

Fayetteville State University  
Established 1867

# Graduate Catalog

## 2016-2017



Fayetteville State University  
1200 Murchison Road  
Fayetteville, NC 28301-4298  
[www.uncfsu.edu](http://www.uncfsu.edu)  
910-672-1374

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# Chancellor's Message



I am honored and excited to serve as the CEO of Fayetteville State University. This university was founded upon a great historical legacy that will contribute to our emergence as a competitive and modern 21st century institution. We will honor the dynamic history of this university in 2017 when the university celebrates its Sesquicentennial Birthday 1867-2017 (150th Anniversary). It will be one of the most memorable events in this institution's already storied legacy.

My task is to apply leadership and management strategies that reflect integrity, quality, transparency, and excellence. Our most precious commodity is our students and everything that we do should support their growth, maturity, and success. Our five-year strategic plan will be the map that guides us as we seek to provide the best experiences possible for our students. "From a Proud Legacy to a Twenty-First Century World-Class University of Choice" will be the guiding theme for the next five years. The three strategic priorities for 2015-2020 are: 1) Retention and Graduation Rates, 2) Collaborations and Partnerships, and 3) Efficiency, Effectiveness, and Sustainability.

I appreciate the daily efforts of our faculty, staff and administrators, and the support from our alumni, the community, and friends worldwide. I truly become emotional when I say that I am "Proud to Be" the Chancellor of Fayetteville State University.

## Notable Achievements under Chancellor Anderson's Leadership

- The Economic Impact of FSU on Fayetteville and Cumberland County (2012-13) included \$153.8 million in total economic output; 2,210 jobs; \$104.4 million in labor income; \$5.4 million in taxes; and \$195 million in incremental salary value of FSU alumni currently residing in Cumberland County. Over \$75 million in research, campus operations, and new construction included employment of local contractors and subcontractors.
- From 2010-2013, clean state audits and only minimal recommendations since then.
- In terms of educating FSU graduates (2012-2013), North Carolina tax payers received \$16.13 for each dollar of state funds expended (11.5% ROI) ; and in terms of Federal appropriations, \$54.55 was generated for each dollar of federal funds expended (15.1% ROI)
- When Chancellor Anderson arrived at FSU, grant funding was \$5.5 million. For 2014-15 it will approach \$12 million.
- Alumni giving (donations) was 3.1% in 2008 and is currently 12.6%. FSU has doubled the number of alums who give and we have initiated our first comprehensive capital campaign.
- From 2008-2013, FSU had 1,293 graduates in graduate or professional school (29% of all awarded degrees).
- Since 2013, the FSU Pre-Law Society has advised 42 students and 39 have been accepted into Law School (93% acceptance rate).
- FSU received continued NCATE Accreditation for teacher education and SACS Reaffirmation of the entire university.
- FSU ranks as the top HBCU producer of teachers in North Carolina and 8th in the nation.
- Affordable Colleges Foundation (AFC) states that FSU has the nation's 20th ranked online psychology program, and the 16th ranked criminal justice program.
- The Social Science Research Network (SSRN) ranks FSU's School of Business and Economics 63d best in the country (#116 in the world). FSU is the 3d ranked Business program in NC behind Duke and UNC Chapel Hill and the highest ranked HBCU in the country. The MBA program is ranked #4 in NC and among the top 50 in the nation.
- According to forensicscolleges.com, FSU has the #2 ranked Forensic Biology program in the country and one of only two in North Carolina selected for their listing.

- The Nursing Program has a 100% pass rate on the NCLEX and ranked #2 in the Eastern and Southeastern region of the U.S. and best among NC Nursing programs (Nurse Journal.org 2015).
- Other top ranked accredited programs include, Social Work, Criminal Justice, Computer Science, and Visual Arts.
- The National Geospatial-Intelligence Agency recently designated FSU as a Center of Excellence (the only UNC school and HBCU to have the GEOINT Certificate accreditation).
- College Factual ranks FSU as the nation's 33rd best college for veterans. FSU is the only NC institution ranked in the top 50. Military Times publication ranked FSU as the top school in NC on its "2014 Best for Vets Colleges" listing. FSU offers the only Master's degree in Social Work on a military base in the country (Fort Sam Houston, San Antonio, TX).
- FSU's Center for Defense and Homeland Security offers certificates in Cyber Security (Foundations and Advanced).
- FSU now has a strong global footprint in China, Africa, and an emerging one in India.
- FSU has been cited as North Carolina's most affordable online university.

## For More Information

Academic Records and Transcripts.....	910-672-1185	Veterans' Affairs .....	910-672-1628
Admissions .....	910-672-1371	University College .....	910-672-1060
Admissions – Toll Free.....	800-222-2594	<b>College of Arts and Sciences .....</b>	<b>910-672-1659</b>
Alumni Affairs.....	910-672-1473	Aerospace Studies.....	910-672-1464
Athletics .....	910-672-1314	Biological Sciences .....	910-672-1691
Bookstore.....	910-672-1277	Chemistry and Physics .....	910-672-2441
Center for Personal Development.....	910-672-1203	Communication, Languages, and Cultures ...	910-672-1381
Chancellor's Scholars.....	910-672-1814	Criminal Justice .....	910-672-1478
Dining Services .....	910-323-0294	English.....	910-672-1416
Financial Aid .....	910-672-1325	Government and History.....	910-672-1573
Fort Bragg Center .....	910-672-2961	Mathematics and Computer Science.....	910-672-1294
Handicapped Students .....	910-672-1222	Military Science (Army).....	910-672-1942
Health Services .....	910-672-1454	Natural Sciences.....	910-672-1691
Information Technology and Telecommunications Services.....	910-672-2085	Nursing.....	910-672-1924
Library Services .....	910-672-1231	Performing and Fine Arts .....	910-672-1571
Online Degree Completion Programs.....	910-672-2571	Psychology .....	910-672-1413
Office of School Services.....	910-672-1265	Sociology .....	910-672-1122
Public Education Outreach .....	910-672-1814	Social Work.....	910-672-1210
Registrar .....	910-672-1185	<b>School of Business and Economics.....</b>	<b>910-672-1267</b>
Security .....	910-672-1341	Accounting, Finance, Healthcare Administration, and Information Systems .....	910-672-1591
Student Academic Services Center .....	910-672-1205	Management, Marketing, and Entrepreneurship .....	910-672-1480
Student Activities .....	910-672-1166	<b>School of Education .....</b>	<b>910-672-1265</b>
Student Affairs .....	910-672-1201	Educational Leadership .....	910-672-1731
Student Support Services .....	910-672-1172	Elementary Education .....	910-672-1538
Summer School.....	910-672-1229	Middle Grades, Secondary, and Specialized Subjects... .....	910-672-1181
Testing.....	910-672-1301	<b>Graduate Studies .....</b>	<b>910-672-1498</b>
Tuition and Fees.....	910-672-1155	Doctor of Education .....	910-672-1810
		Graduate Certificates in English.....	910-672-1416
		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 Psychology .....	910-672-1413
		Master of Arts in Sociology .....	910-672-1122
		Master of Social Work .....	910-672-1210

## Academic Calendars

Fall Semester 2016		
April 11	Monday	Fall 2016 registration <u>begins</u>
August 8	Monday	New Faculty Orientation
August 8	Monday	Waitlist deactivated
August 9	Tuesday	College/School Departmental Meetings
August 10	Wednesday	Bronco Kick-Off/Faculty-Staff Conferences
August 13	Saturday	Bronco Smooth Move/New Students Arrive
August 15	Monday	Registration Ends
August 16	Tuesday	First Day of Class/Late registration begins (\$20.00 fee)
August 16	Tuesday	Begin to identify No Shows
August 22	Monday	Late registration ends
August 22	Monday	Deadline for auditing courses
August 23	Tuesday	Bill Clearance Deadline 5:00 pm
August 23	Tuesday	Interim grading begins
August 23	Tuesday	Course Withdrawals begin
August 23	Tuesday	University Withdrawals begin
August 24	Wednesday	Last day to waive health insurance fee
August 24	Wednesday	Drop for Nonpayment 5:00 pm
August 26	Friday	Tuition Surcharge posted for account 5:00 pm
August 29	Monday	Census
September 5	Monday	Labor Day - University Closed
September 8	Thursday	Convocation
September 8	Thursday	Fall Refunds Issued
October 4	Tuesday	Midterms begin
October 10	Monday	Midterms end
October 12	Wednesday	Midterm grades due
October 13	Thursday	Fall break - No Classes - University open
October 14	Friday	Fall break - No Classes - University open
October 15	Saturday	Fall break - No Classes
October 17	Monday	Classes resume
October 17	Monday	Interim grading ends
October 17	Monday	Deadline for removing incomplete grades from previous semester for Undergraduates
October 24	Monday	Deadline for course withdrawals

## 8–Academic Calendars

October 29	Saturday	Homecoming
November 7	Monday	Deadline for University Withdrawals
November 7	Monday	Spring 2017 registration begins
November 11	Friday	Veterans' Day - University Closed
November 24	Thursday	Thanksgiving Holiday - University Closed
November 25	Friday	Thanksgiving Holiday - University Closed
November 28	Monday	Graduating Student finals begin (Grad/Doc level graduating students begin)
December 2	Friday	Last day of class
December 2	Friday	Reading Day
December 3	Saturday	Graduating students finals end (Grad/Doc level graduating students end)
December 3	Saturday	Non-graduating students' finals begin (Finals begin)
December 5	Monday	Graduating students grades due (Grad/Doc graduating students grades due)
December 9	Friday	Non graduating students' finals end (All students' finals end)
December 9	Friday	Commencement rehearsal
December 9	Friday	Residence Halls close for non-graduating students at 5:00 pm
December 10	Saturday	Commencement
December 10	Saturday	Residence Halls close for graduating students at 3:00 pm
December 12	Monday	Non graduating students' grades due (All students' grades due)
December 16	Friday	Text rental books due
December 22	Thursday	Christmas Holiday begins - University Closed
December 30	Friday	Christmas Holiday ends - University Closed
<b>Eight-Week Term I 2016</b>		
April 11	Monday	Fall 2016 registration begins
August 8	Monday	New Faculty Orientation
August 8	Monday	Waitlist deactivated
August 9	Tuesday	College/School Departmental Meetings
August 10	Wednesday	Bronco Kick-Off/Faculty-Staff Conferences
August 13	Saturday	Bronco Smooth Move/New Students Arrive
August 15	Monday	Regular Registration Ends
August 16	Tuesday	First Day of Class/Late registration begins (\$20.00 fee)
August 16	Tuesday	Begin to identify No Shows
August 22	Monday	Late registration ends
August 22	Monday	Deadline for auditing courses
August 23	Tuesday	Interim grading begins
August 23	Tuesday	Course Withdrawals begin
August 23	Tuesday	University Withdrawals begin



August 24	Wednesday	Last day to waive health insurance fee
August 24	Wednesday	Bill Clearance Deadline 5:00 pm
August 25	Thursday	Drop for Nonpayment 5:00 pm
August 26	Friday	Tuition Surcharge posted for account 5:00 pm
August 29	Monday	Census
August 29	Monday	Bill Clearance
September 5	Monday	Labor Day - University Closed
September 8	Thursday	Convocation
September 8	Thursday	Fall Refunds Issued
September 12	Monday	Interim grading begins
September 13	Tuesday	Issuance of student refunds
September 19	Monday	Deadline for course withdrawals
September 26	Monday	Deadline for University withdrawals
October 7	Friday	Last day of class/Final exams
October 12	Wednesday	Final grades due
<b>Eight-Week Term II 2016</b>		
August 8	Monday	Waitlist deactivated
October 10	Monday	Registration ends
October 11	Tuesday	First Day of Class/Late registration begins (\$20.00 fee)
October 11	Tuesday	Begin to identify No Shows
October 17	Monday	Late registration ends
October 17	Monday	Deadline for removing incomplete grades from previous semester for Undergraduates
October 18	Tuesday	Interim grading begins
October 18	Tuesday	Course Withdrawals begin
October 18	Tuesday	University Withdrawals begin
October 29	Saturday	Homecoming
November 7	Monday	Spring 2017 registration begins
November 9	Wednesday	Interim grading ends
November 11	Friday	Veterans' Day - University Closed
November 16	Wednesday	Deadline for course withdrawals
November 23	Wednesday	Deadline for University withdrawals
November 24	Thursday	Thanksgiving Holiday - University Closed
November 25	Friday	Thanksgiving Holiday - University Closed
November 28	Monday	Graduating Student finals begin (Grad/Doc level graduating students begin)
December 3	Saturday	Graduating students finals end (Grad/Doc level graduating students end)
December 3	Saturday	Non-graduating students' finals begin (Finals begin)

## 10–Academic Calendars

December 5	Monday	Graduating students grades due (Grad/Doc graduating students grades due
December 9	Friday	Non graduating students' finals end (All students' finals end)
December 9	Friday	Commencement rehearsal
December 9	Friday	Residence Halls close for non-graduating students at 5:00 pm
December 10	Saturday	Commencement
December 10	Saturday	Residence Halls close for graduating students at 3:00 pm
December 12	Monday	Non graduating students' grades due (All students' grades due)
December 16	Friday	Text rental books due
December 22	Thursday	Christmas Holiday begins - University Closed
December 30	Friday	Christmas Holiday ends - University Closed
<b>Spring Semester 2017</b>		
January 2	Monday	New Year's Day - University Closed
January 3	Tuesday	University Reopens
January 9	Monday	College/School Departmental Meetings
January 9	Monday	Waitlist deactivated
January 13	Friday	Residence Halls open 9:00 am
January 13	Friday	Registration Ends
January 14	Saturday	First Day of Class/Late registration begins (\$20.00 fee)
January 14	Saturday	Begin to identify No Shows
January 16	Monday	Martin Luther King , Jr. Holiday - University Closed
January 20	Friday	Deadline for course audits
January 20	Friday	Late registration ends
January 23	Monday	Interim grading begins
January 23	Monday	Course Withdrawals begin
January 23	Monday	University Withdrawals begin
January 24	Tuesday	Bill Clearance Deadline 5:00 pm
January 25	Wednesday	Drop for Nonpayment 5:00 pm
January 27	Friday	Tuition Surcharge posted for account 5:00 pm
January 30	Monday	Census
February 2	Thursday	Spring Refunds Issued
March 6	Monday	Midterms begin
March 10	Friday	Midterms end
March 11	Saturday	Residence Halls close at 10:00 am
March 11	Monday	Midterm break begins
March 14	Tuesday	Midterm grades due
March 17	Friday	Midterm break ends

March 17	Friday	Residence Halls open 9:00 am
March 24	Friday	Deadline for removing incomplete grades from previous semester for Undergraduates
March 27	Monday	Interim grading ends
March 31	Friday	Deadline for course withdrawals
April 6	Thursday	Founders' Day
April 10	Monday	Fall 2017 registration begins
April 14	Friday	Good Friday Holiday - University Closed
April 17	Monday	Deadline for University Withdrawals
May 1	Monday	Graduate/Doctoral level graduating students finals beg
May 5	Friday	Last day of class
May 6	Saturday	Graduate/Doctoral level students finals end
May 6	Saturday	Finals begin for all other students
May 8	Monday	Graduate/Doctoral level graduating students grades due
May 12	Friday	Finals end for all other students
May 12	Friday	Commencement rehearsal
May 12	Friday	Residence Halls close for non-graduating students at 5:00 pm
May 13	Saturday	Commencement
May 13	Saturday	Residence Halls close for graduating students at 3:00 pm
May 15	Monday	All final grades due
May 15	Monday	Post school conference begins
May 16	Tuesday	Post school conference ends
May 19	Friday	Text rental books due
<b>Eight-Week Term III 2017</b>		
January 2	Monday	New Year's Day - University Closed
January 3	Tuesday	University Reopens
January 9	Monday	College/School Departmental Meetings
January 9	Monday	Waitlist deactivated
January 13	Friday	Residence Halls open at 9:00 am
January 13	Friday	Registration Ends
January 14	Saturday	First Day of Class/Late registration begins (\$20.00 fee)
January 14	Saturday	Begin to identify No Shows
January 16	Monday	Martin Luther King , Jr. Holiday - University Closed
January 20	Friday	Deadline for course audits
January 20	Friday	Late registration ends
January 23	Monday	Interim grading begins
January 23	Monday	Course Withdrawals begin

## 12–Academic Calendars

January 23	Monday	University Withdrawals begin
January 24	Monday	Bill Clearance Deadline 5:00 pm
January 25	Wednesday	Drop for Nonpayment 5:00 pm
January 27	Friday	Tuition Surcharge posted for account 5:00 pm
January 30	Monday	Census
February 2	Thursday	Spring Refunds Issued
February 13	Monday	Interim grading ends
February 20	Monday	Deadline for course withdrawals
March 3	Friday	Deadline for University withdrawals
March 10	Friday	Last day of classes/Final exams
March 14	Tuesday	Final grades due
<b>Eight-Week Term IV 2017</b>		
November 7	Monday	Spring 2017 registration begins
January 9	Monday	Waitlist deactivated
March 17	Friday	Registration ends
March 17	Friday	Residence Halls open at 9:00 am
March 18	Saturday	First Day of Class/Late registration begins (\$20.00 fee)
March 18	Saturday	Begin to identify No Shows
March 22	Wednesday	Late registration ends
March 23	Thursday	Interim grading begins
March 23	Thursday	Course Withdrawals begin
March 23	Thursday	University Withdrawals begin
March 24	Friday	Deadline for course audits
March 24	Friday	Deadline for removing incomplete grades from previous semester for Undergraduates
March 31	Friday	Census
April 6	Thursday	Founders' Day
April 7	Friday	Interim grading ends
April 10	Monday	Fall 2017 registration begins
April 14	Friday	Good Friday Holiday - University Closed
April 21	Friday	Deadline for course withdrawals
April 28	Friday	Deadline for University withdrawals
May 1	Monday	Graduate/Doctoral level graduating students finals begin
May 6	Saturday	Graduate/Doctoral level graduating students finals end
May 8	Monday	Graduate/Doctoral level graduating students grades due
May 12	Friday	Last day of class/Final exams
May 12	Friday	Commencement rehearsal

May 12	Friday	Residence Halls close for non-graduating students at 5:00 pm
May 13	Saturday	Commencement
May 13	Saturday	Residence Halls close for graduating students at 3:00 pm
May 15	Monday	Final grades for all students due
May 15	Monday	Post school conference begins
May 16	Tuesday	Post school conference ends
May 19	Friday	Text rental books due
<b>Interession 2017</b>		
May 12	Friday	Registration ends
May 15	Monday	Post school session begins
May 16	Tuesday	Post school session ends
May 16	Tuesday	Registration Ends
May 17	Wednesday	Interession first day of class
May 17	Wednesday	Begin to identify No Shows
May 17	Wednesday	Interim grading begins
May 17	Wednesday	Course Withdrawals begin
May 17	Wednesday	University Withdrawals begin
May 23	Tuesday	Midterms
May 23	Tuesday	Course Withdrawals end
May 24	Wednesday	University Withdrawals end
May 29	Monday	Memorial Day - University Closed
June 2	Friday	Last day of class/Final exams
June 5	Monday	Final grades due
<b>Summer I 2017</b>		
June 2	Friday	Registration ends
June 4	Sunday	Residence Halls open at 12:00 noon
June 5	Monday	First Day of Class/Late registration begins (\$20.00 fee)
June 5	Monday	Begin to identify No Shows
June 7	Wednesday	Late registration ends
June 7	Wednesday	Deadline for course audits
June 8	Thursday	Bill Clearance Deadline 10:00 am
June 8	Thursday	Interim grading begins
June 8	Thursday	Course Withdrawals begin
June 8	Thursday	University Withdrawals begin
June 12	Monday	Interim grading ends
June 16	Friday	Midterms begin/end

## 14–Academic Calendars

June 19	Monday	Deadline for course withdrawals
June 20	Tuesday	Midterm grades due
June 26	Monday	Deadline for University Withdrawals
June 30	Friday	Last day of class
July 1	Saturday	Residence Halls close for Summer I students at 10:00 am
July 3	Monday	Final grades due
<b>Eight-Week Term V 2017</b>		
June 2	Friday	Registration ends
June 4	Sunday	Residence Halls open at 12:00 noon
June 5	Monday	First Day of Class/Late registration begins (\$20.00 fee)
June 5	Monday	Begin to identify No Shows
June 7	Wednesday	Late registration ends
June 7	Wednesday	Deadline for course audits
June 8	Thursday	Interim grading begins
June 8	Thursday	Course Withdrawals begin
June 8	Thursday	University Withdrawals begin
June 30	Friday	Midterms begin/end
July 3	Monday	Summer break begins
July 4	Tuesday	July 4 Holiday - University Closed
July 5	Wednesday	Midterm grades due
July 5	Wednesday	Interim grading ends
July 5	Wednesday	Summer break ends/Classes resume
July 10	Monday	Bill Clearance Deadline 10:00 am
July 11	Tuesday	Deadline for course withdrawals
July 19	Wednesday	Deadline for University Withdrawals
August 1	Tuesday	Last day of class/Final exams
August 2	Wednesday	Residence Halls close for Summer at 12:00 noon
August 3	Thursday	Final grades due
August 8	Friday	Text rental books due
<b>Summer II 2017</b>		
July 3	Monday	Registration ends
July 3	Monday	Residence Halls open at 9:00 am
July 5	Wednesday	First Day of Class/Late registration begins (\$20.00 fee)
July 5	Wednesday	Begin to identify No Shows
July 7	Friday	Late registration ends
July 7	Friday	Deadline for course audits

July 10	Monday	Interim grading begins
July 10	Monday	Course Withdrawals begin
July 10	Monday	University Withdrawals begin
July 12	Wednesday	Interim grading ends
July 18	Tuesday	Midterms begin/end
July 18	Tuesday	Deadline for course withdrawals
July 19	Wednesday	Deadline for University withdrawals
July 20	Thursday	Midterm grades due
August 1	Tuesday	Last day of class/final exams
August 2	Wednesday	Residence Halls close for Summer at 12:00 noon
August 3	Thursday	Final grades due
August 8	Monday	Text rental books due

## General Information

### **Mission Statement**

Fayetteville State University (FSU) is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond. The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the State. Awarding degrees at the baccalaureate and master's levels, and the doctorate in educational leadership, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.

### **FSU Vision Statement**

Fayetteville State University is a leading institution of opportunity and diversity committed to developing learned and responsible global citizens.

### **FSU Core Identity Statement**

Fayetteville State University is a historically black university founded in 1867 as the Howard School by seven black men for the purpose of educating black children. FSU has a tradition of excellence in teacher education and is the second oldest state supported school in North Carolina. The student body, faculty, and staff today rank among the nation's most diverse campus communities. With program expansion, the university has strong undergraduate and graduate programs in teacher education, the arts and sciences, health professions, business and economics, and is developing programs in unique and emerging fields. FSU has a tradition of collaboration with the Fayetteville/Fort Bragg-Pope Air Force Base community, and renders services throughout southeastern North Carolina. FSU has a tradition of an affordable education and of preparing students to be life-long learners, to be responsible citizens, and to render selfless service to mankind.

### **FSU Core Values**

#### **Student Success and the Pursuit of Excellence**

We believe in student success and the obligation of the university to provide the highest quality learning experiences and academic programs to facilitate student success, intellectual and cultural growth, excellence in scholarship, leadership, and ethical standards.

#### **Shared Governance**

We believe in shared governance, fiscal responsibility, a commitment to life-long learning, and professional development for faculty, staff, and students.

#### **Global Responsibility**

We believe in respect for diversity, global responsibility, conservation of natural resources, and a commitment to sustainability.

#### **Collaboration**

We believe in outreach, partnerships with educational institutions, engagement with the military and the community, economic transformation of the state, and service to others.



**Administration**

**Board of Trustees**

<b>Trustee</b>	<b>Term Expires</b>	<b>Trustee</b>	<b>Term Expires</b>
Dr. Richard Clayton Adams Fayetteville	17**	Mr. Elliot Jackson Fayetteville	(Ex Officio, 2016-2017)
Mr. Claude Bogues Durham	17**	Mrs. Vedas Neal Elm City	19**
Mr. Kirk deViere Fayetteville	19**	Dr. Inder Nijhawan Fayetteville	17**
Dr. Edward E. Dickerson Fayetteville	19**	Mr. Donald L. Porter (Chairman) Fayetteville	19**
Mr. Jodie Ervin (Secretary) Raleigh	17***	Mr. Rajan Shamdasani Fayetteville	19***
Dr. John R. Griffin, Jr. Fayetteville	15**	Ms. Brenda Timberlake Creedmoor	17**
**UNC Board of Governors' Appointee		*** Governor's Appointee	
<b>Trustee Emeriti</b> Dr. W.T. Brown Mr. Felton J. Capel Dr. Jack V. Hill Mr. James M. Paige			

**Administrative Officers**

<b>Name</b>	<b>Degrees</b>	<b>Title</b>
James A. Anderson	B.A., Ph.D.	Chancellor
Jon Young	B.A., M.A., Ph.D.	Provost and Vice Chancellor for Academic Affairs
Janice Haynie	B.A., M.S., Ph.D.	Vice Chancellor for Student Affairs
Kenneth Craig	B.S., M.B.A.	Vice Chancellor for Business and Finance
Arasu Ganesan	B.A., M.B.A.	Vice Chancellor for Information Technology
Getchel L. Caldwell	B.S., M.P.A.	Vice Chancellor for Institutional Advancement
Wanda D. Lessane Jenkins	B.B.A., M.B.A., J.D.	University Legal Counsel
Samuel Adu-Mireku	B.S., M.S., Ph.D.	Interim Dean, College of Arts and Sciences

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Pamela Jackson	B.A., M.P.A., M.B.A., Ph.D.	Dean, School of Business and Economics
John Brooks	B.A., M.A., Ph.D.	Dean, University College
Marion Gillis-Olion	B.A., M.A., Ph.D.	Dean, School of Education

### History

In 1867, seven black men - Matthew N. Leary, Jr., A. J. Chesnutt, Robert Simmons, George Grainger, Jr., 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 Oliver O. Howard of the Freedman's Bureau, erected a building on this site, and the institution became known as the Howard School. Robert Harris was selected as the principal.

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 under the leadership of Robert Harris. Its name was changed to the State Colored Normal School and Harris remained as principal until his death in 1880.

Charles W. Chesnutt was principal from 1880 to 1883. He emphasized foreign languages, social graces, and intellectual development as keys to success. He resigned to pursue a literary career and indeed became one of the leading black American writers of fiction between 1887 and 1930.

Ezekiel E. Smith became the third principal in 1883 and would serve three different terms in this leadership position. His first term as principal lasted from 1883-1888. He expanded the curriculum to better prepare teachers for the public grammar schools. In 1888 George Williams became the principal and introduced a Speaker's Series. Smith returned in 1895 after serving as an ambassador in Liberia. In 1898, he left to serve in the Spanish American War. Reverend Leonard E. Fairley served as acting principal until Smith returned in 1899.

Between 1899 and 1933, Dr. E.E. Smith's vision for excellence in teaching would lay the framework for the Normal School to become a college. By the time he retired in 1933, the school had grown from three rooms in a small frame structure to a physical plant of ten buildings on a fifty-acre tract of land. Black and white citizens contributed funds along with Dr. Smith, F. D. Williston, E. N. Williams, J. G. Smith and Dr. P. N. Melchor, to purchase the initial forty acres of land. With the erection of the Aycock Building by the state in 1908, the school began its permanent residency on Murchison Road. Smith's title was changed from principal to president in 1927. The Newbold School, a practice school for teachers, was erected on the campus in 1930. Dr. E.E. Smith's ideas about teacher training set the pace for teacher education throughout the state. His years of service covered a span of fifty years-1883 to 1933.

Dr. James Ward Seabrook became the president in 1933. Under his presidency the school became Fayetteville State Teachers College, thereafter being authorized to grant the Bachelor of Science Degree in Elementary Education. Cultural activities, student organizations, and significant physical expansion contributed to the complete transformation from a normal school to a college. The college received both state and regional accreditation in 1947.

Dr. Rudolph Jones succeeded Dr. Seabrook in 1956. 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. FSC students were active participants in the Civil Rights Movement of the sixties and helped to bring about integration in Fayetteville. Also, under the leadership of Dr. Jones, six additions were made to the physical plant to accommodate a rapidly expanding enrollment.

Dr. Charles A. Lyons, Jr. was appointed president in 1969 and the institution acquired its present name. By a legislative act in 1972, Fayetteville State University became a constituent institution of the University of North Carolina System, and Dr. Lyons became its first Chancellor. During his tenure, the curriculum was expanded to include a variety of both baccalaureate and master's level programs. 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 full-time working people 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 eighth 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, and sociology, and FSU's first doctoral program in Educational Leadership was established. Baccalaureate program offerings were also increased to include 36 disciplines in the arts and sciences, business and economics, and education. Hackley strengthened FSU's community outreach to at-risk children in the public schools and established 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, which enabled the university to increase the number of privately funded scholarships. The student population doubled in numbers and in diversity during his administration. The addition of the ultra-modern School of Business and Economics Building and the Health and Physical Education Building underscored Dr. Hackley's commitment to FSU's continued expansion and growth. On December 31, 1994, 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. Capital improvements included renovation of dormitories and completion of the Distance Learning Center in the Communications Building.

In 1995 Dr. Willis B. McLeod, a 1964 graduate of Fayetteville State University, became the ninth Chief Executive Officer of FSU and the first alumnus to serve as Chancellor. Among the initiatives he instituted were the "Freshman Year Initiative" (or F.Y.I.), a program designed to enhance students' educational outcomes; new outreach efforts aimed at forging stronger community ties; and formed a regional partnership of public school, community college, and university leaders which focused on strengthening the educational pipeline from pre-school to post-graduate studies. Renovation and improvement of campus facilities were achieved, including all air-conditioned buildings. A strong cultural and fine arts series and fourteen CCAA championships bolstered Bronco Pride.

Dr. T. J. Bryan assumed the position of Chancellor on July 1, 2003. As the tenth chief executive officer of the university, Dr. Bryan was the first African-American woman selected to lead a constituent institution of the University of North Carolina. Dr. Bryan developed new academic programs, obtained specialized accreditation for several programs, strengthened student recruitment and support programs, and improved buildings and grounds. Under her leadership, a four-year nursing program and an Honors Program were established.

In 2007 Dr. Lloyd V. Hackley returned as Interim Chancellor. He launched projects to carry out the initiatives of UNC Tomorrow, placed FSU on a sound course for fiscal solvency, and introduced a number of organizational changes for greater efficiency of operations.

Dr. James A. Anderson was named the eleventh Chief Executive Officer of Fayetteville State University on March 7, 2008. Under Chancellor Anderson's leadership, the university has established a five year strategic plan for growth, expanded academic program offerings, added global education and study abroad, and increased certification and accreditation of academic programs. The university has expanded partnerships with universities, corporations, and the military. Outreach also includes service learning, a community computer center, a Veteran Center, the Early High School College, the Center for Defense and Homeland Security, and many collaborative cultural activities with community agencies.

Dr. Anderson is committed to making FSU a university of choice by enabling students to be successful through advanced technology, new cutting edge academic programs, expanded partnerships with the community and educational institutions, globalism, an improved campus environment, and professional development opportunities for faculty, staff, and students.

**Administration of the University of North Carolina**

**The Board of Governors**

W. Louis Bissette, Jr., Chairman

Roger Aiken, Vice Chairman

Joan Templeton Perry, MD, Secretary

**2013-17 Term**

Henry W. Hinton

Rodney E. Hood

W. Marty Kotis III

Scott Lampe

Steven B. Long

Joan G. MacNeill

W.G. Champion Mitchell

R. Doyle Parrish

Therence O. Pickett

Robert S. Rippy

Harry L. Smith, Jr.

J. Craig Souza

George A. Sywassink

Laura I. Wiley

**2015-2019 Term**

Pearl Burris-Floyd

C. Philip Byers

Walter C. Davenport

Thom Goolsby

H. Frank Grainger

James L. Holmes, Jr.

Joe Knott

Ann Maxwell

J. Alex Mitchell

Anna S. Nelson

David M. Powers

O. Temple Sloan III

William Webb

Michael Williford

**Emeritus Member**

Hannah D. Gage

**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:

Academy of Criminal Justice Sciences  
 The Adult Education Association, U.S.A.  
 American Association for Counseling and Development  
 The American Association for Colleges and Universities (AAC&U)  
 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)  
 Association to Advance Collegiate Schools of Business (AACSB)  
 The Central Intercollegiate Athletic Association (CIAA)  
 Commission on Collegiate Nursing Education (CCNE)  
 Council for Advancement and Support of Education (CASE)  
 Council of Graduate Departments of Psychology  
 Council of Graduate Schools (CGS)  
 Council of Historically Black Graduate Schools  
 Council on Social Work Education  
 International Police Executive Symposium  
 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 Board of Nursing  
 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) 672-1228/1229.

### 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 672-1281/1282.

### **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 Training and Education 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 contacting the center directly:

Fort Bragg Training and Education Center  
4520 Knox and Randolph Street  
Building B, Suite 102  
Fort Bragg, NC 28307  
(910) 672-2963  
(910) 497-9115 (fax)  
[military@uncfsu.edu](mailto:military@uncfsu.edu)

### **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;

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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.

### **Residence Life**

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 has 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. The primary focus of the SBTDC is management counseling, addressing issues including financing, marketing, human resources, operations, business planning, and feasibility assessment. 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 trade 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 910-672-1727.



### **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. Interested students should contact the Office of International Education in Hackley Honors Hall Suites 117 and 118 or call 910-672-2153.

### **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 Science, Master of Business Administration, and Associate of Arts degrees are available through the College of Arts and Sciences, School of Business and Economics, and School of Education.

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

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

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

### **University Library**

The Charles Waddell Chesnut Library is the central research facility for Fayetteville State University and the surrounding community. Named for Charles Waddell Chesnut, who was the third president of the institution and the first successful African-American novelist, the library is a four-level contemporary building providing nearly 80,000 square feet of space, seating for approximately 800 patrons, and a capacity for 500,000 volumes and over one million items of microform. The library currently has in its holdings in excess

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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 910-672-1295. Answers to questions regarding parking may be requested 8:00 a.m. to 5:00 p.m., Monday through Friday by calling 672-1341. Call 910-672-1911 in the case of an emergency.

### **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 672-1815 or 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*.

### **Veterans Affairs**

The FSU Student Veteran's Center has staff available on campus at Bronco Square, Suite 102 and at the Fort Bragg Education Center. 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.

## Admissions

Applicants seeking to pursue graduate study at Fayetteville State University will be considered for admission in one of five (5) distinct categories of students:

- 1) admitted as unconditional degree seeking at the doctoral or master's levels;
- 2) admitted at graduate certificate level;
- 3) admitted at teacher licensure level;
- 4) accepted as conditional admission at the master's level;
- 5) accepted at professional development level.

**All students (degree seeking or non-degree seeking) holding a baccalaureate degree from an accredited college or university who attend Fayetteville State University are classified as graduate students. Thus, students seeking a doctoral degree, master's degree, graduate level certificate, teacher licensure, and professional development all are designated as graduate students and are required to pay graduate student fees. Students seeking a second undergraduate degree are classified as undergraduate students.**

Prospective students are advised to review each of these categories and follow the application guidelines delineated below that are appropriate to their personal, academic, and career goals. Degree-seeking applicants must also consult the appropriate section in this catalog for further application and admission guidelines for specific degree programs.

**All application materials should be submitted to the appropriate address listed below.**

Individuals seeking to enroll in courses for graduate degrees, graduate certificates, teacher licensure, or professional development must submit applications to:

**Office of Admissions  
Collins Building—First Floor  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, North Carolina 28301-4298  
(910) 672-1374  
Fax: (910) 672-1470**

**Website: [www.uncfsu.edu/admissions/graduate](http://www.uncfsu.edu/admissions/graduate)**

To ensure an admission decision prior to the desired semester of entry, applicants must submit all application materials by the appropriate priority deadline listed below. An applicant who submits application materials after the priority deadline may be considered for admission as a conditional admit student or as a professional development student. See application guidelines below for further information.

<b>Priority Deadlines for Application to Graduate Degree, Certificate, and Teacher Licensure Programs*</b>		
<b>College of Arts and Sciences</b>	<b>Admission for Fall Semester</b>	<b>Admission for Spring Semester</b>
Criminal Justice	April 15	October 15
English	April 15	October 15
Psychology	March 15	October 15
Social Work	January 15	NA – Fall admit only

Sociology	April 15	October 15
<b>School of Business and Economics</b>	Admission for <b>Fall Semester</b>	<b>Admission for Spring Semester</b>
Master of Business Administration (M.B.A.)	April 15	October 15
<b>School of Education</b>	<b>Admission for Fall Semester</b>	<b>Admission for Spring Semester</b>
Educational Leadership, Doctor of Education (Ed.D.)	April 1	N.A. - Fall admit only
Master of Arts in Teaching (M.A.T.)	April 15	October 15
Master of Education (M.Ed.)	April 15	October 15
Master of School Administration (M.S.A)	April 1	N.A. – Fall admit only

\*Deadlines apply only to U.S. citizens. International students should see Guidelines for International Student Applicants.

Inquiries about specific graduate programs should be directed to the following graduate program coordinator/director:

### College of Arts and Sciences

Program	Graduate Coordinator(s)	Email	Phone
Master of Arts in Psychology (MA)	Dr. Laura Coyle (Counseling Track)	<a href="mailto:lcoyle@uncfsu.edu">lcoyle@uncfsu.edu</a>	(910) 672-1223
	Dr. David Wallace (Experimental Track)	<a href="mailto:dwallace@uncfsu.edu">dwallace@uncfsu.edu</a>	(910) 672-1419
Master of Arts in Sociology (MA)	Dr. Akbar Aghajanian	<a href="mailto:aaghajanian@uncfsu.edu">aaghajanian@uncfsu.edu</a>	(910) 672-2927
Master of Science in Criminal Justice (MS)	Dr. Lori Guevara	<a href="mailto:lguevara@uncfsu.edu">lguevara@uncfsu.edu</a>	(910) 672-2190
Master of Social Work (MSW)	Dr. Gregory Perkins	<a href="mailto:gperkins@uncfsu.edu">gperkins@uncfsu.edu</a>	(910) 672-1021
<b>Certificate Programs</b>			
Applied Sociology	Dr. Akbar Aghajanian	<a href="mailto:aaghajanian@uncfsu.edu">aaghajanian@uncfsu.edu</a>	(910) 672-2927
Criminal Justice	Dr. Lori Guevara	<a href="mailto:lguevara@uncfsu.edu">lguevara@uncfsu.edu</a>	(910) 672-2190
Military Behavioral Health	Dr. Gregory Perkins	<a href="mailto:gperkins@uncfsu.edu">gperkins@uncfsu.edu</a>	(910) 672-1021
Professional Writing	Prof. Carole Weatherford	<a href="mailto:cweatherford@uncfsu.edu">cweatherford@uncfsu.edu</a>	(910) 672-2149
Teaching of Writing	Prof. Carole Weatherford	<a href="mailto:cweatherford@uncfsu.edu">cweatherford@uncfsu.edu</a>	(910) 672-2149
Substance Abuse Studies	Dr. Oliver Johnson	<a href="mailto:ojohnso1@uncfsu.edu">ojohnso1@uncfsu.edu</a>	(910) 672-2214

### School of Education

Program	Graduate Coordinator(s)	Email	Phone
Doctorate of Education (Ed.D.)	Dr. Linda Wilson-Jones	<a href="mailto:lwilson-jones@uncfsu.edu">lwilson-jones@uncfsu.edu</a>	(910) 672-1731

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Master of School Administration (MSA)	Dr. Linda Wilson-Jones	<a href="mailto:lwilson-jones@uncfsu.edu">lwilson-jones@uncfsu.edu</a>	(910) 672-1731
Master of Education (MEd)	Special Education: Dr. Kimberly Smith-Burton	<a href="mailto:ksmith@uncfsu.edu">ksmith@uncfsu.edu</a>	(910) 672-1181
	Secondary Education: Dr. Kimberly Smith-Burton	<a href="mailto:ksmith@uncfsu.edu">ksmith@uncfsu.edu</a>	(910) 672-1181
Master of Arts in Teaching (MAT)	Dr. Kimberly Smith-Burton	<a href="mailto:ksmith@uncfsu.edu">ksmith@uncfsu.edu</a>	(910) 672-1181
<b>Licensure of Education</b>	(Licensure Coordinators)		
Class A Level Licensure of Education (LO)	Dr. Priscilla Manarino-Leggett - Elementary Education - Birth through Kindergarten - Reading Education	<a href="mailto:pleggett@uncfsu.edu">pleggett@uncfsu.edu</a>	(920) 672-1586
	Dr. Kimberly Smith-Burton - Health/Physical Education - Secondary Education - Middle Grades - Special Education	<a href="mailto:ksmith@uncfsu.edu">ksmith@uncfsu.edu</a>	(910) 672-1181

### School of Business and Economics

Program	Coordinator	Email	Phone
Master of Business Administration (MBA)	Professor John Scarsella	<a href="mailto:jscarse1@uncfsu.edu">jscarse1@uncfsu.edu</a>	(910) 672-1181
<b>Certificate Programs</b>			
Healthcare Management	Professor John Scarsella	<a href="mailto:jscarse1@uncfsu.edu">jscarse1@uncfsu.edu</a>	(910) 672-1181
Project Management	Professor John Scarsella	<a href="mailto:jscarse1@uncfsu.edu">jscarse1@uncfsu.edu</a>	(910) 672-1181

### Guidelines for Applicants to the Doctorate in Educational Leadership (Ed.D.) Program

Applicants for admission to the Ed.D. Program in Education Leadership are evaluated on the basis of their potential for success as doctoral students and future educational leaders. A completed application consists of the following:

- a. A completed graduate admission application.
- b. Complete all requirements for the safety review. The campus safety requirement will NOT be bypassed under any circumstances.
- c. Pay the nonrefundable application fee.
- d. Official transcripts of all college/university work.
- e. A score on the GRE taken within the last five years.
- f. Three letters of recommendation (not older than two years).
- g. A personal interview.
- h. An on demand writing sample.

- i. A portfolio of professional growth submitted directly to the Ed.D. Program.
- j. Must complete the residency form.

In addition to the applications for admission, applicants for the Ed.D. Program must also submit a portfolio of professional growth (see program description for further information) directly to:

Ed.D. Program  
 School of Education  
 Fayetteville State University  
 1200 Murchison Road  
 Fayetteville, NC 28301-4298  
 (910) 672-1810

**Application Deadline:** To be considered for admission to the Ed.D. Program, applicants must submit all required application materials by April 1 for admission for the fall semester. Applications submitted after the deadline will be considered for admission for the following fall semester. Students are admitted by cohorts in the fall semester. For specific requirements and procedures for matriculation through the program, applicants should contact the Director of the Ed.D. Program, the department chair, or the Ed.D. Student Handbook. **Note: The Ed.D. Programs admits students every other year, odd number years.**

### **Guidelines for Applicants to Master's Degree Programs**

Applicants who apply for admission to graduate programs must have a baccalaureate degree from an accredited institution. Official scores from the Graduate Record Examination (GRE), Miller Analogies (MAT), or the Graduate Management Admissions Test (GMAT) are required for admission to degree program *unless* otherwise stated by individual degree programs (see degree program requirements later in the catalog). Scores must be no older than five (5) years at the time of application. Scores are not required for applicants who currently hold a Master's degree from an accredited institution unless otherwise stated by the specific degree program. Applicants should consult the program section in the catalog for admission requirements specific to each program of study. In particular, programs that admit students as a cohort may have an admission timeline and requirements that are different from the requirements outlined below.

