Course Repeat" form. If a student

earns a passing grade twice for the same course, only one set of course credit hours will be counted toward graduation.

If a student repeats a course for the second time or exceeds the limit of five courses, only the original grade will be excluded from the student's Grade Point Average. To repeat a course for the second time, the permission of the department chair is required.

Repeated courses are not excluded from a student's total attempted hours. The tuition surcharge will apply for all hours attempted beyond 140 credit hours.

Incomplete Grades

The grade of "I" is assigned when a student has maintained a passing average but for reasons beyond his or her control, is unable to complete some specific course requirement(s) such as a report, field experience, experiment, or examination. An "I" grade must be removed before the expiration of the first nine weeks of the student's next regular semester (fall or spring) of enrollment, or within twelve months of the last day of the semester or term in which the "I" was assigned, whichever comes first. If the "I" grade is not removed within the stipulated time limit, the grade will be converted to a grade of "F." Students are responsible for initiating the actions necessary to remove "I" grades.

"I" grades earned in eight-week terms (Weekend and Evening College, Fort Bragg Center, Seymour Johnson AFB or other distance learning sites) must be removed before the end of the next term in which the student is enrolled, or within twelve months of the last day of the term in which the "I" was assigned, whichever comes first. Students are responsible for initiating the actions necessary to remove "I" grades.

An extension to the time limit for removing an Incomplete grade will be granted only once, and only under extremely unusual circumstances. A request for such an extension must be made in writing, with appropriate documentation, to the instructor of the course, and must be approved by the instructor, his or her department chair, and dean, and submitted to the Office of the Registrar prior to the deadline for removing the Incomplete grade.

Deferred final examination. Students not present at an officially-scheduled final exam must contact the instructor of the course before the end of the final exam week to request a deferred final examination. Students who need to defer an examination must furnish valid support for the request. If the deferred examination is granted, a grade of "I" will be assigned. If the instructor is unavailable, the student should seek assistance from the instructor's department chair or dean in contacting the faculty member before the end of the final exam week.

Extension Grade Policy

An Extension Grade may be assigned in lieu of a final grade of D or F for undergraduate students taking the following courses for the first time at Fayetteville State University: ENGL 108, ENGL 110, ENGL 120, MATH

121, MATH 123, MATH 124, PHIL 110, UNIV 110, ASTR 111, ASTR 112, NSCI 110, NSCI 120, BIOL 110, BIOL 130, BIOL 150, CHEM 140, CHEM 160, PHYS 111 and PHYS 112.

The Extension Grade will be designated as "Extension Grade D" or as "Extension Grade F" and is not calculated into the student's Grade Point Average. Any student requesting an Extension Grade must sign an Extension Grade Contract with the instructor not later than the end of the fifth week of the semester, or not later than the end of the first week of each summer term. To be eligible for the Extension Grade, a student must complete all requirements for the course and all requirements of academic support services. When a student receives an Extension Grade, the student must re-enroll for the course in the next semester that the student matriculates at the university. If the student does not re-enroll in the course, the Extension Grade will revert to the original grade of D or F, and will be calculated into the student's Grade Point Average.

Changing a Grade

Students who believe they have been awarded a final grade in error must make a request for a change of grade to the instructor. If the instructor agrees to change the student's grade, the instructor must submit the written request for approval by the Department Chair, Dean, and Provost and Vice Chancellor for Academic Affairs.

If the instructor does not approve a student's change of grade request, the student must initiate the grade appeal procedure as outlined below. Grade appeals must be initiated no later than the last day of the next semester after the semester in which the contested grade was earned.

A student seeking to change a final grade to a W (Course Withdrawal) or to a WU (Withdrawal from the University) after the published deadline must make the request, in writing, to the Provost and Vice Chancellor for Academic Affairs. This request must include documentation of the circumstances that prevented the student from completing the withdrawal prior to the published deadline. Such requests must be made no later than the end of the next semester after the semester in which the grade was earned.

An instructor may change an Incomplete grade by submitting the final grade to the Office of the Registrar.

Grade Appeal

Students who wish to contest a final grade in a course should attempt to resolve the matter with the instructor involved. If a satisfactory resolution cannot be reached with the instructor, 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 the following procedure, which must be initiated no later than the last day of the next regular semester after the semester or term in which the contested grade was earned.

To initiate grade appeals, students must submit the appeal in writing to the dean of the college or school in which the contested grade was awarded. By conferring with

the student and instructor, the dean will seek resolution by mutual agreement. Failing such resolution, the student may appeal to the Academic Credits Committee. The appeal should be submitted, in writing, to the Chair of the Academic Credits Committee through the Office of the Provost and Vice Chancellor for Academic Affairs. After reviewing the evidence, the Academic Credits Committee will make a recommendation for resolving the issue to the Provost and Vice Chancellor for Academic Affairs, who will make the final decision about the case. This decision will be either to uphold the grade or accept the appeal and prescribe a method by which the student will be reevaluated.

If the final grade is upheld, the Provost and Vice Chancellor for Academic Affairs will give written notification to the faculty member, the student, the department chair, and dean. If the student is not satisfied with the decision of the Provost and Vice Chancellor for Academic Affairs, he or she may appeal to the Chancellor and the Board of Trustees, in that order. The decision of the Board of Trustees shall be final.

If the students appeal is granted, the faculty member will re-evaluate the student according to the method prescribed by the Provost and Vice Chancellor for Academic Affairs. If the student is not satisfied with the grade resulting from this re-evaluation, he or she may appeal to the Chancellor and the Board of Trustees, in that order. If the re-evaluation results in a change of grade, the instructor must follow the established procedure for changing a grade.

Course Substitutions and Waivers

Under exceptional circumstances a substitution for or exemption from prescribed courses in a curriculum will be permitted. The request for a course substitution or course waiver must be prepared and initiated by the student's advisor for approval by the chair of the department, the dean of the college or school in which the student is earning a degree, Provost and the Vice Chancellor for Academic Affairs. The request must provide academically defensible arguments justifying the substitution or waiver.

Credit hours are not awarded when a course is waived. Hence, when a course waiver is approved, the student will usually need to complete additional electives to ensure completion of credit hours.

Scholastic Standards

Enrolled students are eligible to re-enroll at the university if they meet the following scholastic standards.

Number of attempted (including transfer) hours	You must have a minimum GPA
1 – 29	1.5
30 – 59	1.8
60 or more	2.0
Meeting these standards does not guarantee financial aid eligibility. See "Financial Aid" for requirements for "Satisfactory Academic Progress."	

Academic Suspension - Students who do not meet these eligibility standards at the end of the spring semester will be placed on academic suspension and will be ineligible to enroll in the next academic year. Since these eligibility standards do not apply to summer school, students are encouraged to attend summer school to improve their respective GPAs. Please note that attendance at another institution will not enable a student to improve his or her FSU GPA, since grades from other institutions are not calculated in the FSU GPA.

After one suspension, a student will be permitted to re-enroll at the university after one semester of non-enrollment. Such students must apply for readmission according to the guidelines included in the “Admissions” section of this catalog.

Students suspended for a second time will be permitted to re-enroll at the university only if they improve their academic status by attending summer school, successfully appeal the suspension (see “Appeal Procedure” below), or successfully apply for Academic Fresh Start (see below).

Academic Probation – Students who fail to meet the minimum criteria listed above in the fall semester will be placed on Academic Probation and will be permitted to enroll in a maximum of 13 credits for the spring semester. Students on probation will be required to discuss with their respective advisors strategies for improving their academic status. Students on academic probation will not be permitted to register for the subsequent fall semester until they attain the minimum required GPA.

Academic Warning – Students who earn a GPA of less than 2.0 for any semester will be placed on Academic Warning, and will be required to discuss with their respective academic advisors strategies for improving the GPA.

Students are expected to remain aware of their academic status by reviewing their on-line records on a regular basis. Lack of awareness of one’s academic status will not be accepted as a justification for failing to meet the eligibility standards or failing to submit appeals by the appropriate deadlines.

Eligibility to re-enroll does not guarantee financial aid eligibility. (See “Satisfactory Academic Progress” in the Financial Aid section of this catalog.)

Appeal Procedure

Students may appeal academic suspension by submitting a written statement to:

Chair of Academic Appeals Committee
 c/o Office of the Provost
 and Vice Chancellor for Academic Affairs
 Fayetteville State University
 Fayetteville, NC 28301-4298

Letters of appeal must be submitted by July 15 for the fall semester and November 1 for the spring semester, and must address each of the following:

1. The special or unusual circumstances, with documentation, that contributed to the student's academic suspension;
2. Actions the student has taken to change the circumstances so that they will not contribute again to poor academic performance;
3. Specific steps the students will take to improve his or her academic status in the upcoming semester;
4. An address and phone number at which the student may be notified of the committee's decision.

Appeals will be granted only under extraordinary circumstances that are appropriately documented. Student appeals submitted after the deadline (July 15 for the fall semester and November 1 for the spring semester) will not be considered.

Academic Fresh Start

Academic Fresh Start is designed exclusively for students who (1) experience academic difficulty of such severity in their initial period of enrollment at Fayetteville State University that it is highly unlikely that they can attain good academic standing by exercising the Course Repeat policy; and (2) seek to resume their studies after a period of non-enrollment, during which time they have made significant improvements in their circumstances, basic skills, and/or level of maturity.

Fayetteville State University students who have not been enrolled for at least two academic years may request academic fresh start. If academic fresh start is granted, all credits earned at Fayetteville State University prior to the date of reenrollment will be treated as transfer credits; courses with a grade of C or higher will be used to fulfill degree requirements, but will be excluded in the GPA calculation. All course work will remain on the transcript with the following notation: “Academic Fresh Start.” If a student earns credits at another institution during the period of non-enrollment at FSU, the student may be awarded transfer credits

Academic fresh start does not eliminate attempted hours from a students record, and, hence, hours covered by academic fresh start will be used in determining whether a student must pay the tuition surcharge. **A student will be granted academic fresh start only one time.**

Requests for Academic Fresh Start must be submitted in writing no later than the end of the first year of re-enrollment. The letter should be addressed to:

Chair, Appeals Committee
 c/o Office of the Provost and
 Vice Chancellor for Academic Affairs
 Fayetteville State University
 Fayetteville, NC 28301-4298

The request must (1) specify the period of initial enrollment at Fayetteville State University, (2) the period of non-enrollment, (3) the conditions that led to the academic difficulty during the initial period of enrollment at

Fayetteville State University, (4) and the actions the student has taken to improve these conditions and circumstances.

Undergraduate Attendance Policy

Fayetteville State University's Attendance Policy is based on the recognition that punctual and regular class attendance is essential to academic success, and that as students progress in their academic careers they normally develop the habit of regular class attendance. Hence, the class attendance requirements for courses at the 100 and 200 levels are different from the requirements in courses at the 300 and 400 levels.

Requirements for Courses at the 100 and 200 Levels

Attendance - Class attendance is required for all students enrolled in courses at the 100 and 200 levels. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies. Other absences may be excused at the discretion of the instructor, who may require documentation. Students must notify instructors, in advance when possible, of the reasons for class absences. When prior notification is impossible, students are required to explain the reasons for their absences by the next class meeting. When students fail to explain class absences, those absences are unexcused.

Punctuality - Students enrolled in courses at the 100 and 200 levels are required to arrive at each class meeting on time and remain in class until dismissed by the instructor. Students are responsible for notifying instructors, in advance when possible, of reasons for late arrivals and early departures. Course syllabi will specify what constitutes tardiness and/or early departures and the consequences thereof.

Consequences: During the first eleven weeks of the semester, students enrolled in courses at the 100 and 200 levels will be assigned a WN (withdrawal due to non-attendance) grade when:

1. they miss two consecutive hours of class without giving prior notification to the instructor of the reasons for the absences; or
2. their hours of unexcused class absences exceed ten percent (10%) of the total contact hours scheduled for the class for the semester.

The WN grade is not included in the calculation of the student's GPA, but the course credits are included as attempted hours. *Withdrawal due to non-attendance does not relieve the student from financial responsibility for the course or housing.*

Students who exceed the permitted number of absences after the eleventh week of the semester will be assigned the appropriate letter grade in accordance with the evaluation criteria included in the course syllabus.

Appeal of WN Grades - A student may appeal a WN grade by submitting the appropriate form to the instructor

in whose class the WN grade was assigned. If the appeal to the instructor is unsuccessful, the student may then appeal, in succession, to the instructor's department chair, the dean and the Provost and Vice Chancellor for Academic Affairs. Any student appealing a withdrawal due to non-attendance from a class will be allowed to attend the class until the appeal is resolved.

Requirements for Courses at the 300 and 400 Levels

Students enrolled in courses at the 300 and 400 levels are expected to attend all class meetings, but there is no university-wide class attendance requirement for these students except as established by the instructors teaching these classes. Attendance requirements in courses at the 300 and 400 level will be delineated by the instructors in their course syllabi. *Students enrolled in courses at the 300 and 400 levels, regardless of classification, are ineligible to receive WN grades. Graduate students enrolled in undergraduate courses are not eligible for WN grades, regardless of the level of the course (except when auditing).*

Veterans Affairs

Entitled veterans, participants in the Montgomery G. I. Bill contributory program, active duty military in voluntary education programs, drilling National Guard, drilling Reservists, and eligible spouses and offspring who have applied, met all admissions criteria, been unconditionally accepted, and actively matriculating may be certified to the United States Department of Veterans Affairs Regional Office as enrolled and in pursuit of an approved program of education.

All veterans and dependents receiving VA Educational Benefits must bring to the Veterans Affairs Office a copy of their approved program of study and declaration of major form. Any change in the veterans or dependents course of study should be cleared with the veterans' advisor to ensure continuation of benefits. The Registrar's Office must have copies of all transcripts, transfer evaluation forms, and other necessary documents before certification can be made to the Veterans Administration for payment.

The Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, guarantees certain rights to students and qualified parents regarding a student's education records. Fayetteville State University adheres to those statutory rights and has implemented this policy to comply with them. Specifically students are afforded the following rights with respect to their educational records:

1. The right to inspect and review the student's educational records;
2. The right to consent to disclosure of the student's education records to third parties, except to the extent that FERPA authorized disclosure without consent;

3. The right to request amendment of the student's education records to ensure that they are not inaccurate or misleading;
4. The right to be notified annually of the student's privacy rights under FERPA;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by FSU to comply with the requirements of FERPA.

FSU will not release personally identifiable student information in education records or allow access to those records without prior consent of the students, except as provided by FERPA. Such consent must be written, signed and dated, and must specify the records to be disclosed, the party to whom the records are to be disclosed, and the purpose of the disclosure.

Release of Directory Information

Unless a student requests in writing to the contrary, FSU is permitted to release directory information without consent. FSU recognized the following as directory information: a student's name, local and permanent address, email address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards (including scholarships) received, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent previous educational agency or institution attended.

Under FERPA, a student has the right to request that the disclosure of directory information be withheld as long as the student is enrolled at FSU. If a student wishes to have the student's directory information withheld, the student should submit a written request to the Registrar's Office. Directory information may be released without permission for students no longer enrolled at FSU unless that student, at his/her last opportunity as a student, requested otherwise.

A copy of complete FERPA policies and procedures may be obtained on line at www.uncfsu.edu or the Registrar's Office, 134 Collins Building.

Examinations

Profile Examinations

Profile Examinations assess entering students' basic academic skills. The results of these examinations are used in conjunction with students' academic records to ensure effective advisement. Entering students should contact University Testing Services for information about dates, times, and locations for the administration of profile examinations. Profile Examinations are required of new students according to the following guidelines:

First-time freshmen, including students admitted as Special Visiting pending acceptance as degree-seeking students, must complete profile examinations before enrolling in classes.

Transfer students will not be required to complete profile examinations if they are transferring in 30 or more credit hours, including at least six credit hours of university-level English and at least six credit hours of university-level mathematics. Any transfer students not meeting all of these conditions must complete profile examinations. Transfer students who are unsure if they meet one or more of these requirements are advised to complete profile examinations to avoid possible delays in advisement and registration.

Special/Visiting students who do not plan to earn a degree at FSU (i.e. who are seeking teachers certification or life enhancement, or who have permission from another institution to enroll at FSU) are not required to complete profile exams UNLESS they plan to enroll in a mathematics or English course for which they have not completed the appropriate prerequisite.

Rising Junior Examination

Fayetteville State University administers the rising junior examination as part of its system of educational accountability. The examination assesses student proficiency in English, mathematics, science, and social studies, and three cross disciplinary cognitive reasoning competencies upon the completion of the University College Core Curriculum. All students who enter the university with fewer than 60 credit hours are required to complete the rising junior examination before being unconditionally admitted to the upper division.

PRAXIS I fulfills the rising junior examination requirement for students majoring in teacher education programs (See School of Education.) The rising junior examination is administered each year. Currently, there is no fee to take the exam. Eligible students will receive notification of the requirement to take the examination at the completion of a minimum of 42 semester hours of course work.

Mid-term and Final Examinations

At the mid-term and at the close of each semester, course examinations are administered. Since a measure of students' progress in a course is indicated by their performance on these examinations, they are required of all students except the following: (1) Students who are auditing courses or (2) Students who have maintained a 4.0 average in a course and, at the discretion of the instructor, are excused from the final examination provided that they have been evaluated substantially during the semester.

Since final examination periods are considered part of the instructional time for each class, final examinations are required in all classes. Students not present at an officially-scheduled final examination must contact the instructor of the course before the end of the final exam week to request a deferred final examination. Students who need to defer an examination must furnish valid support for the request. If the deferred examination is granted, a grade of "I" will be assigned. If the instructor is unavailable, the student should

seek assistance from the instructor's department chair or dean in contacting the faculty member before the end of the final exam week.

Credit by Examination

Fayetteville State University recognizes four types of examination programs for which students may receive credit toward baccalaureate degree requirements, provided that all departmental major or minor requirements have been satisfied. These examination programs include the awarding of credit for successfully passing approved examinations, subject to the following conditions:

1. Credit will not be awarded when equivalent degree credit has been granted for regular course work.
2. Credit will not be awarded for any course in which a student has previously earned a failing grade.
3. Duplicate credit will not be awarded for overlapping tests, i.e., CLEP and AP.
4. The total number of credits by examinations that a student may earn, whether the exams are internally or externally developed, is thirty (30).
5. Students may not attempt credit by examinations after earning (90) semester hours of study at the university.
6. Credit by examination may not be attempted if the student has acceptable college credit for more advanced courses, or for courses whose content includes material similar to a course for which college credit has already been received.

Advanced Placement Program (AP)

Many high schools offer advanced classes to superior students in conjunction with the Advanced Placement Program of the College Entrance Examination Board. The university awards college credits in most areas for scores of 3 (good), 4 (high honors), or 5 (high honors). To be eligible for credit, students must request the College Board to send an official score report to the Office of Admissions for review.

College Level Exam Program (CLEP)

The following College Level Exam Program tests may be substituted for college credit, subject to the achievement of specified scores and the fulfillment of conditions stated in the policy on credit by examination outlined above and in the policy brochure available in University Testing Services.

CLEP General Exams are offered in the following areas: English Composition, Humanities, Mathematics, Natural Sciences, Social Sciences, and History.

CLEP Subject Exams are offered in the following areas: Composition and Literature, Foreign Languages, History and Social Sciences, Business, Mathematics and Science.

DANTES Subject Standardized Tests

Fayetteville State University participates in the DANTES (Defense Activity for Non-Traditional Education Support) program. DANTES tests, similar to CLEP tests, offer students opportunities to earn degree credits for work and life experiences. This examination program provides opportunities for students to gain college admission, earn academic credit, and obtain professional certification, as well as to identify their interests and aptitudes for purposes of educational counseling. DANTES tests are administered through the University Testing Services by appointment only.

Challenge Examinations

The university recognizes that exceptional students, by means of special studies or experiences, may already have achieved the objectives of certain courses in the core curriculum; therefore, students may petition to receive credit in selected courses by special departmentally approved examinations referred to as challenge examinations. Credit will be awarded to those who pass the challenge examination. Students may attempt a challenge examination only once per course. Students may not apply for challenge examination credits for courses they have audited, or for lower level courses when credit for higher numbered or subsequent courses in the same field has been received. Permission for challenge examination will be given only when there is evidence the student has gained a fundamental knowledge of the subject through prior preparation or experience. Candidates for the baccalaureate degree may earn no more than nine credit hours by challenge examinations.

Procedures for Requesting Credit by Examination

Students interested in pursuing credit under these programs must present in writing to the appropriate department chair sufficient evidence to warrant the examination. If the evidence is accepted, the department chair will prepare and submit the proper documentation through the respective dean to the Provost and Vice Chancellor for Academic Affairs. Under no circumstance will any examination be administered until the administrative process is completed.

For detailed information about these programs, call or visit University Testing Services, 134 Collins Administration Building, Fayetteville, NC 28301, (910) 672-1301.

Senior Enrollment for Graduate Level Courses

Fayetteville State University students with senior classification may be permitted to register for 500 level graduate courses in accordance with the following provisions:

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. An eligible student seeking enrollment in courses for graduate credit must receive the approval of the department chair, and the dean of the school or college in which the student is pursuing a major, and the dean of the school or college offering the course.
4. Graduate courses taken by students to fulfill undergraduate degree requirements will not be recognized by the university for graduate credit.
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 eight (8) hours per semester during a summer session.
6. Students cannot pursue a graduate and a undergraduate degree during the same semester or term.

Study at Another Institution

Students in residence at the university who wish to earn credits at another institution must obtain pre-approval for the courses to be completed. In the absence of such pre-approval, credits earned at other institutions may not be used to fulfill FSU degree requirements. To obtain approval for study at another institution, students should consult their department chair.

Credit will be awarded only for courses in which students earn a grade of C (2.0) or higher. Since grades earned at other institutions do not affect the FSU GPA, students seeking to improve their GPAs should not pursue study at other institutions.

Academic Honors

The university recognizes student academic excellence through the Chancellor's List, the Deans' List, Who's Who Among Students in American Universities and Colleges, and invitation to membership in a number of honor societies. The annual Honors and Awards Day Ceremony highlights excellent academic achievements by students.

Chancellor's List

Students who successfully complete at least twelve (12) semester hours during one semester (or two consecutive terms for Fort Bragg students) and earn a GPA of 3.75 or higher are placed on the Chancellor's List.

Deans' List

Students who successfully complete at least twelve (12) semester hours during one semester (or two consecutive terms for Fort Bragg students) and earn a GPA of 3.2 to 3.74 are placed on the Deans' List.

Honors and Awards Day

Students eligible for recognition at the Honors and Awards Day ceremony must be degree seeking undergraduate students. The criteria for recognition during the Honors and Awards Day ceremony are as follows:

1. The student must be full-time for both the fall and spring semesters.
2. The student must have a GPA of 3.2 or better.
3. The student must have earned the following hours at Fayetteville State University:
 - a. Freshman -12 or more
 - b. Sophomore - 20 or more
 - c. Junior - 40 or more
 - d. Senior - 60 or more

Who's Who Among Students in American Universities and Colleges

To qualify for election to Who's Who, students must:

1. be classified as juniors or seniors.
2. have a GPA of 3.0 or higher.
3. be of good moral character.
4. participate actively in campus and community organizations.
5. have completed at least one year of study at the university.

Honor Societies - General

Alpha Kappa Mu Honor Society

A chapter of Alpha Kappa Mu National Honor Society was established at Fayetteville State University in 1940 to promote scholastic excellence among the students of the institution. To qualify for election to membership in Alpha Kappa Mu students must:

1. be classified as juniors or seniors.
2. have earned a minimum of sixty (60) semester credits.
3. maintain a GPA of 3.3 or higher.
4. graduate with fifteen (15) or more credit hours earned at FSU with a GPA of 3.7 or higher.

Transfer students are not eligible for membership in the organization until they have been in residence at the university for two semesters.

Phi Eta Sigma

Phi Eta Sigma is a national honor society for college freshmen. Its goal is to encourage and reward academic excellence among freshmen in institutions of higher learning. The oldest and largest freshman honor society, Phi Eta Sigma was founded at the university of Illinois in 1923. The chapter at Fayetteville State University was established in 1992. To be eligible for membership in Phi Eta Sigma students must:

1. verify eligibility in the freshman year of study.
2. have a cumulative grade point average of at least 3.5 at the close of the semester in which membership is sought.
3. apply for membership.

Honor Societies - Discipline Specific

Alpha Kappa Delta.....	Sociology
Alpha Kappa Sigma.....	Criminal Justice
Beta Kappa Chi.....	Natural Sciences and Mathematics
Delta Mu Delta.....	Business Administration
Kappa Delta Pi.....	Education
Omicron Delta Epsilon.....	Economics
Phi Alpha Theta.....	History
Pi Gamma Mu.....	Social Studies
Pi Omega Pi.....	Business Education
Psi Chi.....	Psychology
Sigma Delta Pi.....	Spanish
Sigma Tau Delta.....	English

Withdrawal from the University

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 students plan for continuing his or her education. A student who wishes to withdraw from all classes must first return their rental books to the bookstore, then complete the official university withdrawal process, which is initiated in the Center for Personal Development, located in Room 114 of the W. R. Collins Building in the E. E. Smith Complex. Students who are under 18 years of age must have the approval of parent or guardian before withdrawing from the university. The withdrawal form, when presented to the cashier, will entitle a student to the appropriate refund of fees. The official date of withdrawal (for purposes of computing charges and grades) will be the date the Registrar receives the request for withdrawal, not the date of the written request. Students who do not comply with the stated withdrawal regulations will not receive a refund of fees. The university reserves the right to wait thirty days before making cash refunds. Students may withdraw from the university until two weeks prior to the beginning of final exams. (See Academic Calendars for specific deadlines.)

Students seeking to withdraw from the university after the published deadline must make the request, in writing, to the Provost and Vice Chancellor for Academic Affairs. This request must include documentation of the circumstances that prevented the student from meeting the published deadline. Such requests must be made no later than the end of the next regular semester after the semester for which the university withdrawal is requested.

Mandatory Withdrawal from the University

The university reserves the right to request the withdrawal of a student at any time if (1) the student's conduct is judged to be undesirable; (2) the student persistently disregards the regulations of the university; (3) the student fails to maintain an acceptable standard of work; or (4) the student's mental or physical health precludes satisfactory academic progress or becomes detrimental to others.

Commencement

Commencement exercises are held at the close of each regular semester of the academic year, at which time degrees are officially conferred. Candidates who complete graduation requirements after the regular commencement exercises will be awarded degrees at the next regular conferral date. Requirements are considered complete only after the appropriate documentation has been recorded in the Registrar's Office.

Candidates for degrees are required to participate in commencement exercises unless excused by their dean. Candidates who request to be excused are required to present, in writing, valid support for their request.

Graduation with Distinction

Baccalaureate graduates may be awarded with the following honors:

Summa Cum Laude: to those having a scholastic average of 3.800 - 4.000

Magna Cum Laude: to those having a scholastic average of 3.500 - 3.799

Cum Laude: to those having a scholastic average of 3.200 - 3.499

Graduation distinctions are awarded based on final cumulative statistics. To graduate with honors, baccalaureate students must have completed at Fayetteville State University:

Summa Cum Laude: 90 hours

Magna Cum Laude: 60 hours

Cum Laude: 60 hours

To be eligible for either Valedictorian or Salutatorian honors, graduates must have completed all work leading to the degree at Fayetteville State University. Prior degree credits awarded at FSU are not considered in the hours required for honors.

Application for Graduation

Students should request an official graduation audit from the Registrar's Office once they have earned at least 90 hours. This audit is provided free of charge and is designed to assist students in planning their class schedules for the final semester of study.

Prospective graduates must apply to the Office of the Registrar no later than the date set forth in the Academic Calendar for filing applications for graduation. The university assumes no responsibility for making special adjustments for students who file late applications for graduation.

Candidates who do not file an application for graduation, or who fail to meet graduation requirements by the designated dates automatically void their candidacy for that particular graduation.

Requirements for Graduation

To be eligible for graduation, a student must:

1. Be admitted as a degree-seeking student. Special Visiting students are not eligible to earn a degree.
2. Complete all courses in the University College core curriculum as specified by his or her major degree program.
3. Fulfill all of the requirements for advancement into the major degree program. (See College of Basic and Applied Sciences, the College of Humanities and Social Sciences, School of Business and Economics, School of Education, and degree program for specific requirements.)
4. Complete the on-line Declaration of Major form and submit it to the appropriate department.
5. Complete all requirements of the major degree program. Once the student earns at least 90 hours, students should request an official graduation audit from the Registrar's Office. This audit is provided free of charge and is designed to assist students in planning their final semesters of study.
6. Complete the last 33 hours in residence at Fayetteville State University. Students who do not complete the last 33 hours in residence must have approval from the Department Chair, Dean, and Provost and Vice Chancellor for Academic Affairs. This approval must be on file in the Registrar's Office.
7. Make application for graduation by the deadlines stated in the Academic Calendar.
8. Earn the minimum number of credit hours required by the degree program. No students may earn a degree without having earned at least 120 hours. See degree program for specific requirements.
9. Earn the required minimum cumulative Grade Point Average for the degree program. The minimum cumulative GPA for graduation is 2.0, though some programs require a higher GPA. See degree program for specific requirements.
10. Earn the minimum required Grade Point Average for courses in the major. Some programs require a minimum GPA of 2.00 in the major, while others require a minimum grade of "C" in all major courses. See degree program for specific requirements.
11. Check with the Registrar's Office to ensure that any necessary course waiver or course substitution request form has been approved and placed in the student's file.
12. Satisfy all financial obligations to the university to receive a diploma and/or transcripts.

Students are subject to the institutional regulations in effect when they apply for graduation. Changes in institutional regulations may change the graduation requirements specified above. Hence, students are encouraged to know the institutional regulations in effect at the time of their anticipated graduation. Requirements are considered complete only when appropriate documentation is received by the Registrar's Office. Once a degree is conferred, the academic record is closed and therefore no

changes will be made relevant to that particular program. Diplomas for graduates will be distributed immediately after each commencement program. Students who do not pick up their diplomas at this time must report to the Registrars Office within thirty days to collect their diploma or request that it be mailed.

An Individual Course that Fulfills Dual Requirements

In some instances, an individual course may fulfill requirements of both the core curriculum and the major requirements, and, in cases of students pursuing a double major or a second baccalaureate degree, two different programs. Credit hours, however, are awarded only once per course. Hence, when a student uses a single course to fulfill dual requirements, he or she will usually need to complete additional electives to ensure completion of the minimum credit hours required by the degree program.

Requirements for a Double Major

A student may earn a major in two different academic disciplines with the permission of the department chairs of both areas and if all requirements of both majors are fulfilled. A diploma will be issued for each major. Pursuit of a second major does not exempt the student from the tuition surcharge.

Requirements for a Second Baccalaureate Degree

A student who has already earned a baccalaureate degree from Fayetteville State University may earn a second baccalaureate degree by fulfilling all the requirements of the second degree, including the current core curriculum requirements, and completing a minimum of 33 credits beyond the requirements of the first degree. The tuition surcharge will apply for all hours attempted beyond 110% of the minimum additional credit hours needed to earn the additional degree.

Enrollment Verification Policy

All requests for verification of previous or current enrollment must be made in writing. There is a processing period of five working days for mailed-in requests upon receipt. All walk-in requests received before 4:00 p.m. daily will be available for pick-up after 4:00 p.m. two days from the date of receipt. During peak periods (such as registration, commencement, and grading periods for mid-terms and final examinations) the processing period is five working days for all categories. Walk-in applicants must present proper identification.

Transcript Request Policy

Transcript requests may be made via Web for Students, in person, by fax or by mail. Requests submitted via Web for Students will be processed within 24 hours, excluding weekend submissions. Requests submitted by fax or by mail will be processed within five working days of receipt of

the request and fee. Requests submitted in person will be processed upon receipt of the request and proof of payment. During peak periods, such as registration, commencement, grading periods for midterm and final examinations, the processing period for requests is five working days.

The university will issue one undergraduate, graduate and doctoral transcript free of charge for each student. A fee of \$3.00 will be charged for each additional transcript. Transcripts are released only when the student's account is paid in full and loan payments are current. Requests for transcripts should be mailed to:

Office of the Registrar
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301-4298
Phone: 910-672-1185
FAX: 910-672-1599

Indebtedness to the University

All indebtedness to the university must be satisfactorily settled before a diploma or transcript of record will be issued.

Change of Name and Address

Students should notify the Office of the Registrar of any change in name or mailing address for grades and bills. Legal documentation is required for name changes.

A student's official name, as recorded in university records will appear on the diploma. Students seeking an alternate name on the diploma must complete the official name change process.

Dishonesty in Academic Affairs

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. 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.

Non-disclosure or misrepresentation on applications and other university records will make students liable for disciplinary action, including possible expulsion from the university.

Eight Week Terms Information and Guidelines

To facilitate the diverse scheduling needs of its students, Fayetteville State University offers classes in the evenings and on Saturdays in two eight-week terms each semester, and one during the summer. Classes taught in eight-week terms are the same in content, quality, and requirements as classes taught in the regular sixteen-week semester. Requirements that apply exclusively to eight-week classes are delineated below.

Eight-Week Terms

Five eight-week terms are offered in a single academic year. Terms I and II coincide with the Fall semester; Term III and IV coincide with the Spring semester; and Term V coincides with Summer School. (*See "Calendars for Eight-Week Terms" for specific dates.*)

During the Fall and Spring semesters, students may enroll in eight week term classes only, or simultaneously in eight-week and regular semester courses.

Registration Schedule

Students who wish to enroll in	Registration Period*
Term I classes only	August
Term I and II classes	August
Term II classes only	October
Term III classes only	January
Term III and IV classes only	January
Term IV classes only	March
Term V classes	May
*See "Calendar for Eight Week Terms" for Specific Dates	

Tuition and Fees

Requirements for payment of tuition and fees of students enrolled in the regular semester apply to students enrolled in Terms I and II or Terms III and IV, and students enrolled simultaneously in regular semester courses and eight-week term classes. For such students, tuition and fees will be assessed at the beginning of the semester and based on the student's total course load for the semester. If eligible, the student will be awarded financial aid based on his or her total hours for the semester. Students in this category will also have the opportunity to utilize the monthly payment plan.

Students enrolled in a single eight-week term must make a minimum payment at the time of registration, with the balance due by September 15 for Term I, November 15 for Term II, February 15 for Term III, and April 15 for Term IV. For Term V, tuition and fees must be paid in full at the time of registration.

Course Load

The maximum number of hours in which a student may enroll in a single eight-week term is nine. For students

62 –Academic Regulations

enrolled simultaneously in eight-week and regular semester courses, the total hours may not exceed the number permitted for the entire semester. (See “Course Load.”)

Course Withdrawals

The deadline for withdrawing from individual classes in a single eight-week term is the end of the fifth week of classes (See “Calendar for Eight-Week Terms”) **Refunds are not given for withdrawals from individual classes.**

University Withdrawals

To withdraw from the university, the student must withdraw from all the courses in which he or she is enrolled, according to the official procedure for withdrawing from the university as outlined in the catalog. (See “Official University Withdrawal Process.”) Students who withdraw from the university may or may not be eligible for a full or partial refund of tuition and fees depending on the date of withdrawal. (See “Refunds of Tuition and Fees” below.)

The deadline for withdrawing from the University is two weeks prior to the last day of classes for that term.

Note: Students may not withdraw from the university in Term II or Term IV after receiving final grades in any class in Terms I and III, respectively.

Refunds of Tuition and Fees

To be eligible for a refund of tuition and fees, a student must withdraw from **all** of the classes in which he or she is enrolled. Students who withdraw from the university **may** be eligible for a partial refund of tuition and fees, depending on the date of the completion of the official withdrawal process.

Refunds of Tuitions and Fees for Eight-Week term only:

<u>Date of Withdrawal</u>	Amount Refunded
First week of term	100%
Second week of term	80%
Third week of term	60%
Fourth week of term	40%
Fifth week of term	20%
Sixth week of term or later	No refund of tuition and fees

The refund schedule for students enrolled in regular semester and eight-week term classes simultaneously, and students enrolled in classes in Terms I and II or Terms III and IV is the same as for students enrolled in the regular semester, as delineated below:

<u>Date of Withdrawal</u>	Amount Refunded
First week of semester	100%
Second week of semester	90%
Third week of semester	80%
Fourth week of semester	70%
Fifth week of semester	60%
Sixth week of semester	50%
Seventh week of semester	40%
Eighth week of semester	30%
Ninth week of semester	20%
Tenth week of semester	10%
Eleventh week of semester and later	No refund of tuition and fees

Academic Programs: University College

All students are part of the University College until they are admitted to a major degree program in the College of Basic and Applied Sciences, the College of Humanities and Social Sciences, the School of Business and Economics, or the School of Education. The University College provides assistance to students from the time they enter the university until they complete the University College Core Curriculum and fulfill all requirements for unconditional acceptance into a major degree program. The University College seeks to provide an academic environment that will enable and motivate students of varied background to achieve academic success.

The goals of the University College are to assist all students in their transition to the university; to provide effective mentoring and advisement to students; to offer strong programs of academic support in reading, writing, mathematics, critical thinking, and the natural sciences; and to work with other academic units to ensure that students develop the fundamental skills and knowledge necessary for success in all academic majors. The University College is comprised of the Mentoring Program, the Mathematics Laboratory, the Reading Center, the Writing Center, and the Freshman Seminar/University Studies Program. Student Support Services works closely with the University College to provide assistance to eligible students.

The University College Core Curriculum provides the academic foundation for all the undergraduate degree programs at Fayetteville State University. The core curriculum enables students to develop the skills and general knowledge that are essential to success in their respective major programs and careers after graduation. In addition to providing the skills and knowledge that are essential to academic success, the University College Core Curriculum is designed to promote positive human values and encourage a love for learning in all students.

All students are required to complete courses in writing, mathematics, critical thinking, and speech. These courses are designed to help students develop the communication, quantitative, reading, and reasoning skills that are necessary for success in any major degree program. Courses in the natural sciences, the performing and fine arts, and the social sciences introduce students to the methods of inquiry and content knowledge of these various disciplines. In these areas, students select from a variety of courses as required by their respective majors. Students are also required to complete physical and/or health education.

Since most major degree programs specify courses to be taken as part of the University College Core Curriculum, students must review the curriculum of their intended majors, and consult with assigned advisors/mentors, in selecting core curriculum classes. *All students should complete the requirements of the University College core curriculum before advancing to junior level standing.*

University College Core Curriculum 45 Credits*

The minimum number of credits required for the University College Core Curriculum is 45. Depending on profile examination scores and program requirements, students in some programs may be required to complete more than 45 credits.

Freshman Seminar/University Studies, 2 credits

UNIV 101-102 Freshman Seminar I and II

For first-time freshmen only

UNIV 110 University Studies

For transfer students who enter FSU with fewer than 30 credits. The course is not required of transfer students who enter the university with 30 or more transfer credits.

Critical Thinking, 3 Credits

PHIL 110 Critical Thinking

This course is not required of transfer students who enter the university with 60 or more transfer credits, unless it is recommended by an advisor or department chair.

English, 6 credits

ENGL 110 English Composition I

ENGL 120 English Composition II

ENGL 108, Grammar and Usage, may be required depending on profile scores.

Speech, 3 credits

SPEE 200 Introduction to Speech

ENGL 110 is a prerequisite to SPEE 200. ENGL 120 is pre- or co-requisite to SPEE 200.

Physical Education/Health Education, 2 credits

HEED 112 Health and Wellness (2 credits)

OR

Two of the following (1 credit each)

PEDU 100 Individual Physical Education Activities

PEDU 101 Swimming

PEDU 102 Dance

PEDU 103 Jogging

PEDU 106 Soccer

PEDU 107 Weight Training

PEDU 110 Softball

PEDU 111 Stunts, Tumbling, and Trampoline

PEDU 112 Golf

PEDU 120 Tennis and Badminton

PEDU 121 Archery and Table Tennis

PEDU 122	Volleyball
PEDU 130	Basketball
PEDU 132	Bowling
PEDU 140	Conditioning Exercises
PEDU 141	Racquetball

Mathematics, 6 credits

Depending upon profile examination scores, intended major, and courses selected, required hours may exceed six.

MATH 123 College Algebra
MATH123 or higher level course, is required of all students.

In addition to MATH 123, select one of the courses below. *Please note restrictions for mathematics courses required by specific degree programs.*

MATH 121	Introduction to College Algebra
MATH 124	College Trigonometry
MATH 129	Pre-Calculus Mathematics I
MATH 130	Pre-Calculus Mathematics II
MATH 131	Algebra and Trigonometry
MATH 140	Applied Calculus
MATH 142	Calculus w/ Analytic Geometry I
MATH 150	Discrete Mathematics I

Mathematics courses required by specific majors as part of the University College Core Curriculum:

Accounting majors must complete MATH 123, or its equivalent, and MATH 140.

Business Administration majors must complete MATH 123 and MATH 140.

Biology majors (teaching and non-teaching) must complete MATH 129 and MATH 130.

Chemistry majors (B.A. and B.S.) must complete MATH 129 and MATH 130. Additional mathematics courses are required in the upper division.

Computer Science majors must complete MATH 131, or its equivalent, and MATH 150. MATH 129 and MATH 130, with a grade of C or better in each, are equivalent to MATH 131.

Economics majors must complete MATH 123 and MATH 140.

Mathematics majors (teaching and non-teaching) must complete MATH 131 and MATH 142. MATH 129 and MATH 130, with a grade of C or better in each, are equivalent to MATH 131.

A course in computer usage, selected from CSC 100, BEDU 110, ADMS 210, or another appropriate computer skills course, may be substituted for the second course in mathematics in accordance with degree program requirements and the advisor's recommendation.

Students in the School of Education are not permitted to substitute a computer usage course for a second course in mathematics.

Additional resources, such as computer programs, videos, and graphing calculators, may be incorporated as tools to enhance the presentation of course content in mathematics.

Natural Sciences, 8 credits

Eight is the minimum number of required credits in natural sciences. Depending upon intended major, profile examination scores, and courses selected, required hours may exceed eight.

Eight credits selected from the following courses. *Please note restrictions for science courses required by specific degree programs.*

ASTR 111	Astronomy I
ASTR 112	Astronomy II
BIOL 110	General Biology I
BIOL 130	General Biology II
CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
¹ BIOL 150	Principles of Biology
² NSCI 110	Comprehensive Physical Science
² NSCI 120	Modern Biology
PHYS 111	General Physics I
PHYS 112	General Physics II
PHYS 113	General Physics III
PHYS 121	College Physics I
PHYS 122	College Physics II
PHYS 123	College Physics III
ZOOL 110	General Zoology

¹*An appropriate profile examination score is required for initial placement in BIOL 150. BIOL 110 may be required as pre-requisite.*

²*NSCI 110 and NSCI 120 must be taken as a sequence. NSCI 110 must be completed before NSCI 120. MATH 123 is a prerequisite for NSCI 110.*

Natural Sciences courses required by specific majors as part of the University College Core Curriculum.

Biology majors (teaching and non-teaching) must complete BIOL 150 and ZOOL 110.

Chemistry majors (B.A. and B.S.) must complete: CHEM 140 and CHEM 160.

Mathematics majors (teaching and non-teaching) must complete PHYS 121, PHYS 122, and PHYS 123. MATH 142 is prerequisite for PHYS 121.

Nursing majors must complete CHEM 101 and CHEM 102.

Teacher Education majors in the following areas: Elementary Education, Health Education, Marketing Education, Middle Grades Education, Music Education, Physical Education, Vocational Business Education, and Secondary Education majors in English, Social Science Education (concentrations in History, Political Science, and Sociology), and Spanish must complete NSCI 110 and NSCI 120. Note: Teacher Education majors with a second academic concentration in Biology must complete BIOL 150 and ZOOL 110.

For students not majoring in one of the sciences or mathematics, ASTR 111 and ASTR 112, or NSCI 110 and NSCI 120, are recommended.

History/Social Sciences, 3 credits

The actual number of courses will vary from three to nine credits, depending upon major degree program. Hours completed in excess of three will fulfill restricted elective requirements. Hours completed in excess of nine may fulfill requirements of the major.

A minimum of three credits selected from the courses below. *Please note restrictions and additional requirements for History/Social Sciences courses required by specific programs.*

ANTH	210	Introduction to Anthropology
CRJC	200	Introduction to the Criminal Justice System
ECON	200	Economics of Decision Making
ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
GEOG	210	Principles of Geography
GEOG	220	World Regional Geography
HIST	110	World History to 1600
HIST	120	World History since 1600
HIST	210	African-American History
HIST	211	The United States to 1865
HIST	212	The United States since 1865
POLI	200	Introduction to Political Science
POLI	210	Principles of American Government
POLI	220	Principles of Public Administration
PSYC	210	General Psychology
SOCI	210	Principles of Sociology
SWRK	220	Introduction to Human Services

History/Social Science courses required by specific majors as part of the University College Core Curriculum:

Accounting majors must complete ECON 211, ECON 212, and PSYC 210. ECON 200 may not be taken for this major.

Business Administration majors (all tracks) must complete ECON 211, ECON 212, and PSYC 210.

Criminal Justice majors must complete CRJC 200, PSYC 210, POLI 210, and SOCI 210.

Economics majors must complete ECON 211 and ECON 212. ECON 200 may not be taken for this major.

Elementary Education majors must complete HIST 110, POLI 210, and PSYC 210.

Health Education majors must complete HIST 110, HIST 212, and PSYC 210.

History majors must complete two of the following for University College: HIST 110, HIST 120, HIST 210, HIST 211, or HIST 212. The other three must be completed as major requirements.

Marketing Education majors must complete ECON 211, ECON 212, and HIST 211. ECON 200 may not be taken for this major.

Middle Grades Education majors must complete three of the following for University College: HIST 110, HIST 211, HIST 212, POLI 210, and PSYC 210. The other two

must be completed as part of second academic concentration.

Physical Education majors must complete HIST 110, HIST 212, and PSYC 210.

Vocational Business Education majors must complete ECON 211, ECON 212, and HIST 211. ECON 200 may not be taken for this major.

Humanities/Fine Arts, 3 credits

The actual number of courses will vary from three to nine credits depending upon major degree program. Hours completed in excess of three will serve restricted elective requirements. Hours completed in excess of nine may fulfill requirements of the major. A minimum of three credits selected from the following courses. *Please note restrictions and additional requirements for Humanities/Fine Arts courses required by specific programs.*

ART	210	Survey of Art
ART	211	Introduction to Art History
ENGL	211	World Literature I
ENGL	212	World Literature II
ENGL	220	African-American Literature I
ENGL	223	African-American Literature II
ENGL	240	Introduction to Literature
HUMN	211	Humanities: Music, Art, and Ideas
HUMN	212	Humanities: Music, Art, and Ideas II
MUSI	210	Music Appreciation
MUSI	260	African-American Music
PHIL	210	Introduction to Philosophy
PHIL	212	African-American Philosophy
PHIL	220	Introduction to Logic
THEA	203	Introduction to Theater

Humanities/Fine Arts courses required by specific majors as part of the University College Core Curriculum:

English majors (B.A. and B.S.) must complete ENGL 220 and ENGL 223.

Speech majors (all concentrations) must complete THEA 203.

Teacher Education majors in Health Education, Marketing, Education, Middle Grades Education, Physical Education, and Vocational Business Education must complete HUMN 211 and HUMN 212.

Undecided majors, HUMN 211 and HUMN 212 are recommended.

University College Restricted Electives: 9 credits

The actual number of Restricted Electives required will vary from zero to nine credits depending upon degree program. Please note restrictions below for restricted electives required for specific majors.

1. Six credits selected from the following:

a. A 100- or 200-level foreign language sequence (6 credits) (See degree programs below that require foreign language sequence to fulfill University College Core Curriculum requirements).

b. At least six credits from either the History/Social Sciences and Humanities/Fine Arts courses listed above. (Some degree programs specify the Restricted Electives to be completed under this category. See the History/Social Sciences and Humanities and Fine Arts sections above).

2. Select three additional credits from any 100- and 200-level courses.

Restricted electives required by specific majors as part of the University College Core Curriculum:

Spanish majors (teaching and non-teaching) must complete either SPAN 110 and SPAN 120 or SPAN 211 and SPAN 212.

Computer Literacy

In keeping with the increasing reliance upon computer technology in all fields, Fayetteville State University is committed to ensuring that students gain computer usage skills as appropriate to their respective major fields. Students will gain the competencies of basic computer word processing skills in University College core courses, as appropriate. All departments will be responsible for delineating the competencies in computer usage needed in their degree program(s) and for stating the means by which students gain these needed skills.

Upper Division Academic - Admissions Requirements

Students must meet the following requirements before being unconditionally admitted to the upper division:

College of Basic and Applied Sciences

(Please see degree programs for other requirements.)

1. Complete the University College Core Curriculum.
2. Take the rising junior examination. (Secondary education majors must take and pass PRAXIS I.)
3. Complete a Declaration of Major form for a major in the College of Basic and Applied Sciences.

College of Humanities and Social Sciences

(Please see degree programs for other requirements.)

1. Complete the University College Core Curriculum.
2. Take the rising junior examination. (Secondary education majors must take and pass PRAXIS I.)
3. Complete a Declaration of Major form for a major in the College of Humanities and Social Sciences.

School of Business and Economics

(Please see degree programs for other requirements.) Prior to taking advanced courses toward a Bachelor of Science degree in a business discipline, a student must be accepted as a student in the School of Business and Economics. Admission to the School of Business and Economics is by acceptance following the filing of a student application. To be eligible to apply, all students must meet the following minimum criteria:

1. A student must have completed a minimum of 30 credit hours with a grade point average of 2.0 or higher.
2. A student must have completed the following courses with no grade lower than a C *and* have attained a grade point average in these courses of not less than 2.5: ACCT 211, ECON 211, BADM 214, BADM 215, BADM.
3. In concert with all applications, a declaration of major form must be completed and submitted.

School of Education

(Please see degree programs for other requirements.)

1. Complete the University College Core Curriculum.
2. Students must pass PRAXIS I before being admitted to teacher education.
3. Demonstrate a proficiency in reading.
4. Earn a GPA of 2.5 or higher.
5. Complete EDUC 211, Field Experiences in Area Schools.
6. Complete a Declaration of Major form for a major in Teacher Education.
7. Complete application for admission to teacher education.

Academic Support Resources**Student Support Services**

The Student Support Services Program is funded by the U.S. Department of Education for the purpose of providing academic support services to students who meet the federal eligibility criteria. These support services are offered to students on a yearly basis to enhance their academic skills and improve their retention and graduation rates. Academic support activities include peer tutoring and collaborative learning strategies. Enrolled participants are provided the following: tutorial services in math, science, critical thinking and English; counseling services, including personal, financial, career, and graduate school advice; academic support instruction including study skills/habits, test-taking skills, and computer workshops; and educational and cultural activities.

Advisement and Mentoring Center

The University College Advisement and Mentoring Center provides assistance to students as they make the transition to the university. The center is staffed by the

Freshman Counselor and Freshman Seminar instructors who assist students in resolving the variety of problems they face either as freshmen or as first semester transfer students. The staff provides information about academic advisement, university policies and procedures, career planning, academic support resources, and other similar matters. The Freshman Counselor works closely with the faculty of Freshman Seminar and University Studies. University Studies instructors provide viable information to first semester transfer students as well.

Freshman Seminar/University Studies Courses

Freshman Seminar I and II is a two-semester orientation to the university that is required of all first-time freshmen. These courses are designed to introduce students to the university experience in general, and the history, policies, procedures, and resources of Fayetteville State University. Students participate in orientation sessions in the Counseling Center, the Chesnut Library, the Office of Career Services and Placement, and the Business Office and Office of Financial Aid. The courses are intended, further, to help students develop an academic plan that will enable them to graduate in four years, and acquire the time management skills, study habits, and other skills that are necessary for success at the university.

University Studies is a one-semester orientation to the university designed specifically for transfer students who enter FSU with fewer than 30 transfer credits (freshman status). The course content is comparable to that of Freshman Seminar I and II.

Freshman Seminar/University Studies instructors serve as Mentors for all students enrolled in their respective classes. Mentors seek to help students resolve the variety of problems they may face in making the transition to the university. Mentors assist students with academic advisement and career planning during the freshman year, and direct students to other resources for assistance, as needed.

Transfer students who enter FSU with 30 or more transfer credits are not required to complete University Studies.

Mathematics Center

The Mathematics Center provides computer assisted instruction and peer tutoring for students who wish to strengthen their mathematics skills. Students enrolled in MATH 121, Introduction to College Algebra, or MATH 123, College Algebra, may be required to complete weekly assignments in the Mathematics Laboratory. Students in other mathematics courses may also seek assistance from the Mathematics Center.

Reading Center

Open to all students, the Reading Center provides computer assisted instruction and one-on-one tutoring designed to enhance reading and critical thinking skills.

Student enrolled in Freshman Seminar/University Studies may be required to complete assignments in the Center.

Writing Center

The Writing Center provides a confidential, nonjudgmental environment where student writers can work with other writers through peer tutoring and/or computer programs. Peer tutors provide feedback and strategies on every part of the writing process, from getting started to organization, style, clarity, development, surface problems, and documenting sources. The Writing Center also provides resources for students to use independently, including dictionaries, thesauri, grammar handbooks, handouts, and workbooks, style manuals, and computer assisted instruction.

Academic Programs

College of Basic and Applied Sciences

The mission of the College of Basic and Applied Sciences is to provide high quality educational programs, courses, and activities in the basic and applied sciences at the undergraduate and graduate levels, thus enabling students and graduates to contribute to society and to lead productive lives.

DEGREES OFFERED

The College of Basic and Applied Sciences offers the following Bachelor of Arts and Bachelor of Science degree programs.

Department of Criminal Justice

Bachelor of Science: Criminal Justice

The Henry M. Eldridge Department of Mathematics and Computer Science

Bachelor of Science: Computer Science
 Bachelor of Science: Mathematics
 Bachelor of Science: Mathematics, Secondary Education

Department of Natural Sciences

Bachelor of Arts: Chemistry
 Bachelor of Science: Biology, Secondary Education
 Bachelor of Science: Biology
 Bachelor of Science: Chemistry

Department of Nursing

Bachelor of Science: Nursing

Department of Psychology

Bachelor of Science: Psychology

Graduate Programs (See Graduate Catalog.)

Master of Arts in Psychology
 Master of Science in Biology
 Master of Science in Mathematics

DEPARTMENT OF CRIMINAL JUSTICE

The Department of Criminal Justice offers a Bachelor of Science degree with the objectives of preparing students to engage in further study at the graduate and professional levels, and to pursue careers in government, law enforcement, and the private sector. To achieve its objectives, the department requires students to complete the University College Core Curriculum and thirty or more credit hours in criminal justice. A minor or set of free

electives is required to supplement the majors and/or concentrations.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE, 120 CREDITS

(See four-year degree plan in Appendix)

Admission Requirements

The student must have a grade point average of 2.0 or better with at least 30 credit hours completed.

University College Core Curriculum, 45 Credits

The following courses must be taken as part of the University College Core Curriculum:

POLI 210	Principles of American Government
PSYC 210	General Psychology
SOCI 210	Principles of Sociology

Program Requirements, 75 Credits

Major Courses, 51 Credits

CRJC 200	Introduction to the Criminal Justice System
CRJC 201	Introduction to Law Enforcement
CRJC 212	Juvenile Justice System
CRJC 215	Introduction to Criminal Courts
CRJC 220	Introduction to Corrections
CRJC 300	Criminal Law
CRJC 411	Criminal Justice Research
CRJC 420	Criminological Theory
CRJC 430	Internship in the Criminal Justice System
CRJC 450	Criminal Justice Seminar
<i>Select one course from the following:</i>	
SOCI 331	Social Statistics
PSYC 233	Statistics for Psychology
BADM 216	Statistics for Business and Economics
STAT 202	Basic Probability and Statistics
<i>Select six courses from the following or other approved Criminal Justice electives; at least four must be 300-level or above:</i>	
CRJC 202	Legal Aspects of Criminal Justice
CRJC 203	Criminal Justice Ethics
CRJC 222	Community Corrections
CRJC 230	Criminal Evidence
CRJC 243	Writing for Criminal Justice
CRJC 302	Prisons and Society
CRJC 305	Race, Class, and Gender in Criminal Justice
CRJC 311	Criminal Justice Organizations: Management and Administration
CRJC 333	Police and Society
CRJC 340	White Collar Crime
CRJC 351	Recent Special Problems in Criminal Justice and Criminology

CRJC 361	Comparative Criminal Justice
POLI 220	Principles of Public Administration
SOCI 340	Crime and Delinquency
SOCI 360	Sociology of Deviant Behavior

Computer Science Elective, 6 Credits

Choose two from the following courses:

CSC 100	Intro to Computer Science
BADM 214	Microcomputer Apps in Business
BEDU 250	Word/Information Processing
EDUC 210	Computers in Education
MIS 300	Management Information Systems Theory and Practice
SOCI 333	Introduction to SPSS

Minor or Electives, 18 Credits

Criminal Justice majors may choose to minor in any area of study offered within the university. Those who select a minor should check the catalog for specific requirements of individual programs. Students who do not select a minor may take 18 hours of free electives in consultation with their advisor.

Other Program Requirements

1. Students must attain at least a C grade in all criminal justice courses for graduation.
2. The criminal justice major must complete an entrance and exit exam.

Minor in Criminal Justice, 18 Credits

CRJC 200	Introduction to Criminal Justice System
CRJC 201	Introduction to Law Enforcement
CRJC 215	Introduction to Criminal Courts
CRJC 220	Introduction to Corrections
CRJC	Electives at 300- or 400-level, 6 Credits

Students must attain at least a C grade in all criminal justice courses for graduation.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers three programs leading to the degree of Bachelor of Science. These degree programs are designed so that all students take the basic University College Core courses, major courses in Mathematics and Computer Science, and flexible elective choices. The department also offers minors in Mathematics and Computer Science, a Pre-Engineering Program, and courses in Statistics. These programs of study prepare graduates for careers in teaching, business, industry, and government, or for further study.