**Students who do not meet all requirements to be admitted unconditionally may be admitted under one of the following admission categories. A student who is admitted unconditionally to pursue a degree may be eligible for financial aid.** Except as mandated by an accrediting body, applicants who earned their undergraduate degree(s) from Fayetteville State University do not have to make a separate request for official transcript(s) to the Office of the Registrar.

### **ADMISSION CATEGORIES**

#### **Professional Development Student**

Professional development status is reserved for two types of applicants: (1) An applicant who is not applying to earn a degree from FSU (such an applicant's desire is only to enroll in undergraduate and/or graduate courses for his/her own personal and professional development); (2) an applicant who seeks to earn a degree from FSU, but she/he cannot complete the application process at least four (4) weeks prior to the start of the semester or term in which she/he intends to matriculate. To be admitted as a professional development student, the student must meet the below general admission requirements. Students must be aware that departments and programs may have program specific requirements including course registration requirements, such as pre-requisites and co-requisites. The following general requirements will apply:

- a. Complete the graduate application and specify "Professional Development".

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- b. Complete all requirements for the safety review. (Note: The campus safety requirement will NOT be bypassed under any circumstances.)
- c. Pay the nonrefundable application fee.
- d. Submit official transcript to show the highest level of earned degree. A student may be admitted to professional development status and permitted to enroll for one semester based on an unofficial transcript. However, the student will not be permitted to enroll for the second semester without submitting his/her official transcript(s) nor will they be able to receive an official transcript from Fayetteville State University.
- e. Must complete the residency form.

The maximum credit hours a student in professional development status may earn is 12. To enroll in more than 12 credit hours a professional development student must either receive special permission or must apply for a degree program. Under no circumstances will a professional development student be transferred from professional development status to degree seeking without completing the application process. Professional development status does NOT guarantee unconditional admission to any graduate program at Fayetteville State University.

A student in professional development status is NOT eligible for financial aid. Upon admission to a degree seeking program, a student may become eligible for financial aid beginning with the semester of admission.

### **Conditional Admission Status**

The conditional admission status is reserved for an applicant who seeks to earn a degree from Fayetteville State University and will complete the application process by no later than four weeks prior to the start of the semester or term in which he/she intends to matriculate. Students must be aware that departments and programs may have program specific requirements including course registration requirements, such as pre-requisites and co-requisites. The following general requirements will apply:

- a. Complete the graduate application and specify “Degree Seeking”.
- b. Complete all requirements for safety review. (Note: The campus safety requirement will NOT be bypassed under any circumstances.)
- c. Pay the non-refundable application fee.
- d. Submit all required documents, including official transcript(s), letters of recommendation, and GRE or GMAT scores (if applicable). Note: Each degree program has program-specific requirements. An applicant must review the requirements for the program to which they seek to enroll.
- e. Must complete the residency form.

Program coordinators will receive completed applications from the Office of Admissions. Prior to the beginning of semester, a graduate program faculty committee will review and make a decision about admission. If admitted unconditionally, the student will be notified by the Office of Admissions. The Graduate Program Faculty Committee may admit an applicant conditionally pending on his/her performance in specific classes. The Graduate Program Faculty Committee may deny admission.

A student who is offered conditional admission will NOT be eligible for financial aid.

### **Teacher Licensure-Only Students**

A Teacher Licensure-Only student is an individual who holds a baccalaureate degree and wishes to pursue a licensure program in Teacher Education at Fayetteville State University. The following general requirements will apply:

- a. Complete the graduate application and specify “Teacher Licensure Only”.



- b. Complete all requirements for safety review. (Note: The campus safety requirement will NOT be bypassed under any circumstances.)
- c. Pay non-refundable application fee.
- d. Submit an official baccalaureate degree transcript and official transcript(s) from all other universities/colleges attended.
- e. Must complete residency form.

If an applicant meets the required undergraduate cumulative GPA of 2.5 or if the GPA of the last 60 hours is 2.75, the student will be admitted to the Graduate Licensure Only program which he/she selected on the application. The student will be permitted to enroll in undergraduate/graduate courses for which she/he meets pre-requisites.

A student who is admitted to the teacher licensure-only program may be eligible for financial aid.

### **Guidelines for Applicants to Graduate Certificate Programs**

#### **Admission**

Students may be admitted to a graduate certificate program at FSU through one of the following pathways.

**1. Graduate certificate only**

Student submits an application to FSU to pursue a graduate certificate program. Student must apply through the Office of Admissions and indicate program of interest. Student will pay applicable application fee and complete residency form. Department will review the application and make a decision to admit or not admit.

**2. Master's degree seeking plus graduate certificate program (concurrent)**

Student is admitted to FSU to pursue a master's degree but decides to add a graduate certificate program and pursue both programs concurrently. Student will declare intent to pursue the certificate program by submitting a short application form to Graduate Coordinator or Program Director.

**3. Master's degree seeking but discontinued (voluntary or involuntary) to pursue graduate certificate program**

This pathway offers an opportunity for students who are admitted to FSU to pursue a master's degree but are forced to discontinue (either for voluntary or involuntary reasons) to be considered for a graduate certificate. Student must submit petition and a short application form to Graduate Coordinator or Program Director. The Graduate Coordinator or Program Director will review student's academic record to determine whether the student meets the requirements for the graduate certificate program. The Coordinator or Director will make a recommendation to the department chair. The chair will make a recommendation to the Dean.

#### **General Requirements**

The graduate certificate is awarded for successful completion of a coherent program of study of at least twelve (12) semester credit hours proposed by a department and approved by the FSU Graduate Council. Students are admitted to a specific graduate certificate program and are advised by faculty in the department offering the graduate certificate. Once students in the graduate certificate status have completed the required number of hours for the certificate program, a hold will be placed on their accounts and further enrollment will be prohibited. In order to continue enrollment, students must contact the department chair/program director to obtain an Enrollment Continuation Form. Students may apply credit earned in the graduate certificate program at Fayetteville State University toward a degree that they pursue either in conjunction with the graduate certificate or after the certificate has been awarded. To be applied to a degree program, graduate credit must be approved by the department chair/program director and the dean of school or college.

Courses taken in a certificate program that are applied to a master's degree at Fayetteville State University cannot be more than six years old at the time of graduation from the degree program. Although a student may not ordinarily transfer hours from another institution into a certificate program, some programs may allow transfer of a maximum of six credit hours. The graduate certificate is awarded to students who have completed the specified program of study with a GPA of 3.0 or better from the time of enrollment in the first certificate course. Students admitted to a certificate program are not eligible for financial aid.

### **Guidelines for Seniors Seeking Enrollment in Graduate Level Courses**

Fayetteville State University students with senior classification in the College of Arts and Sciences and the School of Education may be permitted to enroll in 500-level classes. Students in the School of Business and Economics with senior classification may be permitted to register for 500 and 600 level courses.

Undergraduates must meet the following criteria to be permitted to register for graduate level courses:

- Students must have a G.P.A. of 3.0 or higher.
- Students must be eligible for graduation during the academic year in which they are registered for graduate courses.
- Students seeking enrollment in courses for graduate credit must obtain approval from their advisor, department chair, and dean of the college/school in which the students are pursuing the major.

Graduate courses taken by students to fulfill undergraduate degree requirements will not be recognized by the university for graduate credit. However, graduate courses taken by students for graduate credit may be used to fulfill graduate degree requirements. Undergraduate students registered for graduate courses may not take more than fifteen (15) credit hours per semester during the regular academic year or more than nine (9) credit hours in a summer session.

Undergraduate students enrolled in graduate level courses may earn no more than two (2) C grades in all graduate level courses. Students who earn an F grade or two (2) C grades in graduate level courses will not be permitted to take additional graduate level courses as an undergraduate student.

### **Guidelines for International Student Applicants**

Fayetteville State University welcomes applications from potential graduate students from other nations. An applicant is considered an international student if he or she does not hold U.S. citizenship or resident alien status. International students must submit each of the following:

- A completed application form with a non-refundable application fee in U.S. dollars. Check FSU website for current application fee.
- Certified copy of all post-secondary records, including marks (grades awarded) and grading scale with minimum passing mark. A certified English evaluation, course by course with grades, must accompany the original document. FSU prefers World Education Services (WES) but will also accept translations from the following other nationally recognized agencies: Education Evaluators International, Inc. (EEI), or International Education Evaluations (IEE).
- Official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing) score report. The test score report should be no more than two years old.
- Students seeking a Graduate degree must submit an official copy of the test results from taking the Graduate Record Examinations (GRE), Miller Analogies Test (MAT) or Graduate Management Admissions Test (GMAT) – refer to program for specific requirements.
- Two/three Recommendation for Graduate School forms—refer to program for specific requirements.
- **The College Board International Student Certification of Finances Guidelines form**, 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.

- All documents must be received at least ninety (90) days prior to the semester of proposed study at Fayetteville State University.
- **IF** the applicant currently holds a VISA, a photocopy of the VISA must be submitted. In cases where the applicant is currently enrolled at another U.S. institution, they can submit a copy of their current I-20 **if it has been signed** by a designated official at the currently enrolled institution.

The application deadline for international students is March 1.

### **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, non-domiciliary 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 pay 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 minors 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, First Floor, Collins 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, and insurance. Additional charges for room and board are assessed to students who reside on campus. All students who reside on campus are required to purchase a meal plan. Optional meal plans are available to commuting students. In addition to these basic costs, other fees and expenses may be charged to students for special services. A complete list of current tuition, fees, and other expenses is available at the cashier's office or online at <http://www.uncfsu.edu/bursar/fees.htm>.

## Method of Payment

Tuition, fees, and room and board charges are due by the last day of late registration for each semester or term. Payments can be made by cash, cashier's check, personal check, money order, credit or debit card, third-party sponsors, or financial aid. Students planning to use financial aid to pay their bills must meet all financial aid application deadlines to ensure availability of funds at the time of registration. Students with an account balance after the last day of late registration must enroll in a monthly payment plan with Tuition Management Systems (TMS) or their registration will be dropped for nonpayment. Students can contact TMS at 1-888-463-6994 or online at [www.afford.com/uncfsu](http://www.afford.com/uncfsu). The monthly payment plan is *not* available for summer sessions.

## Military Personnel and Dependents

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 eligible for the in-state tuition rate the applicant must submit a military residency application by the deadline established by the Admissions Office.

## 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 Center for Personal Development located in room 155 of the Spaulding 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.**

## 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. If the student and advisor conclude that withdrawal from the university might be the best option, the student must complete the official university withdrawal process, which is initiated in the Center for Personal Development located in the Spaulding Building, Room 155. The appropriate steps in the process are as follows:

1. Upon entering the Center for Personal Development, the student will be asked to discuss the reasons for the possible withdrawal. If unable to resolve the problems, the counselor will ask the student to complete the online withdrawal form. If this is a telephone conversation, the form will be emailed to the student's Bronco email account to process.
2. Upon the student submitting the form, it is directed to the Office of the Registrar for processing. The Registrar's Office will alert the student's advisor, chair and/or dean of the school or college for final review. The official date of the student's withdrawal from the university is based on the date when the Registrar approves the form.
3. Upon completion, the Registrar will contact Financial Aid, Student Accounts, and Student Auxiliaries (Bookstore, Police Office, Post Office, Library, Residence Life, and Bronco One Card Office). These offices 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 or any additional steps they must take to complete their withdrawal from the University.
4. When extreme emergencies prevent a student from completing the withdrawal before the published deadline and they do not meet the requirements for withdrawing for extenuating circumstances, 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 the method selected by the student for their student refunds. 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 that the process was initiated if the student or their designee returns the form within ten (10) calendar days of that date. 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 students tuition and fee cost. Once the students 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 indebtedness to the university.

### Withdrawal Adjustment Schedule - All Semesters

NOTE: Withdrawal from ALL classes  
(Adjustment includes Room and Board and is based on percentage of course completion)

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Prior to course start date to 6.5% complete	100%
6.6% to 13.0% course completion	90%
13.1% to 19.5% course completion	80%
19.6% to 26.0% course completion	70%
26.1% to 32.5% course completion	60%
32.6% to 39.0% course completion	50%
39.1% to 45.5% course completion	40%
45.6% to 52.0% course completion	30%
52.1% to 58.5% course completion	20%
58.6% to 65.0% course completion	10%
65.1% and Thereafter	

### 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. Students 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. Additional room and board adjustments may be granted when a) the student withdraws from the university, b) the student is called for military deployment, c) a medical emergency, or d) a financial hardship, all dorm and meal plan adjustments require supporting documentation and must be approved by the Director of Residence Life or designee.

### Student Medical Insurance

The university requires all undergraduate and graduate students who are enrolled in six or more credit hours on the main campus to have medical insurance and provides a medical insurance plan for each student. Medical insurance fees are automatically assessed as part of a student's overall tuition and fees. A student may waive the medical insurance fee for the entire fiscal year by completing an insurance waiver form at the beginning of the fall semester or by completing the waiver form by the last day of posted registration for each semester online only at [www.studentinsurance.com](http://www.studentinsurance.com). **Documentation of proof of insurance is needed to waive the student medical insurance fee.**

### 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.

## Financial Aid

Fayetteville State University seeks to ensure that qualified students will not 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 Lilly Building, provides information and assistance to students applying for financial aid. 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 by the priority date of March 1.

### Eligibility Criteria

To be eligible to receive financial aid assistance by the Office of Financial Aid, the applicant must:

1. Be admitted and currently enrolled in at least half time status as an undergraduate or graduate student;
2. Be enrolled in a degree-seeking program at Fayetteville State University;
3. Be a U.S. citizen, permanent resident or eligible non-citizen;
4. Make satisfactory academic progress (See “Satisfactory Academic Progress,”) toward the completion of his or her academic program;
5. Not be in default status on any Title IV aid from a previous enrollment period;
6. Complete the Free Application for Federal Student Aid (FAFSA) by the priority deadline of March 1.

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. Graduate students are eligible for unsubsidized student loans.

<b>Total Educational Cost</b>	-	<b>Expected Family Contribution (EFC) (Based on congressional calculation)</b>	=	<b>Eligibility (Need)</b>
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A student’s eligibility for financial aid is determined by the U.S. Department of Education 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 to pay for educational costs, and student’s eligibility to receive funds from federal, state, institutional, and/or other 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.

Term for which aid is requested	Priority Deadline for FAFSA filing
Academic Year	March 1
Summer School	May 1

To apply for Federal Loans and/or Plus Loans, you must have a completed Financial Aid file by the applicable Deadline date.

Term for which loan is requested	Deadline
Fall Semester	November 1
Spring Semester	April 15
Summer Session I	May 1
Summer Session II	June 1
You must complete a Renewal or New Free Application for Federal Student Aid (FAFSA) each Academic year by: March 1	

## 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 for which that student qualifies.*

## Warning to All Financial Aid Applicants

Information provided by applicants may 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, non-filing documents, untaxed income verification, and other requested documents. Applicants who 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 provided on the FAFSA by the student and/or documentation submitted to the Office of Financial Aid, the applicant will have to pay it back, in addition to 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 at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA must be filed to determine a student's financial need and eligibility for financial aid at Fayetteville State University. This form should be completed at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or mailed to the Federal Government Central Processing System (CPS) in accordance with instructions on 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 Office of Financial Aid at FSU.
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 will be contacted by CFI School Services (College Foundation Incorporated). If you receive an email from [verification@SSCwp.org](mailto:verification@SSCwp.org) or echosign.com, please respond immediately. For questions regarding the verification process or CFI School Services, please go to [www.SSCwp.org](http://www.SSCwp.org) or call 1-855-328-4400. You will need to submit requested documents to Shared Services. If you do not submit requested documents in a timely manner, your award letter will be delayed.
3. Award Letter - When the review process is complete, the student will receive an award letter. The award letter is also available in Banner Self Service. Students who receive an award letter should go to Banner Self Service at [https://ssbprod11g.uncfsu.edu/pls/FSUPROD/twbkwbis.P\\_WWWLogin](https://ssbprod11g.uncfsu.edu/pls/FSUPROD/twbkwbis.P_WWWLogin) to accept, reduce, or decline their federal student loans. Loan funds will not pay to student accounts unless they are accepted on Banner Self Service. In Banner, students can view their financial aid status at any time. They can also view any outstanding requirements, view their student account summary, and view and pay bills.
4. Summer School – Applicants must submit a separate summer school application that is available online and will be due by May 15 for Summer Session 1 and June 15 for Summer Session 2.

### **Federal Financial Aid Available**

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

#### **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. At Fayetteville State University, these grants range from \$626 - \$5,775 for the 2015-2016 academic year.

The Consolidated Appropriations Act, 2012 (Public Law 112-74), was passed into law limiting the number of semesters a student may receive Federal Pell Grant funding from eighteen **(18) semesters or 900% to twelve (12) semesters or 600%**. Students may not appeal their Pell Grant eligibility; the Federal Pell Grant limits have been set 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 bachelor's degree, and who demonstrate exceptional financial need on the FAFSA. The grants can range from \$100 to \$4,000 per award year and are awarded to the neediest students (ordinarily students with a zero EFC) as allowable based on the availability of funds.

#### **Federal TEACH Grant Program (TEACH)**

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or

secondary school that serves students from low-income families. Each grant recipient agrees to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. Grant recipients must teach for at least four academic years within eight calendar years of completing the program of study for which they received a TEACH Grant. **IMPORTANT:** If a grant recipient fails to complete this service obligation, all amounts of TEACH Grants received will be converted to a Federal Direct Unsubsidized Loan which must then be repaid to the U.S. Department of Education. In this event, recipients will be charged interest from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a 6-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan.

### **Federal 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 ten hours per week in a University facility. Wages paid are at least at 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 \$5,500 per year as undergraduates and \$8,000 per year as graduate students to finance their education and must repay the loan after leaving school.

Repayment begins nine months after graduation or after the student ceases to be enrolled at least on 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 nine-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 financial need on the FAFSA to qualify for this program. A promissory note must be signed in the Perkins Loans Office for each academic period for which Perkins funds are received. Perkins funding is based on availability of funds.

### **The William D. Ford Federal Direct Loan Program**

The William D. Ford Federal Direct Loan Program is divided between subsidized and unsubsidized loans. These loans provide assistance to students in meeting educational expenses. Interest is deferred on the principal of the subsidized loan while the student maintains continuous enrollment. Depending on eligibility or unmet cost of attendance, a student may borrow up to:

- \$5,500 a year during the first year;
- \$6,500 a year during the second year of undergraduate study;
- \$7,500 a year for students with junior or senior status.

To apply for William D. Ford Direct Loans, the student must have completed the Financial Aid process by the applicable deadline dates:

Fall Semester	November 1
Spring Semester	April 15
Summer Session I	May 1
Summer Session II	June 1

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

### **William D. Ford Federal Direct Plus Loans**

Direct Plus Loans are loans for the parents of dependent students and for graduate/ professional students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods. The student must complete a FAFSA to determine eligibility for financial aid funds prior to the completion of the PLUS promissory note and a credit check will be performed.

To apply for Direct Plus Loans, the student must have completed the Financial Aid process by the applicable deadline dates:

Fall Semester:	November 1
Spring Semester:	April 15
Summer Session I:	May 1
Summer Session II:	June 1

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

### **State Scholarships and Grants for NC Residents**

The State of North Carolina offers a variety of aid for NC residents. A current and complete list of grants, scholarships, and application criteria is available at [http://www.cfnc.org/paying/schol/info\\_schol.jsp](http://www.cfnc.org/paying/schol/info_schol.jsp).

### **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 is available at the Fayetteville State University website at <http://finaid.uncfsu.edu/scholarshipindex.htm>.

### **Satisfactory Academic Progress**

Financial aid recipients (both undergraduates and graduate students) must make satisfactory academic progress to maintain eligibility for financial aid. Fayetteville State University defines satisfactory academic progress in quantitative and qualitative terms. Students are evaluated for satisfactory academic progress at the end of each semester, at which time students must have earned at least 67% of their attempted hours with a minimum GPA of 2.0 for an undergraduate student and a minimum GPA of 3.0 for a graduate student. Students whose total of attempted hours (including all transfer hours) exceeds 180 for an undergraduate student and 54 for a graduate student may re-enroll if their GPA is 2.0 or higher for an undergraduate student and 3.0 or higher for a graduate student, but will be ineligible for financial aid without successfully appealing through the Academic Appeals Committee for a one time only approval of maximum hours. Students will be evaluated for financial aid eligibility at the end of each semester and will be notified by the Academic Appeals Committee of their eligibility status. Students may appeal their financial aid eligibility by following the process delineated below in the section titled “Appeal Procedure”.

<b>Status</b>	<b>GPA</b>	<b>Consequences</b>
Good Standing	2.0 or higher	Student eligible for continued enrollment and may be eligible for financial aid (see Financial Aid, “Satisfactory Academic Progress”).

Financial Aid Probation	Cumulative GPA below 2.0 at the end of the fall semester	Student eligible for continued enrollment and may be eligible for financial aid to achieve good standing (see Financial Aid, "Satisfactory Academic Progress"). Students on probation will not be permitted to register without meeting with their officially assigned advisor and preparing an Academic Success Plan. Student's enrollment is limited to 14 hours. (Students on probation will sometimes be advised to delay subsequent enrollment to resolve the problems causing poor performance.)
Suspension	Cumulative GPA below 2.0 at the end of the spring semester	Student ineligible for continued enrollment and ineligible for financial aid unless suspension is successfully appealed. Students who successfully appeal suspension will be placed on suspension/ reinstatement and required to participate in the Student Success Program. Students who appeal suspension, but then are suspended more than twice will not be permitted to re-enroll unless they improve status in summer school or participate in Academic Fresh Start. A Student Success Counselor will be assigned to suspended students. The counselor will assist students in taking steps to achieve eligibility for re-enrollment.
Financial Aid Warning	The university evaluates Satisfactory Academic Progress at the end of each payment period and determines that the student did not meet 2.0 and 67% requirements.	Student eligible for continued enrollment and financial aid for one more semester to achieve good standing. Students on financial aid warning will not be permitted to register without meeting with their officially assigned advisor and preparing an Academic Success Plan. Student enrollment is limited to 14 hours. (Students on probation will sometimes be advised to delay subsequent enrollment to resolve the problems causing poor performance.)

### Appeal Procedure

Students whose financial aid is cancelled as a result of not meeting Satisfactory Academic Progress must appeal financial aid ineligibility as part of their suspension appeal. The appeal must be made in writing and submitted to:

Chair of Academic Appeals Committee  
Office of the Registrar  
Fayetteville State University  
Fayetteville, NC 28301-4298

Letters of appeal of academic suspension must be submitted by April 30 for summer, July 30 for the fall semester, and October 30 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 Academic 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. Students suspended more than two times will be permitted to re-enroll only under the provisions of the Academic Fresh Start Policy.

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

Chair of Academic Appeals Committee  
Office of the Registrar  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, NC 28301-4298

Appeals will be granted only under extraordinary circumstances that are appropriately documented.

### **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 student began the withdrawal process. 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.

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.)

#### **Repayments to Programs When a Return of Title IV Calculation is Completed**

If a return of federal funds is applicable based on the calculation of a withdrawal, the funds will be returned in the following order to the United States Department of Education:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Perkins Loan
4. Direct PLUS (Graduate Students)
5. Direct PLUS (Parent)
6. Pell Grant
7. FSEOG
8. Other Title IV Grant Funds
9. NC State Funds



## 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.

The Division of Student Affairs encompasses the administrative Office of the Vice Chancellor and the following units: Career Services, the Office of Residence Life, the Center for Personal Development, the Office of Student Engagement, Intramurals and Campus Recreational Services, Student Health Services, the Rudolph Jones Student Center, and the Office of Student Conduct.

### **Career Services Center**

The Career Services Center, located in the Rudolph Jones Student Center, provides support and assistance for all students. Services are available to undergraduates, graduate students 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 career services process in the freshman year and continue through graduation. The Career Resource Library offers materials and information regarding careers, the job search process and company literature, as well as graduate schools and fellowship programs.

### **Job Location and Development Program**

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

### **Cooperative Education**

Cooperative Education (CO-OP), offered through the 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 and the Drug and Alcohol Education Prevention 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 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 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.

### **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: Cumberland County Health Department, Cumberland County Mental Health Center, North Carolina Highway Patrol, ABC Alcohol Law Enforcement, Operation Sickle Cell, Inc., HIV/STD Prevention Program, and Rape Crisis Volunteers of Cumberland County.

### **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, soccer, dodge ball, racquet ball, weightlifting, swimming, water aerobics, exercise equipment/ activities (Zumba, T-25 & Insanity), indoor/ outdoor track, and bike riding.

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 Sports Office is located on the first floor of Williams Hall.

### **Residence Life**

The primary goal of the Department of Residence Life is to create an atmosphere that is conducive to the overall educational mission of the university. Efforts are made to integrate academic and out-of-class learning

while providing opportunities for self-identity, social networking, leadership development, and civic engagement through the Residence Hall Association.

The main office of Residence Life is located in Williams Hall. There are currently nine residence halls on the main campus and one apartment complex adjacent to the campus, offering comfortable and safe accommodations to approximately 1,600 students. Each facility is supervised by a group of adult professional staff members and supported by responsible student staff members, who aid as peer leaders assisting residents in their adjustment to college life.

An annual application and fee are required before a student can move on campus. Currently, priority is given to first year freshmen and sophomores in accordance with the on-campus living policy; however, upperclassmen and graduate students are welcomed based upon space availability. 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.

Residence hall living is based on community effort, mutual respect, and consideration of others. A written set of Community Living Standards is issued to residents and collectively reviewed at the beginning of each academic term. Community standards are designed to ensure that all students have a positive residential experience. As members of the residence hall community, students are expected to abide by the residence hall regulations, as well as all other college policies and federal, state, and local laws. Alcohol, weapons, and drugs are strictly prohibited on campus.

### **Rudolph Jones Student Center**

The Rudolph Jones Student Center serves as the community center for students, faculty, and staff by providing an environment conducive for growth and exchange. The Office of the Student Activities, Office of Career Services, Office of Student Conduct, Photography, Student Government Association, Student Activities Council, AUTOS Commuter Student Association, Fayettevillian Yearbook, and the VOICE Student Newspaper are housed in the facility. The Student Center is equipped with meeting rooms, student lounge areas, television lounge, recreational space with a hot grill, 100-seat movie theatre, full service post office, and cafeteria. Other services available in the Center include a copy machine, vending machines, and teller machine.

### **Office of Student Engagement**

The Office of Student Engagement 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 Engagement 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. **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 Activities Council**

The Student Activities Council (SAC) has been established as the primary planning and implementation board of the majority of students' social, cultural and recreational activities and events. The Council is comprised of several elected underclassmen and executive board members. Council members are elected annually and serve as representative of their constituents.

## **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 the Spaulding Building. 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. 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.

Medical Provider hours for routine treatment are posted, but may vary during summer sessions. After hours, for non-life threatening issues, students can contact the Health Line Blue at 1-877-477-2424. If experiencing a life-threatening emergency, students should contact the Residence Hall Advisor/Director, the Campus Police, or the Emergency Management System (911).

## **Insurance**

Fayetteville State University requires 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 and online at [www.studentinsurance.com](http://www.studentinsurance.com).

The premium for the Student Accident & Sickness Insurance Plan is included in each student's semester bill as long as three criteria are met:

1. Six or more credit hours taken on the main campus.
2. Student is eligible to pay the student health fee.
3. Student is enrolled in a degree-seeking program.

Students who do NOT wish to be enrolled in the Student Insurance Plan MUST present proof of personal insurance coverage and complete the insurance waiver online only at [www.bcbsnc.com/fsu](http://www.bcbsnc.com/fsu). The deadline will be announced via email. Students who participate in varsity athletics are not allowed to waive their FSU Student Accident & Sickness Insurance Plan without the permission of their respective coach or the Athletic Director.

Any student enrolled in the Student Insurance Plan may also enroll their eligible dependents and/or spouse.

International students are insured under the University System International Insurance 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-155.1, 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 forms are also available online and in the Spaulding Building.

## **Additional Information**

All medical/immunization records should be mailed directly to Student Health Services. The immunization record must be physician-certified or verified by a clinic stamp. A physician must verify any

medical exemption from the immunization requirement on the Medical Exemption Statement form (DHHS 3987). All medical information is confidential and is not divulged without the written consent of the student. The university is required by North Carolina state law to withdraw all students who do not provide the necessary immunization records. This administrative withdrawal can result in loss of grades and/ or academic credit. Students who are exempt from the immunization requirement include the following:

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

All students must still complete the Student Health Form upon acceptance to the University.

### **Medical Excuses**

Medical excuses are given only when the Medical Provider deems it medically necessary. An appointment with Student Health Services does not mandate a medical excuse. Medical excuses are not issued for missed class time. Therefore, students are strongly encouraged not to schedule appointments during class time.

### **The Office of Student Conduct**

The Associate Vice Chancellor for Student Affairs and Director of Student Conduct administers judicial policies and adjudicates alleged violations of the Code of Student Conduct for the university student judicial system. The Code of Student Conduct applies to all enrolled part-time, full-time, and graduate students while they are on premises owned by the university, on city streets running through or adjacent to the campus, and in off-campus facilities occupied by students by virtue of their association with an organization recognized by the University.

The Associate Vice Chancellor also provides various means of support as needed in crisis situations that involve students and other university offices. In addition, the Office Student Conduct oversees the National Pan Hellenic Council, Inc., the Student Judicial Board and the Order of Omega Honor Society. The Office of Student Conduct is located in the Rudolph Jones Student Center.

### **Alcohol/Drug Policy**

Alcoholic beverages and drugs are strictly prohibited for students 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.

### **Sexual Harassment and Sexual Misconduct**

#### **Sexual Harassment**

The university is committed to taking effective action to prevent and correct sexual harassment by or against members of the university community. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic or student status, or
- submission to or rejection of such conduct by an individual is used as the basis for employment, academic, or other institutional decisions affecting such individual, or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic activities, or student experience, or creating an intimidating, hostile, or offensive working, academic, or student life environment.

Students who believe they have been the victims of sexual harassment and/or who wish to file a complaint regarding an issue of sexual harassment should consult the university's Sexual Harassment policy at <http://www.uncfsu.edu/policy>. Such complaints shall be reviewed, investigated and resolved in accordance with that policy.

### **Sexual Misconduct and Interpersonal Violence**

The university is committed to fostering a safe campus environment where sexual misconduct and interpersonal violence are unacceptable and are not tolerated. Sexual misconduct is defined as any act of a sexual nature perpetrated against an individual without effective consent or when an individual is unable to freely give consent. Sexual misconduct includes, but is not limited to the following:

- Attempted or completed intercourse or penetration (anal, oral or vaginal);
- Sexual touching (including disrobing or exposure);
- Sexual exploitation;
- Sexual intimidation;
- Sexual coercion; or
- Interpersonal violence (including sexual violence, stalking, and physical assault).

The university encourages students who may have experienced sexual misconduct or interpersonal violence to speak with someone at the university so that the university can provide the support that is needed and respond appropriately. The Sexual Misconduct and Interpersonal Violence policy can be found at the following link: <http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf>

**Consulting with a Health Care Professional** - A student who wishes to **confidentially** speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-2167  
[dhall9@uncfsu.edu](mailto:dhall9@uncfsu.edu)

Ms. Karen Ray  
Interim Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
[kray13@uncfsu.edu](mailto:kray13@uncfsu.edu)

**Reporting an Incident of Sexual Misconduct or Interpersonal Violence** - The university encourages students to **report** incidents of sexual misconduct and interpersonal violence. A student who wishes to **report** or has questions about university policies and procedures regarding sexual misconduct or interpersonal violence should contact the university's Title IX Coordinator.

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Title IX Coordinator is legally obligated to investigate reports of sexual misconduct or interpersonal violence, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the university's Police and Public Safety Department at (910) 672-1911.

### **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 the relevant Academic 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

**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.

**Non-Discrimination Statement**

Fayetteville State University is committed to equality of educational opportunity and employment and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, gender identity, sexual orientation, age, disability, genetic information or veteran status. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds. Any individual with a concern, grievance or complaint of discrimination or retaliation should utilize the university's policies listed above or the applicable employment related grievance procedures for faculty and EPA non-faculty employees.

Students who believe they have been discriminated against should contact the Office of Student Conduct or the Title IX Coordinator.



# Academic Regulations

## Catalog Policies

The Fayetteville State University Graduate Catalog is not an irrevocable contract. Regulations published in it are subject to change by the University at any time without notice. University regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. Students are encouraged to consult an advisor or department chair if they have questions about the application of any policy, rule, or regulation. The university reserves the right to change any policies, rules, and regulations at any time, including those pertaining to admission, instruction, and graduation.

The university also reserves the right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who are already enrolled in the University.

Each new edition of the Graduate Catalog becomes effective at the opening of the fall semester following its publication. To receive a degree, a graduate student must complete satisfactorily all requirements described in the Graduate Catalog in effect at the time of first enrollment as a degree student at the university or all requirements described in the Graduate Catalog in effect at the time of graduation. Any student who changes from one program of study to another must meet requirements of the new program of study in effect at the time of the change.

Readmitted Students-Any student who leaves the university for a period of one fall or spring semester or longer and then returns to the university will be required to meet new catalog and program requirements in effect at the time of return.

Change of Program of Study-Any student who changes to another program of study will be required to meet new catalog and program requirements in effect at the time of the change.

Exceptions to these policies may be necessitated by changes in course offerings or degree programs. In that event, every effort will be made to avoid penalizing the student.

## Student Responsibility

Each student is responsible for adhering to the Graduate Catalog, for the proper completion of his or her academic program, for maintaining the required grade point average, and for meeting all other degree requirements. While the academic advisor will provide advisement and guidance, the final responsibility for adhering to policies, procedures, and requirements remains that of the student. Each student is required to have knowledge of and adhere to all FSU policies and regulations pertaining to campus life and student behavior. The complete code of student conduct is available online at [www.uncfsu.edu/policy/policies-listed-by-subject](http://www.uncfsu.edu/policy/policies-listed-by-subject) Each student is responsible for checking his/her FSU email regularly, maintaining communication with the university, and keeping a current address, including ZIP code and telephone number on file with the Office of the Registrar at all times. The email policy is available online at [www.uncfsu.edu/policy/policies-listed-by-subject](http://www.uncfsu.edu/policy/policies-listed-by-subject). Each student is expected to participate in the Fayetteville State University academic community in a manner that will reflect credit upon the integrity of the student and the university.

## Academic Misconduct

Acts of dishonesty in any work constitute academic misconduct and will not be tolerated by the University. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Actions outlined in the Fayetteville State University Student Handbook under "Disciplinary System and Procedures" will be followed for incidents of academic misconduct. Possible penalties include automatic failure in a course to expulsion from the University. The student handbook is available online at <http://www.uncfsu.edu/handbook/>

### **Electronic Mail Policy**

Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The University has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the University. Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the University. The University maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU email account. Rules and regulations governing the use of FSU email may be found at:

<http://www.uncfsu.edu/policy/general/FSUE-mailFINAL.pdf>

### **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 in order to comply. 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 authorizes 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 and;
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.

### **Graduate Student Designation**

All students (degree seeking or non-degree seeking) holding a baccalaureate degree from an accredited college or university who attend Fayetteville State University are classified as graduate students. Thus, students seeking a doctoral degree, master's degree, graduate level certificate, teacher licensure, and professional development all are designated as graduate students and are required to pay graduate student fees. Students seeking a second undergraduate degree are classified as undergraduate students.

### **Graduate Programs Organization**

The organizational structure of graduate programs at Fayetteville State University is a decentralized model. The College of Arts and Sciences, the School of Business and Economics, and the School of Education are responsible for the graduate programs within the school or college. The graduate faculty, program coordinators/directors, department chairs, assistant/associate dean, and dean of each school/college are directly responsible to ensure that each degree program is of the highest quality. Each school/college has a School/College Graduate Programs Committee. In addition, there is a university-wide FSU Graduate Council which provides oversight to all graduate programs at the university.

## **The FSU Graduate Council**

The FSU Graduate Council is charged with the responsibility of developing university-wide graduate policies, approving new graduate programs, and revising current graduate programs. All new programs, non-substantive, and substantive program revisions are submitted to the Council for review and approval before submission to the Provost and Vice Chancellor for Academic Affairs and the Chancellor for final approval.

The Graduate Council shall consist of one representative from each department having a graduate degree program, one graduate student (a graduate student will be selected from a school or college on a rotating basis), and ex-officio members (Assistant/Associate Deans, Deans, University Registrar, and Director of Admissions). The Provost and Vice Chancellor for Academic Affairs will appoint all members to the Council.

Persons serving on the Council by virtue of position (i.e., ex-officio) are considered to be permanent members. An academic department may recommend a change of its representative to the Provost and Vice Chancellor for Academic Affairs at the beginning of the academic year.

The primary functions of the FSU Graduate Council are to:

1. Advise the Provost and Vice Chancellor for Academic Affairs to ensure quality and integrity in issues that pertain to graduate education.
2. Recommend policies and procedures affecting graduate study, including, but not limited to curricula, graduate credit, and certification and degree requirements.
3. Review matters pertaining to graduate degree programs such as academic regulations, curriculum proposals, review of the catalog, and university-wide standards and procedures for graduate degree programs.
4. Consider and make recommendations concerning exceptions to graduate policy.
5. Review and act on all nominations for appointment to graduate faculty status.
6. Receive and review proposals for the planning and establishment of new graduate programs and program tracks.

## **Criteria for Selecting and Evaluating Graduate Faculty**

### **The Graduate Faculty**

Fayetteville State University (FSU) recognizes that a quality graduate program requires a quality faculty, i.e., one with a high degree of competence and commitment to scholarship. For this reason, FSU maintains a graduate faculty. This document outlines the minimum requirements for appointment to the graduate faculty. To meet program-specific accreditation requirements, a school or college may impose additional guidelines and requirements over and beyond the minimum requirements outlined in this document.

### **Appointment**

Appointment to the graduate faculty is made by the FSU Graduate Council upon recommendation by the Department Chairperson and the Dean of the School or College in which the applicant will teach. Faculty appointed to major administrative assignments (i.e., department chairs or above) who are full or associate members of the graduate faculty at the time of their appointment will not be subject to the regular reappointment requirements until they relinquish their administrative roles. Whenever such administrative appointments are concluded, such persons shall be granted a five-year extension of membership, after which each shall be evaluated using the prevailing criteria in the normal three- or five-year cycle.

### Categories and Functions of Membership

The three categories of membership shall be designated full, associate, and special. Full membership and associate membership shall be restricted to individuals who hold tenured, tenure track, or clinical faculty (with the exception of Clinical Lecturer) appointments as faculty members.

**Full membership** shall involve a five (5) year appointment and must be renewed after five (5) years. Faculty members with full membership serve without any restriction(s) and may teach any course designated for them by their department, and may chair a dissertation or thesis committee. For reappointment, faculty will be evaluated on activities occurring during that five (5) year period. Faculty appointed as full members must meet the following criteria:

1. An earned terminal degree in an appropriate discipline which meets the qualifications required by FSU, the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC), and/or other specialized accreditation bodies.
2. Hold tenured, tenure track, or clinical faculty (with the exception of Clinical Lecturer) appointment as a faculty member.
3. Have demonstrated competence in research by having written a book or published at least one significant publication in a professional journal.
4. Have a record of active participation in professional organizations related to the academic field of specialization.
5. Evidence of effective teaching at the graduate level.
6. Evidence of continuing professional development.

**Associate membership** is intended for faculty members who will have responsibilities within the graduate program, but do not meet the criteria for full membership. Associate membership shall involve a three (3) year appointment, and must be renewed every three (3) years. Associate members may teach any graduate level course. An associate member may serve on, but not chair, a dissertation or thesis committee.

Faculty appointed as associate members must meet the following criteria:

1. An earned terminal degree in an appropriate discipline which meets the qualifications required by FSU, the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC), and/or other specialized accreditation bodies.
2. Hold tenured, tenure track, or clinical faculty (with the exception of Clinical Lecturer) appointment as a faculty member.
3. Have a record of active participation in professional organizations related to the academic field of specialization.
4. Evidence of effective teaching, including graduate level courses.
5. Evidence of continuing professional development.

**Special membership** shall be accorded faculty who for some determined, specific expertise or experience is able to contribute to a particular area. Special membership shall involve a one (1) year appointment, and must be renewed annually. Such members shall teach specific courses related to their area of expertise, and which are designated by their department. A special member may serve on but not chair a dissertation or thesis committee.

Faculty appointed as special members must meet the following criteria:

1. An earned terminal degree in an appropriate discipline which meets the qualifications required by FSU, the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC) and/or relevant specialized accreditation bodies; the terminal degree appropriate for his or her academic field; or experience/ skills that uniquely qualify him or her to teach a specific course. In lieu

of the terminal degree, the Director or Department Chairperson shall provide justification for such an exception. The justification shall be used by the FSU Graduate Council in rendering a recommendation to the Department Chairperson and Dean.

2. Have a record of active participation in professional organization related to the academic field of specialization.
3. Evidence of effective teaching, including graduate level courses.
4. Evidence of continuing professional development.

### **Application Process**

To apply, faculty members will complete a one-page application form. In addition, they will download from Digital Measures their record of teaching, scholarship, and other professional activities (vita) and attach to the application form. Department Chairperson/Program Director will review the application form, the Digital Measures report (vita), and evidence of effective teaching and make a recommendation to the Dean. The Dean will make a recommendation to the FSU Graduate Council. A simple majority of members of the FSU Graduate Council will constitute a quorum to review and approve or disapprove the recommendation for the type of graduate faculty membership requested on the application form. The chair of the FSU Graduate Council will communicate the Council's decision to approve or disapprove to the faculty member, the department chairperson, and the dean of the college/school. The school/college deans will be responsible for keeping track of the status of graduate faculty within the school/college. A list of the graduate faculty will be posted on the FSU Graduate Council Blackboard site.

### **Evaluation and Reappointment**

All graduate faculty members will undergo continuous review as part of the annual faculty evaluation process. At the end of the term of appointment, the graduate faculty member will submit an application for reappointment to the chair of department. The chairperson will conduct a comprehensive review of the faculty member based on her/his productivity during the period of previous appointment. The chairperson will make a recommendation to the Dean. The Dean will make a recommendation to the FSU Graduate Council. A simple majority of members of the FSU Graduate Council will constitute a quorum to review and approve or disapprove the recommendation for the type of graduate faculty membership requested on the application form. The chair of the FSU Graduate Council will communicate the Council's decision to approve or disapprove to the faculty member, the department chairperson, and the dean of the college/school. The school/college dean will be responsible for keeping track of the status of graduate faculty within the school/college. A list of the graduate faculty will be posted on the FSU Graduate Council Blackboard site.

### **Academic Advisement**

All students seeking a graduate degree, a graduate certificate, and teacher licensure will be assigned academic advisors. Upon admission to a program, students should meet with their advisors to develop the program of study. Students are encouraged to consult with their academic advisors periodically regarding their academic progression; however, **students bear final responsibility for adhering to their official approved program of study and for the academic decisions they make.**

### **Auditing of Courses**

A graduate student may audit a course if space is available and if approved by the instructor, department chair, and dean of the school or college. The student must pay the required fees. Classes audited shall count as part of the student's load; however, no grade or credit will be assigned. Class attendance is required, but the level of participation in class assignments shall be mutually agreed upon by the instructor and student. Students who are not meeting the stipulated requirements should withdraw from the course.