DEGREES OFFERED

- Bachelor of Science in Computer Science
- Bachelor of Science in Mathematics
- Bachelor of Science in Mathematics, Secondary Education

PRE-PROFESSIONAL PROGRAM

Pre-Engineering Program

PROGRAM DESCRIPTIONS

BACHELOR OF SCIENCE IN COMPUTER SCIENCE, 121 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core curriculum:

MATH 131	*Algebra and Trigonometry
MATH 150	Discrete Mathematics I

*MATH 121 and/or MATH 129 and MATH 130 may be required depending upon profile examination scores. MATH 129 and MATH 130, with a grade of C or better in each, may be used to replace MATH 131.

One of the following course sequences must be completed to fulfill the University College Core Curriculum natural science requirement:

PHYS 121	College Physics I and
PHYS 122	College Physics II
	OR
CHEM 140	General Chemistry I and
CHEM 160	General Chemistry II
	OR
BIOL 150	Principles of Biology and
ZOOL 110	General Zoology

Program Requirements, 75 Credits

Major Courses, 48 Credits

CSC 120	Introduction to Programming Methodology
CSC 130	Program Design and Implementation
CSC 201	Basic Computer Organization and Assembly Language
CSC 206	Functional Programming
CSC 207	Logic Programming
CSC 220	Data Structures and Algorithms
CSC 350	Teaching of Computer Science <i>(Variable Credit, one to three credits)</i>
CSC 403	Social, Ethical, and Professional Issues
CSC 421	Programming Languages
CSC 473	Computer Architecture and Parallel Processing I
CSC 490	Senior Project

CSC Restricted Electives, 18 credits:
 Three (3) credits from CSC 200 or above
 Twelve (12) credits from CSC 300 or above
 Three (3) credits from CSC 400 or above

Mathematics/Statistics Courses, 17 Credits		
MATH	142	Calculus with Analytic Geometry I
MATH	241	Calculus with Analytic Geometry II
MATH	250	Discrete Mathematics II
MATH	251	Linear Algebra
STAT	202	Basic Probability and Statistics

Choose six credits from the following:

MATH	242	Calculus - Analytic Geometry III
MATH	300	level or above
CSC	300	level or above
PHYS	200	level or above
STAT	300	level or above

Science Elective: Choose one of the following in addition to the sequence used to satisfy the University College requirements:

BIOL	150	Principles of Biology
BIOL	200	Cellular Biology
CHEM	140	General Chemistry I
CHEM	160	General Chemistry II
CHEM	220	Principles of Organic Chemistry
CHEM	221	Organic Chemistry I
PHYS	121	College Physics I
PHYS	122	College Physics II
PHYS	211	Mechanics
PHYS	212	Heat
ZOOL	110	General Zoology
ZOOL	200	level or above, two courses required

Other Program Requirements

1. A student must pass prerequisite courses with a grade of C or higher before enrolling in subsequent courses.
2. The computer science major must complete a departmental comprehensive examination in the senior year.
3. Students cannot earn credit toward degree requirements for CSC 101, CSC 102, and CSC 110. Students cannot earn credit toward degree requirements for CSC 202 and CSC 204 if the programming languages used in these courses is the same language used in CSC 120 and CSC 130 at the time the student was enrolled in CSC 120 and CSC 130.
4. Any student enrolled in a CSC or MATH course who does not meet the prerequisites for that course will be required to drop the course.
5. Students must earn a grade of "C" or higher in all major courses for graduation.

BACHELOR OF SCIENCE IN MATHEMATICS, 121 CREDITS

University College Core Curriculum, 48 Credits

For this degree program, the following courses are required as part of the University College Core curriculum:

MATH	131	*Algebra and Trigonometry
MATH	142	Calculus with Analytic Geometry I

PHYS	121	College Physics I
PHYS	122	College Physics II
PHYS	123	College Physics III

*MATH 121, and/or MATH 129 and MATH 130 may be required depending upon profile examination scores. MATH 129 and MATH 130, with a grade of C or better in each, may be used to replace MATH 131.

Program Requirements, 73 Credits

Major Courses, 41 Credits

MATH	150	Discrete Mathematics I
MATH	241	Calculus - Analytic Geometry II
MATH	242	Calculus - Analytic Geometry III
MATH	251	Linear Algebra
MATH	260	Foundations of Mathematics
MATH	331	Differential Equations I
MATH	361	Introduction to Modern Algebra I
MATH	362	Introduction to Modern Algebra II
MATH	372	Linear Programming

Select four courses from the following six courses:

MATH	412	Advanced Calculus
MATH	431	Differential Equations II
MATH	461	Theory of Real Variables
MATH	472	Theory of Numbers
MATH	481	Introduction to Topology
MATH	492	Complex Variables

Other Course Requirements, 17 Credits

PHYS	211	Mechanics
PHYS	212	Heat
STAT	301	Introduction to Probability
STAT	302	Mathematical Statistics
CSC	101	or above

Restricted Electives (select from the following disciplines), 9 Credits

CHEM	140	or above
CSC	101	or above
MATH	300	Level or above
PHYS	300	Level or above
STAT	400	Level or above
Business/Economics 200 level or above		

Electives, 6 Credits

Electives are open with the approval of the Department of Mathematics and Computer Science.

Other Program Requirements

1. A student must pass prerequisite courses with a grade of C or higher prior to enrolling in subsequent courses.
2. The mathematics major must complete a departmental comprehensive examination in the senior year.
3. Any student enrolled in a CSC or MATH course who does not meet the prerequisites for that course will be required to drop the course.
4. Students must earn a grade of C or higher in all major courses for graduation.

**BACHELOR OF SCIENCE IN MATHEMATICS
SECONDARY EDUCATION, 121 CREDITS***(See four-year degree plan in Appendix)***Admission Requirements**

A student must fulfill all requirements for admission to the teacher education program. See School of Education.

University College Core Curriculum, 48 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

MATH	131*	Algebra and Trigonometry
MATH	142	Calculus - Analytic Geometry I
PHYS	121	College Physics I
PHYS	122	College Physics II
PHYS	123	College Physics III

*MATH 121, and/or MATH 129 and MATH 130 may be required depending upon profile examination scores. MATH 129 and MATH 130, with a grade of C or better in each, may be used to replace MATH 131.

Program Requirements, 73 Credits

Major Courses, 35 Credits

MATH	150	Discrete Mathematics I
MATH	241	Calculus - Analytic Geometry II
MATH	242	Calculus - Analytic Geometry III
MATH	251	Linear Algebra
MATH	260	Foundations of Mathematics
MATH	262	Modern Geometry
MATH	312	History of Mathematics
MATH	331	Differential Equations
MATH	361	Intro. to Modern Algebra I
MATH	412	Advanced Calculus
MATH	472	Theory of Numbers

Professional Education Courses, 29 Credits

EDUC	211	**Laboratory Experience in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Development
EDUC	421+	Principles of Secondary Education
EDUC	450+	Classroom Management/Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School - Mathematics
EDUC	480+	Student Teaching in Secondary Schools
EDUC	490+	Professional Education Seminar
READ	320+	Teaching Reading in Secondary Schools

** To be taken in sophomore year.

+ These courses may not be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

Other Course Requirements, 6 Credits.

STAT	202	Basic Probability and Statistics
CSC	101	or above

Electives, 3 Credits -Electives are open with the approval of the Department.

Other Program Requirements

1. A student must pass prerequisite courses with a grade of C or higher prior to enrolling in subsequent courses.
2. The mathematics, secondary education major must complete a departmental comprehensive examination in the senior year.
3. Students must earn a grade of "C" or higher in all education courses.
4. Any student enrolled in a CSC or MATH course who does not meet the prerequisites for that course may be required to drop the course.
5. Students must earn a grade of "C" or higher in all major courses for graduation.

PRE-ENGINEERING PROGRAM, 63 CREDITS

The pre-engineering program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

Program Requirements, 63 Credits

University College Core Curriculum, 17 Credits

UNIV	101	Freshman Seminar I
UNIV	102	Freshman Seminar II
		OR
UNIV	110	*University Studies
PHIL	110	*Critical Thinking
ENG	110	English Composition I
ENG	120	English Composition II
HIST	110	World History of 1600
PHIL	220	Introduction to Logic

Physical Sciences and Mathematics, 29 Credits

CHEM	140	General Chemistry I
MATH	142	**Calculus – Analytic Geometry I
MATH	241	Calculus - Analytic Geometry II
MATH	242	Calculus - Analytic Geometry III
MATH	331	Differential Equations
PHYS	121	College Physics I
PHYS	122	College Physics II
PHYS	123	College Physics III

Other Courses, 15 Credits

CSC	101	Computer Programming Language (FORTRAN)
ENG	240	Introduction to Literature
SOCI	210	Principles of Sociology

POLI	210	Principles of American Government
ECO	212	Principles of Microeconomics

Physical Education, 2 Credits

* UNIV 101-102 or UNIV 110 and PHIL 110 are required of all FSU students.

** Prerequisite MATH 131 is required. Placement into MATH 131 is dependent upon Profile Examination scores; students may be required to complete MATH 121, and/or MATH 129 and MATH 130. MATH 129 and MATH 130 with a grade of C or higher, may substitute for MATH 131.

Other Program Requirements

A grade of C or higher is required in all courses.

MINORS

Minor in Computer Science, 24 Credits

MATH	150	Discrete Mathematics I
MATH	250	Discrete Mathematics II
CSC	120	Introduction to Programming Methodology
CSC	130	Program Design and Implementation
CSC	201	Basic Computer Organization with Assembly Language
CSC	220	Data Structures and Algorithms
CSC Electives (300 level or above), 6 credits		

Minor in Mathematics, 21 Credits

A minor in mathematics consists of a minimum of 21 credit hours beginning at the level of MATH 131. These credits must include 12 credit hours of calculus. As student whose major or minor is mathematics and computer science must earn a grade of C or higher in all computer science and mathematics classes.

MATH	131	*Algebra and Trigonometry
MATH	142	Calculus with Analytic Geometry I
MATH	241	Calculus with Analytic Geometry II
MATH	242	Calculus with Analytic Geometry III
MATH electives (200 level and above), 6 credits		

*Prerequisite MATH 131 is required. Placement into MATH 131 is dependent upon Profile Examination scores; students may be required to complete MATH 121, and/or MATH 129 and MATH 130. MATH 129 and MATH 130 with a grade of C or higher, may substitute for MATH 131.

DEPARTMENT OF NATURAL SCIENCES

The Department of Natural Sciences offers degrees in selected natural sciences to prepare students for careers in government, industry, health-related professions, education, or for pursuing further study in graduate or professional schools. The department requires its undergraduate majors

to complete successfully the University College Core Curriculum and then to pursue advanced courses in their majors. Students may elect undergraduate majors in biology (choosing either the teaching program, the medical technology option, or the non-teaching program), or chemistry. The department also offers tracks in medical and allied health fields and a joint program in pharmacy.

Students in other undergraduate majors may elect to minor in biology, chemistry, or physics in order to achieve their career goals. The Department of Natural Sciences offers courses in astronomy which may also be used to satisfy the natural sciences requirement of the University College Core Curriculum.

DEGREES OFFERED

Bachelor of Science in Biology
 Bachelor of Science in Biology with concentration in Medical Technology
 Bachelor of Science in Biology, Secondary Education
 Bachelor of Science in Chemistry
 Bachelor of Arts in Chemistry

COOPERATIVE PROGRAMS

Chiropractic Medicine, Logan College of Chiropractic Medicine
 B.S., Nursing, North Carolina Central University
 Pharmacy, Howard University
 Pharmacy, Dual Degree Program, Xavier University
 Podiatric Medicine, Temple University School of Podiatric Medicine

PRE-PROFESSIONAL TRACKS WITHIN B.S. BIOLOGY AND/OR CHEMISTRY

Pre-dental, Pre-medical, Pre-pharmacy, Pre-veterinary.

PROGRAM DESCRIPTIONS

BACHELOR OF SCIENCE IN BIOLOGY 121 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core curriculum.

MATH 129* Pre-Calculus I
 MATH 130* Pre-Calculus II

*MATH 129 and MATH 130 are required, but profile examination scores may indicate that MATH 121 must be completed as prerequisite to MATH 129.

A minimum of 2.0 GPA is required for admission into B.S. (Biology) Program.

74 – College of Basic and Applied Sciences

Program Requirements, 76 Credits

Major Courses, 37 Credits

BIOL	150*	Principles of Biology
BIOL	200	Cellular Biology
BIOL	320	Seminar
BIOL	330	Microbiology-Immunology
BIOL	350	Ecology/Evolution
BIOL	430	Special Problems
BOTN	210	General Botany
ZOOL	110*	General Zoology
ZOOL	350	Comparative Anatomy
ZOOL	370	Vertebrate Physiology
ZOOL	410	Principles of Genetics
ZOOL	430	Animal Development

*Fulfills University College Core Curriculum requirements.

Correlative Requirements, 14 Credits

CHEM	140	General Chemistry I
CHEM	160	General Chemistry II
+Foreign Language Sequence, 6 credits		

+May be used to fulfill University College Core Curriculum Restricted Electives, thus allowing additional free electives.

Other program requirements, 30 Credits

Choose from the following courses:

BIOL	490	Radiation Biology
BICH	411	Biochemistry
BTCH	350	Advances in Biomolecular Science
BTCH	420	Biotechniques I
BTCH	430	Biotechniques II
BTCH	440	Tissue Culture and Hybridoma Technology
CHEM	210	Analytical Chemistry
CHEM	220	Principles of Organic Chemistry
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
CSC	100	Introduction to Computer Science
GEOL	311	Introduction to Geology I
MATH	142	Calculus - Analytic Geometry I
MEDI	200	Medical Terminology
PHYS	111	General Physics I or Physics 121
PHYS	112	General Physics II or Physics 122
PHYS	113	General Physics III or Physics 23
PHYS	302	Biophysics
STAT	202	Basic Probability and Statistics
ZOOL	210	Anatomy and Physiology I
ZOOL	230	Anatomy and Physiology II
ZOOL	450	Histology and Microtechniques
ZOOL	470	Introduction to Entomology
ZOOL	485	Introduction to Parasitology

Free Electives, 3 Credits

Note: A minimum of C grade is required in all major courses for graduation.

BACHELOR OF SCIENCE IN BIOLOGY with CONCENTRATION IN MEDICAL TECHNOLOGY, 121 CREDITS

(See four year degree plan in Appendix)

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

MATH 129*	Pre-Calculus I
MATH 130*	Pre-Calculus II

*MATH 129 and MATH 130 are required, but profile examination scores may indicate that MATH 121 must be completed as prerequisite to MATH 129.

A minimum of 2.0 GPA is required for admission into the B.S. Biology Medical Technology program.

Program Requirements, 77-79 Credits

Major Courses, 39 Credits

BIOL	150*	Principles of Biology
CHEM	140	General Chemistry I
CHEM	160	General Chemistry II
BIOL	200	Cellular Biology
BIOL	330	Microbiology-Immunology
BICH	411	Biochemistry
CHEM	210	Analytical Chemistry
CHEM	220	Principles of Organic Chemistry
OR		
CHEM	221	Organic Chemistry I
STAT	202	Basic Probability and Statistics
ZOOL	110*	General Zoology
ZOOL	210	Anatomy and Physiology I
ZOOL	230	Anatomy and Physiology II
ZOOL	410	Principles of Genetics

*Fulfills University College Core Curriculum requirements.

Correlative Requirements, 6 Credits

MEDI	200	Medical Terminology
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Choose one of the following:

BIOL	490	Radiation Biology
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
CSC	100	Introduction to Computer Science
PHYS	111	General Physics I
PHYS	112	General Physics II
ZOOL	485	Introduction to Parasitology

Clinical Courses, 32 Credits

MEDI	451 *	Clinical Microscopy
MEDI	452 *	Serology
MEDI	460 *	Hematology
MEDI	462 *	Blood Bank
MEDI	470 *	Microbiology
MEDI	472 *	Clinical Chemistry

*To be completed at a hospital-based School of Medical Technology and transferred to FSU.

Other Program Requirements

The following requirements apply to all students who plan to pursue the Bachelor of Science degree in Biology with concentration in Medical Technology.

1. A cumulative GPA of 2.0 or higher is required in all major courses for graduation.
2. Students officially enrolled in the Medical Technology Concentration will be reviewed at the end of each academic year. At the end of the sophomore year, students' records will be reviewed, and students will be appropriately advised about the formal application process for the fourth year clinical phase at a hospital school of medical technology.
3. Students should apply one year in advance of their anticipated entrance into the hospital training phase. Therefore, applications should be made during the first five weeks of the junior year. At the end of their sophomore year, students who have not achieved a cumulative GPA of 3.0 or higher in science courses will be advised not to apply for the clinical phase studies. All "D's" in science courses (biology, chemistry, and physics) must be removed prior to formal application to hospital schools of medical technology for the fourth year clinical training phase.
4. At the end of their junior year, students must have completed approximately 90 semester hours of college credits, including the following course requirements in science and mathematics:
 - 16 Semester Hours – Biology
 - 16 Semester Hours – Chemistry and Biochemistry
 - 6 Semester Hours – Mathematics

Students must have completed all science courses with a grade of "C" or higher.
5. Completion of three years of study at Fayetteville State University does not guarantee admission to a hospital school of medical technology for the fourth year clinical training phase. However, those students who have achieved at least a GPA of 3.0 or higher in all courses may be accepted in one of over 600 clinical training programs. Admission to these programs is highly competitive.
6. Students will be accepted by the respective hospital schools following transcript evaluation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), if required, and an interview by the hospital school admissions committee.
7. Students admitted to the hospital training phase are expected to maintain the hospital standards of performance and competency. Following successful completion of the clinical phase, the student is awarded a certificate in medical technology by the hospital.
8. Only those students who successfully complete the academic and clinical training phases will be granted a B.S. degree from Fayetteville State University. Satisfactory completion of the three-year academic

phase and the twelve-month clinical training phase qualifies students to take the national examination of the Registry of Medical Technologists of the American Society of Clinical Pathologists (ASCP).

9. Students who are not accepted (during the junior year) at a hospital school of medical technology for their fourth year clinical training may be granted a B.S. degree in Biology or Chemistry from Fayetteville State University following the satisfactory completion of all requirements for that degree. They may then re-apply for admission to any hospital school of medical technology for the twelve-month clinical training phase. Satisfactory completion of the twelve month clinical training phase qualifies students to take the national examination of the Registry of Medical Technologists of the American Society of Clinical Pathologists.

Clinical Laboratory Science/Medical Technology Program

The Department of Medical Allied Health Professions at UNC School of Medicine offers a Clinical Laboratory Science/Medical Technology Program. Students may complete the freshman and sophomore year courses at Fayetteville State University and then apply for admission into the junior year of the program at UNC-Chapel Hill. Upon successful completion of the junior and senior years at UNC-Chapel Hill, the degree is awarded by that institution.

The following courses must be successfully completed at Fayetteville State University prior to applying for admission into the junior year at UNC-Chapel Hill:

ENGL	110	English Composition I
ENGL	120	English Composition II
ENGL	240	Introduction to Literature
CHEM	140	General Chemistry I
CHEM	160	General Chemistry II
CHEM	210	Analytical Chemistry
CHEM	220	Principles of Organic Chemistry
MATH	124	College Trigonometry
		OR
MATH	142	Calculus - Analytic Geometry I
		OR
STAT	202	Basic Probability and Statistics
HIST	110	World History to 1600
HIST	120	World History since 1600
SPEE	200	Introduction to Speech
SOCI	210	Principles of Sociology
SOCI	220	Contemporary Social Problems
PHIL	210	Introduction to Philosophy
PSYC	210	General Psychology
		OR
PHIL	110	Critical Thinking
ZOOL	210	Anatomy & Physiology I
BIOL	150	Principles of Biology
		Foreign Language
		Physical Education

76 – College of Basic and Applied Sciences

Admission into this program is highly competitive. Hence, completion of the above courses does not guarantee admission into the junior year at UNC-Chapel Hill. However, these courses will also satisfy the University College requirements for other degree programs in the Department of Natural Sciences and allows the student to pursue a degree option at FSU. For additional details about this program, please consult the Chair of the Department of Natural Sciences.

BACHELOR OF SCIENCE IN BIOLOGY, SECONDARY EDUCATION, 122 CREDITS

(See four-year degree plan in Appendix)

Admission Requirements

A student must fulfill all requirements for admission to the teacher education program (see School of Education).

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core curriculum:

MATH	129*	Pre-Calculus I
MATH	130*	Pre-Calculus II

*MATH 129 and MATH 130 are required, but profile examination scores may indicate that MATH 121 must be completed as prerequisite to MATH 129.

A minimum 2.0 GPA is required for admission into the B.S. Biology Teaching Program.

Program Requirements, 77 Credits

Major Courses, 29 Credits

BIOL	150*	Principles of Biology
BIOL	200	Cellular Biology
BIOL	320	Seminar
BIOL	330	Microbiology/Immunology
BIOL	350	Ecology/Evolution
BICH	411	Biochemistry
BOTN	210	General Botany
ZOOL	110	General Zoology
ZOOL	370	Vertebrate Physiology
ZOOL	410	Principles of Genetics
ZOOL	430	Animal Development

Choose one of the following:

GEOL	311	Introduction to Geology I
GEOL	312	Introduction to Geology II

* Fulfills University College Core Curriculum requirements.

Correlative Requirements, 16 Credits

CHEM	140	General Chemistry I
CHEM	160	General Chemistry II
CHEM	220	Principles of Organic Chemistry
		OR
CHEM	221	Organic Chemistry I

PHYS	111	General Physics I
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Professional Education Courses, 32 Credits

EDUC	210	Computers in Education
EDUC	211**	Laboratory Experience in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Development
EDUC	421+	Principles of Secondary Education
EDUC	450+	Classroom Management/ Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School - Biology
EDUC	480+	Student Teaching in Secondary Schools
EDUC	490+	Professional Education Seminar
READ	320+	Teaching Reading in Secondary Schools

**To be taken in sophomore year.

+These courses may not be taken until the student has been admitted formally to Teacher Education by the Teacher Education Committee.

Other Program Requirements

Students must earn a grade of C or higher in all education courses in all major courses for graduation.

BACHELOR OF ARTS IN CHEMISTRY 120 CREDITS

(See four-year degree plan in Appendix)

Admission Requirement

A student must have a grade point average of 2.0 or higher in mathematics and science courses.

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core curriculum:

MATH	129*	Pre-Calculus I
MATH	130*	Pre-Calculus II
CHEM	140	General Chemistry I
CHEM	160	General Chemistry II

*MATH 129 and MATH 130 are required, but profile examination scores may indicate that MATH 121 must be completed as prerequisite to MATH 129.

A minimum 2.0 GPA is required for admission into the B.A. Chemistry program.

Program Requirements, 75 Credits

Major Courses, 25 Credits

CHEM	210	Analytical Chemistry
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
CHEM	310	Instrumental Methods of Analysis
CHEM	330	Principles of Inorganic Chemistry
CHEM	410	Seminar in Chemical Literature
CHEM Elective, 3 credits		

Correlative Requirements, 24 Credits

CSC	100	Introduction to Computers
MATH	142	Calculus - Analytic Geometry I
MATH	241	Calculus - Analytic Geometry II
<i>Choose one sequence from the following two.</i>		
PHYS 111/112/113 General Physics I, II, and III		
PHYS 121/122/123 College Physics I, II, and III		
<i>Choose one from the following two courses:</i>		
CSC	101	Computer Programming Language FORTRAN
CSC	110	Computer Programming Language Pascal

Science and Math Electives, 8 Credits

Selected from any science or mathematics courses at the 200 level or above.

Minor, 18 Credits

Selected from any minor offered in the university. See appropriate catalog section for requirements of specific minor selected.

Other Program Requirements

The chemistry major must maintain a grade point average of 2.0 or higher in science and mathematics courses.

BACHELOR OF SCIENCE IN CHEMISTRY, 123 CREDITS

(See four-year degree plan in Appendix)

Admission Requirements

The student must have a grade point average of 2.5 or higher in all science and mathematics courses and an overall 2.0 GPA in other courses.

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core curriculum:

MATH	129*	Pre-Calculus I
MATH	130*	Pre-Calculus II
CHEM	140	General Chemistry I
CHEM	160	General Chemistry II
Foreign Language Sequence, 6 Credits		

*MATH 129 and MATH 130 are required, but profile examination scores may indicate that MATH 121 must be completed as prerequisite to MATH 129.

Program Requirements, 78 Credits**Major Courses, 41-42 Credits**

CHEM	210	Analytical Chemistry
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
CHEM	310	Instrumental Methods of Analysis
CHEM	321	Thermodynamics and Equilibrium
CHEM	325	Physical Chemistry Laboratory
CHEM	390	Research I
CHEM	410	Seminar in Chemical Literature
CHEM	421	Inorganic Chemistry
CHEM	491	Research II
CHEM	492	Research III and Thesis
<i>Choose one from the two following courses:</i>		
CHEM	322	Quantum Mechanics and Spectroscopy
CHEM	324	Kinetics
<i>Chemistry Elective, (choose one)</i>		
CHEM	322	Quantum Mechanics and Spectroscopy
CHEM	324	Kinetics
CHEM	330	Principles of Inorganic Chemistry
CHEM	400	Computational Chemistry
CHEM	430	Special Topics in Chemistry
CHEM	431	Qualitative Organic Analysis
BICH	411	Biochemistry I
BICH	412	Biochemistry II
BICH	421	Biochemistry Lab

Correlative Requirements, 25 Credits

CSC	100	Introduction to Computers
MATH	142	Calculus /Analytic Geometry I
MATH	241	Calculus /Analytic Geometry II
MATH	242	Calculus /Analytic Geometry III
PHYS	121	College Physics I
PHYS	122	College Physics II
PHYS	123	College Physics III
<i>Choose one from the following courses:</i>		
CSC	101	Computer Programming Language - FORTRAN
CSC	110	Computer Programming Language- Pascal

Required Electives, 6 Credits

Select from science or mathematics courses at the 200 level or above.

Other Program Requirements

The chemistry major must maintain a grade point average of 2.3 or higher in science and mathematics courses.

PRE-PROFESSIONAL TRACKS WITHIN BIOLOGY AND/OR CHEMISTRY**PRE-DENTAL, PRE-MEDICAL, PRE-VETERINARY**

78 – College of Basic and Applied Sciences

The following courses with electives totaling over 90 semester hours are designed to meet the requirements for entrance to most schools of medicine, dentistry, or other health professions. Since there may be some differences in admission requirements, students are advised to know the requirements of the schools they expect to attend. Courses selected with advisement:

University College Core Curriculum, 45 Credits

The following courses should be taken as part of the University College Curriculum:

MATH	129*	Pre-Calculus I
MATH	130*	Pre-Calculus II
BIOL	150	Principles of Biology
ZOOL	110	General Zoology

*MATH 129 and MATH 130 are required, but profile examination scores may indicate that MATH 121 must be completed as prerequisite to MATH 129.

BIOL	200	Cellular Biology
BOTN	210	General Botany
CHEM	140	General Chemistry I
CHEM	160	General Chemistry II
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
MATH	142	Calculus with Analytic Geometry I
PHYS	111	General Physics I or Physics 121
PHYS	112	General Physics II or Physics 122
PHYS	113	General Physics III or Physics 123
ZOOL	370	Vertebrate Physiology

Foreign Language Sequence, 6 hours

Electives, 6 credits

Courses in psychology, sociology, economics, embryology, humanities, comparative anatomy, genetics, biochemistry, and advanced physics are strongly recommended as electives.

Pre-veterinary students are required to take one course in Nutrition (3 semester hours).

PRE-PHARMACY

The following courses are recommended by most schools of pharmacy as pre-pharmacy course requirements. However, individual schools may vary in their requirements. Students are encouraged to find out specific requirements of the schools to which they intend to apply. All FSU students are required to complete the University College Core Curriculum.

Courses	Credits
English	6
Literature	4
Mathematics (Trigonometry & Calculus)	6-8
Biology	8-12

Physics	8-10
General Chemistry	8
Organic Chemistry	8
Speech	3
History	6
Humanities	3
Social Sciences	9

COOPERATIVE PROGRAMS

CHIROPRACTIC MEDICINE

Fayetteville State University and Logan College of Chiropractic Medicine have entered into an educational assistance agreement to help students from populations under represented in the chiropractic health-care profession improve their academic competitiveness and facilitate their entry into and graduation from chiropractic health professional schools.

PHARMACY (DOCTOR OF PHARMACY)

A program of study in pharmacy is offered at Fayetteville State University in cooperation with Howard University's College of Pharmacy and Pharmacal Sciences. This program is a CO-OP Program between Fayetteville State University and Howard University, Washington, DC. For details see the Chair, Department of Natural Sciences.

PHARMACY (B.S. Biology and PharmD)

A dual degree program in Pharmacy is offered at Fayetteville State University in cooperation with Xavier University at New Orleans, Louisiana. This program is a CO-OP program between Fayetteville State University and Xavier University. Freshman, Sophomore, and Junior years constitute pre-professional phase which is completed at Fayetteville State University. Upon admission, the four years of professional phase is completed at Xavier University. The first year professional phase courses are transferred to Fayetteville State University to complete the courses required for a B.S. degree in biology. Upon successful completion of 2nd, 3rd, and 4th year professional courses at Xavier University and after meeting all requirements at Xavier, the Doctor of Pharmacy is awarded.

PODIATRIC MEDICINE

Fayetteville State University and the Temple University School of Podiatric Medicine (formerly Pennsylvania College of Podiatric Medicine) have agreed to cooperate in the recruitment and training of students from populations under represented in podiatric health-care profession. Requirements for recruitment are that the prospective candidate must have successfully completed the freshman year at FSU and demonstrated ability and interest in pursuing a career in Podiatry. Once a student is selected, he or she will be provided with an advisor/mentor to provide assistance and information which will help the applicant compete in the mainstream of matriculants to podiatric

medical school seeking the Doctor of Podiatric Medicine Studies.

MINORS

Minor in Biology, 21 Credits

BIOL 150*	Principles of Biology
BIOL 200	Cellular Biology
BOTN210	General Botany
ZOOL110	General Zoology
Electives**	(6 Credits)

*BIOL 110 may be required as pre-requisite depending upon profile examination score.

** Biology/Zoology courses other than BIOL 110 and 130.

Minor in Biotechnology (For Biology Majors) 22 Credits

CHEM 210	Analytical Chemistry
BICH 411	Biochemistry I
BTCH 350	Frontiers in Biomolecular Science
BTCH 420	Biotechniques I
BTCH 430	Biotechniques II
Restricted Electives, 5 credits	
Select from BICH 411, BICH 412, BIOL 490, BTCH 421, BTCH 440, CHEM 310, CHEM 400, PHYS 412	

Minor in Biotechnology (For Chemistry Majors), 22 Credits

BIOL 200	Cellular Biology
BIOL 330	Microbiology
BTCH 350	Frontiers in Molecular Science
BTCH 420	Biotechniques I
BTCH 430	Biotechniques II
Restricted Electives, 6 Credits - Select from BICH 411, BICH 412, BIOL 490, BTCH 421, BTCH 440, CHEM 310, CHEM 400, PHYS 412	

Minor in Chemistry, 22 Credits

CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 210	Analytical Chemistry
CHEM 221	Organic Chemistry I
CHEM 222	Organic Chemistry II

Minor in Physics, 22 Credits

Choose one from the following two sequences:
 PHYS 111/112/113 General Physics I, II, III
 PHYS 121/122/123 College Physics I, II, III
 PHYS Electives (12 Credits)

DEPARTMENT OF NURSING

The Department of Nursing at Fayetteville State University was established in 1992 to provide baccalaureate education to registered nurses. Today, the department offers two tracks for students seeking a Bachelor of Science

in Nursing degree—the Generic Track and the RN-BSN completion track. The program prepares the nurse generalist to perform six interrelated roles—advocate, clinician, collaborator/coordinator, educator, leader, and user of research. The program has membership in the American Association of Colleges of Nursing (AACN) and is accredited by the Commission on Collegiate Nursing Education (a subsidiary of AACN) and has initial approval of the North Carolina Board of Nursing.

The educational objectives of the Bachelor of Science in Nursing (BSN) degree program are consistent with the mission of the Department of Nursing, the mission of Fayetteville State University, the Commission on Collegiate Nursing Education (CCNE), and the laws, rules and standards of the North Carolina Board of Nursing.

Upon graduation from the program, students will be able to:

- Synthesize empirical and theoretical knowledge from nursing and the University College core of social sciences, natural sciences, mathematics, English, and the humanities to achieve optimal health care outcomes.
- Demonstrate competency in assessment, nursing diagnosis, planning, implementation, and evaluation of nursing care
- Practice as professional nurses demonstrating clinical leadership and cultural competence in the care of diverse populations.
- Utilize critical thinking, ethical decision-making, and economic principles to promote social justices health care at the local, state, national, and global levels.
- Work independently and collaboratively with clients and other health care professionals in providing, facilitating, and coordinating health care promotion, rehabilitation, and restoration across the life span.
- Utilize leadership, knowledge, and skills to manage systems that are responsive to the health care needs of southeastern North Carolina, the state, the nation, and global community.
- Apply research findings and implement evidence base outcome strategies to clinical practice to improve the health care of diverse populations.
- Remain in and contribute to the profession, practicing at their full scope and ability in accordance with the code of ethics and accepted standards of practice.

ADMISSION REQUIREMENTS

RN-BSN Completion Program

- Admission to the Upper division of Nursing upon successful completion of University core courses, the nursing science core, and pre-clinical nursing courses with the following stipulations. An admission application must be submitted by March 1 of the Sophomore year for Upper division courses commencing the Summer between the Sophomore and Junior Years:

- a) Minimum general college core of 31 semester hours (total university required core hours is 45 credits) including a foreign language. RN-BSN students may not complete HEED 112 to fulfill the University College core requirement in Health/Physical Education.
- b) Minimum grade of “C” in the 29 hours Science (starred science core courses fulfill the additional general college core semester hour requirements): Core with a minimum of two total repeated courses and no more than one repeat of a particular science course to include:

*CHEM 101	Intro to Chemical Principles	4
CHEM 102	Intro to Organic and Biochemistry	4
STAT 202	Basic Probability and Statistics	3
BIOL 330	Microbiology	3
CSC 100	Introduction to Computers	3
PSYC 331	Developmental Psychology	3
ZOOL 210	Anatomy and Physiology I	3
ZOOL 230	Anatomy and Physiology II	3
MATH 123	College Algebra	3

- c) A minimum grade of “C” in Science core courses.
- d) Science core courses completed greater than ten years before admission must be repeated.

- 2) Physical and emotional health that would provide evidence that is indicative of the applicant’s ability to provide safe nursing care to the public. (Health assessment by licensed provider within 6 months of admission to upper division and must be up-dated annually thereafter.). Information must include the following:

- a) Immunization records to include the following:
 - Rubella
 - Measles
 - Polio
 - Diphtheria/Tetanus
 - Chicken Pox
- b) Physical and mental examination: To include a statement of satisfactory physical and mental well-being condition, signed by a licensed health care provider (a physician, nurse practitioner, or physicians assistant).
- c) TB test: Each student must provide a copy of the test results for their record. A positive PPD requires documentation of negative chest X-rays within the past 12 months.
- d) Hepatitis Immunization is required. A student may submit a signed declination. For students who have Hepatitis B contraindications, written verification or official deferral must be submitted.

- 3) Criminal Background check. To protect safety of clients, this requirement is different from the requirement of the university.
- 4) Preclinical Drug Screen. Prior to a nursing student’s initial clinical experience, the student must obtain a drug screen at a NIDA certified laboratory. Validated

copies of test results shall be sent to the Department of Nursing Chair’s office. Confidential results will be shared with the student. No results will be shared with contracted agencies. Students with positive drug screens will be referred to Student Health Services for assistance and will not be allowed to proceed in clinical courses at that time.

- 5) Official transcripts of all academic work to include credit hours achieved in classroom and laboratory.
- 6) Current BLS, American Heart Association, certification for infants to adults.
- 7) Proof of Health Insurance: Students are required to provide proof of health insurance coverage. This coverage must be maintained during enrollment in the program. The student may purchase an insurance plan from information provided by the University.
- 8) Liability Insurance.
- 9) Current and unrestricted NC RN License for students admitted to the RN-BSN track.
- 10) Evidence of an earned Associated Degree in Nursing or a Hospital Diploma in Nursing from an accredited program (RN-BSN track students only)
- 11) Transfer applicants must meet the same academic criteria for admission to the Upper division as stipulated above. Admission is competitive and contingent upon available space.

Generic Four-Year Track

- 1) Admission to the Upper division of Nursing upon successful completion of University core courses, the Nursing Science core, and pre-clinical Nursing courses with the following stipulations. An admission application must be submitted by March 1 of the Sophomore year for Upper division courses commencing the Summer between the Sophomore and Junior Years:

- a) Minimum general college core of 31 semester hours (total university required core hours is 45 credits) including a foreign language.
- b) Minimum grade of “C” in the 32 hours Science (starred science core courses fulfill the additional general college core semester hour requirements): Core with a minimum of two total repeated courses and no more than one repeat of a particular science course to include:

*CHEM 101	Intro to Chemical Principles	4
CHEM 102	Intro to Organic and Biochemistry	4
STAT 202	Basic Probability and Statistics	3
BIOL 330	Microbiology	3
CSC 100	Introduction to Computers	3
PSYC 331	Developmental Psychology	3
ZOOL 210	Anatomy and Physiology I	3
ZOOL 230	Anatomy and Physiology II	3
MATH 123	College Algebra	3
HEED 420	Nutrition	3

- c) Overall GPA of 2.5: Overall GPA of 2.5 calculated on all transferable college courses

attempted at all accredited institutions of higher education as used by Fayetteville State University. A minimum grade of "C" in Science core courses.

- d) Preclinical nursing courses with a minimum grade of "C" (Professional Nursing, Therapeutic Communication, and Economics of Health Care).
 - e) Science core courses completed greater than ten years before admission must be repeated.
- 2) Physical and emotional health that would provide evidence that is indicative of the applicant's ability to provide safe nursing care to the public. (Health assessment by licensed provider within 6 months of admission to upper division and must be up-dated annually thereafter.). Information must include the following:
 - a) Immunization records to include the following:
 - Rubella
 - Measles
 - Polio
 - Diphtheria/Tetanus
 - Chicken Pox
 - b) Physical and mental examination: To include a statement of satisfactory physical and mental well-being condition, signed by a licensed health care provider (a physician, nurse practitioner, or physicians assistant).
 - c) TB test: Each student must provide a copy of the test results for their record. A positive PPD requires documentation of negative chest X-rays within the past 12 months.
 - d) Hepatitis Immunization is required. A student may submit a signed declination. For students who have Hepatitis B contraindications, written verification or official deferral must be submitted.
 - 3) Criminal Background check. To protect safety of clients, this requirement is different from the requirement of the university.
 - 4) Preclinical Drug Screen. Prior to a nursing student's initial clinical experience, the student must obtain a drug screen at a NIDA certified laboratory. Validated copies of test results shall be sent to the Department of Nursing Chair's office. Confidential results will be shared with the student. No results will be shared with contracted agencies. Students with positive drug screens will be referred to Student Health Services for assistance and will not be allowed to proceed in clinical courses at that time.
 - 5) Official transcripts of all academic work to include credit hours achieved in classroom and laboratory.
 - 6) Current BLS, American Heart Association, certification for infants to adults.
 - 7) Proof of Health Insurance: Students are required to provide proof of health insurance coverage. This coverage must be maintained during enrollment in the program. The student may purchase an insurance plan from information provided by the University.
 - 8) Liability Insurance.
 - 9) Transfer applicants must meet the same academic criteria for admission to the Upper division as

stipulated above. Admission is competitive and contingent upon available space.

ACADEMIC STANDARDS FOR PROGRESSION

The following requirements must be met to progress in the nursing program:

1. Maintain a cumulative grade point average of C (2.0) or higher.
2. Achieve a grade of C or higher in each nursing course before proceeding to the next nursing course.
3. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) on any laboratory or clinical component will result in an F for the course.
4. Only one nursing courses may be repeated two times during progression through the nursing program. A second course failure will be an automatic dismissal from the Nursing Program.
5. Maintain current CPR certification; TB (or x-ray) testing; evidence of Hepatitis B vaccination; liability and health insurance while enrolled in the nursing program.
6. Adhere to all policies of the universities, nursing program, and clinical agencies.
7. Maintain an unrestricted, current RN license. (RN-BSN students only.)

PROGRAM DESCRIPTION

BACHELOR OF SCIENCE IN NURSING, RN-BSN Track, 124 Credits

The RN-BSN track is a 124 credit hour track designed for Registered Nurses from Associate Degree or hospital diploma nursing programs. The program assists registered nurses to integrate principles and theories of general education and nursing and using the nursing process to provide care to clients and their families, and to diverse populations in any health care setting. Building on competencies attained by the RN, the program extends the students' knowledge, skills, attitudes, and scope of practice for expanded career opportunities; enhances personal and professional satisfaction, and develops a foundation for further study in nursing graduate education.

University College Core Curriculum and Support Courses for the Nursing Major

See "Admissions Requirements" 1.b above.

Validation of Previous Nursing Education

Successful completion of NURS 300 and NURS 320.

Program Requirements, 31 Credits

NURS	300	Transition to Professional Nursing
NURS	310	Transcultural Nursing

NURS	320	Health Assessment Across the Life Span
NURS	325	Pathophysiology
NURS	400	Nursing Research
NURS	411	Nursing Leadership Perspectives and Trends in Nursing Practice
NURS	430	Nursing with Populations and Aggregates in the Community
NURS	450	Professional Issues in Nursing
NURS	480	Senior Practicum
<i>Select one of the following four courses:</i>		
NURS	330	Gerontological Nursing
NURS	370	Spirituality in Health Care
NURS	380	Loss and Grief
NURS	421	Nursing and Women's Health

BACHELOR OF SCIENCE IN NURSING **Generic Four-Year Track, 127 Credits**

The four-year, 127 credit hour, generic track is designed for students who want to be Registered Professional Nurses. Upon completion of the program of studies, the student will receive the Bachelor of Science Degree in Nursing and be eligible, upon recommendation of the Department Chair and approval of the Board of Nursing, to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to become licensed as a Registered Professional Nurse. The program provides a foundation for graduate education.

University College Core Curriculum and Support Courses for the Nursing Major

See "Admissions Requirements" 1.b above.

Pre-Clinical Nursing Courses

NURS	210	Professional Nursing
NURS	220	Therapeutic Communication for Diverse Communities
NURS	230	Economics of Health Care

Upper Division Courses

NURS	320	Health Assessment Across the Health Span
NURS	325	Pathophysiology
NURS	326	Concepts Basic to Nursing
NURS	350	Care for Populations
NURS	360	Caring for Populations in the Acute Care Setting
NURS	365	Pharmacological Dimensions of Health Care
NURS	390	Seminar
NURS	400	Nursing Research and Theory
NURS	405	Care for Population with Unique Needs: Obstetrics and Psychiatric-Mental Health Needs
NURS	406	Caring for Diverse Populations in the Community: Community Health Nursing, Palliative Care, and Rehabilitative Care
NURS	411	Nursing Leadership Perspectives

		and Trends in Contemporary Nursing Practice
NURS	440	Professional Nursing Honors Practicum
NURS	480	Senior Practicum
<i>Select two of the following Nursing Electives:</i>		
NURS	330	Gerontological Nursing
NURS	370	Spirituality in Health Care
NURS	380	Loss and Grief
NURS	407	Critical Care Nursing (Senior Status Required)
NURS	421	Nursing and Women's Health

DEPARTMENT OF PSYCHOLOGY

The Department of Psychology offers an undergraduate degree in Psychology, which has been designed to provide students with a Liberal Arts education emphasizing the biological, social, and cultural aspects of behavior. Students are prepared for graduate and professional studies, as well as, for careers in various employment settings. To achieve these objectives, students are required to complete the University College Core Curriculum and at least fifty credit hours of course work in Psychology. Besides the major, students must complete a minor or a set of free elective courses in consultation with their academic advisors.

BACHELOR OF SCIENCE IN PSYCHOLOGY, 122 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits

Program Requirements, 77 Credits

Major Courses, 50 Credits

PSYC	210	General Psychology
PSYC	233	Statistics for Psychology
PSYC	320	Theories of Learning
PSYC	331	Developmental Psychology
PSYC	352	Research Methodology
PSYC	360	Social Psychology
PSYC	370	Physiological Psychology
PSYC	400	History and Systems of Psychology
PSYC	422	Abnormal Psychology
<i>Choose one from the following three courses:</i>		
PSYC	310	Theories of Personality
PSYC	342	Intro to Clinical/Counseling Psychology
PSYC	381	Child Psychopathology
<i>Choose one from the following two courses:</i>		
PSYC	343	Multicultural Psychology
PSYC	430	Sex and Gender
<i>Choose one from the following two courses:</i>		
PSYC	420	Sensation and Perception
PSYC	421	Cognitive Psychology
<i>Choose one from the following four courses:</i>		
PSYC	260	Computer Applications for Behavioral Science
CSC	100	Introduction to Computers
MIS	300	Information Systems Theory and Practice
EDUC	210	Computers in Education
PSYC	Electives, 9 Credits	

Minor Courses or Electives, 18 Credits

Psychology majors may select any minor offered within the university, see appropriate catalog section for requirements of specific minor selected. If the student does not desire to select a minor, eighteen (18) hours of free electives may be selected in consultation with an advisor from courses appropriate to the interests or career plans of the student.

Free Electives, 9 Credits

Other Program Requirements

1. Psychology major must earn at least a “C” grade in all psychology courses for graduation.
2. A Psychology major must maintain at least a “C” average in the courses that are needed for the minor, electives, or concentration.
3. A student minoring in Psychology must maintain at least a “C” average in Psychology courses.

MINOR

Minor in Psychology, 18 Credits

- PSYC 210 General Psychology
- PSYC 310 Theories of Personality
- PSYC 320 Theories of Learning
- PSYC 400 History & Systems of Psychology
- PSYC Electives, 6 credits

Academic Programs:

College of Humanities and Social Sciences

The Mission of the College of Humanities and Social Sciences is to provide effective educational programs, courses and activities in the humanities and social sciences at the undergraduate and graduate levels, which will enable students to live meaningful and productive lives. The College further seeks to extend its resources for the benefit of the people of southeastern North Carolina as well as the entire state, nation and world. It is comprised of seven departments and five outreach programs at the baccalaureate and master's levels. The College contributes to the education of all students by having responsibility for courses in the arts, humanities, and social sciences that are a part of the University College core curriculum. The College seeks to provide students with the knowledge and skills necessary to be successful and productive citizens in a global, complex, and changing society.

DEGREES OFFERED

The College of Humanities and Social Sciences offers the following Bachelor of Arts and Bachelor of Science degree programs.

Department of Aerospace Studies (Air Force ROTC)

Department of English and Foreign Languages

- Bachelor of Arts: English Language and Literature
- Bachelor of Arts: Spanish
- Bachelor of Science: English Language and Literature, Secondary Education
- Bachelor of Science: Spanish (K-12)

Department of Government and History

- Bachelor of Arts: Geography
- Bachelor of Arts: History
- Bachelor of Arts: Political Science
- Bachelor of Science: Social Sciences, Secondary Education

Department of Military Science (Army ROTC)

Department of the Performing and Fine Arts

- Bachelor of Arts: Speech-Theatre
- Bachelor of Arts: Visual Arts
- Bachelor of Arts: General Music
- Bachelor of Science: Music Education (K-12)

Department of Sociology

- Bachelor of Arts: Sociology
- Bachelor of Science: Social Sciences, Secondary Education

Department of Social Work (Master's Degree Only)

Graduate Programs (See Graduate Catalog.)

- Master of Arts in English
- Master of Arts in History
- Master of Arts in Political Science
- Master of Arts in Sociology
- Master of Social Work

DEPARTMENT OF AEROSPACE STUDIES

The Air Force Reserve Officer Training Corps (AFROTC) program 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 and the Professional Officers Course. Students normally attend a summer field-training encampment between the sophomore and junior years, or second and third years of the program.

General Military Course (GMC)

The General Military Course is the first half of the AFROTC program and is taken during the freshman and sophomore years. There is no selection process to enter this portion of the program. The General Military Course allows a student the opportunity to gain a greater appreciation for AFROTC, Air Force officers, and the Air Force. Students at this level learn about the organization of the Air Force, officership, career opportunities, and the historical development of the Air Force. Once successfully completing the General Military Course, the next phase is the Professional Officers Corp.

Professional Officers Course (POC)

The Professional Officers Course is the second half of the AFROTC program, and entry is competitive. Students are selected to enter the POC based on their ability to maintain certain academic and physical standards. Those selected attend a four-week field-training encampment during the summer at the end of their sophomore or second year. Two-year program candidates attend a five-week encampment. Field training must be successfully completed prior to acceptance into the Professional Officers Course for all cadets and candidates. Individuals accepted into the Professional Officers Course are considered officer candidates and are in line to be commissioned as second lieutenants into the United States Air Force. This portion of the program offers advanced training in leadership, management, and communication skills.

Two-Year Program

Students who did not participate in the GMC may attempt to qualify for the Professional Officers Course. The two-year program is available primarily to junior college transfer students, rising juniors, graduate students, and veterans who have at least two years of academic work remaining.

Degree Requirements

To be commissioned, students 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 degrees. In a partnership arrangement, the university educates students and grants them degrees; the Department of Aerospace Studies ensures that graduated cadets have the knowledge and awareness to put their education and degrees to use within the Air Force.

Eligibility Requirements

Eligibility for the General Military Course (GMC) requires each student to enroll in the ARSS 111 (for freshmen students) or 211 (for sophomore and higher students) level course. During this period, students/cadets are evaluated on academic and corps activities, and compete for acceptance into the Professional Officers Course. Students entering the Professional Officers Course must accomplish the following:

- Be a U.S. citizen by enlistment date
- Be a full-time college student
- Have no history of asthma
- Have no history of drug abuse
- Be medically certified by Air Force medical personnel (arranged by the department)
- Minimum civil involvement (traffic tickets, etc)
- Pass physical fitness test prior to attending field training
- Be of good moral character and academic standing.
- Attain qualifying score on the Air Force Officers Qualification Test
- Successfully complete GMC classes and attend the four-week field-training encampment, or five-week field-training encampment for the two-year program candidates.

Professional Development Programs

The Air Force ROTC program provides numerous summer opportunities. Field training (taken prior to entering the Professional Officers Course), allows students to experience the Air Force environment. This experience includes career orientation, junior officer training, aircraft indoctrination, physical fitness, and familiarization with the organizations and functions of an Air Force base. Students are paid during their stay at field training.

In addition to the field-training program, several motivational programs are available to help cadets become

more familiar with Air Force life and their desired career fields. These voluntary programs include:

- Air Force Academy Soaring Program (SOAR)
- Air Force Academy Basic Freefall Parachute Training (AFAFF)
- Operation Air Force (OAF)
- British Exchange (BREX)
- Pentagon Internship Program (PENT)
- Nurse Orientation Program (NOP)
- Army Airborne Training (AAT)
- Field Engineering and Research Lab (FERL)
- Combat Survival Training (CST)
- Foreign Language Immersion Program (FLI)

Students participating in these programs are financially compensated. During each academic year, the cadet corps also schedules field trips to various military installations.

Scholarships

AFROTC offers the opportunity for students attaining a 2.5 GPA or better to compete for three-year or two-year scholarships. These scholarships pay tuition, laboratory fees, textbooks and incidental fees. The recipient also receives a nontaxable stipend each month during the academic year. Four-year and three-year scholarships are offered to graduating high school seniors on a competitive basis. These scholarships also pay full tuition, lab fees, textbooks, incidental fees, and a nontaxable stipend each month. High school students should apply early in their senior year, 1 June to 1 December, for this scholarship.

NOTE: Recipients of the four-year AFROTC scholarship who also qualify as Chancellor's Scholars may receive additional funds.

AFROTC also offers a Pre-Health scholarship which pays for up to three years of undergraduate study and commits to paying for medical school once the recipient is accepted to an accredited school of medicine.

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

The Department of English and Foreign Languages strives to contribute to the liberal arts education of all students. Through its English composition courses, the department seeks to ensure that all students develop effective written communication skills. Courses in English, French, and Spanish literature introduce students to different genres, stylistic periods, and methods of interpretation of literature. Bachelor of Arts degree programs are offered by the department in English Language and Literature and in Spanish. In conjunction with the School of Education, the department also offers teaching degrees in English Language and Literature and Spanish.

These programs prepare students to serve effectively as facilitators of learning. Minors are offered in English and Spanish. The liberal arts education provided by the

department prepares students for a variety of career options: education, publishing, finance, politics, law, the performing arts, or any field in which effective communications skills are required.

Departmental resources include a Writing Center as part of the University College; a Computer Composition Laboratory, the Charles Waddell Chesnutt Library, Language Laboratory, and several student organizations. The Telecommunication Center, including WFSS and a television studio, provides opportunities for practical experience in radio and television production.

DEGREES OFFERED

Bachelor of Arts in English Language and Literature
 Bachelor of Arts in Spanish
 Bachelor of Science in English Language and Literature,
 Secondary Education
 Bachelor of Science in Spanish (K-12)

PROGRAM DESCRIPTIONS

BACHELOR OF ARTS IN ENGLISH LANGUAGE AND LITERATURE, 123 CREDITS

(See four-year degree plan in Appendix)

Admission Requirement

A student must have an overall grade point average of 2.0 or higher to declare a major.

University College Core Curriculum, 45 Credits

Program Requirements, 78 Credits

Major Courses, 48 Credits

ENGL	220*	African-American Literature I
ENGL	223*	African-American Literature II
ENGL	231	Advanced Grammar
ENGL	271	Introduction to Literary Criticism
ENGL	311	English Literature I
ENGL	312	English Literature II
ENGL	321	American Literature I
ENGL	322	American Literature II
ENGL	341	Advanced Composition
ENGL	332	Introduction to Film and Visual Literacy
		OR
ENGL	343	The Teaching of Writing
		OR
ENGL	370	Junior Seminar
ENGL	411	Shakespeare
ENGL	412	The Eighteenth Century
		OR
ENGL	432	Romantic Poetry and Prose
ENGL	431	The American Novel
ENGL	470	Senior Seminar
ENGL		Electives, 6 Credits

Foreign Languages*, 6 Credits

Minor**, 18 Credits

Free Electives, 6 Credits

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional hours of free electives.

**See appropriate catalog section for requirements of specific minor selected.

Other Program Requirements

1. A grade of "C" or better is required in all major English courses.
2. The English major is required to complete a comprehensive examination in the senior year.

BACHELOR OF ARTS IN SPANISH, 120 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

SPAN 110	Elementary Spanish I
SPAN 120	Elementary Spanish II

Program Requirements, 75 Credits

Major Courses, 45 Credits

SPAN	211	Intermediate Spanish I
SPAN	212	Intermediate Spanish II
SPAN	311	Reading and Conversation in Spanish
SPAN	312	Spanish Conversation II
SPAN	321	Spanish Civilization and Culture
SPAN	322	Spanish-American Civilization and Culture
SPAN	331	Survey of Spanish Literature I
SPAN	332	Survey of Spanish Literature II
SPAN	341	Survey of Spanish-American Literature I
SPAN	342	Survey of Spanish-American Literature II
SPAN	421	Advanced Grammar, Composition, And Linguistics
SPAN		Elective 3 Credits
FREN	110*	Elementary French I
FREN	120*	Elementary French II
		<i>Choose one of the following two courses:</i>
SPAN	461	Studies in Latin-American Theater And Poetry
SPAN	471	Studies in Latin Prose Fiction

Free Electives, 9 Credits

Minor, Concentration, or Electives,** 21 Credits

*FREN 110 and FREN 120 may be substituted for by ENGL 230 and ENGL 231 or two other English courses with the approval of the student’s advisor and the department chair.

**See appropriate catalog section for requirements of specific minor selected. A concentration or free electives may be chosen in consultation with the advisor.

BACHELOR OF SCIENCE IN ENGLISH LANGUAGE AND LITERATURE, SECONDARY EDUCATION, 125 CREDITS

(See four-year degree plan in Appendix)

Admission Requirement

A student must fulfill all requirements for admission to the teacher education program. See School of Education.

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

- EDUC 210 Computers in Education **or** CSC 100 Introduction to Computers to be taken as one University College elective.
- NSCI 110 Comprehensive Physical Science
- NSCI 120 Modern Biology

Program Requirements, 80 Credits

Major Courses, 42 Credits

Choose one from the following two courses:

- ENGL 220* African-American Literature I
- OR
- ENGL 223* African-American Literature II
- ENGL 231 Advanced Grammar
- ENGL 271 Introduction to Literary Criticism
- ENGL 301 Adolescent Literature

Choose one from the following two courses:

- ENGL 311 English Literature I
- OR
- ENGL 312 English Literature II

Choose one from the following two courses:

- ENGL 321 American Literature I
- OR
- ENGL 322 American Literature II
- ENGL 332 Introduction to Film and Visual Literacy
- ENGL 341 Advanced Composition
- ENGL 343 The Teaching of Writing
- ENGL 411 Shakespeare
- ENGL 431 The American Novel
- ENGL 470 Senior Seminar
- ENGL Electives, 6 credits

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional hours of free electives.

Professional Education, 29 Credits

- EDUC 211** Laboratory Experience in Area Schools
- EDUC 310 Foundations of Education
- EDUC 330 Educational Psychology and Measurement
- EDUC 340 Human Development
- EDUC 421+ Principles of Secondary School Education
- EDUC 450+ Classroom Management/Parent Counseling/Guidance
- EDUC 460+ Methods and Materials in Secondary School - English
- EDUC 480+ Student Teaching
- EDUC 490+ Professional Education Seminar
- READ 320+ Teaching of Reading in Secondary Schools

** To be taken in the sophomore year.

+ These courses may not be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

Foreign Languages*, 6 Credits

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional hours of free electives.

Free Elective, 3 Credits

Other Program Requirements

1. Students are required to earn a grade of C or higher in all major English courses.
2. Students are required to earn a grade of C or higher in all education courses.

BACHELOR OF SCIENCE IN SPANISH (K-12), 128 CREDITS

(See four-year degree plan in Appendix)

Admission Requirements

A student must fulfill all requirements for admission to the teacher education program. See School of Education.

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core curriculum:

- NSCI 110 Comprehensive Physical Science
- NSCI 120 Modern Biology
- SPAN 110 Elementary Spanish I
- SPAN 120 Elementary Spanish II

Program Requirements, 83 Credits

Major Courses, 48 Credits

- SPAN 211 Intermediate Spanish I
- SPAN 212 Intermediate Spanish II
- SPAN 311 Reading and Conversation in Spanish

SPAN 312	Spanish Conversation and Composition
SPAN 321	Spanish Civilization and Culture
SPAN 322	Spanish-American Civilization and Culture
SPAN 331	Survey of Spanish Literature I
SPAN 332	Survey of Spanish Literature II
SPAN 420	Introduction to Spanish Linguistics I: Phonetics and Phonology
SPAN 421	Introduction to Spanish Linguistics II: Morphology, Syntax and Semantics
FREN 110*	Elementary French I
FREN 120*	Elementary French II
FREN 211*	Intermediate French I
FREN 212*	Intermediate French II
<i>Choose one of the following two courses:</i>	
SPAN 341	Survey of Spanish-American Literature I
SPAN 342	Survey of Spanish-American Literature II
<i>Choose one from the following four courses:</i>	
SPAN 411	The Nineteenth Century Spanish Novel
SPAN 431	Drama of the Golden Age
SPAN 461	Studies in Latin American Theater and Poetry
SPAN 471	Studies in Latin American Prose Fiction

* FREN 110 and FREN 120 may be substituted by ENGL 230 and ENGL 231 or two other English language courses; FREN 211 and FREN 212 may be substituted by ENGL 341 and ENGL 370, or two English courses with the approval of the student's advisor and the department chair.

Professional Education Courses, 32 Credits

EDUC 210	Computers in Education
EDUC 211**	Laboratory Experience in Area Schools
EDUC 310	Foundations of Education
EDUC 330	Educational Psychology and Measurement
EDUC 340	Human Development
EDUC 421+	Principles of Secondary Education
EDUC 450+	Classroom Management/Parent Counseling and Guidance
EDUC 460+	Methods and Materials in Secondary School - Spanish
EDUC 480+	Student Teaching in Secondary Schools
EDUC 490+	Professional Education Seminar
READ 320+	Teaching Reading in Secondary Schools

Free Elective, 3 Credits

**To be taken in sophomore year.

+ These courses may not be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

Other Program Requirements:

Students must earn a grade of C or higher in all education courses.

MINORS

Minor in English, 18 Credits

ENGL 231	Advanced Grammar
ENGL 311	English Literature I
ENGL 312	English Literature II
ENGL 321	American Literature I
ENGL 322	American Literature II
ENGL 411	Shakespeare

It is recommended that students seeking to earn a minor in English complete, in addition to the above courses ENGL 223 and ENGL 240, which may be used to fulfill University College Core Curriculum requirements.

Minor in French, 24 Credits

Students may earn a minor in French by completing the following courses. If the student takes six credits of French as part of the University College Core Curriculum, the minor requirement is reduced to 18 credits.

FREN 110	Elementary French I
FREN 120	Elementary French II
FREN 211	Intermediate French I
FREN 212	Intermediate French II
FREN 311	French Conversation I
FREN 312	French Conversation and Composition
FREN	Electives, 6 credits

Minor in Spanish, 24 Credits

Non-Spanish majors may earn a minor in Spanish by completing the following courses. If the student takes six credits of Spanish as part of the University College Core Curriculum, the minor requirement is reduced to 18 credits.

SPAN 110	Elementary Spanish I
SPAN 120	Elementary Spanish II
SPAN 211	Intermediate Spanish I
SPAN 212	Intermediate Spanish II
SPAN 311	Spanish Conversation I
SPAN 312	Spanish Conversation II
SPAN	Electives, 6 credits

DEPARTMENT OF GOVERNMENT AND HISTORY

The mission of the Department of Government and History is to provide effective instruction and educational programs in geography, history, and political science. The department offers bachelors degrees in geography, history, and political science. The department also offers a minor in philosophy. In conjunction with the School of Education, the department offers the Bachelor of Science degree in Social Science Education with concentrations in history and political science.

These programs provide students with the training in general education, history, social sciences, and professional education necessary for working effectively as social studies teachers in grades 9-12, and equip graduates with a broad comprehension of the role of the instructor as a facilitator of learning. The Department of Government and History is committed to the mission of Fayetteville State University in accommodating the higher educational needs of its students and providing life-long experiences and cultural opportunities for members of its immediate and extended communities.

DEGREES OFFERED

- Bachelor of Arts in Geography
- Bachelor of Arts in History
- Bachelor of Arts in Political Science,
 - Concentration: Police Science
 - Concentration: Public Administration
- Bachelor of Science in Social Sciences, Secondary Education
 - Concentration: History
 - Concentration: Political Science

PROGRAM DESCRIPTIONS

**BACHELOR OF ARTS IN GEOGRAPHY
120 CREDITS**

(See four-year degree plan in Appendix)

**University College Core Curriculum, 45 Credits
Program Requirements, 75 Credits**

Major Courses, 30 Credits

- GEOG 210* Principles of Geography
- GEOG 220* World Regional Geography
- GEOG 310 Economic Geography
- GEOG 311 Cartography
- GEOG 340 Cultural Geography
- GEOG 350 Physical Geography
- GEOG 440 Urban Geography
- GEOG 480 Seminar in Geography
- GEOG Electives (6 credits)

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional hours of free electives.

Restricted Electives, 21 credits – Select courses from ANTH, ASTR, CHEM, ECON, GEOL, HIST, PHYS, POLI, PSYC, SOCI. Students must choose electives from at least three different disciplines.

Minor/Electives, 18 Credits

Students are encouraged to have a minor in one of the following disciplines: Economics, computer science sociology, history, psychology, art, political science, biology, Spanish, English, mathematics, or philosophy. See

appropriate catalog section for requirements of specific minor selected.

Free Electives, 6 Credits

Other Program Requirements

1. Students admitted into the B.A. program must maintain a C grade or higher in all geography courses and an overall GPA of 2.0 or higher to graduate.
2. The geography major is required to complete a comprehensive examination in the senior year.

BACHELOR OF ARTS IN HISTORY, 120 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits

Six credit hours of humanities and/or fine arts courses must be completed as part of the University College Core Curriculum.

Program Requirements, 75 Credits

Major Courses, 39 Credits

- HIST 110* World History to 1600
 - HIST 120* World History since 1600
 - HIST 210* African-American History
 - HIST 211* The United States to 1865
 - HIST 212* The United States since 1865
 - HIST 311 Modern European History, 1648-1848
 - HIST 312 Modern European History, 1848 Present
 - HIST 490 Senior Seminar: Selected Topics
 - HIST Electives, 9 Credits
- Choose two of the following six courses, in consultation with an advisor:*
- HIST 270 Introduction to Africa
 - HIST 331 History of Modern East Asia
 - HIST 350 History of Latin America
 - HIST 352 North Africa and the Middle East
 - HIST 353 History of Mexico
 - HIST 370 Africa South of the Sahara

Social Science Requirements (Choose four from the following courses), 12 Credits

- ANTH 210* Introduction to Anthropology
- ECON 200* Economics of Decision Making
- ECON 211* Principles of Macroeconomics
- ECON 212* Principles of Microeconomics
- GEOG 210* Principles of Geography
- GEOG 220* World Regional Geography
- POLI 210* Principles of American Government
- PSYC 210* General Psychology
- SOCI 210* Principles of Sociology

Minor/Electives**, 18 Credits

Free Electives, 6 Credits

*May be completed to fulfill University College Core curriculum requirements, thus allowing additional free electives.

**See appropriate catalog section for requirements of specific minor selected.

Other Program Requirements

A student must have a C grade or higher in history courses, and must have an overall grade point average of 2.0 or higher to graduate.

BACHELOR OF ARTS IN POLITICAL SCIENCE, 120 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits

Program Requirements, 75 Credits

Major Courses, 39 Credits

POLI 200*	Introduction to Political Science
POLI 210*	Principles of American Government
POLI 220*	Principles of Public Administration
POLI 450	History of Political Theory I
POLI 460	History of Political Theory II

Choose two from the following four courses:

POLI 350	Government and Politics of Africa
POLI 351	Government and Politics of Europe
POLI 352	Government and Politics of Asia
HIPO 310	Political History of Contemporary China

Choose one from the following three courses:

POLI 471	Research Seminar
POLI 480	Senior Seminar
POLI 490	Advanced Reading and Research
POLI/HIPO Electives, 15 credits	

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional free electives.

Social Science Requirements, 15 Credits

GEOG 220*	World Regional Geography
HIST 211*	The United States to 1865
HIST 212*	The United States Since 1865
SOCI 210*	Principles of Sociology

Choose one of the following three courses:

ECON 200	Economics of Decision Making
ECON 211	Principles of Macroeconomics
ECON 212	Principles of Microeconomics

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional free electives.

Minor/Electives, 18 Credits

It is recommended that political science majors pursue minors in one of the following fields: Public Administration, Police Science, Criminal Justice, Sociology, Psychology, Geography, History, French, or Spanish. See appropriate catalog section for requirements of specific minor selected.

Free Electives, 3 Credits

Other Program Requirements

1. A student must maintain a grade of C or higher in all political science courses to qualify for graduation. he/she must maintain a grade of C or higher in the courses that are used for the minor or concentration and must earn an overall grade point average of 2.0 or higher to graduate.
2. The Political Science major must complete a comprehensive examination in the senior year.

BACHELOR OF ARTS IN POLITICAL SCIENCE (POLICE SCIENCE CONCENTRATION), 120 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits Program Requirements, 75 Credits

Major Courses, 48 Credits

POLI 200*	Introduction to Political Science
POLI 210*	Principles of American Government
POLI 320	State and Local Government
POLI 450	History of Political Theory I
POLI 460	History of Political Theory II
POLI 470	Government Internship/ Internship Electives

HIPO 341	Constitutional Law and History
HIPO 342	Civil Rights and the Constitution
POSC 101*	Introduction to Law Enforcement (CRJC 201)

POSC 111**	Criminal Law (CRJC 300)
POSC 210	Criminal Investigation
POSC 221	Introduction to Criminalistics
POSC 230**	Criminal Evidence (CRJC 230)
SOCI 340	Crime and Delinquency

Electives, six credits - Selected from the following disciplines: POLI/POSC/CRJC/HIPO.

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional hours of free electives.

**Equivalent Criminal Justice courses provided in parenthesis.

Social Science Requirements, 18 Credits

GEOG 220*	World Regional Geography
HIST 211*	The United States to 1865
HIST 212*	The United States since 1865
PSYC 210*	General Psychology
SOCI 210*	Principles of Sociology

Choose one of the following three courses:

ECON 200	Economics of Decision Making
ECON 211	Principles of Macroeconomics
ECON 212	Principles of Microeconomics

92 – College of Humanities and Social Sciences

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional hours of free electives.

Other Course Requirements, 6 Credits

PSYC 331 Developmental Psychology

Choose one from the following two courses:

SPEE 310 Public Speaking

SPEE 401 Argumentation and Debate

Free Electives, 3 Credits

Other Program Requirements

1. A student must maintain a C grade or higher in all police science courses to qualify for graduation. He/she must maintain a C grade or higher in the courses that are used for the minor or concentration, and must have an overall grade point average of 2.0 or higher to graduate.
2. The Political Science/Police Science major must complete a comprehensive examination in the senior year.

BACHELOR OF ARTS IN POLITICAL SCIENCE, PUBLIC ADMINISTRATION CONCENTRATION), 120 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits Program Requirements, 75 Credits

Major Courses, 51 Credits

POLI 200* Introduction to Political Science
POLI 210* Principles of American Government
POLI 220* Principles of Public Administration
POLI 301 Organization Theory
POLI 312 Public Leadership and Management
POLI 320 State and Local Government
POLI 420 Research Methods in Public Management
POLI 442 Public Policy Analysis
POLI 450 History of Political Theory I
POLI 460 History of Political Theory II
POLI 470** Government Internship/Internship Electives

Choose one from the following four courses:

POLI 471 Research Seminar

POLI 480 Senior Seminar

POLI 481 Senior Seminar- Selected Problems in Public Management

POLI 490 Advanced Reading and Research

Choose three from the following ten courses:

ECON 330 Public Finance***

GEOG 440 Introduction to City and Regional Planning

MIS 300 Information Systems Theory and Practice

POLI 321 Public Personnel Management

POLI 400 Administration of Urban Government

POLI 401 Federal and Intergovernmental Relations

POLI 402 Public Policy Formulation

POLI 412 Administrative Law

POLI 431 International Organization

SOCI 442 Urban Sociology

POLI/HIPO Electives, 6 credits

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional free electives.

**Government Internship is required of all students, except those with prior administrative or leadership experience. These students can choose another elective in lieu of POLI 470.

***ECON 211 and ECON 212 are prerequisites for ECON 330.

Other Course Requirements, 18 Credits

CSC 100 Introduction to Computer Science

SOCI 331 Social Statistics

HIST 211 The United States to 1865

HIST 212 The United States Since 1865

Choose one from the following three courses:

ECON 200 Economics of Decision Making

ECON 211 Principles of Macroeconomics

ECON 212 Principles of Microeconomics

Choose one from the following two courses:

SOCI 210 Principles of Sociology

GEOG 220 World Regional Geography

Free Electives, 6 Credits

Other Program Requirements

A student must maintain a C grade or higher in all public administration courses, as well as an overall GPA of 2.0 or higher to graduate.

BACHELOR OF SCIENCE IN SOCIAL SCIENCES, SECONDARY EDUCATION, CONCENTRATION IN HISTORY, 122 CREDITS

(See four-year degree plan in Appendix)

Admission Requirement

A student must fulfill all requirements for admission to the teacher education program. See School of Education.

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core curriculum:

NSCI 110 Comprehensive Physical Science

NSCI 120 Modern Biology

A minimum of six credit hours of history courses selected from HIST 110, HIST 120, HIST 210, HIST 211, and HIST 212 must be taken as part of the University College Core Curriculum.

Program Requirements, 77 Credits

Major Courses, 36 Credits*

HIST	110	World History to 1600
HIST	120	World History since 1600
HIST	210	African-American History
HIST	211	The United States to 1865
HIST	212	The United States since 1865
HIST	311	Mod European History, 1648-1848
HIST	312	Mod European History, 1848-Present
HIST	390	History of North Carolina
HIST	490	Senior Seminar: Selected Topics
HIST		Elective, 3 Credits
HIST		U.S. History Elective, 3 Credits

Choose one of the following six courses, in consultation with an advisor:

HIST	270	Introduction to Africa
HIST	331	History of Modern East Asia
HIST	350	History of Latin America
HIST	352	North Africa and the Middle East
HIST	353	History of Mexico
HIST	370	Africa South of the Sahara

*The total number of required credits is 33; however, six of these are counted as part of the University College Core Curriculum.

Social Science Requirements, 15 Credits

Choose five from the following courses, in consultation with an advisor:

ANTH	210*	Introduction to Anthropology
ECON	211*	Principles of Macroeconomics
ECON	212*	Principles of Microeconomics
GEOG	210*	Principles of Geography
GEOG	220*	World Regional Geography
POLI	210*	Principles of American Government
PSYC	210*	General Psychology
SOCI	210*	Principles of Sociology

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional social science electives in this degree program.

Professional Education Courses, 32 Credits

EDUC	210	Computers in Education
EDUC	211**	Laboratory Experience in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Development
EDUC	421+	Principles of Secondary Education
EDUC	450+	Classroom Management /Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School-Social Studies
EDUC	480+	Student Teaching in Secondary Schools
EDUC	490+	Professional Education Seminar
READ	320+	Teaching Reading in Secondary Schools

** To be taken in sophomore year.

+ These courses may not be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

Other Program Requirement:

Students must earn a grade of "C" or higher in all education courses.

BACHELOR OF SCIENCE IN SOCIAL SCIENCES, SECONDARY EDUCATION, CONCENTRATION IN POLITICAL SCIENCE, 122 CREDITS

(See four-year degree plan in Appendix)

Admission Requirement

A student must fulfill all requirements for admission to the teacher education program. See School of Education.

University College Core Curriculum, 45 Credits.

For this degree program, the following courses are required as part of the University College Core curriculum:

NSCI 110	Comprehensive Physical Science
NSCI 120	Modern Biology

Program Requirements, 77 Credits

Major Courses, 27 Credits

POLI	200*	Introduction to Political Science
POLI	210*	Principles of American Government
POLI	450	History of Political Theory I
POLI	460	History of Political Theory II
POLI		Electives, 6 credits
<i>Choose one from the following three courses:</i>		
POLI	471	Research Seminar
POLI	480	Senior Seminar
POLI	490	Advanced Reading and Research
<i>Choose two from the following three courses:</i>		
POLI	350	Government and Politics of Africa
POLI	351	Government and Politics of Europe
POLI	352	Government and Politics of Asia

Social Science Requirements, 15 Credits

GEOG	220*	World Regional Geography
HIST	211	The United States to 1865
HIST	212*	The United States since 1865
SOCI	210*	Principles of Sociology
<i>Choose one from the following three courses:</i>		
ECON	200	Economics of Decision Making
ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics

*May be completed to fulfill University College Core Curriculum requirements, thus allowing additional hours of free electives.

Professional Education Courses, 32 Credits

EDUC	210	Computers in Education
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EDUC	211**	Laboratory Experience in Area Schools
EDUC	320	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Development
EDUC	421+	Principles of Secondary Education
EDUC	450+	Classroom Management/Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School-Social Studies
EDUC	480+	Student Teaching in Secondary Schools
EDUC	490+	Professional Education Seminar
READ	320+	Teaching Reading in Secondary Schools

** To be taken in sophomore year.

+ These courses may not be taken until the student is admitted formally for Teacher Education by the Teacher Education Committee.

Free Elective, 3 Credits

Other Program Requirements

Students must earn a grade of “C” or higher in all major courses and education courses.

MINORS

Minor in Geography, 18 Credits

GEOG	210	Principles of Geography
GEOG	220	World Regional Geography
GEOG		Electives, 12 credits

Minor in History, 24 Credits

Non-History majors may earn a minor in history by completing the following courses. If the student takes six credit hours of history as part of the University College Core Curriculum, the minor requirement is reduced to 18 credits.

HIST	110	World History to 1600
HIST	120	World History since 1600
HIST	210	African-American History
HIST	211	The United States to 1865
HIST	212	The United States since 1865
HIST	311	Modern European History, 1648-1848
HIST	312	Modern European History, 1848-present
		Three credits in Asian, African, or Latin-American History

Minor in Philosophy, 18 Credits

Choose six courses from the following:

PHIL	210	Introduction to Philosophy
PHIL	211	Introduction to World Religions
PHIL	212	African-American Philosophy
PHIL	220	Introduction to Logic

PHIL	230	Political and Social Philosophy
PHIL	310	Philosophy of Religion
PHIL	320	Introduction to Ethics
PHIL	330	Ancient and Medieval Philosophy
PHIL	340	Modern Philosophy
PHIL	360	Existentialism
PHIL	370	Philosophy of Science
PHIL	430	Seminar in Philosophy

Minor in Police Science, 18 Credits

POSC	101	Introduction to Law Enforcement
POSC	102	Highway Traffic Administration
POSC	210	Criminal Investigation
POSC	230	Criminal Evidence
		Police Science/Criminal Justice Electives, 6 Credits

Minor in Political Science, 18 Credits

POLI	200	Introduction to Political Science
POLI	210	Principles of American Government
POLI	320	State and Local Government
POLI	450	History of Political Theory I
POLI	460	History of Political Theory II
		<i>Choose one from the following courses:</i>
POLI	350	Government and Politics of Africa
POLI	351	Government and Politics of Europe
POLI	352	Government and Politics of Asia
HIPO	310	Political History of Contemporary China

Minor in Public Administration, 18 Credits

POLI	200	Introduction to Political Science
POLI	210	Principles of American Government
POLI	220	Principles of Public Administration
POLI	301	Organization Theory
POLI	312	Public Leadership and Management
		POLI Elective, 3 credits

DEPARTMENT OF THE PERFORMING AND FINE ARTS

The Department of The Performing and Fine Arts seeks to foster in students an appreciation for and knowledge of the performing and fine arts that will guide them throughout their lives. Degree programs offered by the department are designed to prepare students for success as teachers, performers, and creative artists. The department offers programs of study leading to degrees in Music, Music Education, Speech and Theatre, and Visual Arts.

The Department offers courses in Humanities as well as offering minors in Communications, General Studies, Music and Visual Arts. In conjunction with the School of Education, the Department of The Performing and Fine Arts offers a teaching degree in Music Education.

The B.S. degree program in Music Education provides students with the training in general education, music, and professional education necessary to work effectively as music educators in grades K-12. Students may choose a concentration in vocal, keyboard, or instrumental music.

The curricula and instruction in these programs provide students with broad comprehension of the professional educator as a facilitator of learning.

DEGREES OFFERED

Bachelor of Arts in General Music
 Bachelor of Arts in Speech-Theatre
 Bachelor of Arts in Visual Arts
 Bachelor of Science in Music Education (K-12)

PROGRAM DESCRIPTIONS

BACHELOR OF ARTS IN SPEECH-THEATRE, 120 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits Program Requirements, 75 Credits

Major Courses, 34 Credits

COMM	205	Introduction to Communication
SPEE	201*	Speech/Theatre Activities
SPEE	212	Voice and Diction
SPEE	311	Oral Interpretation
SPEE	420	Senior Seminar
THEA	203**	Introduction to Theatre
THEA	337	Scene Technology

*SPEE 201 is to be completed four times for credit.

Restricted Electives, 12 credits selected from one of the three areas: Speech, Telecommunications, or Theatre, listed below.

1. Speech (Choose four from the following):

SPEE	210	Interpersonal Communication
SPEE	211	Phonetics
SPEE	240	Introduction to Communication Disorders
SPEE	310	Public Speaking
SPEE	321	Group Discussion
SPEE	340	Language Development
SPEE	401	Argumentation and Debate
SPEE	402	Basic Speech and Hearing Science
SPEE	413	Anatomy and Physiology of the Speech and Hearing Mechanism

2. Telecommunication (Choose four from the following):

COMM	210	Introduction to Mass Communications
COMM	320	Audio Production I
COMM	330	Writing for the Media
COMM	350	Telecommunications Management
COMM	360	Video Production I
COMM	380	Non Broadcast Systems
COMM	390	Cable Communications
COMM	410	Mass Media Internship I
COMM	420	Mass Media Internship II
COMM	430	News and Public Affairs
COMM	440	Audio Production II
COMM	450	Telecommunications Law

COMM 460 Video Production II

3. Theater (Choose four from the following):

THEA	221	History of the Theatre I
THEA	222	History of the Theatre II
THEA	306	Fundamentals of Acting
THEA	316	Intro to Costume and Make-up
THEA	320	Playwriting
THEA	333	Play Directing
THEA	334	Theatre Management
THEA	402	Advanced Acting
THEA	403	Scene Design
THEA	411	Children's Theatre
THEA	413	Drama Theory and Criticism I
THEA	414	Drama Theory and Criticism II
THEA	420	African American Theatre
THEA	421	Play Production

Minor Courses*, 18 Credits

Foreign Language**, 6 Credits

Free Electives, 17 Credits

*See appropriate catalog section for requirements of specific minor selected.

**May be completed to fulfill University College Core Curriculum requirements, thus allowing additional hours of free electives.

BACHELOR OF ARTS IN VISUAL ARTS 121 CREDITS

(See four-year degree plan in Appendix)

Admission Requirement

All potential art majors and minors must present to the art faculty a portfolio, photographs, slides of artwork or other evidence of artistic ability. All art majors, minors, and transfer students should fulfill this requirement before declaring their major.

University College Core Curriculum, 45 Credits Program Requirements, 76 Credits

Major Courses, 37 Credits

ART	110	2D Design
ART	121	Basic Drawing
ART	123	Basic Digital Design
ART	212	Introduction to Painting
ART	223	Figure Drawing I
ART	230	Introduction to Ceramics
ART	231	Introduction to Sculpture
ART	321	Ancient to Medieval Art
ART	322	Renaissance to Modern Art
ART	353	Introduction to Printmaking
ART	400	Art Thesis
ART	410	Art Criticism
ART	442	Contemporary Art

Restricted Electives, 21 credits selected from one of the following areas: Art History, Ceramics, Graphics, Painting, Printmaking, or Sculpture

1. Art History

- ART 340 Women, Culture, and Imaging
- ART 361 African Art
- ART 362 African American Art
- ART 365 History of Photography
- ART 381 Islamic Art
- ART 462 American Art
- ART 450 Independent Study

2. Ceramics

- ART 371 Clay Modeling I
- ART 372 Clay Modeling II
- ART 430 Ceramics II
- ART 431 Ceramics III
- ART 452 Ceramics IV
- ART 453 Directed Study in Ceramics V
- ART 450 Independent Study

3. Graphics

- ART 222 Advanced Drawing
- ART 226 Typography
- ART 330 Computer Imaging in Visual Art
- ART 352 Commercial Art
- ART 391 Computer Graphics in Fine Art
- ART 440 Basic Photography
- ART 481 Computer Design for Multimedia

4. Painting

- ART 222 Advanced Drawing
- ART 331 Color Theory and Techniques
- ART 412 Advanced Painting
- ART 413 Directed Study in Advanced Painting III
- ART 414 Directed Study in Advanced Painting IV
- ART 440 Basic Photography
- ART 450 Independent Study

5. Printmaking

- ART 222 Advanced Drawing
- ART 330 Computer Imaging in Visual Art
- ART 343 Advanced Printmaking
- ART 355 Multi-Media Print
- ART 433 Directed Study in Printmaking III
- ART 434 Directed Study in Printmaking IV
- ART 440 Basic Photography

6. Sculpture

- ART 371 Clay Modeling I
- ART 372 Clay Modeling II
- ART 471 Wood Working
- ART 472 Metals
- ART 473 Advanced Metals
- ART 474 Subtractive Sculpture
- ART 450 Independent Study

General Electives, 18 Credits

Students may fulfill elective requirements by completing (with advisement) a minor in another discipline (see section of catalog for requirement of specific minor selected), or a variety of free electives.

Other Program Requirements

1. A student cannot be admitted to the program without a portfolio review.
2. A grade of “C” or higher must be earned in all major and concentration studio art classes.
3. All transfer students must complete six hours in their Area of Concentration at Fayetteville State University.

**BACHELOR OF ARTS IN GENERAL MUSIC,
124 CREDITS**

(See four-year degree plan in Appendix)

Admission Requirements

A student must complete a placement test in music theory and performance before registering for the first semester classes.

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

- NSCI 110 Comprehensive Physical Science
- NSCI 120 Modern Biology

Program Requirements, 124 Credits

Major Courses, Credits

- MUSI 100 Basic Musicianship
- MUSI 102 Class Piano I
- MUSI 152 Harmony, Sight Singing, and Ear Training I
- MUSI 201 Class Piano II
- MUSI 202 Class Piano III
- MUSI 225 History of Jazz
- OR
- MUSI 260 African-American Music
- MUSI 281 Harmony, Sight Singing, and Ear Training II
- MUSI 292 Harmony, Sight Singing, and Ear Training III
- MUSI 351 Music History I
- MUSI 352 Music History II
- MUSI 354 Form and Analysis
- MUSI 381 Harmony, Sight Singing, and Ear Training IV
- MUSI 391 Elementary Conducting
- MUSI 394 Choral Conducting
- OR
- MUSI 396 Instrumental Conducting
- MUSI 431 Orchestration
- MUSI 462 Music Composition
- Select one of the following:*
- MUSI 420 Choral Literature
- MUSI 430 Keyboard Literature
- MUSI 440 Woodwind Literature

MUSI 491 Vocal Literature

Applied Music Sequence, 7 Credits

Each music education major must complete one of the following sequences of applied music courses (one credit hour each).

1. Brass: MUSI 167, 168, 267, 278, 367, 378, 467
2. Organ: MUSI 169, 180, 269, 280, 369, 380, 469
3. Percussion: MUSI 173, 184, 273, 284, 373, 384, 473
4. Piano: MUSI 171, 182, 271, 282, 371, 382, 471
5. Strings: MUSI 175, 186, 275, 286, 375, 386, 475
6. Voice: MUSI 177, 188, 277, 288, 377, 388, 477
7. Woodwinds: MUSI 179, 190, 279, 290, 379, 390, 479

Ensemble Performance, 7 Credits

Music education majors must earn seven credits, selected from the course below, which may be repeated for credit. Instrumental majors may, in consultation with their advisors, earn their seven ensemble credits with a combination selected from the five instrumental ensembles listed.

MUSI 110 Choir

Recommended for Voice and Keyboard students

MUSI 115 Percussion Ensemble

Recommended for instrumental students

MUSI 120 Brass Ensemble

Recommended for Instrumental students

MUSI 130 Woodwind Ensemble

Recommended for instrumental students.

MUSI 140 Jazz Ensemble

Recommended for Instrumental students

MUSI 160 String Ensemble

Recommended for String students

MUSI 191 Marching Band

Recommended for Instrumental students

MUSI 192 Concert Band

Recommended for Instrumental students

Music Electives, 9 Credits

Free Electives, 21 Credits

Other Program Requirements

1. Students seeking a degree in Music or Music Education must give a senior recital the semester before student teaching.
2. Students must earn a grade of C or higher in all music courses.
3. Students must earn a grade of C or higher in all education courses.

MINORS**Minor in Music, 23 Credits**

- MUSI 152 Harmony, Sight Singing, and Ear Training I
 MUSI 210 Music Appreciation
 MUSI 281 Harmony, Sight Singing, and Ear Training II
 MUSI* Ensemble, 4 Credits

MUSI** Applied Music, 4 Credits

MUSI Electives, 6 Credits

*See Ensemble Performance

**See Applied Music sequences

Minor in Speech-Theater, 18 Credits

- COMM 205 Introduction to Communication
 SPEE 212 Voice and Diction
 SPEE 310 Public Speaking
 SPEE 311 Oral Interpretation
 THEA 203 Introduction to Theater
 THEA 337 Scene Technology

Minor in Telecommunications, 18 Credits

- COMM 205 Introduction to Communication
 COMM 210 Introduction to Mass Communication
 COMM 320 Audio Production I
 COMM 330 Writing for the Media
 COMM 360 Video Production I
 COMM 450 Telecommunications Law

Minor in Visual Arts, 21 Credits

- ART 110 2D Design
 ART 121 Basic Drawing
 ART 123 Basic Digital Design
 ART 231 Introduction to Sculpture
 ART 321 Ancient to Medieval Art
 ART 322 Renaissance to Modern Art

Choose one from the following five courses:

- ART 212 Introduction to Painting
 ART 230 Introduction to Ceramics
 ART 311 Arts and Crafts
 ART 353 Introduction to Printmaking
 ART 440 Basic Photography

BACHELOR OF SCIENCE IN MUSIC EDUCATION, (K - 12), 122-125 CREDITS

(See four-year degree plan in Appendix)

Admission Requirements

A student must complete a placement test in music theory and performance before registering for the first semester classes.

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

- NSCI 110 Comprehensive Physical Science
 NSCI 120 Modern Biology

Program Requirements, 77-80 Credits

Major Courses, 29 Credits

- MUSI 152 Harmony, Sight Singing, and Ear Training I
 MUSI 241 Class Strings
 MUSI 242 Class Woodwinds

MUSI 281	Harmony, Sight Singing, and Ear Training II
MUSI 292	Harmony, Sight Singing, and Ear Training III
MUSI 341	Class Brass
MUSI 342	Class Percussion
MUSI 351	Music History I
MUSI 352	Music History II
MUSI 354	Form and Analysis
MUSI 381	Harmony, Sight Singing, and Ear Training IV
MUSI 431	Orchestration
MUSI 441	Elementary Methods

Select one of the following areas, 2-5 Credits

1. Instrumental, 5 Credits

MUSI 102	Class Piano I
MUSI 201	Class Piano II
MUSI 202	Class Piano III
MUSI 251	Class Voice I
MUSI 396	Instrumental Conducting

2. Keyboard, 2 Credits

MUSI 251	Class Voice I
MUSI 394	Choral Conducting

3. Voice, 4 Credits

MUSI 102	Class Piano I
MUSI 201	Class Piano II
MUSI 202	Class Piano III
MUSI 394	Choral Conducting

Applied Music Sequence, 7 Credits

Each music education major must complete one of the following sequences of applied music courses (one credit hour each).

8. Brass: MUSI 167, 168, 267, 278, 367, 378, 467
9. Organ: MUSI 169, 180, 269, 280, 369, 380, 469
10. Percussion: MUSI 173, 184, 273, 284, 373, 384, 473
11. Piano: MUSI 171, 182, 271, 282, 371, 382, 471
12. Strings: MUSI 175, 186, 275, 286, 375, 386, 475
13. Voice: MUSI 177, 188, 277, 288, 377, 388, 477
14. Woodwinds: MUSI 179, 190, 279, 290, 379, 390, 479

Ensemble Performance, 7 Credits

Music education majors must earn seven credits, selected from the course below, which may be repeated for credit. Instrumental majors may, in consultation with their advisors, earn their seven ensemble credits with a combination selected from the five instrumental ensembles listed.

MUSI 110	Choir	<i>Recommended for Voice and Keyboard students</i>
MUSI 115	Percussion Ensemble	<i>Recommended for instrumental students</i>
MUSI 120	Brass Ensemble	<i>Recommended for Instrumental students</i>
MUSI 130	Woodwind Ensemble	<i>Recommended for instrumental students.</i>
MUSI 140	Jazz Ensemble	<i>Recommended for Instrumental students</i>
MUSI 160	String Ensemble	<i>Recommended for String students</i>
MUSI 191	Marching Band	

Recommended for Instrumental students

MUSI 192 Concert Band

Recommended for Instrumental students

Music Electives, 3 Credits

Professional Education Core, 29 Credits

EDUC 211* Laboratory Experiences in Area Schools

EDUC 310 Foundations of Education

READ 320 Teaching Reading in Content Area

EDUC 330 Educational Psychology and Measurements

EDUC 340 Human Development

EDUC 421+ Principles of Secondary Education

EDUC 450+ Classroom Management/Parent Counseling and Guidance

EDUC 460+ Methods and Materials in Secondary School - Music

EDUC 480+ Student Teaching

EDUC 490+ Professional Education Seminar

To be taken during sophomore year

+ These courses may not be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

Other Program Requirements

4. Students seeking a degree in Music Education must give a senior recital the semester before student teaching.
5. Students must earn a grade of C or higher in all music courses.
6. Students must earn a grade of C or higher in all education courses.
7. Students must fulfill all requirements for admission to the Teacher Education program. See School of Education.

DEPARTMENT OF SOCIOLOGY

The Department of Sociology offers three undergraduate degrees with the objectives of preparing students for teaching in secondary schools, engaging in further study at the graduate and professional levels, and pursuing entry-level careers in law enforcement, government, and the private sector. To achieve its objectives, the department requires students to complete the University College Core Curriculum and forty or more credit hours in sociology. Concentration requirements in sociology are offered for students seeking certification in social science education at the secondary level. A minor or set of free electives is required to supplement the majors and/or concentrations.

DEGREES OFFERED

Bachelor of Arts in Sociology

Bachelor of Science in Social Sciences, Secondary Education (Concentration: Sociology)

PROGRAM DESCRIPTIONS**BACHELOR OF ARTS IN SOCIOLOGY
120 CREDITS***(See four-year degree plan in Appendix)***University College Core Curriculum, 45 Credits
Program Requirements, 75 Credits**

Major Courses, 42 Credits

SOCI 210	Principles of Sociology
SOCI 331	Social Statistics
SOCI 335	Social Research Methods
SOCI 340	Crime and Delinquency
SOCI 350	History of Sociological Thought
SOCI 351	Contemporary Social Theory
SOCI 390	Social Behavior and Interaction
SOCI 412	Race and Ethnic Relations
SOCI 462	Social Stratification
SOCI 480	Sociological Seminar
SOCI Electives, 9 credits	
SOCI or SWRK Elective, 3 credits	
PSYC 210	General Psychology
<i>Choose one of the following two courses:</i>	
ANTH 210	Introduction to Anthropology
SOCI 375	Comparative Societies

Two computer electives or one year of foreign language
*(The computer electives may be fulfilled by completing any two of
BADM 214, BEDU 250, CSC 100, CSC 101, EDUC 210,
PSYC 260, MIS 300, SOCI 333 or any courses that provide
competency in computer applications.)*

Minor or Electives, 18 Credits

Sociology majors may select any minor offered within the university. See appropriate catalogue section for requirements of specific minor selected. If the student does not select a minor, he or she may select 18 hours of free electives in consultation with an advisor.

Free Electives, 3 Credits

Students pursuing the Social Work Minor should select a SWRK course for this elective.

Other Program Requirements

1. The Sociology major must complete a comprehensive departmental examination in the senior year.
2. A student must attain at least a C grade in all sociology courses for graduation. A C grade or higher must be maintained in the courses that are needed for the minor, electives, or concentration.
3. An overall GPA of 2.0 or higher is required to graduate.

**BACHELOR OF SCIENCE IN SOCIAL SCIENCES,
SECONDARY EDUCATION (CONCENTRATION
IN SOCIOLOGY), 122 CREDITS***(See four-year degree plan in Appendix)***Admission Requirement**

A student must fulfill all requirements for admission to the teacher education program. See "School of Education."

University College Core Curriculum, 45 Credits

For this degree program, the following courses are part of the University College Core curriculum:

NSCI 110	Comprehensive Physical Science
NSCI 120	Modern Biology
HIST 110	World History to 1600
HIST 120	World History since 1600
POLI 210	Principles of American Government
PSYC 210	General Psychology

Program Requirements, 77 Credits

Major Courses, 27 Credits

ECON 211	Principles of Macroeconomics
ECON 212	Principles of Microeconomics
GEOG 210	Principles of Geography
HIST 211	The United States to 1865
HIST 212	The United States since 1865
HIST 311	Modern European History, 1648-1848
HIST 312	Modern European History, 1848-Present
SOCI 210	Principles of Sociology

Choose one from the following courses:

ANTH 210	Introduction to Anthropology
SOCI 375	Comparative Societies

Concentration Courses, 18 Credits

SOCI 331	Social Statistics
SOCI 335	Social Research Methods
SOCI 340	Crime and Delinquency
SOCI 390	Social Behavior and Interaction

Choose one from the following two courses:

SOCI 350	History of Sociological Thought
SOCI 351	Contemporary Social Theory

Choose one from the following two courses:

SOCI 412	Race and Ethnic Relations
SOCI 462	Social Stratification

Professional Education Courses, 32 Credits

EDUC 211	**Laboratory Experience in Area Schools
EDUC 310	Foundations of Education
EDUC 330	Educational Psychology and Measurement
EDUC 340	Human Development
EDUC 421+	Principles of Secondary Education
EDUC 450+	Classroom Management/Parent Counseling and Guidance
EDUC 460+	Methods and Materials in Secondary School-Social Studies
EDUC 480+	Student Teaching in Secondary

		Schools
EDUC	490+	Professional Education Seminar
READ	320+	Teaching Reading in Secondary Schools Computer Elective (3 credits)

** To be taken in sophomore year.

+ These courses may not be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

Other Program Requirements

Students must earn a grade of C or higher in all education courses.

MINORS

Minor in Sociology, 18 Credits

SOCI	210	Principles of Sociology
SOCI	340	Crime and Delinquency
SOCI	350	History of Sociological Thought
SOCI	412	Race and Ethnic Relations
SOCI Electives, 6 Credits		

Minor in Social Work, 21 Credits

SWRK	230	Introduction to Social Work
SWRK	330	Human Behavior and the Social Environment
SWRK	340	Social Welfare Policy and Services
SWRK	400	Interview Skills
SWRK	410	Social Work Practice
SWRK	425	Social Work with Families
SWRK	450	Field Practicum

MILITARY SCIENCE/ARMY ROTC PROGRAM

(Offered in conjunction with Methodist College and hosted by Campbell University)

Fayetteville State University has a cross-enrollment program with Methodist College, whereby FSU students can pursue a commission in the United States Army, and Methodist College students can pursue a commission in the United States Air Force. FSU students can enroll in classes conducted by the Department of Military Science at Fayetteville State University.

The Military Science curriculum is a leadership development program that enhances students' academic endeavors and develops men and women for positions of responsibility as commissioned officers in the active Army and its reserves. The program has two components: the Basic and Advanced courses.

The Basic Course is normally taken during the freshman and sophomore years. No military commitment is incurred, and the student is permitted to withdraw at any point. Two 100-level Military Science courses (101,102) and two 200-level (201, 202) courses are required.

After completing the Basic Course, students may enroll in the Advanced Course, provided that they have demonstrated officer potential and have a cumulative GPA of 2.0 or higher. The Advanced Course covers the final two years of college, which includes a paid (approximately \$800)

five-week Advanced Camp held at Fort Lewis, Washington during the summer between the student's junior and senior years. Advanced Course cadets also receive \$300 - \$400 every academic month. Instruction includes leadership development, oral and written communication skills, military organization, logistical management, small-unit tactics, training management, military history, and practical leadership experience.

The Leadership Development and Assessment Course provides a realistic taste of leadership as cadets put into practice the principles and theories acquired in the classroom. Students who wish to enter the Advanced Course and who did not complete the Basic Course may fulfill them by attending a six-week Leader's Training Course at Fort Knox, Kentucky, during the summer between their sophomore and junior years. Veterans automatically qualify for Advanced Course placement.

Prior to commissioning, ROTC cadets must also fulfill professional military education (PME) requirements by taking courses in human behavior, written communication, computer literacy, and math reasoning. Three and two-year scholarships are available on a competitive basis. The scholarships pay for college tuition, textbooks, and laboratory fees, plus a \$200 - \$400 monthly stipend.

Academic Programs: School of Business and Economics

Mission

Fayetteville State University has a long tradition of providing educational access to a diverse student population, which seeks a relevant learning experience in the liberal arts and professions. The School of Business and Economics builds upon the University's strong teaching orientation, supplementing it with pedagogical and applied research. The School graduates students who possess a sound understand of business concepts and applications seeking careers in management, government, and professional disciplines. The School also serves the community as a catalyst for spurring economic development and assisting in economic education.

DEGREES OFFERED

The School of Business and Economics is authorized to offer Bachelor of Science degrees in six undergraduate programs. They are 1) Accounting, 2) Banking and Finance, 3) Business Administration, 4) Managerial Economics, 5) Marketing Education, and 6) Vocational Business Education. In addition, the Bachelor of Science in Business Administration offers concentrations in General Business Administration, Management, and Marketing. At the graduate level, a Master of Business Administration degree is offered.

Department of Accounting

Bachelor of Science: Accounting
Certificate Program in Accounting
(Post-baccalaureate Program)

Department of Management

Bachelor of Science: Business Administration
Concentrations: Management, Management Information Systems, and General Business

Department of Managerial Economics and Finance

Bachelor of Science: Banking and Finance
Bachelor of Science: Managerial Economics
Minor: Economics

Department of Marketing and Business Education

Bachelor of Science: Business Administration,
Concentration: Marketing
Bachelor of Science: Marketing Education
Bachelor of Science: Vocational Business Education

Graduate Program (See Graduate Catalog.)

Master of Business Administration

ADMISSION TO THE SCHOOL OF BUSINESS AND ECONOMICS

Prior to taking advanced courses toward a Bachelor of Science degree in a business discipline:

1. A student must have completed a minimum of 30 credit hours with a grade point average of 2.0 or higher.
2. A declaration of major form must be completed, submitted, and approved.
3. A student must have completed the following courses with no grade lower than a C: ACCT 211, ECON 211 or ECON 212, BADM 214, BADM 215, BADM 216.

CORE REQUIREMENTS

The following courses are required for all School of Business and Economics majors, except economics, marketing education, and vocational business education (see program requirements):

ACCT 211	BADM 216	MGMT 311
ACCT 212	ECON 211	MGMT 335
BADM 209	ECON 212	MGMT 470
BADM 214	FINC 311	MIS 300
BADM 215	MATH 140	MKTG 311

DEPARTMENT OF ACCOUNTING

The Bachelor of Science degree program in Accounting is designed to offer professional education to qualified students who seek careers in the field of accounting. The program emphasizes the learning of the concepts and practices of accounting along with the development of analytical skills in areas of data processing, management, mathematics, and statistics. This program requires a curriculum with a minimum of 122 hours of approved courses, with a minimum of 30 semester hours in Accounting. The program includes courses in the School of Business and Economics, University College, Business Administration, Economics, and Accounting.

A student successfully completing the program should qualify for entry-level professional accounting jobs in business, government, and public accounting, as well as for continued advanced study in accounting and business.

The Department of Accounting also offers a certificate program in Accounting - a post-baccalaureate program that enables accounting students to meet the North Carolina Board of Accountancy and the American Institute of Certified Public Accountants (AICPA) 150 requirements to qualify for CPA certification.

DEGREE OFFERED

Bachelor of Science: Accounting

CERTIFICATION PROGRAM

Certificate Program in Accounting
(Post-baccalaureate Program)

PROGRAM DESCRIPTION

**BACHELOR OF SCIENCE IN ACCOUNTING,
122 CREDITS**

(See four-year degree plan in Appendix)

University College Core Curriculum, 46 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
MATH	140	Applied Calculus
PSYC	210	General Psychology

Program Requirements, 76 Credits

ACCT	211	Financial Accounting and Reporting
ACCT	212	Managerial Accounting
ACCT	300	Accounting Information Systems
ACCT	311	Intermediate Accounting I
ACCT	312	Intermediate Accounting II
ACCT	320	Federal/State Income Tax
ACCT	321	Cost Accounting
ACCT	411	Advanced Accounting
ACCT	412	Governmental and Public Accounting
ACCT	422	Auditing
ACCT Elective*	(3 Credits)	
BADM	209	Legal Environment of Business
BADM	214	Microcomputer Applications
BADM	215	Business Communications
BADM	216	Statistics for Business and Economics
BADM	412	Business Law
FINC	311	Principles of Finance
MGMT	311	Principles of Management
MGMT	335	Operations Management
MGMT	470	Strategic Management
MKTG	311	Principles of Marketing

*Select one course from ACCT 322, ACCT 420, ACCT 430, ACCT 450

Free Electives, 12 Credits

Other Program Requirements:

- Accounting majors must have least a GPA of 2.5 in accounting courses for graduation.
- ACCT 310, Advanced Managerial Accounting is not open to Accounting majors.
- For enrollment in 300- and 400-level Accounting courses, students must have a GPA of 3.0 or better in ACCT 211 and ACCT 212.
- BADM 450 and COOP courses are not available as Accounting electives.

- Students must have completed 24 semester hours of Accounting beyond ACCT 211 and 212, of which a minimum of 12 semester hours of Accounting must be completed at the University.
- Only accounting courses in which the student has earned a grade of “C” or better may be used to satisfy these requirements.

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

Prerequisite: Bachelor’s Degree

Accounting restricted electives as approved by Advisor
15 credits.
CSC electives, 6 credits.
Electives approved by Advisor, 9 credits.

Total 30 credits.

DEPARTMENT OF MANAGEMENT

The Department of Management offers a Bachelor of Science degree in Business Administration with concentrations in General Business, Management, and Management Information Systems (MIS). Through selection of a program concentration, students will acquire domain knowledge and advanced skills required of a business professional. The Management program also offers a Minor degree in Management Information Systems for students majoring in Computer Science and Accounting undergraduate degree programs. The Minor degree program for these two majors require 18 credit hours of selected Management and MIS coursework, and 15 credit hours of MIS coursework. In addition to preparing students with specialized knowledge and skills for their business careers, the Management undergraduate degree program provides a strong educational background for students who would like to pursue graduate studies in business. This program emphasizes on developing communications, computing, and analytical skills through case analysis and research assignments. The program also includes opportunities for students to build on their good citizenship experiences through active involvement in community projects. All the Management students should keep a GPA of at least 2.0 to stay in this department.

DEGREE OFFERED

Bachelor of Science: Business Administration

PROGRAM DESCRIPTIONS

**BACHELOR OF SCIENCE IN BUSINESS
ADMINISTRATION, 122 CREDITS**

(See four-year degree plan in Appendix)

University College Core Curriculum, 46 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
MATH	123	College Algebra
MATH	140	Applied Calculus
PSYC	210	General Psychology

Program Requirements, 76 Credits

Additional Core Courses, 15 Credits

ECON	310*	Managerial Economics
ENGL	341	Advanced Composition
CSC Elective (except CSC 100)		
Restricted Electives - Select six hours from CSC, MATH, SOCI, HIST, ECON, GEOG, ENGL, or a foreign language.		
*ECON 310 is not required for MIS Concentration		

Major Courses, 43 Credits

ACCT	211	Financial Accounting and Reporting
ACCT	212	Managerial Accounting
BADM	209	Legal Environment of Business
BADM	214	Microcomputer Applications
BADM	215	Business Communications
BADM	216	Statistics for Business & Economics
FINC	311	Principles of Finance
MGMT	311	Principles of Management
MGMT	335	Operations Management
MGMT	470	Strategic Management
MIS	300	Information Systems Theory and Practice
MKTG	311	Principles of Marketing

Business Electives and Free Electives – Management and Management Information System concentration should select six credits of business electives in consultation with advisor. General Business majors should take three credits of business elective and three credit of free elective in consultation with advisor .

Concentration Requirements (Select from A, B, or C below)
18 Credits

A. General Business Administration Concentration Business Electives - Choose six courses from BADM, FINC, MGMT, MIS, MKTG at 300 or 400 level (with advisement)

B. Management Concentration

MGMT	325	Quantitative Methods for Business
MGMT	410	Human Resource Management
MGMT	420	Organizational Behavior
MGMT	421	Quality Management
MGMT	425	International Business Management
MGMT	450	Small Business Management

C. Management Information Systems

MGMT	325	Quantitative Methods for Business
MIS	320	Database Management Systems
MIS	330	Systems Analysis and Design

MIS	420	Management Support Systems
MIS	430	Data Communication and Network Administration
MIS	440	New Topics in Management Information Systems

MINORS

Minor in Management Information Systems for Computer Science Majors, 18 Credits

MGMT	311	Principles of Management
MGMT	325*	Quantitative Methods in Business
MGMT	335	Operations Management
MIS	300	Information Systems Theory and Practice
MIS	330	System Analysis and Design
MIS	420	Management Support Systems

**For students in this minor, STAT 202 fulfills the prerequisite of BADM 216.*

Minor in Management Information Systems for Accounting Majors, 15 Credits

MIS	300	Information Systems Theory and Practice
MIS	320	Database Management Systems
MIS	330	System Analysis and Design
MIS	420	Management Support Systems
CSC Elective (except CSC 100)		

Other Program Requirements:

1. Management majors should receive a grade of at least “C” on all their 300 and 400 level business courses for graduation.
2. In order to declare the minor in Management Information Systems, students should have a GPA of at least 2.3.

DEPARTMENT OF MANAGERIAL ECONOMICS AND FINANCE

The Department of Managerial Economics and Finance offers baccalaureate degrees in Managerial Economics and in Banking and Finance as well as a Minor in Economics.

The Bachelor of Science in Managerial Economics is a practical degree that is based on courses that stress a hands-on approach to economic decision making. The degree is intended to develop in the student the critical skills necessary to understand the operations of the economy and the economic decisions that are made by governments, businesses, and individuals. A student who has successfully completed this program should qualify for employment with a variety of private firms and government agencies and also be prepared to pursue graduate studies in economics, in business, in law, or in public administration. Students who wish to do so can add a concentration in any of these fields: accounting, finance, management, management information systems, or marketing. To qualify for the Bachelor of Science in Managerial Economics students must obtain an

overall GPA of 2.0 or higher and must also obtain a grade of C or better in Seminar in Economics (ECON 440).

The Bachelor of Science in Banking and Finance is designed to provide students with the practical and analytical skills required to pursue successful careers in both the private and public sectors. Graduates will have a sound understanding of financial concepts, financial instruments, financial institutions and the techniques that are employed in the finance profession. Upon graduation from the program, Banking and Finance majors are poised for entry-level positions in financial management, commercial and investment banking, investments, insurance, real estate, financial planning, and government service. The program also provides a solid foundation for those students who are interested in pursuing graduate studies in finance, business, or law. To qualify for the Bachelor of Science in Banking and Finance students must obtain an overall GPA of 2.0 or higher.

The Minor in Economics requires 15 hours of selected economics courses for students majoring in a business discipline and 18 hours of selected economics courses for non-business majors.

DEGREES OFFERED

Bachelor of Science: Banking and Finance
 Bachelor of Science: Managerial Economics

PROGRAM DESCRIPTIONS

BACHELOR OF SCIENCE IN BANKING AND FINANCE, 122 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 46 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
MATH	140	Applied Calculus
PSYC	210	General Psychology
POLI	210	Principles of American Government

Program Requirements, 76 Credits

Major Courses, 58 Credits

ACCT	211	Financial Accounting and Reporting
ACCT	212	Managerial Accounting
BADM	209	Legal Environment of Business
BADM	214	Microcomputer Applications
BADM	215	Business Communications
BADM	216	Statistics for Business & Economics
ECON		Elective
FINC	311	Principles of Finance
FINC	320	Financial Management
FINC	323	Money, Banking, and Monetary Theory (ECON 322)
FINC	354	International Trade and Finance (ECON 351)
FINC	410	Investments
FINC	420	Commercial Bank Operations

		Management
FINC	430	Seminar in Banking and Finance
MIS	300	Information Systems Theory and Practice
MGMT	311	Principles of Management
MGMT	335	Operations Management
MGMT	470	Strategic Management
MKTG	311	Principles of Marketing

Banking and Finance Emphasis, 6 Credits - Select either the Banking Emphasis, the Security Analysis Emphasis, or the Finance Elective Option

A. Banking Emphasis

FINC	450	Financial Markets
FINC	460	Current Problems in Banking

B. Security Analysis Emphasis

FINC	411	Fundamentals - Security Analysis I
FINC	412	Fundamentals-Security Analysis II

C. Finance Elective Option

Choose any two of the following finance electives, at least one of which must be at the 400 level: FINC 330, FINC 340, FINC 350, FINC 411, FINC 412, FINC 431, FINC 450, FINC 453, FINC 460.

Restricted Electives, 6 Credits:

Selected from the following courses: FINC 330, FINC 340, FINC 350, FINC 411, FINC 412, FINC 431, FINC 450, FINC 460, FINC 453 (ECON 450/BADM 430), BIOL, BOTN, CSC, ECON, ENGL, GEOG, HIST, HUMN, MATH, THEA, PHIL, PHYS, POLI, PSYC, SOCI, SPEE, or ZOOL.

Free Electives, 6 Credits

BACHELOR OF SCIENCE IN MANAGERIAL ECONOMICS, 122 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 46 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
MATH	140	Applied Calculus
POLI	210	Principles of American Government

Program Requirements, 76 Credits

Major Courses, 43 Credits

ACCT	211	Financial Accounting and Reporting
ACCT	212	Managerial Accounting
BADM	214	Computer Applications
BADM	215	Business Communications
BADM	216	Statistics for Business and Economics
ECON	310	Managerial Economics
ECON	315	Intermediate Microeconomics

		Theory
ECON	316	Applied Macroeconomics
ECON	322	Money, Banking, and Monetary Theory
ECON	321	Applied Econometrics
ECON	440	Seminar in Economics
FINC	311	Principles of Finance
MIS	300	Information Systems Theory and Practice
MGMT	311	Principles of Management Electives, 15 Credits

Economics Electives, 6 credits Select from ECON 340, ECON 351, ECON 430, ECON 432, ECON 450, FINC 450.

Free Electives, 9 credits

Concentration/Electives, 18 Credits - A concentration may be selected from: ACCT, FINC, MGMT, MIS, MKTG, MATH, or CSC. Students are encouraged, however, to take the following concentration in Banking and Finance:

FINC	320	Financial Management
FINC	354	International Trade and Finance (ECON 351)
FINC	410	Investments
Electives (Choose three from the following courses):		
FINC	340	Risk Management and Insurance
FINC	350	Real Estate
FINC	420	Commercial Bank Management
FINC	430	Seminar in Banking and Finance
FINC	450	Financial Markets (ECON 453)
FINC	453	Internship (ECON 450/BADM 430)

MINORS

Minor in Economics, 15 Credits

Requirements for a minor in economics for students enrolled in the School of Business and Economics are as follows:

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
ECON	322	Money, Banking, and Monetary Theory

ECON Electives, 6 Credits (excluding ECON 200)

Minor in Economics (for Non-Business Majors), 18 Credits

Requirements for a minor in economics for students enrolled outside the School of Business and Economics are as follows:

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
ECON	322	Money, Banking, and Monetary Theory

ECON Electives, 9 credits

DEPARTMENT OF MARKETING AND BUSINESS EDUCATION

Baccalaureate programs are offered in (1) Business Administration with a track in Marketing, (2) Business Education, and (3) Marketing Education. The Bachelor of Science degree in Business Administration with a track in Marketing is designed to provide students with a broad knowledge of the various aspects of the marketing profession and strong career opportunities. Through core curriculum courses, various courses from management, economics, finance, computer applications, accounting and the marketing curriculum, the degree prepares students for a variety of industry and government career paths. The curriculum addresses such marketing functions as sales, retail management, marketing research, industrial marketing, marketing communication, and international marketing. The marketing curriculum is designed to provide the conceptual, quantitative, analytical, computer and technological skills that will be necessary to succeed in industry, government, and/or graduate school.