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

### **Change of Degree Program**

To change to a new degree program, students must submit an application for admission to the coordinator of the new program for review by the graduate faculty and the department chair. The department chair will submit a recommendation to the dean of School or College. The dean will notify the Office of Admissions and Office of the Registrar.

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

To make changes to a graduate degree program curriculum, a student must obtain approval from the department chair and the Dean of School or College. The student will be notified by the Dean of School or College of the outcome of the request. The required *Change of Graduate Degree Program of Study Form* is posted on the Graduate Programs website.

### **Class Attendance Policy**

Students are expected to attend class regularly and punctually and are responsible for completing all assignments, including those missed due to absences, regardless of the reasons for the absences. Each instructor determines the attendance regulations for his or her classes. Whenever possible, students are expected to seek the permission of the instructor prior to absences.

### **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 graduation are strongly encouraged to participate in commencement exercises to acknowledge their academic achievements. Candidates are eligible to participate only in the commencement exercises at end of the semester in which they complete degree requirements and may not defer participation to a later date. All candidates are required to pay the graduation fee regardless of whether they participate in commencement exercises or not.

### **Summer Graduation Policy for Master's Students**

Students who meet the following criteria may participate in the May Commencement with the understanding that they are expected to complete their graduation requirements over the subsequent summer terms:

1. **Non-thesis option students:** A candidate shall have no more than six (6) hours remaining toward the completion of his or her degree requirements.
2. **Thesis option students:** A candidate must meet the following four (4) requirements – (a) Must have orally defended his or her thesis, (b) the candidate's Thesis Advisor and other members of the Thesis Advisory Committee must certify that the thesis is acceptable, except for minor editorial corrections, (c) a copy of the thesis must have been submitted to the Thesis Editor, and (d) the dean of the College or School must approve the candidate's participation in the commencement exercises.

Diplomas and transcripts for students who complete requirements in the summer will indicate the date at end of the summer term the student completes requirements. This option is only available for May commencement.

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

A student registered in a graduate degree program at Fayetteville State University may not enroll concurrently in an undergraduate program or any other graduate program (except as permitted in the guidelines for Graduate Certificate admissions).

### **Continuous Enrollment Requirements**

Students who are in good academic standing must maintain continuous enrollment by enrolling each fall and spring semester. Students who are working on theses and dissertations and have exhausted the thesis and dissertation credit hours must enroll in 899 or 999, respectively, in order to maintain continuous enrollment.

### **Course Load**

Students enrolled for nine (9) or more credit hours during a regular semester and six (6) or more credit hours during a summer session are classified as full-time students. The graduate student course load is lower than the normal undergraduate load because of the extensive reading, independent thinking, and individual research required of graduate students. Students should consider their academic ability as reflected in their academic history and the amount of time they have available for study in deciding how many hours in which they will enroll. No more than twelve (12) credit hours of work may be taken in one regular semester or six (6) credit hours of work during a summer session, unless otherwise noted in an approved curriculum in the current catalog or unless approval is granted by all of the following: the student's advisor, the department chair, dean of the school or college.

### **Course Substitutions and Waivers**

Only under exceptional circumstances will a course substitution or waiver from the prescribed courses in a curriculum be permitted. To substitute or waive a course, students must submit a request on the appropriate form to the advisor. The request must be approved by the advisor, department chair of the discipline in which students are seeking a degree, and the dean of the school or college. Only requests for academically defensible substitutions or waivers and accompanied by appropriate documentation will be considered. The required form is posted on the Graduate Programs website.

### **Degree Time Limit**

All master's degrees, including the thesis, directed study, internship, and comprehensive examinations, must be completed within six (6) calendar years from the date of the first course(s) carrying graduate degree credits applicable to the student's degree program. All graduate certificate programs must be completed within six (6) calendar years from the date of the first course(s) carrying graduate credits applicable to the student's graduate certificate program. Doctoral degree requirements, including the dissertation and transfer credits, must be completed within eight (8) calendar years from the date of enrollment in the first course(s) carrying graduate degree credits applicable to the student's program.

### **Dropping and Adding Classes**

Students may adjust their schedule of classes through the official dropping and adding processes until the last day of late registration. After this date, students will be permitted to adjust their schedules only for unusual and documented circumstances beyond the student's control. Students are cautioned that adjustment

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of their official schedule may affect tuition, fees, and financial aid eligibility, and may require additional payment and/or reimbursement of financial aid awards. Cessation of class attendance does not constitute official dropping of a course and attending a class does not constitute official adding of a course. Students who stop attending class without officially withdrawing will receive an “F” grade and will be removed automatically from the University.

### Grading Policies

The following final grades are assigned to indicate the quality of students’ academic performance:

A – Superior

B – Good

C – Marginal (acceptable for graduate credit)

F – Failure (any level of performance below “C”)

S – Satisfactory (reported *only* for dissertations, theses, directed studies, internships, and practica)

U – Unsatisfactory (reported *only* for dissertations, theses, directed study, internships, and practica)

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

### Other Grades

I – Incomplete

IP – In Progress (dissertation, thesis, directed studies *only*)

W – Withdrawal

WU – Withdrawal from University

AU – Auditing (no credit)

### Incomplete Grades

A grade of “I” is assigned when students have maintained a passing average but for reasons beyond their control have not completed some specific course requirement(s), such as a report, field experience, experiment, or final examination. The “I” grade must be removed within one year, or it is converted to a grade of “F.” It is the student’s responsibility to resolve the “I” grade before the deadline set forth in the University Academic Calendar for removing incompletes.

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

### Final Grade Change

Once an instructor of a course has reported a grade to the Registrar, it cannot be changed except in case of error in calculation, reporting, or recording. Any change must be approved by the instructor, department chair, dean of the school or college, and the Provost and Vice Chancellor for Academic Affairs. Students wishing to appeal a final grade must follow the grade appeal process outlined below.

### Grade Appeals

If a student thinks that a final grade is inaccurate, he or she should first consult with the faculty member who awarded the grade. The university expects the majority of grade appeals to be resolved by the student



and instructor. If the instructor agrees to change the student's grade, the instructor must submit a grade change form for approval by the Department Chair, Dean, and Provost and Vice Chancellor for Academic Affairs. **The Registrar's Office will inform (by email) the student, the instructor and the department chair about the grade change.** If these informal efforts are unsuccessful in resolving the student's concern, the student may initiate a formal grade appeal.

The formal grade appeal must include documentation that one or more of the following occurred: 1) the instructor made an error in calculating the final grade; 2) the final grade was based on criteria and/or standards at variance with the course syllabus; and/or 3) the final grade was based on factors other than student achievement/performance. Failure to address one or more of these three reasons is a basis for rejection of that appeal. Students must recognize that they bear the burden of proof in the grade appeal process and that a grade appeal will not be successful without appropriate documentation.

The student must submit the written appeal, with documentation, first to the instructor. If the instructor rejects the appeal, the student may submit the appeal to the instructor's department chair. If the department chair rejects the appeal, the student may submit the appeal to the dean of the college/school of the instructor. If the dean rejects the appeal, the student may submit the appeal to the Provost and Vice Chancellor for Academic Affairs. If the department chair or dean supports a grade appeal, he or she will forward to the next administrative level for review. The grade appeal will be considered at each administrative level only after it has been reviewed at all previous levels. To ensure review of appeals at each level, each respondent to the appeal will send a copy of the response to the next higher review, i.e., faculty will send copy to department chair, department chair to dean, and dean to provost. The department chair and dean will respond to the grade appeal either by upholding the original grade or working with the faculty member (and, in the case of the dean, with the chair) to propose a means of re-evaluating the student's final grade. The chair and dean do not have the authority to change a student's grade.

**If the student submits the written appeal to the Provost and Vice Chancellor for Academic Affairs, the appeal will be submitted for review to the FSU Graduate Council.** If the appeal is based on grounds other than the three specified above, the **FSU Graduate Council** will reject the appeal without further review. If the appeal is based on one of three grounds specified above, the **FSU Graduate Council** will discuss the appeal with the instructor and the student and, after a careful review of all relevant information, recommend either that the original grade be upheld or that a new grade be awarded. If the **FSU Graduate Council** upholds the original grade, the student will be informed in writing of the decision of the Council. If the **FSU Graduate Council** recommends a new grade and the recommendation is approved by the Provost and Vice Chancellor for Academic Affairs, the **FSU Graduate Council's** recommendation will be forwarded to the Registrar, with a copy to the faculty member, for notation on the student's record.

A complete record of the grade appeal process will be placed in the student's permanent file. The Registrar's Office will inform (by email) the student, the instructor and the department chair about the grade change.

**The decision of the Provost and Vice Chancellor for Academic Affairs regarding a grade appeal is final and may not be appealed further.**

### **Timeline for Formal Grade Appeal Process**

Students must initiate the formal grade appeal process no later than the 20<sup>th</sup> day of class in the next fall or spring semester after the contested grade was received. Grade appeals submitted after this deadline will not be considered. Grade appeals will be resolved before the end of the semester in which they are submitted.

Grade appeals are not considered during the summer.

Graduate students who initiate a formal grade appeal in the same semester that they plan to graduate should be aware that the grade appeal will very likely NOT be resolved in time for graduation clearance.

### **Course Repeat Policy**

A student who receives a grade of C in a graduate course may repeat that course once without permission. The student must submit the Course Repeat form to the Office of the Registrar. To repeat a

second course in which a student earned a grade of C, the student must seek permission from the graduate coordinator and department chair. The department must submit the Course Repeat form to the Office of the Registrar. The grades earned on the first attempt and on the repeat attempt will remain a part of the student's permanent record and will be shown on the student's transcript. The grade and hours earned in the first attempt will not be computed in the grade point average. Enrollment will be terminated if a student receives a grade of "F" or "U" in a repeated course. A course may be repeated one time only.

### **Course Repeat Policy for Teacher Licensure-Only Students**

A Teacher Licensure-Only student is an individual who holds a baccalaureate degree and wishes to pursue a licensure program in Teacher Education. A Teacher Licensure-Only student must maintain a GPA of 2.5 or higher and earn passing grades with no more than three "Cs" in all education and concentration courses.

A Teacher Licensure-Only student is allowed to repeat no more than three (3) courses without penalty. The student must submit the Course Repeat form to the Office of the Registrar. "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 the lower grade has been excluded from the Grade Point Average.

All repeated courses are included in a student's total attempted hours.

If an "F" is earned in a course, the student must repeat the course during the next semester it is offered. The student must pass the repeated course with a grade of "C" or higher.

### **Academic Probation**

In order to remain in good academic standing, graduate students are required to maintain a minimum cumulative GPA of 3.0 on all graduate-level courses. Students are expected to achieve a satisfactory grade ("A" or "B") in all coursework attempted for graduate credit. If a student's cumulative GPA falls below 3.0 at any time, the student will be automatically placed on academic probation and a registration hold will be placed on his or her account. The probationary period will last until the student completes nine credit (9) hours, with the expectation that the student will bring the GPA up to at least 3.0. To register for classes during the probationary period, a student must consult with his/her academic advisor or graduate coordinator to receive the best advice possible to ensure success in the program. A student who fails to earn a cumulative GPA of 3.0 at the end of the probationary period (i.e., after taking nine (9) credit hours of graduate courses) will automatically be dismissed from the graduate program.

The Termination Due to Grades policy supersedes the policy on Academic Probation, as graduate students who receive three (3) "C" grades or one (1) "F" or "U" grade in any graduate level course(s) will not be eligible to register for subsequent semesters at FSU.

### **Termination Due to Grades/Dismissal Policy**

Graduate students who receive three (3) "C" grades or one (1) "F" or "U" grade in any graduate level course(s) will not be eligible to register for subsequent semesters at FSU.

Graduate students who receive a third "C" or one "F" in the semester they intend to graduate are terminated from the program and are not eligible for graduation until a petition for readmission is resolved.

Continuous enrollment rules apply in the circumstance of termination. Students who are terminated from their programs because of failure to maintain continuous enrollment and/or who have not been granted a leave of absence during a fall or spring semester will be required to reapply for admission and pay the application fee again if they wish to resume their graduate study at Fayetteville State University.

### **Petition for Readmission after Termination/Dismissal from Graduate Program**

When special circumstances warrant, a graduate student who has been terminated/dismissed from the graduate program due to poor performance may petition for consideration for conditional admission to improve upon his or her performance. In the petition, a student must provide very strong evidence to have any chance of a successful review. That is, a student who wishes to petition for conditional admission must realize that he or she will be required to provide evidence to show that his or her performance will improve if given a second chance. A request for conditional admission must be submitted to the department chair/director, who will ask the program faculty members familiar with the student's academic performance to evaluate the petition. In evaluating the petition, the program faculty members will, among other factors, consider the special circumstances presented by the student and his or her potential to improve upon her performance. If the program faculty members opt to readmit the student, a conditional readmission recommendation will be sent to the department chair/director, who will transmit the recommendation to the college/school Dean. The Dean will review the recommendation and notify the student, the department chair, and graduate coordinator of his or her decision. Approval of the conditional readmission may be contingent upon the student meeting additional requirements imposed by the program faculty. If the student satisfies the conditions and improves upon his or her performance, the conditional status will be removed. A conditional readmitted student who receives an additional grade of C or F will be permanently dismissed from the graduate program.

### **Graduation Requirements**

For the completion of a graduate degree program, an overall grade point average of 3.0 or higher is required for graduation. To calculate the average, all grades except "S" and "U" will be counted in all courses that are attempted. All courses in the student's approved program of study must be completed. Students must be enrolled at Fayetteville State University during the semester during which they graduate. For students in Master's Degree Programs, courses cannot be older than six (6) years at the time of graduation. For students in the Doctoral Degree Program, courses cannot be older than eight (8) years at the time of graduation. Students must apply for graduation the semester prior to the semester they plan to graduate and must pay the required graduation fee. Students cannot graduate with an "I," "IP," or "U" on their transcripts; all requirements to remove these grades must be met before graduation. For a graduate certificate program, an overall grade point average of 3.0 or higher is required for completion.

### **Procedures to Verify and Clear Students for Certificate Completion**

#### **A. Clearing Students for Certificate Completion**

1. Department chair will send clearance form to the Dean; the Dean will review and forward the form to the Registrar's Office.
2. The Registrar's Office will verify the student's record based on the catalog requirements.
3. If the student meets all the catalog requirements, the Registrar's Office will notify the dean, the department chair and/or coordinator (director) and close out the student for said certificate.
4. If the student does not meet all the catalog requirements, the Registrar's Office will notify the dean, the department chair and/or coordinator (director) and wait for the necessary documentation.
5. If the student meets all the catalog requirements, the Registrar's Office will notify the dean, the department chair and coordinator/director that the student has met all the requirements, as outlined in the Catalog. The Dean's Office will send a final email to the Registrar's Office to approve the award of the certificate. The Dean's Office will notify the student via email to pay the required certificate printing fee and also to verify their mailing address on file.
6. Students will pay \$35.00 certificate printing fee.
7. The Registrar's Office will print certificates and send to the student's mailing address on file.

#### **B. Certificate Completion Dates**

To ensure consistency in certificate completion dates and to better monitor when students graduate, the certificate completion dates will be aligned with the published end of term graduation dates. That is, the certificate completion date will be at the end of the term of enrollment, regardless of when a student completes her/his required courses.

### **C. Catalog Requirements**

The courses that are listed on a student's clearance form must align with the catalog requirements. If there are any deviations from the catalog requirements, department chairs/coordinators/directors must submit course substitutions, waivers etc., through the normal approval process.

### **Application for Graduation**

All students who expect to graduate must submit the online graduation application and pay the non-refundable graduation fee, through their online Banner account. Before doing so, the student should review and discuss their CAPP evaluation with their advisor to determine if they are on track to meet degree requirements.

Students must apply for graduation in order to participate in commencement exercises. Prospective graduates for Spring Commencement must apply for graduation by January 30 of the same year. Prospective graduates for Winter Commencement must apply for graduation by August 30 of the same year. The university assumes no responsibility for making special adjustments for students who file late applications for graduation.

Students must check their official FSU student email account on a regular basis for updates on their graduation status. Students must maintain contact with their academic department and/or advisor to ensure that all necessary documents are completed and all graduation requirements are met. Requirements are considered complete only when appropriate documentation is received by the Office of the Registrar. 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. Once a degree is conferred, the academic record is closed and therefore no changes may be made relevant to that particular program.

### **Transcript, Diploma, and Certificate Distribution**

Students can begin to request official transcripts through their online Banner account four weeks after the commencement ceremony. Diplomas and certificates will be mailed to students four weeks after the commencement ceremony. Students must satisfy all financial obligations to the university and complete the financial aid exit interview, if applicable, to receive a diploma, certificate, and/or transcript.

### **Enrollment Verification Policy**

Students may request verification for current or previous enrollments using their online student Banner account. Online requests are mailed out the next business day. All written, walk-in, and mailed-in requests for verification of previous or current enrollment will be processed within five (5) business days upon receipt in the office. During peak periods, such as registration, commencement, and grading periods for mid-terms and final examinations, the processing period is ten (10) business days for all categories. Walk-in applicants must present proper identification. For more details, visit the Office of the Registrar website at <http://www.uncfosu.edu/registrar/verification>.

### **Transcript Request Policy**

Students may request transcripts through the National Student Clearinghouse for the required processing fee. For more details, visit the Office of the Registrar's website at <http://www.uncfsu.edu/transcrp.htm>. Students who request transcripts using mail-in or walk-in method will be charged \$10.00 per transcript. Faxed requests are not accepted. Transcripts are released only when the student's account is paid in full and loan payments are current. Mail-in 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

Students who request to pick up a transcript will be assessed the \$10.00 transcript fee. The transcript will be addressed to the student and the envelope labeled "Released to Student." Transcripts are not available on demand.

### **Indebtedness to the University**

All indebtedness to the university must be satisfactorily settled before a 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. Legal documentation is required for name changes.

A student's official name as recorded in university records during the period of attendance will appear on the diploma.

### **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.

### **Independent Study**

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

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

### **Leave of Absence**

A student in good academic standing who must interrupt his or her graduate program for good reasons may request a leave of absence from graduate study for a definite period not to exceed one year. The request must be made in writing and should be made at least one month prior to the beginning of the semester the student plans to take the leave of absence. Upon the approval of the student's department chair/program director, and dean of the school or college, the student will not be required to register during the leave of absence. The time that a student spends on an approved leave of absence will be included in the time allowed to complete the degree or graduate certificate (i.e., six years for the master's degree and graduate certificate; eight years for the doctoral degree.)

### **Medical Insurance**

FSU requires all undergraduate and graduate students who are enrolled in six or more credit hours on the main campus to have medical insurance and provides a medical insurance plan for each student. Medical insurance fees are automatically assessed as part of a student's overall tuition and fees. A student may waive the medical insurance fee for the entire fiscal year by completing an *Insurance Waiver Form* at the beginning of the fall semester or by completing the waiver form by the last day of posted registration for each semester online only at [www.studentinsurance.com](http://www.studentinsurance.com). **Documentation of proof of insurance is needed to waive the student medical insurance fee.**

### **Orientation**

All graduate students should attend a Graduate Student Orientation session(s) delivered by their departments or school/college during the semester in which they begin graduate study. The orientation sessions focus on academic policies, regulations, and procedures.

### **Program of Study**

All students must have a program of study developed in consultation with their academic advisors and signed by the student, advisor, and department chair. The program of study must list all required courses and electives. As students complete courses, the program of study should be updated by the academic advisor to indicate the semester courses were taken and the grades earned. Any changes to the program of study must be requested by submitting the *Request for Change of Graduate Degree Program of Study* form posted on the Graduate Programs website. A copy of the updated program of study must be submitted when applying for admission to candidacy.

### **Program Transfer Appeal**

Students who seek to transfer to another program but who have earned an "F" grade in a previous graduate program must submit a petition to the Dean of the school or college, who will refer the appeal to the Admissions Committee of the appropriate department in the school or college. The Admissions Committee will make a recommendation to the chair of the department, who will submit a recommendation to the Dean of the school or college. The dean of the college or school will make the final decision and notify the student, the Office of the Registrar and the Office of Admissions of the decision.

### **Readmission**

Students who are terminated from their programs because of failure to maintain continuous enrollment and/or who have not been granted a leave of absence during a fall or spring semester will be required to

reapply for admission and pay the application fee again if they wish to resume their graduate study at Fayetteville State University.

### **Registration**

Students are responsible for registering for classes according to procedures and deadlines established by the Office of the Registrar. Attending a class does not constitute official enrollment in a class. Students will not receive credit or a grade for any class for which they are not officially registered. The classes for which a student is registered at the close of the official registration period constitute the student's official schedule and course load. Tuition and fees are based on the student's total hours of enrollment at the close of the official registration period.

### **Release of Directory Information**

Unless a student requests in writing to the contrary, FSU is permitted to release directory information without consent. FSU recognizes the following as directory information: a student's name, local and permanent address, email address, telephone number, enrollment status (undergraduate, graduate, full-time or part-time), date and place of birth, major field of study, dates of attendance, honors, degrees and awards (including scholarships) received, participation in officially recognized activities/organizations 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 Office of the Registrar by completing the *Request for Non-Disclosure of Directory Information Form* (<http://www.uncfsu.edu/documents/registrar/forms/nondisclosure.pdf>). 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 student or parent may not use the right to opt out of directory information disclosure to prevent FSU from disclosing or from requiring a student to disclose the student's name, identifier, or institutional e-mail address in a class in which the student is enrolled.

A copy of complete FERPA policies and procedures may be obtained online at [http://www.uncfsu.edu/documents/policy/students/Student\\_Education\\_Records-FERPA.pdf](http://www.uncfsu.edu/documents/policy/students/Student_Education_Records-FERPA.pdf).

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

Students pursuing a second graduate degree must complete successfully all school/college and departmental/area requirements. Students with graduate degrees previously earned at Fayetteville State University or at another accredited institution may petition to transfer up to six (6) semester hours taken internally and up to six (6) semester hours taken externally to be applied to a new degree program. Graduate work must not be older than six (6) years at the time the degree is awarded.

### **Textbook Rental Policy**

In order to make textbooks more affordable for students, Fayetteville State University has adopted a Textbook Rental Program. This program includes an across the board charge to all students. The Textbook Rental Program includes hardback and paperback textbooks that are required for courses. Paperback textbooks must have a new retail value of \$50.00, or above. The Program also excludes any course materials with a retail price of less than \$50.00, course packs, or any course materials with a one-time use, ancillary study guides, and lab books. **Exception for Graduate Students: The Textbook Rental Program allows graduate students the option to participate in the Rental Program or to purchase books. This option**

**must be exercised at the time the graduate students register each semester and cannot be changed during the semester.**

### **Thesis and Dissertation Editor Review**

The Thesis and Dissertation Editor will review all theses and dissertations to ensure they adhere to The Fayetteville State University Graduate Programs *Guide for the Preparation and Submission of Theses and Dissertations*. (This document and The Thesis and Dissertation Checklist are posted on the Graduate Programs website <http://www.uncfsu.edu/graduateschool>). After the student has made the revisions requested in the thesis/dissertation oral defense and at least three (3) weeks before graduation, the student must submit one (1) copy of the thesis/dissertation to dean of the school or college for review by the Thesis and Dissertation Editor. The thesis/dissertation must be submitted with the Thesis/Dissertation Approval Form with all the required signatures. Once the Editor's review is complete, the dean of school or college will send the Editor's feedback to the student and Thesis/Dissertation Advisory Committee Chair. The student, in consultation with the Advisory Committee Chair, should make the necessary corrections. The Thesis Committee chair will notify the dean of school or college after his final review and approval of the edited thesis. After reviewing the final (edited) thesis, the dean of school or college will notify the student and the Advisory Committee Chair that the thesis is ready to be printed. The student submit four (4) copies of the thesis (with original signatures of all Advisory Committee members on the title page), along with the ProQuest form and the required fee, to the office of the dean of school or college.

### **Transfer Credits**

A maximum of six (6) semester hours of transfer credits for graduate courses with a grade of B or higher may be accepted toward completion of a master's degree at Fayetteville State University. The doctoral program allows for six (6) hours of transfer credit; however, these six (6) hours may not be in the core. The remaining hours must be earned in residence. **Only courses that counted toward a degree at a regionally accredited institution will be considered for transfer credit. Correspondence courses at any institution will not be accepted.**

Students wishing to transfer credits must submit the "Transfer of Course(s) Evaluation Form," official transcripts, and other appropriate course identification information (e.g., copy of course description from catalog, course syllabus) to the advisor for initial approval. The recommendations of the advisor should be forwarded to the department chair and dean of that school or college for approval. Course work may be transferred upon the student's admission into a graduate school program. **Course work transferred must not be older than six (6) years at the time the intended Master's Degree or eight (8) years at the time the intended Doctoral Degree is awarded.**

Students wishing to pursue courses at another university to transfer to Fayetteville State University must obtain the approval of the department chair and the dean of the school or college prior to taking the courses. Students should submit the "Request to Pursue Courses for Transfer to Fayetteville State University" form. The form is posted on the Graduate Programs website.

### **Withdrawal from a Class**

Students may withdraw from individual classes until the deadline each semester, term, or session. (See Academic Calendar for specific dates.) Students who complete the class withdrawal process will receive a grade of "W." Tuition and fees are not adjusted for withdrawing from individual classes. Failure to attend classes does not constitute official withdrawal from that class. Students who stop attending classes but do not officially withdraw will receive a final grade of "F" and automatically will be withdrawn from the University.

### **Withdrawal from the University**



Students who voluntarily leave the University before the close of the semester must withdraw officially from the university. Note that if students are enrolled in only one (1) course and voluntarily leave the University, they also should withdraw officially from the University instead of withdrawing from the course. Students must initiate the process by going to the Center for Personnel Development and obtaining appropriate signatures. The withdrawal form must be taken to the Registrar's Office to complete the process. Students who leave the University before the close of the semester without officially withdrawing will receive a failing grade for each course in which he or she is enrolled. A graduate student receiving a failing grade is automatically suspended from the University and must appeal for reinstatement.

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 located in the Spaulding Building, Room 155. The appropriate steps in the process are as follows:

Upon entering the Center for Personal Development, 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. 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.

A representative of the Center for Personal Development 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: If the Financial Aid Office advises that the student does not have financial aid, he or she is directed to the office of the dean of school or college. The Personal Development staff member will indicate on the withdrawal form the name of the Financial Aid staff member with whom he or she spoke.

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 office of the dean of school or college.

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 office of the dean of school or college. The student is responsible for securing the signature of the dean of school or college or his or her designee's signature and submitting the completed 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.

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.

When extreme emergencies prevent a student from completing the withdrawal process in person, he or she must call the Center for Personal Development at 910-672-1203 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. 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 dean of school or college. 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.

Fayetteville State 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. (See “Expenses” section of the catalog for information about financial adjustment.)

## MASTER’S DEGREE REQUIREMENTS

### Admission to Candidacy for the Master’s Degree

Admission to Fayetteville State University in a degree program does not carry with it admission to candidacy for the graduate degree. Students should apply for admission to candidacy once they have completed at least twelve (12) credit hours but no more than eighteen (18) credit hours of study at Fayetteville State University. Approval of degree candidacy by the dean of school or college certifies that the student’s academic performance has been reviewed and that permission to pursue the program of study to completion has been granted. To be admitted to candidacy for a graduate degree, the student must have:

- Been admitted to a degree program;
- Completed at least twelve (12) credit hours (600 level courses in the MBA program) but not more than eighteen (18) credit hours of graduate study at Fayetteville State University, with a GPA of 3.0 or higher at the time of application for admission to candidacy;
- An advisor assigned by the departmental or area;
- An approved program of study; and
- Satisfied all other conditions affecting admission.

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

- 1) After completing twelve (12) semester credit hours of graduate courses at Fayetteville State University, the student submits to the graduate coordinator an application for admission to degree candidacy. The application form must be signed by the student’s graduate advisor and department chair/program director. . The department chair submits the signed application for candidacy form to the dean of college or school.
- 2) The dean of school or college processes the application and notifies the student, the department chair, and the graduate coordinator of the action taken.
- 3) Copies of the letter are sent to the student, advisor, department chair, and graduate coordinator/director.

Note: Students who have completed eighteen (18) credit hours and have not applied for admission to candidacy will not be permitted to enroll in additional courses.

## Comprehensive Examination

In addition to regular examinations, a final Comprehensive Examination on the content of a degree program is required of candidates in some master's degree programs. Students writing a thesis must pass the required comprehensive examination before the thesis is defended. The Comprehensive Examination will cover topics as outlined by the department. The written examination will be constructed by the faculty and administered by the department chair or an appointee of the chair. The examination must be administered at least eight (8) weeks before the end of the semester in which the candidate expects to receive the degree; the date is specified on the Graduate Programs Calendar. A candidate is eligible to take the examination after completions of all course work or while the final courses are in progress. Students also must have been admitted to candidacy and must have a cumulative grade point average of 3.0 or better to be eligible to take the comprehensive examination. Candidates may take the written examination twice, but they cannot retake the examination in the same semester. Candidates who fail the written examination on the second attempt will be terminated from the program. Students will be notified of their examination results by the chair of the department. The department chair will submit a copy of the results to the dean of school or college, who will submit a copy to the Office of the Registrar.

If an oral examination of the written comprehensive examination is required, it will be administered by a committee of three graduate faculty members recommended by the department chair, and the appropriate dean of the school or college. A unanimous vote by the committee is required to pass the oral comprehensive examinations. Passing of the oral examination may be conditional and dependent upon the completion of additional work to the satisfaction of the committee. A formal re-examination will not be required in this case. Graduate faculty are invited to attend the oral comprehensive examination sessions for all graduate degree candidates. Discussions and decisions of the examination committee are confidential.

Applications for the Comprehensive Examination are available online. Please note that it is the student's responsibility to apply to take the Comprehensive Examination.

## Comprehensive Examination Results Appeals

If a student fails the comprehensive examination, he or she should first consult with the graduate coordinator for his or her program. The graduate coordinator will arrange to have faculty members who graded the examinations to provide feedback to the student. If this initial step is unsuccessful in resolving the student's concern, the student may initiate a formal appeal.

The formal appeal of the results of the comprehensive examination must include documentation that one or more of the following occurred: 1) the faculty members who graded the examination made an error in calculating points from the grading rubric; 2) the decision to fail the student was based on criteria and/or standards at variance with the grading rubric; and/or 3) the decision to fail the student was based on factors other than student achievement/performance. Failure to address one or more of these three reasons is a basis for rejection of the appeal.

The student must submit the written appeal, with documentation, to the department chair of his or her graduate program. Upon receipt of the appeal, the department chair will appoint one graduate faculty member to review the appeal and the grading, and report findings to the chair. If the faculty member agrees with the decision to fail the student (i.e., if the three faculty members unanimously agree), the department chair will uphold the original decision and inform the student that he or she has failed the examination. If the faculty member disagrees with the decision to fail the student (i.e., if the three faculty do not reach a unanimous decision), the department chair will call an emergency meeting of the entire graduate faculty to review the appeal. If a simple majority of the graduate faculty members agree with the decision to fail the student, the department chair will inform the Dean and the student that she or he has failed the examination and may not appeal further. Alternatively, if a simple majority of the graduate faculty members disagree with the original decision to fail the student, the chair will inform the Dean and the student that she or he has passed the comprehensive examination.

The student may appeal to the dean of the college/school whose role will be to review the appeal procedures to ensure that the appeal was given full consideration and that the student was treated fairly. The

student must bear in mind that the role of the dean is NOT to review the faculty's decision regarding passing or failing the comps, but to make sure the appeal process is conducted fairly.

### **Thesis**

A written thesis and its defense are required for candidates in several master's degree programs. Students should consult the Graduate Catalog for program requirements for their specific programs. The purpose of the thesis is to provide an experience in scholarship, which will be of enduring value to the student in understanding how new knowledge is developed. The thesis provides tangible evidence of the student's development as a scholar and especially his or her capacity to discover and effectively communicate research findings. The thesis should also enlarge the body of knowledge in the student's chosen field. The thesis must represent an original investigation into a subject, which has been approved by the Thesis Advisory Committee and the dean of the student's school or college. The department chair and the dean of school or college will ensure that Graduate Programs guidelines and policies are adhered to and will signify completion of requirements for the theses.

### **Thesis Advisory Committee**

The student must choose a thesis committee in consultation with the major advisor. The committee will consist of a minimum of three (3) graduate faculty members, one of whom must be the chair of the Thesis Advisory Committee and one must be from outside the student's major department. All committee members must have current graduate faculty status. The committee must be approved by the chair of the department/director and the dean of the school or college. The Committee Membership Form is posted on the Graduate Programs website. If the approved committee membership changes, a new form indicating the proposed new membership must be submitted for approval.

### **Proposal Approval**

The student must submit a written thesis proposal to the Thesis Advisory Committee. The proposal must be approved by the Committee.

### **Oral Defense**

Once the thesis is completed, a *Thesis Oral Defense Scheduling Form* must be filed with the dean of school or college by the chairperson of the Thesis Advisory Committee. The application must be filed at least two (2) weeks prior to when the defense is to be held and must be accompanied by certification that the thesis is complete except for revision which may be necessary as a result of the oral defense and of the review of the thesis by the Thesis and Dissertation Editor. A written notice of the time and place of the defense of the thesis will be sent by the dean of the school or college to the candidate, each member of the committee, and the faculty at Fayetteville State University. The oral defense is an academic evaluation of the thesis by the committee, and is open to the committee members, university faculty, and approved guests. During the defense, the Thesis Advisory Committee may ask the candidate questions regarding subject matter in the student's major field. The defense must be at least four (4) weeks before graduation, and a completed *Thesis Oral Defense Results Form* must be sent within three (3) days of the defense to the dean of school or college. A student may defend the thesis a maximum of two times. *Maximum credit allowed for the thesis is six (6) semester hours.*

### **Submission of Thesis**

The Thesis and Dissertation Editor will review all theses and dissertations to ensure they adhere to The Fayetteville State University Graduate Programs Guide for the Preparation and Submission of Theses and Dissertations. (This document and The Thesis and Dissertation Checklist are posted on the Graduate Programs website <http://www.uncfsu.edu/graduateschool>). After the student has made the revisions

requested in the thesis/dissertation oral defense and at least three (3) weeks before graduation, the student must submit one (1) copy of the thesis/dissertation to dean of the school or college for review by the Thesis and Dissertation Editor. The thesis/dissertation must be submitted with the Thesis/Dissertation Approval Form with all the required signatures. Once the Editor's review is complete, the dean of school or college will send the Editor's feedback to the student and Thesis/Dissertation Advisory Committee Chair. The student, in consultation with the Advisory Committee Chair, should make the necessary corrections and submit one (1) copy of the revised thesis to the department chair and dean of school or college for verification that the corrections have been made. The Thesis Committee chair will notify the dean of school or college after his final review and approval of the edited thesis. After reviewing the final (edited) thesis, the dean of school or college will notify the student and the Advisory Committee Chair that the thesis is ready to be printed. The student submit four (4) copies of the thesis (with original signatures of all Advisory Committee members on the title page), along with the ProQuest form and the required fee, to the office of the dean of school or college. The student must pay the thesis processing fee at the FSU's Cashier's Office and attach a receipt to the four (4) copies of the thesis.

### **Degree Time Limit**

All master's degree requirements, including the thesis, must be completed within six (6) calendar years from the date of the first course(s) carrying graduate degree credits applicable to the student's degree program. No courses, including transferred or substituted courses, can be older than six (6) calendar years at the time a student graduates.

## **DOCTORAL DEGREE REQUIREMENTS**

### **Admission to Doctoral Degree Candidacy**

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

### **Comprehensive Examination**

In addition to regular examinations, a final Comprehensive Examination on the content of the degree program is required of all candidates for the doctoral degree. Students must pass the comprehensive examination before beginning the dissertation process.

The Comprehensive Examination will cover topics as outlined by the department. The written examination will be constructed by the faculty and administered by the department chair or director. The examination must be administered no more than eight (8) weeks after the doctoral student has completed a minimum of 54 credit hours successfully. A student is eligible to take the examination after completion of all course work or while the final courses are in progress. Students also must have a cumulative grade point average of 3.0 or better to be eligible to take the comprehensive examination. Students may take the written examination twice, but must wait at least one (1) semester to retake the examination. Students who fail the written examination on the second attempt will be terminated from the program.

If an oral examination of the written comprehensives is required, it will be administered by a committee of three (3) graduate faculty members recommended by the department chair/director and approved by the appropriate dean. A unanimous vote by the committee is required to pass the oral comprehensive examination. Passing of the examination may be conditional and dependent upon the completion of additional work to the satisfaction of the committee. A formal re-examination will not be required in this case. To request a review of the results of the comprehensive examination, students must follow the Comprehensive Examination Appeal guidelines, as outlined in the catalog. Graduate faculty members are invited to attend the oral comprehensive examination sessions for all graduate degree students. Discussions and decisions of the examination committee are confidential. Applications for the Comprehensive

Examination are available online on the Graduate Programs website. Please note that it is the student's responsibility to apply for the Comprehensive Examination.

### **Dissertation**

A written dissertation and its defense are required for all doctoral candidates. The purpose of the dissertation is to provide an experience in scholarship, which will be of enduring value to the student in understanding how new knowledge is developed. The dissertation provides tangible evidence of the candidate's development as a scholar and especially his or her capacity to discover and communicate research findings effectively. The dissertation should also increase the body of knowledge in the candidate's chosen field. Dissertations prepared by candidates for the doctoral degree in Educational Leadership must represent a well-defined investigation into a subject, which has been approved by the Dissertation Committee and the Dean of the School of Education. The candidate may register for EDLE 740 – Dissertation (fall semester of third year) only after completing 54 credit hours, passing the comprehensive examinations, and being admitted formally to candidacy. The doctoral candidate must be enrolled continuously until the dissertation has been completed and defended successfully. After doctoral candidates earn six credits in EDLE 740, they must enroll in EDLE 999, Dissertation – Non Credit, until the dissertation is completed and defended. The dean of the college or school will ensure that all guidelines and policies governing the dissertation are adhered to in order to ensure the successful completion of requirements for the dissertation.

### **Dissertation Advisory Committee**

A dissertation committee will be established through the coordinated efforts of the Director of the Ed.D. Program. The committee will consist of a minimum of three (3) graduate faculty, one (1) of whom must be the chair of the Dissertation Committee and one from outside the candidate's major department. All committee members must have current graduate faculty status. The committee membership must be approved by the chair of the department/director and the Dean of the School of Education. The Dissertation Advisory Committee Membership Form is posted on The Graduate Programs website. If the approved committee membership changes, a new form indicating the proposed new committee membership must be submitted for approval.

### **Proposal Approval**

Each candidate must submit a proposal to write a dissertation. The proposal approval process involves a series of specific steps. First, the candidate confers with the Dissertation Advisory Committee Chair until they can agree on a potential topic. Once the candidate and Chair agree on a topic and a draft of the proposal is completed, the Chair schedules a proposal meeting with the full Dissertation Advisory Committee. At this point, the committee may approve, modify, or disapprove the proposal. The candidate must continue to work on the proposal until it has been approved by all committee members. After the proposal has been approved by the full committee, it is forwarded to the Director of the Doctoral Program, the Department Chair, and the Dean of the School of Education for approval.

### **Oral Defense**

The dissertation requirements culminate with the oral defense, which has a rich tradition in doctoral level studies and is to be taken seriously. Three (3) weeks prior to all oral defense requested dates, the chair of the committee will send the *Dissertation Oral Defense Scheduling Form* to the director who will review and send to the Dean of the School of Education for final approval. The Director, in collaboration with the Dean of the School of Education will select a date for the oral defense. The defense must be scheduled by the director at least four (4) weeks before graduation.

The oral defense is an academic evaluation of the dissertation by the committee, and is open to the committee members, dissertation students, and FSU faculty. Two (2) weeks prior to the oral defense the

director, in consultation with the Dean of the School of Education, will announce to the university faculty the time and place of the defense.

The advisory committee chair will serve as facilitator for the defense. The chair will ask the candidate to present a brief summary of the dissertation, and will then entertain questions from the committee. Once the committee has completed its questions, members of the audience may raise questions. After all questions have been exhausted, the chair will ask the candidate and audience to leave the room while the committee debates the outcome. The results can be an unqualified pass, a modified pass depending on recommendations for changes, or a failure. The defense must be at least four (4) weeks before graduation, and a *Dissertation Oral Defense Results Form* must be sent within three (3) days of the defense to the Dean of the School of Education.

If the candidate fails the first defense, he or she will be allowed one more opportunity at a later date. The advisory committee chair must file the necessary forms through the office of the director of the program and should be forwarded to the Dean of the School of Education for a second defense.

### **Submission of Dissertation**

The Thesis and Dissertation Editor will review all theses and dissertations to ensure they adhere to The Fayetteville State University Graduate Programs' *Guide for the Preparation and Submission of Theses and Dissertations* and the *Dissertation Writing Manual*. (The *Guide* and *The Thesis and Dissertation Checklist* are posted on the Graduate Programs website.) After the candidate has made the revision requested in the dissertation oral defense and at least three (3) weeks before graduation, the student must submit one (1) copy of the dissertation to the Dean of the School of Education for review by the Thesis and Dissertation Editor. Once the Editor's review is complete, the Dean of the School of Education will email the Editor's feedback to the student and the Dissertation Advisory Committee Chair. The student, in consultation with the Committee Chair, should make the necessary corrections and submit one (1) copy of the revised dissertation to the Dean of the School of Education for verification that the corrections have been made. The Dean of the School of Education will notify the student and the Advisory Committee Chair when the draft is approved for submission as the final document.

Once the final document is approved by the Dean of the School of Education, the student must submit four (4) unbound copies of the dissertation in final form along with a completed *Dissertation Approval Form* to the Dean of the School of Education prior to graduation. Detailed information on forms and dissertation organization is presented in the *Dissertation Writing Manual*. Students must pay the required dissertation processing fee at the FSU Cashier's office before the final submission of the dissertation.

### **Policy on Completion of Dissertation**

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

Candidates who will continue to use Fayetteville State University resources in completing their degrees must enroll in EDLE 990 and pay tuition and fees for not less than three (3) hours of continuing completion of dissertation credit each semester. These hours will not count toward the degree and will carry a different course number than those dissertation courses that are included within the hours designated for the degree.

Candidates who will not use Fayetteville State University resources should apply for a leave of absence. Candidates choosing this option must file a formal petition in writing with the Dean of the School of Education for a leave of absence that states that they will not use university resources during the leave period. Candidates granted a leave of absence must re-apply by submitting an application to the Dean of the School of Education to activate their status in the doctoral program. Regardless of the course of action selected, all candidates must be enrolled in EDLE 740 or EDLE 999 during the semester in which they complete their graduate work or are scheduled to receive their degrees.

**Degree Time Limit**

Doctoral degree requirements, including the dissertation and transfer credits, must be completed within eight (8) calendar years from the date of enrollment in the first course(s) carrying graduate degree credits applicable to the student's program. No courses, including transferred or substituted courses, can be older than eight (8) calendar years at the time a student graduates.



# College of Arts and Sciences

The College of Arts and Sciences (CAS) is dedicated to meeting the academic and professional needs of students through high quality, cutting edge, accessible graduate degree and certificate programs. With a strong commitment to community service and research, the College of Arts and Sciences uses cutting edge technology and teaching strategies to empower students to improve the quality of life of all members of society.