The objectives of the Teacher Education program include: (1) to provide courses of study for the achievement of competencies in Business Education and/or Marketing Education that meet and exceed the requirements issued by the North Carolina State Department of Public Instruction; (2) to provide laboratory experiences for the development of competencies in various vocational areas of business; (3) to satisfy requirements for initial teacher certification by preparing students to pass the PRAXIS and National Teachers' examinations; (4) to develop in each student an understanding of the significant functions of business in our modern society and their relation to national and international economics; (5) to maintain communications with public schools and community colleges in order to develop and foster articulation among programs; (6) to develop graduates who understand and are committed to the role of the professional educator as a facilitator of learning; and (7) to offer an academic foundation that prepares students to successfully complete graduate studies in education and/or business.

DEGREES OFFERED

- Bachelor of Science: Marketing Education
- Bachelor of Science: Business Education
- Bachelor of Science: Business Administration Marketing Concentration

PROGRAM DESCRIPTIONS

BACHELOR OF SCIENCE IN BUSINESS EDUCATION, 126 CREDITS

(See four-year degree plan in Appendix)

Admission Requirements

A student must fulfill all requirements for admission to the teacher education program (see School of Education).

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum: (See University College Core Curriculum for other requirements.)

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
HUMN	211	Music, Art, and Ideas I
HUMN	212	Music, Art, and Ideas II
HIST	211	The U.S. to 1865
MATH	123	College Algebra

Program Requirements, 81 Credits

Major Courses, 52 Credits

ACCT	211	Financial Accounting and Reporting
ACCT	212	Managerial Accounting
ADMS	320	Desktop Publishing
BADM	209	Legal Environment of Business
BADM	214	Microcomputer Applications in Business
BADM	215	Business Communications
BADM	216	Statistics - Business & Economics
BEDU	210	Introduction to Business
BEDU	250	Word/Information Processing
BEDU	315	Mathematics for Business
BEDU	450	Administration and Supervision of Vocational Education
BEDU	460	Coordination Techniques in Vocational Education
BEDU	492	Directed Work Experience
ECON	322	Money, Banking, and Monetary Theory
ECON	351	International Trade and Finance
ECON		Elective (3 credits)
MKTG	311	Principles of Marketing

Professional Education Courses, 29 Credits

EDUC	211*	Lab Experience in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educ Psychology and Measurement
EDUC	340	Human Development
EDUC	421+	Principles of Secondary Education
EDUC	450+	Classroom Management/Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School Subjects
EDUC	480+	Student Teaching
EDUC	490+	Professional Education Seminar
READ	320+	Teaching of Reading in Secondary School

* To be taken in the sophomore year

+ These courses may not be taken until the student has been admitted in Teacher Education by the Teacher Education Committee.

This program includes a second academic concentration in Economics.

Other Program Requirements:

Students must earn a grade of C or higher in all education courses.

BACHELOR OF SCIENCE IN MARKETING EDUCATION, 126 CREDITS

(See four-year degree plan in Appendix)

Admission Requirements

A student must fulfill all of the requirements to be admitted formally in Teacher Education by the Teacher Education Committee (see School of Education).

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum: (See University College Core Curriculum for other requirements.)

MATH	123	College Algebra
ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
HUMN	211	Music, Art, and Ideas I
HUMN	212	Music, Art, and Ideas II
HIST	211	The U.S. to 1865

Program Requirements, 81 Credits

Major Courses, 52 Credits

ACCT	211	Financial Accounting and Reporting
ACCT	212	Managerial Accounting
BADM	209	Legal Environment of Business
BADM	214	Microcomputer Applications in Business
BADM	215	Business Communications
BADM	216	Statistics - Business & Economics
BEDU	450	Administration and Supervision of Vocational Education
BEDU	460	Coordination Techniques in Vocational Education
BEDU	492	Directed Work Experience
ECON	322	Money and Banking and Monetary Policy
ECON	351	International Trade and Finance
ECON		Elective (3 credits)
MKTG	311	Principles of Marketing
MKTG	330	Retailing
MKTG	410	Marketing Management
MKTG	412	Sales Management
MKTG		Elective (3 credits)

Professional Education Courses, 29 Credits

EDUC	211*	Lab Experience in Area Schools
EDUC	310	Foundations of Education

EDUC	330	Educ Psychology and Measurement
EDUC	340	Human Development
EDUC	421+	Principles of Secondary Education
EDUC	450+	Classroom Management/Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School Subjects
EDUC	480+	Student Teaching
EDUC	490+	Professional Education Seminar
READ	320+	Teaching of Reading in Secondary School

* To be taken in the sophomore year.
 + These courses may not be taken until the student has been formally admitted in Teacher Education by the Teacher Education Committee.

This program includes a second academic concentration in Economics.

Other Program Requirements:

Students must earn a grade of C or higher in all education courses.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION WITH CONCENTRATION IN MARKETING, 122 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 46 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
MATH	140	Applied Calculus
PSYC	210	General Psychology

Program Requirements, 76 Credits

Major Courses, 40 Credits

ACCT	211	Financial Accounting and Reporting
ACCT	212	Managerial Accounting
ACCT	310	Managerial Accounting
BADM	209	Legal Environment of Business
BADM	215	Business Communications
BADM	216	Statistics - Business & Economics
FINC	311	Principles of Finance
MGMT	311	Principles of Management
MGMT	335	Operations Management
MGMT	470	Strategic Management
MIS	300	Information Systems Theory and Practice
MKTG	311	Principles of Marketing
MKTG	Elective	

Requirements for Marketing Track, 15 Credits

MKTG	331	Consumer Behavior
MKTG	410	Marketing Research
MKTG	412	Sales Management
MKTG	460	Marketing Research

Business Elective - Choose from BADM, MGMT, FINC, MKTG courses at 300 or 400 level (by advisement)

Other Program Requirements, 21 Credits
 BADM 214, Microcomputer Applications in Business, 3 credits
 ECON Elective at the 300 or 400 level, 3 credits
 ENGL 341, Advanced Composition, 3 credits

Restricted Electives - Nine (9) credit hours may be taken from any of the following: BIOL, BOTN, CSC, ECON, ENGL, GEOG, HIST, HUMN, MATH, THEA, PHIL, PHYS, POLI, PSYC SOCI, SPEE, or ZOOL.

Free Electives (3 credits)

Academic Programs: School of Education

In support of the mission of Fayetteville State University, the School of Education is committed to educating and preparing individuals at the undergraduate and graduate levels for professions in the fields of education, research, and service. The School of Education seeks to prepare the education professional as a facilitator of learning through the development of cognitive, psychomotor, and affective learning patterns. The school is further committed to providing leadership in teacher education throughout the region, state, and nation.

Assisting in executing the mission of the School of Education are four academic departments: Elementary Education; Middle Grades, Secondary, and Special Education; Educational Leadership; and Health, Physical Education and Human Services; and five support units: the Curriculum Learning Resource Center, the Office of Teacher Education, the Office of Testing, the Office of School Services, and the Early Childhood Learning Center.

DEGREES OFFERED

Department of Elementary Education

- Bachelor of Science: Elementary Education (K-6)
- Bachelor of Science: Birth Through Kindergarten (Teaching)
- Bachelor of Science: Birth Through Kindergarten (Non-Teaching)
- Licensure Only Programs - Class A Level:
 - Reading Education (K-12)
 - Elementary Education (K-6)

Department of Health, Physical Education, and Human Services

- Bachelor of Science: Physical Education (K-12)
- Bachelor of Science: Health Education (K-12)

Department of Middle Grades, Secondary, and Special Education

- Bachelor of Science: Middle Grades Education (6-9)
- Bachelor of Science: Secondary Education (9-12)
- Licensure Only Programs - Class A Level:
 - Middle Grades Education (6-9)
 - Secondary Education (9-12)
 - Special Education: (K-12), General Curriculum

Graduate Programs (See Graduate Catalog)

- Doctorate of Education: Educational Leadership
- Master of Education: Biology, Secondary
- Master of Education: Elementary Education, K – 6
- Master of Education: English, Secondary
- Master of Education: History, Secondary
- Master of Education: Mathematics, Secondary
- Master of Education: Middle Grades
- Master of Education: Political Science, Secondary

- Master of Education: Reading Education, K – 12
- Master of Education: Sociology, Secondary
- Master of Education: Special Education, K-12
- Master of School Administration

Secondary Education Programs and Special Subject Areas

Secondary Education (9-12)

In conjunction with the College of Basic and Applied Sciences, College of Humanities and Social Sciences, and the School of Business and Economics, teaching degrees may be acquired in the following areas:

- Biology *See Department of Natural Sciences*
- Business Education, *See Department of Marketing and Business Education*
- English *See Department of English and Foreign Languages*
- Mathematics *See Department of Mathematics and Computer Science*
- Marketing Education, *See Department of Marketing and Business Education*
- Social Sciences-History *See Department of Government and History*
- Social Sciences-Political Science *See Department of Government and History*
- Social Sciences -Sociology *See Department of Social Sciences*

Special Subject Areas (K-12)

Programs offered for K-12 requiring collaboration between the School of Education and the College of Humanities and Social Sciences are as follows:

- Health Education *See Department of Health, Physical Education, and Human Services*
- Music Education *See Department of The Performing and Fine Arts*
- Physical Education *See Department of Health, Physical Education, and Human Services*
- Spanish Education *See Department of English and Foreign Languages*

Second Academic Concentration (18 credit hours required)

Completion of a second academic concentration is required for all undergraduate teacher education students in elementary education, middle grades education, health education, physical education, marketing education, and business education.

Requirements for Teacher Education Majors

University College Core Curriculum

The successful completion of the University College Core Curriculum requirements is the initial step in the teacher education admission process. A demonstrated proficiency in reading and a GPA of 2.5 or higher are also required.

Transfer students must meet the same standards as first-time freshmen in completing the University College Core Curriculum requirements.

Admission to the Teacher Education Program

Admission to teacher education is a procedural step for students in teacher education programs. After successfully completing the requirements listed below, students are eligible to apply for admission to the Teacher Education Program. An “Application for Admission to the Teacher Education Program” form must be filed with the department head by the second semester of the sophomore year. The criteria for admission are as follows:

1. Completion of the University College Core Curriculum and EDUC 211.
2. A GPA of 2.5 or higher.
3. Acceptable scores on the Reading, Writing, and Mathematics Tests of the PRAXIS I Series. All PRAXIS scores must be current with state mandated score requirements for admission and licensure purposes.
4. Verification by the university physician of the applicant’s health status and level of physical fitness.
5. Verification by the Director of Residence Life of the applicant’s acceptable deportment.
6. Personal fitness and the interest suitable to the profession of teaching, verified by the Center for Personal Development.
7. Students must earn a grade of C or higher in all education courses, including student teaching.
8. Final acceptance for admission to the Teacher Education Program by the Teacher Education Committee, based upon documented recommendations from the major area concerned.

Note: *Formal admission to Teacher Education is required prior to enrollment in methods courses and student teaching. See each individual program for course listing.*

Retention in Teacher Education

Following admission to teacher education, students are required to maintain a GPA of 2.5 or higher and acceptable standards on all other admission criteria. Students must earn a grade of C or higher in all education courses. Students failing to maintain acceptable standards will be automatically suspended from the Teacher Education Program and counseled toward alternative career options.

Admission to Student Teaching

An Application for Student Teaching form must be filed the semester prior to the semester in which the student plans to student teach. To be eligible for the Student Teaching Internship, the student must have:

1. been admitted formally to teacher education and have senior classification.
2. completed to the satisfaction of the major area the teaching specialty component requirements that will lead to licensure by the Department of Public Instruction.
3. achieved a cumulative GPA of 2.5 or higher and a grade of C or higher in all professional education courses.
4. been recommended to the Teacher Education Committee by the department chair of the area in which licensure is sought. The Teacher Education Committee must give approval for the student teaching internship. In addition to the admission requirements stated above, prospective student teachers must complete all methods courses before being admitted to student teaching.
5. earned a grade of C or higher in student teaching for full licensure as a teacher;
6. an audit submitted verifying that no courses remain to be taken toward the degree.
7. enrolled in only the student teaching block courses during the student teaching semester.

Note: *Students who have been approved for admission to student teaching, but who have not maintained the standards for the internship, will be subject to review by the Teacher Education Committee before they are allowed to re-enter the program. (See Student Teaching Handbook).*

Teacher Licensure

Students successfully completing all requirements for graduation and passing PRAXIS I, and the Specialty Area Test of the PRAXIS II Series are eligible to be recommended for North Carolina licensure. To apply for licensure, students should adhere to the following procedures:

1. File for graduation in the Registrar’s Office (B.S. and M.Ed candidates only).
2. File placement folder with the Career Services Office, if applicable.
3. Request an official transcript after grades are posted.
4. Contact the Office of Teacher Education at (910) 672-1587 or 1266.

Requirements for Students Seeking Licensure Only**Alternative Routes for Teacher Education****Licensure Only**

Applicants possessing earned baccalaureate and/or master's degrees and seeking licensure in a teaching area must proceed through the alternative route process. The process is described below:

1. Students must be admitted to the university through the regular admission process.
2. After notification of acceptance by the Office of Admissions, students must officially contact the chair of the department through which licensure is sought. Together, assigned advisors and students will develop a program of courses needed for licensure. The program agreed upon must be reviewed and approved by the department in which licensure is being sought. All courses specified on the program of study must be completed at Fayetteville State University if the license is to be applied for through Fayetteville State University.
3. Upon completion of program requirements for entrance to teacher education (EDUC 211 and a cumulative GPA of 2.5), students should apply for admission to teacher education.
4. Upon completion of all required coursework at Fayetteville State University and maintenance of a 2.5 cumulative GPA, students must apply for admission to student teaching.
5. Upon successful completion of all program requirements and Specialty Area Tests of the PRAXIS II Series, students can apply for teacher licensure in the Office of Teacher Education.

Lateral Entry Requirements

To be eligible for lateral entry, an individual must be employed by a North Carolina school system as a classroom teacher and hold a bachelor's degree from a regionally accredited institution of higher education. Individuals licensed via lateral entry are required to have their credentials evaluated by the Office of Teacher Education. Students must obtain satisfactory scores on required PRAXIS Specialty Area Tests and have a minimum GPA of 2.5 to be recommended for teacher licensure.

**DEPARTMENT OF EDUCATIONAL
LEADERSHIP**

The Department of Educational Leadership is mainly responsible for programs at the graduate level in School Administration and Educational Leadership. (See Graduate Catalog.)

DEPARTMENT OF ELEMENTARY EDUCATION

The primary mission of the Department of Elementary Education at Fayetteville State University is to offer programs leading to the Bachelor of Science degree and

initial licensure in Elementary Education; the Bachelor of Science degree and initial licensure in Birth Through Kindergarten; the Master of Education degree and graduate licensure in Elementary Education; the Master of Education in Reading and graduate licensure in Reading and licensure only at the initial and levels. The elementary education degree and licensure programs prepare facilitators of learning for grades K-6, the Birth Through Kindergarten degree and licensure program prepares facilitators of learning to teach B-K, and the reading licensure programs prepare education professionals for teaching reading in grades K-12. The Department also offers a Bachelor of Science degree in Birth through Kindergarten that is non-teaching.

DEGREES OFFERED

Bachelor of Science in Elementary Education (K-6)
 Bachelor of Science in Birth Through Kindergarten (Teaching)
 Bachelor of Science in Birth Through Kindergarten (Non-teaching)
 Licensure Only Programs - Class A Level:
 Reading (K-12)
 Elementary Education (K-6)

PROGRAM DESCRIPTIONS**BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6), 128 CREDITS**

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

HEED	112	Health and Wellness
HIST	110	World History to 1600
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
POLI	210	Principles of American Government
PSYC	210	General Psychology
One of the following two courses*		
HUMN	211	Humanities: Music, Art, and Ideas I OR
HUMN	212	Humanities: Music, Art, and Ideas II
One of the following two courses*		
HIST	211	The United States to 1865
HIST	212	The United States since 1865

*Students who complete HUMN 211 must complete HIST 212; students who complete HUMN 212 must complete HIST 211.

Program Requirements, 77-83 Credits

Professional Education Courses, 31 Credits

EDUC	210	Computers in Education
EDUC	211*	Lab Experiences in Area Schools
EDUC	310	Foundations of Education

112 – School of Education

EDUC	330	Educ Psychology and Measurement
EDUC	340	Human Development
ELEM	471+	Teacher Internship
EDUC	491+	Professional Education Seminar

* To be taken in the sophomore year.

Elementary Education Major Core, 30 Credits

ELEM	353+	Teaching Language Arts K-6
ELEM	354+	Teaching Social Studies K-6
ELEM	451+	Classroom Management for Elementary Teachers
ELEM	455+	Teaching Mathematics K-6
ELEM	456+	Teaching Science K-6
EDUC	315	Music and Art for the Classroom, K-6
ENGL	300	Children's Literature
HIST	211**	The United States to 1865 OR
HIST	212**	The United States since 1865
PEDU	320	Methods of Health & Physical Education K-6
READ	315+	Teaching Reading in the Elementary Schools
SPED	320	Education of the Exceptional Child

+Course not to be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

**Students who complete HIST 211 must complete HUMN 212; students who complete HIST 212 must complete HUMN 211.

Second Academic Concentration Requirements, 18 Credits

Any PEDU 100 level course, 1 credit

Other Program Requirements

Students are required to have six semester hours of restricted electives with the approval of the advisor and the department chair. Students must earn a grade of "C" or higher in all education courses, including Teacher Internship.

BACHELOR OF SCIENCE IN BIRTH THROUGH KINDERGARTEN (Teaching), 125 CREDITS

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

HEED	112	Health and Wellness
HIST	110	World History to 1600
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
POLI	210	Principles of American Government
PSYC	210	General Psychology
One of the following two courses*		
HUMN	211	Humanities: Music, Art, and Ideas I OR
HUMN	212	Humanities: Music, Art, and Ideas II

*Students who complete HUMN 211 must complete HIST 212; students who complete HUMN 212 must complete HIST 211.

Program Requirements, 77 – 80 credits

Professional Education Courses, 35 Credits

EDUC	210	Computers in Education
EDUC	211*	Lab Experiences in Area Schools
EDUC	310	Foundations of Education
EDUC	311	Foundations of Multicultural Education
EDUC	330	Educ Psychology and Measurement
EDUC	340	Human Development
SPED	320	Education of the Exceptional Child
ELEM	471**	Teacher Internship
EDUC	491**	Professional Education Seminar

* To be taken in the sophomore year.

** These courses may not be taken until admitted to student teaching.

Birth Through Kindergarten, Major Core, 45 Credits

EDUC	307	Infant and Toddler Development and Education
EDUC	308	Observation and Assessment Preschool Education
EDUC	309	Field Experience – Infant and Toddler Education
EDUC	314	Field Experience – Preschool Education
EDUC	350	Introduction to B-K Education
EDUC	360	Family, Culture, and School
EDUC	423	Music, Art, Drama, Movement for B-K Education
EDUC	427	Math, Science, Social Studies for B-K Education
HEED	372	First Aid and Safety Education
HEED	420	Nutrition
READ	370	Language Development and Emerging Literacy
SOCI	330	Marriage and Family Relations
SWRK	220	Introduction to Human Services
SWRK	230	Introduction to Social Work

Any PEDU 100-level course, 1 credit

*Students who complete HUMN 211 in the University College Core Curriculum must complete HIST 212; students who complete HUMN 212 in the University College Core Curriculum must complete HIST 211.

Other Program Requirement

Student must earn a grade of "C" or higher in all education courses, including Teacher Internship.

BACHELOR OF SCIENCE IN BIRTH THROUGH KINDERGARTEN (Non-Teaching), 125 CREDITS**University College Core Curriculum, 45 Credits**

For this degree program, the following courses are required as part of the University College Core Curriculum:

HEED	112	Health and Wellness
HIST	110	World History to 1600
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
POLI	210	Principles of American Government
PSYC	210	General Psychology
One of the following two courses*		
HUMN	211	Humanities: Music, Art, and Ideas I OR
HUMN	212	Humanities: Music, Art, and Ideas II

*Students who complete HUMN 211 must complete HIST 212; students who complete HUMN 212 must complete HIST 211.

Program Requirements, 77 – 80 credits**Professional Education Courses, 20 Credits**

EDUC	210	Computers in Education
EDUC	211	Lab Experiences in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educ Psychology and Measurement
EDUC	340	Human Development
EDUC	451	Classroom Management
SPED	320	Education of the Exceptional Child

Birth Through Kindergarten, Major Core, 42 Credits

EDUC	308	Observation and Assessment Preschool Education
EDUC	309	Field Experience – Infant and Toddler Education
EDUC	314	Field Experience – Preschool Education
EDUC	350	Introduction to B-K Education
EDUC	360	Family, Culture, and School
EDUC	370	Infant and Toddler Development and Education
EDUC	423	Music, Art, Drama, Movement for B-K Education
EDUC	427	Math, Science, Social Studies for B-K Education
HEED	372	First Aid and Safety Education
HEED	420	Nutrition
READ	370	Language Development and Emerging Literacy
SOCI	330	Marriage and Family Relations
SWRK	220	Introduction to Human Services
SWRK	230	Introduction to Social Work

Minor Core, 18 credits

Any PEDU 100-level course, 1 credit

*Students who complete HUMN 211 in the University College Core Curriculum must complete HIST 212; students who complete HUMN 212 in the University College Core Curriculum must complete HIST 211.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND HUMAN SERVICES

The Department of Health, Physical Education, and Human Services offers Bachelor of Science degrees in Physical Education and Health Education. In support of the mission of the university and the School of Education, the department is committed to preparing students as facilitators of learning in the fields of health, physical education, recreation, dance, and related service areas. The department is further committed through its curricula to assist students in the development of cognitive, psychomotor, and affective learning patterns as requisite tools for effective teaching.

DEGREES OFFERED

Bachelor of Science in Health Education (K-12)
Bachelor of Science in Physical Education (K-12)

PROGRAM DESCRIPTIONS**BACHELOR OF SCIENCE IN HEALTH EDUCATION, 122-128 CREDITS**

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

HEED	112	Health and Wellness
HIST	110	World History to 1600
HIST	212	The United States Since 1865
HUMN	211	Humanities: Music, Art, and Ideas I
HUMN	212	Humanities: Music, Art, and Ideas II
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
PSYC	210	General Psychology

Program Requirements, 77-83 Credits**Professional Education Program, 32 Credits**

EDUC	210	Computers in Education
EDUC	211*	Lab Experiences in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurements
EDUC	340	Human Development
EDUC	421+	Principles of Secondary Education
EDUC	450+	Classroom Management/Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School Subjects
EDUC	480+	Student Teaching
EDUC	490+	Professional Education Seminar

114 – School of Education

READ 320+ Teaching Reading in Secondary Schools

* This course must be taken in the sophomore year.

+Course not to be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

Health Education Major Core, 27 Credits

HEED 300 Human Sexuality
HEED 301 Drug Education
HEED 372 First Aid and Safety Education
HEED 410 Introduction to Epidemiology
HEED 411 Public Health Problems
HEED 420 Nutrition
HEED 421 Methods and Materials of Teaching Elementary Health Education
HEED 441 Measurement and Evaluation in Health Education
ZOOL 210 Anatomy and Physiology I

Second Academic Concentration Requirements, 18 Credits

Other Program Requirements:

Students are required to have six semester hours of restricted electives with the approval of the advisor and the department chair. Students must earn a “C” or higher in all education courses, including student teaching.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION, 122-128 CREDITS

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits

For this degree program, the following courses are required as part of the University College Core Curriculum:

HEED 112 Health and Wellness
HIST 110 World History to 1600
HIST 212 The United States Since 1865
HUMN 211 Humanities: Music, Art, and Ideas I
HUMN 212 Humanities: Music, Art, and Ideas II
NSCI 110 Comprehensive Physical Science
NSCI 120 Modern Biology
PSYC 210 General Psychology

Program Requirements, 77-83 Credits

Professional Education Courses, 32 Credits

EDUC 210 Computers in Education
EDUC 211* Lab Experiences in Area Schools
EDUC 310 Foundations of Education
EDUC 330 Educational Psychology and Measurement
EDUC 340 Human Development
EDUC 421+ Principles of Secondary Education
EDUC 450+ Classroom Management/ Parent Counseling and Guidance
EDUC 460+ Methods and Materials in Secondary School Subjects
EDUC 470+ Student Teaching

EDUC 490+ Professional Education Seminar

READ 320+ Teaching Reading in Secondary Schools

* This course must be taken in the sophomore year.

+Course not to be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

Physical Education Major Core, 27 Credits

PEDU 201 Swimming II
PEDU 204 Individual and Dual Sports
PEDU 212 Gymnastics and Stunts
PEDU 214 Team Sports II
PEDU 290 Modern Dance
PEDU 311 History and Principles of Physical Education
PEDU 331 Kinesiology
PEDU 411 Organization and Administration of Physical Education
PEDU 421 Test and Measurement
PEDU 431 Adapted Physical Education
PEDU 462 Physiology of Exercise
HEED 372 First-Aid and Safety
ZOOL 210 Anatomy and Physiology

Second Academic Concentration Requirements, 18 Credits

Other Program Requirements

1. Students must earn a “C” or higher in all major courses, including student teaching. Students are required to have six semester hours of restricted electives with the approval of the advisor and the department chair.
2. Choice of second academic concentration may increase the number of credit hours required. Up to six hours from the University College Core Curriculum may count towards the second academic concentration.

DEPARTMENT OF MIDDLE GRADES, SECONDARY AND SPECIAL EDUCATION

The primary goal of the Department of Middle Grades, Secondary, and Special Education is to offer quality programs leading to the Bachelor of Science degree, the Master of Education degree, and post-baccalaureate licensure in Middle Grades and Special Education. The B.S. degree program in Middle Grades Education is designed to prepare facilitators of learning to work with students in grades 6-9. In order to accomplish the objectives of this degree program, the curricular offering include the following: 45 hours of the University College Core Curriculum, 23 hours in professional education, 18 hours in each of two second academic concentrations and three hours of free electives.

DEGREES OFFERED**Bachelor of Science in Middle Grades (6-9)
Licensure Only Programs - Class A Level:**

Middle Grades Education (6-9)
Special Education (K-12), General Curriculum

PROGRAM DESCRIPTIONS**BACHELOR OF SCIENCE IN MIDDLE GRADES
EDUCATION (6-9), 122-128 CREDITS**

(See four-year degree plan in Appendix)

University College Core Curriculum, 45 Credits*

For this degree program, the following courses are required as part of the University College Core Curriculum:

HIST	110	World History to 1600
HIST	211	The U.S. to 1865
HIST	212	The U.S. since 1865
HUMN	211	Humanities: Music, Art, and Ideas I
HUMN	212	Humanities: Music, Art, and Ideas II
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
POLI	210	Principles of American Government
PSYC	210	General Psychology

*Students with a second academic concentration in mathematics must complete MATH 131 and MATH 142; MATH 129-130, with a final grade of C or better, are equivalent to MATH 131.

* Students with a second academic concentration in science must complete BIOL 150 instead of NSCI 120.

Program Requirements, 77-83 Credits**Professional Education Courses, 23 Credits**

EDUC	210	Computers in Education
EDUC	211*	Lab Experiences in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Growth and Development
EDUC	450+	Classroom Management/ Parent Counseling & Guidance
EDMG	470+	Student Teaching in the Middle Grades
EDUC	490+	Professional Education Seminar

* To be taken in the sophomore year.

+Course not to be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

Middle Grades Major Core, 18 credits

EDUC	400+	The Middle School
ENGL	301	Adolescent Literature
READ	320+	Teaching Reading in the Content Area
SPED	320	Education of the Exceptional Child

Choose two methods courses depending upon Second Academic Concentration Options.

EDUC	433+	Methods and Materials of Teaching Mathematics in the Middle Grades
EDUC	461+	Methods and Materials of Teaching Language Arts in the Middle Grades
EDUC	462+	Methods and Materials of Teaching Social Studies in the Middle Grades
EDUC	463+	Methods and Materials of Teaching Science in the Middle Grades

+Course not to be taken until the student is admitted formally to Teacher Education by the Teacher Education Committee.

The student must choose two second academic concentrations.

Electives, 3 credits

Other Requirements: Students must earn a grade of "C" or higher in all education courses, including student teaching.

**SECOND ACADEMIC CONCENTRATION
REQUIREMENT OPTIONS**

Majors in Elementary Education, Health Education, Marketing Education, Physical Education, Vocational Business Education, and Business Education are required to complete a second academic concentration selected from the options listed below.

Middle Grades Education majors are required to complete a second academic concentration selected from the list on pp. 114-116.

A. Biology

BIOL	150	Principles of Biology
BIOL	200	Cellular Biology
BIOL	350	Ecology/Evolution
BOTN	210	General Botany
CHEM	140	General Chemistry
ZOOL	110	General Zoology
ZOOL	370	Vertebrate Physiology
		OR
ZOOL	410	Principles of Genetics

B. Core Academic Studies

Choose two of the following:

READ	316	Corrective and Remedial Reading
READ	370	Linguistics and Reading
READ	390	Methods and Materials for Teaching Reading
READ	422	Teaching Reading to Culturally Diverse Children

Choose one of the following sequences

MATH	124	College Trigonometry AND
MATH	129	Precalculus Mathematics I
		OR
MATH	129	Precalculus Mathematics I AND

MATH 130	Precalculus Mathematics II OR	Choose three from the following eight courses, including the History Elective:
MATH 130	Precalculus Mathematics II AND	
MATH 131	Algebra and Trigonometry	
Choose two of the following:		
ASTR 111	Astronomy I	
ASTR 112	Astronomy II	
ZOOL 110	General Zoology	
C. Economics		
BADM 216	Statistics for Business and Economics	
ECON 211	Principles of Macroeconomics	
ECON 212	Principles of Microeconomics	
ECON 320	Money and Banking	
ECON 350	International Trade Policy Practice	
MKTG 311	Principles of Marketing Economics Elective	
D. English		
ENGL 211	World Literature I OR	
ENGL 212	World Literature II OR	
ENGL 240	Introduction to Literature	
ENGL 220	African American Literature I OR	
ENGL 221	African American Literature II	
ENGL 311	English Literature I OR	
ENGL 312	English Literature II	
ENGL 321	American Literature I OR	
ENGL 322	American Literature II	
ENGL 341	Advanced Composition	
ENGL 411	Shakespeare	
E. Geography		
GEOG 210	Principles of Geography	
GEOG 220	World Regional Geography	
GEOG 311	Cartography	
GEOG 480	Seminar in Geography	
Choose four from the following courses:		
GEOG 230	Computer Graphics I	
GEOG 310	Economic Geography	
GEOG 317	Computer Techniques in Geography	
GEOG 340	Cultural Geography	
GEOG 350	Physical Geography	
GEOG 370	Introduction to Meteorology	
GEOG 410	Human Beings and the Environment	
GEOG 440	Urban Geography	
F. History		
HIST 110	World History to 1600	
HIST 120	World History Since 1600	
HIST 210	African-American History	
HIST 211	The United States to 1865	
HIST 212	The United States Since 1865	
G. Health		
HEED 300	Human Sexuality	
HEED 301	Drug Education	
HEED 372	First Aid and Safety	
HEED 410	Introduction to Epidemiology	
HEED 420	Nutrition	
HEED	Elective	
H. Mathematics		
MATH 131	*Algebra and Trigonometry	
MATH 142	Calculus / Analytical Geometry I	
MATH 241	Calculus / Analytical Geometry II	
MATH 242	Calculus / Analytical Geometry III	
MATH 251	Linear Algebra	
MATH 262	Modern Geometry	
STAT 202	Basic Probability and Statistics	
*MATH 121	and/or MATH 129 and MATH 130	
may be required, depending upon profile examination scores. MATH 129 and MATH 130, with a grade of "C" or better in each course, may be used to replace MATH 131.		
I. Physical Education		
PEDU 201	Swimming II	
PEDU 204	Individual/Dual Sports	
PEDU 212	Gymnastics and Stunts	
PEDU 214	Team Sports	
PEDU 290	Modern Dance	
HEED 372	First Aid and Safety	
PEDU 311	History and Principles	
PEDU 452	Intramural Sports Programs	
PEDU	Elective	
J. Political Science		
HIPO 310	Constitutional Law and History	
POLI 210	Principles of American Government	
POLI 220	Principles of Public Administration	
POLI 320	State and Local Government	
POLI 450	History of Political Theory I	
POLI 460	History of Political Theory II	
Choose two from the following courses:		
HIPO 310	Political History of Contemporary China	
POLI 350	Government and Politics of Africa	
POLI 351	Government and Politics of Europe	
POLI 352	Government and Politics of Asia	
K. Psychology		
PSYC 210	General Psychology*	

PSYC 233	Statistics for Psychology
PSYC 310	Theories of Personality
PSYC 320	Theories of Learning
PSYC 343	Multicultural Psychology
PSYC 380	Behavior Modification
PSYC 400	History and Systems of Psychology
PSYC 422	Abnormal Psychology
L. Reading	
READ 316	Corrective and Remedial Reading
READ 370	Linguistics and Reading
READ 390	Methods and Materials for Teaching Reading
READ 400	Practicum in the Correction of Reading and Related Disorders
READ 422	Teaching Reading to Culturally Diverse Children
READ 441	The Psychology of Reading
M. Sociology	
SOCI 210	Principles of Sociology
SOCI 331	Social Statistics
SOCI 340	Crime and Delinquency
SOCI 350	History and Sociological Thought
SOCI 351	Contemporary Social Theory
SOCI 412	Race and Ethnic Relations
SOCI 462	Social Stratification
SOCI 480	Sociological Seminar
N. Spanish	
SPAN 211	Intermediate Spanish I
SPAN 212	Intermediate Spanish II
SPAN 311	Spanish Conversation I
SPAN 312	Spanish Conversation and Composition
SPAN 320	Spanish Grammar
OR	
SPAN 420	Introduction to Spanish Linguistics and Phonetics
Choose one of the following:	
SPAN 321	Spanish Civilization and Culture
SPAN 322	Spanish-American Civilization and Culture
SPAN 421	Advanced Grammar and Composition
O. Special Education	
SPED 410	Behavior Management
SPED 460	Diagnosis/Evaluation of Exceptional Children
SPED 465	Meeting the Instructional Needs of Students with Disabilities
SPED 480	Seminar II: The Exceptional Student: Field Experience
Six additional hours selected in consultation with a special education advisor.	
P. Speech and Theater (Speech Concentration)	
SPEE 200	Introduction to Speech
SPEE 211	Phonetics
SPEE 311	Oral Interpretation
SPEE 401	Argumentation and Debate

THEA 203	Introduction to Theater
THEA 337	Scene Technology
THEA 411	Children's Theater
Choose one from the following two courses:	
SPEE 300	Introduction to Communication Disorders
SPEE 340	Language Development

Q. Speech and Theater (Theater Concentration)

SPEE 311	Oral Interpretation
THEA 203	Introduction to Theater
THEA 306	Fundamentals of Acting
THEA 333	Play Directing
THEA 337	Scene Technology
Choose one from the following two courses:	
THEA 221	History of Theater I
THEA 222	History of Theater II
Choose two from the following courses:	
THEA 316	Intro to Costume and Make-up
THEA 334	Theater and Management
THEA 403	Scene Design
THEA 411	Children's Theater
THEA 421	Play Production

**SECOND ACADEMIC CONCENTRATION
REQUIREMENT OPTION FOR MIDDLE
GRADES EDUCATION**

Students majoring in Middle Grades Education must choose 18 hours in each of two second academic concentrations and three hours of free electives.

A. Language Arts

ENGL 231	Advanced Grammar
ENGL 341	Advanced Composition

Choose one of the following:

ENGL 211	World Literature I
ENGL 212	World Literature II

Choose one of the following:

ENGL 240	Introduction to Literature
ENGL 311	English Literature I
ENGL 312	English Literature II
ENGL 321	American Literature I
ENGL 322	American Literature II

Choose one of the following:

READ 316	Corrective and Remedial Reading
READ 370	Linguistics and Reading

Choose one of the following:

READ 420	Strategies for Teaching Reading to Slow Learners
READ 421	Teaching Reading to Reluctant Adolescents
READ 422	Teaching Reading to Culturally Diverse Children
READ 441	The Psychology of Reading

B. Mathematics

MATH 142	Calculus / Analytical Geometry I
MATH 150	Discrete Mathematics I
MATH 241	Calculus / Analytical Geometry II

118 – School of Education

MATH	251	Linear Algebra
MATH	262	Modern Geometry
STAT	202	Basic Probability and Statistics
C. Science		
ASTR	111	Astronomy I
OR		
ASTR	112	Astronomy II
BIOL	150	Principles of Biology
GEOL	311	Introduction to Geology I
NSCI	110	Comprehensive Physical Science
ZOOL	110	General Zoology
D. Social Studies		
ECON	200	Economics of Decision Making
HIST	212	The United States Since 1865
HIST	390	North Carolina History
POLI	320	State and Local Government
SOCI	210	Principles of Sociology
Choose one from the following two courses:		
GEOG	210	Principles of Geography
GEOG	220	World Regional Geography
E. Special Education		
SPED	410	Behavior Management
SPED	460	Diagnosis/Evaluation of Exceptional Children
SPED	465	Meeting the Instructional Needs of Students with Disabilities
SPED	480	Seminar II: The Exceptional Student: Field Experience
Six additional hours selected in consultation with a special education advisor.		
F. Reading		
READ	316	Corrective and Remedial Reading
READ	370	Linguistics and Reading
READ	390	Methods and Materials for Teaching Reading
READ	400	Practicum in the Correction of Reading and Related Disorders
READ	422	Teaching Reading to Culturally Diverse Children
READ	441	The Psychology of Reading

G. Core Academic Studies		
Choose two of the following:		
READ	316	Corrective and Remedial Reading
READ	370	Linguistics and Reading
READ	390	Methods and Materials for Teaching Reading
READ	422	Teaching Reading to Culturally Diverse Children
Choose one of the following sequences		
MATH	124	College Trigonometry AND
MATH	129	Precalculus Mathematics I OR
MATH	129	Precalculus Mathematics I AND
MATH	130	Precalculus Mathematics II OR
MATH	130	Precalculus Mathematics II AND
MATH	131	Algebra and Trigonometry
Choose two of the following:		
ASTR	111	Astronomy I
ASTR	112	Astronomy II
ZOOL	110	General Zoology

NOTE: Students are advised to begin course work in special education, reading, and core academic studies after being admitted formally to Teacher Education.

Course Descriptions

All course descriptions carry behind the name and number a parenthesis () indicating the credit hours, lecture hours, and the lab hours per week. For example: NSCI 110 (4-3-2). The first number in the parenthesis indicates the credit value of the course (4); the second number indicates the number of lecture hours (3) per week; and the third number indicates the number of lab hours per week (2).

Accounting (ACCT)

ACCT 211 (3-3-0) Financial Accounting and Reporting

An introduction to financial accounting. A study of the basic concepts of accounting, the accounting cycle and preparation of financial statements, and analyzing and recording transactions for operating, investing and financing activities. *Prerequisite: MATH 121 or 123.*

ACCT 212 (3-3-0) Managerial Accounting

An introduction to managerial accounting. A study of the uses of financial statements; the study of manufacturing operations and the uses of accounting information by management. *Prerequisite: ACCT 211.*

ACCT 300 (3-3-0) Accounting Information Systems

This course provides basic knowledge of how accounting information systems function in business organization. Transaction flowcharting and internal controls of the revenue, expenditure and conversion cycles are covered in detail. Attention is also focused on basic computer terminology, EDP controls, and relational databases. *Prerequisite: ACCT 211 and 212 with with a final grade of "B" or better in both courses.*

ACCT 310 (3-3-0) Advanced Managerial Accounting

A continuation of ACCT 212. A study of cost terms, cost behavior, systems design, and the analysis, interpretation, and use of accounting data by management for planning and controlling business operations and for decision-making purposes. *Prerequisites: ACCT 211 and ACCT 212. This course is not open to Accounting Majors..*

ACCT 311 (3-3-0) Intermediate Accounting I

This course provides an in-depth examination of the underlying theory and objectives of financial accounting. It focuses on the conceptual framework underlying financial reporting, and the preparation, presentation, interpretation, and the use of financial statements as well as issues related to accounting for operating activities. *Prerequisites: ACCT 211 with a minimum grade of "B."*

ACCT 312 (3-3-0) Intermediate Accounting II

A continuation of Intermediate Accounting I. An in-depth study of accounting for investing and financing activities, leases, income taxes, and pensions. *Prerequisite: ACCT 311 with grade of "C" or better.*

ACCT 320 (3-3-0) Federal and State Income Taxes

A survey of basic tax laws and determination of taxable income with special attention to individuals; introduction to tax research. *Prerequisite: ACCT 211 and ACCT 212 with a minimum of "B" average.*

ACCT 321 (3-3-0) Cost Accounting

A study of the various cost concepts: accumulation of product costs, joint costs in job order and process cost systems, including analysis of variances for managerial control and decision making, direct and variable costing, cost-volume-profit analysis; the buy or make decision. *Prerequisite: ACCT 211 and ACCT 212 with a minimum of "B" average.*

ACCT 322 (3-3-0) Advanced Cost Accounting

A continuation of ACCT 321: budgets and analyses of costs and other variances for management action; capital budgeting, and operations management and yield variances. *Prerequisite: ACCT 321.*

ACCT 411 (3-3-0) Advanced Accounting

Specialized topics related primarily to mergers and acquisitions with emphasis on consolidated financial statements. Accounting for partnerships, foreign currency transactions, hedging foreign exchange risk and translation of foreign currency financial statements are also discussed. *Prerequisite: ACCT 312 with a grade of "C" or better.*

ACCT 412 (3-3-0) Governmental and Public Accounting

A study of accounting for not-for-profit entities, such as local, state, and federal units of government, and educational institutions, hospitals, health care, and welfare organizations; the classification and use of funds in such entities, including budgeting, purchasing and financial activities, presentation of financial reports by these types of organizations. *Prerequisite: ACCT 312 with a grade of "C" or better.*

ACCT 420 (3-3-0) Advanced Federal Income Taxes

A continuation of ACCT 320: tax laws applicable to corporations, partnerships, trusts, estates, gift tax, and tax planning; substantive research work resulting in formal reports. *Prerequisite: ACCT 320 with a grade of "C" or better.*

ACCT 422 (3-3-0) Auditing

This course covers the conceptual and practical aspects of the examination of financial statements by independent accountants. Issues examined include: objectives and techniques of internal control; standards of presentation and disclosure in financial statements; objectives and procedures for auditing practice; statistical sampling techniques; and auditing of EDP records. *Prerequisite: ACCT 312 with grade of "C" or better.*

ACCT 430 (3-3-0) Accounting Theory

A study of contemporary financial accounting issues, emphasizing the role of accounting theory in accounting policy decisions, the social, political, and economic

120 – Course Descriptions

influences on accounting standard setting, and the history of the accounting profession and accounting thought.
Prerequisite: ACCT 312 with a grade of "C" or better.

ACCT 450 (3-3-0) Accounting Internship

This course provides students with practical experience in the field of accounting in the private and public organizations including industry. Formal class meetings before and after internship are required to evaluate the work experience of students. Program must be arranged in advance and approved by the department chairperson. Course is not open to students with credit from any similar program in the institution. *Prerequisite: Consent of instructor and senior standing.*

Administrative Services (ADMS)

ADMS 320 (3-1-2) Desktop Publishing

This course is designed to provide for the development of basic desktop publishing concepts and skills which include the essentials of production and design, type and layout, and graphics and text for business and technical applications. *Prerequisite: BEDU 110 or the equivalent (knowledge of word processing and basic keyboarding skills).*

Anthropology (ANTH)

ANTH 210 (3-3-0) Introduction to Anthropology

An introduction to the history and methods of anthropology, with special emphasis on early hominid and cultural evolution, the comparative study of social institutions, and the nature of cultural differences as they exist in traditional and modern societies.

Aerospace Studies (ARSS)

ARSS 111 (1-1-2) Foundations of the USAF I

ARSS 111 is a survey course designed to introduce cadets to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

ARSS 112 (1-1-2) Foundations of the USAF II

ARSS 112 is a continuation of ARSS 111.

ARSS 211 (1-1-2) The Evolution of Air & Space Power

ARSS 211 is designed to examine the general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global positioning systems of the Persian Gulf War. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has

become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g. Principles of War and Tenets of Air and Space Power. As a whole, this course provides the cadets with a knowledge level understanding for the general element and employment of air and space power, from an institutional doctrinal and historical perspective. In addition, the students will continue to discuss the importance of the Air Force Core Values, through the use of operational examples and historical Air Force leaders, and will continue to develop their communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

NOTE: ARSS 111 and 112 are not prerequisites to ARSS 211 and 212. Any of the four may be taken to best accommodate a student's schedule.

ARSS 212 (1-1-2) The Evolution of Air & Space Power II

ARSS 212 is a continuation of ARSS 211.

ARSS 311 (3-3-2) Air Force Leadership Studies I

ARSS 311 guides the student through a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply the leadership and management principles of this course.

ARSS 312 (3-3-2) Air Force Leadership Studies II

ARSS 312 is a continuation of ARSS 311.

ARSS 411 (3-3-2) National Security Affairs & Preparation for Active Duty I

ARSS 411 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining verbal and written communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

ARSS 412 (3-3-2) National Security Affairs & Preparation for Active Duty II

ARSS 412 is a continuation of ARSS 411.

Art (ART)

ART 110 (3-0-6) 2D Design

An introductory course in two-dimensional design. It provides a basic understanding of elements and principles of design as they relate to drawing, painting, and the graphics arts.

ART 121 (3-0-6) Basic Drawing

The study of basic principles of freehand drawing emphasizing the elements and principles of art through self-expression utilizing a variety of drawing media.

ART 123 (3-0-6) Basic Digital Design

This course is a basic introduction of computer-based skills in the area of visual design. Limited graphic skills will be introduced to assist in self-marketing, advertising techniques, layout, and computer generated images. *Prerequisite: Art 110.*

ART 210 (3-3-0) Survey of Art

A general study of the visual arts and their use in business, industry, education, leisure activities, and culture.

ART 211 (3-3-0) Introduction to Art History

A study of the history of architecture, sculpture, painting, and the minor arts, with an historical summary of art form developments in various cultures.

ART 212 (3-0-6) Introduction to Painting

The study of theories, methods, and painting techniques for landscapes, still-life and varied compositions with special emphasis on the elements and principles of art in painting. *Prerequisite: ART 121.*

ART 222 (3-0-6) Advanced Drawing

The study of compositional development through experimental drawing emphasizing the technical expansion of drawing techniques with varied drawing media and subjects. *Prerequisite: ART 121.*

ART 223 (3-0-6) Figure Drawing I

An in-depth investigation of the figure as a means of exploring drawing as depiction, organizational device, metaphor and object. Students will explore various dry and mixed media such as pastel, color pencil, collage techniques. This course is designed for the advanced art major that seeks to master observation, interpretation, and foundation skills in figure drawing. *Prerequisites: ART 121.*

ART 226 (3-0-6) Typography

This course will provide discussion and exploration of the basic rules and principles of type as an artistic, mechanical and advertising medium. *Prerequisites: ART 123.*

ART 230 (3-0-6) Introduction to Ceramics

The study and use of ceramic processes and techniques: hand forming, molding, introduction to wheel throwing, glaze utilization, and kiln operation.

ART 231 (3-0-6) Introduction to Sculpture

A course which introduces the student to basic three dimensional design principles and the application of those principles in a variety of traditional sculpture techniques.

ART 310 (3-1-5) Creative Art Experiences for Young Children

A study of the planning and organization of creative art activities for children from kindergarten through the third grade.

ART 311 (3-0-6) Arts and Crafts

An introduction to simple sculptured forms, construction, printing, carving, weaving, modeling, and lettering, and to the handling of such materials as wood, metal, clay, fabrics, and paper.

ART 312 (3-0-6) Drawing and Painting

An introduction to the fundamentals of landscape, still life, and portrait drawing and painting, with special emphasis on line, form, texture, and color in objective and non-objective art. *Prerequisite: ART 212.*

ART 313 (3-0-6) Figure Drawing II

This course focuses on the figure as a central motif in the manipulation of space and pictorial investigation. Students will explore various wet pigment and dry media such as ink, watercolor, acrylic and oil pigments. This course is designed for the advanced art major concentrating on mastering interpretation and technical skills concerns of figurative representation. *Prerequisites: ART 121.*

ART 321 (3-3-0) Ancient to Medieval Art

A course that delves in depth the visual art work that emanated from ancient to medieval times. The course provides an in depth study of the architecture, sculpture and painting, background history, traditions and cultural attributes of art forms. Museum and gallery visits, photographic slide presentations, and lectures will be integral elements in the course.

ART 322 (3-3-0) Renaissance to Modern Art

A course that delves in depth in the visual art work that emanated from Renaissance to Modern times. The course provides an in depth study of the architecture, sculpture and painting, background history, traditions and cultural attributes of art forms. Museum and gallery visits, photographic slide presentations, and lectures will be integral elements in the course.

ART 330 (3-0-6) Computer Imaging in Visual Arts

This course investigates the concept and techniques of applying computer imaging to fine art. Macintosh and IBM computers will be used to generate desktop publishing from creative graphics. Focus will be given to the industries' leading graphic software. *Prerequisites: ART 110 and ART 121.*

ART 331 (3-0-6) Color Theory and Techniques

The study of color theories, color harmonies, and the orchestration of colors in design composition and nature to express symbolic, psychological, and aesthetic ideas.

Prerequisite: ART 110.

ART 340 (3-3-0) Woman, Culture, and Imaging

This course focuses on how Western aesthetics and cultural ideology have shaped women's relationships to the visual arts from the medieval period to the present.

ART 341 (3-0-5) Leathercraft

A course in the design and production of craft projects fashioned in leather or with leather decoration.

ART 352 (3-0-6) Commercial Art

A study of working theories and practical applications of design-making for selling a product or commodity, with skills to be learned including fashion design, cartooning, illustrating, lettering, package design, photographic, and airbrush techniques. *Prerequisites: ART 110, ART 121, and ART 330.*

ART 353 (3-0-6) Introduction to Printmaking

A course exploring the art of the print by applying fundamental techniques in serigraphy, woodcut, intaglio with an emphasis on expanding options for creative expression. *Prerequisites: ART 110, ART 121*

ART 354 (3-0-6) Advanced Printmaking

This course moves the student into technical areas of printing to include the following: photo-silk screening, creative techniques in screening and other advanced techniques. *Prerequisites: ART 110, ART 121, and ART 353.*

ART 355 (3-0-6) Multi-Media Print

A course designed to explore and combine traditional printmaking techniques with digital, computer generated, and other photo-based technology. *Pre-requisite: ART 353.*

ART 361 (3-3-0) African Negro Art

An introduction to the regional art of Africa, with attention given to historical, sociological, and theological backgrounds.

ART 362 (3-3-0) African-American Art from 1800

A survey of the works of art by African-American artists, including an investigation of the historical and environmental influences on subject matter choices of artists in contemporary black art.

ART 365 (3-3-4) History of Photography

The history of photography is traced from its inception to modern times. The advent of the camera and a prognostication of its destiny are contemplated. The course includes lecture, darkroom laboratory work, and field experience. Color, black and white, and digital photography is included. Photographic essay and thesis are required.

ART 371 (3-0-6) Clay Modeling I

A course in clay modeling where the student works from the figure to understand systems of sculpting from life. *Prerequisite: ART 121.*

ART 372 (3-0-6) Clay Modeling II

A course that instructs the student in the process of mold-making and the preparation for casting in metal, plaster, hydrocal or concrete. *Prerequisite: ART 121.*

ART 391 (3-3-0) Computer Graphics in Fine Arts

This course explores the development of computers as a tool to produce art. This class will allow students to experience the creation of their own art using computers, and to understand the concepts and rules of fine art production as they relate to this medium. *Prerequisite: ART 123.*

ART 400 (1-0-1) Art Thesis

A course that involves individual projects relating to an investigation of survival strategies, materials and techniques, theory of art, methods of criticism, exhibition and presentation in the selected area for specialized studies in painting, ceramics, sculpture, graphics, and art history. *Prerequisite: Two successful portfolio reviews with Art Faculty.*

ART 410 (3-3-0) Art Criticism

A course aimed at the evaluation of art concepts, the philosophy of aesthetics, and an analytical approach to discussing art forms. *Prerequisites: ART 321 and ART 322.*

ART 411 (3-2-1) Art in Childhood Education

An investigation into the problems in children's art, the nature of art for children, art for creative expression, and the correlation of art with other subjects, with practical experience in the making and the teaching of simple art projects and activities appropriate to elementary school children.

ART 412 (3-0-6) Advanced Painting

The study of painting techniques and composition, emphasizing a variety of painting media and the treatments of surface and subject matter to the development of styles. *Prerequisite: ART 121 and ART 212.*

ART 413 Directed Study in Advanced Painting III

A directed study course for students seeking contemporary water media painting problems. Emphasis is study of design principles, color structure, and fundamental methods of pictorial organization. *Prerequisites: ART 121, ART 212, ART 412.*

ART 414 Directed Study In Advanced Painting IV

A directed study course for students seeking a comprehensive analysis of painting media, experimentation of painting styles and self-expression. *Prerequisite: ART 121, 212, 412.*

ART 422 (3-2-1) Art in the Intermediate Grades(4-9)

A developmental study of creative expression facilitated through art in the intermediate grades, with students required to participate in activities involving a variety of art media such as drawing, painting, graphics, ceramics, etc., to develop a background for teaching art and to refine personal skills for artistic expression. *Prerequisite: ART 311 and ART 322.*

ART 430 (3-0-6) Ceramics II

Further study and use of ceramic processes and techniques: hand forming, molding and wheel throwing, glaze utilization, and kiln operation. *Prerequisite: ART 230 or consent of instructor.*

ART 431 (3-0-6) Ceramics III

A practical course focusing on advanced techniques in wheel throwing, clay formulation, glaze mixing, and glaze application, with students learning "how to," and gathering experience in loading and firing gas and electric kilns. Variable credit may be earned in this course. *Prerequisite: ART 430.*

ART 433 Directed Study in Advanced Printmaking III

This course is a directed study for students seeking extensive experimentation in printmaking techniques particular to traditional and contemporary printmaking processes. *Prerequisites: ART 353, ART 354.*

ART 434 Directed Study in Advanced Printmaking IV

A direct study for students seeking to apply their knowledge of advanced printmaking techniques with an emphasis on development of personal style. *Prerequisites: ART 354, ART 433.*

ART 440 (3-2-4) Basic Photography

A course including activities such as camera operation, picture taking, darkroom techniques and procedures, and photo printing. (Students must have access to a camera.)

ART 441 (3-0-6) Weaving

A study of cloth making, with emphasis on design and on the use of hand, floor, and table looms.

ART 442 (3-3-0) Contemporary Art

A study of modern art to the present through an analysis of works of art in their historical context.

ART 450 (3-0-6) Studio Problems

A course designed for independent work in the student's area of concentration. Advanced studio problems will be investigated. Variable credit may be earned.

ART 452 (3-0-6) Ceramics IV

A studio course in advanced ceramics emphasizing formulations of clay bodies and glazes. Advanced wheel throwing, sculpturing, and combing materials. Instruction in kiln repair will be covered. *Prerequisite: ART 431.*

ART 453 (3-0-6) Directed Study in Ceramics V

An advanced directed study in ceramics which explores and emphasizes innovative utilization of slab, coil, and wheel throwing methods. Electric and gas firing, decorative, personalized, advanced glazing, and formulation of techniques will be integral parts of this course. *Prerequisites: ART 431.*

ART 461 (3-0-6) Advanced Photography

A course providing additional and advanced experiences in photographic production through the mastery of photo materials and equipment, with emphasis on visual literacy and aesthetic manipulation of compositional elements and on successful photographic production. *Prerequisite: ART 440.*

ART 462 (3-3-0) American Art

A course that covers the history of painting, graphics, sculpture, and architecture in American history.

ART 471 (3-0-6) Wood Working

A course that emphasizes the fabrication and carving the medium of wood. *Prerequisite: ART 231.*

ART 472 (3-0-6) Metals

A course that emphasizes metal fabrication using torches and connectors and the process of casting in metals. *Prerequisite: ART 231.*

ART 473 (3-0-6) Advanced Metals

This course builds on the basic techniques of casting and fabricating metal sculptures. Application of advanced three-dimensional design principles, mixed media, finishing techniques and patinas are explore. *Prerequisite: ART 231*

ART 474 (3-0-6) Subtractive Sculpture

This course introduces the student to basic reductive techniques in the carving of wood and stone. Hand, power and pneumatic tools are used. *Prerequisite: Art 231*

ART 481 (3-3-0) Computer Design for Multimedia

This course introduces students to interactive art, a form that allows the viewer or user to interact with visual communication. Students will be challenged to produce interactive art through the use of two types of software: PowerPoint and MacroMedia. *Prerequisites: ART 110 and ART 352.*

Astronomy (ASTR)**ASTR 111 (4-3-2) Astronomy I**

An introductory course in the science of astronomy, with emphasis on the investigation of nearby space – the sun, moon, and planets - and with laboratory exercises illustrating the scientific methods and techniques used in gathering information about the planets, moons, and other objects in the Solar System.

ASTR 112 (4-3-2) Astronomy II

An introductory course in the science of astronomy,

with emphasis on the investigation of distant space – the physical nature of stars, galaxies, black holes, and quasars and on techniques used to gather information about these objects, with laboratory activities illustrating data gathering and interpretation techniques related to stars and galaxies. Students may enroll in ASTR 112 before completing ASTR 111.

Business Administration (BADM)

BADM 209 (3-3-0) Legal Environment of Business

An overview of law and the legal environment of business, emphasizing those parts of law necessary to understand and appreciate the regulatory role of government and including such topics as constitutional law, contracts, torts, business ethics, business organizations, and government regulations. *Pre-requisites: ENGL 110, PHIL 110.*

BADM 214 (3-1-2) Microcomputer Applications in Business

This course is designed to develop an understanding of the computer as a business and personal tool. Students will get a working knowledge of a variety of software programs such as spreadsheets, word processing, data bases, and presentations. Projects that simulate business applications are provided.

BADM 215 (3-3-0) Business Communications

A course that presents a scientific approach to the analysis and resolution of business problems through business letters, memoranda, and researched analytical reports. Other topics of study include nonverbal communication, business ethics, office automation, employment procedures, international business, and oral and listening skills. *Pre-requisites: ENGL 120 (or equivalent) SPEE 200.*

BADM 216 (4-4-0) Statistics for Business and Economics I

This course introduces statistical principles for business and economics applications. Regression is presented to convey statistical thinking, modeling and analysis. *Prerequisite: MATH 140*

BADM 312 (3-3-0) Statistics for Business and Economics II

A study of multiple regression methods, analysis of variance, chi-square tests, elements of sampling, quality control, and index numbers, with training in statistical analysis with computer-based implementation. *Prerequisite: BADM 216.*

BADM 352 (3-3-0) Blacks in Contemporary Capitalistic Society

A study of blacks' contemporary problems in American capitalism, emphasizing innovative techniques and procedures for greater unfolding of their objectives and focusing on such topics as finance, business ownership, internal operations, salesmanship, banking, and managerial techniques.

BADM 412 (3-3-0) Business Law

A study of the basic concepts of law applicable to the business profession and business endeavors, covering such topics as contracts, torts, commercial paper, agency, property, business organizations and constitutional protection. *Prerequisite: BADM 209.*

BADM 430 (3-1-15) Business Internship

A course providing students with practical experience in approved business positions, including a seminar for formal evaluation of their work experience. (Program must be arranged in advance and approved by the department chairperson; course is not open to students with credit from any similar program in the institution.) *Prerequisite: Consent of instructor and senior standing.*

BADM 490 (3-3-0) Seminar in Business Administration

A course involving various subject matters as deemed by the business faculty to be appropriate to the needs of the student in meeting the objectives of the business degree program. *Prerequisite: Senior standing.*

Business Education (BEDU)

BEDU 110 (2 or 3-1-2) Basic Word Processing

A course to develop manipulative mastery of the keyboard and basic skills in using the computer for word processing, with special emphasis on sequencing activities and procedures for keyboarding mastery. This course has variable credit. Credit hours for BEDU 110 are three for Office Administration majors and students in other disciplines who take the course to satisfy the CSC requirement. The credit hours are two for Business Education majors.

BEDU 115 (2-1-2) Intermediate Word Processing

A course building on the concepts and skills developed in BEDU 110, including the knowledge base required for the practical use of a microcomputer for professional and personal use, with applications such as the production of business correspondence, forms, manuscripts, reports, and tables. *Prerequisite: BEDU 110 or placement test.*

BEDU 210 (3-3-0) Introduction to Business

A course providing an overall picture of business operations and the role of business in the free enterprise system, including the knowledge base for management and organization, the human resource, marketing and consumer-buying behavior, finance and investment, the business environment, the American legal system, and career opportunities in business.

BEDU 250 (3-0-3) Word/Information Processing

A course providing for the development of production competencies in word/information processing and a high level of decision-making skills in the operation of microcomputers with emphasis on the development of advanced-level capabilities on the microcomputer. *Prerequisite: BEDU 115 or a comprehensive test and keying ability of 50 wpm on five-minute writings.*

BEDU 315 (3-3-0) Mathematics for Business

A study of business problems related to mathematics, with attention to topics such as compound interest, annuities, discounting notes, inventory, depreciation, payrolls, stocks and bonds, ratio analysis, and graphs. *Prerequisite: Math 123.*

BEDU 321 (3-2-3) Elementary Shorthand

A study of the basic principles of Gregg Shorthand, Centennial Series, with emphasis on the development of the ability to apply these principles to the reading and writing of shorthand.

BEDU 322 (3-2-3) Intermediate Shorthand

A continuation of BEDU 321, with attention given to gaining proficiency with basic elements of transcription using microcomputers, to constructing outlines for unfamiliar words, and to building higher dictation speeds. *Prerequisites: BEDU 321 or placement test and BEDU 250.*

BEDU 411 (3-3-0) Administrative Secretarial Procedures

An expansion of the secretarial knowledge base through presentations of practical problems encountered by the secretarial worker, with emphasis on developing competency in office skills and procedures, including computer applications, reprographics, filing, dictation and transcription, communication techniques, and administrative support services.

BEDU 450 (3-3-0) Administration and Supervision of Vocational Education

A course addressing present and future problems relating to administering and supervising vocational education programs at the secondary and post-secondary school levels, with the knowledge base emphasizing leadership roles at the local, state, and national levels; advisory committees; vocational student organizations; planning; budgeting; public relations; and evaluation of students and programs. *Prerequisite: Senior standing and instructor's approval. Offered only in the Fall Semester.*

BEDU 460 (3-3-0) Coordination Techniques in Vocational Education

A course designed to provide students with an in-depth exploration of the total role of the teacher-coordinator of a vocational program using the cooperative method of instruction, with special attention given to the planning and management procedures needed to integrate effectively classroom instruction with on-the-job learning needs. *Prerequisite: Senior standing and instructor's approval. Offered only in the Spring Semester*

BEDU 490 (3-3-0) Seminar in Business Education

A seminar providing analyses of problem areas (local, state, and national) of major concern in business education. *Prerequisite: Senior standing.*

BEDU 492 (1-3,0,15) Directed Work Experience

A supervised work experience for office administration majors, and for business education and marketing education majors seeking vocational teacher certification. Students work in a business setting to gain first-hand work experience. Individually designed for part-time and/or summer experience. One to three hours credit. *Prerequisite: Instructor's approval. Offered Fall/Spring Semester.*

Biochemistry (BICH)**BICH 411 (3-3-0) Biochemistry I**

An introductory course that provides the theoretical basis for the major principles in biochemistry. The course includes an historical perspective of biochemistry, and a study of the four major biological macromolecules: proteins, lipids, carbohydrates, and nucleic acids. Three major areas of biochemistry will be emphasized: (1) acid/base equilibria; (2) structure and function of biomolecules; and (3) biological information flow. In addition to lectures and discussions, problem sets will be assigned to equip students with an understanding of basic biochemical principles and to promote critical thinking and problem solving skills. *Prerequisites: BIOL 200 and CHEM 220 or CHEM 221.*

BICH 412 (3-3-0) Biochemistry II

A study of bioenergetics, biosynthesis of major biological macromolecules, and metabolic pathways in animals, plants, and microbia. Emphasis will also be placed on methods of purification and analysis of biological macromolecules and applications of basic biochemical principles to living systems. In addition to lectures and discussions, problem sets will be assigned to equip students with an understanding of basic biochemical principles and to promote critical thinking and problem solving skills. The course content will be correlated with the laboratory exercises in the corequisite Biochemistry laboratory (BICH 421). *Prerequisite: BICH 411.*

BICH 421 (1-0-2) Biochemistry Laboratory

The application of biochemical principles and techniques to the separation, purification, and analysis of biological substances, and to the investigation of metabolic activity. *Prerequisite: BICH 411; Co-requisite: BICH 412.*

Biological Sciences (BIOL)**BIOL 110 (4-3-2) General Biology I**

An introductory study of concepts relating to the origin of organisms: cell history, reproduction, structure and function; atomic and molecular structure of the cell; energy relations; structure, composition and systematics of major organic compounds; sexual and asexual reproduction; and genetics and evolution. Includes two (2) hours of lab consisting of qualitative experiments illustrating biological principles and basic laboratory techniques.

BIOL 130 (4-3-2) General Biology II

A study of ecology and of systems regulating and supporting the metabolism of organisms. Includes two (2)

hours of lab consisting of qualitative experiments in ecology, classification, and the physiology of organisms. *Prerequisite: BIOL 110.*

BIOL 150 (4-3-2) Principles of Biology

A study of the major principles relating to the nature of organisms, with emphasis on molecular, cellular, organismic, developmental, and evolutionary concepts, and with two (2) hours of lab consisting of experiments on the analysis of the chemistry of cellular and related materials. *Prerequisite: Minimum score of 25 on the natural science profile examination. Prerequisite or Corequisite: Math 123 or higher level math courses.*

BIOL 200 (4-3-2) Cellular Biology

An examination of cell structure in relation to function, including studies of biochemistry, cytogenetics, physiology, reproduction, and the evolution of animal, plant, and bacterial cells. *Prerequisite: Biology 150; Co-requisite: Chemistry 140.*

BIOL 320 (1-0-2) Biology Seminar

A course including discussions of modern biological concepts and current topics, with presentations of papers by students on special issues in biology. *Prerequisite: Junior Classification.*

BIOL 330 (3-2-2) Microbiology and Immunology

An introduction to the structure, physiology, ecology and immunological host relationships of prokaryotes and other microorganisms, with two (2) hours of lab consisting of applications of microbiological and immunological techniques. *Prerequisites: BIOL 200 and one (1) year of Chemistry.*

BIOL 350 (3-2-2) Ecology/Evolution

A study of mechanisms governing the process of organic evolution, evolutionary relationships among living and extinct organisms, and the interactions between organisms and their environment, with two (2) hours of lab consisting of an observational/experimental study of the concepts of evolution and ecology. *Prerequisite: BOTN 210.*

BIOL 430 (3-3-0) Special Problems

A course involving guided scientific research, field studies, or other special projects. *Prerequisite: Consent of the instructor.*

BIOL 490 (4-3-2) Radiation Biology

An introductory course for science majors on the nature and use of radioisotopes, with two (2) hours of lab consisting of basic experiments with radioisotopes using the latest instrumentation. *Prerequisites: BIOL 150, MATH 241, CHEM 210, and one (1) year of physics.*

Biotechnology (BTCH)

BTCH 350 (3-3-0) Advances in Biomolecular Science (BIOL 430)

A seminar course which discusses pioneering and cutting edge research in molecular biology, cell biology, and developmental biology. Students will also be introduced to

basic tools of biomolecular science. *Prerequisites: None. BIOL 200 and CHEM 140 strongly recommended.*

BTCH 420(3-0-3) Biotechniques I (BIOL 430)

A laboratory course in basic biotechnology theory, skills, and applications. Includes spectrophotometry, gel filtration chromatography, gel electrophoreses, DNA isolation, Restriction enzyme digestion, genetic engineering, DNA fingerprinting, Southern and Western blot analysis. *Prerequisites: BIOL 200, Chem 160, or permission of instructor.*

BTCH 430 (3-3-0) Biotechniques II (BIOL 430)

A laboratory course teaching biotechnology theory, skills, and applications. Includes DNA sequencing, PCR, immunology, cell culture, separation technology, principles of fermentation technology, basic aptitudes for the biotechnology industry. *Prerequisite: BTCH 420.*

BTCH 440 (3-0-3) Tissue Culture and Hybridoma Technology (BIOL 430)

A laboratory course which teaches techniques for the establishment, assay, and maintenance of a variety of types of cells, tissue and hybridoma cultures. *Prerequisites: BIOL 200, BTCH 430, or consent of instructor.*

Botany (BOTN)

BOTN 210 (3-2-2) General Botany

An introduction to the morphology, anatomy, physiology, reproduction, taxonomy, and ecology of higher plants, fungi, and algae, with two (2) hours of lab consisting of observation and interpretation of the morphology and structure relating to the function, identification, and adaptation of higher plants, fungi, and algae. *Prerequisite: BIOL 200.*

Chemistry (CHEM)

CHEM 101 (4-3-2) Introduction to Chemical Principles

An introduction to the atom and bonding, the three states of matter, and stoichiometry (for students desiring one year of training in chemistry), with laboratory activities investigating mole-mass relationships, gas laws, and measurement of thermochemical phenomena. *Prerequisite: MATH 123 or MATH 129.*

CHEM 102 (4-3-2) Introduction to Organic and Biochemistry

An introduction to organic and biochemistry applications of chemical principles (for students desiring one year of training in chemistry), with laboratory activities investigating the techniques of organic and biochemistry. *Prerequisite: CHEM 101.*

CHEM 120 (3-3-0) The Atom and Bonding

A non-mathematical study of atomic structure, elementary nuclear theory, the periodic table, bonding, valence, hybridization, and molecular and crystal structure. *Corequisite: MATH 123.*

CHEM 130 (4-3-3) Stoichiometry

The study of stoichiometry, gas laws, thermochemistry, and the balancing of chemical equations, with laboratory activities investigating mole-mass relationships, gas laws, and measurement of thermochemical phenomena. *Prerequisites: CHEM 120 and MATH 123.*

CHEM 140 (4-3-3) General Chemistry I

A study of atomic theory, bonding, molecular structure and geometry, stoichiometry, thermochemistry and the three states of matter, with laboratory activities investigating mole-mass relationships, gas laws, and measurement of thermochemical phenomena. *Prerequisites: MATH 123 or 129.*

CHEM 160 (4-3-3) General Chemistry II

A course investigating kinetics, acid-base equilibrium reduction and oxidation, and qualitative and elementary quantitative analyses, with laboratory activities examining reaction rates, acid-base and reduction-oxidation titrations, and qualitative and elementary quantitative analyses. *Prerequisites: CHEM 140 with a grade of C or higher in the course. Prerequisite or Corequisite: MATH 124. or MATH 130.*

CHEM 210 (5-3-6) Analytical Chemistry

A course investigating traditional methods of wet-analytical chemistry, consisting of gravimetric, volumetric, and chromatographic analyses, pH, pK, and the application of the Nernst equation. *Prerequisites: CHEM 160, with a grade of C or higher in the course..*

CHEM 220 (4-3-3) Principles of Organic Chemistry

A one-semester course in which the chemistry of the hydrocarbons (including aromatics) and monofunctional alkyl halides, alcohols, ethers, aldehydes, ketones, carboxylic acids (and their derivatives), and amines is surveyed. The course will conclude with an introduction to the chemistry of polyfunctional biomolecules. The laboratory will consist of the techniques used in the purification, isolation, and identification by physical properties of organic compounds and conclude with the utilization of these techniques in the preparation of organic compounds. *Prerequisites: CHEM 140 and CHEM 160. Note: With the exception of CHEM 310, this course does not serve as prerequisite for any course in pure chemistry.*

CHEM 221 (4-3-3) Organic Chemistry I

A study of the nomenclature, synthesis, reactions and reaction mechanisms, and spectroscopy of hydrocarbons alkylhalides and alcohols, with laboratory exercises introducing techniques of isolation, purification, characterization, and synthetic methods in organic chemistry. *Prerequisites: CHEM 160 or permission of the instructor and department chair.*

CHEM 222 (5-4-3) Organic Chemistry II

A course investigating the nomenclature, synthesis, reactions and reaction mechanisms, and methods for analysis of functionally substituted organic compounds, with laboratory activities extending the topics started in

CHEM221 and emphasizing syntheses and technical writing. *Prerequisites: CHEM 221 with a grade of C or higher in the course.*

CHEM 310 (4-2-4) Instrumental Methods of Analysis

The application of electrochemical, spectroscopic, and chromatographic methods to qualitative and quantitative analysis. *Prerequisites: CHEM 210 with a grade of C or higher.*

CHEM 321 (3-3-0) Thermodynamics and Equilibrium

A calculus-based study of the three laws of thermodynamics with derivation of equilibrium constants from chemical potential, Raoult's Law, the phase rule, and equilibrium electrochemistry including the Debye-Hueckle theory. *Prerequisites: CHEM 210, MATH 241, MATH 242, and PHYS 111 or PHYS 121.*

CHEM 322 (3-3-0) Quantum Mechanics and Spectroscopy

A course investigating the wave-particle dilemma as resolved by the Bohr atom, Dirac wave mechanics, and Eigen values of the Schrodinger equation, with applications to atomic and molecular vibrational, rotational, and electronic spectra. *Prerequisites: CHEM 210, MATH 241, MATH 242, PHYS 112 or PHYS 122.*

CHEM 324 (3-3-0) Kinetics

A study of change, including the transport properties of gases and liquids and electrical conduction. Starting with the kinetic theory of gases, the absolute rate theory and the collision theory are derived. Other topics include rates; mechanisms including complex mechanisms (consecutive, chain, branching, autocatalytic, and polymerizing); and the half-life of chemical reactions. Students will also be exposed to the steady-state approximation, and the study of the Arrhenius theory for calculation of activation parameters. *Prerequisites: CHEM 210, MATH 241, MATH 242, PHYS 112 or PHYS 122.*

CHEM 325 (3-1-5) Physical Chemistry Laboratory

Laboratory investigations involving the determination of enthalpies, equilibrium constants, molecular mass, electromotive force, entropy, reaction rates and activation parameters, solution phenomena, conductance, and the gathering and quantitative interpretation of spectra. *Prerequisite: Any one of the following: CHEM 321, CHEM 322, or CHEM 324*

CHEM 330 (3-3-0) Principles of Inorganic Chemistry

A focus on trends of inorganic reactions, structure, and properties of the elements and their compounds in relation to their position in the periodic table. Students will be able to rationalize and interpret most inorganic properties using qualitative models that are based on quantum mechanics, such as the properties of atomic orbitals and their use to form molecular orbitals. Modern organometallic compounds will be introduced, and the environmental impact of inorganic chemistry will be discussed. This course will consist of lecture and discussion sessions.

CHEM 390 (1-0-3) Research I

A detailed examination of topics and studies in chemistry in preparation for beginning a formal research project to be conducted in CHEM 491 and CHEM 492, culminating in a written and oral report. Prerequisites: Adoption of a research area, a research advisor, and a chemistry GPA of 2.3 or higher or permission of the instructor and department chairperson.

CHEM 400 (3-2-2) Computational Chemistry

The lecture portion of this course includes an introduction to the different levels of quantum calculations and to the principles of molecular mechanics and classical dynamics. Topics include molecular modeling by simple Hueckle, extended Hueckle, semi-empirical, and *ab initio* quantum calculations, as well molecular mechanics. Chemical reactions will be investigated by quantum methods and molecular-reaction dynamics. The laboratory portion of this course consists of experiments conducted on personal computers and/or workstations illustrating each of the levels of quantum calculations, molecular mechanics conformational searching and intermolecular docking, and investigation of chemical reactions by semi-empirical and *ab initio* quantum calculations as well as by dynamics calculations. Prerequisites: CHEM 222 and CHEM 322 or permission of the instructor.

CHEM 410 (1-0-3) Seminar in Chemical Literature

A detailed examination of the chemical literature on a relatively narrow topic for presentation of written and oral reports. Prerequisites: CHEM 210, CHEM 222, CHEM 321, 322, or 324.

CHEM 421 (3-3-0) Inorganic Chemistry

An advanced study of descriptive and synthetic inorganic chemistry, structure, and bonding. Prerequisites: CHEM 222, CHEM 321, with CHEM 322 encouraged.

CHEM 430 (3-3-0) Special Topics in Chemistry

An advanced, structured investigation in one of the specialty areas of chemistry. Prerequisite: Permission of instructor.

CHEM 431 (3-1-4) Qualitative Organic Analysis

An advanced introduction to the principles of classification and identification of organic compounds by traditional and modern analytic techniques. Prerequisite: CHEM 222.

CHEM 491 (2-0-6) Research II

Active, original research under one or more of the chemistry faculty. Prerequisite: CHEM 390.

CHEM 492 (4-0-12) Research III and Thesis

A continuation of research culminating in a written thesis and an oral presentation. Prerequisite: CHEM 491.

Communications (COMM)**COMM 205(3-3-0) Introduction to Communication**

The study of communication in expediting learning, affecting social interaction and effective change, and an exploration of the components of interpersonal, small group, public and organizational communication.

COMM 210 (3-3-0) Introduction to Mass Communications

A survey of the role of mass media in modern society. The process, functions, responsibility and effects of various forms of mass communication will be analyzed. Prerequisite: COMM 205.

COMM 320 (3-3-0) Audio Production I

An introduction to the planning and production of audio in mass media, including practical studies of the uses of sound and the planning, scripting, rehearsing, and directing process of audio production. Prerequisite: COMM 210.

COMM 330 (3-1-2) Writing for Mass Media

A survey of the various forms of written expression in mass media. Prerequisite: COMM 205, ENGL 120.

COMM 350 (3-3-0) Telecommunications Management

A course exploring management functions in a telecommunications environment. Economic support patterns, programming, promotion, advertising, determination of community needs and facility operations will be covered. Prerequisite: COMM 210.

COMM 360 (3-1-2) Video Production I

An introduction to the elements of television production, including cameras, audio, staging, lighting, graphics, recording, and special effects. Prerequisite: COMM 210.

COMM 370 (3-1-3) Communication Practicum

A practical study of an area of communications, with reading assignments supplementing course activities.

COMM 375 (3-3-0) Organizational Communication

Organizational Communication provides the student with a background in theory and research about communication within organizations. The course focuses on interpersonal communication within organizations, small group communication within organizations, leadership and management within organizations and communication conflict within organizations. Prerequisites: SPEE 200 and COMM 205.

COMM 380 (3-3-0) Non-Broadcast Telecommunications Systems

An introduction to the use of telecommunications media in corporate, industrial, medical, educational, military, governmental and public service institutions. Prerequisite: COMM 210.

COMM 390 (3-3-0) Cable Communications

An examination of the cable television industry including technical aspects, franchising, programming, and government regulation. *Prerequisite: COMM 210.*

COMM 410 (3-0-5) Mass Media Internship I

A course providing students with opportunities for combining theory and practice by their arranging, outlining, and engaging in a program of practical experiences under the joint supervision of a communications organization or agency and the course instructor. *Prerequisite: 12 credits in COMM courses.*

COMM 420 (3-0-5) Mass Media Internship II

A second course for students to further their experiences in communications media by continuing their program from COMM 410 or arranging a new program under the joint supervision of a communications agency and the course instructor. *Prerequisite: 12 credits in COMM courses.*

COMM 430 (3-3-0) News and Public Affairs

A study of the principles, techniques, and forms of journalism, with students gaining experience in preparing, editing, and delivering news and public affairs materials for a variety of media. *Prerequisite: COMM 330.*

COMM 440 (3-1-2) Audio Production II

An advanced course in audio production techniques including remote setups, studio operations, and multitrack recording. *Prerequisite: COMM 320.*

COMM 450 (3-3-0) Telecommunications Law

Principles and case studies in communications law including constitutional guarantees, libel, privacy, contempt, privilege, copyright, and governmental regulatory agencies. *Prerequisite: COMM 210.*

COMM 460 (3-1-2) Video Production II

An advanced course in video production techniques providing a laboratory experience in production and direction of video projects. *Prerequisite: COMM 360.*

COMM 490 (3-3-0) Mass Communication Theory and Research

The development of mass communication theory is studied with attention given to the emergence of major paradigms of theory including the development of process and effective perspectives, the development of social learning perspectives, the development of uses and gratifications perspectives, and the development of critical and cultural perspectives.

Cooperative Education (COOP)

COOP 431 (3-0-5) Cooperative Education I

A program integrating the classroom curriculum with planned periods of in-service professional work related to the student's declared major. Cooperative Education is offered on a competitive basis through the Student Academic Services Center in conjunction with the Academic

Advisors, Department Chairpersons and Academic Deans. The students ordinarily begin their first in-service experience at the end of the sophomore year.

COOP 432 (3-0-5) Cooperative Education II

A continuation of the cooperative work experience program. *Prerequisite: COOP 431 or COOP 433.*

COOP 433 (6-0-5) Cooperative Education III

A program integrating the classroom curriculum with planned periods of full-time in-service professional work related to the student's declared major. Cooperative Education is offered on a competitive basis through the Office of Career Services & Placement in conjunction with the Academic Advisors, Department Chairpersons and Academic Deans. The students ordinarily begin their first in-service experience at the end of the sophomore year.

COOP 434 (6-0-5) Cooperative Education IV

A continuation of the cooperative work experience program. *Prerequisite: COOP 433.*

COOP 435 (6-0-5) Cooperative Education V

A continuation of the cooperative work experience program. *Prerequisite: COOP 434.*

Criminal Justice (CRJC)

CRJC 200 (3-3-0) Introduction to the Criminal Justice System

A survey course designed to familiarize students with the functions, structure, and organization of the agencies that are responsible for the administration of justice in America. Specifically, the course deals with the police and issues related to law enforcement, prosecution of offenders, the judicial system, and corrections.

CRJC 201 (3-3-0) Introduction to Law Enforcement

A study of the history and philosophy of local, state, and federal law enforcement entities in the U.S. with emphasis on the interdependence of law enforcement and other components of the criminal justice system. The course also examines the roles of the police in the administration of justice and the critical issues that affect law enforcement in contemporary society.

CRJC 202 (3-3-0) Legal Aspects of Criminal Justice

A study of procedural aspects of the legal process and administration of justice including constitutional rights, participants in court processes, rules of evidence and the exclusionary rule, and expert testimony.

CRJC 203 (3-3-0) Criminal Justice Ethics

A critical examination of the diverse ethical issues encountered in the American criminal justice system with a focus on comparing and contrasting the principles of moral philosophy and ethical theory to the practices of criminal justice agencies.

CRJC 212 (3-3-0) Juvenile Justice System

A survey course designed to provide an overview of the system of justice specially designed for juveniles who need some form of intervention in their lives with particular emphasis on the agencies, institutions, procedures, law, programs, and philosophies that guide the administration of juvenile justice.

CRJC 215 (3-3-0) Introduction to Criminal Courts

This course focuses on the structural outlay and philosophy of the court system in America with special emphasis on court procedures, structures, constitutional guarantees, the trial process, the roles of judges, prosecutors, defense attorneys and juries.

CRJC 220 (3-3-0) Introduction to Corrections

This course examines the historical development, current changes, and future trends in correctional policies and strategies including analysis and evaluation of concepts and theories of retribution, deterrence, rehabilitation, incapacitation, and other purposes of correctional reform. Special emphasis will be placed on the underlying social, legal, and ethical issues that affect various correctional strategies.

CRJC 222 (3-3-0) Community Corrections

An in-depth theoretical perspective of the social, legal, and ethical issues which gave rise to the development of contemporary strategies of corrections in the community including programs such as probation, parole, other alternatives to incarceration, intermediate sanctions, and diversionary programs. *Prerequisite: CRJC 200 and CRJC 220*

CRJC 230 (3-3-0) Criminal Evidence

A course focusing on the various types of evidence used in both civil and criminal proceedings with emphasis on the rules governing the admissibility of evidence and the procedures for handling evidentiary issues in the courtroom.

CRJC 243 (3-3-0) Writing for Criminal Justice

Emphasis is placed on the development of writing skills required for careers in law, civil service, and public administration, including various forms of correspondence, interoffice memos, informal reports, minutes of meetings, summaries, briefings, and presentations; proofreading, revising, and editing; writing for culturally diverse audiences; and criminal justice terminology.

CRJC 300 (3-3-0) Criminal Law

An involved philosophical analysis of criminal law principles and concepts focusing on both the procedural aspects and the substantive elements of the various crimes, criminal court decisions, and the practical application of such principles and concepts in the courtroom. *Prerequisite: CRJC 200.*

CRJC 302 (3-3-0) Prisons and Society

An advanced corrections course in which students explore the far-reaching impacts of prisons on society. The course examines the consequences of mass incarceration in

the United States, not only for prisoners and ex-prisoners, but also for families and communities who have committed no crimes. The course further considers the impact of mass imprisonment on democracy and whether the social costs of incarceration have produced benefits to society in quality of life, safety, or justice. *Prerequisite: CRJC 220.*

CRJC 305 (3-3-0) Race, Class, and Gender in Criminal Justice

A comprehensive examination of the concepts of race, class, and gender as determinants of the structure and function of the American criminal justice system, including the relationship between race, class, gender, and crime; issues of race, class, and gender discrimination; and the ideological and political debates that both integrate and segregate theories of race, class, gender, and crime.

CRJC 311 (3-3-0) Criminal Justice Organizations: Management and Administration

A theoretical course focusing on the organization, management, and administration of local, state, and federal criminal justice agencies with emphasis on how the structure and functions of such agencies affect the administration of justice. *Prerequisites: CRCJ 200, CRJC 201, and CRJC 220.*

CRJC 333 (3-3-0) Police and Society

A study of the critical issues facing police officers and administrators in relation to police community relations in a diverse society, with particular emphasis on police history and role in society, discretion, and strategies. *Prerequisite: CRJC 201.*

CRJC 340 (3-3-0) White Collar Crime

A survey course designed to provide an overview of white collar crime, with an emphasis on the criminal and/or unethical or harmful acts of the rich and powerful. Specifically, the course explores the various types of white collar crimes, the characteristics of the offenders, the theories attempting to explain these acts, and the harm caused by them.

CRJC 351 (3-3-0) Special Problems in Criminal Justice Criminology

An advanced analysis of contemporary interdisciplinary issues within the fields of criminal justice and criminology including perspectives on the death penalty, prison overcrowding, computer crimes, victimology, the insanity defense, use of force, media and crime, race and crime, women and crime, and juvenile violence.

CRJC 361 (3-3-0) Comparative Criminal Justice

A theory-based comparison of the American criminal justice system with a number of selected criminal justice systems from around the world. Emphasis will be placed on how the social organization of a specific society affects the definition of crime and the administration of justice.

CRJC 411 (3-3-0) Criminal Justice Research (SOCI 332)

This course teaches students the various methods of collecting and analyzing data, with emphasis on research design, research instrument construction, data analysis, and reporting of results. The course includes a lab that involves computerized data analysis. *Prerequisite: One of the following: SOCI 331, PSYC 233, BADM 216, or STAT 202.*

CRJC 420 (3-3-0) Criminological Theory

This course exposes students to different theoretical perspectives in the study of crime; it acquaints students with various explanations that have been offered in an effort to understand criminal behavior. Particular attention will be paid to the idea of crime as a social phenomenon.

CRJC 430 (3-3-0) Internship in Criminal Justice System

This course provides students with the opportunity to synthesize theory and practice in a supervised work environment in a criminal justice agency, with the students' progress and performance on the job monitored jointly by the agency head and the course instructor. *Prerequisites: Students must complete 90 credit hours of course work which must include: CRJC 200, CRJC 201, CRJC 220, CRJC 300, CRJC 310, and CRJC 320 before enrolling in this course.*

CRJC 450 (3-3-0) Seminar in Criminal Justice

This course is designed to provide students with an in depth understanding of the functioning of the various sub agencies that make up the American criminal justice system. Emphasis will be placed on how the organization, management, and the goals of each sub-agency affect administration of justice. *Prerequisite: CRJC 200, CRJC 201, CRJC 212, CRJC 215, CRJC 220, CRJC 300.*

Computer Science (CSC)

CSC 100 (3-3-0) Introduction to Computers

This course covers fundamental concepts of computer and their applications using micro/mini computers in stand-alone and networked environments, including the use of software for word processing, spreadsheets and databases. Majors in computer science will not receive credit for this course.

CSC 101 (3-3-0) Computer Programming Language (FORTRAN)

This course is an introduction to FORTRAN, a problem-oriented computer language for use in scientific and mathematical problem solving. *Prerequisites: MATH 123 or consent of department.*

CSC 102 (3-3-0) Computer Programming Language (COBOL)

This course is an introduction to COBOL, a problem-oriented computer language for use in the development of business computer applications, problem-solving with the aid of digital computers. *Prerequisites: MATH 121 or consent of department.*

CSC 104 (3-3-0) Introduction to Computer Science

This course is an introduction to the basic, fundamental topics and skills needed by students who anticipate entering the Computer Science degree program, but have insufficient prior computing experience. Topics include: basic computer organization, file creation and management, basic UNIX commands, basic vi editor usage, elements of programming, compilation and execution, electronic mail, basic internet usage, and related usage. This course is not open to students with credit for a higher level computer science course.

CSC 110 (3-3-0) Programming in Pascal

This course provides an introduction to methodical programming in Pascal, including programming principles and good style suitable for scientific and mathematical problem-solving. This course cannot serve as a CSC restricted elective. *Prerequisite: MATH 123 or higher.*

CSC 120 (3-3-0) Introduction to Programming Methodology

This course is the first course of a two-semester sequence that provides an overview of programming methodology and program writing skills. Topics include basic concepts of computer systems, problem solving and algorithm development, program structures, data types, program development, method and style, coding, debugging, testing, and documentation. *Prerequisite: MATH 129 or MATH 131 or higher.*

CSC 130 (3-3-0) Program Design and Implementation

This course is the second of a two-semester sequence that focuses on a disciplined approach to design, coding, and testing of programs. Topics include data abstraction, data structures, and searching and sorting algorithms. *Prerequisite: CSC 120.*

CSC 201 (3-3-0) Basic Computer Organization and Assembly Language

This course focuses on the logical basis of computer structure, machine representation of numbers and characters, form of control, instruction codes (symbolic), arithmetic and logical operators, indexing, I/O subroutine linking, macros, and number systems as related to computer operations. *Prerequisite: CSC 130 and MATH 150.*

CSC 202 (3-3-0) Programming in C

This course focuses on programming and software development strategies in the C programming language. Material includes syntax and semantics of C. Directed projects in C are an integral part of the course. *Prerequisite: CSC 130.*

CSC 204 (3-3-0) Object Oriented Programming

This course focuses on object-oriented programming and software development strategies. Material includes syntax and semantics of a specific object-oriented programming language. Directed projects are an integral part of the course. *Prerequisite: CSC 130.*

CSC 206 (3-3-0) Functional Programming

This course focuses on programming and software development strategies in a functional language. Material includes syntax and semantics of a specific functional language. Directed projects are an integral part of the course. *Prerequisite: CSC 130*

CSC 207 (3-3-0) Logic Programming

This course involves programming and software development strategies in the logical paradigm. Material includes syntax and semantics of a language in this paradigm. Directed projects are an integral part of the course. *Prerequisite: CSC 130.*

CSC 209 (3-3-0) Windowing Environment Programming

This course involves how to develop and program graphical user-interfaces (GUI) using current programming toolkits and GUI tools. *Prerequisite: CSC 130.*

CSC 220 (3-3-0) Data Structures and Algorithms

This course explores data structures from various viewpoints: data structure design in response to a specific need, the expression of an algorithm in terms of the operations on the data structure, and complexity of operations. This course reinforces the knowledge of data structures gained in CSC 130 and extends it, particularly with regard to complexity of corresponding algorithms. *Prerequisites: CSC 130 and MATH 150.*

CSC 300 (2-0-0) Professional Practice in Computing

This course requires preparation and submission of a comprehensive report based on actual employment experience in a computer-science cooperative job or internship. This course is designed for course substitution for Cooperative Education courses, and it may be used only twice for a maximum of six credits. It may not be used twice in the same semester. *Prerequisites: Admission to the cooperative education program and consent of department.*

CSC 310 (3-3-0) Introduction to Numerical Methods

This course focuses on computer techniques used to translate certain known computational algorithms into computer programs and on practice in use of existing mathematical library routines. Topics include linear systems of equations, curve fitting and interpolation algorithms for differentiation, solution of non-linear equations, solution of ordinary differential equations, and elementary discussion of errors. *Prerequisites: CSC 101 or higher, and MATH 241, and MATH 251.*

CSC 323 (3-3-0) Principles of Database Design

This course emphasizes the concepts and structures necessary to design and implement a database management system. It will acquaint the students with current literature on the subject and give them an opportunity to use a database management system. Topics include database concepts, hierarchical, network and relational data models, data normalization, data description languages, query

facilities, file organization, file security, data integrity, and reliability. *Prerequisite: CSC 220.*

CSC 332 (3-3-0) Theory of Computation

This course covers basic theoretical principles embodied in formal languages, automata, computability, and computational complexity. Topics include finite automata, pushdown automata, non-determinism, regular expressions, context-free grammars, Turing machines, Godel numbering, Church's thesis, the halting problem, unsolvability, and computational complexity. *Prerequisites: CSC 220 and MATH 250.*

CSC 342 (3-3-0) Software Tools

This course covers software development on a specific platform such as Unix. Topics include general utilities, shell programming, file processing and manipulation, text patterns, software management facilities, linkers, loaders, debuggers, compilers, editors, filters, and macro processing. *Prerequisite: CSC 220.*

CSC 350 (3-3-0) Service Learning (variable credit, 1 to 3 hours per semester)

Under the supervision of the Computer Science faculty students will hold discussion sections for introductory computer science courses and will serve as tutors and assistants in the laboratories. Students will attend a weekly lecture section to become familiar with course materials, problem-solving skills, and approaches that will aid their tutoring and assisting introductory students in completing their assignments. One credit hour shall be awarded for each four (4) hours per week of laboratory assistance. The course may be repeated, up to a maximum of six (6) credit hours. Course grade is either pass (P) or not-pass (NP). *Prerequisites: 18 hours of CSC credit and permission of the department.*

CSC 380 (3-3-0) Data Communications and Computer Networks

This course provides an introduction to data transmission and computer networks. Topics include digital data communication techniques, data link control, communication network techniques, circuit switching, packing switching, local and wide area networks, the OSI model, architecture and topology of computer communications, and network access protocols. *Prerequisites: CSC 201 and CSC 220.*

CSC 390 (3-3-0) Topics in Computer Science

This course is designed to cover contemporary topics of current interest and demands in computer and information science at the junior and senior levels. It may be repeated for credit with approval of department. *Prerequisites: CSC 201, CSC 206, CSC 207, CSC 220.*

CSC 403 (1-1-0) Social, Ethical, and Professional Issues

This course discusses the impact of computers on society including people, business, and government. Topics include historical and social issues, security, privacy, professional responsibilities, risks and liability, and

intellectual property. *Prerequisites: CSC 220 or consent of instructor.*

CSC 410 (3-3-0) Introduction to Compiler Design Theory I

This course introduces basic mathematical theory underlying the design of compilers and other language processors, and the implementation of the theory in practical design situations. *Prerequisites: CSC 201, CSC 220, and CSC 332.*

CSC 411 (3-3-0) Introduction to Compiler Design Theory II

This course is a continuation of CSC 410. It covers advanced topics in the theory of designing compilers and other language processors, and implementing practical design situations. *Prerequisite: CSC 410.*

CSC 413 (3-3-0) Advanced Numerical Methods

This course is a continuation of CSC 310. Topics covered include interactive techniques in matrix algebra, numerical solutions of nonlinear systems of equations, initial-value problems for ordinary differential equations, boundary-value problems for ordinary differential equations, and numerical solutions to partial-differential equations. *Prerequisites: CSC 310 and MATH 331.*

CSC 421 (3-3-0) Programming Languages

This course considers the principal programming language concepts and shows how they are dealt with in the design and implementation of traditional imperative languages, functional languages, logic languages, and object-oriented languages. Topics include history, virtual machines, representation of data types, sequence control, data control, data sharing, data type checking, run-time storage management, and distributed and parallel programming constructs. *Prerequisites: CSC 201, CSC 220, MATH 250, CSC 206, and CSC 207.*

CSC 431 (3-3-0) Principles of Operating Systems

This course is designed to develop an understanding of the organization and architecture of computer systems at the register-transfer and programming levels of system description. Major concept areas of operating systems principles and the inter-relationships between the operating systems and the architecture of computer systems are taught. Topics include system structure, process concept, CPU scheduling, process synchronization, deadlocks, and memory management. *Prerequisites: CSC 201 and CSC 220.*

CSC 432 (3-3-0) Operating System Design and Implementation

This course provides for the study of advanced software techniques, especially focusing on operating systems. It presents materials that will enable the student to design, use, and analyze current and future operating systems. Topics include I/O programming, interrupt programming, memory management, processor management, device management, design and implementation of operating systems. *Prerequisite: CSC 431.*

CSC 434 (3-3-0) Introduction to Artificial Intelligence

An introduction to the history, goals, social impact, and philosophical implications of artificial intelligence. Topics include problem representation as state spaces, search, logic systems, semantic networks, frames, and neural networks. Identification of application areas such as natural language processing, expert systems, robotics, planning, and vision. *Prerequisites: CSC 220, MATH 250, CSC 206 and CSC 207.*

CSC 451 (3-3-0) Computer Graphics I

This course introduces hardware and software components of graphics systems, and graphic application programming. Programs to deepen understanding of interactive graphics, picture plotting and input handling in an integrated manner will be written. Topics include geometrical transformation, three-dimensional concepts, windowing, clipping, segmentation, logical interaction input methods, raster algorithms, algorithms for hidden surface and hidden line removal, and shading and color. *Prerequisites: CSC 220, MATH 241 and MATH 251.*

CSC 452 (3-3-0) Computer Graphics II

This course is devoted to a graphics project in which the student will treat fundamental techniques for representing three-dimensional surfaces in making realistic pictures of three-dimensional objects with the help of raster graphics techniques. *Prerequisite: CSC 451.*

CSC 460 (3-3-0) Introduction to Computer Simulation

This course introduces simulation and modeling of systems with concentration on discrete stochastic systems. Topics include modeling and simulation techniques, Monte Carlo methods, queuing models, and computer simulation languages such as GPSS, and SIMSCRIPT. A simulation project is developed, completed, and presented by each student as a member of a project team. *Prerequisites: Proficiency in a programming language and STAT 301.*

CSC 470 (3-3-0) Software Engineering

This course introduces students to an intensive study of writing large programs, program design and programming style, and object-oriented development techniques in an attempt to manage the complexity of large software systems. Topics include principles of software engineering, object-oriented development, systems development, programming support environments, and software life cycles. *Prerequisites: CSC 201 and CSC 220.*

CSC 473 (3-3-0) Computer Architecture and Parallel Processing I

This course provides for the study of computer architectures featuring parallel processing. Topics include computer architectures, theories of parallel computing, optimal resource allocation, fast algorithms, efficient programming languages, and application requirements of cost-effective computer systems. Programming assignments will illustrate applications on uniprocessor systems and a multiprocessor system. *Prerequisite: MATH 242, MATH 251, CSC 201, CSC 220, or consent of department.*

CSC 474 (3-3-0) Computer Architecture and Parallel Processing II

This course is a continuation of CSC 473. Topics from the first course are studied from an advanced standpoint. *Prerequisite: CSC 473.*

CSC 480 (3-3-0) User Interface Development

A course on user-interface technology and human-computer interaction issues including user productivity, system habitability, abstraction barriers, and human factors. Topics include command languages, hierarchical menus, direct manipulation (graphical user interfaces), multimedia interfaces, multimodal interaction, and user interface management systems. *Prerequisite: CSC 220. Corequisites: CSC 451, or CSC 470, or consent of instructor.*

CSC 490 (3-1-3) Senior Project

This course presents a formal approach to state-of-the-art techniques in software design and development and provides a means for students to apply the techniques. An integral part of the course is the involvement of students working in teams in the organization, management, and development of a large software project. *Prerequisites: senior status with nine hours of CSC at the 300 level and nine hours of CSC at the 400 level.*

Economics (ECON)**ECON 200 (3-3-0) Economics of Decision Making**

An Internet survey course designed to teach students the decision making skills necessary to negotiate their roles as consumers, savers, investors, voters, and above all, as productive citizens in a global setting. The course also emphasizes the practical aspect of economics and examines the microeconomic (individual) and the macroeconomic (aggregate) implications of decision making.

ECON 211 (3-4-0) Principles of Macroeconomics

An examination of the basic concepts and principles of macroeconomics and their application to current domestic and international issues. *Prerequisite: MATH 123.*

ECON 212 (3-4-0) Principles of Microeconomics

An introduction to the subject of economics, with emphasis on microeconomic principles and their application to business decision making and current domestic and global issues. *Prerequisite: MATH 123.* Student may begin sequence with either ECON 211 or ECON 212.

ECON 310 (3-3-0) Managerial Economics

An in-depth study of the managerial decision-making process and its tools, including such topics as forecasting demand, cost analysis, pricing, capital budgeting, and risk and uncertainty. *Prerequisites: ECON 211, ECON 212, MATH 140.*

ECON 315 (3-3-0) Intermediate Microeconomics

An in-depth study of the working of price mechanism within the framework of a free enterprise economy; a detailed examination of the behavior of consumers and

firms, the theory of distribution, and welfare economics (with applications to international trade and personal income distribution). *Prerequisite: ECON 211, ECON 212 and MATH 140.*

ECON 316 (3-3-0) Applied Macroeconomics

An in-depth study of theories of national income determination, employment, interest, inflation, balance of payments, exchange rate, fluctuations in the aggregate economic activity, and their relevance to managerial decision making. *Prerequisites: ECON 211, ECON 212, and MATH 140.*

ECON 321 (3-3-0) Applied Econometrics

An applied overview of econometrics, with an emphasis on hands-on regression analysis using statistical programs on a microcomputer. The course covers such topics as equation specification and interpretation, applied estimation theory, hypothesis formulation and testing, data gathering and manipulation, and dealing with problems like multicollinearity, autocorrelation and heteroskedasticity. *Prerequisites: MATH 140 and BADM 216.*

ECON 322 (3-3-0) Money, Banking and Monetary Policy (FINC 323)

A formal examination of the role of money, banking, and financial institutions, as well as rudimentary discussion of monetary policy issues in the domestic and international economies. *Prerequisite: ECON 211, ECON 212, and MATH 123.*

ECON 340 (3-3-0) Economic Development

An examination of the leading issues and theories of economic development and their relevance to the developing countries. The course will also examine some of the unique problems of businesses in these countries. *Prerequisite: ECON 211, ECON 212, and MATH 123.*

ECON 351 (3-3-0) International Trade and Finance (FINC 354)

A survey of the theories of international trade, balance of payment, exchange rate determination, international portfolio investment (including currency swaps, options and futures) international financial management (global cost, budgeting, and capital flows) and related monetary issues. *Prerequisite: ECON 211, ECON 212, and MATH 123.*

ECON 430 (3-3-0) Economic Problems

An in-depth study of current economic and social problems and their implications for business and society. Among the issues covered are: crime and the justice system, poverty, discrimination in labor markets, health care and social security, as well as government antitrust policies and regulation of markets. *Prerequisite: ECON 211, ECON 212, and MATH 123.*

ECON 432 (3-3-0) Industrial Organization and Public Policy

An analysis of industrial organization, vertical and horizontal relationships between firms, pricing, output, and

advertising policies of firms in a variety of market structures, including a detailed study of the content, success, and failure of anti-trust legislation. *Prerequisite: ECON 315*

ECON 440 (3-3-0) Seminar in Economics

The culmination of the undergraduate study of economics providing opportunities for students to apply knowledge and training to the analysis of current economic problems. Students select projects of their choice and work under the supervision of the instructor. *Prerequisites: Senior standing and consent of the instructor.*

ECON 450 (3-0-0) Economics Internship (FINC 453) (BADM 430)

A practical course enabling students to apply their theoretical knowledge of economics/finance to real situations and to gain practical experience in business, financial industry, and government institutions. *Prerequisite: Consent of instructor.*

ECON 453 (3-3-0) Financial Markets

A course in macro finance which focuses on financial markets and financial institutions. Money and capital markets and their role in the savings—investments process are considered. Topics such as the market for loanable funds, flow-of-funds accounts and securitization are covered. *Prerequisite: FINC 323 (ECON 322).*

Education Middle Grades (EDMG)

EDMG 470 (6-0-6) Student Teaching in the Middle Grades

An internship in the public middle schools providing prospective education professionals with opportunities to observe professionals in the classroom, to practice teaching under supervision, and to participate in all other activities expected of regular in-service teachers in their role as facilitators of learning. *Prerequisite: All required methods courses.* (Fall, Spring)

Education (EDUC)

EDUC 210 (3-3-0) Computers in Education

An introduction to the computer and its use in facilitating learning, including applications, elementary programming procedures, and available software. (Fall, Spring, Summer).

EDUC 211 (2-1-2) Laboratory Experiences in Area Schools

An introduction to laboratory experiences in area elementary, middle, and secondary schools, providing facilitation opportunities for prospective education professionals to observe student-teacher interactions and to develop an understanding of learning in the school setting. Bi-monthly seminars and workshops, twenty (20) hours of field experience, and thirty (30) hours in the PRAXIS Lab are required. (Fall, Spring).

EDUC 291 (1-1-0) Educational Simulations

A course designed to enhance professional education competencies of traditional and non-traditional students through the use of lectures, class discussions, simulations, computers, and interactive videos. Topics will include the following: test-taking skills, critical thinking skills, and related course content. (Fall, Spring).

EDUC 307 (3-3-0) Infant and Toddler Education

The course will focus on the theories and growth and development of infants and toddlers, (ages birth through 2 ½ to 3) toddlers relationships with others, and planning learning activities for toddlers. Sharing knowledge to parents about their child and involving parents in the preschool activities will be emphasized.

EDUC 308 (3-3-0) Observation and Assessment in Preschool Education

This course is designed to focus on observation of young children, including techniques for recording observations and using them to inform instruction and parents. Emphasis is placed on understanding and using different assessment procedures and their purposes and limitations, including ongoing observation, data collection and analysis. Assessment techniques which support children's development and learning will be highlighted. Adaptations in assessments which are relevant to the children's backgrounds and values, health appraisal and referral practices as well as types of assessment specified in IEPs will be stressed. Observation, assessment, and reporting are treated as complementary processes.

EDUC 309 (3-3-0) Field Experiences in Infant and Toddler Education

This course is a clinical field experience designed to complement EDUC 307 Infant and Toddler Education. The practicum reinforces and enhances concepts introduced in EDUC 307. Class meetings and planned, supervised experiences in a daycare or nursery setting are included. *Prerequisite EDUC 307 or consent of instructor.*

EDUC 310 (3-3-0) Foundations of Education

A study of the origins, evolution, and interrelatedness of the principles and practices of disciplinary foundations of education and their influence on education. Field experience required. (Fall, Spring, Summer).

EDUC 311 (3-3-0) Foundations of Multicultural Education and Diversity

The facilitator of learning will explore the historical development of multicultural education, definitions of multicultural education and diversity concepts, the intercultural conflicts from philosophical cultural differences, and principles guiding multicultural education. (Fall or Spring)

EDUC 314 (3-3-0) Field Experiences in Preschool Education

This course is a clinical field experience designed to complement EDUC 350 Introduction to B-K Education.

The practicum reinforces and enhances concepts introduced in the program. Class meetings and planned, supervised experiences in a preschool setting are included. *Prerequisite: EDUC 350 or consent of instructor.*

EDUC 315 (3-3-0) Music and Art in Elementary School

An introduction of prospective elementary school professionals to the rudiments of music and art in the classroom, including methods, materials and activities in music and art that can be incorporated by the classroom teacher. (Fall, Spring).

EDUC 330 (3-3-0) Educational Psychology and Measurement

An exploration of psychological principles and their applications to the problems of teaching and learning, including characteristics of stages in human development, theories of motivation and learning, classroom management strategies, individual differences, exceptional children, and the measurement and evaluation of student achievement and teaching strategies. Field experience required. (Fall, Spring, Summer)

EDUC 340 (3-3-0) Human Development

A study of human development from conception to young adulthood, with emphasis on the early and middle childhood years (2-12) for elementary and middle grades education majors and on the early and late adolescent years (13-21) for secondary education majors. Field experience required. (Fall, Spring, Summer).

EDUC 350 (3-3-0) Introduction to Birth Through Kindergarten Education

This course is designed to provide an overview of child development and how the knowledge of growth and development is related to preparing appropriate experiences for birth through kindergarten children. Emphasis is placed on considering the child, family, and the community when planning curriculum experiences for preschool children.

EDUC 351 (2-2-0) Teaching Language Arts in the Elementary School (K-6)

A critical study of the current practices, teaching methodologies and strategies, and resources for teaching the language arts (including reading, writing, listening, speaking, and spelling) and the visual arts in the elementary school. (Fall and Spring) *Prerequisite: Admission to teacher education.* Field experience required.

EDUC 352 (2-2-0) Teaching Social Studies in the Elementary School (K-6)

An introduction to current trends, practices, methods, and resources for facilitating social studies education, with particular emphasis on multicultural education, curriculum planning, and the impact of cultural influences on learning and values clarification. (Fall and Spring) *Prerequisite: Admission to teacher education.*

EDUC 361 (3-3-0) Family Culture and School

This course is designed to help B-K professionals to understand the characteristics of families and the role

families play in the lives of their children as their first teachers. Emphasis is placed on respecting different family structures, and values. Strategies for dealing with children with learning disabilities, home language i.e., especially language which is different from the B-K professional's language is stressed. Ethnicity, at-risk, socio-economic and health care services will also be discussed. B-K professionals will also develop strategies for getting parents involved in the school and their children's learning and development.

EDUC 400 (3-3-0) The Middle School

An introduction to the basic principles, policies, and philosophies that undergird middle school education in the United States. *Prerequisite: Admission to teacher education and permission of instructor.* (Fall, Spring).

EDUC 419 (3-3-0) Music, Art, Drama, Movement in B-K Education

This course centers on helping children express themselves in a variety of ways in music, art, listening, movement and drama. Emphasis is placed on integrating music, art, drama, and movement into the content experiences. Selecting and evaluating learning materials and activities are stressed.

EDUC 421 (3-3-0) Principles of Secondary Education

A comprehensive overview of the history and development of secondary education, the philosophy undergirding the knowledge base of the curriculum, and the influence of contemporary social forces in shaping the curriculum. *Prerequisite: Admission to teacher education and permission of instructor. Corequisite: EDUC 480.* (Fall, Spring)

EDUC 426 (3-3-0) Math, Science, and Social Studies An Integrative Approach to Teaching

This course provides an overview of how children learn mathematics, science, and social studies and suggests developmentally appropriate practices for helping B-K professionals plan and implement instruction for preschool children. An integrative, thematic approach focusing on how these learning experiences can be embedded in play is emphasized. *A field experience is required.* (Fall and Spring)

EDUC 431 (3-3-0) Principles of Guidance

A study of the principles, purposes, techniques, and anticipated behavioral results relating to the guidance and counseling of students. Students who have taken PSYC 431 may not take this course.

EDUC 432 (3-3-0) Principles of Counseling

An introduction to the theories and practice of guidance and counseling. Students who have taken PSYC 432 may not take this class.

EDUC 433 (3-0-2) Methods and Materials of Teaching Mathematics in the Middle Grades

An introduction to the knowledge base, teaching strategies, materials, and resources basic to middle grades mathematics education. *Prerequisite: Admission to teacher education and permission of instructor.* (Fall and Spring)

EDUC 440 (3-3-0) Guidance and Counseling Practicum

A practicum providing supervised counseling experiences in a true-to-life setting, with emphasis given to practical and applied aspects of counseling and various guidance activities.

EDUC 442 (3-3-0) The Elementary School Curriculum

A study of the elementary school program for levels K-6, focusing on the study of the interrelationships between content, method, and child development.

EDUC 450 (2-2-0) Classroom Management/Parent Counseling and Guidance

An introduction to strategies for facilitating learning through better classroom management, with emphasis on the role of parents in classroom management and on counseling techniques related to management strategies and parenting. (Fall and Spring) *Prerequisite: Admission to teacher education and permission of instructor.*

EDUC 460 (3-3-0) Methods and Materials in Secondary School Subjects

A study of the objectives, materials, and teaching procedures designed to facilitate students' learning of secondary school subjects. (Fall, Spring) *Prerequisite: Admission to teacher education.*

EDUC 461 (3-3-0) Methods and Materials of Teaching Language Arts in the Middle Grades

An introduction to the teaching strategies, resources, and materials basic to middle grades (6-9) education. *Prerequisite: Admission to teacher education and permission of instructor.* Field experience required. (Fall, Spring)

EDUC 462 (3-3-0) Methods and Materials of Teaching Social Science in the Middle Grades

An introduction to the knowledge base, teaching strategies, resources and materials basic to middle grades social studies education. *Prerequisite: Admission to teacher education and permission of instructor.* Field experience required. (Fall, Spring)

EDUC 463 (3-3-0) Methods and Materials of Teaching Science in the Middle Grades

A brief review of the scientific principles, laws, and concepts prescribed in the knowledge base for teachers of science in the middle grades (6-9), with emphasis on science units and lesson planning, laboratory demonstrations, experimental replication, and simulated teaching

experiences. *Prerequisite: Admission to teacher education and permission of instructor.* Field experience required. (Fall, Spring)

EDUC 464 (3-3-0) Methods and Materials in Physical Education (K-12)

An introduction to activities, teaching strategies, materials, and resources applicable to the physical education of students in grades K-12. *Prerequisite: Admission to teacher education and permission of instructor.* (Fall, Spring)

EDUC 470 (6-0-6) Student Teaching in the Elementary School

An internship in the public schools providing prospective education professionals with opportunities to observe professionals in the classroom, to practice teaching under supervision, and to participate in other activities expected of regular in-service teachers in their role as facilitators of learning. *Prerequisites: Admission to student teaching (one semester prior) and permission of instructor.* (Fall, Spring)

EDUC 480 (6-0-6) Student Teaching in the Secondary School

An internship in the public secondary school providing prospective education professionals with opportunities to observe professionals in the classroom, to practice teaching under supervision, and to participate in other activities expected of regular in-service teachers. *Prerequisite: Admission to student teaching (one semester prior) and permission of instructor.* (Fall and Spring)

EDUC 490 (1-1-0) Professional Education Seminar

A forum for discussions of teaching strategies, methodologies, materials, and experiences observed during the student-teaching experience and of such issues as mainstreaming, multicultural education, use of computers, new trends to facilitate learning in educational settings, and effective resume writing and interviewing techniques. *Corequisite: Enrollment in student teaching and permission of instructor* (Fall, Spring)

Elementary Education (ELEM)**ELEM 353 (3-2-2) Teaching Language Arts in the Elementary Schools**

A critical study of the current practices, teaching methodologies and strategies, and resources for teaching the language arts (including reading, writing, listening, speaking, and spelling) and the visual arts in the elementary school. Students are required to complete a field experience in elementary classrooms. *Prerequisite: Admission to Teacher Education.*

ELEM 354 (3-2-2) Teaching Social Studies in the Elementary School

An introduction to the current trends, practices, methods, and resources for facilitating social studies education, with particular emphasis on cultural diversity, curriculum planning, and the impact of cultural influences on teaching and learning. Course content includes an

internship and demonstration lessons in elementary classrooms. *Prerequisite: Admission to Teacher Education.*

ELEM 451 (3-2-2) Classroom Management for Elementary Teachers

An introduction to the strategies for facilitating learning through effective classroom management, parent counseling and guidance strategies for the elementary classroom. This course helps elementary pre-service and in-service teachers develop systematic strategies and techniques for effectively leading students to cooperate with the teacher and each other, and to be on-task and engaged in planned learning activities. An internship in an elementary school is required. *Pre-requisite: Admission to Teacher Education*

ELEM 455 (3-2-2) Teaching Mathematics in the Elementary School (K-6)

A concentrated review of basic mathematics, mathematical concepts, and algorithms applicable to the elementary grades, with emphasis on content and activities related to various approaches and strategies for teaching mathematics in the elementary grades. Course requirements include an internship in an elementary school classroom. *Pre-requisite: Admission to Teacher Education*

ELEM 456 (3-2-2) Teaching Science in the Elementary School (K-6)

A review of scientific principles, laws, and concepts related to the natural sciences, as well as process-oriented inquiry methods appropriate to a child-centered environment. An internship is required. *Pre-requisite: Admission to Teacher Education.*

ELEM 471 (12-0-12) Elementary Teacher Internship

An internship in the public schools providing prospective elementary education professionals with opportunities to observe professionals in the classroom, to plan and deliver instruction under supervision, to participate in professional development activities, and to engage in other activities expected of regular in-service teachers.