## Department of Criminal Justice

- Graduate Certificate in Criminal Justice
- Master of Science in Criminal Justice. Comprehensive Exam Option
- Master of Science in Criminal Justice. Enhanced Coursework Option
- Master of Science in Criminal Justice. Thesis Option

## Department of English

- Graduate Certificate in Professional Writing
- Graduate Certificate in Teaching of Writing
- Licensure in English as a Second Language

## Department of Psychology

- Master of Arts in Psychology. Counseling Track
- Master of Arts in Psychology. Experimental Track

## Department of Social Work

- Master of Social Work. Children and Family Concentration
- Master of Social Work. Children and Family Concentration. Part-time
- Master of Social Work. Children and Family Concentration. Advanced Standing
- Master of Social Work. Children and Family Concentration. Part-time. Advanced Standing
- Master of Social Work. Mental Health Concentration
- Master of Social Work. Mental Health Concentration. Advanced Standing
- Master of Social Work. Mental Health Concentration. Part-time.
- Master of Social Work. Mental Health Concentration. Part-time. Advanced Standing
- Military Behavioral Health Graduate Certificate Program
- Substance Abuse Studies Certificate Program

## Department of Sociology

- Graduate Certificate in Sociology
- Master of Arts in Sociology. Non-Thesis Option
- Master of Arts in Sociology. Practicum Option
- Master of Arts in Sociology. Thesis Option

### **Department of Biological Sciences**

The department offers, in conjunction with the Department of Middle Grades, Secondary, and Specialized Subjects, the following:

- Master of Education (Secondary Education 9-12. Biology Specialty Area)
- Master of Art in Teaching (Secondary Education 9-12. Biology Specialty Area)
- Licensure in Biology (Secondary Education 9-12)
- Licensure in Science (Middle Grades Education 6-9)

**Please see the Department of Middle Grades, Secondary, and Specialized Subjects section of this catalog for information on the above programs.**

### **Department of Criminal Justice**

The Department of Criminal Justice offers a graduate course of study leading to the degree of Master of Science in Criminal Justice. The program of study is designed to produce graduates who have the research skills and theoretical knowledge to obtain professional, managerial and research positions in a variety of justice-related fields and/or pursue doctoral degrees in criminal justice or criminology. The program requires a minimum of 33 semester hours of graduate study in criminal justice.

The department also offers a Graduate Certificate in Criminal Justice. The certificate program requires 18 credit hours. Students in the certificate program can apply to the Master of Science in Criminal Justice (MSCJ) Program at any time.

#### **Learning Outcomes**

- Critical thinking – Use and analyze evidence to guide problem analysis, problem solving, and decision making by differentiating between misconceptions and sound empirical knowledge.
- Communication skills – Express, interpret and prioritize thoughts, ideas, and knowledge in a clear, concise manner in both written and oral form.
- Technology and computing skills – Demonstrate the ability to use word processing, library resources, editing tools, and basic statistical programs to research complex criminal justice issues.
- Quantitative Reasoning – Build on the knowledge of applied and scholarly research to generate research questions, compute statistical analyses of data and/or demonstrate the ability to meaningfully interpret outcomes.
- Ethical decision making – Apply analytical skills to criminal justice problems and identify the ethical implications within such problems in the appropriate legal and substantive settings, along with proposing potential solutions that are realistic options in public policy settings.
- Understanding diversity – Identify, discuss, and propose action in response to the complex differential effects of treatment of people by and/or within the criminal justice system based on racial, ethnic, sexual orientation, sex, gender, and age characteristics.

#### **Graduate Certificate in Criminal Justice**

##### **Program Requirements**

**Credits**

##### **Total Credit Hours**

**18.0**

Undergraduate degree from accredited institution. Undergraduate cumulative GPA of 2.75 overall on 4.0 scale or 3.00 on 4.0 scale in the major. Submit two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study. Certificate program students may

apply for the MSCJ program at any time. To be accepted, applicants must meet the MSCJ program requirements in force at the time of application.

<b>Required Core Courses</b>	<b>6.0</b>
CRJC 521 And CRJC 540	
<b>Electives</b>	<b>12.0</b>

### **Master of Science in Criminal Justice. Comprehensive Exam Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>33.0</b>

Undergraduate degree from accredited institution. Minimum undergraduate GPA of 2.75 or higher on 4.0 scale. Provide official scores from the GRE general section taken within the last five years. Two letters of recommendation from individuals able to speak to applicant's academic abilities. Personal statement describing applicant's career goals and how earning a Master of Science degree in Criminal Justice will help them achieve their goals. The Criminal Justice Graduate Admissions Committee also will consider 1) evidence in the applicant's personal statement and letters of recommendation indicating a strong potential for success in the graduate program, and 2) a grade of "B" or better in two out of two graduate Criminal Justice courses taken by the applicant on a provisional basis at Fayetteville State University. Please refer to the Admissions section of this catalog for additional application information.

<b>Core Curriculum</b>	<b>12.0</b>
CRJC 501 And CRJC 521 And CRJC 540 And CRJC 550	

<b>Electives</b>	<b>21.0</b>
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Choose seven courses from the following options: CRJC 500 Or CRJC 510 Or CRJC 520 Or CRJC 530 Or CRJC 570 Or CRJC 580 Or CRJC 590 Or CRJC 600 Or CRJC 605 Or CRJC 610 Or CRJC 620 Or CRJC 630 Or CRJC 640 Or CRJC 650 Or CRJC 660 Or CRJC 670 Or CRJC 690 Or CRJC 691. Students may take CRJC 670 up to three times with different topics. Instructor permission is required for CRJC 690 and CRJC 691. Courses chosen with guidance of advisor. May take up to 12 semester hours outside the department (of these, a maximum of 6 hours may be transferred from another university.)

#### **Other Requirements**

Written Comprehensive Examination is required.

### **Master of Science in Criminal Justice. Enhanced Coursework Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>36.0</b>

Undergraduate degree from accredited institution. Minimum undergraduate GPA of 2.75 or higher on 4.0 scale. Provide official scores from the GRE general section taken within the last five years. Two letters of recommendation from individuals able to speak to applicant's academic abilities. Personal statement describing applicant's career goals and how earning a Master of Science degree in Criminal Justice will help them achieve their goals. The Criminal Justice Graduate Admissions Committee also will consider 1) evidence in the applicant's personal statement and letters of recommendation indicating a strong potential for success in the graduate program, and 2) a grade of "B" or better in

two out of two graduate Criminal Justice courses taken by the applicant on a provisional basis at Fayetteville State University. Please refer to the Admissions section of this catalog for additional application information.

**Core Curriculum** **12.0**

CRJC 501 And CRJC 521 And CRJC 540 And CRJC 550

**Electives** **21.0**

Choose seven courses from the following options: CRJC 500 Or CRJC 510 Or CRJC 520 Or CRJC 530 Or CRJC 570 Or CRJC 580 Or CRJC 590 Or CRJC 600 Or CRJC 605 Or CRJC 610 Or CRJC 620 Or CRJC 630 Or CRJC 640 Or CRJC 650 Or CRJC 660 Or CRJC 670 Or CRJC 690 Or CRJC 691. Students may take CRJC 670 up to three times with different topics. Instructor permission is required for CRJC 690 and CRJC 691. Courses chosen with guidance of advisor. May take up to 12 semester hours outside the department (of these, a maximum of 6 hours may be transferred from another university.)

**Other Requirements** **3.0**

Successful completion of CRJC 640 Or CRJC 650 Or other advanced research methods course approved by the graduate coordinator.

**Master of Science in Criminal Justice. Thesis Option**

**Program Requirements** **Credits**

**Total Credit Hours** **33.0**

Undergraduate degree from accredited institution. Minimum undergraduate GPA of 2.75 or higher on 4.0 scale. Provide official scores from the GRE general section taken within the last five years. Two letters of recommendation from individuals able to speak to applicant's academic abilities. Personal statement describing applicant's career goals and how earning a Master of Science degree in Criminal Justice will help them achieve their goals. The Criminal Justice Graduate Admissions Committee also will consider 1) evidence in the applicant's personal statement and letters of recommendation indicating a strong potential for success in the graduate program, and 2) a grade of "B" or better in two out of two graduate Criminal Justice courses taken by the applicant on a provisional basis at Fayetteville State University. Please refer to the Admissions section of this catalog for additional application information.

**Core Curriculum** **12.0**

CRJC 501 And CRJC 521 And CRJC 540 And CRJC 550

**Thesis Courses** **6.0**

CRJC 698 And CRJC 699 And if applicable CRJC 899

**Electives** **15.0**

Choose five courses from the following options: CRJC 500 Or CRJC 510 Or CRJC 520 Or CRJC 530 Or CRJC 570 Or CRJC 580 Or CRJC 590 Or CRJC 600 Or CRJC 605 Or CRJC 610 Or CRJC 620 Or CRJC 630 Or CRJC 640 Or CRJC 650 Or CRJC 660 Or CRJC 670 Or CRJC 690 Or CRJC 691. Students may take CRJC 670 up to three times with different topics. Instructor permission is required for CRJC 690 and CRJC 691. Courses chosen with guidance of advisor.

May take up to 12 semester hours outside the department (of these, a maximum of 6 hours may be transferred from another university.)

### **Department of English**

Programs in the department prepare students to succeed in an increasingly information-based economy. The education provided by the department prepares students for a variety of career options in fields such as education, publishing, finance, politics, law, and the performing arts. Students in the department are prepared for any career which requires effective communication skills.

#### **The department offers:**

- Graduate Certificate in Professional Writing
- Graduate Certificate in Teaching of Writing
- Licensure in English as Second Language

The department also offers, in conjunction with the Department of Middle Grades, Secondary, and Specialized Subjects, the following:

- Licensure in Language Arts (Middle Grades Education 6-9)

**Please see the Department of Middle Grades, Secondary, and Specialized Subjects section of this catalog for information on the above program.**

#### **Learning Outcomes for Teaching of Writing**

Students who complete the certificate will be able to:

- Apply various methodologies for teacher research on writing and writing processes.
- Develop research-based pedagogy that accounts for individual/collective difference.
- Apply methods of evaluation and assessment of writing.
- Create effective writing activities and lessons in an array of curricula formation.
- Formulate effective application of technology in the classroom.
- Explore the challenges of marginalized writers and learn how to facilitate their writing development.

#### **Learning Outcomes for Professional Writing**

Students who complete the certificate will be able to:

- Use professional writing skills and appropriate technology to produce documents and multimedia;
- Communicate clearly through new and traditional media for informative, persuasive, and promotional purposes; and
- Locate, utilize, and synthesize sources to support communication objectives.

#### **Graduate Certificate in Professional Writing**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>12.0</b>

Baccalaureate degree from an accredited college or university. Overall minimum undergraduate GPA of 2.7 on a 4.0 scale. Two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study.

**Curriculum Requirements** **12.0**

Choose four courses from the following: ENGL 507 Or ENGL 518 Or ENGL 542 Or ENGL 544 Or ENGL 545

**Graduate Certificate in Teaching of Writing**

**Program Requirements** **Credits**

**Total Credit Hours** **18**

Baccalaureate degree from an accredited college or university. Overall minimum undergraduate GPA of 2.7 on a 4.0 scale. Two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study.

**Required Courses** **12.0**

ENGL 507 And ENGL 516 And ENGL 517 And ENGL 518

**Electives** **6.0**

Choose two courses from the following: ENGL 502 Or ENGL 503 Or ENGL 505 Or ENGL 508 Or ENGL 509 Or ENGL 511 Or ENGL 515 Or ENGL 531 Or ENGL 533 Or ENGL 534 Or ENGL 540 Or ENGL 542 Or ENGL 623 Or ENGL 630 Or ENGL 632 Or ENGL 636 Or ENGL 637

**English as Second Language (ESL) Add-On Licensure Program**

**Program Requirements** **Credits**

**Total Credit Hours** **18.0**

Minimum GPA of 2.7 on 4.0 scale or 3.0 on 4.0 scale in last 60 credits, which may include no more than 12 hours of graduate study. Reference letters. North Carolina teaching license. Those interested in teaching in ESL programs serving adult population and who do not seek a NC teaching license or a degree must have a bachelor's degree to be admitted to the program. Candidates who are K-12 teachers will be admitted into the program under the "Professional Development" classification. Those recommended for "A-level" teacher licensure in their primary area also may apply for admission into the ESL Add-on Licensure program. FSU provides a program for currently employed teachers who wish to add an ESL licensure to their degree through this 18 credit hour program.

**Core Curriculum** **18.0**

TESL 510 And TESL 520 And TESL 541 And TESL 550 And ENGL 509 And TESL 530

### **Department of Mathematics and Computer Science**

The department offers, in conjunction with the Department of Middle Grades, Secondary, and Specialized Subjects, the following:

- Master of Education (Secondary Education 9-12. Mathematics Specialty Area)
- Master of Art in Teaching (Secondary Education 9-12. Mathematics Specialty Area)
- Licensure in Mathematics (Middle Grades Education 6-9)
- Licensure in Mathematics (Secondary Education 9-12)

Please see the Department of Middle Grades, Secondary, and Specialized Subjects section of this catalog for information on the above programs.

### **Department of Performing and Fine Arts**

The department offers, in conjunction with the Department of Middle Grades, Secondary, and Specialized Subjects, the following:

- Licensure-Only Program in Art Education. The program requires 73 credit hours and would allow degree holders to pursue teaching certification in Art Education.
- Licensure in Music Education (K-12). The program requires 51 credit hours.

**Please see the Department of Middle Grades, Secondary, and Specialized Subjects section of this catalog for information on the above programs.**

### **Department of Psychology**

The Department of Psychology offers a graduate program leading to the degree of Master of Arts in two tracks: counseling and experimental psychology. The counseling program requires a minimum of 48 semester hours of graduate studies. The experimental psychology program requires a minimum of 36 semester hours of graduate studies.

#### **Learning Outcomes**

##### **Counseling Track**

1. Human Growth and Development: Illustrate the major theories of individual and family development across the life span.
2. Social and Cultural Foundations: Develop deeper awareness of self as a cultural being and how one's worldview impacts interaction with clients in counseling work.
3. Helping Relationships: Describe the client characteristics of individuals served by institutions and agencies offering clinical mental health counseling services.
4. Group Work: Explain the theories and interventions specific to the group counseling modality.
5. Career and Lifestyle Development: Be able to explain career development theories and their application in career counseling.
6. Appraisal: Develop skills for utilization and implementation of standardized and unstandardized assessment techniques in the identification of psychological outcomes to inform treatment.

7. **Research and Program Evaluation:** Be able to formulate appropriate research questions and determine appropriate statistical analyses to answer particular said questions to understand psychological outcomes and evaluate treatment effectiveness.
8. **Professional Orientation and Ethics:** Explain the roles, functions, and professional identity of clinical mental health counselors.

### Experimental Track

1. **Critical Thinking Skills**  
Students will be able to critically review and discuss the strengths and weaknesses of psychological research articles in the conceptualization of the research problem(s); the formulation of hypotheses; the formulation and execution of the research strategies; the analyses of data, and interpretation of the results of research studies.
2. **Inquiry and Ethical Skills**  
Students will be able to identify and formulate specific research question(s) and hypothes(is)(es); identify and retrieve the appropriate literature and data; evaluate the importance of information related to the research question(s); design and propose a strategy for addressing the question(s); propose the analyses to be conducted on data collected, and discuss the anticipated data as they relate to the research question(s); they will demonstrate competency in the identification of ethical problems in their investigation of research questions.
3. **Quantitative Reasoning Skills**  
Students will be able to demonstrate competency in the use of appropriate statistical analyses and procedures that fit specific research designs; accurately use statistical software to analyze data; demonstrate competency in the interpretation of results, and evaluate research findings.
4. **Communications Skills**  
Students will demonstrate the ability to comprehend, and analyze spoken and written communication related to content, terminology, empirical findings, and effectively write, cite resources, and use appropriate grammar and style that conform to the APA style; they will be able to design a lesson plan and present information to students to demonstrate their teaching skills.
5. **Global Literacy**  
Students will show understanding and appreciation of the global diversity of cultures, values, and belief systems, and the common principles that guide all humanity and are expressed in biological, social, and cognitive aspects of behavior.

### Master of Arts in Psychology. Counseling Track

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>60.0</b>
Broad undergraduate preparation. General Psychology, Statistics through ANOVA, Experimental Psychology or Research Methods, and one additional substantive course in psychology. Minimum GPA of 2.7 on 4.0 scale or 3.0 on 4.0 scale in last 60 credits, which may include no more than 12 hours of graduate study. Two letters of recommendation from persons qualified to evaluate potential for success in graduate study in psychology. One letter must be from a faculty member familiar with applicant's academic performance. Submit transcripts of all colleges and universities attended. Submit resume with name, address, phone number, e-mail address, academic background, all colleges attended, degrees and dates obtained, work experiences, academic and professional awards, professional organizations, and related volunteer experiences. Admission to the program or instructor permission is a prerequisite for taking any graduate courses.	
<b>Core Curriculum</b>	<b>60.0</b>



PSYC 511 And PSYC 515 And PSYC 516 And PSYC 525 And PSYC 550 And PSYC 575 And PSYC 611 And PSYC 612 And PSYC 613 And PSYC 614 And PSYC 619 And PSYC 623 And PSYC 630 And PSYC 631 And PSYC 634 And PSYC 680 And PSYC 681 And PSYC 683 And six credits of free electives

### Other Requirements

Written Comprehensive Examination is required.

## Master of Arts in Psychology. Experimental Track

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>36.0</b>
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Broad undergraduate preparation. General Psychology, Statistics through ANOVA, Experimental Psychology or Research Methods, and one additional substantive course in psychology. Minimum GPA of 2.7 on 4.0 scale or 3.0 on 4.0 scale in last 60 credits, which may include no more than 12 hours of graduate study. Two letters of recommendation from persons qualified to evaluate potential for success in graduate study in psychology. One letter must be from a faculty member familiar with applicant's academic performance. Submit transcripts of all colleges and universities attended. Submit resume with name, address, phone number, e-mail address, academic background, all colleges attended, degrees and dates obtained, work experiences, academic and professional awards, professional organizations, and related volunteer experiences. Admission to the program is a prerequisite for taking any 600-level courses.

<b>Core Curriculum</b>	<b>30.0</b>
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PSYC 500 And PSYC 505 And PSYC 509 And PSYC 515 And PSYC 516 And PSYC 555 And PSYC 575 And PSYC 640 And PSYC 652 And PSYC 693

<b>Electives</b>	<b>6.0</b>
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Choose two graduate courses with advisement.

Oral Defense of Master's Thesis.

## Department of Social Work

The Master of Social Work Program is accredited by the Council on Social Work Education. The Master of Social Work (MSW) degree is designed to prepare students for professional social work practice and leadership with a focus on issues concerning children, families, mental health, and substance abuse. The program is designed to prepare students with the competencies to practice with individuals, families, groups, communities, and organizations in rural, urban, and military settings. Students are prepared to engage in prevention, treatment, intervention, clinical practice, research, and administrative activities that promote human well-being.

### The program goals are:

1. To prepare students for advanced social work practice, research, and leadership by concentrating in children and family services or in mental health and substance abuse services.

2. To equip social work students with the knowledge, skills, and values to respond to the needs of oppressed and at risk populations in a multicultural society.
3. To cultivate students' pursuit of lifelong learning by emphasizing participation in professional development, involvement in professional and community organizations, and participation in further graduate study.

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

### **Learning Outcomes**

1. To prepare students for advanced social work practice, research and leadership by concentrating in children and family services or in mental health and substance abuse services in urban, rural, and military communities.
2. To equip social work students with the knowledge, skills, and values to alleviate oppression, poverty, and discrimination in a multicultural society and global community.
3. Develop social workers who seek and promote competency in advocating social and economic justice in a multicultural society through professional development and involvement in professional and community organizations.

The MSW Program provides opportunities for students who have been admitted to the MSW Program to challenge up to two courses. Permission to take the challenge exam (s) will be granted to students who are admitted to the MSW Program and who have taken and made a "B" or above in SWRK 510 Social Welfare Policy and Services and/or SWRK 520 Human Behavior and the Social Environment. Students who meet program requirements may challenge any of the following two courses: SWRK 510 and SWRK 520. Eligible students must successfully complete written examinations. Credit hours are not awarded to students who pass the challenge exam. Students will need to complete additional graduate social work course electives to ensure completion of the minimum credit hours required by the MSW Program. For specific requirements and procedures for matriculating through the MSW Program, please contact the Social Work Department Chair or see the MSW Program Student Handbook. In order to have sufficient time for course and field planning, the MSW Program admissions application deadline is January 15. All documents pertaining to admission must be received by the application deadline.

The program requires 61 semester credit hours, including a minimum of 960 hours of field practicum and the completion of a thesis or research project. During the first year students acquire foundation knowledge and skills for advanced social work practice. Foundation knowledge is supported by courses in social welfare policy and services, diversity, populations at risk, social and economic justice, research, and field education. During orientation, students are required to choose their area of concentration: Children and Family Services or Mental Health and Substance Abuse. The curriculum for the 2-year full-time program is designed such that students enroll in the following credits each terms: Foundation Year (Fall Semester: 16 credit hours; Spring Semester: 16 credit hours); and Advanced Year (Fall Semester: 16 credit hours; Spring Semester: 13 credit hours). The curriculum for the part-time program is designed such that students enroll in the following credits each term: Foundation Year 1 (Fall Semester: 6 credits; Spring Semester: 9 credit hours; and Summer Term: 3 credit hours); Foundation Year 2 (Fall Semester: 10 credit hours; Spring Semester: 10 credit hours; Summer Term: 3 credit hours); and Advance Year 3 (Fall Semester: 10 credit hours; Spring Semester: 10 credit hours). The MSW program is consistent with the university's mission and institutional goals, and the Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE).

Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by the Council on Social Work Education (CSWE). Advanced standing is a one-year full-time academic program

that is granted to students with a bachelor's degree in social work from a program accredited by the CSWE. Students must have completed their bachelor's degree in social work within five years of expected enrollment in the MSW Program and have a cumulative 3.0 GPA to apply for advanced standing. It is assumed advanced standing student will have mastered the fundamentals and have demonstrated the ability to perform in an accelerated learning program. Advanced standing students begin course work during the first summer session. Students enroll in SWRK 606 Social Practice Seminar (3 s.h.) and SWRK 608 Statistics and Research Seminar (3 s.h.) courses. During the fall and spring semesters, students complete the advanced field instruction courses: SWRK 650 and SWRK 655 and course requirements for their identified concentration area. Thirty-five (35) hours will be required for graduation. The curriculum for the Advanced Standing Track is designed such that students enroll in the following credits each term: Year 1 (Summer Term: 6 credit hours; Fall Semester: 6 credit hours; Spring Semester: 6 credit hours; Summer Term: 3 credit hours); and Year 2 (Fall Semester: 7 credit hours; Spring Semester: 7 credit hours).

### Graduate Certificate Programs

The department also offers a Graduate Certificate in Military Behavioral Health and a Graduate Certificate in Substance Abuse Studies. The Military Behavioral Health curriculum requires 18 credit hours and the Substance Abuse Studies curriculum requires 12 credit hours.

#### Master of Social Work. Children and Family Concentration

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>61.0</b>
Baccalaureate degree from an accredited college or university. Minimum GPA of 2.5 on 4.0 scale or 3.0 on 4.0 scale in last 60 credits, which may include no more than 12 hours of graduate study. Broad liberal arts background that includes courses in English, humanities, and minimum of six courses in basic social and behavioral sciences. Score on GRE (General Section). Three Recommendation for Graduate School Forms. Submit personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, and (d) community involvement.	
<b>Foundation Courses</b>	<b>35.0</b>
SWRK 510 And SWRK 520 And SWRK 525 And SWRK 530 And SWRK 540 And SWRK 560 And SWRK 570 And SWRK 574 And SWRK 580 And SWRK 585 And SWRK 626	
<b>Concentration Courses</b>	<b>6.0</b>
SWRK 610 And SWRK 620	
<b>Advanced Courses</b>	<b>14.0</b>
SWRK 609 And SWRK 635 And SWRK 650 And SWRK 655	
<b>Electives</b>	<b>6.0</b>
Select 6 credits of Graduate Social Work Course electives.	

#### Master of Social Work. Children and Family Concentration. Advanced Standing

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>35.0</b>
Baccalaureate degree from social work program accredited by Council on Social Work Education (CSWE) with a cumulative grade point average of 3.0 on a 4.0 scale within five years of expected enrollment in the MSW Program to apply for advanced standing. Score on GRE (General	

Section). Three Recommendation for Graduate School Forms. Submit personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, and (d) community involvement.

<b>Summer Session</b>	<b>6.0</b>
SWRK 606 And SWRK 608	
<b>Fall Semester</b>	<b>16.0</b>
SWRK 609 And SWRK 610 And SWRK 620 And SWRK 626 And SWRK 650	
<b>Spring Semester</b>	<b>13.0</b>
Choose 6 credit hours Graduate Social Work Course electives And SWRK 635 And SWRK 655	

### **Master of Social Work. Children and Family Concentration. Part-time**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>61.0</b>

Baccalaureate degree from an accredited college or university. Minimum GPA of 2.5 on 4.0 scale or 3.0 on 4.0 scale in last 60 credits, which may include no more than 12 hours of graduate study. Broad liberal arts background that includes courses in English, humanities, and minimum of six courses in basic social and behavioral sciences. Score on GRE (General Section). Three Recommendation for Graduate School Forms. Submit personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, and (d) community involvement.

<b>Foundation Year 1</b>	<b>18.0</b>
SWRK 510 And SWRK 520 And SWRK 525 And SWRK 540 And SWRK 570 And Social Work Graduate Elective	
<b>Foundation Year 2</b>	<b>23.0</b>
SWRK 560 And SWRK 580 And SWRK 530 And SWRK 574 And SWRK 585 And SWRK 609 And Social Work Graduate Elective	
<b>Advanced Year 3</b>	<b>20.0</b>
SWRK 610 And SWRK 620 And SWRK 650 And SWRK 635 And SWRK 626 And SWRK 655	

### **Master of Social Work. Children and Family Concentration. Part-time. Advanced Standing**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>35.0</b>

Baccalaureate degree from social work program accredited Council on Social Work Education (CSWE) with a cumulative grade point average of 3.0 on a 4.0 scale within five years of expected enrollment in the MSW Program to apply for advanced standing. Score on GRE (General Section). Three Recommendation for Graduate School Forms. Submit personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, and (d) community involvement.

**Year 1** **21.0**

SWRK 606 And SWRK 608 And Social Work Graduate Elective And SWRK 610 And SWRK 620 And SWRK 609 And SWRK 626

**Year 2** **14.0**

SWRK 635 And SWRK 650 And SWRK 655 And Social Work Graduate Elective

**Master of Social Work. Mental Health Concentration****Program Requirements** **Credits****Total Credit Hours** **61.0**

Baccalaureate degree from an accredited college or university. Minimum GPA of 2.5 on 4.0 scale or 3.0 on 4.0 scale in last 60 credits, which may include no more than 12 hours of graduate study. Broad liberal arts background that includes courses in English, humanities, and minimum of six courses in basic social and behavioral sciences. Score on GRE (General Section). Three Recommendation for Graduate School Forms. Submit personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, and (d) community involvement.

**Foundation Courses** **35.0**

SWRK 510 And SWRK 520 And SWRK 525 And SWRK 530 And SWRK 540 And SWRK 560 And SWRK 570 And SWRK 574 And SWRK 580 And SWRK 585 And SWRK 626

**Concentration Courses** **6.0**

SWRK 615 And SWRK 630

**Advanced Courses** **14.0**

SWRK 609 And SWRK 635 And SWRK 650 And SWRK 655

**Electives** **6.0**

Select six credits of Graduate Social Work Course electives.

**Master of Social Work. Mental Health Concentration. Advanced Standing****Program Requirements** **Credits****Total Credit Hours** **35.0**

Baccalaureate degree from social work program accredited Council on Social Work Education (CSWE) with a cumulative grade point average of 3.0 on a 4.0 scale within five years of expected enrollment in the MSW Program to apply for advanced standing. Score on GRE (General Section). Three Recommendation for Graduate School Forms. Submit personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, and (d) community involvement.

**Summer Session** **6.0**

SWRK 606 And SWRK 608

**Fall Semester** **16.0**

SWRK 609 And SWRK 615 And SWRK 626 And SWRK 630 And SWRK 650

**Spring Semester** **13.0**

Choose 6 credit hours of Graduate Social Work Course electives And SWRK 635 And SWRK 655

**Master of Social Work. Mental Health Concentration. Part-time**

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>61.0</b>
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Baccalaureate degree from an accredited college or university. Minimum GPA of 2.5 on 4.0 scale or 3.0 on 4.0 scale in last 60 credits which may include no more than 12 hours of graduate study. Broad liberal arts background that includes courses in English, humanities, and minimum of six courses in basic social and behavioral sciences. Score on GRE (General Section). Three Recommendation for Graduate School Forms. Submit personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, and (d) community involvement.

<b>Foundation Year 1</b>	<b>18.0</b>
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SWRK 510 And SWRK 520 And SWRK 525 And SWRK 540 And SWRK 570 And Social Work Graduate Elective

<b>Foundation Year 2</b>	<b>23.0</b>
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SWRK 560 And SWRK 609 And SWRK 580 And SWRK 530 And SWRK 574 And SWRK 585 And Social Work Graduate Elective

<b>Advanced Year 3</b>	<b>20.0</b>
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SWRK 615 And SWRK 630 And SWRK 650 And SWRK 656 And SWRK 635 And SWRK 655 And SWRK 658 And SWRK 626

**Master of Social Work. Mental Health Concentration. Part-time. Advanced Standing**

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>35.0</b>
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Baccalaureate degree from social work program accredited Council on Social Work Education (CSWE) with a cumulative grade point average of 3.0 on a 4.0 scale within five years of expected enrollment in the MSW Program to apply for advanced standing. Score on GRE (General Section). Three Recommendation for Graduate School Forms. Submit personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, and (d) community involvement.

<b>Year 1</b>	<b>21.0</b>
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SWRK 606 And SWRK 608 And Social Work Graduate Elective And SWRK 615 And SWRK 630 And SWRK 626 And SWRK 609

<b>Year 2</b>	<b>14.0</b>
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SWRK 635 And SWRK 650 And SWRK 655 And Social Work Graduate Elective

**Graduate Certificate in Military Behavioral Health**

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>18.0</b>
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Must have a baccalaureate degree in social work, psychology, counseling, sociology, or special permission from an accredited institution; must be a graduate student pursuing a degree in social work, psychology, or sociology; or must have a graduate degree. Minimum undergraduate GPA of 2.5 on 4.0 scale or 3.0 on 4.0 scale in last 60 credits which may include no more than 12 hours of graduate study. Three Recommendation for Graduate School Forms. Letters of recommendation also may be submitted. Personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experience, (c) future career plans, and (d) community involvement.

<b>Required Courses</b>	<b>18.0</b>
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SWRK 621 And SWRK 622 And SWRK 626 And SWRK 627 And SWRK 628 And SWRK 629

**Graduate Certificate in Substance Abuse Studies**

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>12.00</b>
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Must have a baccalaureate degree in social work, psychology, counseling, sociology, or special permission from an accredited institution; must be a graduate student pursuing a degree in social work, psychology, or sociology; or must have a graduate degree. Minimum undergraduate GPA of 2.5 on 4.0 scale or 3.0 on 4.0 scale in last 60 credits which may include no more than 12 hours of graduate study. Three Recommendation for Graduate School Forms. Letters of recommendation also may be submitted. Personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experience, (c) future career plans, and (d) community involvement.

<b>Required Courses</b>	<b>12.0</b>
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SWRK 625 And SWRK 626 And SWRK 631 And SWRK 632

**Department of Sociology**

The Master of Arts (M.A.) degree program in sociology offers advanced training in the application of theory, research methodology, and data analyses. Our students receive individualized attention at every stage in the program from faculty members who represent a broad spectrum of teaching and research interests - health disparities, demography, family, deviance, and aging. Our students are prepared for employment in the community college system, in industry, and in private and public agencies. The program also provides a very solid foundation for students to pursue doctoral degrees. We offer a thesis option and non-thesis option. Thesis candidates must complete 30 semester hours of course credits and six semester hours of thesis credits. An oral defense of the thesis is required for students who choose the thesis option. Non-thesis candidates must earn a total of 30 semester hours of course credits and six semester hours of practicum or take 6 credit hours of graduate courses in sociology or other graduate programs. Students are required to complete the

core curriculum courses (SOC 500, SOC 503, 560, and SOC 590) before they take 600-level courses. All students must pass a written comprehensive examination before graduation.

Additionally, the department offers, in conjunction with the Department of Middle Grades, Secondary, and Specialized Subjects, the following:

- Master of Education (Secondary Education 9-12. Sociology Specialty Area)
- Master of Art in Teaching (Secondary Education 9-12. Sociology Specialty Area)

**Please see the Department of Middle Grades, Secondary, and Specialized Subjects section of this catalog for information on the above program.**

### **Graduate Certificate in Sociology**

The department also offers a Graduate Certificate in Sociology. The graduate certificate curriculum requires 18 credit hours.

### **Learning Outcomes**

To meet its goals, the graduate program offers advanced training in social theory, research methodology, and statistical techniques for data analyses that prepares students for doctoral studies and employment in education, government, and the private sector. Upon completing the program, students must be able to:

1. Integrate sociological theories and concepts in the analysis of social issues;
2. Demonstrate knowledge of advanced micro and macro sociological theories in the analysis of social issues;
3. Apply advanced research methods and statistical techniques in the analysis of social issues.

<b>Graduate Certificate in Sociology</b>	
<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>18.0</b>
Admission requirement is the same as for the graduate degree program except GRE score is not required.	
<b>Core Courses</b>	<b>6.0</b>
SOC 503 And SOC 560	
<b>Option Requirements</b>	<b>12.0</b>
Take 12 hours in other graduate sociology courses based on your interest and consultation with advisor.	

<b>Master of Arts in Sociology. Non-Thesis Option</b>	
<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>36.0</b>
Personal statement of approximately 2-3 typed, double-spaced pages which address the applicant's (a) interest in pursuing a graduate degree in sociology and (b) future career plans. Three letters of recommendation. Ideally these will be from college faculty who can speak to the candidate's ability to do graduate work. For applicants returning to academics after a substantial time, letters may be considered from individuals who can speak to applicant's (a) verbal and written communication	



skills, (b) critical thinking skills, and other scholarly evidence which suggest applicant's ability to succeed in graduate study. Score on GRE (General Section) or evidence of successful completion of a previous graduate program. Official transcripts from all universities or colleges at which courses have been taken. Minimum GPA of 3.0 on 4.0 scale in all undergraduate coursework or the last 60 hours of coursework that may include no more than 6 hours of graduate work. Applicants lacking core courses in sociology (social statistics and research methods) will be required to complete undergraduate courses in these areas before being admitted to the program.

**Core Curriculum** 9.0

SOCI 503 And SOCI 560 And SOCI 590

**Sociology Electives** 15.0

At least one course must be a 600-level course. SOCI 500 is required for students with undergraduate degrees other than Sociology. SOCI 500 will serve as a Sociology elective for students with undergraduate degree in Sociology.

**Free Electives** 6.0

**Other Requirements** 6.0

Two SOCI electives

**Comprehensive Examination**

Successful completion of the written departmental comprehensive examination in History & Principles of Sociology and Methods & Analysis in Sociology is required.

**Master of Arts in Sociology. Practicum Option**

**Program Requirements** Credits

**Total Credit Hours** 36.0

Personal statement of approximately 2-3 typed, double-spaced pages which address the applicant's (a) interest in pursuing a graduate degree in sociology and (b) future career plans. Three letters of recommendation. Ideally these will be from college faculty who can speak to the candidate's ability to do graduate work. For applicants returning to academics after a substantial time, letters may be considered from individuals who can speak to applicant's (a) verbal and written communication skills, (b) critical thinking skills, (c) and other scholarly evidence which suggest applicant's ability to succeed in graduate study. Score on GRE (General Section) or evidence of successful completion of a previous graduate program. Official transcripts from all universities or colleges at which courses have been taken. Minimum GPA of 3.0 on 4.0 scale in all undergraduate coursework or the last 60 hours of coursework that may include no more than 6 hours of graduate work. Applicants lacking core courses in sociology (social statistics and research methods) will be required to complete undergraduate courses in these areas before being admitted to the program.

**Core Curriculum** 9.0

SOCI 503 And SOCI 560 And SOCI 590

**Sociology Electives** 15.0

At least one course must be a 600-level course. SOCI 500 is required for students with undergraduate degrees other than Sociology. SOCI 500 will serve as a Sociology elective for students with undergraduate degree in Sociology.

**Free Electives** 6.0

**Other Requirements** 6.0

SOCI 690 And SOCI 691

**Comprehensive Examination**

Successful completion of the written departmental comprehensive examination in History & Principles of Sociology and Methods & Analysis in Sociology is required.

**Master of Arts in Sociology. Thesis Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>36.0</b>
<p>Personal statement of approximately 2-3 typed, double-spaced pages which address the applicant's (a) interest in pursuing a graduate degree in sociology and (b) future career plans. Three letters of recommendation. Ideally these will be from college faculty who can speak to the candidate's ability to do graduate work. For applicants returning to academics after a substantial time, letters may be considered from individuals who can speak to applicant's (a) verbal and written communication skills, (b) critical thinking skills, (c) and other scholarly evidence which suggest applicant's ability to succeed in graduate study. Score on GRE (General Section) or evidence of successful completion of a previous graduate program. Official transcripts from all universities or colleges at which courses have been taken. Minimum GPA of 3.0 on 4.0 scale in all undergraduate coursework or the last 60 hours of coursework that may include no more than 6 hours of graduate work. Applicants lacking core courses in sociology (social statistics and research methods) will be required to complete undergraduate courses in these areas before being admitted to the program.</p>	
<b>Core Curriculum</b>	<b>9.0</b>
SOCI 503 And SOCI 560 And SOCI 590	
<b>Sociology Electives</b>	<b>15.0</b>
<p>At least one course must be a 600-level course. SOCI 500 is required for students with undergraduate degrees other than Sociology. SOCI 500 will serve as a Sociology elective for students with undergraduate degree in Sociology.</p>	
<b>Free Electives</b>	<b>6.0</b>
<b>Other Requirements</b>	<b>6.0</b>
SOCI 695 And SOCI 696	
<b>Comprehensive Examination</b>	
<p>Successful completion of the written departmental comprehensive examination in History &amp; Principles of Sociology and Methods &amp; Analysis in Sociology is required.</p>	

## School of Business and Economics

The MBA Program, which is accredited by AACSB International, is designed to meet the educational and/or career goals of: (1) business professionals who wish to advance in their careers, (2) other professionals interested in changing careers by pursuing an advanced degree in business, and (3) individuals who are considering a doctoral degree in business. The core curriculum consists of 27 credit hours followed by 9 elective credit hours to obtain a general MBA degree or 9 hours in a concentration to acquire a specialization in Finance, Healthcare Management, International Business, Entrepreneurship, Management, or Marketing. Twelve hours in the concentration are required for a specialization in Project Management or Healthcare Management. Applicants who do not possess an undergraduate degree in a business related field or are in need of refresher courses in the functional areas of business may be advised to enroll in up to 15 additional credits hours of foundation courses. The decision to take foundation courses is made in consultation with the MBA Director.

### MBA Program

- Graduate Certificate in Health Care Management
- Graduate Certificate in Project Management
- Master of Business Administration - General
- Master of Business Administration with a specialization in Entrepreneurship
- Master of Business Administration with a specialization in Finance
- Master of Business Administration with a specialization in Healthcare Management
- Master of Business Administration with a specialization in International Business
- Master of Business Administration with a specialization in Management
- Master of Business Administration with a specialization in Marketing
- Master of Business Administration with a specialization in Project Management

### MBA Program

#### Learning Outcomes

SBE-wide learning goals are intended to enhance student learning in the following areas: communication, ethical reasoning, analytical skills, information technology, global outlook, critical thinking, and understanding of legal systems. Upon completion of the MBA Program, graduates will:

- Demonstrate professionalism, self-awareness, leadership, and effective communication skills.
- Understand ethical issues and dilemmas that businesses often face.
- Apply knowledge and skills to solve business problems.
- Understand the concepts of information technology (IT) and how IT can improve organizational performance.
- Demonstrate a global perspective and an awareness of how cultural differences impact businesses.
- Possess the skills required to integrate concepts from various disciplines to identify and develop business strategies.
- Possess the skills required to work and lead effectively in a team-based environment.

#### Graduate Certificates in Health Care Management; Project Management; and Supply Chain, Logistics, and Transportation Management

The School of Business and Economics offers a Graduate Certificate in Health Care Management and a Graduate Certificate in Project Management. The Health Care Management certificate requires 15 credit hours. All other certificates require 12 credit hours. Courses taken in each certificate program may be transferred into the MBA Program. Also, in collaboration with University of North Carolina at Greensboro (UNCG), students enrolled with degree seeking status in the FSU Master of Business Administration (MBA) program can earn a Graduate Certificate (Post-Baccalaureate) in Supply Chain, Logistics, and Transportation Management from UNCG. The required 12 credit hours of graduate-level courses for this certificate are offered online through UNCG's distance learning program. These courses will be recorded on a UNCG transcript and may be transferred into the FSU MBA program. Courses taken in each certificate program may be transferred into the MBA Program.

### GMAT Waiver Policy

Applicants that fit one or more of the following criteria may be considered for a GMAT waiver:

- Superior academic performance in a regionally accredited undergraduate institution with a GPA of 3.6 or higher
- Demonstration of 10 years of progressive professional advancement experience, with a significant record of accomplishments, which may include earning credentials such as Certified Public Accountant (CPA) or Project Management Professional (PMP)
- US military Service
- Nine or more credit hours in an AACSB-accredited graduate program with a cumulative GPA of 3.4 or higher
- A completed graduate degree in any field from a regionally accredited institution (or equivalent)

GMAT waivers are not guaranteed and must be granted by the FSU MBA Admissions Committee. Interested applicants should submit a written GMAT waiver request to the MBA Admissions Committee. The Admissions Committee will review such requests on a case-by-case basis. Meeting minimum requirements for consideration does not guarantee approval.

### Transfer Credit

The MBA program can accept up to 9 hours of transfer credit from another AACSB-accredited MBA program. The grade received for a transfer class must be a "B" or better, and the class must have been taken no more than six years prior to the applicant's project graduation date.

### Graduate Certificate in Health Care Management

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>15.0</b>
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Undergraduate degree from an accredited institution. Overall minimum undergraduate GPA of 2.75 on a 4.0 scale. Two years of work experience in health care related fields. Two letters of recommendation from persons qualified to evaluate applicant's ability to pursue graduate study. Students who are admitted into the MBA program can complete HCM certificate courses as part of their elective requirements.

<b>Required Courses</b>	<b>15.0</b>
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Select five courses from the following: HCM 680 Or HCM 681 Or HCM 682 Or HCM 683 Or HCM 684 Or HCM 685 Or HCM 686

### Graduate Certificate in Project Management

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>12.0</b>
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Undergraduate degree from accredited institution. Overall minimum undergraduate GPA of 2.75 on a 4.0 scale. Two years of work experience in project oriented fields. Two letters of recommendation from persons qualified to evaluate applicant's ability to pursue graduate study. Students who are admitted into the MBA program can complete PM certificate courses as part of their elective requirements.