ELEM 491 (2-0-2) Professional Seminar

A series of seminars on selected teacher education topics, to include teaching strategies, knowledge, skills, abilities, and documentation needed for the initial teaching year, and preparation for the assessments required for North Carolina licensure. *Co-requisite: Admission to elementary teacher internship.*

English (ENGL)

ENGL 108 (3-3-0) English Grammar and Usage

This course is designed to provide students with awareness of and expertise in using the varieties and grammatical structures of present-day English, including standard varieties and actual varieties, with emphasis on written English. Placement in this course is based on profile scores. This course may serve as a University College restricted elective.

ENGL 110 (3-3-0) English Composition I

A course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing.

ENGL 120 (3-3-0) English Composition II

A course that continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources. *Prerequisite: ENGL110.*

ENGL 211 (3-3-0) World Literature I

A study of major works of the Ancient World, the Middle Ages, and the Renaissance, focusing on representative genres. *Prerequisites: ENGL 110 and ENGL 120.*

ENGL 212 (3-3-0) World Literature II

A comparative study of major works of the Enlightenment, the Romantic Age, the period of Realism and Naturalism, and the Modern World. *Prerequisites: ENGL 110 and ENGL 120.*

ENGL 220 (3-3-0) African-American Literature I

An historical and critical exploration of African American writers' contributions to American fiction, poetry, drama, and non-fiction, beginning with writers of the 1700s and continuing through 1900. *Prerequisites: ENGL 110 and ENGL 120.*

ENGL 223 (3-3-0) African-American Literature II

A continuation of an historical and critical exploration of African American writers' contributions to American fiction, poetry, drama, and non-fiction, beginning with the 1900s and proceeding to the present. *Prerequisites: ENGL110 and ENGL 120.*

ENGL 222 (3-3-0) A History of the English Language

An historical study of the nature of the language from its beginnings to the present. *Prerequisites: ENGL 110 and ENGL 120.*

ENGL 230 (3-3-0) An Introduction to Linguistics

An introduction to the inductive method of studying language, exploring the phonological, morphological, and syntactical aspects of language, dialectical variations, graphemics, sound, spelling, linguistic changes, bilingualism, field linguistics, psycholinguistics, sociolinguistics, uses of linguistics, and related topics. *Prerequisites: ENGL 110 and ENGL 120.*

ENGL 231 (3-3-0) Advanced Grammar

A reinforcement of students' skills in grammatical analysis, focusing on the major theories of grammar and on the study of language acquisition in light of current research. *Prerequisites: ENGL 110 and ENGL 120*

ENGL 240 (3-3-0) Introduction to Literature

An introduction to the major genres of literature, with intensive work in developing the critical skills of reading evaluating, and interpreting literary works and in writing critical papers about literature. Available as a humanities option to students not majoring in English. Requirement for B.A. English major. *Prerequisites: ENGL 110 and 120.*

ENGL 271 (3-3-0) Introduction to Literary Theory and Criticism

This course will introduce students to contemporary trends in literary theory and criticism against the historical background, which contemporary theory is often a reaction against.

ENGL 300 (3-3-0) Children's Literature

An introduction to works of children's literature from a variety of ethnic origins and genres including folklore, myths, epics, biographies, fiction, poetry, and informational books. *Prerequisites: ENGL 110 and ENGL 120.*

ENGL 301 (3-3-0) Adolescent Literature

A study of literature for and about the adolescent, examining reading programs and approaches to literature genres and modes characteristic of the literature, and essential elements of literary works for the adolescent. *Prerequisites: ENGL 110 and ENGL 120* Course offered in the Spring Semester.

ENGL 310 (3-3-0) Introduction to Folklore

An introduction to the forms, aesthetic characteristics, and social contents of oral literatures and folk traditions, folktales, legends, myths, folksongs, proverbs, riddles, customs, and beliefs. *Prerequisites: Any one of the following: ENGL 211, ENGL 223, or ENGL 240.* Course offered as needed.

ENGL 311 (3-3-0) English Literature I

A survey of the literature of England from the Anglo-Saxon period through the eighteenth century. Requirement for English majors. *Prerequisites: ENGL 223, or ENGL 240.*

ENGL 312 (3-3-0) English Literature II

A continuation of the survey of English literature, extending from the Romantic period to the present. Requirement for English majors. *Prerequisites: ENGL 223, or ENGL 240.*

ENGL 320 (3-3-0) The Renaissance

A study of the prose and poetry of representative authors of the Renaissance, including dramatists other than Shakespeare. *Prerequisite: ENGL 311.* Elective offered as needed.

ENGL 321 (3-3-0) American Literature I

A survey of the major writers of America from the earliest efforts at colonization through the Civil War. *Prerequisite: ENGL 223 or ENGL 240.*

ENGL 322 (3-3-0) American Literature II

A survey of the major writers of America from the Civil War to the present. Requirement for English majors. *Prerequisite: ENGL 223 or ENGL 240.*

ENGL 323 (3-3-0) Literature of the Bible

A literary overview of the Bible, with major emphases on the stylistic and formal influences of the Bible in world literature. *Prerequisites: ENGL 110 and ENGL 120.* Course offered as needed.

ENGL 330 (3-3-0) The Seventeenth Century

A survey of the metaphysical poets. *Prerequisite: ENGL 311.* Course offered as needed.

ENGL 331 (3-3-0) American English Dialects

A study of dialectal variations in American English, emphasizing the reasons for historical, regional, and social variations in American English. *Prerequisite: ENGL 231 or consent of the Chairman Department of English.* Course offered as needed.

ENGL 332 (3-3-0) Introduction to Film and Visual Literacy

This course will introduce students to basic concepts in film and other visual media such as video and Internet imaging. The course introduces students to formal vocabulary and methodology for developing the ability to consider visual texts critically. Through understanding and application of the basic concepts of film language, students will learn how elements such as editing, lighting, and composition within the frame, cinematography, and sound combine to constitute filmic discourse. In order to understand development in these categories, consideration will be given to film history.

ENGL 340 (3-3-0) Short Prose Fiction

A study of representative modern British, American, and continental writers of the short story and the short novel, with emphasis upon the techniques of the genre. Course offered as needed.

ENGL 341 (3-3-0) Advanced Composition

A study of rhetorical strategies, sentence combining, editing, logic and persuasion, diction, usage, and research methods. *Prerequisites: ENGL 110 and ENGL 120.*

ENGL 342 (3-3-0) Creative Writing

An introduction to various forms of modern fiction and poetry, with opportunities for the creation of original poetry and fiction. *Prerequisites: ENGL 110 and ENGL 120.* Course offered as needed.

ENGL 343 (3-3-0) The Teaching and Tutoring of Writing

A study of composition as a discipline and current issues in the field of teaching and tutoring writing in secondary school English classes. This course emphasizes the teaching strategies for high school English composition.

ENGL 350 (3-3-0) Modern Poetry

A study of British and American poetry from Whitman, Dickinson, and Hardy to the present, with emphasis on the major poets of the twentieth century. *Prerequisite: ENGL 223 or ENGL 240.* Course offered as needed.

ENGL 360 (3-3-0) Modern Drama

A survey of works of major playwrights from Ibsen and Strindberg to contemporaries such as Pinter and Stoppard. *Prerequisite: ENGL 221 or ENGL 240.* Course offered as needed.

ENGL 370 (3-3-0) Junior Seminar

Directed study on special topics in English conducted by members of the department. *Prerequisite: Junior standing.* Course offered during Spring Semester.

ENGL 401 (3-3-0) Chaucer

A course on *The Canterbury Tales* and on other works selected from the Chaucer canon, with consideration of literary, social, religious and philosophical backgrounds of the time. *Prerequisite: ENGL 311.* Course offered as needed.

ENGL 411 (3-3-0) Shakespeare

A study of selected major Shakespearean dramas, including comedies, histories, and tragedies, and of Shakespeare's development as a dramatist. Requirement for English majors. *Prerequisite: ENGL 311.* Course offered during Fall Semester.

ENGL 412 (3-3-0) The Eighteenth Century

A survey of the major English writers from the Restoration - the age of Dryden, of Pope, and of Johnson to the beginning of Romanticism and a study of the rise of the English novel in the eighteenth century. *Prerequisite: ENGL 311.* Course offered during Fall Semester.

ENGL 431 (3-3-0) The American Novel

A study of the development of the American novel to the 1970s, with emphasis on selected major writers. *Prerequisites: ENGL 321 and ENGL 322.*

ENGL 432 (3-3-0) Romantic Poetry and Prose

A study of the major British Romantics, with an examination of representative works by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats in their cultural and critical contexts. *Prerequisite: ENGL 312.* Course offered during Spring Semester.

ENGL 470 (3-3-0) Senior Seminar

Directed study on special topics in English conducted by members of the Department. *Prerequisite: Senior standing.* Requirement for all English majors. Course offered during Fall and Spring Semesters.

ENGL 480 (3-1-3) Internship

Supervised practical experience in a professional setting. *Prerequisite: Senior standing.* Optional for those seeking the Bachelor of Arts degree.

Finance (FINC)

FINC 311 (3-3-0) Principles of Finance

A course in basic financial management, including the study of the nature of financial management, financial analysis, working capital management, and long-term investment decisions. *Prerequisites: ACCT 211, ECON 211 and ECON 212.*

FINC 320 (3-3-0) Financial Management

A continuation of FINC 311 emphasizing the use of analytical tools dealing with capital budgeting, capital structure, dividend policy, cost of capital with consideration of long-term financing, expansion, and problems of small businesses in connection with decision-making techniques. *Prerequisite: FINC 311.*

FINC 323 (3-3-0) Money, Banking, and Monetary Policy (ECON 322)

A formal examination of the role of money, banking, and financial institutions, as well as rudimentary discussion of monetary policy issues in the domestic and international economies. *Prerequisite: ECON 211, ECON 212, and Math 123.*

FINC 330 (3-3-0) Personal Finance

A study of problems of money management, with special attention to credit borrowing, saving and funds allocation among stocks, bonds, insurance, property, and mutual investment companies.

FINC 340 (3-3-0) Risk Management and Insurance

A focus on the identification, analysis, and measurement of potential losses and on the alternative methods of managing them, with risk management being treated broadly and insurance treated in depth as a method of risk transfer. *Prerequisite: FINC 311.*

FINC 350 (3-3-0) Real Estate

A presentation of the fundamental economic aspects of real property, with special attention to the changing character of the urban economy and its effect on land values and land utilization.

FINC 354 (3-3-0) International Trade and Finance (ECON 351)

A survey of the theories of international trade, balance of payment, exchange rate determination, international portfolio investment (including currency swaps, options and futures) international financial management (global cost, budgeting, and capital flows) and related monetary issues. *Prerequisites: ECON 211 and ECON 212.*

FINC 410 (3-3-0) Investments

A survey of portfolio models and theories; factors affecting corporate and other securities as portfolio choices; the organization of capital markets and the analysis and evaluation of securities. *Prerequisite: FINC 311.*

FINC 411 (3-3-0) Fundamentals of Security Analysis I

This course provides an introduction to fixed income markets in the world. These markets include dealings in government, corporate debt instruments, mortgages, OTC (over-the counter) and exchange traded securities. The course topics include: the description and analysis of fixed income instruments; term structure of interest rates theory; evaluation of fixed income securities; portfolio management; asset backed securities; dynamic investment strategies; and other topics of current relevance to these markets.

Prerequisite: FINC 311.

FINC 412 (3-3-0) Fundamentals of Security Analysis II

This course is a continuation of FINC 411 and offers a systematic approach to Portfolio Management. The course topics include: portfolio construction; capital market theory and applied portfolio analysis; Arbitrage Pricing Theory (APT) and Multi-Index Model; security valuation models; equity investment models; management of portfolios; and evaluation of portfolio performance. *Prerequisite: FINC 411.*

FINC 420 (3-3-0) Commercial Bank Management

A study of the fundamental principles underlying the management of a commercial bank; capital funds; assets and liability management; value maximization; legal and operational constraints. *Prerequisite: FINC 311.*

FINC 430 (3-3-0) Seminar in Banking and Finance

Study and analysis of contemporary issues in Finance. Issues drawn from corporate finance, investments and financial markets and institutions. *Prerequisites: FINC 320, FINC 410 and ECON 320.*

FINC 431 (3-3-0) Options and Futures

This is an introductory course in financial futures and options. The course topics include: the description of futures, forward, and options markets; the determination of forward and future prices, interest rate and currency futures and swaps; properties of stock options; valuation of stock options with Binomial and Black-Scholes models; other types of options including stock index options, options on futures, and interest rate options; and hedging strategies using futures and options. *Prerequisite: FINC 411*

FINC 450 (3-3-0) Financial Markets

A course in macro-finance which focuses on financial markets and the financial institutions that serve them. Money and capital markets and their role in the savings—investment process are considered. Topics such as the market for loanable funds, flow-of-funds accounts, and securitization are covered. *Prerequisite: FINC 311.*

FINC 453 (3-0-6) Economics and Finance Internship (ECON 450)(BADM 430)

A practical course enabling students to apply their theoretical knowledge of economics/finance to real situations and to gain practical experience in business,

financial industry, and government institutions. *Prerequisite: Consent of instructor.*

FINC 460 (3-3-0) Current Problems of Banking

This course is intended to survey the current conditions of the Banking Industry. Topics as the Savings and Loan Association's crisis and its implications; the role of government in managing a banking crisis; the effect of regulation and deregulation on financial intermediaries; the deposit insurance system; the mortgage market and the effect of mortgage securitization; the effect of interest rate, credit, foreign exchange, and liquidity risks on financial institutions. Other topics include capital and asset/liability management for successful performance. *Prerequisite: FINC 420*

French (FREN)**FREN 110 (3-3-0) Elementary French I**

An introduction to the language, literature, and culture of French-speaking peoples, with emphasis on the basic language skills. Laboratory practice required.

FREN 111 (3-3-0) Elementary French (Honors)

An introduction to the language, literature, and culture of French-speaking peoples, with treatment in greater breadth and depth than in French 110. Laboratory practice required. Admission based upon an entrance examination, previous study, and other relevant experiences.

FREN 120 (3-3-0) Elementary French II

A continuation of studies in the language, literature, and culture of French-speaking peoples begun in FREN 110, including further development of the basic language skills, with special attention to improving oral language skills. Laboratory practice required. *Prerequisite: FREN 110 or placement examination.*

FREN 121 (3-3-0) Elementary French II (Honors)

A continuation of honors studies in the language, literature, and culture of French-speaking peoples begun in FREN 111, including further development of the basic language skills, with special emphasis on increasing proficiency in oral language skills. Laboratory practice required. Admission based upon an entrance examination, previous study, and other relevant experiences.

FREN 211 (3-3-0) Intermediate French I

Intermediate level studies of the language, literature, and culture of French-speaking peoples, including further development of the basic language skills, with increased emphasis on reading comprehension and writing in French. Laboratory practice required. *Prerequisite: FREN 120 or placement examination.*

FREN 212 (3-3-0) Intermediate French II

A continuation of intermediate level studies of the language, literature, and culture of French-speaking peoples, including further development of the basic language skills, with special emphasis on idiomatic usages and complex

grammatical structures. Laboratory experience required.
Prerequisite: FREN 211 or placement examination.

FREN 311 (3-3-0) French Conversation I

A course focusing on increasing fluency in conversational French. Laboratory practice required.
Prerequisite: FREN 212 or placement examination.

**FREN 312 (3-3-0) French Conversation II:
Conversation and Composition**

A course focusing on developing the level of proficiency in the basic language skills necessary to complete advanced courses taught exclusively in French. *Prerequisite: FREN 311 or placement examination.*

FREN 321 (3-3-0) French Civilization and Culture

A study of the civilization, culture, and history of French-speaking peoples, with attention given to the life, customs, philosophy, art, music, and general patterns of culture. Taught exclusively in French. *Prerequisite: FREN 212 or consent of instructor.*

FREN 322 (3-3-0) Survey of French Literature I

A study of representative French literary works from earliest times to 1800. Taught exclusively in French. *Prerequisite: FREN 321 or consent of instructor.*

FREN 331 (3-3-0) Survey of French Literature II

A study of representative French literary works of the nineteenth and twentieth centuries. Taught exclusively in French. *Prerequisite: FREN 321 or consent of instructor.*

Geography (GEOG)

GEOG 210 (3-3-0) Principles of Geography

An introductory study of the physical and cultural elements of the surface of the earth, emphasizing the geographic relationships and surveying the interaction between human beings and their physical environment.

GEOG 220 (3-3-0) World Regional Geography

A geographical study of the world by realms or regions and of the basic relationship between the physical and cultural elements within the major realms of the world, with a detailed study of some selected regions.

GEOG 230 (3-1-2) Computer Graphics I

An introductory computer graphics course emphasizing the Low Resolution computer graphics utilized in geography.

GEOG 240 (3-1-2) Computer Graphics II

An introductory computer graphics course emphasizing the High Resolution computer graphics utilized in geography.

GEOG 250 (3-1-2) Basic Map Reading

An introductory map-reading course, with emphasis on map interpretation techniques and on the most commonly used types of maps and their interpretations.

GEOG 260 (3-3-0) Population Geography

A study of the patterns of population distribution on the surface of the earth, emphasizing patterns of population growth, density, and movement and alterations related to changes in selected socioeconomic and cultural phenomena.

GEOG 300 (3-3-0) Medical Geography

The geographic study of human ecology and health on the surface of the earth, with an analytical study of the world patterns of disease distribution and their cultural/environmental interactions, as well as alterations of disease patterns because of developments in various cultures.

GEOG 310 (3-3-0) Economic Geography

A geographic analysis of the distribution of economic activities on the surface of the earth, with emphasis on present-day patterns and trends of production, distribution, and utilization of the world's major commodities.

GEOG 311 (3-1-2) Cartography

A study of principles and techniques of constructing maps and other graphic devices, emphasizing the construction of map projections and their uses, problems of scales, the interpretation of contour maps, lettering and sketching techniques, and graphic presentation of statistical materials.

GEOG 312 (3-3-0) Advanced Cartography

A study of advanced principles and techniques of map and graphic construction and interpretation.

GEOG 313 (3-1-2) Aerial Photo Interpretation

A study of the basic principles of aerial photographic mapping and the interpretation of aerial photos in terms of both physical and cultural/human geography, with emphasis on detecting and identifying the natural/physical and human/cultural elements of the geographic complex on the surface of the earth from the perspective of space.

GEOG 314 (3-1-2) Introduction to Remote Sensing

An introductory study of remote sensing, emphasizing its application to environmental and land use analyses of the earth.

GEOG 316 (3-1-2) Computer Cartography

An introduction to the cartographical uses of computers and computer graphics, with emphasis on applications of computer mapping to geographic phenomena and problems.

GEOG 317 (3-1-2) Computer Techniques in Geography

A course emphasizing computer usage and techniques applicable to studies of the geographical phenomena on the surface of the earth and to the study of geography as an academic subject.

GEOG 320 (3-3-0) Introduction to Geographic Information Systems

An introductory course covering the theory and

application of Geographic Information Systems (GIS) This course includes an overview of general principles of GIS and practical experience in its use.

GEOG 321 (3-3-0) Geography of the Soviet Union

A study of the physical features, natural resources, population distribution, and human/cultural geography of the Soviet Union across time.

GEOG 322 (3-3-0) Geography of Latin America

A regional study of the physical environmental conditions, natural resources, economic development, and social and political conditions of Latin American countries.

GEOG 330 (3-3-0) Geography of Africa

A geographic study of the continent of Africa, with differentiating descriptions of its countries and regions, its distinctive character in comparison with other continents, and its current problems and developments.

GEOG 340 (3-3-0) Cultural Geography

An examination of human experience as it occurs in different natural settings, with analyses of symbolic and material elements of culture, focusing on those areas with landscape and environment manifestations and using specific case studies to determine how processes such as innovation, diffusion, and cultural change function.

GEOG 350 (3-3-0) Physical Geography

An examination of the physical systems and features of the earth, with emphasis on detailed analyses of systematic functions and interrelations of the geophysical processes of the earth's physical/natural environment.

GEOG 360 (3-3-0) Climates

A study of world climatic patterns with emphasis on the classification and distribution of various types of climates on the surface of the earth and their influence on human beings.

GEOG 370 (3-3-0) Introduction to Meteorology

An introductory study of the atmospheric phenomena of weather, emphasizing analyses of the weather elements, weather production processes, and techniques of weather forecasting.

GEOG 400 (3-3-0) Introduction to City and Regional Planning

A study of the principles, concepts, and reality of city and regional planning from the past to the present, with emphasis on urbanization and planning, and on analyses of current urban problems and forces responsible for urban and regional growth.

GEOG 410 (3-3-0) Human Beings and the Environment

An examination of the interaction between human beings and the environment on the surface of the earth, with attention to specific types of ecosystem degradation and to solutions of resulting problems.

GEOG 411 (3-3-0) Industrial Geography

A study of manufacturing regions and major industries of leading industrial nations of the world, with attention to factors relating to the nature, location, and development of manufacturing industries.

GEOG 412 (3-3-0) Ecology

A geographic study of the ecological system of the earth and the relationship of earth's organisms to their environment, with special attention to the effects of human activities on the ecosystem.

GEOG 420 (3-3-0) Conservation of Natural Resources

A study of conservation practices related to natural resources of the earth, emphasizing techniques for preserving the earth's waters, soils, forests, grasslands, animals, and human resources.

GEOG 421 (3-3-0) Geography of the South

An analytical study of the physical, historical, economic, social and cultural environment of the present day southern United States, acquainting students with the geography of the South and with the distinctive and changing character of the South.

GEOG 430 (3-3-0) Geomorphology

An examination of the geomorphological processes and factors creating and affecting the development of the natural landscape of the earth.

GEOG 431 (3-3-0) Political Geography

A study of the geographical nature of political states, emphasizing their organization, power, and boundaries, and the geographic influences on their internal and external relations, with additional attention to concepts of geopolitics and associated contemporary problems.

GEOG 440 (3-3-0) Urban Geography

A geographical survey of the internal and external spatial relationships of cities and city systems, with special emphasis on patterns of growth, distribution, and functioning within and among cities in various parts of the world, particularly in the United States.

GEOG 480 (3-3-0) Seminar in Geography

Research in geographic thought and concepts and their practical applications, with emphasis on quantitative and empirical analyses of some specific problems of physical and cultural/human elements of the earth's environment from perspectives of geographic research.

Geology (GEOL)

GEOL 311 (3-3-0) Introduction to Geology I

An introductory course in physical geology concerned principally with the composition of the earth's crust and the processes that act to change its upper surface.

GEOL 312 (3-3-0) Introduction to Geology II

A continuation of GEOL 311, including studies of the active internal processes of the earth, such as plate tectonics and earthquakes, and of the earth's interior composition and structure, with introductions to historical geology and the succession of life forms that formerly lived on the earth. Prerequisite: *GEOL 311*.

German (GERM)

GERM 110 (3-3-0) Elementary German I

An introduction to the language, literature, and culture of German-speaking peoples, with emphasis on the basic language skills. Laboratory practice required.

GERM 120 (3-3-0) Elementary German II

A continuation of studies in the language, literature, and culture of German-speaking peoples begun in GERM 110, including further development of the basic language skills, with special attention to improving oral language skills. Laboratory practice required. Prerequisite: *GERM 110 or placement examination*.

GERM 211 (3-3-0) Intermediate German I

Intermediate level studies of the language, literature, and culture of German-speaking peoples, including further development of the basic language skills, with increased emphasis on reading comprehension and writing in German. Laboratory practice required. Prerequisite: *GERM 120 or placement examination*.

GERM 212 (3-3-0) Intermediate German II

A continuation of intermediate level studies of the language, literature, and culture of German-speaking peoples, including further development of the basic language skills, with special emphasis on idiomatic usages and complex grammatical structures. Laboratory experience required. Prerequisites: *GERM 211 or placement examination*.

GERM 310 (3-3-0) Advanced Conversation and Phonetics

A course focusing on developing the level of proficiency in the basic language skills necessary to complete advanced courses taught exclusively in German. Prerequisite: *.GERM 212 or placement examination*.

GERM 321 (3-3-0) German Civilization

A study of the civilization, culture, and history of German-speaking peoples, with attention to the life, customs, philosophy, art, music, and general patterns of culture. Taught exclusively in German. Prerequisite: *GERM310 or consent of instructor*.

Health Education (HEED)

HEED 112 (2-2-0) Health and Wellness

infectious and non-infectious diseases.

HEED 212 (3-3-0) Health Promotion and Wellness

An introduction to health concepts as they relate to the

individual, family, and community. Designed to acquaint students with behaviors that promote health and reduce risks to diseases.

HEED 300 (3-3-0) Human Sexuality

A study of concepts and methods for sex education programs, including physiological, social and educational aspects of human sexuality, and emphasizing preparation for teaching about human sexuality in K-12 programs.

HEED 301 (3-3-0) Drug Education

An in-depth study of the use and abuse of legal and illegal drugs, alcohol and tobacco; the psychological and sociological factors associated with drug experimentation and abuse; and the psychosocial and physiological effects of drugs on health and behavior.

HEED 310 (3-3-0) Mental and Emotional Health

A study of the fundamental principles underlying emotional health, including human relationship, stress, social-learning adjustments, personality, and life styles.

HEED 311 (3-3-0) Environmental Health

A study of major areas of environmental health, including the health concerns, problems, and diseases arising from environmental pollutants.

HEED 320 (2-2-0) Methods and Materials of Teaching Physical Education and Health Education K-6

An introduction to the content, methods, and materials basic to the health and physical education of students K-6. Prerequisite: Admission to teacher education.

HEED 321 (3-3-0) Health in Early Childhood Education

An introduction to the principles, content, practices, and procedures basic to health education in early childhood, K-3.

HEED 322 (3-3-0) Health in the Intermediate Grades

An introduction to the principles, content, practices, and procedures basic to health education at the intermediate level.

HEED 340 (3-3-0) Organization and Administration of School/Community Health Education

A study of modern theories and guiding principles in the organization and administration of school-community health education programs, including coverage of such topics as program planning, fiscal management, vital statistics, and laws pertaining to school-community health.

HEED 372 (3-3-0) First Aid and Safety Education

A study of the principles and practices of first aid and safety techniques, with emphasis on emergency procedures and safety-related agencies and their services. Also includes the teaching of first aid and safety K-12.

HEED 401 (3-3-0) School Health Program

A study of the roles of the classroom teacher, the school nurse-teacher, and other related personnel in the development and implementation of a total school health curriculum, including content, methods, and materials appropriate to elementary, intermediate, and secondary levels.

HEED 410 (3-3-0) Introduction to Epidemiology

The principles of epidemiology used in the investigation of each event, such as disease, accidents, and other health-related problems. These principles will be demonstrated by a class project of epidemiologic investigation. An in-depth study of major public health problems, with emphasis on the K-12 classroom teacher as the change agent for a healthier society through health education.

HEED 411 (3-3-0) Public Health Problems

An in-depth study of major public health problems, with emphasis on the K-12 classroom teacher as the change agent for a healthier society through health education.

HEED 420 (3-3-0) Nutrition

An introduction to the principles and concepts of nutrition, with emphasis on the importance of nutrition education for the development of healthy eating habits.

HEED 421 (3-3-0) Methods and Materials in Teaching Health K-6

An introduction to the content, principles, practices, and procedures in health education at the elementary level, with special focus on the role of the teacher in the elementary school health program

HEED 431 (3-3-0) Adapted Physical Education

A study of principles and methods for adapting health and physical education programs to handicapping conditions. These principles and methods will be demonstrated by evaluations of physical, perceptual-motor and postural fitness levels, and the design, implementation, and evaluation of an active diversified adapted program. A 25 clock hour laboratory experience is required.

HEED 441 (3-3-0) Measurement and Evaluation in Health Education

An introduction of fundamental statistics for measuring and evaluating the effectiveness of health education and community health programs.

History And Political Science (HIPO)

HIPO 300 (3-3-0) Contemporary African American Politics

A study of selected issues related to African-Americans living in America, with emphasis on contemporary political organizations and activities of African-Americans.

HIPO 310 (3-3-0) Political History of Contemporary China

A study of political development in China from the Revolution of 1911 through the consolidation of power by Mao Tse-tung in the postwar period and continued through successive leaders to the present.

HIPO 341 (3-3-0) Constitutional Law and History

A study of basic principles of the constitutional system, with particular emphasis upon cases that deal with the framework of the American federal system. Prerequisite: POLI 210 or consent of the instructor.

HIPO 342 (3-3-0) Civil Rights and the Constitution

A study of constitutional principles and their applications as they affect individual civil rights. Prerequisite: POLI 210 or consent of the instructor.

HIPO 440 (3-3-0) Modern Ideologies

A study of the principal modern political ideologies: capitalism, communism, fascism, and socialism.

History (HIST)

HIST 100 (3-3-0) Social Institutions

An historical survey of the development of the basic social institutions such as family, religion, politics, economics, the arts, and education presented as a case study of the African-American experience from past civilizations in Africa to contemporary American society.

HIST 110 (3-3-0) World History to 1600

An historical survey of the development of civilizations in Asia, Europe, Africa, and the Americas from their beginnings to 1600, with attention to the governmental, social, religious, economic, political, intellectual, and aesthetic movements and activities that contributed to their development. Offered every semester.

HIST 120 (3-3-0) World History since 1600

An historical survey tracing the continuing development of civilization from the beginning of the seventeenth century to the present day, with attention to the governmental, social, religious, economic, political, intellectual, and aesthetic movements and activities that contributed to their development, with special consideration of the movements, ideologies, revolutions, and wars that helped to shape modern history. Offered every semester.

HIST 210 (3-3-0) African-American History

A study of African-American social, economic, cultural and political history, with emphasis on the contributions of African-Americans to the social, cultural, economic, and intellectual life of American society and with attention to the role of African-Americans in the exploration, settlement, and development of America, the experience of slavery, and the struggle for civil rights. Offered every semester.

HIST 211 (3-3-0) The United States to 1865

A survey of American history from the colonial period through the Civil War. Offered every semester.

HIST 212 (3-3-0) The United States since 1865

A survey of American history from the era of Reconstruction to the present. Offered every semester.

HIST 270 (3-3-0) An Introduction to Africa

This course seeks to explore the distinguishing features of the peoples and topography of Africa. Moreover, efforts will be made to assay the interactions of these peoples with the outside world in a way that will reveal the truth about them rather than to recycle myths and prejudices.

HIST 301 (3-3-0) The Era of Civil War and Reconstruction

A study of the War Between the States, with an examination of the forces that led to the outbreak of the conflict between North and South, the ramifications of the Union victory, and the problems of reconstruction following the war. *Prerequisites: HIST 211 and Hist 212 or consent of the instructor.* Offered every other year.

HIST 302 (3-3-0) The Rise of Modern America, 1914 to the Present

A study of the United States as a modern industrial nation and as a world power, particularly since 1945. *Prerequisites: HIST 211 and HIST 212 or consent of the instructor.*

HIST 311 (3-3-0) Modern European History, 1648-1848

A survey of the political, economic, social, and cultural developments in Europe from the Treaty of Westphalia through the Revolutions of 1848. *Prerequisites: HIST 110 and HIST 120 or consent of the instructor.* Offered every fall.

HIST 312 (3-3-0) Modern European History, 1848 to the Present

A survey of European history covering the late nineteenth and twentieth centuries, including the political, economic, and intellectual movements, as well as the revolutions and wars, that contributed to the shaping of the new Europe. *Prerequisite: HIST 311 or consent of the instructor.* Offered every spring.

HIST 321 (3-3-0) American Social History

A study of the daily life, institutions, intellectual developments, and artistic achievements in America from the Agrarian Era, 1607-1861, through the Urban Industrial Era, 1861 to the present. *Prerequisites: HIST 211 and HIST 212 or consent of the instructor.*

HIST 322 (3-3-0) Ethnic Minorities in American Urban History

A study of the impact of urban life on the history of minority groups in the United States, with special emphasis on the relationships between the urban social order, the condition of minority groups since 1900, and the contributions of minority groups to the American city. *Prerequisites: HIST 211 and HIST 212 or consent of the instructor.*

HIST 323 (3-3-0) Oral History

A study of basic oral history techniques, including interviewing, transcribing, and writing a narrative based on the materials produced.

HIST 331 (3-3-0) History of Modern East Asia

A study of modern China from the decline of the Manchu Dynasty in the mid-nineteenth century through the events of Tienanmen Square, and of modern Japan from the Meiji Restoration through its post-World War II development as a leading industrial nation. *Prerequisites: HIST 110 and HIST 120 or consent of the instructor.*

HIST 340 (3-3-0) American Diplomatic History

A study of American diplomacy from the colonial period to the present, with emphasis on U.S. foreign relations in the twentieth century. Offered on request. *Prerequisites: HIST 211 and HIST 212 or consent of the instructor.*

HIST 350 (3-3-0) History of Latin America

A study of the political, economic, and social institutions and problems of contemporary Latin American nations. *Prerequisites: HIST 110 and HIST 120 or consent of the instructor.*

HIST 351 (3-3-0) Ancient History

A study of the origins, development, and contributions of the ancient Near Eastern, Greek, and Roman civilizations, through the fall of the Roman Empire. *Prerequisites: HIST 110 and HIST 120 or consent of the instructor.* Offered every third year.

HIST 352 (3-3-0) North Africa and the Middle East

A study of Islamic civilization and culture in areas of the southern and eastern rims of the Mediterranean Sea spanning the time period from the seventeenth century to the present day. *Prerequisites: HIST 110 and HIST 120 or consent of the instructor.* Offered every other year.

HIST 353 (3-3-0) History of Mexico

An introduction to the social, cultural, economic, and political history of Mexico, primarily since independence (1808), with a background on the colonial and Pre-Colombian periods.

HIST 362 (3-3-0) The American Military Experience

The evolution of the American military profession from colonial times to the post-World War II era, with attention to such topics as American military concepts, strategies tactics, doctrines, and technology, and the influence of military experience on American society. *Prerequisites: HIST 211 and HIST 212 or consent of the instructor.* Offered every other year.

HIST 370 (3-3-0) Africa South of the Sahara

A study of ancient, medieval, colonial, and modern civilizations and nations in sub-Saharan Africa, with attention to issues relating to African heritage and to the rise of contemporary African nations and cultures. *Prerequisites: HIST 110 and HIST 120 or consent of the instructor.*

HIST 371 (3-3-0) The Renaissance and the Reformation, 1300-1648

A study of the rise of individualism and humanistic thought after 1300, the fragmentation of religious and political authority in Europe, the Reformation, and the religious wars through the Treaty of Westphalia. *Prerequisites: HIST 110 and HIST 120 or consent of the instructor.*

HIST 372 (3-3-0) History of Women in the Western World

A survey of the changes in the status of women in Western society from ancient to contemporary times, with special attention given to intergroup differences and to minority women. *Prerequisites: HIST 110 and HIST 120 or consent of the instructor.*

HIST 380 (3-3-0) Medieval Europe

A study of Europe from the fourth through the fourteenth centuries, with special emphasis on the characteristics of medieval political organization and socioeconomic life, the formative influence of the Church, and the cultural legacy of the Middle Ages. *Prerequisites: HIST 110 and HIST 120 or consent of the instructor.*

HIST 390 (3-3-0) North Carolina History

A study of the history of the Tar Heel state from its origins to the present. Offered every year.

HIST 400 (3-3-0) History of the South

A study of the development of the southern United States since 1820, with special emphasis on race relations and on industrial growth in the region in the mid-twentieth century. *Prerequisites: HIST 211 and HIST 212 or consent of the instructor.*

HIST 410 (3-3-0) Survey of American Urban History

A study of the forces that have shaped the development of the American city from the colonial era to the present time, with special attention given to the social, economic, political, and cultural effects of urban life on city dwellers. *Prerequisites: HIST 211 and HIST 212 or consent of the instructor.*

HIST 430 (3-3-0) Twentieth Century Europe

A study of contemporary European issues originating from the two world wars, including the social and political upheavals of the twentieth century, with emphasis on the role of eastern Europe in the decade of the 1990's. *Prerequisites: HIST 311 and HIST 312 or consent of the instructor.*

HIST 431 (3-3-0) Russia to 1917

A study of politics and society in Imperial Russia and the collapse of the empire in the Revolution of 1917. *Prerequisites: HIST 311 and HIST 312 or consent of the instructor.*

HIST 432 (3-3-0) History of the Soviet Union

A study of the Soviet system and Soviet foreign policy from the Revolution of 1917 through its collapse in 1989. *Prerequisites: HIST 311 and HIST 312 or consent of the instructor.*

HIST 441 (3-3-0) History of England

A study of the development of modern England from the English Revolution to the present, with emphasis on the rise and fall of the British empire and the evolution of the Parliamentary system. *Prerequisites: HIST 311 and HIST 312 or consent of the instructor.*

HIST 442 (3-3-0) History of Modern Germany

A study of German history through five periods: before unification (1815-1870), under Bismarck, under Wilhelm II, between the wars, and since 1945. *Prerequisites: HIST 311 and HIST 312 or consent of the instructor.*

HIST 451 (3-3-0) The French Revolution and Napoleon

A study of the collapse of the Ancient Regime, including an examination of the causes and effects of its demise; Napoleon's attempt to establish a new order in Europe under French hegemony; the Congress of Vienna. *Prerequisite: HIST 311 or consent of the instructor.*

HIST 460 (3-3-0) Problems in American History

A study of selected issues in American history. *Prerequisites: HIST 211 and HIST 212 or consent of the instructor.*

HIST 470 (3-3-0) Colonialism and Neo-Colonialism

A study of the political, economic, and strategic interests of the Great Powers in colonies and former colonial possessions during the nineteenth and twentieth centuries. *Prerequisites: HIST 311, HIST 312, and HIST 331 or HIST 370 or consent of the instructor.*

HIST 480 (3-3-0) Problems in European History

A study of selected problems and issues in the history of Europe. *Prerequisites: HIST 311 and HIST 312 or consent of the instructor.*

HIST 490 (3-3-0) Senior Seminar: Selected Topics

In-depth studies in selected areas of special interest, with supervised research and directed readings required. (For History or Social Science majors and minors.) *Prerequisite: senior standing or consent of the instructor.* Offered each fall.

HIST 491 (3-3-0) Methods of Historical Research

An introduction to conventional methods of historical research and to new techniques in oral history, family history, and quantitative history. For History or Social Science majors and minors.

Humanities (HUMN)

HUMN 211 (3-3-0) Humanities: Music, Art, and Ideas I

An interdisciplinary survey course examining works of art, literature, music, philosophy, and religious thought, focusing on major stylistic developments, intellectual movements and cultural achievements of the ancient and medieval eras in Europe, the Middle East, and Africa. Completion of HUMN 211 is recommended before enrollment in HUMN 212.

HUMN 212 (3-3-0) Humanities: Music, Art, and Ideas II

The second part of an interdisciplinary survey course examining works of art, literature, music, philosophy, religious thought, and focusing on major stylistic developments and intellectual movements from the Renaissance to the present day. Completion of HUMN 211 is recommended before enrollment in HUMN 212.

HUMN 215 (3-3-0) Arts in Performance

Designed to introduce students to the basic tools an artist uses to create a work of art and to develop an awareness and appreciation of the history and ideas in the dramatic, musical, and visual arts through study and experience with these arts. Students are required to attend scheduled art, music, and theatre events outside of class and engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts. Attendance at pre- and post- production discussions and at live performances is required. *Prerequisite: HUMN 211 or HUMN 212.*

Mathematics (MATH)**MATH 120 (3-3-0) Finite Mathematics**

An introduction to mathematical sets, logic, probability, statistics, and the metric system.

MATH 121 (3-3-0) Introduction to College Algebra

A study of equations, inequalities, functions, graphs, and matrices.

MATH 123 (3-3-0) College Algebra

An algebra course containing the following topics: sets, the real number system, exponents, radicals, polynomials, equations, inequalities, relations and functions, graphing, conic sections, exponential and logarithmic functions, systems of equations, complex numbers, mathematical induction, and the binomial theorem. A graphing calculator is required. *Prerequisites: Math 120 or High School Algebra I, II, and Plane Geometry or equivalent, and satisfactory placement score*

MATH 124 (3-3-0) College Trigonometry

A trigonometry course containing the following topics: trigonometric functions defined on angles, circular functions, graphs, inverse trigonometric functions, identities, trigonometric equations, law of cosines, law of sines, and complex numbers. A graphing calculator is required. *Prerequisites: High School Algebra I, II and Plane Geometry, or MATH 123 or equivalent, and satisfactory placement score.*

MATH 129 (3-3-0) Precalculus Mathematics I

This course is the first of a two-semester sequence that provides a background for students who are preparing to take calculus. Topics include sets, the real number system, exponents, radicals, polynomials, equations, inequalities, functions, relations, graphing, conic sections, rational, exponential and logarithmic functions. A graphing calculator is required. *Prerequisites: High School Algebra I, II, and Plane Geometry or equivalent, and satisfactory profile examination score.*

MATH 130 (3-3-0) Precalculus Mathematics II

This course is the second of a two-semester sequence that provides the background for students who are preparing to take calculus. Topics include graphing, systems of equations, matrices, complex numbers, mathematical induction, the binomial theorem, sequences and series, polar coordinates, parametric equations, trigonometric functions, inverse trigonometric functions, law of sines, law of cosines, and trigonometric identities. A graphing calculator is required. *Prerequisites: MATH 129 or equivalent or consent of department.*

MATH 131 (3-3-0) Algebra and Trigonometry

An in-depth study of the topics covered in MATH 129 and MATH 130. A graphing calculator is required.

MATH 140 (4-4-0) Applied Calculus

A course in calculus applicable to business and the social sciences incorporating a review of college algebra and studies of linear equations, functions and their limits, derivations, applications of the derivatives, exponential and logarithmic functions, antiderivatives, definite integrals and applications, and numerical techniques and applications. *Prerequisites: MATH 123 or MATH 131.* Designed mainly for business and social science majors.

MATH 142 (4-4-0) Calculus with Analytic Geometry I

The first course of a three-semester sequence in calculus with analytic geometry, including studies of graphs, functions, limits, differentiation, applications of differentiation, integration, and applications of the definite integral. *Prerequisite: MATH 129 and 130 or MATH 131.* A graphing calculator is required.

MATH 150 (3-3-0) Discrete Mathematics I

The first course of a two-semester sequence in discrete mathematics, providing the theoretical base and support for computer science and including operations on sets, Cartesian products and tuples, combinatorial objects, Venn diagrams, event spaces and basic probability, number systems, the statement calculus, rules of inference and validity of arguments, inductive proofs, the concept of an algorithm, equivalence relations, partial ordering relations, graphs and digraphs as relations, including trees and shortest paths in digraphs, basic definitions and notations of functions, recurrences for the analysis of algorithms, semigroup and Abelian group, matrix operations, invertibility, and solutions of systems of linear equations. *Prerequisite: MATH 129 and 130 or MATH 131.*

MATH 241 (4-4-0) Calculus with Analytic Geometry II

The second course of a three-semester sequence in calculus with analytic geometry, including studies of differentiation and integration of exponential, logarithmic, inverse, trigonometric and hyperbolic functions; techniques of integration, improper integrals, infinite series, and analytic geometry. *Prerequisite: MATH 142.*

MATH 242 (4-4-0) Calculus with Analytic Geometry III

The third course of a three-semester sequence in calculus with analytic geometry, including studies of vectors, vector-valued functions, partial differentiation, multiple integrals, and vector calculus. *Prerequisite: MATH 241.*

MATH 250 (3-3-0) Discrete Mathematics II

A continuation of MATH 150, including qualification and further rules of inference; formal and informal proofs, machine proofs, with attention to unification and the resolution principle, algebra of sets as an axiomatic theory, the equivalence relation as a partitioning device, further applications of graphs and digraphs, inverses and composition of functions, recursive functions and inductive proofs, group codes as an application of group theory, lattices and Boolean algebra, and models of Boolean algebra. *Prerequisite: MATH 150.*

MATH 251 (3-3-0) Linear Algebra

A course in linear algebra including such topics as systems of equations, matrix theory, vector spaces, bases and linear transformations. *Prerequisite: MATH 130 or MATH 131 or consent of the department.*

MATH 260 (3-3-0) Foundations of Mathematics

A rigorous study of axiomatic set theory, including the following elements: logic, sets, operations on sets, ordinal numbers, induction, cardinal numbers, cardinal arithmetic, and the Axiom of Choice. *Prerequisite: MATH 142 and MATH 150.*

MATH 262 (3-3-0) Modern Geometry

A course in modern geometry including studies of incidence geometry in planes and space, distance and congruence, separation in planes and space, angular measure, congruences between triangles, similarities between triangles, and parallel postulates. *Prerequisites: MATH 131 or MATH 129 and MATH 130.*

MATH 312 (3-3-0) History of Mathematics

A survey of mathematics incorporating biographical accounts of persons who have contributed significantly to the development of mathematics, descriptions of their achievements, and discussions of other major topics of interest in mathematics. *Prerequisite: MATH 142.*

MATH 331 (3-3-0) Differential Equations I

The first course of a two-semester sequence in differential equations, emphasizing applications to science and engineering and including the following topics: first order differential equations, second order linear differential equations, higher order linear equations, the Laplace Transform, and series solutions of second order linear equations. *Prerequisites: MATH 241.*

MATH 340 (1-6-0) Topics in Mathematics

A study of major topics of current interest in mathematics not covered in existing courses. *Prerequisites: consent of department.*

MATH 361 (3-3-0) Introduction to Modern Algebra I

The first course of a two-semester sequence introducing fundamental concepts and proof techniques used in abstract algebra and including studies of groups, normal subgroups, quotient groups, homomorphisms, rings, ideals, quotient rings, integral domains, fields, and related topics. *Prerequisite: MATH 251 and MATH 260.*

MATH 362 (3-3-0) Introduction to Modern Algebra II

A continuation of MATH 361 presenting a deeper and more extended study of groups, rings, finitely generated Abelian groups, extension fields, the introductory Galois theory, and related topics. *Prerequisite: MATH 361.*

MATH 372 (3-3-0) Linear Programming

A study of methods and applications of optimizing a linear function subject to linear constraints, the theory of the simplex method and duality; parametric linear programs; sensitivity analysis; modeling and computer implementation. *Prerequisite: MATH 251.*

MATH 400 (3-3-0) Diagnostic and Prescriptive Mathematics

A course examining diagnostic teaching in the context of a general approach to mathematics instruction, with emphasis on strengthening students' knowledge of mathematics and instructional psychology. *Prerequisite: Consent of the department.*

MATH 412 (3-3-0) Advanced Calculus

A comprehensive and rigorous study of the concepts of limit, continuity, topology on the real line, properties of continuous functions, Mean Value Theorem and Taylor's Formula, and calculus of several variables. *Prerequisites: MATH 242 and MATH 260.*

MATH 431 (3-3-0) Differential Equations II

A continuation of MATH 331, including the following topics: numerical methods, nonlinear differential equations and stability, the Fourier Series and classical partial differential equation, boundary value problems and the Sturm-Liouville Theory, system of linear differential equations, and the existence theory. *Prerequisite: MATH 331.*

MATH 432 (2-6-0) Reading and Honors in Mathematics

An introduction to methods of research and independent study in mathematics. For seniors and/or honor students. *Prerequisite: Consent of department.*

MATH 433 (1-6-0) Mathematical Concepts for Intermediate School Teachers

A course for pre-service and in-service teachers at the intermediate level, emphasizing sets and the set theory, the development of the real number system, measurements, the use of manipulative materials, elements of geometry, computer utilization, and problem solving. *Prerequisite: Consent of the department.*

MATH 450 (3-3-0) Selected Topics in Mathematics

Advanced study of major topics in mathematics from such fields as topology, advanced calculus, complex analysis, or modern algebra. Course may be repeated for credit with approval of department. *Prerequisite: Consent of the department.*

MATH 461 (3-3-0) Theory of Real Variables

A study of the theory of real variables, incorporating a rigorous treatment of limits, functions, continuity, differentiability, and infinite series, and introducing the Riemann-Stieltjes integral and Lebesgue integral. *Prerequisite: MATH 412.*

MATH 472 (3-3-0) Theory of Numbers

A study of the elementary properties of integers, invisibility, Euclid's Algorithm, prime numbers, and congruences. *Prerequisite: Junior standing in mathematics.*

MATH 481 (3-3-0) Introduction to Topology

A study of topics in the field of point set topology, including general topological spaces, metric spaces, and various topological properties. *Prerequisite: MATH 412.*

MATH 492 (3-3-0) Complex Variables

A rigorous study of elementary functions, differentiation and integration of analytic functions, Taylor and McLaurin series, Residue Theorem, and contour integration. *Prerequisites: MATH 412 or MATH 461.*

Medical Technology (MEDI)

MEDI 200 (2-2-0) Medical Terminology

A comprehensive study of the language of medicine, including the use of the terms in the various areas of medical science. *Prerequisites: One year of college level science and permission of instructor.*

MEDI 451* (3-2-2) Clinical Microscopy

A study of techniques used in the chemical and microscopic evaluation of urine.

MEDI 452* (3-2-2) Serology

A practical study of serological diagnostic tests.

MEDI 460* (6-1-5) Hematology

A clinical laboratory evaluation of the normal and pathologic morphology of blood and blood forming organs.

MEDI 462* (4-3-3) Blood Bank

A study of basic principles of blood coagulation, with laboratory practice in type and cross-matching of blood.

MEDI 470* (8-3-5) Microbiology

An examination of the morphology and physiology of bacteria, fungi and parasites, including a study of defense mechanisms and the preparation of culture media and techniques for identification.

MEDI 472* (8-3-5) Clinical Chemistry

A study in the diagnostic analysis of blood and other body fluids.

*Offered and taught at hospital-based and NAACLS and AMA accredited Schools of Medical Technology. Successful completion of pre-clinical studies and admission to the clinical phase are required to register for these courses.

Management (MGMT)

MGMT 311 (3-3-0) Principles of Management

A study of the theory and process of management principles and basic organization behavior. Emphasizes major managerial functions such as planning, organizing, leading, and controlling as well as on the role of the manager in a changing environment. Explains also the ethical issues, managerial decision making, leadership behaviors, managing diverse workforce and an introduction to international management. *Prerequisite: BADM 214, BADM 215, ECON 211, ECON 212, ACCT 211.*

MGMT 325 (3-3-0) Quantitative Methods for Business

This course provides an introduction to management science topics and modeling in the decision making process. It covers the quantitative tools for managerial decision making and focuses on areas such as linear programming, inventory control, PERT/CPM, simulation, decision analysis, queuing theory. Computer software used for solving these problems. *Prerequisite: BADM 216 and MGMT 311.*

MGMT 335 (3-3-0) Operations Management

An introduction to the process of producing goods and services, with class work oriented toward the analysis and solution of practical problems using quantitative techniques and spreadsheet models. The focus will be on areas, such as, product and production design, scheduling, aggregate planning, inventory management, forecasting, plant location, technology management, supply chain management, material requirement planning, project management, quality assurance and international management issues. *Prerequisite: BADM 216 and MGMT 311.*

MGMT 350 (3-3-0) Entrepreneurship

A study of the creation, growth, or acquisition of business through entrepreneurial efforts, the nature of entrepreneurship process, and organization of growth oriented acquisitions. *Prerequisite: MGMT 311, FINC 311, MKTG 311.*

MGMT 410 (3-3-0) Human Resource Management

A study of personnel administration, including the objectives, organization, functions and role of personnel management in the operation of business enterprises, with attention to key problems in the area of employee selection, hiring, and placement; training; wage and salary administration; promotion, transfer, and separation; personnel services; and labor relations. *Prerequisite: MGMT 311.*

MGMT 420 (3-3-0) Organizational Behavior

The study of human behavior at the individual, group and organizational level including discussion and case studies related to motivation, perception, job design, group

behavior, communication, interpersonal conflict, ethics, performance, motivation, and leadership. *Prerequisite: MGMT 311.*

MGMT 421 (3-3-0) Quality Management

Quality has become the responsibility of everyone and has been applied by manufacturer and services alike to achieve competitive advantage. This course examines the concept of quality and develops skills in the use of quality tools. Primary focus will be on the management of quality by all the disciplines in an integrated manner within the organization, statistical quality control, total quality management, international quality standards, Japanese concepts of quality, and related topics. *Prerequisite: BADM 216, MGMT 311.*

MGMT 425 (3-3-0) International Business Management

A survey of the theoretical and institutional complexities of international business operations, with emphasis on the special knowledge and skills essential to personnel engaged in the planning and administration of business enterprises and governmental organizations with overseas relationships. *Prerequisite: FINC 311, MGMT 311, MKTG 311.*

MGMT 435 (3-3-0) Group and Interpersonal Dynamics

This course is conducted in a learning group setting where students experience first hand the dynamics that occur in a task-oriented group while reading and learning about the theory of group development. This course should be taken concurrently with Mgmt 470 Strategic Management or MIS 330 Systems Analysis or another course where the student is involved in a team project. The class will explore key issues that underlie group life such as inclusion, influence and intimacy. Leadership and how it emerges within the group will be a key aspect of the learning. The course also includes self assessment exercises and feedback from the group that increases students' awareness of their own styles in interacting with others, including influence style, conflict management, decision making style, communicating and listening styles. *Prerequisite: MGMT 311*

MGMT 450 (3-3-0) Small Business Management

The process of managing a small business including planning, marketing, production, finance, organization, personnel, and pragmatic issues in real situations. *Prerequisite: FINC 311, MGMT 311, MKTG 311.*

MGMT 470 (3-3-0) Strategic Management

A capstone course focusing on the theoretical and practical knowledge acquired in previous undergraduate business administration courses. Text and lecture will cover external and internal environmental analysis, business and corporate level strategy, industry analysis, functional strategy, implementation, control, and global business. Case analysis and presentation will combine and enhance learning acquired from readings and Internet searches. *Prerequisites: MGMT 311, FINC 311, MKTG 311.*

Management Information Systems (MIS)

MIS 300 (3-3-0) Information Systems Theory and Practice

This course provides an understanding of systems and development concepts, information technology, and application software. It explains how information is used in organizations and how information technology enables improvement in quality, timeliness, and competitive advantage. The course focuses on topics such as strategic information systems, organization and information, ethical, social and cultural issues, principles of databases, data warehousing, data mining, different types of software, systems analysis, techniques and goals for data processing, and information retrieval. It also covers the requirements of new businesses in terms of information technology and transnational firms. *Prerequisite: BADM 214.*

MIS 320 (3-3-0) Database Management Systems

This course covers information systems design and implementation within a database management system environment. Students will construct a physical system using database software to implement the logical design. Different available software will be discussed. *Prerequisite: MIS 300.*

MIS 330 (3-3-0) System Analysis and Design

This course provides an understanding of the system development and modification process. It enables students to evaluate and select a system development methodology based on business strategic goals. Computer tools will be used in construction of the systems. *Prerequisite: MGMT 311 and MIS 320.*

MIS 420 (3-3-0) Management Support Systems

This course provides an understanding of the concepts of decision making under unstructured and semi-structured situations. It describes the components of a MSS and an executive information system, including the data subsystem, model base, knowledge management, and user interface and network concepts. Students learn the procedure for designing a decision support system. A variety of computer tools will be used to demonstrate the applications. *Prerequisite: : MIS 320 and MGMT 325..*

MIS 430 (3-3-0) Data Communication and Networking

This course provides an understanding of data communications and networking, including networking and telecommunication technologies, hardware, and software. Special emphasis is placed on the analysis, design, and management of networking applications in organizations. *Prerequisite: MIS 300.*

MIS 440 (3-3-0) New Topics in Management Information Systems

This course covers recent advances in the area of management information systems. Emphasis will be placed on information technology and its role as a competitive weapon in today's global economy. *Prerequisite: Senior standing; MIS 320.*

Marketing (MKTG)

MKTG 311 (3-3-0) Principles of Marketing

A study of the principles of marketing; current practices and structures of the market; analyses of marketing functions, institutions, costs, and marketing legislation. *Prerequisites: ACCT 211, BADM 214, BADM 215, BADM 216, ECON 211, and ECON 212.*

MKTG 322 (3-3-0) Advertising

A study of the principles of advertising, advertising media, and special problems of small business concerns, including appropriations and planning related to the development of advertising and the economic significance of advertising to both the consumer and the advertiser. *Prerequisite: MKTG 311.*

MKTG 330 (3-3-0) Retailing

A survey of retailing and its role in distribution, focusing on problems of administrative organization, store location, layout, buying, pricing, merchandising, sales promotions, and current trends in retailing. *Prerequisite: MKTG 311.*

MKTG 331 (3-3-0) Consumer Behavior

A survey of the theories of consumer behavior, with contributions from the social sciences and their applications to the marketing discipline. *Prerequisite: MKTG 311.*

MKTG 410 (3-3-0) Marketing Management

A study of the organization and coordination of the total marketing program; sales, advertising, credit, marketing and consumer research; materials management; planning and policy determination, including distribution policies, cost analyses, pricing, sales forecasting and demand analyses, governmental regulations affecting marketing, and adjustment to competitive trends, changing trends, and changing market conditions. *Prerequisite: MKTG 311.*

MKTG 412 (3-3-0) Sales Management

A study of the functions of a sales department within the marketing organization, including the recruiting, selecting, training, motivating, supervising, compensating, and evaluating sales personnel. *Prerequisite: MKTG 311.*

MKTG 421 (3-3-0) International Marketing

A survey of the structure, techniques, problems, and general environment of marketing abroad, including the organization, promotion, financing, legal aspects, and operations of the multinational corporation. *Prerequisite: MKTG 311.*

MKTG 460 (3-3-0) Marketing Research

The application of scientific methods of obtaining information to structuring marketing policies and techniques, with emphasis on the role of research in the solution of marketing problems. *Prerequisites: BADM 216 and MKTG 311.*

MKTG 490 (3-3-0) Seminar in Marketing

A capstone course for seniors in marketing, with course content and activities centering on special topics that may include management or marketing activities, special research topics, or other marketing issues relevant to the business environment. *Prerequisite: Senior standing in Marketing.*

Military Science (MSCI)

MSCI 101 (1-1-1) Military Organizations

Introduction of time management for students transitioning to college. An orientation to the U. S. Army concentrating on the historical development of ROTC and related customs, courtesies, and traditions of uniformed service. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Fall.

MSCI 102 (1-1-1) Basic Leadership and Management

An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision making process. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Spring.

MSCI 201 (3-2-1) Studies in Decision Making

A study in progressive leadership concentrating on leadership models, personality, and perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Fall.

MSCI 202 (3-2-1) Land Navigation and Tactics

An introductory course in land navigation and rifle squad organization, capabilities, and tactics. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Spring.

MSCI 221 (3) Leader's Training Course

An intensive practical application of leadership and military skills to satisfy basic course prerequisites for enrollment into the Advanced Course. Six (6) week summer program at Fort Knox, KY for cadets from universities and colleges throughout the entire nation. Summer.

MSCI 301 (3-3-1) Unit Level Command Responsibilities (Offered at Methodist College)

A study in leadership from the perspective of the Second Lieutenant, concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Fall.

MSCI 302 (3-3-2) Terrain Analysis (Offered at Methodist College)

An integrated course of academics and military skills combining advanced land navigation with squad-level tactics.

Laboratory periods concentrate on leadership development, physical training, and selected presentations. Spring

MSCI 321 (3) Applied Military Leadership

An intensive practical application of leadership and military skills for Advanced Course students. Five-week summer program conducted at Fort Lewis, Washington for all Advanced Course cadets from colleges and universities throughout the United States. Summer.

MSCI 401 (3-3-1) Basic Officer Course Preparation (3) (Offered at Methodist College)

Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small Unit Administration, Human Self-Development, Leadership Aspects of Contemporary Issues, Unit Readiness, Company Administration, Effective Written Communications, Awards and Decorations, and Fundamentals of Management. Fall.

MSCI 402 (3-3-2) Advanced Leadership and Management

(Offered at Methodist College)

Studies in Military Staff organization and procedures to include topics essential to newly commissioned officers. These subjects are: Customs and Traditions of the Service, Ethics and Professionalism, Written and Oral Communications, Personnel and Training Management, Military Justice, Law of War, International Law, U.S. Army Logistics, Maintenance Management, and Soviet Army Indoctrination. Students prepare and present military science instruction to military science classes. Spring.

MSCI 421 (3-3-0) The American Military Experience (Offered at Methodist College)

A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Fall.
Prerequisite: Completion of MSCI 301 or MSCI 302.

Music (MUSI)

MUSI 100 (1-2-0) Basic Musicianship

A study of the rudiments of music, including basic rhythmic and pitch notation; major and minor scales, intervals, primary triads, and rhythmic drills; sight singing and ear training activities, as well as keyboard and computer applications of concepts studied.

MUSI 102 (1-0-2) Class Piano I

A class piano course giving the non-piano major a basic understanding of keyboard harmony and technique, with the first year of instruction devoted to becoming familiar with the five-finger major hand positions, memorizing several short compositions, sight reading, and combining staccato and legato playing.

MUSI 110 (1-0-5) Choir

A course focusing on selections from all periods and styles of music including pop, spiritual, and gospel music, with a study of vocal techniques, choral diction, and performance styles and practice. Includes choral performances at various University and community activities, with tours planned to many areas in North Carolina and other states. Open to all students who enjoy singing.

MUSI 115 (1-0-2) Percussion Ensemble

This course offers the student percussionist practical experience in the playing of percussion instruments in a chamber music setting. This course will explore the traditional, contemporary, and world music literature for percussion ensemble. *Open to all students following audition and permission of the instructor*

MUSI 120 (1-0-2) Brass Ensemble

A course in the performance of small ensemble compositions written for various combinations of brass and wind instruments. Open to all students following audition and permission of instructor.

MUSI 130 (1-0-2) Woodwind Ensemble

A course in the performance of small ensemble compositions written for various combinations of woodwind instruments. Open to all students following audition and permission of instructor.

MUSI 140 (1-0-2) Jazz Ensemble

A major performing organization of the university, with practice including instruction in improvisation and arranging, and with repertoire varied to include a wide array of music from jazz to fusion and popular styles. Open to all students following audition and permission of instructor.

MUSI 150 (1-2-0) Opera Workshop

Study and performance of scenes, acts and/or operas from both the standard repertoire and operas of primarily historical interest. Open to all students. Audition and permission of instructor.

MUSI 152 (3-3-2) Harmony, Sight Singing, and Ear Training I

A study of the basic elements of harmony: primary and secondary triads in root position and all inversions; seventh chords; major, minor, and chromatic scales; introduction to part-writing procedures; rhythmic drills, sight singing and ear training activities; keyboard and computer applications of concepts studied. Prerequisite: satisfactory performance on music theory placement examination or completion of MUSI 100.

MUSI 160 (1-0-2) String Ensemble

A course in the performance of small ensemble compositions written for various combinations of string instruments. Open to all students following audition and permission of instructor.

MUSI 167 (1-0-1) Applied Brass

MUSI 178

A sequence of courses focusing on diagnoses and recommendations for proper brass/wind playing habits, with emphasis on embouchure development, tonal studies, scales, and arpeggios. Minimum of five hours practice per week required. Freshman year sequence.

MUSI 169 (1-0-1) Applied Organ

MUSI 180

A sequenced study of organ manual and pedal techniques, with practice works including easy preludes and offertories, studies by Gelason, Nilsen, etc.; Bach Little Preludes and Fugues; hymn playing and service playing. Freshman year sequence.

MUSI 171 (1-0-1) Applied Piano

MUSI 182

A first-year sequence of courses in piano devoted to acquiring a firm technical foundation through the use of various drills and exercises, with beginning repertoire including pieces on the level of Clementi Sonatinas, Op. 36; the Notebook for Anna Magdalena Bach; or the easier Bach Two-part Inventions; and major and minor scales in contrary and parallel motion. Freshman year sequence.

MUSI 173 (1-0-1) Applied Percussion

MUSI 184

A sequence of courses for the percussionist focusing on basic technique, sound production, exercises and etudes with emphasis on indefinite pitch and related instruments, keyboard percussion, and timpani. Freshman year sequence.

MUSI 175 (1-0-1) Applied Strings

MUSI 186

A sequence of courses featuring diagnoses and recommendations for proper string playing habits, with practice emphasis on bowing and fingering methods, positions, scales, arpeggios, tone, and vibrato. Freshman year sequence.

MUSI 177 (1-0-1) Applied Voice

MUSI 188

A sequence of courses in voice focusing on the study of vowels and the fundamentals of tone production, on correct breathing and posture, and on the singing of vocalists and early secular and sacred songs. Freshman year sequence.

MUSI 179 (1-0-1) Applied Woodwinds

MUSI 190

A sequence of courses focusing on diagnoses and recommendations for proper woodwind playing habits, with emphasis on embouchure development, tonal studies, scales, and arpeggios. Freshman year sequence.

MUSI 191 (1-0-5) Marching Band

A major performing organization of the university, playing in parades, at miscellaneous events, and at football games both at home and in other states. Open to all students following audition and permission of instructor.

MUSI 192 (1-0-5) Concert Band

A major performing organization of the university, playing varied styles and genres of music in concerts, both locally and in other cities. Open to all students following audition and permission of instructor.

MUSI 201 (1-0-2) Class Piano II

A continuation of MUSI 102. *Prerequisite: MUSI 102.*

MUSI 202 (1-0-2) Class Piano III

A study of primary chords in all keys; the major and harmonic minor scales and major and minor arpeggios in two octaves; four-part chordal textures; and sight reading using chord symbols. *Prerequisite: MUSI 201.*

MUSI 210 (3-3-0) Music Appreciation

An introduction to the basic materials and ideas of music, stressing the relationship of music to society, culture, and philosophy; introducing musical instruments and the contributions of important composers; and studying characteristics of style and form in various types of music. Recital attendance required.

MUSI 225 A History of Jazz in the American Culture

Using both a socio-cultural and historical perspective, this course explores the major forms of African-American folk music indigenous to the United States. These forms of African American folk music (ragtime, blues, and gospel) contain elements of musical expressions rooted in the aesthetic make-up of jazz. Along with these forms of musical expressions, an element of critical thinking and analysis will necessitate the disposition and environment for the understanding of jazz music and its ingenious development.

MUSI 241 (1-0-2) Class Strings

A study of the basic concepts of playing and teaching the bowed string instruments, focusing on basic performance skills on each of the instruments (violin, viola, violoncello, and bass viol), as well as on information about techniques for organizing, recruiting, and teaching string classes and orchestras in the public schools.

MUSI 242 (1-0-2) Class Woodwinds

A practical introduction to the woodwind family, with emphasis on techniques for playing the flute, clarinet, oboe, bassoon, and saxophone, as well as on the characteristics and functions of each woodwind instrument and on the basic skills needed to offer instruction on woodwind instruments in the public schools.

MUSI 251 (1-0-2) Class Voice I

A course featuring group instruction in the fundamentals of singing, with emphasis on breath control, posture, and tone production, and with additional attention to developing a beginning vocal repertoire.

MUSI 252 (1-0-2) Class Voice II

A continuation of techniques started in MUSI 251, including new material such as basic diction, consonant and

vowel production, and the extension of vocal and dynamic range through exercises and repertoire. *Prerequisite: MUSI 251.*

MUSI 260 (3-3-0) African-American Music

A study of traditional African music and its interaction with western musical styles, with emphasis on the development of the blues, spirituals, gospel music, jazz idioms, and more recent African-American styles, and with attention to the work of major black composers and performers in both the concert and commercial areas.

MUSI 262 (1-2-0) Diction

A study of the enunciation, pronunciation, and articulation of languages applicable to performances of vocal literature written in English, French, Italian, German, and Latin.

MUSI 267 (1-0-1) Applied Brass

MUSI 278

A sequence of courses for the brass player focusing on the continuing development of playing habits, with an emphasis on embouchure development, technique development and solo literature. Sophomore year sequence. *Prerequisites: MUSI 167 and MUSI 178.*

MUSI 269 (1-0-1) Applied Organ

MUSI 280

A sequence of courses in organ technique and repertoire, including the Bach Little Preludes and Fugues, Orgelbuechlein; Brahms Choral Preludes; Vierne and Widor; hymns; and other standard works. Sophomore year sequence. *Prerequisites: MUSI 169 and MUSI 180*

MUSI 271 (1-0-1) Applied Piano

MUSI 282

A sequence of courses in piano technique and repertoire on the level of Beethoven Sonatas Op. 49, Nos. 1, 2; Bach Two and Three-part Inventions; Chopin Mazurkas, and Waltzes; and Bartok Mikrokosmos, Volumes III and IV; major scales and minor scales in contrary and parallel motion. Sophomore year sequence. *Prerequisites: MUSI 171 and MUSI 182*

MUSI 273 (1-0-1) Applied Percussion

MUSI 284

A sequence of courses for the percussionist focusing on intermediate techniques, sound production, exercises, etudes, and solo literature with emphasis on indefinite pitch and related instruments, keyboard percussion, and timpani. Sophomore year sequence. *Prerequisites: MUSI 173 and MUSI 184*

MUSI 275 (1-0-1) Applied Strings

MUSI 286

A sequence of courses in technical studies and the development of a recital repertoire for strings. Performance in student recitals and a minimum of ten hours practice per week required. Sophomore year sequence. *Prerequisites: MUSI 175 and 186*

MUSI 277 (1-0-1) Applied Voice

MUSI 288

A continuation of studies in tone production and other principles of singing, with emphasis on various vocalists and on English, Italian, and French songs. Sophomore year sequence. *Prerequisite: MUSI 177 and MUSI 178*

MUSI 279 (1-0-1) Applied Woodwinds

MUSI 290

A sequence of courses in technical studies and the development of a recital repertoire for woodwinds. Performance in student recitals and a minimum ten hours practice per week required. Sophomore year sequence. *Prerequisite: MUSI 179 and MUSI 190*

MUSI 281 (3-3-2) Harmony, Sight Singing, and Ear Training II

Further study of harmonic elements with emphasis on analysis of primary and secondary triads, seventh chords, and cadences in the content of compositions representing the major historical style periods. Introduction to small forms, nonharmonic tones and melody harmonization. Continuation of part-writing principles, sight singing, ear training, keyboard activities, and computer application of concepts studied. *Prerequisite: MUSI 152.*

MUSI 292 (3-3-2) Harmony, Sight Singing, and Ear Training III

Further study of harmonic materials of previous theory courses, including nonharmonic tones, principles of harmonic progression, and part-writing procedures involving more complex harmonies. Introduction of secondary dominants, elementary modulation, and small forms such as phrases, periods, and phrase groups. Creative work, keyboard harmony, sight singing, ear training, analysis, and computer assignments will provide opportunities for application of theoretical concepts studied. *Prerequisite: MUSI 281.*

MUSI 341 (1-0-2) Class Brass

A study of basic concepts, techniques, and information related to offering instruction on the brass instruments - trumpet, French horn, trombone, euphonium, tuba - in the public schools.

MUSI 342 (1-0-1) Class Percussion

A study of basic concepts, techniques and information related to offering instructions in total percussion – snare drum, keyboard percussion, timpani, accessory percussion, drum set, world percussion, and electronic percussion in the public schools. *Prerequisites: MUSIC 100 OR permission of instructor.*

MUSI 351 (3-3-0) Music History I

A survey of the development of music from antiquity through the seventeenth century.

MUSI 352 (3-3-0) Music History II

A survey of the development of music from the culmination of the Baroque era in the early eighteenth century to the present day, with emphasis on performance

practices and on works of major composers of the late Baroque and Rococo periods, the Viennese Classical School, the Romantic, Post-Romantic, and Impressionist periods, and the twentieth century.

MUSI 354 (2-2-0) Form and Analysis

A study of standard musical forms and structures and the principles upon which they are organized. The course aims to sensitize students to the musical events—cadences, changes in tonality, meter, texture, or timbre, etc.—that indicate important points in a composition's design. *Prerequisites: MUSI 381 and MUSI 352.*

MUSI 367 (1-0-1) Applied Brass

MUSI 368

A sequence of courses for the brass player focusing on the continuing development of playing habits, with an emphasis on embouchure development, technique development and recital repertoire. Junior year sequence. *Prerequisites: MUSI 267 and MUSI 278.*

MUSI 369 (1-0-1) Applied Organ

MUSI 380

A sequence of advanced courses in organ literature, including works of Bach, Buxtehude, Handel, Mendelssohn, Franck, Widor, etc., and incorporating elements of church service playing, hymn playing, and anthem accompaniment, as well as orders of liturgical services and other special services. Performance from memory. Junior year sequence. *Prerequisites: MUSI 269 and MUSI 280*

MUSI 371 (1-0-1) Applied Piano

MUSI 382

A continuation of technical piano studies, focusing on compositional form and performance style in works from the various historical periods, including the Bach Preludes and Fugues from the Well-Tempered Clavier, Haydn Sonatas, Chopin Nocturnes, Brahms Intermezzos, and Bartok Mikrokosmos, Vol. V, or Bartok Sonatina. Junior year sequence. *Prerequisites: MUSI 271 and MUSI 282*

MUSI 373 (1-0-1) Applied Percussion

MUSI 384

A sequence of courses in technical studies and recital repertoire development for percussion instruments, especially the marimba and the tympani. Performance in student recitals and a minimum of ten hours practice per week required. Junior year sequence. *Prerequisite: MUSI 273 and MUSI 284*

MUSI 375 (1-0-1) Applied Strings

MUSI 386

A sequence of courses in technical studies and recital repertoire development for strings. Performance in student recitals and a minimum of ten hours practice per week required. Junior year sequence. *Prerequisite: MUSI 275 and MUSI 286*

MUSI 377 (1-1-0) Applied Voice

MUSI 388

A comprehensive study of English, Italian, French, and German songs, to build a repertoire for the senior recital. Junior year sequence. *Prerequisite: MUSI 277 and MUSI 288*

MUSI 379 (1-0-1) Applied Woodwinds

MUSI 390

A sequence of courses in technical studies and recital repertoire development for woodwinds. Performance in student recitals and a minimum of ten hours practice per week required. Junior year sequence. *Prerequisite: MUSI 279 and MUSI 290*

MUSI 381 (3-3-2) Harmony, Sight Singing, and Ear Training IV

A study in advanced harmonic materials, including diminished seventh, Neapolitan sixth, borrowed, and augmented sixth chords, as well as ninth, eleventh, and thirteenth chords. Introduction to binary, ternary and composite forms; continuation of part-writing activities, harmonic analysis, sight singing and ear training exercises, keyboard harmony, and computer assignments. Introduction to twentieth-century harmonic practices such as whole tone scales, atonality, serialism, etc. *Prerequisite: MUSI 292.*

MUSI 391 (2-2-0) Conducting (Elementary)

The development of manual techniques, score studies, and listening skills related to the conducting of instrumental and vocal ensembles.

MUSI 394 (1-2-0) Choral Conducting

A course developing the oral, visual, and aural skills necessary to conduct vocal ensembles - mixed choirs, female choirs, and male choirs—as well as the skills and proficiency to read scores of compositions such as madrigals, motets, anthems, oratorios, and cantatas.

MUSI 396 (1-2-0) Instrumental Conducting

A course developing the aural, visual, and oral skills necessary to conduct instrumental ensembles – marching bands, concert bands, and jazz ensembles—and to increase proficiency in score reading. *Prerequisite: MUSI 381*

MUSI 420 (1-2-0) Choral Literature

A study of choral literature from 1450 through the twentieth century, including such activities as listening to and analyzing works. *Prerequisite: MUSI 381*

MUSI 430 (1-2-0) Keyboard Literature

A survey of music written for solo stringed keyboard instruments from the early Renaissance to the early decades of the twentieth century. Major works of the master composers will be studied and heard, and students will become familiar with the important keyboard genres, which comprise these composers' work.

MUSI 431 (2-2-0) Orchestration

A study of methods and techniques for arranging compositions for band and orchestral ensembles, with special attention to transposition techniques and to basic compositional principles. *Prerequisite: MUSI 381.*

MUSI 440 (1-2-1) Woodwind Literature

A study in the listening, analysis, and evaluation of woodwind solo and ensemble music, in the evaluation of materials for technique development, and in the evaluation and selection of musical scores for band and symphonic performances.

MUSI 441 (3-3-0) Methods and Materials (Elementary)

A study of curriculum, materials, and procedures for music instruction in elementary and intermediate grades.

MUSI 461 (2-0-1) Class Guitar

A study in tuning, basic chords, music reading, right-hand techniques, and improvisational accompaniments for the guitar.

MUSI 462 (2-2-0) Music Composition

A study in musical composition that includes writing pieces in basic binary and ternary song forms, variations, and sonata-allegro and rondo forms, with emphasis on integrating materials learned in harmony, counterpoint, and orchestration. *Prerequisite: MUSI 381.*

MUSI 465 (2-2-0) Instrument Repair and Maintenance

A study of basic techniques for the maintenance and repair of musical instruments.

MUSI 467 (1-0-1) Applied Brass

Senior recital preparation, with emphasis on the development of advanced techniques for brass performance. Senior recital repertoire approval by instructor and music faculty committee required in second semester course. Senior year sequence. Senior recital preparation, with emphasis on the development of advanced techniques for brass performance. Senior year sequence. *Prerequisites: MUSI 367 and MUSI 378*

MUSI 469 (1-0-1) Applied Organ**MUSI 480**

Continued study and practice of repertoire works, with emphasis on larger and more difficult compositions from the general literature and on the satisfactory public performance of a memorized composition in larger form. Senior year sequence. *Prerequisites: MUSI 369 and MUSI 380*

MUSI 471 (1-0-1) Applied Piano**MUSI 482**

A sequence of courses in piano study to develop and refine performance techniques and to begin preparations and repertoire practice for the senior recital, with selections chosen from such works as the Bach Well-Tempered Clavier (selections), the Bach French Suites, Mozart or Beethoven

Sonatas, Chopin Preludes or Nocturnes, Bartok Mikrokosmos, Vol. VI, Allegro Barbara or Suite, Op. 14, or other works. Senior year sequence. *Prerequisite: MUSI 371 and MUSI 382*

MUSI 473 (1-0-1) Applied Percussion**MUSI 484**

A sequence of courses for the percussionist focusing on senior recital preparation with emphasis on the development of advanced techniques for percussion. Senior year sequence. *Prerequisites: MUSI 373 and MUSI 384*

MUSI 475 (1-0-1) Applied Strings**MUSI 486**

Senior recital preparation, with emphasis on the development of advanced techniques for strings. Senior recital repertoire approval by instructor required in second semester. Senior year sequence. *Prerequisite: MUSI 375 and MUSI 386*

MUSI 477 (1-0-1) Applied Voice**MUSI 488**

In-depth studies of vocal techniques and the literature from Baroque to Contemporary periods, with emphasis on preparations for the senior recital. Senior year sequence. *Prerequisite: MUSI 377 and MUSI 388*

MUSI 479 (1-0-1) Applied Woodwinds**MUSI 490**

Senior recital preparation, with emphasis on the development of advanced techniques for woodwinds. Senior recital repertoire approval by instructor required in second semester. Senior year sequence. *MUSI 379 and MUSI 390*

MUSI 491 (2-2-0) Vocal Literature

A survey of vocal music from the Renaissance to the 20th century, including listening, singing, and analyzing music.

MUSI 499 (1-0-1) Senior Recital

A performance program of at least thirty minutes, consisting of works representing various styles and periods. *Prerequisite: Seven hours of applied music in the major field. Faculty committee approval required for senior recital.*

Natural Science (NSCI)**NSCI 110 (4-3-2) Comprehensive Physical Science**

The course is designed to present major basic concepts of physics and chemistry with particular emphasis on relevant applications to day to day activities. Lab experiments and class activities will help in developing critical thinking and analytical skills. *Corequisite: MATH 123.*

NSCI 120 (4-3-2) Modern Biology

An introductory course covering basic biological concepts that provides the student with a comprehensive survey of biological sciences. Some important areas which will be investigated are: cell structure and reproduction, energy relationships at the cellular level, genetics, DNA,

evolution, ecology, bacteria, protists, fungi, plants, and animal organ systems. *Prerequisite: NSCI 110.*

Nursing (NURS)

In nursing courses, the ratio of credit hours to laboratory hours is 1:3

NURS 210 (2-2-0) Professional Nursing

An introductory nursing course that covers the history of nursing, theoretical foundations of nursing, the roles of the professional nurse, professional behaviors, and an introduction to the nursing process and critical thinking. *Prerequisite: 2.0 minimum cumulative GPA*

NURS 220 (1-0-2) Therapeutic Communication for Diverse Cultures

This course explores the importance of verbal and non-verbal communication in establishing the nurse-client relationship. The student will explore communication theories, types of communication, factors affecting communications patterns, therapeutic communication techniques used for assessment and information sharing, and documentation systems. *Prerequisite: 2.0 minimum cumulative GPA; Co-requisite: NURS 210.*

NURS 230 (3-3-0) Economics of Health Care

A course designed to explore health and wellness and the health-care delivery system. The student will be introduced to the types of health-care services, health-care settings, and the economics of health-care payment and cost containment to include private insurance, managed care, federal-government insurance plans, and challenges within the health-care system. (This course may be co-instructed with economics faculty and will be cross-referenced as both a nursing and economics course.) *Prerequisite: 2.0 minimum cumulative GPA.*

NURS 300 (3-3-0) Transition to Professional Nursing

This course focuses on the role of the professional nurse. An overview of the delivery of professional nursing practice and role transition. Advanced theoretical concepts will be examined using the nursing process as a framework. *Prerequisites: Admission to the program and completion of all core and support courses.*

NURS 310 (3-3-0) Transcultural Nursing

This course is designed to assist the nurse to expand his/her view of man. Man is defined as functioning, whole unit with integrity and uniqueness who uses symbols to communicate with the environment. Emphasis will be placed on the concepts of culture, belief systems, health and caring, and how these concepts affect the nursing care delivery system. *Prerequisite or corequisite: NURS 300.*

NURS 320 (3-2-1) Health Assessment Across the Life Span

This course prepares the student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing and interpretation of data collected from clients of all ages. A physical, psychological,

socio-cultural, and spiritual approach is used to assess the client and to incorporate consideration of the client's needs, state of wellness, developmental level, and response to life experiences. The campus laboratory experience consists of practice with clients. *Prerequisites: NURS 210, NURS 220, NURS 230, Science Core Classes; Co-requisite for Generic Track:: NURS 326; Co-requisites for RN-BSN Track: NURS 300, NURS 310, NURS 320.*

NURS 325 (3-3-0) Pathophysiology

This course prepares the student to approach complex situations systematically. Emphasis will be placed on the integration and application of pathophysiological concepts to the holistic human in time of physical stress. This course utilizes the nursing process as the basis for examining persons with pathologies requiring multiple dimensions of nursing care. *Prerequisites: NURS 210, NURS 220, NURS 230, Science Core Classes; Co-requisite for Generic Track: NURS 326; Co-requisites for RN-BSN Track: NURS 300, NURS 310, NURS 320.*

NURS 326 (4-3-1) Concepts Basic to Nursing:

Introductory clinical core (lab based and limited clinical experience) designed to introduce the student to conceptual threads and skills foundational to the practice of nursing. *Prerequisite: 200-level nursing courses; Co-requisite: NURS 325.*

NURS 330 (3-3-0) Gerontological Nursing

This course examines the process of aging. Physical, psychological, sociocultural, and spiritual aspects of aging are examined within the context of the family and society. Advanced theoretical concepts of aging will be examined using the nursing process. *Prerequisites for Generic Track:: NURS 326; NURS 350; Prerequisites for RN-BSN Track: NURS 300, NURS 310; Co-requisite for RN-BSN Track: NURS 320.*

NURS 350 (7-3-4) Caring for Populations in Acute and Long Term Care Settings

Introductory care of adult and pediatric clients in acute and long-term nursing-care settings. *Prerequisites: Level 200 nursing courses, NURS 326; NURS 325; Co-requisite: NURS 320, NURS 365.*

NURS 360 (7-3-4) Caring for Populations in the Acute Care Setting

Advanced conceptual based care for adult and pediatric clients in acute-care settings including those with critical-care needs. *Prerequisites: Level 200 nursing courses; NURS 325; NURS 326; Co-requisite: NURS 320; NURS 365.*

NURS 365 (3-3-0) Pharmacological Dimensions of Health Care

Survey of pharmacology and pharmacotherapy in health care. The student will explore pharmacology and pharmacokinetics of different classes of drugs, legal responsibilities, and safe drug administration. *Must be taken with the first Acute Care Nursing Course enrolled in by the student.*

NURS 370 (3-3-0) Spirituality in Health Care

Spirituality is presented as a concept related to culture and belief systems. Inclusive will be an exploration of the effects of spirituality, religion, hope, and ethics on health care and health-care outcomes. This course will be co-instructed by divinity and nursing faculty. *Course open to non-nursing majors.*

NURS 380 (3-3-0) Loss and Grief

This course will explore loss and its effect on the individual, family, and society. Through the exploration of theoretical concepts, the student will examine how people adapt and the productivity effects on the individual, family, and society. *Course open to non-nursing majors.*

NURS 390 (3-3-0) Seminar

Designed to allow a "Paideia"-like discussion opportunity to allow students to explore ethical issues and decisions as well as trends in the health-care setting. *Prerequisite: First year of upper-division enrollment.*

NURS 400 (3-3-0) Nursing Research and Theory

This course focuses on the cognitive and professional skills of nursing research and theory. The cognitive skills emphasized include critical thinking, problem solving, research critique, and theory utilization in professional nursing practice. The professional skills include valuing research as a basis for professional nursing practice. *Prerequisites: 300-level nursing courses*

NURS 405 (7-3-4) Caring for Populations with Unique Needs Obstetric and Psychiatric-Mental Health Needs

The unique needs of reproducing families and those with mental-health needs will be explored. Building on the foundation of previous nursing courses and the nursing process, the student will design nursing care for the preconceptual, perinatal, postpartal, and neonatal periods as well as examine responses to stressors across the life span. Tasks of pregnancy, psychosocial adaptations, biological-behavioral concepts in psychiatric nursing care, and cultural impact will be addressed. *Prerequisites: 200-level and 300-level nursing courses.*

NURS 406 (5-3-2) Caring for Populations in the Community: Community Health Nursing, Palliative Care, and Rehabilitative Care

The nurse will explore unique differences and skills needed to function in the provision of care to clients in home environments and in other community settings. This course will also focus on death with dignity. *Prerequisites: 200-level and 300-level nursing courses; Nurs 405.*

NURS 407 (3-3-0) Critical Care Nursing

This course explores the physiological alterations that result in admission to critical-care units and the expanded role of nurses in these settings. It will include clinical experiences in critical units. *Prerequisite: Senior nursing status required.*

NURS 411 (3-3-0) Nursing Leadership Perspectives and Trends in Contemporary Nursing Practice

This course is designed to analyze the role of the professional nurse as a leader in the profession and health care delivery. The course will focus on nursing leaders as vanguards of the profession and the role of the nurse leader in health care delivery. Advanced theoretical concepts will be examined using the nursing process as a framework. *Prerequisites: 300 level nursing courses; Prerequisite or co-requisite: NURS 400*

NURS 421 (3-3-0) Nursing and Women's Health

This course is designed to focus on the current health care challenges and issues of women's health and implications for professional nursing practice. Women's roles in a complex society will be examined to facilitate increased self awareness as consumers and providers in the health care delivery system. *Prerequisite for Generic Track: 300-level nursing courses. Prerequisite for RN-BSN Track: NURS 300-level courses; Prerequisite or co-requisite: NURS 400.*

NURS 430 (5-3-6) Contemporary Supportive Nursing: Individual, Group, Family, and Community Systems

This course is designed to provide the opportunity for the student to assist culturally diverse populations and aggregates within the community to achieve an optimal level of wellness. Special emphasis will be placed on advanced theoretical concepts related to health promotion, risk reduction, disease prevention, and developmental processes. The process of professional role development will be fostered through both independent and interdependent clinical experiences. *Prerequisites: NURS 300, NURS 310, NURS 320; Prerequisite or co-requisite: NURS 400.*

NURS 440 (1-0-0) Professional Nursing Honors Practicum

Restriction: Must have a minimum overall cumulative GPA of "B" (3.0) and Nursing Director approval. Provides outstanding academic nursing students the opportunity to identify and analyze a nursing topic and/or problem of major interest. The focus will be a guided study under the direction of a nursing faculty in the area of the student's major interest. The project will include a formal type-written proposal, and final type-written and/or oral report. This course is NOT REQUIRED FOR THE DEGREE. *Prerequisites : Must be classified as a senior.*

NURS 450 (3-3-0) Professional Nursing Issues in Practice: A Capstone

This course is the capstone experience that includes synthesis of nursing cognates and general education. The experience allows students to assess their knowledge of the program objectives. The course will incorporate essential knowledge, psychomotor, and affective domains of BSN education. *Prerequisite or co-requisite: Students will take this course in their last semester simultaneously with or after completing all requirements for the BSN degree.*

NURS 480 (2-0-6) Senior Practicum

This practicum course is designed to promote student responsibility and accountability for professional nursing practice by strengthening professional nursing roles and behaviors. *Prerequisites: This course will be taken in the senior year either simultaneously with or before NURS 450.*

Physical Education (PEDU)

PEDU 000 (0-2-0) Swimming

An introduction to the fundamentals of swimming designed for students scoring below the minimum on the swimming classification test to assist them in developing the prerequisite skills necessary to enroll in PEDU 201 - Swimming II (required of all Physical Education majors).

PEDU 100 (1-1-0) Individual Physical Education Activities

Special activities designed for students with physical disabilities or verified health problems that prevent their participation in vigorous physical education.

PEDU 101 (1-2-0) Swimming (Coed)

An introductory course in the fundamentals of swimming, with instruction provided at the beginning swimmers level of the Red Cross Program.

PEDU 102 (1-2-0) Dance

A course for beginning dancers, emphasizing movement as a medium of expression in the development of dance technique, locomotor skills, and creativity.

PEDU 103 (1-2-0) Jogging

This activity course is designed to improve student understanding of the component parts of fitness (muscular strength and endurance, cardiovascular endurance, flexibility and body composition) and their relationship to his/her individual needs.

PEDU 106 (1-2-0) Beginning Soccer

This course is designed to teach students the fundamental skills and strategies of soccer. The students will understand and become familiar with the rules and regulations, consequently enhancing self-confidence and satisfaction in teaching and participating in soccer.

PEDU 107 (1-2-0) Weight Training

This course is designed to familiarize students with weight training and body conditioning. Emphasis will be placed on proper lifting techniques, weight training for conditioning, body building, and power lifting.

PEDU 110 (1-2-0) Softball

The study and practice of the fundamentals of softball, including rules, playing strategies, team offense and defense, and techniques of base running, catching, throwing, and batting.

PEDU 111 (1-2-0) Stunts, Tumbling and Trampoline

The study and practice of fundamentals for performing beginning stunts and tumbling exercises safely and skillfully.

PEDU 112 (1-2-0) Golf

The study and practice of beginning golf, with emphasis on terminology, rules, customary courtesies, and appropriate use of the following clubs: mid-irons, short-irons, putter, and woods.

PEDU 120 (1-2-0) Tennis and Badminton

The study and practice of fundamentals involved in singles and doubles play in tennis and badminton, including rules, techniques, and skills.

PEDU 121 (1-2-0) Archery and Table Tennis

A practical study of the historical development, rules, techniques, and basic skills of archery and table tennis.

PEDU 122 (1-2-0) Volleyball

A practical study of the fundamentals of volleyball, including the historical development of the game and the rules and techniques of serving, setting, volleying, and scoring basic to playing the game.

PEDU 130 (1-2-0) Basketball

A practical study of the fundamentals of basketball, including the rules and historical development of the game, techniques of passing, dribbling, shooting, and conditioning, playing strategies, and team offense and defense.

PEDU 131 (3-3-0) Theory of Physical Education

A study of the philosophical, historical, biological, sociological, and psychological foundations of physical education.

PEDU 132 (1-2-0) Bowling

A practical study of the rules, performance skills, and techniques for beginning bowling.

PEDU 140 (1-2-0) Conditioning Exercise

A practical study of conditioning exercises, individual and group, for improving health and fitness, posture, and appearance.

PEDU 141 (1-2-0) Racquetball

This course introduces the beginner to the basic skills of racquetball, including scoreboard and backhand drives, grips, footwork, and serves. Safety consideration as well as rules and terminology are covered. Basic strategy is presented involving the return of service, use of ceiling and rear wall, and passing and kill shots. The course prepared the beginner for play in singles, doubles and cutthroat.

PEDU 200 (1-2-0) Swimming I

A course for physical education majors who already swim, emphasizing the following skills: a fully-coordinated crawl stroke, back stroke, open turn, treading water, surface turns, underwater swimming, back float, and standing front

dive. (For physical education majors.) *Prerequisite: Passing the classification test.*

PEDU 201 (1-2-0) Swimming II

A course in swimming emphasizing the following swimming strokes and skills: breast stroke, inverted breast stroke, trudgen crawl, side stroke, American crawl, butterfly, and fundamental diving skills.

PEDU 202 (2-2-0) Individual and Dual Sports

A practical study of methods and materials for teaching tennis, badminton, golf, camping, and track and field, with emphasis on developing materials and adapting strategies to the level of the learner.

PEDU 204 (2-2-0) Methods and Materials in Individual and Dual Sports

A practical introduction to the individual and dual sports of archery, badminton, golf, tennis, and camping, with emphasis on the knowledge base of each sport, the methods and techniques of teaching each, playing strategies, mechanical analyses, and skill development.

PEDU 210 (2-2-0) Team Sports I: Soccer and Volleyball

A course to assist physical education majors in their development of soccer and volleyball techniques, with additional emphasis on developing teaching materials and strategies appropriate to various age levels.

PEDU 212 (1-2-0) Gymnastics and Stunts

A course in the development of physical coordination, strength, and related teaching techniques through practice sessions on the trampoline, parallel bars, side horse, and mats.

PEDU 214 (2-3-0) Team Sports II

A course in team sports, focusing on the development of sport skills in track and field, basketball, volleyball, soccer, and softball, and on the learning of techniques for the acquisition and retention of neuromuscular skills.

PEDU 290 (2-3-0) Modern Dance

A course focusing on the development of kinetic awareness in sequences and movements, with emphasis on a practical knowledge of locomotor and non-locomotor movements related to modern dance basic to enhancing dance techniques, locomotor skills, and creativity.

PEDU 300 (1-2-0) Practicum in Physical Education

A practical course in physical education incorporating supervised experience in the development of teaching skills and leadership abilities appropriate to classroom settings, with emphasis on arranging equipment, organizing groups for skills practice, measuring and marking play areas, and selecting and administering skills tests.

PEDU 302 (2-2-0) Motor Learning

A study of the physiological and psychological variables associated with motor performance and skill acquisition and

retention, with special attention to theories and principles of psychomotor skills learning, research studies and relevant issues related to motor learning, and the role of physical movement in the acquisition of knowledge and skills in non-motor subject matter areas.

PEDU 310 (2-2-0) Rhythms

A practical study of the rhythmic structures of dance movements and their relation to the promotion of motor skill development in rhythm.

PEDU 311 (3-3-0) History and Principles

An introduction to the philosophical, historical, biological, sociological, and psychological foundations of physical education and sports, sports curriculum development, and motor learning theories.

PEDU 320 (2-2-0) Methods and Materials of Teaching Health Education and Physical Education

An introduction to methods and materials basic to elementary school health and physical education programs. *Prerequisite: Admission to the Teacher Education Program*

PEDU 321 (3-3-0) Early Childhood Physical Education K-6

An in-depth experience in the teaching of physical education activities to preschool and primary children.

PEDU 322 (3-3-0) Physical Education in Middle Grades 6-9

An introduction to methods and materials basic to developing programs and teaching physical education activities appropriate to children in the Middle Grades.

PEDU 331 (3-3-0) Kinesiology

A study of the musculature and bone structure of the human body and their relationship to physical movement, joint mechanisms, leverage, and muscle actions. *Prerequisite: ZOOL 210 or approval of instructor.*

PEDU 341 (3-2-0) Basketball Theory

An exploration of theories of basketball, with additional emphasis on organization and supervision of programs, motivation, evaluation, ethics, philosophy, planning, drills, and offensive and defensive skills.

PEDU 342 (3-2-0) Track Theory

An introduction to the theories and practices of teaching and coaching specific track events, with emphasis on research and performance techniques, track and field meet administration, and rules of the sport.

PEU 351 (3-2-0) Football Theory

An exploration of theories of football, with additional emphasis on organization and supervision of programs, motivation, evaluation, ethics, philosophy, planning, drills, and offensive and defensive skills.

PEDU 360 (3-3-0) Theory and Practice in Elementary Physical Education

A practical study of the place of physical activities in the total development of elementary age students (K-6), with emphasis on methods and materials for incorporating in the curriculum such activities as movement education, rhythms, mimetics, relays, combatives, self-testing, games of low organization, and singing games.

PEDU 361 (2-2-0) Sport Officiating

A study of the rules and mechanics for officiating at various seasonal sports, with practical experience in officiating at university intramural programs and in observing and evaluating officials in regularly scheduled contests.

PEDU 362 (3-3-0) Lifesaving and Water Instruction

A course to provide students with the knowledge and skills to save their own lives or the life of another in the event of an emergency. Major emphasis will be placed on personal safety, self rescue, rescue training skills, and back injury problems. Instruction and participation in swimming for the development of advanced skills and techniques will include methods and materials for teaching all levels of swimming. Prerequisite: PEDU 201.

PEDU 411 (3-3-0) Organization and Administration of Health and Physical Education

A study of the organization and administration of programs in health and physical education, including such topics as philosophy, program planning, course evaluation, staffing, facilities and equipment management, athletic activities, budgeting and finance, and public relations.

PEDU 421 (3-3-0) Measurement and Evaluation

A study of measurement and evaluation in health and physical education, including the selection and administration of appropriate tests and the use of fundamental statistical procedures to calculate and interpret results.

PEDU 431 (3-3-0) Adapted Physical Education

Lecture and practicum course covering the introductory techniques for conducting a physical education program to meet the needs of the disabled. Experience will include the evaluation of physical, motor, and postural fitness levels and the design, implementation, and evaluation of a diversified program of activities, games, and sports. Each student is required to spend a minimum of 25 hours of laboratory experience in schools, agencies, and/or institutions.

PEDU 442 (3-3-0) Modern Dance Theory

A course incorporating the analysis and practice of skills, the exercise of creative processes, and the acquisition of knowledge involved in modern dance.

PEDU 452 (3-3-0) The Intramural Sports Program

A practical study of the organization and administration of public and collegiate sports programs.

PEDU 460 (3-3-0) Methods and Materials in Physical Education K-12

A course for physical education majors emphasizing the importance of physical activity in the total development of the elementary and secondary student, with attention to the methods and materials, objectives and characteristics of activities appropriate to students in grades K-12, and to techniques for evaluating movement, locomotor, and non-locomotor skills.

PEDU 462 (3-3-0) Physiology of Exercise

A study of the physiological effects of exercise on the various body systems, with emphasis on the musculoskeletal, cardiovascular, and respiratory systems, and on laboratory techniques for monitoring physiological parameters.

PEDU 463 (3-3-0) Athletic Injuries

A practical study of the principles and applications basic to the prevention, treatment, and rehabilitation of athletic injuries.

PEDU 471 (3-3-0) Research Methodology

A critical analysis and investigation of the current research methods applicable to health and physical education and the changing academic climate.

PEDU 472 (3-3-0) Sports in Contemporary American Society

An interdisciplinary course introducing the social, economic, ethical, moral, and recreational aspects of sports in contemporary society, with special examination of such topics as aggression in sports, the roles of blacks and women in sports, exploitation in sports, and the entertainment value of sports.

PEDU 482 (3-3-0) Psychology of Coaching

A practical study of problems specifically related to coaching, such as recruiting, acquiring a thorough grounding in game rules and playing techniques, organizing practices, and side-line coaching.

PEDU 483 (3-3-0) Supervision of Health and Physical Education

An analysis of current supervisory practices relative to physical education programs in city, county, and state school systems, with emphasis on program planning, fiscal management, and laws pertaining to the conduct of health and physical education programs.

PEDU 492 (3-3-0) Wrestling

A course focusing on the basic skills, tactics, strategies, rules and regulations involved in wrestling.

Philosophy (PHIL)

PHIL 110 (3-3-0) Critical Thinking

An introduction to the basic elements of argumentation, focusing on the analysis, evaluation, and development of claims and arguments in the sciences, the humanities, the social sciences, the applied sciences, and everyday life experiences.

PHIL 210 (3-3-0) Introduction to Philosophy

An analytical study of ancient and modern philosophical problems in metaphysics, the philosophy of religion, epistemology, ethics, and political philosophy, with emphasis on encouraging critical approaches to theoretical and practical issues. *Pre- or Corequisite: PHIL 110.*

PHIL 211 (3-3-0) Introduction to World Religions

An examination of the religions of the world, including the nature of religious beliefs, spiritual beings and powers, myths, rituals, ethics, religious claims and arguments, and the impact of religions on culture, politics, society, and the daily lives of believers. Traditional African religions, Islam, Hinduism, Buddhism, Christianity, religions of Meso America, religions of Native Americans, Confucianism, Taoism, Shintoism, Judaism, and Sikhism will be addressed.

PHIL 212 (3-3-0) African-American Philosophy

This course is a critical examination of the following concepts and issues pertaining to the African-American experience in historical and contemporary periods: oppression, resistance, justice, liberation, separatism, integration, affirmative action, identity, self-respect, race, class, gender, the universality of Western Philosophy, and cultural features of philosophy. These concepts and issues will be addressed through an analysis of writings by major figures such as: Sojourner Truth, Frederick Douglass, W.E.B. DuBois, Alain Locke, Martin Luther King, Jr., Malcolm X, William Jones, Cornel West, Angela Davis, Leonard Harris, Lucius Outlaw, and Bernard Boxill. *Prerequisite: PHIL 110.*

PHIL 220 (3-3-0) Introduction to Logic

An introduction to techniques of correct reasoning in informal contexts, to Aristotelian and mathematical logic, and to practical applications of logic, for example, in addressing contemporary issues and in completing logic sections of national examinations such as the GRE, GMAT, LSAT, NTE, MCAT, etc. *Prerequisite: PHIL 110.*

PHIL 230 (3-3-0) Political and Social Philosophy

An introduction to traditional and contemporary social-political thought and its relationship to practice, with emphasis on the interdependence of economic and sociopolitical issues and on the African viewpoint and its relationship to other world views. *Prerequisite: One of the following: PHIL 110, PHIL 210, or PHIL 220.*

PHIL 310 (3-3-0) Philosophy of Religion

A course examining the claims of religion from a logical point of view and covering such topics as traditional arguments for the existence of God, the problem of evil, evolution, knowledge and belief, religion and morality, religious experience and verification, and existentialism. *Prerequisite: At least one of the following: PHIL 110, 210, or 220.*

PHIL 320 (3-3-0) Introduction to Ethics

A philosophical exploration of the basis of the good life, involving approaches to the problems of moral belief and practices. *Prerequisite: At least one of the following: PHIL 110, PHIL 210, or PHIL 220.*

PHIL 330 (3-3-0) Ancient & Medieval Philosophy

A study of major philosophical developments from the ancient Greeks through the medieval period, emphasizing Plato, Aristotle, and Aquinas. Students will develop skills in the analysis, development, and evaluation of claims and arguments connected with the ancient and medieval periods. *Prerequisite: One of the following: PHIL 110, PHIL 210, or PHIL 220.*

PHIL 340 (3-3-0) Modern Philosophy

This course provides a study of major philosophical developments of the modern period, with emphasis on the arguments of the rationalists and empiricists. Students will develop skills in the analysis, development, and evaluation of claims and arguments of the modern period. *Prerequisite: At least one of the following: PHIL 110, 210, or 220.*

PHIL 360 (3-3-0) Existentialism

This seminar in philosophy provides a study of Existentialism as a response to the philosophical problems unique to the post-industrial societies as articulated by Kierkegaard, Nietzsche, Sartre, Camus, et al. Focusing primarily on such major existential themes as choice, responsibility, identity, freedom, and alienation, the students will explore the common concern of these thinkers about human existence and the conditions and quality of the life of the individual. *Prerequisite: At least one of the following: PHIL 110, PHIL 210, or PHIL 220.*

PHIL 370 (3-3-0) Philosophy of Science

This course provides a philosophical exploration of issues in the philosophy of science and technology, and of problems of scientific belief and practice. Topic areas include the value of science; the nature of scientific activities; science and myth; generalization and related inductive reasoning; causal reasoning; scientific theories; science and society; change in science; and, scientific explanation. Students will develop skills in the analysis, development, and evaluation of scientific claims and scientific arguments. *Prerequisite: At least one of the following: PHIL 110, 210, or 220.*

PHIL 430 (3-3-0) Seminar in Philosophy

Individual or group study and critical discussion of selected philosophical issues. *Prerequisite: At least one of the following: PHIL 110, PHIL 210, or PHIL 220.*

Physics (PHYS)**PHYS 110 (2-2-0) Basic Physics**

An introduction to fundamental concepts of measurements, dimensions and units, scalars and vectors, forces and free-body diagrams, work and energy, with attention to the improvement of problem-solving and computational skills. *Pre or Corequisite: MATH 123 or higher.*

PHYS 111 (4-3-2) General Physics I

An introductory study of the phenomena and concepts of classical physics, emphasizing mechanics, wave motion, fluids, temperature, and heat, with laboratory exercises providing practical knowledge in handling laboratory apparatus, data collection, and data interpretation related to

topics discussed in the lectures. *Prerequisite: MATH 124 or higher level mathematics course.*

PHYS 112 (4-3-2) General Physics II

A continuation of PHYS 111, emphasizing the principles of electricity, magnetism, electromagnetic waves, geometrical and physical optics, with laboratory exercises providing practical knowledge in handling laboratory apparatus, data collection, and data interpretation related to the topics discussed in the lectures. *Prerequisite: PHYS 111.*

PHYS 113 (2-2-0) General Physics III

A continuation of PHYS 112, emphasizing the concepts and principles of modern physics, including special relativity, quantum physics, nuclear and high energy physics. Conceptual demonstrations of essential principles will be an integrated feature of this course. *Prerequisite: PHYS 112*

PHYS 121 (4-3-2) College Physics I

A calculus-based introductory study of Newtonian mechanics, wave motion, thermodynamics, and related concepts, with special emphasis on problem-solving and with laboratory experiences providing practical knowledge in handling laboratory apparatus, data collection, and data interpretation related to topics discussed in the lectures.

Prerequisite: MATH 142. Corequisite: MATH 241.

PHYS 122 (4-3-2) College Physics II

A continuation of PHYS 121, emphasizing the principles of electricity, magnetism, electromagnetic waves, geometrical and physical optics, with laboratory exercises providing practical knowledge in handling laboratory apparatus, data collection, and data interpretation related to topics discussed in lectures. *Prerequisite: PHYS 121.*

PHYS 123 (2-2-0) College Physics III

A continuation of PHYS 122, emphasizing the principles of special relativity, quantum physics, nuclear and high energy physics. Demonstrations of essential principles will be an integrated feature of this course. *Prerequisite: PHYS 122.*

PHYS 211 (4-3-2) Mechanics

An intermediate-level concentration in mechanics dealing with vector analysis, central force problems, rotational motion, and time, position, and velocity dependent forces, steady state and time varying forced oscillations and the Lagrangian method. with laboratory exercises complementing theory. *Prerequisites: PHYS 121, MATH 242. Corequisite: MATH 331.*

PHYS 212 (4-3-2) Heat

An intermediate-level concentration in thermodynamics dealing with the laws of thermodynamics, open and closed systems, kinetic theory of gases, heat engines, and statistical mechanics with laboratory exercises complementing theory. *Prerequisites: PHYS 122, MATH 241.*

PHYS 301 (4-3-2) Electronics for Scientists

An introduction to the foundations of electronics for students of the sciences, with specific consideration of the properties of semi conducting elements. The course emphasizes various types of electronic circuits and devices such as amplifiers, and other solid state devices, using linear and digital circuits. Construction and analysis of electronic circuits and devices, with experimental demonstrations of their uses, are essential components of the course. *Prerequisites: PHYS 113 or PHYS 123, MATH 142 Corequisite: MATH 241 or consent of the instructor.*

PHYS 302 (4-3-2) Biophysics

An introduction to the basic principles of electricity, electronics, mechanics, thermodynamics, optics, and acoustics to living organisms. Beginning with the subatomic level, the basic knowledge of physics is used to understand the structure and function of atoms, simple molecules, macro-molecules, cellular organelles, and the many processes occurring within the cell. The ideas of physics, chemistry, and biology are all essential to the course. *Prerequisites: PHYS 113 or 123, MATH 142. Corequisite: MATH 241 or consent of instructor.*

PHYS 311 (4-3-2) Electricity and Magnetism I

An intermediate-level presentation of the principles and theories of electricity and magnetism, with applications of Maxwell equations and boundary value problems and with laboratory exercises complementing theory. *Prerequisites: PHYS 122, 211, MATH 331.*

PHYS 312 (4-3-2) Electricity and Magnetism II

An intermediate-level presentation of the principles and theories of electricity and magnetism, with emphasis on boundary value problems, collision processes, radiation, and relativity. *Prerequisite: PHYS 311.*

Political Science (POLI)

POLI 200 (3-3-0) Introduction to Political Science

The study of the basic principles and concepts of political science with emphasis on the nature and function of political systems. Various approaches to the study of politics and the relationship of political science to other social sciences will be examined. *Prerequisite: Political Science majors must complete POLI 200 before enrolling in POLI 210.*

POLI 210 (3-3-0) Principles of American Government

An introduction to the historical background, purposes, and functions of political institutions, especially the structures and activities of the American system - federal, state, and local. *Prerequisite: POLI 200.*

POLI 220 (3-3-0) Principles of Public Administration

A study of basic concepts of administration including the following topics: the growth of administration as an art and a science; the relationship of administration to the political process; administrative organization and processes; the political power of bureaucracies; and the responsibility of public servants.

POLI 301 (3-3-0) Organizational Theory

An analysis of organizational theories, incorporating the traditional political, environmental, behavioral, bureaucratic, and decision-making approaches and applying them to studies of modern organizations, with additional attention to current research on contemporary issues demonstrating the continuing development of organizational theory.

POLI 311 (3-3-0) Political Parties and Pressure Groups

A study of the history, structure, and functions of American political parties and pressure groups, their relationship to democratic government, and their techniques of political action.

POLI 312 (3-3-0) Public Leadership and Management

A course focusing on leadership styles, human motivations, and basic problems of management, including decision-making, communications, and public relations.

POLI 320 (3-3-0) State and Local Government

An examination of the framework of state and local governments in the United States and an evaluation of their contributions to federal systems, with special attention to North Carolina's governmental structure and contributions.

POLI 321 (3-3-0) Public Personnel Management

A study of the theory, practice, and organization of the public personnel system in the United States, including the essentials of personnel training, classification, compensation, promotion, testing, employee relations, and employee organizations.

POLI 330 (3-3-0) Public Financial Management

A study of the practices and problems of modern fiscal management, with special emphasis on budgeting concerns and techniques, budget management for planning and control, and budget review as an analytical tool at the national, state, and local levels of government.

POLI 331 (3-3-0) Politics and Urban Planning

A study of approaches to urban planning in the light of political realities in the nation, the state, and the community.

POLI 332 (3-3-0) The Legislative Process

A study of the evolution, structure, functioning processes, and dynamics of American legislative institutions, with emphasis on the interrelationships among the legislative, executive, and judiciary branches and outside groups in the law-making process.

POLI 350 (3-3-0) Government and Politics of Africa

A course examining characteristics of governments and politics in the developing nations of Africa, with attention to such concerns as colonialism, independence movements, and the problems of nation building.

POLI 351 (3-3-0) Government and Politics of Europe

A comparative analysis of the organization, functioning, and processes of governments and politics in the Soviet

Union and selected European countries.

POLI 352 (3-3-0) Government and Politics of Asia

A course analyzing the organization, functioning, and processes of governments and politics in China, Japan, and other Asian nations.

POLI 400 (3-3-0) Administration of Urban Government

A study of the organization and management characteristics of various types of government entities in urban areas, including municipal government, county government, and governmental structures for other special districts.

POLI 401 (3-3-0) Federalism and Intergovernmental Relations

A course focusing on changing relationships of local, state, and federal agencies, the expanding role of regional planning boards, and recent developments in the sharing of federal tax revenue with non-national governments.

POLI 402 (3-3-0) Public Policy Formulation

A course covering approaches to decision-making in government and administration, including policy formulation within administrative agencies and departments and within the larger context of the overall political process.

POLI 410 (3-3-0) The American Chief Executive

A study of the origin, background, and evolution of the Office of the President of the United States, with a review of the president's powers in the areas of politics, administration, legislation, and foreign affairs. *Prerequisite: POLI 210 or consent of instructor.*

POLI 411 (3-3-0) Public Opinion and Propaganda

A study of the development of attitudes and beliefs, the nature of public opinion and propaganda, the methodology of public opinion polling, and the strategies and techniques for influencing public opinion through the uses of propaganda, mass media, and communications.

POLI 412 (3-3-0) Administrative Law

An investigation of administrative law, its powers and procedures, the liabilities of administrative agencies and officers, and governmental activities in the regulation of agriculture, industry, and labor.

POLI 420 (3-3-0) Research Methods in Public Management

A review of basic concepts, ideas, approaches, methods, and materials used to study administrative institutions, including simulation techniques, surveys, mathematical statistics, cybernetics, content analysis, and computers.

POLI 422 (3-3-0) American Foreign Policy

A study of American foreign policy decision-making with assessments of the effectiveness of foreign policies.

POLI 430 (3-3-0) International Politics

A study of the interplay of political forces in the international community, with emphasis on war-time diplomacy, peace treaties, and alignments of nations in times of peace and conflict during the postwar period.

POLI 431 (3-3-0) International Organization

A study of the basic concepts, historical backgrounds, evolution, and functioning of international governmental and administrative systems, with primary emphasis on the United Nations.

POLI 432 (3-3-0) International Law

A review of the rules and practices governing nations in peace and war; the nature, sources, evolution, and functioning of various schools of international law; principal law-making and adjudicatory agencies; international personalities; treaties; jurisdictions over person and place; diplomatic and consular interactions; peace settlements; war and neutrality.

POLI 440 (3-3-0) Introduction to Government Planning

A study of concepts, fundamentals, and methods of planning, focusing on the significance of planning to public administration and public policy, with special consideration of Program Planning Budgeting Systems (PPBS), Management by Objectives (MBO), Program Evaluation and Review Technique (PERT), Planning, Management, and Evaluation (PME), and Zero Base Budgeting (ZBB).

POLI 441 (3-3-0) Citizen Participation in Policy Making

A study of citizens' involvement in political activities and in government policy making, with analyses of citizen initiated and government sponsored efforts to increase popular input, and assessments of the effects of citizen participation on policy making related to specific issues and to the performance of governments.

POLI 442 (3-3-0) Public Policy Analysis

A study of the methods and techniques used in determining the effectiveness of public programs, with emphasis on the development of appropriate systems for conducting evaluations and with the use of case studies for practical exercises in policy analysis.