**Required Courses** **12.0**

CPM 610 And CPM 620 And CPM 630 And CPM 640

**Master of Business Administration - General**

**Program Requirements** **Credits**

**Total Credit Hours** **36.0**

An applicant must hold an undergraduate degree from a regionally accredited institution (or equivalent) to be admitted into the MBA program. Students may be admitted to either Degree Seeking or Professional Development status. To be admitted to Degree Seeking status, an applicant must possess: a minimum GPA of 2.75; and a minimum GMAT (or GRE predicted GMAT) score of 400 or a GMAT waiver. To be admitted to Professional Development status, an applicant must possess: a minimum undergraduate GPA of 2.75; or a minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver. Professional Development status allows a student to enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see <http://mba.uncfsu.edu/apply/>

**Foundation Courses**

ACCT 550 And BADM 530 And ECON 540 And FINC 560 And MKTG 570 The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

**Core Curriculum** **27.0**

ACCT 610 And BADM 605 And ECON 610 And FINC 620 And MGMT 615 And MIS 630 And MGMT 610 And MGMT 650 And MKTG 640. Each course is 3 credit hours.

**Electives** **9.0**

BADM 680 plus any two 600-level courses offered by the business school (i.e. those with the prefix ACCT, BADM, ECON, FINC, CPM, HCM, MGMT, MKTG, or MIS).

**Master of Business Administration with a specialization in Entrepreneurship**

**Program Requirements** **Credits**

**Total Credit Hours** **36.0**

An applicant must hold an undergraduate degree from a regionally accredited institution (or equivalent) to be admitted into the MBA program. Students may be admitted to either Degree Seeking or Professional Development status. To be admitted to Degree Seeking status, an applicant must possess: a minimum GPA of 2.75; and a minimum GMAT (or GRE predicted GMAT) score of 400 or a GMAT waiver. To be admitted to Professional Development status, an applicant must possess: a minimum undergraduate GPA of 2.75; or a minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver. Professional Development status allows a student to enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see <http://mba.uncfsu.edu/apply/>

**Foundation Courses**

ACCT 550 And BADM 530 And ECON 540 And FINC 560 And MKTG 570 The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

**Core Curriculum** **27.0**

ACCT 610 And BADM 605 And ECON 610 And FINC 620 And MGMT 615 And MIS 630 And MGMT 610 And MGMT 650 And MKTG 640. Each course is 3 credit hours.

**Concentration** **9.0**

BADM 680 plus two courses from the following: MGMT 675 Or MGMT 645 Or MGMT 655 Or BADM 603 Or MGMT 660

**Master of Business Administration with a specialization in Finance****Program Requirements** **Credits****Total Credit Hours** **36.0**

An applicant must hold an undergraduate degree from a regionally accredited institution (or equivalent) to be admitted into the MBA program. Students may be admitted to either Degree Seeking or Professional Development status. To be admitted to Degree Seeking status, an applicant must possess: a minimum GPA of 2.75; and a minimum GMAT (or GRE predicted GMAT) score of 400 or a GMAT waiver. To be admitted to Professional Development status, an applicant must possess: a minimum undergraduate GPA of 2.75; or a minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver. Professional Development status allows a student to enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see <http://mba.uncfsu.edu/apply/>

**Foundation Courses**

ACCT 550 And BADM 530 And ECON 540 And FINC 560 And MKTG 570 The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

**Core Curriculum** **27.0**

ACCT 610 And BADM 605 And ECON 610 And FINC 620 And MGMT 615 And MIS 630 And MGMT 610 And MGMT 650 And MKTG 640. Each course is 3 credit hours.

**Concentration** **9.0**

BADM 680 plus two courses from the following: FINC 655 Or FINC 660 Or FINC 670 Or FINC 675 Or FINC 680 Or FINC 695

**Master of Business Administration with a specialization in Healthcare Management****Program Requirements** **Credits****Total Credit Hours** **39.0**

An applicant must hold an undergraduate degree from a regionally accredited institution (or equivalent) to be admitted into the MBA program. Students may be admitted to either Degree Seeking or Professional Development status. To be admitted to Degree Seeking status, an applicant must possess: a minimum GPA of 2.75; and a minimum GMAT (or GRE predicted GMAT) score of 400 or a GMAT waiver. To be admitted to Professional Development status, an

applicant must possess: a minimum undergraduate GPA of 2.75; or a minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver. Professional Development status allows a student to enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see <http://mba.uncfsu.edu/apply/>

### Foundation Courses

ACCT 550 And BADM 530 And ECON 540 And FINC 560 And MKTG 570 The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

### Core Curriculum 27.0

ACCT 610 And BADM 605 And ECON 610 And FINC 620 And MGMT 615 And MIS 630 Or HCM 685 And MGMT 610 And MGMT 650 And MKTG 640. Each course is 3 credit hours.

### Concentration 12.0

Select four courses from the following: HCM 680 Or HCM 681 Or HCM 682 Or HCM 683 Or HCM 684 Or HCM 685 Or HCM 686

## Master of Business Administration with a specialization in International Business

### Program Requirements Credits

### Total Credit Hours 36.0

An applicant must hold an undergraduate degree from a regionally accredited institution (or equivalent) to be admitted into the MBA program. Students may be admitted to either Degree Seeking or Professional Development status. To be admitted to Degree Seeking status, an applicant must possess: a minimum GPA of 2.75; and a minimum GMAT (or GRE predicted GMAT) score of 400 or a GMAT waiver. To be admitted to Professional Development status, an applicant must possess: a minimum undergraduate GPA of 2.75; or a minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver. Professional Development status allows a student to enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see <http://mba.uncfsu.edu/apply/>

### Foundation Courses

ACCT 550 And BADM 530 And ECON 540 And FINC 560 And MKTG 570 The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

### Core Curriculum 27.0

ACCT 610 And BADM 605 And ECON 610 And FINC 620 And MGMT 615 And MIS 630 And MGMT 610 And MGMT 650 And MKTG 640 Each course is 3 credit hours.

### Concentration 9.0

BADM 680 plus two courses from the following: ACCT 650 Or BADM 604 Or FINC 655 Or MGMT 660 Or MKTG 650

## Master of Business Administration with a specialization in Management

### Program Requirements Credits

### Total Credit Hours 36.0

An applicant must hold an undergraduate degree from a regionally accredited institution (or equivalent) to be admitted into the MBA program. Students may be admitted to either Degree



Seeking or Professional Development status. To be admitted to Degree Seeking status, an applicant must possess: a minimum GPA of 2.75; and a minimum GMAT (or GRE predicted GMAT) score of 400 or a GMAT waiver. To be admitted to Professional Development status, an applicant must possess: a minimum undergraduate GPA of 2.75; or a minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver. Professional Development status allows a student to enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see <http://mba.uncfsu.edu/apply/>

### Foundation Courses

ACCT 550 And BADM 530 And ECON 540 And FINC 560 And MKTG 570. The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

### Core Curriculum 27.0

ACCT 610 And BADM 605 And ECON 610 And FINC 620 And MGMT 615 And MIS 630 And MGMT 610 And MGMT 650 And MKTG 640. Each course is 3 credit hours.

### Concentration 9.0

BADM 680 plus two courses from the following: MGMT 655 Or MGMT 660 Or MGMT 665 Or MGMT 670 Or MGMT 695

## Master of Business Administration with a specialization in Marketing

### Program Requirements Credits

### Total Credit Hours 36.0

An applicant must hold an undergraduate degree from a regionally accredited institution (or equivalent) to be admitted into the MBA program. Students may be admitted to either Degree Seeking or Professional Development status. To be admitted to Degree Seeking status, an applicant must possess: a minimum GPA of 2.75; and a minimum GMAT (or GRE predicted GMAT) score of 400 or a GMAT waiver. To be admitted to Professional Development status, an applicant must possess: a minimum undergraduate GPA of 2.75; or a minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver. Professional Development status allows a student to enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see <http://mba.uncfsu.edu/apply/>

### Foundation Courses

ACCT 550 And BADM 530 And ECON 540 And FINC 560 And MKTG 570. The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

### Core Curriculum 27.0

ACCT 610 And BADM 605 And ECON 610 And FINC 620 And MGMT 615 And MIS 630 And MGMT 610 And MGMT 650 And MKTG 640. Each course is 3 credit hours.

### Concentration 9.0

BADM 680 plus two courses from the following: MKTG 650 Or MKTG 660 Or MKTG 675 Or MKTG 680 Or MKTG 695

## Master of Business Administration with a specialization in Project Management

### Program Requirements Credits



**Total Credit Hours** **39.0**

An applicant must hold an undergraduate degree from a regionally accredited institution (or equivalent) to be admitted into the MBA program. Students may be admitted to either Degree Seeking or Professional Development status. To be admitted to Degree Seeking status, an applicant must possess: a minimum GPA of 2.75; and a minimum GMAT (or GRE predicted GMAT) score of 400 or a GMAT waiver. To be admitted to Professional Development status, an applicant must possess: a minimum undergraduate GPA of 2.75; or a minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver. Professional Development status allows a student to enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see <http://mba.uncfsu.edu/apply/>

**Foundation Courses**

ACCT 550 And BADM 530 And ECON 540 And FINC 560 And MKTG 570. The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

**Core Curriculum** **27.0**

ACCT 610 And ECON 610 And FINC 620 And MGMT 615 And MIS 630 And BADM 605 And MGMT 610 And MGMT 650 And MKTG 640. Each course is 3 credit hours.

**Concentration** **12.0**

CPM 610 And CPM 620 And CPM 630 And CPM 640

## School of Education

The School of Education meets rigorous professional standards for the preparation of teachers and other school specialists and is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). The School of Education is committed to educating and preparing individuals for professions in the fields of education, research, and service, and seeks to prepare education professionals as facilitators of learning through the development of cognitive, psychomotor, and affective learning patterns. The School of Education offers a Doctor of Education, Master of School Administration, Master of Arts in Teaching, Master of Education, and licensure programs in over 20 areas of concentration.

Students who apply for admission to graduate programs in the School of Education must have a baccalaureate degree from an accredited institution. Applicants should consult the program section in this catalog for the grade point average required for the program.

### **Suspension of Programs**

At this time, the School of Education is suspending graduate admissions to the M.Ed. and M.A.T. in Secondary Education.

### **Admission Requirements for Teacher Education Programs**

Effective July 1, 2017 in response to General Assembly House Bill 97: Mandates for Educator Preparation Programs, a 2.7 overall GPA will be required for admission to all Teacher Education degree and licensure programs. Effective July 1, 2018, a 2.7 overall GPA will be required for graduating from all Teacher Education degree and licensure programs.

### **Department of Educational Leadership**

- Doctor of Education in Educational Leadership (Higher Education Concentration)
- Doctor of Education in Educational Leadership (PK-12 Concentration)
- Master of School Administration

### **Department of Elementary Education**

- Class A Level Licensure in Birth-Kindergarten Education
- Class A Level Licensure in Elementary Education
- Class A Level Licensure in Reading Education
- Master of Education in Elementary Education K-6 Concentration. Project-Portfolio Option
- Master of Education in Elementary Education K-6 Concentration. Thesis Option
- Master of Education in Reading Education K-12 Concentration. Project-Portfolio Option
- Master of Education in Reading Education K-12 Concentration. Thesis Option

### **Department of Middle Grades, Secondary, and Specialized Subjects**

- Licensure in Art Education
- Licensure in Health and Physical Education
- Licensure in Middle Grades Education 6-9. Language Arts Concentration
- Licensure in Middle Grades Education 6-9. Mathematics Concentration

- Licensure in Middle Grades Education 6-9. Science Concentration
- Licensure in Middle Grades Education 6-9. Social Studies Concentration
- Licensure in Music Education K-12
- Licensure in Secondary Education 9-12. Biology Specialty Area
- Licensure in Secondary Education 9-12. English Specialty Area
- Licensure in Secondary Education 9-12. Mathematics Specialty Area
- Licensure in Special Education. Initial A-Level License.
- Master of Arts in Teaching. Middle Grades Education 6-9. Language Arts Specialty Area. Project-Portfolio Option
- Master of Arts in Teaching. Middle Grades Education 6-9. Language Arts Specialty Area. Thesis Option
- Master of Arts in Teaching. Middle Grades Education 6-9. Mathematics Specialty Area. Project-Portfolio Option
- Master of Arts in Teaching. Middle Grades Education 6-9. Mathematics Specialty Area. Thesis Option
- Master of Arts in Teaching. Middle Grades Education 6-9. Science Specialty Area. Project-Portfolio Option
- Master of Arts in Teaching. Middle Grades Education 6-9. Science Specialty Area. Thesis Option
- Master of Arts in Teaching. Secondary Education 9-12. Biology Specialty Area. Project-Portfolio Option
- Master of Arts in Teaching. Secondary Education 9-12. Biology Specialty Area. Thesis Option
- Master of Arts in Teaching. Secondary Education 9-12. Mathematics Specialty Area. Project-Portfolio Option
- Master of Arts in Teaching. Secondary Education 9-12. Mathematics Specialty Area. Thesis Option
- Master of Arts in Teaching. Secondary Education 9-12. Sociology Specialty Area. Project-Portfolio Option
- Master of Arts in Teaching. Secondary Education 9-12. Sociology Specialty Area. Thesis Option
- Master of Arts in Teaching. Special Education. General Curriculum K-12
- Master of Education in Middle Grades 6-9. Language Arts Concentration. Project-Portfolio Option
- Master of Education in Middle Grades 6-9. Language Arts Concentration. Thesis Option
- Master of Education in Middle Grades 6-9. Mathematics Concentration. Project-Portfolio Option
- Master of Education in Middle Grades 6-9. Mathematics Concentration. Thesis Option
- Master of Education in Middle Grades 6-9. Science Concentration. Project-Portfolio Option
- Master of Education in Middle Grades 6-9. Science Concentration. Thesis Option
- Master of Education in Secondary Education. Biology Specialty Area. Project-Portfolio Option
- Master of Education in Secondary Education. Biology Specialty Area. Thesis Option
- Master of Education in Secondary Education. Mathematics Specialty Area. Project-Portfolio Option
- Master of Education in Secondary Education. Mathematics Specialty Area. Thesis Option
- Master of Education in Secondary Education. Sociology Specialty Area. Project-Portfolio Option
- Master of Education in Secondary Education. Sociology Specialty Area. Thesis Option
- Master of Education in Special Education K-12. Project-Portfolio Option. Current License in Special Education
- Master of Education in Special Education K-12. Project-Portfolio Option. License in Education but not in Special Education
- Master of Education in Special Education K-12. Thesis Option. Current License in Special Education
- Master of Education in Special Education K-12. Thesis Option. License in Education but not in Special Education

### **Department of Educational Leadership**

The Department of Educational Leadership provides programs designed to prepare PK-12 school executives, higher education administrators, and education supervisors, as facilitators of learning at all levels in the nation's schools. School administration programs are offered at the master's and doctoral (Ed.D.) levels.

Students will be admitted to the doctoral program in cohorts. A full-time residency or its equivalent must be completed in the first year followed by a yearlong internship in the second year. Candidates must pass a comprehensive examination at the end of appropriate courses and satisfactorily defend the dissertation at the culmination of the program. PK-12 candidates must successfully complete a professional portfolio during the internship as required by the North Carolina Department of Public Instruction to be recommended for license as a superintendent. For specific requirements and procedures for matriculating through the program please contact the department chair or see the Ed.D. Student Handbook.

#### **Learning Outcomes**

The Department of Educational Leadership and Foundations learning outcomes are intended to enhance student learning in the following areas: societal and cultural influences of schooling, teaching and learning process, organizational theory, leadership and management, policy studies and politics of education, and ethical dimensions of schooling.

##### Master School Administration

- Articulates a vision of learning by using relevant knowledge and theories that promote the success of all students.
- Use the following data types: student performance, teacher and community survey, and state and or local reports for school improvement.
- Apply knowledge of in-depth review of the literature relevant to effective organizational change and analysis as a foundation for the development of change strategies
- Critique the organizational and systemic ways that schools may produce inequitable schooling conditions for historically marginalized students.
- Apply best practices to student learning by understanding the variety of instructional research methodologies and by analyzing the comparable strengths and weaknesses of each method in order to improve instructional programs.
- Develop effective instructional programs by improving curricular materials and pedagogy that will enhance student learning.
- Collaborate with family and community members by supporting the planning and implementation of programs and services for diverse student populations.
- Act responsibly by making and explaining decisions that promote student success based upon ethical and legal principles, professional integrity, and fairness.
- Complete a full-time internship with appropriate and substantial responsibilities, gradually increasing in amount and complexity with direct, purposeful interaction with school or central office staff, students, parents, and community leaders.

##### Educational Leadership Doctoral Degree Program

- Demonstrate the knowledge and ability to facilitate the development, articulation, implementation, and stewardship of a school's or district's vision of learning for diverse schools that is grounded in social justice concepts.

- Promote a positive school culture, and provide an effective instructional program that is culturally responsive to the needs of diverse students,
- Demonstrate expertise in building a school community that promotes a safe, efficient, and effective learning environment that leads to effective management, operations, and resources.
- Demonstrate the ability to use a wide range of data to develop culturally appropriate strategies to collaborate with families and other community members in order to respond to diverse community interests and needs.
- Demonstrate a strong theoretical understanding of leadership to promote the success of all students by acting with integrity and in an ethical manner.
- Demonstrate the ability to apply theoretical knowledge in the five aforementioned learning outcomes with a specific focus on leadership theory, multicultural education, culturally responsive teaching, social justice leadership, student learning and achievement, and organizational theory to transform school so that all students can achieve and learn at high levels.

### **Doctor of Education in Educational Leadership (Higher Education Concentration)**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>60.0</b>
Initial Application Requirements: Earned Master's degree from an accredited institution. Official score on the GRE taken within last five (5) years. Minimum graduate GPA of 3.50. Official transcripts from all universities or colleges at which courses have been taken. Three letters of recommendation. A personal interview. A writing sample. Current resume or vitae. A portfolio of professional goals and growth submitted directly to the Ed.D. Program.	
<b>Core Curriculum</b>	<b>21.0</b>
ELHE 700 And ELHE 701 And ELHE 703 And ELHE 704 And ELHE 705 And ELHE 707 And ELHE 708	
<b>Research</b>	<b>12.0</b>
EDLE 721 And EDLE 722 And EDLE 723 And ELHE 753	
<b>Cognate Area</b>	<b>12.0</b>
For Higher Education Cognate Area, select the following: ELHE 709 And ELHE 710 And ELHE 711 And ELHE 712	
<b>Capstone Requirements</b>	<b>15.0</b>
Internship in Educational Leadership And Dissertation: ELHE 729 And ELHE 730 And ELHE 731 And ELHE 740 And EDLE 999	

### **Doctor of Education in Educational Leadership (PK-12 Concentration)**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>60.0</b>
Initial Application Requirements: Earned Master's degree from an accredited institution. Official score on the GRE taken within last five (5) years. Minimum graduate GPA of 3.50. Official transcripts from all universities or colleges at which courses have been taken. Three letters of recommendation. A personal interview. A writing sample. Current resume or vitae. A portfolio of professional goals and growth submitted directly to the Ed.D. Program.	
<b>Core Curriculum</b>	<b>24.0</b>
EDLE 700 And EDLE 701 And EDLE 703 And EDLE 704 And EDLE 705 And EDLE 706 And EDLE 707	
<b>Research</b>	<b>12.0</b>

EDLE 720 And EDLE 721 And EDLE 722 And EDLE 723

**Cognate Area** 9.0

For PK-12 Cognate Area, select the following: EDAM 698 And EDLE 725 And EDLE 799

**Capstone Requirements** 15.0

Internship in Educational Leadership And Dissertation: EDLE 729 And EDLE 730 And EDLE 731 And EDLE 740 And EDLE 999

**Master of School Administration****Program Requirements** Credits**Total Credit Hours** 42.0

Initial Application Requirements: Baccalaureate degree from an accredited college or university. Undergraduate GPA of 2.75 overall on 4.0 scale or 3.00 on 4.0 scale in the last 60 hours of course work, which may include no more than 12 hours of graduate study. GRE or MAT score taken within last 5 years. (The GRE or MAT is not required for students who currently hold a Master's Degree.) Three letters of recommendation. Hold "A" or "M" teaching license. Written essay outlining applicant's graduate educational goals and professional objectives. Completion of personal interview and writing exercise.

**Specialization** 21.0

EDAM 650 And EDAM 651 And EDAM 652 And EDAM 660 And EDAM 661 And EDAM 670 And EDAM 671

**Internship** 15.0

Prerequisites required. EDAM 680 And EDAM 690 And EDAM 691

**Electives** 6.0

Select 6 credit hours of graduate courses with approval of advisor. Departmental electives: EDAM 698: Computer Usage for Educational Administrators, EDUC 680: Special Topics in School Administration. Electives can also be selected from business, arts and sciences or special education.

**Other Requirements**

Maximum of 6 hours of graduate transfer credits with grade of 3.0 or higher may be accepted. Students complete program within a 2-year period. Students will be required to enroll in 9 semester hours each semester. Students must be available to participate in scheduled enhancement activities. Written Comprehensive Examination is required. Students must be admitted into the MSA program in order to take any of the following MSA courses: EDAM 650; EDAM 651; EDAM 671; EDAM 690; and EDAM 691.

**Department of Elementary Education**

The major goal of the Department of Elementary Education is to prepare education professionals as facilitators of learning by providing quality degree programs. The graduate offerings include M.Ed in Elementary Education (K-6) and M.Ed. in Reading Education (K-12). Class A licensure programs in elementary education, reading, and birth-kindergarten education are also available. All programs in the

department are approved by NCATE and accredited by the North Carolina State Department of Public Instruction.

Candidates for the Master of Education degree (M.Ed.) in Elementary Education and Reading Education will complete an Advanced Leadership and Collaboration Project evidence to demonstrate their competence in the North Carolina Graduate Standards and Indicators during their respective culminating course (ELEM 698 or READ 698). Candidates must achieve a minimum rating of Proficient (score of 3.0) on each indicator of the scoring rubric to receive course credit and recommendation for advanced licensure.

### **Learning Outcomes for M.Ed. in Reading Education and Elementary Education**

1. The candidates will possess a deep understanding of the critical concepts and content of their discipline.
2. The candidates will know how to implement pedagogical strategies based on the North Carolina Standard Course of Study State Standards as required by the North Carolina Professional Teaching Standards and aligned with CAEP and INTASC Standards.
3. The candidates will design, implement and report research projects conducted in their classroom/school which integrate research with teaching and service.
4. The candidates will utilize technology to enhance instruction, learning, research, assessment and data management.
5. The candidates will promote an educational culture that values reflective practice.
6. The candidates will demonstrate the value of diversity and promote instruction that is responsive to all learner needs.
7. The candidates will demonstrate leadership skills and professional ethical practices to advocate for students, communities, policies, and practices that support student learning and development.

### **Learning Outcomes for the Class A Level Licensure in B-K and Elementary Education**

1. Teacher candidates will know their content based on the Common Core (Math and Language Arts K-5), the Essential Standards for all content areas, and CAEP.
2. Teacher candidates will know how to teach based on the Common Core (Math and Language Arts K-5), the Essential Standards for all content areas, and CAEP.
3. Teacher candidates will implement practices that reflect the cognitive, mental, and physical development of P-6 students.
4. Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment, and data management.
5. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly, and positive environment.
6. Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.
7. Teacher candidates will integrate 21st century knowledge and skills in instruction.
8. Teacher candidates will be able to communicate effectively and be reflective practitioners.

### **Class A Level Licensure in Birth-Kindergarten Education**

#### **Program Requirements**

**Credits**

#### **Total Credit Hours**

**70.0**

Must hold bachelor's degree.

**Professional Core** 18.0

Courses required of each individual are determined by comparing transcripts of previous college courses with a list of courses of all students seeking initial licensure in Elementary Education. EDUC 210 And EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331 And SPED 320

**Specialty Area Core** 52.0

The number of hours required and the specific courses required can be determined only by a review of all undergraduate course work by the chair of the department. HEED 372 And EDUC 350 And EDUC 308 And HEED 420 And SOCI 330 And READ 370 And EDUC 303 And EDUC 434 And EDUC 361 And EDUC 311 And EDUC 309 And EDUC 314 And ELEM 471 And ELEM 491

**Class A Level Licensure in Elementary Education****Program Requirements** Credits**Total Credit Hours** 62.0

Must hold bachelor's degree.

**Professional Core** 30.0

Courses required of each individual are determined by comparing transcripts of previous college courses with a list of courses of all students seeking initial licensure in Elementary Education. EDUC 210 And EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331 And And ELEM 320 And ELEM 335 And ENGL 300 And HIST 211 Or HIST 212 And SPED 320

**Specialty Area Core** 32.0

The number of hours required and the specific courses required can be determined only by a review of all undergraduate course work by the chair of the department. ELEM 400 And ELEM 401 And ELEM 402 And ELEM 471 And ELEM 491

**Class A Level Licensure in Reading Education****Program Requirements** Credits**Total Credit Hours** 18.0

Undergraduate education degree and licensure. Those who want Class A Level Licensure in Reading Education (K-12) must fulfill the licensure requirements by completing a minimum of eighteen (18) semester hours. Introduction to Reading Test of the PRAXIS II Series is required for North Carolina licensure. In lieu of the Praxis II test, a candidate may complete 24 hours in reading (the 18 hours specified above plus 6 semester hours in reading. All courses must be approved by the reading coordinator. Equivalent reading courses may be considered as course substitutions only with prior approval of the reading coordinator.

**Program Requirements** 18.0

READ 512 Or READ 620 Or equivalent reading assessment course And READ 513 Or READ 623 Or an equivalent remediation course And READ 516 Or equivalent and READ 552 Or READ 320 And READ 610 Or equivalent undergraduate reading methods course And READ 618 Or equivalent

**Master of Education in Elementary Education K-6 Concentration. Project-Portfolio Option**



<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>36.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit two recommendations from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Class A Level License in a teaching field.	
<b>Professional Education Core</b>	<b>12.0</b>
EDUC 610 And EDUC 641 Or EDUC 630 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)	
<b>Specialization Area</b>	<b>12.0</b>
Choose four from the following courses in consultation with an advisor. ELEM 640 is required. ELEM 533 Or ELEM 534 Or ELEM 623 Or ELEM 640 Or ELEM 691 Or READ 610	
<b>Product of Learning</b>	<b>3.0</b>
EDUC 698	
<b>Concentration</b>	<b>6.0</b>
Choose one of the following concentration options in consultation with an advisor: Option A. Early Childhood ELEM 552 And ELEM 553 Or Option B. Mathematics. Choose 2 of the following: ELEM 505 Or ELEM 530 Or ELEM 540 Or Option C. Literacy. READ 512 Or READ 513 Or READ 516 Or READ 552 Or READ 605 Or READ 610 Or READ 618 Or READ 621 Or READ 622	
<b>Electives</b>	<b>3.0</b>

### **Master of Education in Elementary Education K-6 Concentration. Thesis Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>36.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Class A Level License in a teaching field.	
<b>Professional Education Core</b>	<b>12.0</b>
EDUC 610 And EDUC 641 Or EDUC 630 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)	
<b>Specialization Area</b>	<b>12.0</b>
Choose four from the following courses in consultation with an advisor. ELEM 640 is required. ELEM 533 Or ELEM 534 Or ELEM 623 Or ELEM 640 Or ELEM 691 Or READ 610	
<b>Product of Learning</b>	<b>3.0</b>
EDUC 698	
<b>Concentration</b>	<b>6.0</b>

Choose one of the following concentration options in consultation with an advisor. Option A. Early Childhood ELEM 552 And ELEM 553 Or Option B. Mathematics. Choose 2 of the following in consultation with advisor. ELEM 505 Or ELEM 530 Or ELEM 540 Or Option C. Literacy. READ 512 Or READ 513 Or READ 516 Or READ 552 Or READ 605 Or READ 610 Or READ 618 Or READ 621 Or READ 622

**Electives** **3.0**

### **Master of Education in Reading Education K-12 Concentration. Project-portfolio Option**

**Program Requirements** **Credits**

**Total Credit Hours** **36.0**

Baccalaureate degree from an accredited college or university. Must have a Standard Professional I teaching license. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education.

**Professional Education Core** **12.0**

EDUC 610 And EDUC 641 Or EDUC 630 And EDUC 650 And EDUC 690 (EDUC 690 must be one of first 6 semester hours earned as an M.Ed. degree-seeing graduate student in the School of Education)

**Specialization Area** **21.0**

READ 552 And READ 605 And READ 610 And READ 618 And READ 620 And READ 623 And choose one of the following: ELEM 623 Or ELEM 680 Or READ 516 Or READ 612 Or Another elective approved by the reading coordinator.

**Product of Learning** **3.0**

READ 698 should be taken during the last regular semester of coursework.

### **Master of Education in Reading Education K-12 Concentration. Thesis Option**

**Program Requirements** **Credits**

**Total Credit Hours** **36.0**

Baccalaureate degree from an accredited college or university. Must have a Standard Professional I teaching license. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Class A Level License in a teaching field.

**Professional Education Core** **12.0**

EDUC 610 And EDUC 641 Or EDUC 630 And EDUC 650 And EDUC 690 (EDUC 690 must be one of first 6 semester hours earned as a M.Ed. degree-seeing graduate student in the School of Education)

**Specialization Area** **21.0**

READ 552 And READ 605 And READ 610 And READ 618 And READ 620 And READ 623  
And choose one of the following: ELEM 623 Or ELEM 680 Or READ 516 Or READ 612

**Product of Learning** **6.0**

READ 698 or EDUC 699 should be taken during the last regular semester of coursework.

### **Department of Middle Grades, Secondary, and Specialized Subjects**

The Department of Middle Grades, Secondary and Specialized Subjects is committed to educating and preparing individuals at the undergraduate and graduate levels for professions in the field of education, research, service, community health and sport management. The principal goal of the Department of Middle Grades, Secondary, and Specialized Subjects is to provide a quality education for prospective facilitators of learning in middle grades, secondary, health/physical education, and special education. In keeping with this principal goal, the department offers programs leading to the Master of Education degrees in Middle Grades (6-9), Special Education (K-12) and Secondary Education (9-12) and the Master of Arts in Teaching degrees in Middle Grades (6-9), Secondary Education (9-12) and Special Education: General Curriculum. Students seeking a master's degree in middle grades education must select an area of concentration from language arts, mathematics, or science. The MSSS department is committed to providing academic quality in educator preparation and support services leading to candidate degree attainment and skill development in the areas of: (a) teaching academic content using current technology, (b) developing content connections within diverse learning environments, (c) reflecting on teacher beliefs and assumptions, and (d) engaging in continuous professional development. The MSSS department is further committed to strengthening faculty involvement in research, professional development and community engagement to enhance candidate and P-12 student outcomes and teacher quality in response to 21st Century, southeastern region of North Carolina communities and global expectations.

Students seeking a master's degree in secondary education must select an area of concentration from biology, mathematics, and sociology. Students seeking the M.Ed. in Special Education may choose one of the following three specialty areas: specific learning disabilities, mental disabilities, and/or behavioral-emotional disabilities. Each of the programs requires a minimum of thirty-six (36-45) semester hours of study. In addition, a Class A level licensure program is available in Middle Grades Education, Special Education: General Curriculum, Health/Physical Education, and Secondary Education.

**Suspension of Programs**

At this time, the School of Education is suspending graduate admissions to the M.Ed. and M.A.T. in Secondary Education.

Candidates for the initial teaching license (Bachelor of Science [B.S.] degree, non-degree Licensure Only programs, and Master of Arts in Teaching [M.A.T.] degree) will complete a series of Evidence requirements to demonstrate their competence in North Carolina Professional Teaching, Graduate National or Professional Standards and Indicators. These evidences must be completed during course work and field experiences (if required), and candidates must achieve a minimum rating of Proficient (score of 3.0) on each indicator on the scoring rubrics for course credit and recommendation for licensure. These evidences include: Unit Plan, Case Study, Content Project and the Initial Leadership and Collaboration Project. In addition, candidates who are required to student teach must also achieve a rating of Met on all parts of the final Certification of Teaching Capacity form.

Candidates for the Master of Education and Master of Arts in Teaching degree (M.Ed. and M.A.T.) will complete an Advanced Leadership and Collaboration Project evidence to demonstrate their competence in the North Carolina Graduate Standards and Indicators during their respective culminating course (EDUC

698, ELEM 698, READ 698 or SPED 698). In addition, candidates for the M.Ed. in Special Education must also complete the Problem Based Learning Product evidence during their initial field experience related to the Advanced Licensure Standards/Indicators in their respective Special Education specialty area (Learning Disabilities, Intellectual Disabilities, or Emotional Disabilities). Candidates must achieve a minimum rating of Proficient (score of 3.0) on each indicator of the scoring rubric(s) to receive course credit and recommendation for advanced licensure.

## **Learning Outcomes**

### **Middle Grades, Secondary, and Health/Physical Education**

1. The candidates will possess in-depth content knowledge to enhance 21st century skills in the specialty area that they teach.
2. The candidates will know how to implement pedagogical strategies based on the Common Core State Standards, NC Essential Standards and CAEP.
3. The candidates will design, implement and report research projects conducted in their classroom/school which integrates research with teaching and service.
4. The candidates will utilize technology to enhance instruction, learning, research, assessment and data management.
5. The candidates will promote an educational culture that values reflective practice.
6. The candidates will demonstrate the value of diversity and promote instruction that is responsive to all learner needs.
7. The candidates will demonstrate leadership skills to advocate for students, communities, policies and practices that support student learning and development.

### **Special Education – Initial**

1. Candidates will be able to demonstrate their understanding of the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
2. Candidates will be able to produce evidence of their knowledge and analysis of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.
3. Candidates will be able to exhibit their depth of understanding, research and strategies related to how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.
4. Candidates will be able to create products of learning that show activity and resourcefulness in seeking to understand how primary language, culture, and familial backgrounds interact with an individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.
5. Candidates will be able to facilitate learning for their students through a repertoire of evidence-and research based instructional strategies and technologies used to individualize instruction for individuals with exceptional learning needs.
6. Candidates will be able to lead in their profession by creating learning environments for individuals with exceptional learning needs that foster a school cultural of understanding, safety and emotional well-being, positive social interactions, and active engagement of all individuals.

7. Candidates will be able to reflect and use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as collaborate with specialist in order to adjust instruction in response to ongoing learning progress.

### **Special Education – Advanced**

1. Special educators at the advanced level will be able to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership in public schools and in the profession.
2. Special educators at the advanced level will be able to advocate and apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs and services.
3. Special educators at the advanced level will be able to discuss, in depth, models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education.
4. Special educators at the advanced level will be able to design and implement research activities to evaluate the effectiveness of instructional practices, information and assistive technology, and to assess progress toward the organizational vision, mission, and goals in public schools as well as in the profession.
5. Special educators at the advanced level will be able to reflect and demonstrate a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs.

Special educators at the advanced level will be able to plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice in public schools and in the profession.

### **Additional PRAXIS II/NC Testing REQUIREMENTS**

#### **PRAXIS II/NC Testing Requirements for Licensure in Special Education. Initial A-Level License**

SPED Program participants who complete their licensure requirements prior to October 1, 2014 must complete required PRAXIS II examinations prior to applying for teacher licensure in Special Education: General Curriculum. Test scores more than five (5) years old at the time of application will not be considered.

#### **SPED: General Curriculum**

PRAXIS II Test: 5543 - Education of Exceptional Students: Mild to Moderate Disabilities (score 158)

PRAXIS II Test: 5511 - Fundamental Subjects: Content Knowledge (score 148)

SPED Program participants who complete their SPED: General Curriculum licensure requirements as of October 1, 2014 must complete required NC Foundations of Reading and General Curriculum tests and a PRAXIS II examination prior to applying for teacher licensure in Special Education: General Curriculum.

NC Foundations of Reading Test: 90 (score TBA\*)

(4 hour computer based test of 100 multiple choice questions)

NC General Curriculum Test: 03 (scores TBA\*)

MATH SUBTEST (4 hour computer based test; 45 multiple choice items and one open-response item)

MULTI-SUBJECT SUBTEST (4 hour computer based test of 55 multiple choice items and one open-response item) [see subtests below]

**LANGUAGE ARTS  
HISTORY AND SOCIAL SCIENCE  
SCIENCE AND TECHNOLOGY/ENGINEERING  
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING**

PRAXIS II Test: 5543 - Education of Exceptional Students: Mild to Moderate Disabilities (score 158)  
(2 hour computer based test of 90 multiple choice items and 3 constructed response items)

Until October 1, 2014 the existing PRAXIS II licensure assessment requirements remain in place.

**PRAXIS II/NC Testing Requirements for Master of Arts in Teaching. Special Education. General Curriculum K-12**

SPED Program participants who complete their licensure requirements prior to October 1, 2014 must complete required PRAXIS II examinations prior to applying for teacher licensure in Special Education: General Curriculum. Test scores more than five (5) years old at the time of application will not be considered.

**SPED: General Curriculum**

PRAXIS II Test: 5543 - Education of Exceptional Students: Mild to Moderate Disabilities (score 158)  
PRAXIS II Test: 5511 - Fundamental Subjects: Content Knowledge (score 148)

SPED Program participants who complete their SPED: General Curriculum licensure requirements as of October 1, 2014 must complete required NC Foundations of Reading and General Curriculum tests and a PRAXIS II examination prior to applying for teacher licensure in Special Education: General Curriculum.

NC Foundations of Reading Test: 90 (score TBA\*)  
(4 hour computer based test of 100 multiple choice questions)  
NC General Curriculum Test: 03 (scores TBA\*)

MATH SUBTEST (4 hour computer based test; 45 multiple choice items and one open-response item)  
MULTI-SUBJECT SUBTEST (4 hour computer based test of 55 multiple choice items and one open-response item) [see subtests below]

**LANGUAGE ARTS  
HISTORY AND SOCIAL SCIENCE  
SCIENCE AND TECHNOLOGY/ENGINEERING  
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING**

PRAXIS II Test: 5543 – Education of Exceptional Students: Mild to Moderate Disabilities (score 158)  
(2 hour computer based test of 90 multiple choice items and 3 constructed response items)

Until October 1, 2014 the existing PRAXIS II licensure assessment requirements remain in place.

**PRAXIS II/NC Testing Requirements for Master of Education in Special Education K-12. Project-Portfolio Option. License in Education but Not in Special Education**

SPED Program participants who complete their licensure requirements prior to October 1, 2014 must complete required PRAXIS II examinations prior to applying for teacher licensure in Special Education: General Curriculum. Test scores more than five (5) years old at the time of application will not be considered.

**SPED: General Curriculum**

PRAXIS II Test: 5543 - Education of Exceptional Students: Mild to Moderate Disabilities (score 158)

PRAXIS II Test: 5511 - Fundamental Subjects: Content Knowledge (score 148)

SPED Program participants who complete their SPED: General Curriculum licensure requirements as of October 1, 2014 must complete required NC Foundations of Reading and General Curriculum tests and a PRAXIS II examination prior to applying for teacher licensure in Special Education: General Curriculum.

NC Foundations of Reading Test: 90 (score TBA\*)  
(4 hour computer based test of 100 multiple choice questions)

NC General Curriculum Test: 03 (scores TBA\*)

MATH SUBTEST (4 hour computer based test; 45 multiple choice items and one open-response item)  
MULTI-SUBJECT SUBTEST (4 hour computer based test of 55 multiple choice items and one open-response item) [see subtests below]

**LANGUAGE ARTS**

**HISTORY AND SOCIAL SCIENCE**

**SCIENCE AND TECHNOLOGY/ENGINEERING**

**INTEGRATION OF KNOWLEDGE AND UNDERSTANDING**

PRAXIS II Test: 5543 - Education of Exceptional Students: Mild to Moderate Disabilities (score 158)  
(2 hour computer based test of 90 multiple choice items and 3 constructed response items)

Until October 1, 2014 the existing PRAXIS II licensure assessment requirements remain in place. For SPED: General Curriculum Licensed Persons who wish to add M level licensure in LD, ID/MD or SED/BED via the MEd Program must meet the following licensure assessment requirements applicable to the specific licensure area prior to applying for licensure at the advanced (M) level in the specialty concentration area:

**Specific Learning Disabilities**

PRAXIS II Test: 5383 - Special Education: Teaching Students with Learning Disabilities (score 151)

PRAXIS II Test: 5511- Fundamental Subjects: Content Knowledge (score 148)

**Mental Disabilities**

PRAXIS II Test: 5322 - Special Education: Mentally Disabled (score 156)

PRAXIS II Test: 5511 - Fundamental Subjects: Content Knowledge (score 148)

**Behavioral-Emotional Disabilities**

PRAXIS II Test: 5372 - Special Education: Teaching Children with Behavioral Disorders/Emotional Disturbances (score 154)

PRAXIS II Test: 5511 - Fundamental Subjects: Content Knowledge (score 148)

**PRAXIS II/NC Testing Requirements for Master of Education in Special Education K-12.Thesis Option. License in Education but Not in Special Education.**

SPED Program participants who complete their licensure requirements prior to October 1, 2014 must complete required PRAXIS II examinations prior to applying for teacher licensure in Special Education: General Curriculum. Test scores more than five (5) years old at the time of application will not be considered.

**SPED: General Curriculum**

PRAXIS II Test: 5543 - Education of Exceptional Students: Mild to Moderate Disabilities (score 158)

PRAXIS II Test: 5511 - Fundamental Subjects: Content Knowledge (score 148)

SPED Program participants who complete their SPED: General Curriculum licensure requirements as of October 1, 2014 must complete required NC Foundations of Reading and General Curriculum tests and a PRAXIS II examination prior to applying for teacher licensure in Special Education: General Curriculum.

NC Foundations of Reading Test: 90 (score TBA\*)

(4 hour computer based test of 100 multiple choice questions)

NC General Curriculum Test: 03 (scores TBA\*)

MATH SUBTEST (4 hour computer based test; 45 multiple choice items and one open-response item)

MULTI-SUBJECT SUBTEST (4 hour computer based test of 55 multiple choice items and one open-response item) [see subtests below]

**LANGUAGE ARTS**

**HISTORY AND SOCIAL SCIENCE**

**SCIENCE AND TECHNOLOGY/ENGINEERING**

**INTEGRATION OF KNOWLEDGE AND UNDERSTANDING**

PRAXIS II Test: 5543 - Education of Exceptional Students: Mild to Moderate Disabilities (score 158)

Until October 1, 2014 the existing PRAXIS II licensure assessment requirements remain in place. For SPED: General Curriculum Licensed Persons who wish to add M level licensure in LD, ID/MD or SED/BED via the MEd Program must meet the following licensure assessment requirements applicable to the specific licensure area prior to applying for licensure at the advanced (M) level in the specialty concentration area:

**Specific Learning Disabilities**

PRAXIS II Test: 5383 - Special Education: Teaching Students with Learning Disabilities (score 151)

PRAXIS II Test: 5511 - Fundamental Subjects: Content Knowledge (score 148)

**Mental Disabilities**

PRAXIS II Test: 5322 - Special Education: Mentally Disabled (score 156)

PRAXIS II Test: 5511 - Fundamental Subjects: Content Knowledge (score 148)

**Behavioral-Emotional Disabilities**

PRAXIS II Test: 5372 - Special Education: Teaching Children with Behavioral Disorders/Emotional Disturbances (score 154)

PRAXIS II Test: 5511 - Fundamental Subjects: Content Knowledge (score 148)

**Licensure in Art Education**

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>74.0</b>
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Baccalaureate degree from an accredited college or university. Overall minimum undergraduate GPA of 2.5 on a 4.0 scale. Proficiency in reading. Two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study.

<b>Professional Education Courses</b>	<b>38.0</b>
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EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331 And EDUC 421 And EDUC 450  
And ART 380 And EDUC 480 And EDUC 490 And READ 320 And SPED 320.



ART 380, EDUC 421, EDUC 450, And Read 320 may not be taken until student is admitted to Teacher Education. EDUC 480 and EDUC 490 may not be taken until student is admitted to Student Teaching and are taken during the last and final semester.

**Specialty Area Requirements 36.0**

ART 110 And ART 121 And ART 123 And ART 212 And ART 223 And ART 230 And ART 231 And ART 321 And ART 322 And ART 353 And ART 410 And ART 442

**Core Academic Skills for Educators Test Requirement**

**Required for students with less than 2.5 Undergraduate GPA**

Core Academic Skills for Educators: Reading (5712)---Score 156  
 Core Academic Skills for Educators: Writing (5722)---Score 162  
 Core Academic Skills for Educators: Mathematics (5732)---Score 150

**PRAXIS II REQUIREMENT**

PRAXIS II Test: 0135 Art (K-12) Art: Content And Analysis---Score 161

**Other Requirements**

Students must pass a portfolio review of their studio capabilities.

**Licensure in Health and Physical Education**

**Program Requirements Credits**

**Total Credit Hours 92.0**

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Submit two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education.

**Professional Education Courses 38.0**

EDUC 210 And EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331 And EDUC 421 And EDUC 450 And EDUC 464 And EDUC 470 Or EDUC 480 And EDUC 490 And READ 320. EDUC 421, EDUC 450, EDUC 464 and READ 320 may not be taken until student is admitted to Teacher Education. EDUC 470 or EDUC 480 and EDUC 490 may not be taken until student is admitted to Student Teaching and are taken during the last and final semester.

**Health and Physical Education Major Core 54.0**

HEED 212 And HEED 300 And HEED 301 And HEED 310 And HEED 321 Or HEED 322 And HEED 372 And HEED 420 And select two of the following: HEED 311 Or HEED 321 Or HEED 322 Or HEED 410 Or HEED 411 And PEDU 201 And PEDU 204 And PEDU 214 And PEDU 310 And PEDU 311 And PEDU 411 And PEDU 421 And PEDU 431 And PEDU 450 And Select two PEDU 100 level courses

**Core Academic Skills for Educators Test Requirement**

**Required for students with less than 2.5 Undergraduate GPA**

Core Academic Skills for Educators: Reading (5712)---Score 156  
 Core Academic Skills for Educators: Writing (5722)---Score 162  
 Core Academic Skills for Educators: Mathematics (5732)---Score 150

**PRAXIS II Requirement**

PRAXIS II Test: 5856/0856 Health and Physical Education: Content Knowledge—Score 149

**Licensure in Middle Grades Education 6-9. Language Arts Concentration**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>77.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 graduate hours.	
<b>Professional Education Courses</b>	<b>29.0</b>
EDUC 210 And EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331And EDUC 450 And EDMG 470 And EDUC 490 EDUC 450 may not be taken until student is admitted to Teacher Education. EDMG 470 and EDUC 490 may not be taken until student is admitted to Student Teaching and are taken during the last and final semester.	
<b>Middle Grades Major Core</b>	<b>18.0</b>
EDMG 400, READ 320, EDMG 433, EDMG 461, EDMG 462, EDMG 463, and EDMG 498 may not be taken until student is admitted to Teacher Education. EDMG 400 And ENGL 301 And READ 320 And SPED 320 And choose one methods course depending on Academic Concentration: EDMG 433 Or EDMG 461 Or EDMG 462 Or EDMG 463 And choose the section of EDMG 498 which correlates with the chosen Academic Concentration: EDMG 498	
<b>Academic Concentration Requirements</b>	<b>30.0</b>
ENGL 110 And ENGL 120 And ENGL 231 And ENGL 341 And READ 300 And READ 422 And Choose One of the following: ENGL 220 Or ENGL 223 And Choose One of the following: ENGL 335 Or ENGL 343 Or ENGL 344 Or READ 441 And Choose One of the following: READ 316 Or READ 370 And Choose One of the following:	
<b>Core Academic Skills for Educators Test Requirement</b>	
<b>Required for students with less than 2.5 Undergraduate GPA</b>	
Core Academic Skills for Educators: Reading (5712)---Score 156 Core Academic Skills for Educators: Writing (5722)---Score 162 Core Academic Skills for Educators: Mathematics (5732)---Score 150	
<b>PRAXIS II Requirement</b>	
PRAXIS II Test: 5047 Middle School English Language Arts ---Score 164	

### **Licensure in Middle Grades Education 6-9. Mathematics Concentration**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>73.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 graduate hours.	
<b>Professional Education Courses</b>	<b>29.0</b>
EDUC 210 And EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331And EDUC 450 And EDMG 470 And EDUC 490 EDUC 450 may not be taken until student is admitted to Teacher Education. EDMG 470 and EDUC 490 may not be taken until student is admitted to Student Teaching and are taken during the last and final semester	
<b>Middle Grades Major Core</b>	<b>18.0</b>
EDMG 400, READ 320, EDMG 433, EDMG 461, EDMG 462, EDMG 463, and EDMG 498 may not be taken until student is admitted to Teacher Education. EDMG 400 And ENGL 301 And READ 320 And SPED 320 And choose one methods course depending on Academic Concentration: EDMG 433 Or EDMG 461 Or EDMG 462 Or EDMG 463 And choose the section of EDMG 498 which correlates with the chosen Academic Concentration: EDMG 498	

**Academic Concentration Requirements 26.0**

MATH 129 And MATH 130 And MATH 142 And MATH 150 And MATH 241 And MATH 251 And MATH 262 And STAT 202

**Core Academic Skills for Educators Test Requirement****Required for students with less than 2.5 Undergraduate GPA**

Core Academic Skills for Educators: Reading (5712)---Score 156

Core Academic Skills for Educators: Writing (5722)---Score 162

Core Academic Skills for Educators: Mathematics (5732)---Score 150

**PRAXIS II Requirement**

PRAXIS II Test: 5169 Middle School Mathematics---Score 165.

**Licensure in Middle Grades Education 6-9. Science Concentration****Program Requirements Credits****Total Credit Hours 74.0**

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 graduate hours.

**Professional Education Courses 29.0**

EDUC 210 And EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331 And EDUC 450 And EDMG 470 And EDUC 490

EDUC 450 may not be taken until student is admitted to Teacher Education. EDMG 470 and EDUC 490 may not be taken until student is admitted to Student Teaching and are taken during the last and final semester.

**Middle Grades Major Core 18.0**

EDMG 400, READ 320, EDMG 433, EDMG 461, EDMG 462, EDMG 463, and EDMG 498 may not be taken until student is admitted to Teacher Education. EDMG 400 And ENGL 301 And READ 320 And SPED 320 And choose one methods course depending on Academic Concentration: EDMG 433 Or EDMG 461 Or EDMG 462 Or EDMG 463 And choose the section of EDMG 498 which correlates with the chosen Academic Concentration: EDMG 498

**Academic Concentration Requirements 27.0**

BIOL 150 And BIOL 160 And GEOL 311 And BIOL 200 And CHEM 141 And CHEM 142 And PHYS 111 And Choose One of the following: ASTR 111 Or ASTR 112

**Core Academic Skills for Educators Test Requirement****Required for students with less than 2.5 Undergraduate GPA**

Core Academic Skills for Educators: Reading (5712)---Score 156

Core Academic Skills for Educators: Writing (5722)---Score 162

Core Academic Skills for Educators: Mathematics (5732)---Score 150

**PRAXIS II Requirement**

PRAXIS II Test: 0439 Middle School Science---Score 134

**Licensure in Middle Grades Education 6-9. Social Studies Concentration**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>71.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 graduate hours.	
<b>Professional Education Courses</b>	<b>29.0</b>
EDUC 210 And EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331 And EDUC 450 And EDMG 470 And EDUC 490 EDUC 450 may not be taken until student is admitted to Teacher Education. EDMG 470 and EDUC 490 may not be taken until student is admitted to Student Teaching and are taken during the last and final semester.	
<b>Middle Grades Major Core</b>	<b>18.0</b>
EDMG 400, READ 320, EDMG 433, EDMG 461, EDMG 462, EDMG 463, and EDMG 498 may not be taken until student is admitted to Teacher Education. EDMG 400 And ENGL 301 And READ 320 And SPED 320 And choose one methods course depending on Academic Concentration: EDMG 433 Or EDMG 461 Or EDMG 462 Or EDMG 463 And choose the section of EDMG 498 which correlates with the chosen Academic Concentration: EDMG 498	
<b>Academic Concentration Requirements</b>	<b>24.0</b>
HIST 212 And HIST 390 And POLI 320 And SOCI 210 And Choose one of the following: ECON 200 Or ECON 211 Or ECON 212 And Choose One of the following: HIST 311 Or HIST 312 Or HIST 331 And Choose One of the following: HIST 270 Or HIST 370 Or HIST 375 And Choose One of the following: GEOG 210 or GEOG 220	

### **Core Academic Skills for Educators Test Requirement**

#### **Required for students with less than 2.5 Undergraduate GPA**

Core Academic Skills for Educators: Reading (5712)---Score 156

Core Academic Skills for Educators: Writing (5722)---Score 162

Core Academic Skills for Educators: Mathematics (5732)---150

#### **PRAXIS II Requirement**

PRAXIS II Test: 5089/0089 Middle School Social Studies--- Score 149

### **Licensure in Music Education (K-12)**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>52.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Submit two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education.	
<b>Professional Education Courses</b>	<b>35.0</b>
EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331 And EDUC 421 And EDUC 450 And EDUC 460 And EDUC 480 And EDUC 490 And READ 320 EDUC 421, EDUC 450, EDUC 460, and READ 320 may not be taken until student is admitted to Teacher Education. EDUC 480 and EDUC 490 may not be taken until student is admitted to Student Teaching and are taken during the last and final semester.	
<b>Music Education Major Core</b>	<b>17.0</b>
The Music Education major course requirements will be contingent upon a transcript review by music faculty. Courses may be added/deleted from the student's requirements based upon this	

review. MUSI 241 And MUSI 242 And MUSI 251 Or MUSI 252 And MUSI 341 And MUSI 342  
 And MUSI 352 And MUSI 394 Or MUSI 396 And MUSI 431 And MUSI 441 And MUSI 499  
 And select 2 from the following: MUSI 110 Or MUSI 160 Or MUSI 192

### **Core Academic Skills for Educators Test Requirement**

#### **Required for students with less than 2.5 Undergraduate GPA**

Core Academic Skills for Educators: Reading (5712)---Score 156

Core Academic Skills for Educators: Writing (5722)---Score 162

Core Academic Skills for Educators: Mathematics (5732)---150

### **PRAXIS II Requirement**

PRAXIS II Test: 5114 Music: Content and Instruction—Score 162

### **Licensure in Secondary Education 9-12. Biology Specialty Area**

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>101.0</b>
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Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study.

<b>Professional Education Core Courses</b>	<b>15.0</b>
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EDUC 210 And EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331

<b>Secondary Education Major Core</b>	<b>23.0</b>
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READ 320 And EDUC 421 And EDUC 450 And choose section of EDUC 460 based on specialty areas: EDUC 460 And EDUC 480 And EDUC 490. READ 320, EDUC 421, EDUC 450, and EDUC 460 may not be taken until student is admitted to Teacher Education. EDUC 480 and EDUC 490 may not be taken until student is admitted to Student Teaching and must be taken during last and final semester.

<b>Specialty Area Requirements</b>	<b>63.0</b>
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MATH 129 and MATH 130 with a grade of "C" or better in both courses. MATH 129 and MATH 130 are equivalent to MATH 131. MATH 131 And BIOL 150 And BIOL 160 And BIOL 200 And BIOL 320 And BIOL 330 And BIOL 350 And BICH 411 And BOTN 210 And ZOOL 200 And ZOOL 370 And ZOOL 410 And ZOOL 430 And CHEM 141 And CHEM 142 And CHEM 161 And CHEM 162 And PHYS 111 And Choose One of the following: GEOL 311 Or GEOL 312 And CHEM 223 And CHEM 224.

### **Core Academic Skills for Educators Test Requirement**

#### **Core Required for students with less than 2.5 Undergraduate GPA.**

Core Academic Skills for Educators: Reading (5712)--Score 156

Core Academic Skills for Educators: Writing (5722)—Score 162

Core Academic Skills for Educators: Mathematics (5732)—Score 150

### **PRAXIS II Requirement**

PRAXIS II Test: 5235/0235 Biology: Content Knowledge---Score 150

And PRAXIS II Test: 5624/0624 Principles of Learning and Teaching: Grades 7-12-- Score 157

**Licensure in Secondary Education 9-12. English Specialty Area**

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>83.0</b>
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Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 graduate hours.

<b>Professional Education Core Courses</b>	<b>12.0</b>
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EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331

<b>Secondary Education Major Core</b>	<b>23.0</b>
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READ 320, EDUC 421, EDUC 450, and EDUC 460 may not be taken until student is admitted to Teacher Education. EDUC 480 and EDUC 490 may not be taken until student is admitted to Student Teaching and must be taken during last and final semester. READ 320 And EDUC 421 And EDUC 450 And choose section of EDUC 460 based on specialty areas: EDUC 460 And EDUC 480 And EDUC 490

<b>Specialty Area Requirements</b>	<b>48.0</b>
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ENGL 110 And ENGL 120 And ENGL 230 And ENGL 231 And ENGL 271 And ENGL 301 And ENGL 332 Or ENGL 232 And ENGL 341 And ENGL 343 And ENGL 411 And ENGL 431 And ENGL 470 And select one of the following: ENGL 220 Or ENGL 223 And select one of the following: ENGL 311 Or ENGL 312 And select one of the following: ENGL 321 Or ENGL 322

**Core Academic Skills for Educators Test Requirement**

**Core Required for students with less than 2.5 Undergraduate GPA.**

Core Academic Skills for Educators: Reading (5712)--Score 156

Core Academic Skills for Educators: Writing (5722)—Score 162

Core Academic Skills for Educators: Mathematics (5732)—Score 150

**PRAXIS II Requirement**

PRAXIS II Test: 5038 English Language Arts: Content Knowledge--- Score 167

And PRAXIS II Test: 5624/0624 Principles of Learning and Teaching: Grades 7-12---Score 157

**Licensure in Secondary Education 9-12. Mathematics Specialty Area**

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>92.0</b>
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Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 graduate hours.

<b>Professional Education Core Courses</b>	<b>12.0</b>
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EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331

<b>Secondary Education Major Core</b>	<b>23.0</b>
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READ 320, EDUC 421, EDUC 450, and EDUC 460 may not be taken until student is admitted to Teacher Education. EDUC 480 and EDUC 490 may not be taken until student is admitted to Student Teaching and must be taken during last and final semester. READ 320 And EDUC 421 And EDUC 450 And choose section of EDUC 460 based on specialty areas: EDUC 460 And EDUC 480 And EDUC 490



**Specialty Area Requirements** **57.0**

MATH 129 and MATH 130 with a grade of "C" or better in both courses. MATH 129 and MATH 130 are equivalent to MATH 131. MATH 131 And MATH 142 And MATH 150 And MATH 241 And MATH 242 And MATH 251 And MATH 260 And MATH 262 And MATH 312 And MATH 331 And MATH 361 And MATH 412 And MATH 472 And MATH 485 And MATH 486 And STAT 301 And STAT 302 And CSC 105. MATH 485 and MATH 486 must be taken senior year.

**Core Academic Skills for Educators Test Requirement**

**Core Required for students with less than 2.5 Undergraduate GPA.**

Core Academic Skills for Educators: Reading (5712)--Score 156  
 Core Academic Skills for Educators: Writing (5722)—Score 162  
 Core Academic Skills for Educators: Mathematics (5732)—Score 150

**PRAXIS II Requirement**

PRAXIS II Test: 5161 Mathematics: Content Knowledge—Score  
 And PRAXIS II Test: 5624/0624: Principles of Learning and Teaching: Grades 7-12—Score 157

**Licensure in Spanish Education (K-12)**

Program Requirements	Credits
<b>Total Credit Hours</b>	<b>80</b>

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study.

**Professional Education Courses** **35.0**

EDUC 211 And EDUC 310 And EDUC 330 And EDUC 331 And EDUC 421 And  
 EDUC 450 And EDUC 460 And EDUC 480 And EDUC 490 And READ 320 And  
 choose section of EDUC 460 based on specialty area.  
 EDUC 421, EDUC 450, EDUC 460, READ 320 may not be taken until student is admitted to Teacher Education. EDUC 480 and EDUC 490 may not be taken until student is admitted to Student Teaching and are taken during the last and final semester.

**Specialty Area Requirements** **45.0**

SPAN 211 And SPAN 212 And SPAN 230 And SPAN 240 And SPAN 311 And SPAN 312 And SPAN 321 Or SPAN 322 Or SPAN 481 And any 300 or 400 level SPAN courses

**Core Academic Skills for Educators Test Requirement**

**Core Required for students with less than 2.5 Undergraduate GPA.**

Core Academic Skills for Educators: Reading (5712)--Score 156  
 Core Academic Skills for Educators: Writing (5722)—Score 162  
 Core Academic Skills for Educators: Mathematics (5732)—Score 150

**PRAXIS II Requirement**

PRAXIS II Test: 5195 Spanish: World Language--Score 168

**Licensure in Special Education. Initial A-Level License**

Program Requirements	Credits
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**Total Credit Hours 39.0**

Baccalaureate degree from an accredited college or university. Must meet initial licensure requirements in consultation with a Special Education advisor and the Office of Teacher Education. Must meet admission requirements for irregular route programs.

**Professional Core 18.0**

SPED 480 is waived for current lateral entry teachers. READ 315, ELEM 455, EDMG 433, SPED 410 require admission to Teacher Education. EDUC 310 And EDUC 330 And SPED 320 And SPED 415 Or READ 390 And ELEM 335 Or EDMG 433 Or EDUC 460 And SPED 480

**Specialty Area Core 21.0**

SPED 470 (6 s.h.), traditional student teaching, is required of students who are non-licensed and not currently lateral entry; students must be admitted to Student Teaching according to the schedule and guidelines available through the Teacher Education Office. SPED 470 (3 s.h.) is required of lateral entry students. SPED 410 And SPED 460 And SPED 465 And SPED 515 And SPED 518 Or SPED 418 And SPED 470

**PRAXIS/NCEL Requirement**

See PRAXIS/NCEL Requirements on Department of Middle Grades, Secondary, and Specialized Subject Catalog Page

**Master of Arts in Teaching. Middle Grades Education 6-9. Language Arts Specialty Area. Project-Portfolio Option****Program Requirements Credits****Total Credit Hours 39.0**

Must already have a baccalaureate degree or be lateral entry teacher seeking middle grades teacher licensure. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Required courses for each individual are determined by comparing transcripts of previous college course work with that of specialty area requirements for the "A" level license. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. See advisor or department chair for evaluation of these courses. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years.

**Initial Licensure Requirements 15.0-18.0**

Initial licensure (A-level) requirements in Middle Grades Education must be completed prior to taking courses to complete MAT program. EDUC 610 And EDUC 630 And EDUC 644 And EDUC 615 And EDUC 697

**Advanced Licensure Specialty Area Requirements 21.0**

EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned. EDUC 690 And READ 552 And Select five courses from the following: ENGL 516 Or ENGL 517 Or ENGL 518 Or ELEM 623 Or ELEM 624 Or ELEM 680 Or READ 605 Or READ 610 Or READ 618

**Product of Learning 3.0**

EDUC 698 should be taken during last semester of course work.



**PRAXIS II Requirement**

PRAXIS II Test: 5047 Middle School English Language Arts--- Score 164

**Additional Notes**

No more than 12 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

**Master of Arts in Teaching. Middle Grades Education 6-9. Language Arts Specialty Area. THESIS Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>42.0</b>

Must already have a baccalaureate degree or be lateral entry teacher seeking middle grades teacher licensure. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Required courses for each individual are determined by comparing transcripts of previous college course work with that of specialty area requirements for the "A" level license. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. See advisor or department chair for evaluation of these courses. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years.

<b>Initial Licensure Requirements</b>	<b>15.0-18.0</b>
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Initial licensure (A-level) requirements in Middle Grades Education must be completed prior to taking courses to complete MAT program. EDUC 610 And EDUC 630 And EDUC 644 And EDUC 615 And EDUC 697

<b>Advanced Licensure Specialty Area Requirements</b>	<b>21.0</b>
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EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned. EDUC 690 And READ 552 And Select five courses from the following: ENGL 516 Or ENGL 517 Or ENGL 518 Or ELEM 623 Or ELEM 624 Or ELEM 680 Or READ 605 Or READ 610 Or READ 618

<b>Product of Learning</b>	<b>6.0</b>
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EDUC 699

**PRAXIS II Requirement**

PRAXIS II Test: 5047 Middle School English Language Arts---Score 164

**Additional Notes**

No more than 12 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

**Master of Arts in Teaching. Middle Grades Education 6-9. Mathematics Specialty Area. Project-Portfolio Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>39.0</b>

Must already have a baccalaureate degree or be lateral entry teacher seeking middle grades teacher licensure. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study.

Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Required courses for each individual are determined by comparing transcripts of previous college course work with that of specialty area requirements for the "A" level license. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. See advisor or department chair for evaluation of these courses. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years.

<b>Initial Licensure Requirements</b>	<b>15.0-18.0</b>
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Initial licensure (A-level) requirements in Middle Grades Education must be completed prior to taking courses to complete MAT program. EDUC 610 And EDUC 630 And EDUC 644 And EDUC 615 And EDUC 697

<b>Advanced Licensure Specialty Area Requirements</b>	<b>21.0</b>
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EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned. EDUC 690 And MATH 501 And MATH 502 And ELEM 530 And MATH 504 And MATH 533 And READ 552

<b>Product of Learning</b>	<b>3.0</b>
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EDUC 698 should be taken during last semester of course work.

**PRAXIS II Requirement**

PRAXIS II Test: 5169 Middle School Mathematics---Score 165

**Additional Notes**

No more than 12 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

**Master of Arts in Teaching. Middle Grades Education 6-9. Mathematics Specialty Area. Thesis Option**

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>42.0</b>
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Must already have a baccalaureate degree or be lateral entry teacher seeking middle grades teacher licensure. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Required courses for each individual are determined by comparing transcripts of previous college course work with that of specialty area requirements for the "A" level license. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. See advisor or department chair for evaluation of these courses. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years.

<b>Initial Licensure Requirements</b>	<b>15.0-18.0</b>
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Initial licensure (A-level) requirements in Middle Grades Education must be completed prior to taking courses to complete MAT program. EDUC 610 And EDUC 630 And EDUC 644 And EDUC 615 And EDUC 697

<b>Advanced Licensure Specialty Area Requirements</b>	<b>21.0</b>
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EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned. EDUC 690 And MATH 501 And MATH 502 And ELEM 530 And MATH 504 And MATH 533 And READ 552

**Product of Learning** 6.0

EDUC 699

**PRAXIS II Requirement**

PRAXIS II Test: 5169 Middle School Mathematics---Score 165

**Additional Notes**

No more than 12 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

**Master of Arts in Teaching. Middle Grades Education 6-9. Science Specialty Area. Project-Portfolio Option****Program Requirements** Credits**Total Credit Hours** 39.0

Must already have a baccalaureate degree or be lateral entry teacher seeking middle grades teacher licensure. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Required courses for each individual are determined by comparing transcripts of previous college course work with that of specialty area requirements for the "A" level license. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. See advisor or department chair for evaluation of these courses. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years.

**Initial Licensure Requirements** 15.0-18.0

Initial licensure (A-level) requirements in Middle Grades Education must be completed prior to taking courses to complete MAT program. EDUC 610 And EDUC 630 And EDUC 644 And EDUC 615 And EDUC 697

**Advanced Licensure Specialty Area Requirements** 21.0

EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned. EDUC 690 And ELEM 635 And ELEM 652 And ELEM 653 And ELEM 654 And ELEM 655 And READ 552

**Product of Learning** 3.0

EDUC 698 should be taken during last semester of course work.

**PRAXIS II Requirement**

PRAXIS II Test: 0439 School Science---Score 134

**Additional Notes**

No more than 12 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

### Master of Arts in Teaching. Middle Grades Education 6-9. Science Specialty Area. Thesis Option

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>42.0</b>
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Must already have a baccalaureate degree or be lateral entry teacher seeking middle grades teacher licensure. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Prerequisite specialty area course requirements should be completed prior to applying for the “A” level license. Required courses for each individual are determined by comparing transcripts of previous college course work with that of specialty area requirements for the “A” level license. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. See advisor or department chair for evaluation of these courses. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years.

<b>Initial Licensure Requirements</b>	<b>15.0-18.0</b>
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Initial licensure (A-level) requirements in Middle Grades Education must be completed prior to taking courses to complete MAT program. EDUC 610 And EDUC 630 And EDUC 644 And EDUC 615 And EDUC 697

<b>Advanced Licensure Specialty Area Requirements</b>	<b>21.0</b>
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EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned. EDUC 690 And ELEM 635 And ELEM 652 And ELEM 653 And ELEM 654 And ELEM 655 And READ 552

<b>Product of Learning</b>	<b>6.0</b>
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EDUC 699

#### PRAXIS II Requirement

PRAXIS II Test: 0439 School Science---Score 134

#### Additional Notes

No more than 12 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

### Master of Arts in Teaching. Secondary Education 9-12. Biology Specialty Area. Project-Portfolio Option

<b>Program Requirements</b>	<b>Credits</b>
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<b>Total Credit Hours</b>	<b>45.0</b>
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Must be "licensure-only" students who already have a baccalaureate degree and/or "lateral entry" teachers who are seeking secondary teacher licensure. Students enrolling in the M.A.T. program must select one subject specialty area. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Courses required for each individual are determined by comparing transcripts of previous college course

work with the list of specialty area requirements for the "A" level license. See advisor or Middle Grades, Secondary & Special Education Department Chair for evaluation of these courses.

**Prerequisite Specialty Area Course Requirements** **15.0**

EDUC 697 is a supervised internship and requires placement in the public schools. The student must contact the Director of Teacher Education, advisor, and Department Chair of MGSS the semester prior to enrolling in this course for placement in the public EDUC 697 constitutes Student Teaching and requires admission prior to registration. EDUC 610 And EDUC 644 And Choose one of the following: EDUC 620 Or EDUC 630 And EDUC 615 And EDUC 697

**Professional Education Courses** **6.0**

EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned. READ 552 And EDUC 690

**Specialization Area Credits** **21.0**

BIOL 650 And BIOL 660 And BOTN 640 And ZOOLOGY 610 And BOTN 630 and Choose two of the following: BICH 610 Or BIOL 610 Or BIOL 620 Or BIOL 630 Or BIOL 640 Or BIOL 670 Or BIOL 680 Or BOTN 620 Or BOTN 630 Or ZOOLOGY 570 Or ZOOLOGY 585 Or ZOOLOGY 630

**Product of Learning** **3.0**

EDUC 698 should be taken during last semester of course work.

**PRAXIS II Requirement**

PRAXIS II Test: 5235/0235 Biology: Content Knowledge---Score 150  
And PRAXIS Test: 5624/0624 Principles of Learning and Teaching: Grades 7-12---Score 157

No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the MAT degree program.

**Master of Arts in Teaching. Secondary Education 9-12. Biology Specialty Area. Thesis Option**

**Program Requirements** **Credits**

**Total Credit Hours** **48.0**

Must be "licensure-only" students who already have a baccalaureate degree and/or "lateral entry" teachers who are seeking secondary teacher licensure. Students enrolling in the M.A.T. program must select one subject specialty area. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Courses required for each individual are determined by comparing transcripts of previous college course work with the list of specialty area requirements for the "A" level license. See advisor or Middle Grades, Secondary & Special Education Department Chair for evaluation of these courses.

**Prerequisite Specialty Area Course Requirements** **15.0**

EDUC 697 is a supervised internship and requires placement in the public schools. The student must contact the Director of Teacher Education, advisor, and Department Chair of MGSS the semester prior to enrolling in this course for placement in the public EDUC 697 constitutes

Student Teaching and requires admission prior to registration. EDUC 610 And EDUC 644 And Choose one of the following: EDUC 620 Or EDUC 630 And EDUC 615 And EDUC 697

**Professional Education Courses** **6.0**

EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned.  
READ 552 And EDUC 690

**Specialization Area Credits** **21.0**

BIOL 650 And BIOL 660 And BOTN 640 And ZOO 610 And BOTN 630 And Choose from the following: BICH 610 Or BIOL 610 Or BIOL 620 Or BIOL 630 Or BIOL 640 Or BIOL 670 Or BIOL 680 Or BOTN 620 Or BOTN 630 Or ZOO 570 Or ZOO 585 Or ZOO 630

**Product of Learning** **6.0**

EDUC 699

**PRAXIS II Requirement**

PRAXIS II Test: 5235/0235 Biology: Content Knowledge---Score 150  
And PRAXIS Test: 5624/0624 Principles of Learning and Teaching: Grades 7-12---Score 157

No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the MAT degree program.

**Master of Arts in Teaching. Secondary Education 9-12. Mathematics Specialty Area.**

**Project-Portfolio Option**

**Program Requirements** **Credits**

**Total Credit Hours** **45.0**

Must be "licensure-only" students who already have a baccalaureate degree and/or "lateral entry" teachers who are seeking secondary teacher licensure. Students enrolling in the M.A.T. program must select one subject specialty area. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Courses required for each individual are determined by comparing transcripts of previous college course work with the list of specialty area requirements for the "A" level license. See advisor or Middle Grades, Secondary & Special Education Department Chair for evaluation of these courses.

**Prerequisite Specialty Area Course Requirements** **15.0**

EDUC 697 is a supervised internship and requires placement in the public schools. The student must contact the Director of Teacher Education, advisor, and Department Chair of MGSS the semester prior to enrolling in this course for placement in the public EDUC 697 constitutes Student Teaching and requires admission prior to registration. EDUC 610 And EDUC 644 And Choose one of the following: EDUC 620 Or EDUC 630 And EDUC 615 And EDUC 697

**Professional Education Courses** **6.0**

EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned.  
READ 552 And EDUC 690

**Specialization Area Credits** **21.0**



MATH 504 And MATH 507 And MATH 541 And STAT 561 And STAT 562 And Choose one of the following sequences: MATH 511 And MATH 612 Or MATH 521 And MATH 621

**Product of Learning**

**3.0**

EDUC 698 should be taken during last semester of course work.

**PRAXIS II Requirement**

PRAXIS II Test: 5161 Mathematics: Content Knowledge—Score 160

And PRAXIS II Test: 5624/0624 Principles of Learning and Teaching: Grades 7-12—Score 157

No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the MAT degree program.

**Master of Arts in Teaching. Secondary Education 9-12. Mathematics Specialty Area.**

**Thesis Option**

**Program Requirements**

**Credits**

**Total Credit Hours**

**48.0**

Must be "licensure-only" students who already have a baccalaureate degree and/or "lateral entry" teachers who are seeking secondary teacher licensure. Students enrolling in the M.A.T. program must select one subject specialty area. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Courses required for each individual are determined by comparing transcripts of previous college course work with the list of specialty area requirements for the "A" level license. See advisor or Middle Grades, Secondary & Special Education Department Chair for evaluation of these courses.

**Prerequisite Specialty Area Course Requirements**

**15.0**

EDUC 697 is a supervised internship and requires placement in the public schools. The student must contact the Director of Teacher Education, advisor, and Department Chair of MGSS the semester prior to enrolling in this course for placement in the public EDUC 697 constitutes Student Teaching and requires admission prior to registration. EDUC 610 And EDUC 644 And Choose one of the following: EDUC 620 Or EDUC 630 And EDUC 615 And EDUC 697

**Professional Education Courses**

**6.0**

READ 552 And EDUC 690 (EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned)

**Specialization Area Credits**

**2121.0**

MATH 504 And MATH 507 And MATH 541 And STAT 561 And STAT 562 And Choose one of the following sequences: MATH 511 And MATH 612 Or MATH 521 And MATH 621

**Product of Learning**

**6.0**

EDUC 699

**PRAXIS II Requirement**

PRAXIS II Test: 5161 Mathematics: Content Knowledge—Score 160

And PRAXIS II Test: 5624/0624 Principles of Learning and Teaching: Grades 7-12—Score 157

No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the MAT degree program.

### Master of Arts in Teaching. Secondary Education 9-12. Sociology Specialty Area. Project-Portfolio Option

**Program Requirements** **Credits**

**Total Credit Hours** **45.0**

Must be "licensure-only" students who already have a baccalaureate degree and/or "lateral entry" teachers who are seeking secondary teacher licensure. Students enrolling in the M.A.T. program must select one subject specialty area. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Courses required for each individual are determined by comparing transcripts of previous college course work with the list of specialty area requirements for the "A" level license. See advisor or Middle Grades, Secondary & Special Education Department Chair for evaluation of these courses.

**Prerequisite Specialty Area Course Requirements** **15.0**

EDUC 697 is a supervised internship and requires placement in the public schools. The student must contact the Director of Teacher Education, advisor, and Department Chair of MGSS the semester prior to enrolling in this course for placement in the public EDUC 697 constitutes Student Teaching and requires admission prior to registration. EDUC 610 And EDUC 644 And Choose one of the following: EDUC 620 Or EDUC 630 And EDUC 615 And EDUC 697

**Professional Education Courses** **6.0**

EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned. READ 552 And EDUC 690

**Specialization Area Credits** **21.0**

SOCI 500 is required for those without undergraduate major or minor in sociology. It may be used as one of the guided electives for those required to take it. SOCI 500 And SOCI 505 And SOCI 560 And SOCI 590 And Choose four of the following: SOCI 502 Or SOCI 525 Or SOCI 550 Or SOCI 555 Or SOCI 570 Or SOCI 595 Or SOCI 610 Or SOCI 614 Or SOCI 618 OR SOCI 620 Or SOCI 624 Or SOCI 628 Or SOCI 638 Or SOCI 660 Or SOCI 685

**Product of Learning** **3.0**

EDUC 698 should be taken during last semester of course work.

#### **PRAXIS II Requirement**

PRAXIS II Test: 5081/0081 Social Studies: Content Knowledge—Score 158

And PRAXIS II Test: 5624/0624 Principles of Learning and Teaching: Grades 7-12—Score 157

No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the MAT degree program.

### Master of Arts in Teaching. Secondary Education 9-12. Sociology Specialty Area. Thesis Option

**Program Requirements** **Credits**



**Total Credit Hours 45.0**

Must be "licensure-only" students who already have a baccalaureate degree and/or "lateral entry" teachers who are seeking secondary teacher licensure. Students enrolling in the M.A.T. program must select one subject specialty area. Students may have to take additional undergraduate subject area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods course and internship. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Prerequisite specialty area course requirements should be completed prior to applying for the "A" level license. Courses required for each individual are determined by comparing transcripts of previous college course work with the list of specialty area requirements for the "A" level license. See advisor or Middle Grades, Secondary & Special Education Department Chair for evaluation of these courses.

**Prerequisite Specialty Area Course Requirements 15.0**

EDUC 697 is a supervised internship and requires placement in the public schools. The student must contact the Director of Teacher Education, advisor, and Department Chair of MGSS the semester prior to enrolling in this course for placement in the public EDUC 697 constitutes Student Teaching and requires admission prior to registration. EDUC 610 And EDUC 644 And Choose one of the following: EDUC 620 Or EDUC 630 And EDUC 615 And EDUC 697

**Professional Education Courses 6.0**

EDUC 690 is the prerequisite for EDUC 698 and must be one of first 6 semester hours earned. READ 552 And EDUC 690

**Specialization Area Credits 18.0**

SOCI 500 is required for those without undergraduate major or minor in sociology. It may be used as one of the guided electives for those required to take it. SOCI 500 And SOCI 505 And SOCI 560 And SOCI 590 And Choose three of the following: SOCI 502 Or SOCI 525 Or SOCI 550 Or SOCI 555 Or SOCI 570 Or SOCI 595 Or SOCI 610 Or SOCI 614 Or SOCI 618 Or SOCI 620 Or SOCI 624 Or SOCI 628 Or SOCI 638 Or SOCI 660 Or SOCI 685

**Product of Learning 6.0**

EDUC 699

**PRAXIS II Requirement**

PRAXIS II Test: 5081/0081 Social Studies: Content Knowledge—Score 158  
And PRAXIS II Test: 5624/0624 Principles of Learning and Teaching: Grades 7-12—Score 157

No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the MAT degree program.

**Master of Arts in Teaching. Special Education. General Curriculum K-12****Program Requirements Credits****Total Credit Hours 39.0**

All participants for initial licensure must be admitted to Graduate School and Teacher Education. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years.

**Initial Licensure Requirements 27.0**

Initial licensure (A-level) requirements in SPED: General Curriculum must be completed prior to completing MAT program. EDUC 610 And EDUC 630 And SPED 530 Or SPED 615 And SPED 515 And SPED 518 And SPED 580 And SPED 631 And SPED 640 And SPED 647 Or for persons with no license or current lateral entry contract, take the following: SPED 480 And SPED 600 SPED 480 may be waived for significant experience.

**Advanced Licensure Specialty Area Requirements** **12.0**

EDUC 690 And SPED 643 Or SPED 649 And SPED 633 And SPED 698 (EDUC 690 should be taken prior to SPED 698. SPED 698 should be taken during the last semester of coursework)

**Additional Notes**

No more than 12 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program. Credit hours may vary according to entering credentials.

**Master of Education in Middle Grades 6-9. Language Arts Concentration. Project-Portfolio Option**

**Program Requirements** **Credits**

**Total Credit Hours** **36.0**

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit three letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Class A Level License in a teaching field.

**Professional Core** **12.0**

EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)

**Specialization Area** **21.0**

EDUC 616 And READ 552 And Select five courses from the following: ENGL 516 Or ENGL 517 Or ENGL 518 Or ELEM 623 Or ELEM 624 Or ELEM 680 Or READ 605 Or READ 610 Or READ 618

**Product of Learning** **3.0**

EDUC 698 should be taken during last semester of course work.

**Master of Education in Middle Grades 6-9. Language Arts Concentration. Thesis Option**

**Program Requirements** **Credits**

**Total Credit Hours** **39.0**

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit three letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Class A Level License in a teaching field.

**Professional Core** **12.0**

EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)

**Specialization Area** **21.0**

EDUC 616 And READ 552 And Select five courses from the following: ENGL 516 Or ENGL 517 Or ENGL 518 Or ELEM 623 Or ELEM 624 Or ELEM 680 Or READ 605 Or READ 610 Or READ 618

**Product of Learning** **6.0**

EDUC 699

**Master of Education in Middle Grades 6-9. Mathematics Concentration. Project-Portfolio Option**

**Program Requirements** **Credits**

**Total Credit Hours** **36.0**

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit three letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Class A Level License in a teaching field.

**Professional Core** **12.0**

EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)

**Specialization Area** **21.0**

EDUC 616 And MATH 501 And MATH 502 And ELEM 530 And MATH 504 And MATH 533 And READ 552

**Product of Learning** **3.0**

EDUC 698 should be taken during last semester of course work.

**Master of Education in Middle Grades 6-9. Mathematics Concentration. Thesis Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>39.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit three letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Class A Level License in a teaching field.	
<b>Professional Core</b>	<b>12.0</b>
EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)	
<b>Specialization Area</b>	<b>21.0</b>
EDUC 616 And MATH 501 And MATH 502 And ELEM 530 And MATH 504 And MATH 533 And READ 552	
<b>Product of Learning</b>	<b>6.0</b>
EDUC 699	

**Master of Education in Middle Grades 6-9. Science Concentration. Project-Portfolio Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>36.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit three letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Class A Level License in a teaching field.	
<b>Professional Core</b>	<b>12.0</b>
. EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)	
<b>Specialization Area</b>	<b>21.0</b>
EDUC 616 And ELEM 635 And ELEM 652 And ELEM 653 And ELEM 654 And ELEM 655 And READ 552	
<b>Product of Learning</b>	<b>3.0</b>
EDUC 698 should be taken during last semester of course work.	

**Master of Education in Middle Grades 6-9. Science Concentration. Thesis Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>39.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit three letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Class A Level License in a teaching field.	
<b>Professional Core</b>	<b>12.0</b>
EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)	
<b>Specialization Area</b>	<b>21.0</b>
EDUC 616 And ELEM 635 And ELEM 652 And ELEM 653 And ELEM 654 And ELEM 655 And READ 552	
<b>Product of Learning</b>	<b>6.0</b>
EDUC 699	

**Master of Education in Secondary Education. Biology Specialty Area. Project-Portfolio Option**

<b>Program Requirements</b>	<b>Credits</b>
<b>Total Credit Hours</b>	<b>36.0</b>
Must have at least a Class A Level License in a teaching field to be accepted into the Master of Education Degree Program. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study.	
<b>Professional Core</b>	<b>12.0</b>
EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.Ed. degree-seeking graduate student)	
<b>Specialization Area Credits</b>	<b>21.0</b>
BIOL 650 And BIOL 660 And BOTN 640 And ZOOL 610 And BOTN 630 And choose two of the following: BICH 610 Or BIOL 610 Or BIOL 620 Or BIOL 630 Or BIOL 640 Or BIOL 670 Or BIOL 680 Or BOTN 620 Or BOTN 630 Or ZOOL 570 OR ZOOL 585 Or ZOOL 630	
<b>Product of Learning</b>	<b>3.0</b>
EDUC 698 should be taken during last semester of course work.	

**Master of Education in Secondary Education. Biology Specialty Area. Thesis Option****Program Requirements** **Credits****Total Credit Hours** **39.0**

Must have at least a Class A Level License in a teaching field to be accepted into the Master of Education Degree Program. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study.

**Professional Core** **12.0**

EDUC 610 And EDUC 641 and EDUC 650 And EDUC 690 (EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.Ed. degree-seeking graduate student)

**Specialization Area Credits** **21**

BIOL 650 And BIOL 660 And BOTN 640 And ZOOL 610 And BOTN 630 And choose two of the following: BICH 610 Or BIOL 610 Or BIOL 620 Or BIOL 630 Or BIOL 640 Or BIOL 670 Or BIOL 680 Or BOTN 620 Or BOTN 630 Or ZOOL 570 Or ZOOL 585 Or ZOOL 630

**Product of Learning** **6.0**

EDUC 699

**Master of Education in Secondary Education. Mathematics Specialty Area. Project-Portfolio Option****Program Requirements** **Credits****Total Credit Hours** **36.0**

Must have at least a Class A Level License in a teaching field to be accepted into the Master of Education Degree Program. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Also must take subject area test of the GRE.

**Professional Core** **12.0**

EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.Ed. degree-seeking graduate student)

**Specialization Area Credits** **21.0**

MATH 504 And MATH 507 And MATH 541 And STAT 561 And STAT 562 And choose one of the following sequences: MATH 511 And MATH 612 Or MATH 521 And MATH 621

**Product of Learning** **3.0**

EDUC 698 should be taken during last semester of course work.

**Master of Education in Secondary Education. Mathematics Specialty Area. Thesis Option****Program Requirements** **Credits****Total Credit Hours** **39.0**

Must have at least a Class A Level License in a teaching field to be accepted into the Master of Education Degree Program. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Also must take subject area test of the GRE.