POLI 450 (3-3-0) History of Political Theory I

A survey of political theories and their practical applications from the days of ancient Greece to the sixteenth-century theorist, Jean Bodin. *Prerequisite: POLI 200 or consent of instructor.*

POLI 460 (3-3-0) History of Political Theory II

A continuation of the study of political theories from Thomas Hobbes to the present. *Prerequisite: POLI 200 or consent of instructor.*

POLI 461 (3-3-0) American Political Ideas

A study of the political ideas of leading American political leaders and public officials, with particular attention

to the influences of these ideas upon American governmental systems. *Prerequisite: POLI 200 and POLI 210 or consent of instructor.*

POLI 470 (3-3-0) Government Internship

Supervised experience in the application of principles and techniques to various areas of public service, with supervision and evaluation under the direction of the instructor in cooperation with administrators of selected public agencies in the state, and with requirements including one-hour a week in lectures and conferences and at least nine hours a week on assignment at public agencies.

POLI 471 (3-3-0) Research Seminar

Practical experience in applying the research methods introduced in POLI 420 to in-depth studies of selected topics, incorporating computer technology for data gathering, analyses, and interpretation. *Prerequisite: POLI 420 or consent of instructor.*

POLI 480 (3-3-0) Senior Seminar

Intensive independent studies of selected topics, requiring the preparation and presentation of assigned topics for critical review.

POLI 481 (3-3-0) Senior Seminar - Selected Problems in Public Management

An analysis of problems in public management created by or associated with technological advancements, environmental changes, urbanism, the civil rights movement, ethics and values, private rights, and changing expectations.

POLI 490 (3-3-0) Advanced Reading and Research

Supervised reading and research in areas of special interest. *Prerequisite: Permission of the department chair.*

Police Science (POSC)

POSC 101 (3-3-0) Introduction to Law Enforcement (CRJC 201)

A study of the philosophy and history of law enforcement, including its legal limitations in a democratic republic; a survey of the primary duties and responsibilities of the various law enforcement agencies; a delineation of the basic processes of justice; an evaluation of law enforcement's current position; and an orientation relative to law enforcement as a vocation. Students who have completed CRJC 201 may not take this course.

POSC 102 (3-3-0) Highway Traffic Administration

An examination of the U.S. transportation system, including a study of complementary agencies that contribute to the effectiveness of operations within the system through the organization and administration of traffic flow regulations, traffic laws, traffic control, accident investigations, traffic courts, and regular operational analyses, with additional attention to the social, economic, and political impacts of the transportation system, including the complementary agencies in their contributory roles.

POSC 111 (3-3-0) Criminal Law (CRJC 300)

A presentation of the basic concepts of criminal law and an evaluation of the merits of rules of law and order in our system of government. Students who have completed CRJC 300 may not take this course.

POSC 210 (3-3-0) Criminal Investigation (CRJC 210)

An introduction to the fundamentals of investigation, including procedures and techniques for conducting crime scene searches; recording, collecting and preserving evidence; identifying, using, and protecting sources of information; conducting interviews and interrogations; preparing cases and making court presentations; and investigating specific criminal offenses. Students who have completed CRJC 210 may not take this course.

POSC 221 (3-3-0) Introduction to Criminalistics (CRJC 221)

A general survey of the methods and techniques used in modern scientific investigations of crimes, with emphasis on practical applications of demonstrated laboratory techniques and the use of available scientific equipment. Students who have completed CRJC 221 may not take this course.

POSC 230 (3-3-0) Criminal Evidence (CRJC 230)

A study of the kinds and degrees of evidence and the rules governing the admissibility of evidence in court. Students who have completed CRJC 230 may not take this course.

POSC 232 (3-3-0) Police Organization and Administration

An introduction to the principles of police organization and administration, with special attention to the service functions; e.g., personnel management, police management, training, communications, records, property maintenance, and miscellaneous services.

POSC 241 (3-3-0) Crime Scene Technology

A review of processes governing the search for physical evidence, with emphasis on the location, reproduction, identification, collection, and preservation of evidence, and of the transportation of evidence to the crime laboratory, with laboratory situations providing practical experiences in applications of techniques and procedures studied.

POSC 251 (3-3-0) Criminal Procedures

A review of criminal procedures from incident to final disposition and a survey of the principles of constitutional, federal, state, and civil laws relative to law enforcement.

POSC 262 (3-3-0) Police Community Relations (CRJC 262)

A course in the development and use of community relations programs to aid and support the police, corrections programs, and the criminal justice system as a whole in their promotion of an orderly society. Students who have completed CRJC 262 may not take this course.

POSC 400 (3-3-0) Seminar in Criminal Interrogation and Confessions

A study of criminal interrogations and confessions, including such aspects as warning the subject, the Fourth Amendment Right of Privacy, the attitude of the interrogator, the classification of suspects for interrogation, tactics at interrogations, the interrogation of witnesses who may later become suspects, psychological tools to be used in extracting a confession from an unwilling suspect, procedures for reading suspects their rights and for informing them of those rights, the laws governing the admissibility of confessions in court, the use of trickery and deceit, and the latest laws- both federal and state-regarding confessions and interrogations. *Prerequisites: POSC 101, or CRJC 201 and CRJC 300.*

Physical Science (PSCI)**PSCI 111 (4-3-2) Physical Science I**

An introduction to the principles, concepts, and ideas of the physical sciences (physics, chemistry, astronomy, geology, meteorology, and oceanography), including lectures, discussions, and laboratory sessions devoted to physics and chemistry, with opportunities for making observations, developing problem-solving techniques, and using reasoning skills in guided applications of the scientific method. *Pre- or Corequisite: MATH 123 or higher.*

PSCI 112 (4-3-2) Physical Science II

A continuation of the principles, concepts, and ideas begun in Physical Science 1, including lectures, discussions, and laboratory sessions devoted to astronomy, geology, meteorology, and oceanography, with opportunities for making observations, developing problem-solving techniques, and using reasoning skills in guided applications of the scientific method. *Prerequisite: PSCI 111.*

Psychology (PSYC)**PSYC 210 (3-3-0) General Psychology**

An introduction to the study of psychology as a science and the application of the scientific method in the understanding of behavior, with emphasis on such behavioral phenomena as learning, motivation, emotions, memory and problem solving, personality and development, behavior disorders, and psychotherapy.

PSYC 233 (4-3-1) Statistics for Psychology

Basic statistical theory and techniques appropriate to psychology and related fields; introduction to statistical inference and the testing of hypotheses. This course includes a lab which incorporates the use of computer packages for statistical analyses. *Prerequisites: PSYC 210 and MATH 123.*

PSYC 250 (3-3-0) Current Topics in Psychology

A study of current topics in psychology, with an emphasis on topics related to current research. *Prerequisite: PSYC 210 or consent of the instructor.*

PSYC 260 (3-1-2) Computer Applications for Behavioral Sciences

An introduction to microcomputers stressing the hands-on use of basic applications to include word processing, spreadsheets, and databases in a Windows environment. The course will emphasize the use of these tools in preparing documents integrating the three applications.

PSYC 290 (3-3-0) Psychology of Personal Adjustment

A study of coping mechanisms and adjustment strategies for meeting the everyday demands of life and dealing with special psychological problems, such as stress, depression, anxiety, deviant sexual behavior, sexual dysfunction, and other everyday problems. *Prerequisite: PSYC 210.*

PSYC 310 (3-3-0) Theories of Personality

An investigation of theories concerning the development and functioning of the normal personality, with attention to empirical findings related to individual adjustment or maladjustment. *Prerequisite: PSYC 210.*

PSYC 320 (3-3-0) Theories of Learning

A review of major theories of human and animal learning and motivation, with emphasis on individual and environmental factors affecting learning and performance in various contexts, including experimental and educational settings. *Prerequisite: PSYC 210*

PSYC 331 (3-3-0) Developmental Psychology

An introduction to developmental psychology, focusing on the period from conception through adolescence, with emphasis on developmental principles and theories in the areas of cognitive, emotional, social, personality, and physical development. *Prerequisite: PSYC 210.*

PSYC 332 (3-3-0) Psychology of Aging

An introduction to adult development and human aging, including a survey of major developmental principles, theories, and current research in the areas of biological, cognitive, social, personality, and emotional development. *Prerequisite: PSYC 210.*

PSYC 342 (3-3-0) Introduction to Clinical and Counseling Psychology

A survey of the history, theories, and applications of clinical and counseling psychology, with an emphasis on analyses of the various approaches to counseling and therapy. *Prerequisite: PSYC 210.*

PSYC 343 (3-3-0) Multicultural Psychology

A study of the development of ethnic psychology, with emphasis on related theories and research and on the interactions of ethnic Americans with educational, political, religious, and social institutions. *Prerequisite: PSYC 210.*

PSYC 350 (3-3-0) Industrial and Organizational Psychology

A study of psychological factors influencing performance in work settings, especially group processes, employee motivation, leadership, selection, and training,

with additional emphasis on the analysis and design of jobs and organizations. *Prerequisite: PSYC 210.*

PSYC 352 (4-3-1) Research Methodology

A lecture and laboratory course covering the design, analysis, implementation, and interpretation of experimental research in areas of general psychology, such as learning, memory, and perception, and in social psychology. *Prerequisite: PSYC 233.*

PSYC 354 (3-3-0) Writing for Psychology

The course is designed to teach students the basic mechanics of writing in psychology. Topics to be discussed in this course will include orderly and precise presentation of ideas, smoothness and economy of expression, and the preparation of manuscripts according to the standards of the American Psychological Association. *Prerequisites: PSYC 210, PSYC 233.*

PSYC 360 (3-3-0) Social Psychology

A study of individual behavior influenced and affected by social factors, with emphasis on socialization, attitude formation, and change, with additional attention to interpersonal attraction, leadership, and other behaviors in group settings. *Prerequisite: PSYC 210.*

PSYC 365 (3-3-0) Health Psychology

An examination of the links between medicine and psychology, including the 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 and the individuals' relationship to these issues within individual, cultural and cross-cultural contexts. *Prerequisites: PSYC 210.*

PSYC 370 (3-3-0) Physiological Psychology

Background and contemporary research relating behavior to biological processes. Data on neural and hormonal systems are summarized and used in examining such complex behaviors as learning, perception, and motivation. *Prerequisite: PSYC 210.*

PSYC 380 (3-3-0) Behavior Modification

A study of applications of learning theories and laboratory findings to behavior problems in educational, clinical, and social settings, with emphasis on empirical research demonstrating the effectiveness of behavior modification and cognitive/behavioral techniques. *Prerequisite: PSYC 320 or consent of the instructor.*

PSYC 381 (3-3-0) Child Psychopathology

A survey of factors affecting psychological development from infancy through adolescence, with emphasis on conceptual models, assessment approaches, and treatment of abnormalities. *Prerequisite: PSYC 331.*

PSYC 390 (3-3-0) Psychological Tests and Measurements

A survey of the major methods of evaluating and comparing psychological and physical abilities, including methods of measurement, basic statistical concepts relative to evaluation, and applications of psychological testing. *Prerequisite: PSYC 233 or an equivalent statistics course.*

PSYC 400 (3-3-0) History and Systems of Psychology

A survey of the development of psychology in historical and socio-cultural perspective. A review of the major historical and contemporary systems of psychology, and their relation to the philosophy of science and to the selection of problems and methodologies. *Prerequisites: PSYC 352 and 9 additional semester hours in PSYC classes at the 300-level courses or higher.*

PSYC 420 (3-3-0) Sensation and Perception

A study of the structures and functions of the sensory systems, with particular attention to perceptual processes influenced and affected by physical factors in the environment and by psychological aspects of the perceiving organism. *Prerequisite: PSYC 370, or consent of instructor.*

PSYC 421 (3-3-0) Cognitive Psychology

A study of theoretical approaches and research findings relevant to the complex processes of thinking, linguistic expression, problem solving, and decision making, with attention to the relation of these processes to intelligence and creativity. *Prerequisite: PSYC 210.*

PSYC 422 (3-3-0) Abnormal Psychology

A survey of disturbances of personality and behavior and of the major viewpoints regarding causes, prevention, and treatment. *Prerequisite: PSYC 210.*

PSYC 430 (3-3-0) Advanced Seminar: Sex and Gender

This senior seminar will explore how various areas of psychology conceptualize and investigate the relationship between sexuality and gender. The study of gender/sexual relations will be approached from many different perspectives, including individual, social, cultural, historical, and biological. Sources will include journal articles, books, and fictional stories. *Prerequisite PSYC 352.*

PSYC 460 (3-3-0) Senior Seminar

A study of selected contemporary topics examining the functional interrelationships of research, theory, and/or application within the various areas of psychology. *Prerequisite: Senior psychology major or permission of instructor.*

PSYC 485 (3-3-0) Individual Topics in Psychology

Systematic review of various topics on issues of psychological relevance, such as stress management, and sexual reinstatement. *Prerequisite: Permission of the instructor and department chair.*

PSYC 489 (3-3-0) Independent Study I

Supervised library, laboratory, and/or field research in psychology on a topic of choice of a student. *Prerequisite: Permission of instructor and department chair.*

PSYC 491 (3-3-0) Independent Study II

Supervised library, laboratory, and/or field research in psychology on a topic of choice of a student. *Prerequisite: Permission of instructor and department chair.*

Reading (READ)

READ 112 (3-3-0) Foundations of Reading Instruction

An introduction to reading from perspectives of history, sociology, and psychology, emphasizing factors involved in facilitating learning to read as a developmental process.

READ 211 (1-1-0) Field Experiences in Reading I

Observational experience in the public school related to the teaching of reading, the management of reading groups, the assessment of oral and silent reading habits of children, the evaluation and selection of reading materials, and the development of reading centers.

READ 311 (1-1-0) Field Experiences in Reading II

Practical experience in the public school including limited teaching of reading, tutoring, and working with reading materials and resources. In conjunction with READ 315: Teaching of Reading in the Elementary School.

READ 312 (1-1-0) Field Experiences in Reading III

Practical experience in working with skills deficient readers in a public school setting and/or in the College Reading Laboratory.

READ 315 (3-3-0) Teaching Reading in the Elementary School

An introduction to the basics of reading instruction, with emphasis on reading readiness, the initial stages of reading development, and primary and intermediate reading programs. *Prerequisite: Admission to teacher education.* (Fall, Spring)

READ 316 (3-3-0) Corrective and Remedial Reading

A course in the prevention, diagnosis, and correction of reading difficulties. *Prerequisite: READ 315.*

READ 320 (3-3-0) Teaching Reading in the Content Areas

A study of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools. (Fall, Spring, Summer)

READ 350 (3-3-0) Teaching of Reading in Content Area (K-6)

A study of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in the elementary schools.

READ 362 (3-3-0) Evaluation and Selection of Textbooks

A study of criteria for the evaluation and selection of textbooks for elementary and secondary school levels.

READ 370 (3-3-0) Language Development and Emergent Literacy

This course focuses on the purposes of literacy instruction, which includes helping children develop their oral language skills, and describing how reading and writing develop. Emphasis is placed on providing a wide variety of activities for preschoolers to stimulate language development and literacy. Assessing children's progress in literacy is also addressed.

READ 380 (3-3-0) Practicum in Teaching Reading to Adult Non-Readers

A practical course in assessing the reading needs of adult non-readers and in designing remedial programs to address reading deficiencies.

READ 390 (3-3-0) Methods and Materials in Teaching Reading

A study of reading problems, materials, methods, and instructional media basic to the effective teaching of reading.

READ 400 (3-3-0) Practicum in the Correction of Reading and Related Disorders

A clinical experience in diagnosing reading problems and deficiencies of disabled readers, with emphasis on methods of assessing disabled readers, writing reports and lesson plans according to assessed needs, and tutoring. *Prerequisite: READ 390.*

READ 420 (3-3-0) Strategies for Teaching Reading to Slow Learners

A course examining the characteristics of slow learners, identifying their common reading problems, considering the factors affecting them, and exploring appropriate strategies for teaching the slow learner effective reading skills.

READ 421 (3-3-0) Teaching Reading to Reluctant Adolescents

A course examining ways to motivate and teach adolescents lacking an interest in learning to read, with attention to developing basic vocabulary, comprehension, and study skills through the use of reading in the content areas.

READ 422 (3-3-0) Teaching Reading to Culturally Diverse Children

An examination of materials and approaches for teaching reading effectively in a multicultural setting.

READ 440 (3-3-0) Review of Research in Reading

A survey of contemporary reading research and its relation to practical classroom situations. *Prerequisites: READ 315 and/or READ 320.*

READ 441 (3-3-0) The Psychology of Reading

A study of learning theories related to the process of reading, with emphasis on language development, including linguistic, cognitive, perceptual, and sensory aspects, and the relationship of language development to reading growth and development. *Prerequisites: READ 315 or READ 320.*

READ 490 (3-3-0) Seminar in Reading

Analyses of problems, issues, and trends in reading education. *Prerequisites: READ 315 and 320.*

Recreation (RECR)

RECR 200 (3-3-0) Program Planning in Urban Recreation

A course in the development of recreation program activities for all age groups, including consideration of facilities and equipment, group composition, community resources, and leadership techniques, as well as the role of the supervisor in personnel selection, motivation, and evaluation, and in the planning, organization and operation of a comprehensive program.

RECR 203 (3-3-0) Introduction to Community Recreation

A study of the historical, physiological, social, economic, and philosophical foundations of recreation, with emphasis on the theories, objectives, and principles of public, private and commercial recreation programs.

RECR 300 (3-1-2) Leadership in Supervised Recreation

Observation of and practical experience in effective supervision of recreation activities and recreation personnel, both professional and volunteer.

RECR 312 (3-3-0) Organization and Administration in Community Recreation

A study of the administrative practices, organizational structures, principles, and philosophy of community recreation. *Prerequisite: RECR 203.*

RECR 411 (3-3-0) Recreational Practice (Internship)

An internship experience in recreational practice with public and private agencies. *Prerequisite: RECR 200.*

RECR 422 (3-3-0) Camping

An introduction to fundamentals of planning, organizing, and administering camping programs.

RECR 430 (3-3-0) Therapeutic Recreational Services

A study of recreational activities designed to meet the limitations imposed by handicaps or illnesses.

RECR 431 (3-3-0) Physical Recreation for the Emotionally Handicapped

An examination of individual and group approaches to physical education for the emotionally disturbed and mentally ill.

Religion (RELI)

RELI 311 (3-3-0) Introduction to the Bible

A study of important Biblical writings, with special emphasis on the diverse forms of writings in the Bible, the historical contexts in which specific books were produced and the religious beliefs and values expressed.

RELI 410 (3-3-0) Religion and Culture

A study of the relationship between religious beliefs and diverse cultural forms, including art, literature, music, politics, and society, with examinations of non-western as well as of western religious traditions.

Sociology (SOC)

SOCI 210 (3-3-0) Principles of Sociology

An examination of the basic concepts and principles of sociology, with emphasis on a scientific analysis of culture, personality, social groups and social institutions, social organizations, population trends, and social processes.

SOCI 220 (3-3-0) Contemporary Social Problems

An analysis of the causes and consequences of current social problems: poverty, urbanization, wars, mental illness, alcoholism, drug addiction, crime and delinquency, environmental concerns, and problems of social institutions. *Prerequisite: SOCI 210*

SOCI 311 (3-3-0) Culture and Personality

A study of the nature of culture, of the factors of difference in human behavior and personality, and of comparisons of selected preliterate and modern groups with regard to social situations. *Prerequisite: SOCI 210*

SOCI 330 (3-3-0) Marriage and Family Relations

An analysis of the forms and functions of the family, including changing sex roles, marital choice, procreation, and socialization, with emphasis on the history of American family patterns and the effects of contemporary social changes on the family. *Prerequisite: SOCI 210*

SOCI 331 (3-3-0) Social Statistics

An introduction to techniques for the analysis and interpretation of research data, including descriptive statistics (frequency distributions, centrality, variability and correlation measures) and inferential statistics (sampling theories and tests of statistical hypotheses, including the chi square, t-tests and analysis of variance). *Prerequisites: SOCI 210 and MATH 123, or permission of instructor.*

SOCI 333 (3-3-0) Introduction to SPSS

An introduction to the Statistical Package for the Social Sciences, a computer program for data processing and statistical analysis, enabling students without knowledge of programming or without programming aspirations to utilize the computer for scientific research. *Prerequisites: SOCI 210, SOCI 331 or permission of instructor.*

SOCI 335 (3-3-0) Sociological Research Methods

An introduction to the various sociological research methods, with emphasis on research design, questionnaire construction, the construction and use of surveys, uses of available data, methods of collecting and analyzing data, the testing of hypotheses, the drawing of inferences, and the writing of the research report. *Prerequisite: SOCI 210 and SOCI 331 or permission of instructor.*

SOCI 340 (3-3-0) Crime and Delinquency

A study of the nature of crime and delinquency as forms of deviant behavior, including theories of causation relating to both, with considerations of the justice system for each. *Prerequisite: SOCI 210*

SOCI 350 (3-3-0) History of Sociological Thought

A selective and systematic study of major writings in the development of modern sociological thought, with critical examination of the sociological theories of selected writers. *Prerequisite: SOCI 210*

SOCI 351 (3-3-0) Contemporary Social Theory

A study of the major contemporary sociological theories, with critical analyses of the writings of American social theorists. *Prerequisite: SOCI 210 and SOCI 350.*

SOCI 360 (3-3-0) Sociology of Deviant Behavior

A study of the major theories and types of deviant behavior, with critical analyses of society's reactions to such behavior. *Prerequisite: SOCI 210*

SOCI 362 (3-3-0) The Sociology of Religion

A study of the nature of religion, including the societal and cultural dimensions of religion, the role of religion in social change, and the status of religion in contemporary society. *Prerequisite: SOCI 210*

SOCI 370 (3-3-0) The Sociology of The Black Community

A sociological analysis and description of the black community, its socio-historical characteristics, the life styles and socio-cultural patterns within the black community, and the structures and functions of specific social institutions within the black community. *Prerequisite: SOCI 210*

SOCI 372 (3-3-0) Sociology of Education

An examination of education as a social institution, the school as a social system, the teacher as an agent of social change, and social programs as complements of programs in education, with emphasis on current social trends, special problems in teaching today, social factors that influence learning, and the role of education in the status attainment process. *Prerequisite: SOCI 210*

SOCI 375 (3-3-0) Comparative Societies (3-3-0)

A comparative study of human social life. This course presents students with an overview of the major social, cultural, political, economic and other organizational differences among human societies and the transformations that have occurred over the millennia. The major theoretical

and empirical works in the field are examined. *Prerequisites:* Either SOCI 210, POLI 200, or permission of instructor.

SOCI 380 (3-3-0) Sociology of Work

A sociological analysis of the division of labor, labor force trends, career patterns and mobility, and occupational cultures and lifestyles. *Prerequisite:* SOCI 210

SOCI 390 (3-3-0) Social Behavior and Interaction

This course provides an analysis of the major scientific propositions, concepts, research methods, and theories developed to explain the behavior of individuals in relation to other individuals, groups, and culture. Emphasis will be placed on the relationship between social interaction and the behavior of individuals. *Prerequisite:* SOCI 210

SOCI 400 (3-3-0) The Sociology of Gender Roles

A course examining the social determinants of gender role identity, with emphasis on the relationship between gender role identity and personality, personal and professional relationships, work, religion, and general culture, particularly the culture of the United States. *Prerequisite:* SOCI 210

SOCI 410 (3-3-0) Introduction to Gerontology

An introduction to the field of gerontology, with emphasis on the psychological, biological, and sociological processes of aging. *Prerequisite:* SOCI 210

SOCI 412 (3-3-0) Race and Ethnic Relations

A study of the theories and principles of majority minority relations, with emphasis on the status and problems of selected racial, ethnic, and religious minority groups in the United States and elsewhere. *Prerequisite:* SOCI 210

SOCI 422 (3-3-0) Collective Behavior and Social Movements

A study of human behavior as expressed through group behavior, especially the forces that precipitate change in the social order, such as crowds, mobs, mass behavior, public opinion, social movements, revolutions, and social planning. *Prerequisite:* SOCI 210

SOCI 430 (3-3-0) Demography

A study of the distribution, growth, and characteristics of human populations and their relationship to social organization. *Prerequisite:* SOCI 210

SOCI 440 (3-3-0) Sociology of Health

An analysis of the social facets of health and illness, the social functions of health institutions and organizations, the relationship of systems of health care delivery to other social systems, and the social behavior of health personnel and the consumers of health care. *Prerequisite:* SOCI 210

SOCI 442 (3-3-0) Urban Sociology

A study of urbanism as a way of life; the growth and development of urban areas; urban social organization; change and problems of contemporary urban life; ecological

patterning; urban planning; and problems of control. *Prerequisite:* SOCI 210

SOCI 462 (3-3-0) Social Stratification

A study of classes, castes, estates, status groups, and social mobility, with an examination of theories of social mobility and a comparison of modes of stratification in selected societies. *Prerequisite:* SOCI 210

SOCI 470 (3-3-0) Social Change

A study of the nature and processes of social change. Topics covered include the theories of social change, industrialization and modernization, planned change, and the social impact of change. *Prerequisite:* SOCI 210

SOCI 475 (3-3-0) Advanced Reading in Theory and Research

This course is designed to enhance students' understanding of theory and research. It focuses primarily on the conceptualization, formulation, and design of research projects from a specified theoretical paradigm. *Prerequisites:* SOCI 210, SOCI 331, SOCI 335, SOCI 350, SOCI 351 or equivalents, or the consent of the instructor.

SOCI 480 (3-3-0) Sociological Seminar

Readings and discussions on selected problems and issues in sociology, including the various subdivisions within sociology, with particular attention to the relationship between theory and research and an examination of sociology as a profession. *Prerequisite:* Graduating seniors in their last semester; SOCI 210, SOCI 335, SOCI 340, SOCI 350, SOCI 351, or SOCI 390.

SOCI 491 (3-3-0) Independent Study

Supervised library and/or field research in sociology on a topic of choice of a student. *Prerequisite:* Permission of department chair.

Spanish (SPAN)

SPAN 110 (3-3-0) Elementary Spanish I

An introduction to the language, literature, and culture of Spanish-speaking peoples, with emphasis on the basic language skills. Laboratory practice required.

SPAN 111 (3-3-0) Elementary Spanish I (Honors)

An introduction to the language, literature, and culture of Spanish-speaking peoples, with treatment in greater breadth and depth than in Spanish I 10. Laboratory practice required. Admission based upon an entrance examination, previous study, and other relevant experiences.

SPAN 120 (3-3-0) Elementary Spanish II

A continuation of studies in the language, literature, and culture of Spanish-speaking peoples begun in SPAN 110, including further development of the basic language skills, with special attention to improving oral language skills. Laboratory practice required. *Prerequisite:* SPAN 110 or placement examination.

SPAN 121 (3-3-0) Elementary Spanish II (Honors)

A continuation of honors studies in the language, literature, and culture of Spanish-speaking peoples begun in SPAN 111, including further development of the basic language skills, with special emphasis on increasing proficiency in oral language skills. Laboratory practice required. Admission based upon an entrance examination, previous study, and other relevant experience.

SPAN 211 (3-3-0) Intermediate Spanish I

Intermediate level studies of the language, literature, and culture of Spanish-speaking peoples, including further development of the basic language skills, with increased emphasis on reading comprehension and writing in Spanish. Laboratory practice required. *Prerequisite: SPAN 120 or placement examination.*

SPAN 212 (3-3-0) Intermediate Spanish II

A continuation of intermediate level studies of the language, literature, and culture of Spanish-speaking peoples, including further development of the basic language skills, with special emphasis on idiomatic usages and complex grammatical structures. Laboratory experience required. *Prerequisite: SPAN 211 or placement examination.*

SPAN 300 (3-3-0) Spanish for Business

An intermediate Spanish course focusing on developing communicative (oral and written) skills applicable to business in Hispanic contexts. *Prerequisite: SPAN 212 or consent of instructor.*

SPAN 311 (3-3-0) Reading and Conversation in Spanish

A course focusing on increasing fluency in conversational Spanish. Laboratory practice required. *Prerequisite: SPAN 212 or placement examination.*

SPAN 312 (3-3-0) Spanish Conversation and Composition

A course focusing on developing the level of proficiency in the basic language skills necessary to complete advanced courses taught exclusively in Spanish. *Prerequisite: SPAN 311 or placement examination.*

SPAN 321 (3-3-0) Spanish Civilization and Culture

A study of the civilization, culture, and history of Spain, with attention to the life, customs, philosophy, art, music, and general patterns of culture of the Spanish people. Taught exclusively in Spanish. *Prerequisite: SPAN 312 or consent of instructor.*

SPAN 322 (3-3-0) Spanish-American Civilization and Culture

A study of the civilization, culture, and history of Spanish-America, with attention to the life, customs, philosophy, art, music, and general patterns of culture of Spanish American peoples. *Prerequisite: SPAN 312 or consent of instructor.*

SPAN 331 (3-3-0) Survey of Spanish Literature I

A study of representative Spanish literary works from earliest times to 1700. Taught exclusively in Spanish. *Prerequisite: SPAN 321 or consent of instructor.*

SPAN 332 (3-3-0) Survey of Spanish Literature II

A study of representative Spanish literary works of the nineteenth and twentieth centuries. Taught exclusively in Spanish. *Prerequisite: SPAN 321 or consent of instructor.*

SPAN 341 (3-3-0) Survey of Spanish-American Literature I

A survey of Spanish-American literature in the context of historical and social backgrounds, covering the period from colonization to independence. Taught exclusively in Spanish. *Prerequisite: SPAN 322 or consent of instructor.*

SPAN 342 (3-3-0) Survey of Spanish-American Literature II

A continuation of the survey of Spanish-American literature in the context of historical and social backgrounds, spanning the period from independence to the present. Taught exclusively in Spanish. *Prerequisite: SPAN 322 or consent of instructor.*

SPAN 411 (3-3-0) The Nineteenth Century Spanish Novel

A study of Spanish novels from the nineteenth and early twentieth centuries, including works by Galdos, Pereda, Blasco-Ibanez, and Pedro de Alcarcon, with attention to the historical and cultural contexts of the readings. Taught exclusively in Spanish. *Prerequisite: SPAN 331 or SPAN 332 or consent of instructor.*

SPAN 420 (3-3-0) Introduction to Spanish Linguistics I: Phonetics and Phonology

A descriptive and comparative study of the Spanish language and its varieties in Spain and Latin America focusing on the phonetic and phonological components, while establishing contrasts with respective counterparts in the English language, and related pedagogical implications. Taught exclusively in Spanish. *Prerequisite: SPAN 312 or consent of instructor.*

SPAN 421 (3-3-0) Introduction to Spanish Linguistics II: Morphology, Syntax and Semantics

A comparative study of the morphological, syntactic, and semantic components of the Spanish language while establishing contrasts with respective counterparts in the English language, and related pedagogical implications. Taught exclusively in Spanish. *Prerequisite: SPAN 312 or consent of instructor.*

SPAN 431 (3-3-0) Drama of the Golden Age

A study of the works of Spain's leading dramatists of the Golden Age: Lope de Vega, Calderon, Tirso de Molina, and Juan Ruiz de Alarcon. Taught exclusively in Spanish. *Prerequisite: SPAN 331 or SPAN 332 or consent of instructor.*

SPAN 441 (3-3-0) Cervantes

A study of Cervantes, with analytical reading of Don Quixote and of selected Novelas Ejemplares. Taught exclusively in Spanish. *Prerequisites: SPAN 331 or 332 or consent of instructor.*

SPAN 451 (3-3-0) Contemporary Spanish Literature

A study of major literary works in Spanish, from the Generation of 1898 to the present, with attention to literary trends and cultural influences that contributed to the shaping of the literature. Taught exclusively in Spanish. *Prerequisite: SPAN 331 or 332 or consent of the instructor.*

SPAN 461 (3-3-0) Studies in Latin American Theater and Poetry

A study of the developments in Latin American drama and poetry, with emphasis on changes occurring in the literature during the twentieth century. Taught exclusively in Spanish. *Prerequisite: SPAN 341 or 342 or consent of instructor.*

SPAN 471 (3-3-0) Studies in Latin American Prose Fiction

A study of representative twentieth century novels and short stories by Latin American writers. Taught exclusively in Spanish. *Prerequisite: SPAN 341 or 342 or consent of instructor.*

SPAN-481 (3-3-0) Seminar

Critical analysis of specific topics including Hispanic culture and/or Spanish literature and/or Spanish linguistics. Taught exclusively in Spanish. *Prerequisite: Completion of all 400-level courses required and the consent of instructor(s).*

Special Education (SPED)

SPED 320 (3-3-0) Education of the Exceptional Child

A survey of the abilities and disabilities and the inter- and intra-individual differences of exceptional children, with emphasis on the impact of educational and psychological handicaps and needs of exceptional children as well as on plans and education programs to facilitate the learning of the exceptional child.

SPED 350 (3-3-0) Mainstreaming Exceptional Students

A comprehensive introduction to mainstreaming exceptional students, with emphasis on the components and regulations involved in designing an Individual Education Program (IEP) for exceptional students, with opportunities for supervised experiences in the Curriculum Learning Resource Center, and with attention to the development of annual goals, short term objectives, and evaluation methods.

SPED 370 (3-2-1) Curriculum Development, Methods, and Materials for Exceptional Students

A comprehensive methods course directed to the needs of exceptional students, providing training and experience in teaching methods and materials best suited for each area of mild/moderate exceptionality, with emphasis on the implementation of innovative techniques and materials modifications.

SPED 410 (3-3-0) Classroom Management Strategies for Exceptional Children

A practical course in the theories and applications of disciplinary practice suitable to exceptional children, with emphasis on the developmental stages of discipline, on the development of the teacher as an effective communicator and problem-solver, and on the implementation of appropriate strategies of classroom management.

SPED 420 (3-3-0) Introduction to the Education of the Emotionally Disturbed

An overview of the education of emotionally disturbed students, with emphasis on the psychological, sociological, and educational implications of their education.

SPED 430 (3-3-0) Introduction to the Education of the Learning Disabled

An introductory course analyzing the inter- and intra individual differences of the learning disabled, with consideration of theories, identification, procedures, teaching strategies and materials, and developmental processes relative to the education of the learning disabled.

SPED 440 (3-3-0) Introduction to the Education of the Educable Mentally Retarded

An introduction to the study of retarded individuals, including characteristics, behavior, general nature, and needs in the home, the community, and the learning environment, with emphasis on identification procedures, teaching and organizational practices, educational methodology and materials, and prevention, as well as on the psychological, sociological, educational, and medical aspects of mental retardation.

SPED 450 (3-3-0) Introduction to the Education of the Gifted and Talented

An overview of teaching methods and materials used with gifted and talented students, with attention to the inter- and intra-individual differences, methods of identification, cognitive and affective development, special abilities, and differentiated curricula of academically gifted and talented students.

SPED 460 (3-2-1) Diagnosis and Evaluation of Exceptional Children

A survey of the major tests and inventories used in evaluating exceptional children, focusing on broad developmental and interactional types of measurement, basic statistical concepts, the interpretation of scores, and the relationship between information gained from tests and inventories and classroom diagnostic-prescriptive procedures.

SPED 465 (3-3-0) Meeting the Instructional Needs of Students with Disabilities

This course presents research-validated methods, techniques and procedures for teaching students with mild to moderately high incidence disabilities in today's inclusive settings, including such methods as use of learning

strategies, scaffolded instruction, direct instruction, peer and cooperative learning, and content enhancements.

SPED 470 (3-6-0) Student Teaching in Exceptional Education

This is a supervised basic field experience course requiring a concentrated significant teaching experience in an exceptional children's educational setting with one or more types of Specialty Area students. Offered for variable credits (3-6 credits). For most students, the course is six semester-hour credits and requires ten weeks, 300 clock hours of field experience. Student who are already certified in exceptional children may take a three semester-hour field experience.

SPED 480 (3-0-3) Seminar II: The Exceptional Student Field Experience

A clinical field experience with an accompanying seminar for teachers of exceptional students, including observations and tutoring as well as discussions of current issues, problems, and questions related to exceptional students.

Speech (SPEE)

SPEE 200 (3-3-0) Introduction to Speech

An introduction to the development of effective oral communication through instruction in theory and practice of the principles and skills required in common types of speaking situations. Basic skills in audience analysis, research, organization, outlining, utilizing evidence, reasoning, listening, and verbal/non-verbal expression are developed. Various methods of delivery are examined and practiced. *Students may enroll in SPEE 200 and ENGL 120 at the same time, but cannot enroll in SPEE 200 prior to enrolling in ENGL 120.*

SPEE 201 (1-0-3) Speech/Theatre Activities

Performance laboratories in practical training through participation in departmental activities. Students may enroll for no more than one (1) credit in a single semester. This course is to be repeated four times for Speech/Theatre majors. Majors must enroll for one hour in the following three concentrations: Telecommunications, Speech, and Theatre. The fourth may be in any of the concentrations.

SPEE 210 (3-3-0) Interpersonal Communication

A study of the process of communication, including functions, models, and theories, with an emphasis on self-disclosure, empathic listening, relational communication, and conflict management.

SPEE 211 (3-3-0) Phonetics

A study of the production and transcription of phonetic symbols used in the International Phonetic Alphabet, with attention to general American speech and Career speech
Prerequisite: SPEE 200 or consent of the instructor.

SPEE 212 (3-3-0) Voice and Diction

A study of proper breathing for good voice production, pause, stress, intonation, and control of resonance.

Emphasis is placed on improving phonation, enunciation, and articulation. *Prerequisite: SPEE 200 or consent of the instructor.*

SPEE 240 (3-3-0) Introduction to Communicative Disorders

A survey of communicative disorders, their manifestations, and the strategies used by professionals in working with persons with communicative disorders.
Prerequisite: SPEE 200.

SPEE 310 (3-3-0) Public Speaking

A study of the principles of effective public communication, focusing on speech preparation and design, audience analysis, and speech presentation in a variety of public situations. *Prerequisite: SPEE 200 or consent of the instructor.*

SPEE 311 (3-3-0) Oral Interpretation

A study of the principles and techniques required to becoming proficient as an interpretative artist, with special emphasis on interpretations of prose, poetry, and drama, and on preparations for interpretative reading contests and other events.

SPEE 315 (3-3-0) Computer-Mediated Communication

A class designed to initiate students to the field of study known as computer-mediated communication (CMC). Computers, their networks, and the content on them have significantly influenced our political, religious, commercial, personal, and professional lives. Students will explore both qualitative and quantitative scholarship that focuses upon the implications of online media in these settings.
Prerequisite: SPEE 200.

SPEE 321 (3-3-0) Group Discussion

Training and practice in the effective exchange of opinions on selected topics, with emphasis on studying group interactions during the process of discussion and observing the effects of parliamentary procedures on the conduct of groups in discussion. *Prerequisite: SPEE 200 or consent of the instructor.*

SPEE 332 (3-3-0) Problems in Media Communication

This course will examine contemporary problems of mediated communication, including gatekeeping, propaganda, agenda setting, cultural transmission, regulation and censorship, regulation and censorship, and commercialization. Students will examine the discursive implications of newspaper, radio, television, film, computer, polling, and advertising technologies. Students will assume a rhetorical perspective to evaluate the role of these technologies in shaping public opinion and our perceptions of reality. *Prerequisite: SPEE 200.*

SPEE 340 (3-3-0) Language Development

A study of the development of speech and language in young children, with emphasis on theories of speech and language development and on the acquisition and refinement of speech patterns.

SPEE 350 (3-3-0) Speechwriting

A comprehensive look at the history of and current trends in speechwriting in America with an emphasis on persuasion and the strategic employment of language. Students will learn and practice the art of effective speechmaking by studying both effective and inadequate models of oratory. Students will learn how to prepare various types of speeches for a variety of audiences and rhetorical situations, including how to manage new technologies in those situations. *Prerequisite: SPEE 200.*

SPEE 390 (3-3-0) Communication Theory

Theoretical paradigms within the communication discipline are surveyed with attention given to the assumptions that undergird theoretical traditions and the types of research questions that can be studied from within different theoretical perspectives. Several traditional theoretical perspectives are presented, including Aristotelian analysis, symbolic interactionism, pragmatism, and technological determinism, along with modern theoretical approaches such as constructivism, discourse theory, and critical cultural approaches. *Prerequisite: COMM 205.*

SPEE 401 (3-3-0) Argumentation and Debate

A study of the process of argumentation, with special attention to the structure of argument, reasoning, and the nature of evidence. *Prerequisite: SPEE 310 or consent of the instructor.*

SPEE 402 (3-3-0) Basic Speech and Hearing Science

A study of sound and speech production, transmission, interference, and reception, with emphasis on the physical attributes of sound duration, intensity, frequency, and on psychological auditory phenomena. *Prerequisite: SPEE 211 or consent of the instructor.*

SPEE 413 (3-3-0) Anatomy and Physiology of the Speech and Hearing Mechanism

A study of the anatomical structures and the physiological processes required in the production and reception of speech. *Prerequisites: SREE 211 and SPEE 300 or consent of the instructor.*

SPEE 420 (3-3-0) Senior Seminar

A study of selected topics in speech and theatre, with completion of a major research project required. *Prerequisite: Senior Standing.*

SPEE 430 (3-3-0) Intercultural Communication

The course provides basic principles and rules for understanding intercultural communication and provides instruction on how to apply the principles when communicating in intercultural situations. The course also provides a wide range of examples and cases of communication practices in different cultures to increase the student's knowledge base about communication diversity in the world. *Prerequisites: SPEE 200 and COMM 205.*

SPEE 435 (3-3-0) Communication, Technology and Society

This reading and discussion course is designed to examine the connections among communication, technological development, and society. Students will explore a rhetorical perspective in their study of how persuasive communication has affected our perception and employment of technology in society and how those technologies have, in turn, affected public discourse and interaction. Students will adopt a rhetorical perspective in evaluating and understanding classical primary and secondary readings in technological and scientific discourse. *Prerequisite: SPEE 200.*

Statistics (STAT)

STAT 202 (3-3-0) Basic Probability and Statistics

An introduction to the study of probability and statistical inference. *Prerequisite: MATH 123 or consent of the department.*

STAT 301 (3-3-0) Introduction to Probability

An introduction to the mathematical theory of probability, including such topics as random variables, distributions (normal, binomial, Poisson, and related ones), moment generating functions, and applications of probability theory. *Prerequisite: MATH 241.*

STAT 302 (3-3-0) Mathematical Statistics

A study of probability distributions of random samples, the theory of point and interval estimation, hypothesis testing, and decision theory concepts. *Prerequisite: STAT 301.*

STAT 400 (3-3-0) Applied Statistics

A course incorporating the use of statistical software packages and including discussions of such topics as descriptive statistics, statistical inference, inference from a single sample, samples from two populations, one-way analysis of variance, linear regression and correlation, multiple regression, two-way analysis of variance, fixed effects models, factorial designs, and hierarchical or nested design. *Prerequisite: Junior standing or consent of instructor.*

STAT 401 (3-3-0) Intermediate Probability

An intermediate-level study of such topics as conditional probability, basic classical theorems, methods of convergence, central limit theorem, and characteristic functions. *Prerequisite: STAT 301 or permission of the department.*

STAT 402 (3-3-0) Intermediate Statistics

An intermediate-level course including such topics as the axiomatic treatment of the fundamentals of probability and distribution theory, characteristic functions (random variables, convergence, and approximation), and common distributions. *Prerequisites: STAT 301 or equivalent..*

STAT 412 (3-3-0) Operations Research

A review of topics pertaining to deterministic and probabilistic models of operations research, including linear programming, queuing theory, inventory models, and Markov chains. *Prerequisite: STAT 301.*

STAT 421 (3-3-0) Quality Control

A study of the construction of control charts for variables, attributes, and tolerances; sampling techniques; and current techniques in quality control methodology. *Prerequisite: Junior standing or consent of instructor.*

STAT 422 (3-3-0) Statistical Methods for Research

A course incorporating the use of statistical software packages for the study of probability distributions, measurements of precision and accuracy, control charts, confidence intervals, tests of significance, analyses of variance, multiple correlation and regression, design and analysis of experiments. *Prerequisite: STAT 400 or equivalent.*

Social Work (SWRK)**SWRK 220 (3-3-0) Introduction to Human Services**

A course introducing the theoretical concepts, policies, programs, roles, goals, and historical development of human services. The course examines issues, causes, and solutions to human services problems within the fields of social work, criminal justice, psychology, and sociology, with emphasis on human relationship skills fundamental to social work.

SWRK 230 (3-3-0) Introduction to Social Work

A study of the historical development of social welfare, social work, and various social services. The course will also focus on the nature, causes, and extent of major social problems, and will provide case examples of how people are affected by such problems. Emphasis will be placed on various counseling techniques, analysis of social policy issues, and the roles, functions, and responsibilities of the social work domain.

SWRK 330 (3-3-0) Human Behavior and the Social Environment

This course provides an understanding of the developmental stages of the individual and the relationship between human growth, development and the environment. Knowledge and understanding of biological, psychological and social systems relationships; cultural norms; and the significance of interaction with the family, group and the community are stressed. *Prerequisite: SWRK 230.*

SWRK 340 (3-3-0) Social Welfare Policy and Services

The course will focus on the historical, philosophical and political development of the social welfare system in the United States, including current policies and programs. The course will provide an examination of policies, processes and issues associated with decision-making and services within the welfare sector. *Prerequisite: SWRK 230.*

SWRK 400 (3-3-0) Interviewing Skills

An introduction to the interviewing process as a basic

tool in social work practice, with emphasis on understanding and using a variety of techniques, methods, and skills in conducting social work interviews, understanding one's self as the interviewer, understanding attitudes in the interview process, and understanding the implications of cultural backgrounds in the interview results.

SWRK 410 (3-3-0) Social Work Practice

A course designed to provide an analysis of the theoretical, methodological and practical knowledge necessary for entry-level practice in social work. Issues and topics covered include interviewing skills, group work, community practice, assessment, cross-cultural social work, contemporary theories of counseling and working with systems. *Prerequisites: SWRK 230, SWRK 330, SWRK 340, seniors minoring in social work or consent of instructor.*

SWRK 425 (3-3-0) Social Work with Families

A course incorporating the study and analysis of problems and concerns faced by social workers in working effectively with families, including the integration of social work policy, human behavior and social work practice. Issues covered include functions and changes in the family and the theoretical framework of family systems theory, systems theory, and the ecological treatment and modalities. *Prerequisites: SWRK 230 or the consent of the instructor.*

SWRK 450 (3-1-6) Field Practicum

A seminar course and supervised field experience in selected human service agencies in the application of social work principles, knowledge and techniques to various areas of social services with supervision and evaluation under the direction of the instructor and various agency field instructors in the community. *Prerequisites: SWRK 230, SWRK 330, SWRK 340, SWRK 410, senior standing and consent of the instructor.*

Theatre (THEA)**THEA 203 (3-3-0) Introduction to Theatre**

An introduction to the study of drama and to the art and craft of the theatre, with special attention to the role of the theatre in modern society. Work with FSU Theatre Company productions.

THEA 221 (3-3-0) History of the Theatre I

An historical survey of the development of the theatre from its origins to 1650, including studies of representative dramas in their cultural contexts, with analyses of the audiences, actors, and patrons; physical conditions and architecture; and the relationship of the theatre to the other arts.

THEA 222 (3-3-0) History of the Theatre II

A continuation of the history of theatre from 1650 to the present.

THEA 230 (3-3-0) Script Analysis

A study of the play, from page to stage, with emphasis on critical analysis of structure, genre, theme, style,

character, language, dramatic event, and point of view of the actor, director, critic, and audience; an introduction to theatre research methods. *Prerequisite: THEA 203 or consent of instructor.*

THEA 306 (3-2-2) Fundamentals of Acting

A study of the fundamentals and techniques of acting, including creative techniques in scene study from representative plays of the past and present. Work with FSU Theatre Company. *Prerequisite: THEA 203 or consent of instructor.*

THEA 310 (3-3-0) Acting for the Media

Instructions and practice in the basics of acting for TV and film; playing to the camera, shooting out of sequence, blocking, and other production considerations. The business of film/TV acting will be explored to define the necessary adjustments of one's acting styles to be a successful actor on camera. In addition, students will focus on the business side of acting, researching markets and creating individual resumes, cover letters and audition journals. *Prerequisite: THEA 203 and THEA 306 or consent of instructor.*

THEA 316 (3-2-2) Introduction to Costume and Make-up

An introduction to the study of historical costumes and theatrical make-up, with applications to stage productions. Work with the FSU Theatre Company. *Prerequisite: THEA 203 or consent of instructor.*

THEA 320 (3-2-2) Playwriting

Writing for the stage, including plot construction and character development, and the adaptation of playwriting to other media, with the particular attention to television. *Prerequisite: THEA 203 or consent of instructor.*

THEA 333 (3-2-2) Play Directing

A comprehensive study of the fundamentals of play directing, including composition, picturization, movement, rhythm, and pantomimic dramatization, with additional attention to script analysis, casting, rehearsing, and relationships of the director to other theatre practitioners. Work with the FSU Theatre Company. *Prerequisite: THEA 203 or consent of instructor.*

THEA 334 (3-3-0) Theatre Management

A study of the tools of theatre management, with emphasis on box office management, promotion costs, and the responsibilities of production staff. Promotion work with the FSU Theatre Company productions. *Prerequisite: THEA 203 or consent of instructor.*

THEA 336 (3-1-4) Stagecraft

A study of the theory and practice of stage production and design, scene construction and painting, and including lectures, demonstrations and practical experience by involvement with the FSU Theatre Company. *Prerequisite: THEA 203 or consent of instructor.*

THEA 336 (3-3-0) Stage Movement

Designed to acquaint students with forms of nonverbal communication and specialized physical activity in theatrical periods and styles. The course includes an analysis of personal body use, studies of theories and techniques of movement designed to improve an actor's physical expressiveness, as well as movement skills such as stage combat, tumbling, period physical styles and techniques to include mask and mime work, yoga, dance, Alexande, Laban and LeCoq movement, and others. *Prerequisite: THEA 306 OR permission of the instructor.*

THEA 337 (3-1-4) Scene Technology

For stage and studio. Basic theory and practice of scenery and lighting technology for both stage and film/video studio. Lectures and demonstrations are supplemented with practical experience by involvement with the FSU Theatre Company and the Telecommunication Center. *Prerequisite: THEA 203 and junior status or consent of instructor.*

THEA 360 (2-1-3) Performance Laboratory

This theatre class is designed as a practical lab in improvisation and performance to include acting tools such as dialects, scene study, pantomime, character analysis, clowning, speech for the actor, period styles of acting, and theatre management will be practiced. This course may be taken once per semester for up to six times. Credit is offered for participation in the FSU Performance Company, whose principal objectives involve refining the drama learning process through performances made available to the county public schools. Offered each fall and spring. Conditions for admittance into the performance company based upon audition. *Prerequisite: THEA 306 at least a sophomore standing, or consent of the instructor.*

THEA 402 (3-1-4) Advanced Acting

A study of the styles of acting, with special emphasis on historical period acting. Completion of THEA 306, Fundamentals of Acting, and ENGL 411, Shakespeare, recommended before taking THEA 402. Work with the FSU Theatre Company. *Prerequisite: THEA 203 or consent of instructor.*

THEA 403 (3-2-2) Scene Design

History and principles of designing the environment for stage and studio productions. Work with the FSU Theatre Company and TV studio productions where applicable. *Prerequisite: THEA 337 or consent of instructor.*

THEA 411 (3-3-0) Children's Theatre for School and Community

A study of materials, procedures, and exercises for creative dramatics, choral speaking, puppetry, and formal dramatics. Recommended for prospective and in-service teachers on the elementary level and for community workers with children. *Prerequisite: THEA 203 or consent of instructor*

THEA 413 (3-3-0) Drama Theory and Criticism I

A survey of European theories of the drama and the effect of these theories on criticism, dramaturgy, and production from the classical Greek period through the French Academy. *Prerequisite: THEA 203 and junior standing or consent of instructor.*

THEA 414 (3-3-0) Drama Theory and Criticism II

A continuation of THEA 413, beginning with the eighteenth century. Study of the impact that these theories have on criticism, dramaturgy, production, and acting. *Prerequisite: THEA 203 and junior standing or consent of instructor.*

THEA 420 (3-3-0) African American Theatre

A study of the theory and practice of African American Theatre, focusing on its evolution as well as the contemporary African American Theatre. *Prerequisite: THEA 203 or consent of instructor.*

THEA 421 (3-0-6) Play Production

A seminar and laboratory in directing plays, with special emphasis on each student's directing a one-act play for public presentation. *Prerequisite: THEA 203 or THEA 333 or consent of instructor.*

THEA 430 (3-0-6) Theatre Internship

Practical work experience in selected area in conjunction with professional theatre companies. Available to advanced theatre majors or students in special programs as juniors or seniors who have strongly demonstrated the ability to work independently. Interaction with a faculty supervisor is required for the development of an acceptable project, which must be completed prior to registration. *Prerequisite: THEA 203, THEA 306, a minimum GPA of 2.5, and permission of the instructor.*

University College (UNIV)**UNIV 101 (1-0-3) Freshman Seminar I**

The first half of a year-long, interdisciplinary introduction to the university experience, including university history, policies, and resources; reading and study skills; use of electronic mail and the Internet; academic and career planning; money management; and discussions of selected topics in literature, science, business, education, politics, economics, and philosophy. Based on profile examination scores, students may be required to complete additional work in the Reading Laboratory. *All students who enter the university as first time freshmen are required to complete UNIV 101-102.*

UNIV 102 (1-0-3) Freshman Seminar II

The second half of a year-long, interdisciplinary introduction to the university experience, including university history, policies, and resources; reading and study skills; use of electronic mail and the Internet, academic and career planning; money management; and discussions of selected topics in literature, science, business, education, politics, economics, philosophy, and other topics. Based on profile examination scores, students may be required to

complete additional work in the Reading Laboratory. *All students who enter the university as first time freshmen are required to complete UNIV 101-102.*

UNIV 110 (2-0-2) University Studies

An interdisciplinary introduction to the university experience, with emphasis on reading, discussions, and critical assessments of selected topics in literature, science, business, education, politics, economics, and philosophy. Students are introduced to FSU history, policies, procedures, resources, and support services. *This course is required of transfer students who enter the university with fewer than 30 transfer credits.*

Yoruba (YORU)**YORU 110 (3-3-0) Elementary Yoruba I**

The course is an introduction to Yoruba, and is intended for students with no prior knowledge of the language and culture of Yorubaland. It is designed to introduce the learner to the fundamentals of Yoruba – the language, the culture, and the people. The course emphasizes spoken and written Yoruba, as used in present day West Africa.

YORU 120 (3-3-0) Elementary Yoruba II

A continuation of YORU 110. The course covers materials beyond the elementary ones included in YORU 110. The course emphasizes contemporary spoken and written Yoruba, as used in present day West Africa. *Prerequisite: YORU 110.*

Zoology (ZOOL)**ZOOL 110 (4-3-2) General Zoology**

A study of concepts of animal biology relative to structure, function, ecology, heredity, and embryogenesis, with emphasis on the evolution and characteristics of major animal phyla, and with two (2) hours of laboratory studies relative to basic concepts of animal biology. *Prerequisite: BIOL 150.*

ZOOL 210 (3-2-2) Anatomy and Physiology I

A systematic study of the structures and functions of musculoskeletal, neural, and integumentary systems of the human body, with two (2) hours of laboratory studies on the structures and functions of the human body's composite systems. *Prerequisites: BIOL 110/130 or BIOL 150.*

ZOOL 230 (3-2-2) Anatomy and Physiology II

A systematic study of the structures and functions of the endocrine, circulatory, digestive, respiratory, excretory, and reproductive systems of the human body, with two (2) hours of laboratory studies on the structure and function of the human body's composite systems. *Prerequisite: ZOOL 210.*

ZOOL 350 (3-2-2) Comparative Anatomy

A comprehensive study of the anatomy of chordates, with two (2) hours of laboratory studies consisting of anatomical systems of representative chordates. *Prerequisite: BIOL 200*

ZOOL 370 (3-2-2) Vertebrate Physiology

A study of the functions and functional relationships of organs and organ systems of vertebrates, especially humans, with two (2) hours of laboratory studies consisting of an introduction to laboratory techniques used for studying the physiology of vertebrates. *Prerequisite: BIOL 200.*

ZOOL 410 (3-2-2) Principles of Genetics

A study of the fundamental concepts of heredity common to living organisms, with two (2) hours of laboratory studies consisting of experiments and exercises on biological inheritance, chromosome structure, and detection of gene products. *Prerequisites: ZOOL 110 and BOTN 210.*

ZOOL 430 (3-2-2) Animal Development

A study of principles of animal development, including cellular and tissue assembly, embryogenesis, and reconstitutive development, with two (2) hours of laboratory studies consisting of descriptive and experimental studies of the development of representative vertebrate embryos. *Prerequisite: ZOOL 370.*

ZOOL 450 (3-2-2) Histology and Microtechniques

A study of the microscopic anatomy of cells, tissues, and organs, embracing both morphological and physiological aspects of normal human structures, with two (2) hours of laboratory studies consisting of an introduction to histological techniques employing the use of permanently fixed and stained slides and to the preparation of tissues in a manner suitable for viewing with a compound microscope. *Prerequisite: ZOOL 370.*

ZOOL 470 (3-2-2) Introduction to Entomology

A study of the evolution, anatomy, development, ecology, and systematics of insects, the role of insects as vectors of diseases; and the influences of insects on history and culture, with two (2) hours of laboratory studies in insect physiology, morphology, ecology, and behavior, and with an assigned project on the identification of local insects. *Prerequisite: ZOOL 110.*

ZOOL 485 (3-2-2) Introduction to Parasitology

A study of the biology of parasites, their host relationships, and their importance to humankind, unicellular and multicellular parasites of human being and other animals, with two (2) hours of laboratory studies involving including both unicellular and multicellular parasites of human beings and other animals. *Prerequisite: ZOOL 110.*