**Professional Core** **12.0**

EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.Ed. degree-seeking graduate student)

**Specialization Area Credits** **21.0**

MATH 504 And MATH 507 And MATH 541 And STAT 561 And STAT 562 And choose one of the following sequences: MATH 511 And MATH 612 Or MATH 521 And MATH 621

**Product of Learning** **6.0**

EDUC 699

**Master of Education in Secondary Education. Sociology Specialty Area. Project-Portfolio Option****Program Requirements** **Credits****Total Credit Hours** **36.0**

Must have at least a Class A Level License in a teaching field to be accepted into the Master of Education Degree Program. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years.

**Professional Core** **12.0**

EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.Ed. degree-seeking graduate student.)

**Specialization Area Credits** **21.0**

SOCI 500 is required for those without undergraduate major or minor in sociology. May be used as one of the guided electives for those required to take it. SOCI 500 And SOCI 505 And SOCI 560 And SOCI 590 And choose three of the following: SOCI 502 Or SOCI 614 Or SOCI 618 Or SOCI 620 Or SOCI 624 Or SOCI 638 Or SOCI 660 Or SOCI 685

**Product of Learning** **3.0**

EDUC 698 should be taken during last semester of course work.

**Master of Education in Secondary Education. Sociology Specialty Area. Thesis Option****Program Requirements** **Credits****Total Credit Hours** **39.0**

Must have at least a Class A Level License in a teaching field to be accepted into the Master of Education Degree Program. Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years.

**Professional Core** **12.0**

EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.Ed. degree-seeking graduate student)

**Specialization Area Credits** **21.0**

SOCI 500 is required for those without undergraduate major or minor in sociology. May be used as one of the guided electives for those required to take it. SOCI 500 And SOCI 505 And SOCI 560 And SOCI 590 And choose three of the following: SOCI 502 Or SOCI 525 Or SOCI 550 Or SOCI 555 Or SOCI 570 Or SOCI 595 Or SOCI 610 Or SOCI 614 Or SOCI 618 Or SOCI 620 Or SOCI 624 Or SOCI 638 Or SOCI 660 Or SOCI 685

**Product of Learning** **6.0**

EDUC 699

**Master of Education in Special Education K-12. Project-Portfolio Option. Current License in Special Education****Program Requirements** **Credits****Total Credit Hours** **36.0**

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit three letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Additional PRAXIS Exams may be required, depending upon existing license and concentration area. Must have at least a Standard Professional I license in Special Education.



**Professional Core** 12.0

EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for SPED 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)

**Specialization Core** 12.0

SPED 580 And SPED 615 And SPED 641 And SPED 646

**Concentration** 6.0

Choose one of the following options in consultation with an advisor. Choose Learning Disabilities Option. SPED 523 And SPED 635 Or Choose Mental Disabilities Option. SPED 536 And SPED 634 Or Choose Behavioral-Emotional Disabilities Option. SPED 538 And SPED 639

**Guided Elective** 3.0**Product of Learning** 3.0

SPED 698 should be taken during last regular semester of coursework.

**PRAXIS Requirement**

PRAXIS II Tests 5511 OR 0511 and one of the following tests as applicable to concentration (SLD 0381; MD 0321; BED 0371) {Selected previous licenses in SPED may eliminate need for 5511 OR 0511; check with advisor.}

**Master of Education in Special Education K-12. Project-Portfolio Option. License in Education but not in Special Education****Program Requirements** Credits**Total Credit Hours** 42.0

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Must have at least a Standard Professional I license in Education. Initial licensure (A-level) requirements in SPED: General Curriculum must be completed prior to completing the M.Ed. program.

**Professional Core** 12.0

690 (EDUC 690 is a prerequisite for SPED 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)

**Specialization Core** 15.0

SPED 580 And SPED 600 And SPED 615 And SPED 646

**Guided Electives** 6.0

Students without licensure in Special Education should take SPED 515 and 518 as their guided electives. Students may apply for initial license in SPED: General Curriculum after completing above courses and after successfully completing the required PRAXIS II Exams (5511 OR 0511 and 5543 OR 0543).

**Concentration** 6.0

Choose one of the following concentration options in consultation with an advisor. Choose Specific Learning Disabilities Option. SPED 523 And SPED 635 Or Choose Mental Disabilities Option. SPED 536 And SPED 634 Or Choose Behavioral-Emotional Disabilities Option. SPED 538 And SPED 639

**Product of Learning** 3.0

SPED 698 should be taken during last regular semester of coursework.

### Master of Education in Special Education K-12. Thesis Option. Current License in Special Education

Program Requirements	Credits
<b>Total Credit Hours</b>	<b>39.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit three letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Additional PRAXIS Exams may be required, depending upon existing license and concentration area. Must have at least a Standard Professional I license in Special Education.	
<b>Professional Core</b>	<b>12.0</b>
EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for SPED 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)	
<b>Specialization Core</b>	<b>12.0</b>
SPED 580 And SPED 615 And SPED 641 And SPED 646	
<b>Concentration</b>	<b>6.0</b>
Choose one of the following options in consultation with an advisor. Choose Learning Disabilities Option. SPED 523 And SPED 635 Or Choose Mental Disabilities Option. SPED 536 And SPED 634 Or Choose Behavioral-Emotional Disabilities Option. SPED 538 And SPED 639	
<b>Guided Elective</b>	<b>3.0</b>
<b>Product of Learning</b>	<b>6.0</b>
SPED 698 should be taken during last two regular semesters of coursework.	
<b>PRAXIS Requirement</b>	
PRAXIS II Tests 5511 OR 0511 and one of the following tests as applicable to concentration (SLD 0381; MD 0321; BED 0371). {Selected previous licenses in SPED may eliminate need for 5511 or 0511; check with advisor.}	

### Master of Education in Special Education K-12. Thesis Option. License in Education but not in Special Education

Program Requirements	Credits
<b>Total Credit Hours</b>	<b>45.0</b>
Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.5 on 4.0 scale for all undergraduate work or minimum 2.75 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. Submit three letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study in education. Must have at least a Standard Professional I license in Education. Initial licensure (A-level) requirements in SPED: General Curriculum must be completed prior to completing MED program.	
<b>Professional Core</b>	<b>12.0</b>
EDUC 610 And EDUC 641 And EDUC 650 And EDUC 690 (EDUC 690 is a prerequisite for SPED 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the School of Education)	
<b>Specialization Core</b>	<b>15.0</b>
SPED 580 And SPED 600 And SPED 615 And SPED 646	
<b>Guided Electives</b>	<b>6.0</b>

Students without licensure in Special Education should take SPED 515 and 518 as their guided electives. Students may apply for initial license in SPED: General Curriculum after completing above courses and after successfully completing the required PRAXIS II Exams (5511 OR 0511 and 5543 OR 0543).

**Concentration**

**6.0**

Choose one of the following concentration options in consultation with an advisor. Choose Specific Learning Disabilities Option. SPED 523 And SPED 635 Or Choose Mental Disabilities Option. SPED 536 And SPED 634 Or Choose Behavioral-Emotional Disabilities Option. SPED 538 And SPED 639

**Product of Learning**

**6.0**

SPED 698 should be taken during last two regular semesters of coursework.

## Course Descriptions

All course descriptions indicate in parentheses the number of credit hours, lecture hours, and laboratory hours per week. For example: ACCT 555 (3-3-0). The first number within the parenthesis indicates the credit hours (3) for the course; the second number indicates the number of lecture hours (3) per week; and the third number indicates the number of lab hours per week (0).

**ACCT 550 (3-3-0) Principles of Accounting:** This course provides a background in both the concepts and practice of accounting that assist management in the decision making process. Contemporary accounting scandals in financial reporting and statement analysis are examined, as well as the proper use of product costing in planning and controlling operations, and special reports and analysis.

**ACCT 610 (3-3-0) Managerial Accounting:** The primary objective of the course is to enable the student to make effective use of management accounting data within his/her own organization or business practice. A secondary objective is to develop the analytical skills necessary to diagnose complex business issues in an accounting context. In addition, the course touches on global issues facing corporations such as transfer pricing and outsourcing. The course also introduces student to management accounting practices across borders and compares these practices to US practice (such as budgeting, value chain management, pricing).  
**Prerequisite:** ACCT 550 Or equivalent

**ACCT 650 (3-3-0) International Accounting:** The study of international dimensions of accounting and control; international business and multinational strategy; accounting systems and global environment; the comparative International Accounting systems and practices including comparative International Analysis of financial statements; International Disclosure Trends and Financial Analysis; Management Control of Global operations; International Taxation; and External Auditing of foreign operations.

**ACCT 670 (3-3-0) Internal and Operational Audit:** A detailed and critical study of the changing audit environment relative to financial statement, auditing, internal auditing, compliance auditing, and operational auditing. This is an in-depth study of the roles of the Securities and Exchange Commission with particular emphasis on the Securities Acts of 1933 and 1934. The course is an extensive research work in auditing.  
**Prerequisite:** Consent of the instructor

**ACCT 695 (3-3-0) Seminar in Accounting:** Discussion by students and faculty of selected contemporary topics in accounting applying intensive individual research to accounting issues facing management.

**BADM 530 (3-3-0) Principles of Business Statistics:** This course introduces the foundation of probability and statistics used in management and covers the basics of data analysis and display, descriptive measures, random variables, and probability distributions and then introduces statistical inference and its use in decision-making. The course seeks application-oriented understanding regression analysis and develops the ability to design, estimate, evaluate, and interpret statistical models.

**BADM 602 (3-3-0) Directed Research:** Research of special interest by advanced students under the supervision of a member of the MBA faculty. Work may represent either an intensive investigation of a particular problem in theory or a survey of a field of Business Administration and Economics not otherwise addressed in the curriculum.

**Prerequisite:** Consent of Instructor

**BADM 603 (3-3-0) Special Topics in Business:** A study of a current topic of special interest in business.  
**Prerequisite:** Consent of Instructor

**BADM 604 (3-3-0) International Business Law:** A study of public law of International trade, investment restrictions, technology transfer law, and other politics control over international law such as, law of treaties and the law of international and intergovernmental organizations, comparative analysis of international sales law, licensing of patents, copyrights and trademarks, federal corrupt practices act, North American Free Trade Agreement and investment law in developing countries.  
**Prerequisite:** Consent of the instructor

**BADM 605 (3-3-0) Business and Society:** This course explores the interface between business and society in a global context. Topics include business ethics, corporate responsibility, globalization, sustainability, and managing relations with consumers, employees, investors, and governments.  
**Prerequisite:** Admission to the MBA program or instructor consent

**BADM 680 (3-3-0) Capstone Project:** In this course, students will work as consultants to analyze and make recommendations to resolve a problem in a local organization related to their specialization. Students will be instructed in change management, consulting skills, and techniques for acquiring the tools to solve specific problems.  
**Prerequisite:** Consent of instructor

**BICH 610 (3-3-0) Advanced Biochemistry:** A study of the intermediary metabolism of amino acids nucleic acids, carbohydrates and lipids, with emphasis on metabolic pathways and their associated enzymes.

**BIOL 610 (3-3-0) Endocrinology:** A comprehensive study of anatomy, physiology, and patho-physiology of endocrine glands in animals with particular emphasis on humans. The course will examine the current research on hormone-related problems in humans such as stress that leads to cardiovascular and gastroenteric diseases.

**BIOL 620 (1-1-2) Seminar:** Presentations by faculty, students, and visiting scientists on current research in various specialty areas of biology. Prerequisite: Consent of instructor.

**BIOL 630 (3-3-0) Topics in Biology:** Studies of current topics in various areas of biology, with emphasis on significant advancements. May be repeated under different subtitles.

**BIOL 640 (3-3-0) Comparative Physiology:** A comparative study of the organ systems of vertebrates and the physiological processes involved in maintaining the homeostasis.

**BIOL 650 (3-3-2) Communities and Ecosystems:** A study of interactions between species, community structure, nutrient and energy flow in ecosystems, and geographical ecology.

**BIOL 660 (3-3-0) Evolution:** A study of the history of life, evolutionary relationships among organisms, mechanisms of evolution, and speciation.

**BIOL 670 (3-2-2) Physiology:** An analysis of the functions of major organ systems, especially in mammals, with attention to and discussions of current research articles published in the American Journal of

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Physiology.

**BIOL 680 (3-2-2) Radiation Biology:** A study of the procedures and applications of the principles of atomic radiation, including methods, means of detection, measurement, and utilization in research.

**BIOL 690 (1-1-0) Research and Thesis:** Independent investigation work on an approved program reported in a prescribed written form. A total of six (6) credit hours required, taken in blocks of (1) to (6) hours.

**BIOL 899 (0-0-0) Thesis Non-Credit:** This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**BOTN 620 (3-2-2) Advanced Botany:** A study of the metabolism of plant growth and morphogenesis with special emphasis on such aspects as plant hormones, tropisms, water relations, circadian rhythms, and phytochrome, as well as on the field characteristics, collection, and identification of vascular plants, with intensive study of selected families and genera.

**BOTN 630 (3-2-2) Plant Development:** A study of the developmental anatomy of seed plants, including examinations of the seed structure, seedling development, ontogeny and structure of the primary body, secondary body, flowers, and fruits.

**BOTN 640 (3-2-2) Advanced Microbiology:** A study of the taxonomic, morphological, cultural, and physiological characteristics of important groups of heterotrophic microorganisms, such as the spore forming group, the pseudomonades, the staphylococcus-micrococcus group, and the enteric forms, with emphasis on the isolation, characterization, and study of groups of heterotrophic microorganisms.

**BOTN 650 (3-2-2) Plant Genetics and Genomics:** This course is a graduate level course intended to acquaint the student with recent advances in plant genomics and statistical genomics with applications to agriculture. Principles and methods for constructing genetic maps comprised of molecular and other genetic markers, and methods for mapping genes underlying phenotypically complex traits are studied. Methods of DNA sequencing, physical mapping, genomic libraries construction, and positional cloning are also discussed.

**Prerequisite:** Consent of instructor

**CPM 610 (3-3-0) Introduction to Project Management:** This course focuses on how projects contribute to the strategic goals of the organization. The linkages of integration include the process of selecting projects that best support the strategy of a particular organization and that in turn can be supported by the technical and managerial processes made available by the organization to bring projects to completion. The topics include the complete life cycle of projects including defining, planning, execution and delivery of projects. It also talks about estimating time and costs, managing resources, and risk management. The international and future issues of project management will be discussed.

**CPM 620 (3-3-0) Communication and Procurement in Project Management:** This course looks at purchasing and contracting of goods and services and how appropriate terms and conditions can favorably impact objectives. The course also examines the impact of leadership on attainment of goals; with particular emphasis on consensus versus autocratic styles, transparency of decision making, and accountability from the leader. Various human resource policies will be examined in relationship to projects which have

beginning and end dates versus manufacturing and office environments. Ethics and moral issues will also be explored in context of different motivations of labor and management. Cultural clashes will also be explored for multinational environments.

**Prerequisite:** CPM 610

**CPM 630 (3-3-0) Tools and Techniques of Project Management:** This course starts with manual techniques to manage time, costs, human resources, and quality control and then proceeds to explore current software solutions. Additionally, students will review and examine forecasting, estimating, budgeting, and auditing methods both from a theoretical and practical basis. Students will learn the analysis techniques used to evaluate compliance to objectives and how to correct for deviation from plan.

**Prerequisite:** CPM 610

**CPM 640 (3-3-0) Project Risk Management:** Students will learn to explore the internal and external variables that will impact the successful execution and completion of the project. This course will identify, qualify, and quantify risks such as manpower, cost, technology, quality, politics, logistics, etc. Those risks will be evaluated to determine their impact and what effect they will have on the minimizing, maximizing, or optimizing the key elements needed for the success of the project.

**Prerequisite:** CPM 610

**CRJC 500 (3-3-0) History of Crime Control Policy:** Historical study of societal responses to crime and disorder in the United States. The course includes a review of historical research on police, courts, corrections, criminal law, social movements and social disorder.

**CRJC 501 (3-3-0) Foundations in Criminal Justice Systems:** This graduate course offers an overview of the three major components of the criminal justice system: (a) policing, (b) courts, and (c) corrections. It will provide a survey of relevant theoretical perspectives for understanding how economic, political, and ideological forces shape systematic and officially sanctioned responses to crime through these individual components. Students will be expected to become familiar with both classic and recent important contributions to the scientific literature covering policing, courts, and corrections. The course will culminate with a critical examination of how these components function together to produce contemporary criminal justice practice.

**CRJC 510 (3-3-0) Criminal Justice Administration:** This course is an introduction to the theoretical discourse of administration as applied to criminal justice. In this course, considerable attention will be on the theories of administration, but the emphasis of this course will be the application of administrative theory to criminal justice organizations and contexts. Areas of theoretical discourse covered will include classical/neo-classical, principles of administration, human resources, systems, cultural reform, and sense-making. Additional readings will provide examples of the application of administrative theories to criminal justice organizations and contexts.

**CRJC 520 (3-3-0) Criminological Theory I: Classical and Positivist Theorists:** This course begins with a survey of the history and application of criminological thought, providing a foundation for analysis of the assumptions, elements and policy implications of theories of crime and criminal justice. As the first of two graduate theory seminars, this course focuses on theories within two major paradigms in criminological theory: Classical and Positivist Criminology. We explore the perspectives on crime and criminal justice that permeate public discourse on crime and justice and critique the formal criminological theories to which these everyday perspectives are linked. We consider whether existing research provides support for widely accepted theories and we examine the criminal justice policies associated with different criminological

theories. Students are guided in the process of formulating their own research questions and policy proposals from the criminological theories that they find most compelling.

**CRJC 521 (3-3-0) Foundations of Criminological Thought:** This course is a graduate seminar in criminological theory. It is an introduction to theory in criminology and criminal justice, beginning with an examination of the process of theory construction and the relationship between theory and research methodology. Students explore the history of criminological thought, examining the assumptions, elements and policy implications of classic and contemporary theories of crime and criminal justice within three major paradigms: Classical, Positivist and Critical Criminology. Students consider the level of research support that exists for widely accepted theories and examine the criminal justice policies associated with different criminological theories. Students are guided in the process of formulating research questions and policy proposals from criminological theories.

**CRJC 530 (3-3-0) Criminological Theory II: Critical Criminology:** This course begins with a review of the history and application of criminological thought, which provides a foundation for continued analysis of the assumptions, elements, and policy implications of theories of crime and criminal justice. We begin our deeper analysis of theories where the first theory seminar left off, with the third major paradigm in criminological theory: Critical Criminology. We explore theories of crime and criminal justice that are found in public discourse and critique the criminological theories to which these everyday perspectives are linked. We consider whether existing research provides support for specific theories and we examine the criminal justice policies associated with different criminological theories. Students are guided in the process of formulating their own research questions and policy proposals from the criminological theories that they find most compelling.

**Prerequisite:** CRJC 520

**CRJC 531 (3-3-0) Advanced Seminar in Criminological Theory:** This course is an advanced graduate seminar in criminological theory. It is designed for students who have had prior graduate level exposure to criminological theory and research methods, and who want to deepen their understanding of criminological theory and the relationship between theory and research methodology. Students are guided in the process of conducting in-depth analysis of selected theoretical perspectives on crimes and criminal justice and in critically evaluating the conceptual, logical, and empirical adequacies and inadequacies of the selected theories. In addition, significant attention will be given to helping students develop theory driven research ideas that they may pursue as master's thesis projects or as dissertation projects, for those who intend to pursue doctoral level work in the future.

**CRJC 540 (3-3-0) Research Methods in Criminal Justice:** This course provides students with the fundamental tools for evaluating, designing and implementing basic and applied empirical research within the area of criminal justice. The association between theories and research methods used in the study of criminal justice is explored through a variety of related data sources. Topics covered include: the principles of research design; problems of inference; survey design; and basic methods of data analysis. Students will obtain hands-on experience in project design and data analysis.

**CRJC 550 (3-3-0) Statistical Applications in Criminal Justice:** This is a required course which provides a foundation for the use of statistical methods in criminal justice and public affairs research. It will review fundamentals of research, showing the interplay between the research, the statistical method, and the interpretation. The course includes a lab that involves computerized data analysis.

**CRJC 570 (3-3-0) Race, Crime and Justice:** The course will examine research exploring the involvement of racial minorities in crime and the treatment of racial minorities by the criminal justice system. The course



will also provide an in-depth examination of the inequalities within the criminal justice system and its relationship to structural inequalities within the wider society. This course will examine the theoretical and empirical debates on the disparities in law and justice based on race and class. Topics include: wrongful convictions and racial prejudice; the war on drugs and the politics of race. Case study materials focus on current debates of seminal issues.

**CRJC 580 (3-3-0) Females, Crime and Justice:** Theory and practice have focused on perceptions of male scholars and practitioners and discussions about male offenders. It was not until the 1970s that crime affecting women and girls and more serious inclusion of women criminal justice scholars and practitioners was given more attention. This course will focus on female experiences as offenders, victims, and workers within the criminal justice system. Additionally, we will explore treatment programs that have been proposed to decrease female-perpetrated crime in both a historical and contemporary context.

**CRJC 590 (3-3-0) Ethics in Criminal Justice:** This course is an intensive examination of different ethical and moral issues/dilemmas that we face within and outside of criminal justice systems when dealing with people who either work for or come contact with the system. Emphasis will be on exploration of ethical/moral issues related to crime, criminal justice practice, education, and research.

**CRJC 600 (3-3-0) Corporate and Government Crime:** Study of criminal behaviors by corporation and government leaders, with an emphasis on events impacting the people of the United States. The course explores the nature and extent of these criminal behaviors, the causes associated with them, their harm to people and societies, and strategies to reduce the number of events and/or their harmful impacts.

**CRJC 605 (3-3-0) Community Policing:** This graduate course offers an overview of relevant theoretical perspectives for understanding the origins, evolution, and practice of community policing. Students will be expected to become familiar with both classic and recent important contributions to the scientific literature covering community policing. This course will introduce students to the dynamics of policing as a science, and will address strategies of policing the many diverse populations in America as well as the contemporary issues that face them. Students will explore policing reforms such as community policing, Problem Oriented Policing, Neighborhood Policing, and Strategic Policing. Students also will address issues that face the police on a daily basis, such as profiling, use of force, gratuities, and corruption.

**CRJC 610 (3-3-0) Organizational Change in Criminal Justice:** Organizational change is inevitable, and often necessary. For criminal justice organizations, often change is badly needed and/or poorly managed. In this course, several key theoretical approaches to guiding organizational change will be examined and applied to criminal justice organizations. Readings will focus on helping recognize the need for change, making change-resistant organizations into learning organizations, and how to lead the change efforts, as well as offering examples of theoretical application of these ideas to criminal justice organizations.

**CRJC 620 (3-3-0) Juvenile Delinquency and Justice:** This course will take a critical approach in examining different issues related to juvenile delinquency and justice. Theoretical aspects of juvenile deviant/delinquent behavior, and societal reactions and institutional responses to young law violators will be addressed. Finally, different prevention approaches and strategies will be evaluated.

**CRJC 630 (3-3-0) Communities, Justice and Social Change:** This course is a graduate seminar on communities, justice and social change in the contemporary urban context. In this course, we give focused attention to "hard-hit" communities, i.e. communities where both crime and criminal justice activity exist in concentrated levels. We consider the impacts of crime on neighborhoods and communities, and we also examine the impacts that traditional criminal justice practices have on these communities. Strategies for

empowering local communities to improve the quality of life and the quality of justice in the urban environment are explored.

**CRJC 640 (3-3-0) Qualitative Methods in Criminal Justice:** This course provides an introduction to qualitative research methods and how they are often applied in the study of crime and justice. Qualitative methods includes a wide variety of challenging techniques such as participant observation, ethnography, interviewing, field interviews, historical analysis, case studies, and textual analysis. The course will explore these various techniques as well as the uses, strengths and limitations of qualitative research. In addition, the course content will include designing, conducting, and writing up qualitative research. Finally, the process of grounded theory construction is explored.

**Prerequisite:** CRJC 501 And CRJC 521 And CRJC 540 And CRJC 550 Or permission of instructor

**CRJC 650 (3-3-0) Program Evaluation in Criminal Justice:** This course will familiarize students with key components of program evaluation in criminal justice organizations and contexts. This course will combine aspects of social research methodology and applied research techniques and skills to the context of the practice of criminal justice. Students who successfully complete this course should expect to be able to perform evaluative services to their current and/or future agencies.

**Prerequisite:** CRJC 501 And CRJC 521 And CRJC 540 And CRJC 550 Or permission of instructor

**CRJC 660 (3-3-0) Current Issues in Victimology:** Victims issues largely have been ignored within the criminal justice system and the field of criminal justice academia until recently (the last 30 years). As crime victims are an integral component to eradicating and/or dealing with crime it is important that the myriad issues surrounding this diverse population be explored. This course will look at three main areas concerning victimology: 1) the effects or impact of crime victimization; 2) provision of assistance to crime victims and the criminal justice system - victim interaction; and 3) victim-oriented legislation and victims' bills of rights. Students will be called to investigate, in depth, how criminal justice agencies help or hinder victim recovery, as well as evaluate the effectiveness of victim serving agencies in relation to the different states victims' bill of rights.

**Prerequisite:** CRJC 540

**CRJC 670 (3-3-0) Special Topics in Criminal Justice:** This variable topics course will offer students the opportunity to explore specialized areas of criminal justice on a variety of criminal justice subjects. The topics vary from semester to semester. The course can be repeated up to three times as long as the subject matter is different.

**CRJC 690 (3-3-0) Independent Study:** This course allows students to examine an area of criminal justice not covered (or not covered in detail) in the core elective courses.

**CRJC 691 (3-3-0) Independent Study:** This course allows students to examine an area of criminal justice not covered (or not covered in detail) in the core or elective courses.

**CRJC 698 (3-0-0) Thesis I:** An extensive research experience in an approved topic of choice.

**Prerequisite:** CRJC 501, CRJC 521 CRJC 540, And CRJC 550

**CRJC 699 (3-0-0) Thesis II:** Continued work on the approved topic of choice begun in CRJC 698.

**Prerequisite:** CRJC 698

**CRJC 898 (0-0-0) Comprehensive Exam Non-Credit:** This course is required for students who have completed the course work and number of credits required in their graduate degree program. Students who continue to use University resources in preparation for the comprehensive exam must enroll in this course.

**CRJC 899 (0-0-0) Thesis Non-Credit:** This course is required for students who have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**CSC 501 (3-3-0) Special Topics in Computer Science:** In-depth studies of selected topics in areas of computer science not covered in other computer courses, such as software, hardware utilization, programming languages, numerical methods, syntactic descriptions, symbolic functions, and manipulations, with course requirements including one or more of the following: readings in the literature and research on computer science, introductory research projects, major computer programming projects, seminars, or new course development.

**ECON 540 (3-3-0) Fundamentals of Economics:** This course explores the application of microeconomic theory to management decisions and examines the consequences of macroeconomic policies upon businesses in the global market place.

**ECON 610 (3-3-0) Managerial Economics:** The application of economic theory and quantitative methods to an analysis of managerial decision-making in national and international settings. Topics include empirical estimation of demand functions, cost and production functions, product pricing, application of cost-benefit analysis to non-profit sector, risk analysis, technology change management, and plant selection strategies in a global economy.

**ECON 650 (3-3-0) International Trade and Financial Markets:** This course deals with practical aspects of international trade and financial markets. It treats the international consequences of changes in money supply or demand, prices, and interest rates. The role and importance of the institution and individual participants will be discussed.

**Prerequisite:** Consent of the instructor

**ECON 660 (3-3-0) Business and Economic Forecasting:** Advanced study of the science and art of model building for the purpose of forecasting and policy analysis. Forecasting models are critically examined and applied to the managerial decision making problems using standard computer programs.

**Prerequisite:** ECON 610

**EDAM 650 (3-3-0) Educational Leadership Development Seminar:** This seminar is an introductory graduate course in educational leadership for prospective leaders at all levels of the school organization. Elements of effective leadership, standards-based educational leadership, role conceptions, and personal leadership vision will be presented. Emphasis is placed on the knowledge, skills, and dispositions necessary to develop into a successful, innovative educational leader. Students will apply this knowledge to build and embrace their philosophical and theoretical frameworks as prospective school leaders. Clinical experiences in school and district settings will be required.

**EDAM 651 (3-3-0) Organizational Development and Diversity for School Leaders:** This course is designed to study multicultural education and its link to school leadership, cultural understanding, and critical problems related to the organization of schools through the lens of human behavior. A focus is on the preparation of administrators to transform schools by understanding theoretical, sociological, political, and historical elements as they relate to ethnicity, race, socioeconomic status, gender, exceptionalism, language, religion, and sexual orientation. In preparation for work in an increasingly diverse world, students in this course will engage in personal, professional, and organizational reflection.

**EDAM 652 (3-3-0) School-Based Program Evaluation and Improvement:** The focus of this course is to provide the student with a variety of opportunities to apply data analysis procedures using real or

simulated school data sets. The student will be introduced to qualitative and quantitative methods and how these tools can be utilized to evaluate and improve school performance and program improvement. The student will use the following data types: student performance, teacher and community survey, and state and or local reports. The student will be required to work with school-based personnel as part of their field experiences to collect, analyze, and interpret relevant school improvement data. The student will be able to analyze the data to facilitate school improvement decision-making and the development of real and simulated school improvement plans.

**EDAM 660 (3-3-0) Leadership and Organizational Theories in Schools:** An analysis of the various leadership and organizational theories with a major focus on situational decision-making and its effects. The course explores and tests (through required field-based clinical activities) leadership skills and strategies necessary for effective school leadership. The student engages in an in-depth review of the literature relevant to effective organizational change and analysis as a foundation for the development of change strategies. Field-based clinical experiences will require students to identify issues affecting the school; leadership and organizational theory will frame discussion of the issues. In addition to observation in a variety of school settings, clinical experiences may include participation in board meetings and school advisory boards.

**Prerequisite:** Must be admitted to the MSA degree program and EDAM 650

**EDAM 661 (3-3-0) School Law and Public Policy Issues:** This course is designed to review laws that pertain to public schools, including constitutional laws, state laws and court decisions that have helped to shape school law. A focus is on the study of court decisions addressing the legal principles affecting education, schools, and school professionals. Constitutional, statute, and administrative laws related to education are examined and analyzed through case studies and the analysis of case law. Students are expected to complete analyses of recent state and federal judicial decisions and legal structures related to responsibility and accountability of school leaders. The course engages the student in an examination of the school system as a policy system and the implementation of these policies by the school leader at the building level. Focus areas include: relationships of local school district policies to state policies, constraints imposed by state policies, implications of the state local system for local control, and effects of community expectations and participation in policy making at the school district and building levels.

**EDAM 670 (3-3-0) Resource Management and Schools:** This course is designed to provide an examination of the theory and practice of human resource management and public school finance in relation to expenditures and resources at the local, state and federal levels of support in school districts. It also provides an examination of social issues that impact the school learning environment, to include gender, quality, multicultural education, diversity; and privatization. It provides an in-depth study of the basic principles of money management in public education and how to manage it. The primary focus is on the management of dollars (fiscal), space (building operations), people (human resources), community resources (engagement) and time. The course addresses the issue of equity and adequacy in funding public schools and advancing the critical importance of data driven decision-making that maximizes learning.

**EDAM 671 (3-3-0) Leadership for Learning:** This course provides the student with an introduction to the philosophical and social foundations of curriculum in schools. The student will be exposed to those foundational philosophical and social theories that have driven the development of school curricula. The student will be introduced to and utilize school improvement practices that focus on teaching for learning. Special emphasis will be given to researched-based improvement practices that include effective leadership behaviors and teaching pedagogy. The student will participate with other school-based personnel to observe, analyze, and interpret school data to develop learning improvement plans. The student will be able to analyze school-based approaches to teaching for learning and make improvement recommendations in real and simulated school improvement planning situations.

**EDAM 680 (3-3-0) Internship Part I:** An exploratory summer field experience will afford opportunities for interns to make site visits to exemplary school sites and programs. This course is a prerequisite to

EDAM 690. Interns also may participate in intensive summer staff development and in-service programs. Weekly seminars with participating faculty members and joint training with mentors/coaches will be designed to develop individualized and quality internship experiences for EDAM 690 and EDAM 691.

**Prerequisite:** EDAM 650 And EDAM 651 And EDAM 652 And EDAM 660 And EDAM 661 And EDAM 670

**EDAM 690 (6-0-6) Internship Part II:** Internship Part II is the first semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with site administrators.

**Prerequisite:** EDAM 680

**EDAM 691 (6-0-6) Internship Part III:** Internship Part III is the second semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with site administrators.

**Prerequisite:** EDAM 690 Or EDAM 690

**EDAM 698 (3-3-0) Computer Usage for Educational Administrators:** This course is designed to enhance the computer literacy of educational administrators in the field of education and provide exposure to a wide spectrum of electronic technology in administration and a classroom setting. Attention will be paid to technologies that permit access to all branches of education. This will include networks and bulletin boards, interactive voice, visual interactions, data and image transmission, designing and implementing instructional and administrative procedures. Students will be expected to demonstrate knowledge of computer skills in word processing, data management, spreadsheets, graphics and courseware applications and authoring tools.

**EDAM 699 (3-3-0) Pre-Doctoral Admin Studies:** A part of the Pre-Doctoral Institute offered each summer for graduate students who have been admitted to the doctoral program in educational leadership and for those interested in doctoral level studies, EDAM 699 introduces students to doctoral-level graduate study through a variety of experiences focusing on contemporary organizational theory, organizational change and inquiry methods. The topic around which the experiences will revolve is the development of schools as learning organizations. Students will study contemporary organizational concepts such as Senge's learning organization and their application to public schools. They will study and discuss strategies for organizational change in schools with invited guest speakers from the field. Finally, students will be introduced to methods of inquiry including an overview to research methods, the library and its paper and electronic information sources and the Internet.

**EDLE 700 (3-3-0) Group Dynamics, Decision Making, and People Management:** Focus on awareness of leader's social group memberships and impact of these identities upon leadership skills, personal awareness of multiple forms of oppression and impact on leadership ability. Discussion of leadership strengths and challenges: managing conflict, resistance, and group-leader dynamics.

**EDLE 701 (3-3-0) Cultural Diversity in American Schools:** The course addresses the origins, concepts, principles, and trends in multicultural education. It provides candidates with an understanding of multicultural education as an instructional concept, educational reform movement, and systemic process.

**Prerequisite:** EDLE 700 And EDLE 706 And EDLE 720

**EDLE 703 (3-3-0) Public Policy and Political Issues In Education:** Candidates study political and educational policy processes in relation to such problems as globalization and the nation- state, local, and community development, social identification and political participation, pressure groups and indoctrination, academic freedom, and school reforms.

**Prerequisite:** EDLE 701 And EDLE 704 And EDLE 721

**EDLE 704 (3-3-0) Curriculum and Instructional Leadership:** This course examines the social and philosophical foundations of curriculum, and curriculum theory. The course prepares candidates to understand the politics of curriculum development.

**Prerequisite:** EDLE 700 And EDLE 706 And EDLE 720

**EDLE 705 (3-3-0) The Planning and Financing of Educational Organizations:** This course is an in-depth examination of school planning and implementation of the financial perspective at local, district, and state levels. Included are the traditional methods of financing and the emergent ideas and subsequent suggested practices to meet the needs of a changing national educational environment. Also addressed are the areas of financing of school corporations in the current economic and political setting with emphasis on interrelationships of educational, economic, and political decisions.

**Prerequisite:** EDLE 701 And EDLE 704 And EDLE 721

**EDLE 706 (3-3-0) Seminar in Educational Leadership:** In this course, candidates investigate forces and trends that are influencing the nature of schooling and learning in a global society. Candidates explore futurist literature and the importance of holding a compelling vision for the future as an educational leader. They explore strategies for facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the learning community.

**EDLE 707 (3-3-0) Seminar in Legal Issues, Critical Race Theory, and Professional Ethics:** This course focuses on Legal Issues and Professional Ethics of particular concern to education policy-makers and central office school administrators. Federal and North Carolina school law will be included with attention given both to theoretical and practical concerns. This course also focuses on critical race theory as a critique of racism and the law in U.S. society and discusses its current applications to education policy and research in K-12 schooling and higher education; looks at how critical race theory can be used as a methodological lens for policy analysis and educational research; examines the social aspects of leadership in moral terms.

**Prerequisite:** EDLE 703 And EDLE 705

**EDLE 708 (3-3-0) Organizational Theory and Administrative Behavior:** In this course candidates examine schools as institutions from an organizational perspective. It critiques the field of organizational theory in order to better understand how schools function the way they do by turning to studies in business about organizational structure and culture. Candidates will develop the tools to look at organizational behavior from a critical perspective, which will provide a basis for understanding the status quo of any organization and the dynamics for change. The awareness of gender issues and cross-cultural issues that affect the modern organizational climate is emphasized.

**Prerequisite:** EDLE 703 And EDLE 705

**EDLE 709 (3-3-0) University College Teaching:** An examination of philosophies, methodologies, and related issues (gender, race, et.al) that influence teaching and learning in college and university classroom settings. Emphasis is on teaching effectiveness, the application of course material to the formal classroom environment, assessment, and standards.

**Prerequisite:** EDLE 710 And EDLE 722 And EDLE 731

**EDLE 710 (3-3-0) The Adult Learner:** The focus of this course will be on the examination of how adults learn in instructional settings. Characteristics of the adult learner will be examined. Students will investigate adult learning theory as well as current trends and advancements in adult learning. The focus will be on making better instructional decisions and media selections for the education and training of adults.

**Prerequisite:** EDLE 712 And EDLE 723 And EDLE 730

**EDLE 711 (3-3-0) Emerging Issues in Leadership and Supervision:** This course will introduce doctoral students to the role of an institutional leader and supervisor in the Twenty-First Century, and on how leadership continues to evolve in the changing expectations of individuals in the organizations, in which senior and upper level administrators reign. Senior and upper level leaders must be able to communicate skillfully both orally and in writing with all stakeholders. In addition, they are expected to model collaborative decision-making skills as they negotiate the political landscape, work with diverse groups of constituents, while addressing retention and graduation rates. Whether the leader is K-12 or Post-secondary education, they both face the same or similar issues with faculty, students, board and trustee members, and the general public. Through readings, discussion forums, chats, blogs, emails, interviews, case studies, in-baskets issues, simulations, videos, and other electronic tools, this on-line course will provide doctoral students with the skills, understandings, and dispositions of a senior and upper level administrator. Attention is also given to the role of the superintendent and higher education administrator in goal setting, developing and implementing long-range plans in response to current and emerging issues within the academic community, as well as, the broader spectrum of state and national educational issues.

**Prerequisite:** EDLE 710 And EDLE 722 And EDLE 731

**EDLE 712 (3-3-0) History of Higher Education:** Candidates examine the history of higher education, particularly in the United States. Candidates examine the aims and institutional forms of higher education. The nature of academic pursuits in terms of the development of disciplines and fields of study and the development of the professoriate are examined.

**Prerequisite:** EDLE 703 And EDLE 705 And EDLE 707 And EDLE 708

**EDLE 720 (3-3-0) Educational Statistics:** This course will cover the application of basic statistical procedures to the decision making process. The student will learn the most widely-used statistical procedures and how they support managerial decision-making and organizational change processes. The course includes Pareto Analysis, Ishikawa Diagrams, statistical process control, charting, presentation, the communication of statistical information; and touches on experimental design in the managerial context. Emphasis will be on research conducted in schools by presenting methods that are appropriate for school-based research. Educational leadership is evolving to place added emphasis upon teacher, parent and student empowerment, which will have fundamental consequences for administrative practice. In the future, administrators will need skills in projecting budget expenses for programs developed by this consortium of participants. To share power will require the educational leader to be skillful in interpreting and sharing research findings with these participants. This course will be the introduction to the development of an educational leader able to evaluate design and conduct educational research to deal with the changing school.

**Prerequisite:** EDLE 700 And EDLE 706 And EDLE 721

**EDLE 721 (3-3-0) Research, Design, and Evaluation Methodology:** This course is designed to teach the student how to match the research design to the substantive problem in education without further distorting the problem. The first one half of the course will cover the basics of research design. The second half of the course will cover program evaluation. Future school administrators will be provided the information they need to conduct or supervise instructional program evaluation. The program evaluations component will be based on the material covered in the first half of the class. The student will have taken statistics and be knowledgeable of the basics of test and measurement.

**Prerequisite:** EDLE 700 And EDLE 706 And EDLE 720

**EDLE 722 (3-3-0) Qualitative Research, Theory, and Application:** A study of qualitative research from different theoretical and methodological approaches. This course is designed to assist the educational leader in becoming a more effective facilitator of learning through knowing how to conduct research without formal hypotheses, allowing the hypotheses to evolve over time as events unfold. The researcher begins without preconceived ideas about what will be observed and describes behavior that seems important. Language principles, designs, and methodologies of producing qualitative research from experimental and non-experimental approaches will be presented. Students will demonstrate skills needed from practical and applied research in various educational settings.

**Prerequisite:** EDLE 707 And EDLE 708

**EDLE 723 (3-3-0) Quantitative Research Application and Methodology:** This course provides administrators with the knowledge of the methods and analytic approaches in educational research that will aid them in dealing with the school restructuring now occurring in the nation's schools. The measurement, design, and analysis procedures that are the most useful for dealing with a changing school system will be presented. An integrated approach to statistics and educational research will provide the student with an awareness of the interrelations and interdependencies among the statistics and research procedures presented. This awareness is essential for becoming an intelligent consumer of research and a competent researcher. Although the course requires a background in statistics on the level of an introductory course (EDLE 720), these topics will be reviewed before extending the presentation to more advanced topics.

**Prerequisite:** EDLE 722 And EDLE 730

**EDLE 725 (3-3-0) Special Topics on School Leadership - Closing the Achievement Gap: Research and Effective Strategies for African American K-12 Students in Public Schools:** This course is designed (1) to familiarize graduate students with research about the causes of the underachievement of many African American students in K-12 public schools, and (2) to provide graduate students with effective research-based strategies to improve African American student achievement and retention.

**EDLE 729 (3-3-0) Internship in Educational Leadership I:** This course is the first in the three-semester internship course series designed to provide candidates field-based clinical leadership experience. The course provides interns with opportunities to develop insight into leadership processes, focusing on skills of observation and diagnosis, while shadowing site administrators and mentors/coaches. The course gives the candidate the initial field experiences needed to prepare for the subsequent placement in increasingly more involving leadership roles in EDLE 730 and EDLE 731. These roles will be negotiated with site mentors and approved by supervising university faculty. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences, the development of required evidences, and conferencing with site administrators.

**EDLE 730 (3-3-0) Internship in Educational Leadership II:** The advanced educational leadership internship is an extensive educational experience that will provide an opportunity for candidates to engage in a series of field-based clinical experiences. The candidate, faculty advisor, and the supervisor of the participating organizations will work as a team to develop an individualized plan. These plans will be based on the experiences, background, needs, and professional goals of the candidates.

**Prerequisite:** EDLE 707 And EDLE 708

**EDLE 731 (3-3-0) Research Internship Seminar in Educational Leadership:** In this course, candidates engage in a series of field-based clinical experiences with a focus on sharing their research, writing, and communication of expertise as related to their dissertation area of focus. Candidates present their preliminary dissertation proposal (chapters 1, 2, and 3). Successfully completing this seminar course prepares candidates to formally enroll in dissertation study under the supervision of a faculty chair and committee.

**Prerequisite:** EDLE 722 And EDLE 730



**EDLE 740 (3-3-0) Dissertation in Educational Leadership I & II:** The dissertation process serves to bring together all of the experiences in which students have engaged during the entire program. The dissertation culminates the theoretical and practical research experiences of the candidates. The application of theory and research to solve, inform, or suggest changes in problems and dilemmas facing educational leaders today should be reflected in an original, sophisticated, and high quality document. To facilitate the dissertation process, candidates will participate in regularly scheduled seminars designed to keep them on task and provide on-going constructive faculty feedback. The end result is a final dissertation and successful defense. To be repeated for a total of 6 credit hours.

**Prerequisite:** EDLE 723 And EDLE 731

**EDLE 753 (3-3-0) Advanced Research and Methodology for School Improvement:** This course will provide Ed.D. students in the PK-12 cognate area opportunities to investigate a variety of research approaches and statistical procedures to support school or organizational research. Focus is on research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, and applications of statistical methods. Selected concepts covered include estimation, graphic methods, hypothesis testing and variance, correlation, and non-parametric procedures in the context of educational studies. The student will apply appropriate statistical procedures to analyze student achievement, teacher, and parent/community data sets. Computer software programs widely used in educational research will be examined demonstrated.

**EDLE 799 (3-3-0) Advanced Studies in Educational Leadership and Organizational Change:** This course prepares participants to lead change initiatives within a variety of organizational settings. Students will explore change management through a systems approach at it relates to the structural, human resource, political and symbolic frames. Analysis will include contrasting organizational environments, assessing conditions that foster both acceptance and resistance to change, and discussing specific strategies for managing change. Participants are required to select a “live” project and apply the course content to this project. This course is designed to foster the skills necessary for leading teams through a successful transition process.

**EDLE 999 (0-0-0) Doctoral Dissertation Continuation:** This course must be taken every semester in order to maintain active status in the doctoral program until completion of dissertation.

**EDMG 614 (3-3-0) Techniques of Teaching in the Middle School:** A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development, and materials selection for middle school education (grades 6-8).

**EDUC 533 (3-3-0) Home, School and Community Relations:** A course on the planning and marketing of public relations strategies for the betterment of education and school support.

**EDUC 560 (3-3-0) Educational Communication, Methods and Materials:** A survey of types of visual materials used in education, including slides, prints, filmstrips, films, transparencies, and television, with emphasis on the selection, integration, and evaluation of communications materials appropriate to school programs.

**EDUC 600 (3-3-0) History and Philosophies of Education:** A survey of the development of principles and practices of education from earliest times to the 18th century, emphasizing the evolution of educational philosophies.

**EDUC 602 (3-3-0) Foundations of Education:** A study of the origins, development, and contemporary status of education and schools in the United States, with emphasis on issues related to the control of public education and to the organization of school programs and curricula.

**EDUC 610 (3-3-0) Planning and Implementing Instruction for Diverse Learners:** The course addresses the origins, concepts, trends and principles of multicultural education, equity and the conceptual framework on cultural diversity in relation to education. It also exposes the students to a critical conscious approach to dialogue as an effective method applicable to diversity across the curriculum. The topics will include concepts that facilitators of learning will need in order to skillfully, and effectively teach in a multicultural setting. Specific content areas to be covered will be the topology of American cultures and how the following aspects impact on the cultures: Race, Ethnicity, Gender, Sexual orientation, Physical condition and Age. The following concepts will be discussed as part of the conceptual framework on diversity, Ethnocentricity, Eurocentricity, Afrocentricity, Interculturality, Crossculturality, Group dynamics and organizational development. Discussions will focus on explication of the concepts and development of strategies for conflict resolution and situational leadership, thus enabling the facilitator of learning as a change agent to learn to appropriate actions in dealing with the contradictions that shape the education system from economic, social, political and psychological and philosophical aspects. (Fall and Spring)

**EDUC 615 (3-3-0) Techniques of Teaching in the Middle and Secondary Schools:** A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development and materials selection for middle grades and secondary school education. (Spring)

**EDUC 616 (3-3-0) Teaching and Technology in the Middle and Secondary Schools:** A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development technology, and materials selected for middle and secondary school education, grades 6-12. Specific attention will be directed forwards developing each student as a facilitator of learning. Emphasis will be placed on integrating technology to enhance teaching and learning. (Fall)

**EDUC 620 (3-3-0) Adolescent Psychology:** A study of the adolescent in contemporary society, theories of adolescence, and the physical, emotional, social, familial, moral, educational, vocational, and ethnic influences on adolescent behavioral development.

**EDUC 626 (3-3-0) Applied Strategies for Safe/Peaceful Schools:** This course is designed to enhance students' knowledge related to safe schools, violence and conflict resolution. This introductory course will also provide participatory, experiential and hands-on training in conflict resolution, resiliency strategies and peer mediation for pre-service and in service educators. Promoting pro-social behavior and improving learning in K-12 settings for all students are stressed. A supervised field experience is required.

**EDUC 630 (3-3-0) Advanced Educational Psychology:** A study of teaching as a process, emphasizing educational objectives, characteristics of students, theories of learning and motivation, teaching styles and techniques, and evaluation processes. (Fall)

**EDUC 640 (3-3-0) Principals and Practices of Supervision:** An introduction to educational administration and supervision, including such topics as the multifaceted role of the supervisor, administrative organization, decision making, instructional leadership, curriculum planning, staff development and evaluation, group dynamics, effective school and classroom research, teacher-learner dynamics, motivation, behavior, leadership styles, interpersonal relations, cultural pluralism, and contemporary trends in education.

**EDUC 641 (3-3-0) Advanced Studies in Human Development and Learning Communities:** An exploration of psychological principles and their application to the problem of teaching and learning, including characteristics of stages in human development throughout the preschool and school years, theories of motivation and learning, classroom management strategies, individual differences, exceptional

achievement and teaching strategies. (Spring)

**EDUC 644 (3-3-0) Foundations and Curriculum Development:** A study of educational foundations and curriculum development in secondary schools, including discussions of the development, implementation, and evaluation of educational goals and objectives in the secondary curriculum. (Spring)

**EDUC 646 (3-3-0) Trends/Issues in Curriculum and Instruction:** An exploration of the current issues, trends, and research in curriculum and instruction, and the sociological, psychological, and political factors influencing educational trends and innovations.

**EDUC 650 (3-3-0) Effective Practices for Teaching, Learning and Collaborative Leadership:** An advanced study of effective teaching practices supported by educational research, the application of technology to the educational setting, learning in content areas, and the design of collaborative leadership. This course is designed to introduce various aspects of teaching and learning that have relevance to understanding effective instructional procedures. (Fall)

**EDUC 680 (3-3-0) Special Topics in School Administration:** This course examines special topics in the area of school administration and leadership that affect school practices. Selected topics range from varied aspects of school administration and leadership. They include, but are not limited to: 1) School Vision, Mission and Strategic Goals; 2) Teaching for Learning; 3) Understanding Collaborative School Climates; 4) Human and Fiscal Resource Management, 5) Parental and Community Involvement; 6) Leadership development (the principalship), and 7) Politics and Policy.

**EDUC 690 (3-3-0) Applied Research in Education:** A study of the development and use of research, research methods, applied research, basic research, methods of reasoning, fallacies in reasoning, statistical methods, thesis writing, survey-research and evaluation of research. Emphasis is placed on understanding the scientific approach and not upon statistics. (Fall and Spring)

**EDUC 694 (3-3-0) Introduction for Lateral Entries:** This course is designed to prepare lateral entry teachers (LE) for teaching in today's general and special education classrooms. Participants will encounter the following issues: understanding the nature of today's learners, teaching today's diverse learners, assessing/diagnosing for classroom teaching, planning lessons, organizing for the instruction, selecting and using developmentally appropriate materials, strategies and technology managing learning environments, selecting service learning opportunities and collaboration with other professionals, parents and agencies.

**EDUC 697 (6-0-6) Advanced Clinical Experience:** The sixteen-week clinical experience for the Masters of Arts in Teaching (MAT) in a specific content area pairs candidates with clinical educators in the classroom to further develop content knowledge, pedagogical content knowledge, pedagogical skills, attend professional development activities, and integrate technology in all areas to produce a positive impact on student learning. The goal of the clinical experience is to link theory and practice within the clinical setting to contextualize and cultivate knowledge, skills, and professional dispositions. Offered for variable credits (3-6 credits). Candidates who are not currently employed as a lateral entry teacher and must be placed in a public school classroom by the School of Education Office of Teacher Education must take a six semester hour clinical field experience. Candidates who are currently employed as a lateral entry teacher in a public school district should take a three semester hour clinical field experience. (Fall and Spring)

**Prerequisite:** Admission to clinical experience and permission of instructor

**EDUC 698 (3-3-0) Advanced Applied Product of Learning:** This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the

specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.) (Fall and Spring)

**EDUC 699 (6-6-0) Thesis:** A supervised empirical study in a selected area of concentration.

**EDUC 899 (0-0-0) Thesis Non-Credit:** This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**ELEM 505 (3-3-0) Modern Math for Elementary Teachers:** A study of numeration systems and the real numbers as a basis for teaching mathematics in the elementary school.

**ELEM 530 (3-3-0) Remediation of Mathematics Difficulties:** An exploration of factors that contribute to mathematics difficulties in the elementary and middle school, tests that aid in the diagnosis of difficulties, and techniques for preparing and evaluating individualized educational plans and strategies for remedial instruction. (Fall)

**ELEM 533 (3-3-0) Foundations of Arithmetic:** A study of the elements of modern mathematics basic to understanding the mathematical system.

**ELEM 534 (3-3-0) Social Studies in Elementary School:** An analysis and evaluation of programs, strategies, and materials for achieving the social studies objectives outlined in the North Carolina course of study.

**ELEM 540 (3-3-0) Math Education for Gifted Children:** An in-depth study of curricula, methods, and materials for teaching mathematics to gifted children.

**ELEM 552 (3-3-0) Foundation and Curriculum of Early Childhood Education:** An in-depth study of the historical, psychological, and sociological foundations of early childhood education and an exploration of current trends and programs in the field.

**ELEM 553 (3-3-0) Teaching and Evaluation in Early Childhood Education:** An exploration of teaching strategies and evaluation processes in early childhood education. (Field experience required.)

**ELEM 560 (3-3-0) Reading/Language Arts for Gifted Children:** An in-depth study of curricula, methods, and materials for teaching reading and the language arts to gifted children, with attention to examining characteristics of the gifted, assessing their unique learning needs, and investigating aspects of creativity.

**ELEM 615 (3-3-0) Techniques of Teaching in Elementary School:** An exploration of effective teaching techniques and innovative forms of organization and instruction in elementary education.

**ELEM 616 (3-3-0) Problems Seminar in Lower Elementary Grades:** An application of research techniques to the study of problems in education at the lower elementary grade level.

**Prerequisite:** EDUC 680

**ELEM 617 (3-3-0) Problems Seminar in Upper Elementary Grades:** An application of research techniques to the study of problems in education at the upper elementary grade level.

**Prerequisite:** EDUC 680

**ELEM 623 (3-3-0) Advanced Language Arts in the Elementary School:** An exploration of basic ideas and techniques in the teaching of language arts in the elementary school, with emphasis on approaches for facilitating communication.

**ELEM 624 (3-3-0) Teaching Writing in the Elementary Schools:** A study of the writing process and the teaching of composition.

**ELEM 635 (3-3-0) Problems in Science Education:** A practical course in the basic content of the pure and applied sciences, with attention to acquiring techniques for teaching science in the elementary and middle grades and to developing learning activities and instructional units for classroom use.

**ELEM 640 (3-3-0) Issues in Elementary Education:** This course involves an in depth investigation of current issues and problems that affect elementary education in America. This course also includes a study of trends in curriculum, teaching practices, and evaluation of these topics in terms of effectiveness on teaching and learning. A close examination of the scope and sequence of the elementary school curriculum. (Field experience required.)

**ELEM 652 (3-3-0) Selected Topics in the Biological Sciences for Elementary Teachers:** A study of selected topics in the biological sciences, with applications to the teaching of the biological sciences in the elementary and middle schools.

**ELEM 653 (3-3-0) Selected Topics in the Physical Sciences:** A study of selected topics in the physical sciences, with applications to the teaching of the physical sciences in the elementary and middle schools.

**ELEM 654 (3-3-0) Selected Topics in the Earth Sciences:** A study of selected topics in the earth sciences, with applications to the teaching of earth sciences in the elementary and middle schools.

**ELEM 655 (3-3-0) Using Technology in Elementary/Middle School Curriculum:** This course is designed to further develop abilities in using technology, electronic media and other multi-media in teaching and curriculum planning for elementary and middle level science. This course not only addresses the use and application of very specific types of technology, but also focuses on how technology can be used as a thinking tool to foster meaningful learning in elementary and middle school science classrooms.

**ELEM 680 (3-3-0) Advanced Studies in Child Literature:** An in-depth study of literature for children, with emphasis on the history of children's literature, criteria for the selection of quality books, major authors of children's literature, and current trends and issues in the field.

**ELEM 690 (3-0-3) Practicum in the Elementary School:** A supervised practicum in grades K-6, primarily for students without acceptable prior teaching experience.

**ELEM 691 (3-3-0) Integrating Technology in the Elementary School Curriculum:** This course is designed to further develop abilities in using technology, electronic media and other multi-media in teaching and curriculum planning. This course not only addresses the use and application of very specific types of

technology, but also focuses on how technology can be used as a thinking tool to foster meaningful learning.

**ELHE 700 (3-3-0) Group Dynamics, Decision Making, and People Management:** Focus on awareness of leader's social group memberships and impact of these identities upon leadership skills, personal awareness of multiple forms of oppression and impact on leadership ability. Discussion of leadership strengths and challenges: managing conflict, resistance, and group-leader dynamics. This course will have an emphasis on decision making and people management in the higher education setting, including minority serving institutions.

**ELHE 701 (3-3-0) Cultural Diversity in American Schools:** The course addresses the origins, concepts, principles, and trends in multicultural education. It provides candidates with an understanding of multicultural education as an instructional concept, educational reform movement, and systemic process. This course will have an emphasis on cultural diversity in the higher education setting.

**Prerequisite:** ELHE 700 And ELHE 706 And EDLE 720

**ELHE 703 (3-3-0) Public Policy and Political Issues In Education:** Candidates study political and educational policy processes in relation to such problems as globalization and the nation- state, local, and community development, social identification and political participation, pressure groups and indoctrination, academic freedom, and school reforms. This course will have an emphasis on public policy and political issues in the higher education setting.

**Prerequisite:** ELHE 701 And ELHE 704 And EDLE 721

**ELHE 704 (3-3-0) Curriculum and Instructional Leadership:** This course examines the social and philosophical foundations of curriculum, and curriculum theory. The course prepares candidates to understand the politics of curriculum development. This course will have an emphasis on curriculum and instruction leadership and program development in the higher education setting.

**Prerequisite:** ELHE 700 And ELHE 706 And EDLE 720

**ELHE 705 (3-3-0) The Planning and Financing of Educational Organizations:** This course is an in-depth examination of school planning and implementation of the financial perspective at local, district, and state levels. Included are the traditional methods of financing and the emergent ideas and subsequent suggested practices to meet the needs of a changing national educational environment. Also addressed are the areas of financing of school corporations in the current economic and political setting with emphasis on interrelationships of educational, economic, and political decisions. This course will have an emphasis on school planning and finance in the higher education setting.

**Prerequisite:** ELHE 701 And ELHE 704 And EDLE 721

**ELHE 706 (3-3-0) Seminar in Educational Leadership:** In this course, candidates investigate forces and trends that are influencing the nature of schooling and learning in a global society. Candidates explore futurist literature and the importance of holding a compelling vision for the future as an educational leader. They explore strategies for facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the learning community. This course will have an emphasis on educational trends in the higher education setting.

**ELHE 707 (3-3-0) Seminar in Legal Issues and Professional Ethics:** This course focuses on Legal Issues and Professional Ethics of particular concern to education policy-makers and central office school administrators. Federal and North Carolina school law will be included with attention given both to theoretical and practical concerns. This course also focuses on critical race theory as a critique of racism

and the law in U.S. society and discusses its current applications to education policy and research in K-12 schooling and higher education; looks at how critical race theory can be used as a methodological lens for policy analysis and educational research; examines the social aspects of leadership in moral terms. This course will have an emphasis on the legal issues and professional ethics in the higher education setting.

**Prerequisite:** ELHE 703 And ELHE 705

**ELHE 708 (3-3-0) Organizational Theory and Administrative Behavior:** In this course candidates examine schools as institutions from an organizational perspective. It critiques the field of organizational theory in order to better understand how schools function the way they do by turning to studies in business about organizational structure and culture. Candidates will develop the tools to look at organizational behavior from a critical perspective, which will provide a basis for understanding the status quo of any organization and the dynamics for change. The awareness of gender issues and cross-cultural issues that affect the modern organizational climate is emphasized. This course will have an emphasis on organizational theories and administrative behaviors in the higher education setting.

**Prerequisite:** ELHE 703 And ELHE 705

**ELHE 709 (3-3-0) University College Teaching:** An examination of philosophies, methodologies, and related issues (gender, race, et.al) that influence teaching and learning in college and university classroom settings. Emphasis is on teaching effectiveness, the application of course material to the formal classroom environment, assessment, and standards.

**Prerequisite:** ELHE 710 And ELHE 722 And ELHE 731

**ELHE 710 (3-3-0) The Adult Learner:** The focus of this course will be on the examination of how adults learn in instructional settings. Characteristics of the adult learner will be examined. Students will investigate adult learning theory as well as current trends and advancements in adult learning. The focus will be on making better instructional decisions and media selections for the education and training of adults.

**Prerequisite:** ELHE 712 And ELHE 723 And ELHE 730

**ELHE 711 (3-3-0) Emerging Issues in Leadership and Supervision:** This course will introduce doctoral students to the role of an institutional leader and supervisor in the Twenty-First Century, and on how leadership continues to evolve in the changing expectations of individuals in the organizations, in which senior and upper level administrators reign. Senior and upper level leaders must be able to communicate skillfully both orally and in writing with all stakeholders. In addition, they are expected to model collaborative decision-making skills as they negotiate the political landscape, work with diverse groups of constituents, while addressing retention and graduation rates. Whether the leader is K-12 or Post-secondary education, they both face the same or similar issues with faculty, students, board and trustee members, and the general public. Through readings, discussion forums, chats, blogs, emails, interviews, case studies, in-basket issues, simulations, videos, and other electronic tools, this on-line course will provide doctoral students with the skills, understandings, and dispositions of a senior and upper level administrator. Attention is also given to the role of the superintendent and higher education administrator in goal setting, developing and implementing long-range plans in response to current and emerging issues within the academic community, as well as, the broader spectrum of state and national educational issues.

**Prerequisite:** ELHE 710 And EDLE 722 And ELHE 731

**ELHE 712 (3-3-0) History of Higher Education:** Candidates examine the history of higher education, particularly in the United States. Candidates examine the aims and institutional forms of higher education. The nature of academic pursuits in terms of the development of disciplines and fields of study and the development of the professoriate are examined.

**Prerequisite:** ELHE 703 And ELHE 705 And ELHE 707 And ELHE 708

**ELHE 729 (3-3-0) Internship in Educational Leadership I:** This course is the first in the three-semester internship course series designed to provide Higher Education candidates field-based clinical leadership experience. The course provides interns with opportunities to develop insight into leadership processes, focusing on skills of observation and diagnosis, while shadowing site administrators and mentors/coaches. The course gives the candidate the initial field experiences needed to prepare for the subsequent placement in increasingly more involving leadership roles in ELHE 730 and 731. These roles will be negotiated with site mentors and approved by supervising university faculty. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences, the development of required evidences, and conferencing with site administrators. This course will have an emphasis on placements in the higher education setting, for example, college, university, UNC-GA, etc.

**ELHE 730 (3-3-0) Internship in Educational Leadership II:** The advanced educational leadership internship is an extensive educational experience that will provide an opportunity for candidates to engage in a series of field-based clinical experiences. The candidate, faculty advisor, and the supervisor of the participating organizations will work as a team to develop an individualized plan. These plans will be based on the experiences, background, needs, and professional goals of the candidates. This course will have an emphasis on placements in the higher education setting, for example, college, university, UNC-GA, etc.

**Prerequisite:** Completion of at least 24 credit hours in the program

**ELHE 731 (3-3-0) Research Internship Seminar in Educational Leadership III:** In this course, candidates engage in a series of field-based clinical experiences with a focus on sharing their research, writing, and communication of expertise as related to their dissertation area of focus. Candidates present their preliminary dissertation proposal (chapters 1, 2, and 3). Successfully completing this seminar course prepares candidates to formally enroll in dissertation study under the supervision of a faculty chair and committee. This course will have an emphasis on placements in the higher education setting, for example, college, university, UNC-GA, etc.

**Prerequisite:** [ELHE 730](#)

**ELHE 740 (3-3-0) Dissertation in Educational Leadership I & II:** The dissertation process serves to bring together all of the experiences in which students have engaged during the entire program. The dissertation culminates the theoretical and practical research experiences of the candidates. The application of theory and research to solve, inform, or suggest changes in problems and dilemmas facing educational leaders today should be reflected in an original, sophisticated, and high quality document. To facilitate the dissertation process, candidates will participate in regularly scheduled seminars designed to keep them on task and provide on-going constructive faculty feedback. The end result is a final dissertation and successful defense. To be repeated for a total of 6 credit hours. The dissertation will focus on issues and trends in higher education.

**Prerequisite:** Admission to candidacy

**ELHE 753 (3-3-0) Advanced Research and Methodology for School Improvement:** This course will provide Ed.D. students in the Higher Education cognate area opportunities to investigate a variety of research approaches and statistical procedures to support school or organizational research. Focus is on research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, and applications of statistical methods. Selected concepts covered include estimation, graphic methods, hypothesis testing and variance, correlation, and non-parametric procedures in the context of educational studies. The student will apply appropriate statistical procedures to analyze student achievement, student learning outcomes, higher education assessment, and university data sets. Computer software programs widely used in educational research will be examined.

**ENGL 502 (3-3-0) Forms of Fiction:** A study of the short story and novel as genre. The course will deal with the history and development of both forms in American, British, and Continental literature from the



beginning until the modernist movement. Emphasis will be placed upon narrative theory and the rhetoric of fiction.

**ENGL 503 (3-3-0) Drama:** A course in the reading of Western Drama from its Greek beginnings through the Renaissance and Modern Period, emphasizing the conventions and modes of drama as literature, the aesthetics of mimesis, terms, historical background, theme, and structure. The course will include readings from the Greek tragedy and comedy, Shakespeare, mixed forms like tragicomedy, Restoration comedy, and examples of Modern Drama from Ibsen to Beckett.

**ENGL 505 (3-3-0) The Lyric:** The Lyric as Song in English and American poetry is a comprehensive literature course designed to acquaint the student with representative poems in English and American literature from the medieval period in England to the twentieth century in England and America and to familiarize students with the dominant forms, sub-genres, prosodic and metrical structures, rhythm patterns, motifs, and subjective voices employed by representative English and American poets of the inclusive periods. This study will concentrate on the correlations between sound and sense, and on the music of the verse. This course will provide students with an extensive practical, theoretical, and prosodic background. An analysis of the music, themes, and structures of lyric poems will provide a comprehensive understanding and appreciation of the musical elements of verse and of lyric poems in particular.

**ENGL 507 (3-3-0) Bibliography and Methods of Research:** This course will introduce students to the graduate study of English language and literature. Study will center on both the integrity of individual texts and the historic, economic, social, and political factors that may have influenced literature and language. The development of printing and publishing, conventional style manuals, and central works of the twentieth century will be considered in order to provide an understanding of editorial standards and textual research.

**ENGL 508 (3-3-0) Introduction to Linguistics:** This course provides students with the terminology and elementary concepts of linguistics. Students will separate linguistic science from myths. The course identifies linguistic markers in both literary and everyday language. The raw material of language will be studied as resources for art, i.e. poetry. The course will delineate some of the issues in contemporary linguistics. Although not primarily a course on pedagogy, this course will from time to time apply linguistic principles to the teaching of English language and literature.

**ENGL 509 (3-3-0) Sociolinguistics and Pragmatics:** Sociolinguistics is the study of language in society, including dialectology, gender issues, politeness, language policy, and pedagogy. Pragmatics is the study of communication in context, including deixis, implicature, speech acts, metaphor, and other tropes.

**ENGL 511 (3-3-0) Tragic Vision:** A course in the readings of the tragic in drama, fiction, and poetry. The course will examine versions of the tragic experience, pathos in contrast to tragedy, the hero, and the possibilities of transcendence in tragedy. The course will study the tragic vision in Greek tragedy, Shakespeare, Ibsen, Yeats, and Beckett. It will look for the tragic in, for example, the fiction of Conrad and Mann, and in, for example, the poetry of Shelley, Keats, Tennyson, Dickinson, Yeats, and Plath.

**ENGL 515 (3-3-0) History of Criticism and Literary Theory:** This course will provide students with a familiarity with the traditional texts of Western literary theory and criticism. The second half of the course will concentrate on contemporary trends in literary criticism (beginning approximately with Oscar Wilde), which are often reactions against more traditional notions. Often the course will introduce concepts that are, or seem to be, counterintuitive.

**ENGL 516 (3-3-0) Issues in Composition Instruction:** This course will be concerned with current theories in writing and revising compositions. Particular attention will be paid to composition as a process,

ultimately leading to a product. The course will also examine writers including basic/inexperienced writers and their problems. Students in this course will seek and discover information and techniques that will aid them in functioning as facilitators of writing.

**ENGL 517 (3-3-0) Issues in Teaching Literature:** The course will provide a basic introduction to the teaching of literature in its four main forms: fiction, poetry, drama, and film. The concept of documentary narrative in relation to these four will be examined as well. Genre and subgenre will also be considered as means of grouping texts. Particular attention will be paid to the relative appropriateness of teaching the different forms of literature at different age and ability levels. Questions of canon will be considered in order to relate gender, race, and ethnicity to the secondary curriculum. Finally, the relation of literary criticism and critical theory to the teaching of the four forms will be considered.

**ENGL 518 (3-3-1) Technology in the Teaching of English:** The course will provide students with the ability to use computers and multimedia to enhance the language arts classroom. Word processing and composition; the use of style checkers and editing programs, computer-assisted and computer-managed instruction, multimedia, and social media will be examined in the light of recent research into their effectiveness as pedagogical tools. Students will design and implement a syllabus for a computer intensive language arts course.

**ENGL 531 (3-3-0) Literature of the South:** This course examines literature emanating from the American South, covering the colonial and antebellum period through the Civil War and its aftermath into the early Twentieth Century and the Southern Renaissance, culminating with a view of the contemporary Southern literary landscape. The course will use literary works and other material to examine how the South differs from other regions of the nation as it attempts to define "Southern literature." In addition, the course will examine Southern literature to discover its beliefs, values, and ideals and to explore the literary tradition of the modern South.

**ENGL 533 (3-3-0) Approach to Reading African-American Literature:** This course will explore formal modes, figurations, and traditions in African-American writings. The course will analyze ways in which African-American cultural codes produce and reproduce value and meaning. Primary focus includes vernacular theories, performance theories, "womanist" perspectives, and new historicism. The course will include culturally specific aspects of African- American writings and culture, showing how the black tradition has inscribed its own theories of rhetorical systems. The course will consider the slave narrative tradition as it is reflected in different periods by such writers as Frederick Douglass, Harriet Jacobs, Richard Wright, and Toni Morrison. A New Historicist approach to reading will give attention to how historical discourse displays the surrounding ideology. A consideration of the "black aesthetic" will emphasize the performance of African-American writings.

**ENGL 534 (3-3-0) Women and Literature:** This course surveys many of the most important literary texts written by women. The course explores and analyzes the cultural assumptions embedded in literature about women written by men and women. The course examines the social, political, ideological, and economic matrices of both the production and readership of literature. It gives special attention to women's revaluations and revisions of those matrices. The course discusses the varieties of contemporary feminist theory and criticism. The course also applies feminist contributions to the more important contemporary developments in literary theory and criticism: reader-response theory, structuralism and deconstruction, the new historicism, and the debate over canon formation.

**ENGL 540 (3-3-0) English Phonology and Morphology:** An introduction to the phonology (sound system) and morphology (word formation) of English. Primary emphasis will be on Standard English, but

others varies of English will be considered. Pedagogical approaches on phonology and morphology will be a component of the course.

**ENGL 542 (3-3-0) Advanced Creative Writing:** An intensive seminary devoted to the creation and revision of original creative writing. Genre focus will vary each semester and will alternate between poetry, fiction, creative nonfiction, and children's literature.

**ENGL 544 (3-3-0) Advanced Business Writing:** This course explores the principles of effective writing in business and administration with special focus on developing correspondence, reports, proposals, presentations, flyers and other business documents, as well as researching issues related to business communication, including ethical, legal, and cross-cultural contemporary concerns.

**ENGL 545 (3-3-0) Advanced Technical Writing:** This course explores effective writing in technical genres, with a focus on adjusting content, organization and style for various audiences including peer, managerial, and lay audiences. Students will examine and produce various technical documents, such as instructions or manuals and reports, and engage in usability testing and revisions of documents.

**ENGL 623 (3-3-0) Medieval English Literature:** The course will survey literature written in Middle English. Most texts will be read in Middle English. It will not include Chaucer, although it does assume a prior acquaintance with Chaucer. The course will trace the Continental and Old English antecedents of Middle English literature. It will consider the social, political, and economic matrices of Middle English literature. It will observe the interpenetration of religious and secular Middle English, literary texts using the new critical and theoretical approaches, especially feminism, neo-historicism, and reader-response theory.

**ENGL 630 (3-3-0) Modern Novel:** A study of the major novels and novelists of the Modernist movement from the late 19th century to the present. The texts will be analyzed through close reading, attempting to make aesthetic connections among the works, and to examine the social and political context in which the works were produced. An attempt will be made to derive a definition of what Modernism was and is and how it shaped the consciousness of contemporary man. The novels will be discussed as reactions to the thematic concerns and resolutions of more traditional early fictions; the complexity of modernist works will be seen as a natural reaction to the complex vision of man, which late 19th and early 20th century writers inherited. Among the writers to be studied are the following: Dostoyevsky, Kafka, Flaubert, Lawrence, Forster, and Dos Passos.

**ENGL 632 (3-3-0) Special Topics:** A study of major tradition, period, or author; or of current issues in literature, rhetoric, or professional writing. This course will vary according to the issues in literature, rhetoric, or professional writing. This course will vary according to the expertise of the individual instructor and may be repeated for credit under different subtitles.

**ENGL 636 (3-3-0) Seminar in American Literature:** The seminar in American literature will examine the works and influence of an individual author, the literary output of a number of different authors, or a particular literary period, such as the Harlem Renaissance, or a literary movement, such as the American Romanticism. Though the specific content of the course may vary, the seminar will be an intensive examination and interpretation of selected texts, as opposed to a survey of many. The course is designed to limit the scope of the material covered so that students can closely examine from various literary perspectives a few key texts. The format emphasizes class members leading the discussion, doing independent research, and exchanging the results of their research. This course will vary according to the

expertise of the individual instructor and may be repeated for credit under different subtitles.

**ENGL 637 (3-3-0) Seminar in British Literature:** The seminar in British literature will focus on an individual writer, a small corpus of works by several different writers, or a theme developed by a series of British writers (e.g., social revolt in modern literature, the social status of the hero in epic, medieval, and modern narrative poetry, the sea in British literature, the private self through the "stream of consciousness," Medieval literature, English, Renaissance, Neoclassicism, Romanticism, post-modern literature, Spenser, Shaw, Joyce, or Woolf.) The seminar will be an intense and close reading and interpretation of selected texts, rather than a survey of many. The purpose of a seminar is to limit the scope of the material covered in order for students to scrutinize from many different literary perspectives a few key texts in British literature. The format is mainly directed discussion with class members leading the discussion, doing independent research, and exchanging results of their research. This course will vary according to the expertise of the individual instructor and may be repeated for credit under different subtitles.

**ENGL 638 (3-3-0) Thesis I:** An original investigation in a subject approved by the student's thesis committee. Detailed information on the preparation, form, and defense of the thesis is presented in the Guide for the Preparation and Submission of Theses.

**Prerequisite:** ENGL 507 And ENGL 515

**ENGL 639 (3-3-0) Thesis II:** Continued preparation of the thesis under the direction of the advisor and the thesis committee.

**Prerequisite:** ENGL 507 And ENGL 515

**ENGL 899 (0-0-0) Thesis Non-Credit:** This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**FINC 560 (3-3-0) Foundations of Finance:** This course surveys the fundamental financial concepts and principles including the role of the financial manager, valuation models, basic risk and return concepts, and capital budgeting, capital structure theory, dividend policy, working capital management, and financial planning and control.

**Prerequisite:** ACCT 550 Or equivalent

**FINC 620 (3-3-0) Financial Management:** This course focuses on the firm's financing and investment decisions. Among the topics covered is capital budgeting, cost of capital, capital structure, and risk management. Emphasis is placed on the importance of valuation in financial decision making and on the effects of international capital markets on the firm's value creation opportunities.

**Prerequisite:** FINC 560 Or equivalent

**FINC 655 (3-3-0) International Finance:** This course is designed to recognize the increasing importance of global integration of money and capital markets, a trend that is creating expanded opportunities for both investors and organizations that need to raise capital. This course will focus on macroeconomic issues such as the significance of balance of payments deficits, microeconomic issues such as capital budgeting for multinational corporations, detailed discussion of international markets, and analysis of risk and effect of diversification on an international basis.

**FINC 660 (3-3-0) Financial Institutions:** Recent developments in financial institutions and markets will be studied. The impact of new financial regulation on financial intermediaries and how it will affect operations will be investigated.

**Prerequisite:** FINC 620

**FINC 670 (3-3-0) Investment Analysis:** The objective of this course is to help students gain an appreciation of what is involved in making investment decisions. The strategies of practicing investment professionals as well as results from theoretical and empirical research are used to introduce students to the practical aspects of investing.

**FINC 675 (3-3-0) Security Analysis:** This course is a practical course in security and company analysis. Students will learn how to analyze and evaluate companies and the securities that they issue using publicly available information.

**Prerequisite:** FINC 620

**FINC 680 (3-3-0) Option and Futures Trading:** This course provides the student an introduction to derivative securities markets. Option and future instruments are discussed in detail, followed by valuation theory and hedging application.

**Prerequisite:** Consent of the instructor

**FINC 695 (3-3-0) Seminar in Finance:** Current issues and practices in finance will be selected as problems for intensive exploration and reporting.

**Prerequisite:** FINC 620

**HCM 680 (3-3-0) Managed Care and the American Healthcare Systems:** This course provides a foundation to understand and apply the concepts of managed care. The evolution and need for managed care will be explored as well as the managerial tools needed to accomplish managed care goals. Particular emphasis will be placed on the provider and consumer issues inherent to managed care systems in the current environment, as well as the application of managed care concepts to specific industry segments.

**HCM 681 (3-3-0) Health Care Finance and Control:** This course focuses on the financial assessment, acquisition, allocation, and control of financial aspects of health care organizations. Topics include application of financial management principles of the unique decision-making in the healthcare industry, budgeting processes, cost allocation, fee structures, and management control process.

**HCM 682 (3-3-0) Health Services Marketing:** This course is designed as an advanced study in the application of marketing tools within varied healthcare settings. Additionally, core marketing concepts and contemporary issues in healthcare marketing will be explored with emphasis on using marketing tools to meet organizational and public health goals.

**HCM 683 (3-3-0) Ethical and Legal Issues in Health Care:** This course provides guidance in preventing and solving managerial and biomedical ethical problems including substantive ethical principles and procedural methodologies by which managers can understand, analyze and resolve ethical problems. Topics covered include business ethics versus health care ethics, conflicts of interest, ethical committees, informed consent, confidentiality, human experimentation, death and dying, abortion, the ethics of managed care, and HIV disease. In the second part of the course, federal and state laws, health care agencies and regulations are evaluated. Recent court decisions and their implications with respect to the health care profession will be discussed. Class discussions will consist of the realistic aspects of using legal counsel and diminishing tort and criminal liability to the health care institution.

**HCM 684 (3-3-0) Human Resources for Health Care:** This course is designed to explore key concepts, theories, and issues in the effective utilization of human resources within health service organizations. The strategic value of human resource management will be emphasized as will the contemporary human resource environment, acquisition, and preparation of human resources, assessment and development, compensation, and additional special topic areas.

**HCM 685 (3-3-0) Health Care Information Systems:** This course will introduce students to HCM technology systems, tools, and products and to provide a conceptual framework for understanding how to use technology to reduce costs and improve productivity, efficiency, and effectiveness in their current and future work situations. Today's health practitioner has to use technology to find medical information and use accounting systems, personal systems, health insurance company systems, inventory systems, patient billing systems, purchasing systems, as well as input and retrieve data.

**HCM 686 (3-3-0) Managing and Measuring Quality Outcomes:** This course examines the concept of quality and quantity assessment from multiple perspectives: patients, healthcare providers, payers, standard setting organization and healthcare policymakers. Content will address the importance of leadership while creating a culture of quality and patient safety in health care. Topics include: the definition of quality and its function in health services; clinical quality improvement; measurement, statistical tools, quality structure, process and outcomes measurements; strategic quality planning; quality tools; importance of customer voice, market voice; and international quality standards.

**HIST 501 (3-3-0) Historiography:** An exploration of theories of historical interpretation, with applications to the histories of the United States, Latin America, and Europe.

**HIST 506 (3-3-0) Revolution and American Identity:** This course is an introduction to the major writings and interpretations of the era of the Revolution from the early eighteenth century to the ratification of the Constitution in 1787. The emphasis will be on eighteenth-century American Society and culture, the connections between England and the evolution of American protest and political thought that shaped American ideological concepts that were the basis of the independence movement and the effects of the revolution on class status, slavery and race, as well as the attempts to create new forms of government in the aftermath of the Revolutionary War.

**HIST 507 (3-3-0) Soc Strata in the Ante South:** An exploration of social delineations in the Old South, with attention to the rationale for and the distinguishing features of these groupings.

**HIST 508 (3-3-0) Antebellum Reform Movements:** A developmental study of the origins and progress of American reform efforts from their inception in the Great Revivalism of the 1820s to the culmination of the controversial reform movement, Abolitionism, in the 1860s, with particular attention to the polemical and cognitive aspects of antebellum reformism.

**HIST 510 (3-3-0) Stud in 20th Cent US History:** An exploration of social, cultural, political, economic, and military issues in U.S. history from the beginning of World War I to the present, including such topics as the development of a mass society, changing role of women, and other relevant issues.

**HIST 512 (3-3-0) Interpretation of 19th Century US History:** The course focus is on the literature and interpretations of major issues in nineteenth century United States history. The required readings will place the issues and periods in a cogent context with the latest interpretations. The student will also be introduced though the required reading to the historiographical controversies in major fields of political and social history with special emphasis on the Civil War and Reconstruction.

**HIST 519 (3-3-0) History of Medicine and Public Health in US:** An examination of the major health problems confronting Americans from colonial times through the twentieth century, as well as the policies and measures adopted by state and federal authorities to deal with these problems.

**HIST 520 (3-3-0) Studies in United States Foreign Relations from 1771 to the Present:** A study of domestic factors that contributed to the shaping of U.S. foreign policy from the revolutionary period through post-war conflicts with England and France, including such aspects as expansionism, the Spanish-American War, relations with Latin America, World War I and Wilsonian ideals, the Spanish Civil War, World War II, NATO and the Cold War, and the current issues of nuclear proliferation and U.S. and Soviet relations in the post-Vietnam era.

**HIST 526 (3-3-0) The French Revolution:** A study of the development of the ideas of the Enlightenment, particularly in France, and their contribution to the revolutionary ferment, and the sequence of events by which the Revolution emerged, the changing attitudes within French society, and the economic, social, and political changes brought by the Revolution to France and all of Europe.

**HIST 527 (3-3-0) Europe in the Industrial Age:** A course focusing on the social, economic, and technological factors which led to the spread of industrialization in Europe in the nineteenth century, and on the social, political, demographic, and intellectual reactions to the industrial revolution from its early days through World War I.

**HIST 528 (3-3-0) The Rise of Fascism in Europe:** An investigation of the political, social, intellectual, and economic factors making possible the rise of fascism in Europe in the period between the world wars, with attention to the influence and operations of major fascist parties through the beginning of World War II.

**HIST 537 (3-3-0) History of Imperial Russia:** This course will explore, in depth, the social, cultural, and political history of Russia during the imperial period (roughly 1700-1917). The class will include analyses of the important social, economic, and political strata and organizations as they occurred in imperial Russia.

**HIST 538 (3-3-0) History in 20th Century Russia:** This course will introduce, in some depth, the forces of stability and change interacting during the years 1900-1995 in Russia. It will focus on the Bolshevik experiment, the rise of Stalinist dictatorship, World Wars, the Cold War, and the demise of the Soviet system.

**HIST 551 (3-3-0) Caribbean History from Columbus to 1838:** A survey of Caribbean history to 1838, with emphasis on the impact of European conquests and the Catholic influence, plantation slavery, African socio-economic development, nation-state rivalries in the Caribbean, local governments, and the impact of the abolitionist movement.

**HIST 552 (3-3-0) Caribbean History Post-Slave:** A continuation of the history of the Caribbean, with study of such topics as black peasantry, the influence of missionaries, value formation, Asian contract workers, labor unions, the plantation economy, the independence movement, and relations with the metropolitan countries and the United States.

**HIST 555 (3-3-0) The ABC Countries:** A study of the cultural, economic, and political development of Argentina, Brazil, and Chile.

**HIST 556 (3-3-0) The Andean Republics:** A study of the social, economic, and political development of the continent of South America north of the Southern Cone.

**HIST 557 (3-3-0) The Harlem Renaissance:** A comprehensive study of the Harlem Renaissance/the Age of the "New Negro," primarily from 1920 to 1930. The course will examine African-American culture and

politics from the perspective of the African-Americans who participated in this cultural and political explosion through the prism of post-1920 historians.

**HIST 558 (3-3-0) African-Americans and World War II:** A comprehensive study of African-Americans, the mind-set of the U.S. military, and World War II. The course will focus on the nature and the problems surrounding the integration and usage of African-Americans in the armed forces of the United States, primarily from 1937 to 1950.

**HIST 560 (3-3-0) Black Biography:** An in-depth study of major African American personalities who have directly and indirectly impacted the black and white communities in the course of United States history. This course will present African Americans as the major players in studying and interpreting the major historical questions and problems, which have directly and indirectly impacted the course of United States history.

**HIST 570 (3-3-0) Major Topics in African History:** This course examines the significant developments on the African continent from pre-history to the modern era. The focus is on isolating those people, places, and events that have shaped the “African character.” Topics include Africa as the biological and cultural place of origins for humankind, the great kingdoms of African antiquity, the impact on African societies of the various slave trades on the continent, the impact on African societies of European colonialism, and the recovery of African societies via independence movements.

**HIST 572 (3-3-0) African Liberation Movements:** This course is designed to familiarize students with the efforts to achieve independence by various African peoples. Regionally, the course will span liberation movements from Egypt to South Africa. Chronologically, it will include efforts of Africans to free themselves from the shackles of European Colonialism in the twentieth century. The focus of the course will be to provide tangible evidence that freedom or democratic movements are not just confined to the Western World but reflect the universal yearnings of all people.

**HIST 575 (3-3-0) History of Women in Africa:** The study of women's roles and contributions in history has become a major discipline. This course is designed to look at one segment of women in history - women in sub-Saharan Africa. Using scholars who articulate the insights of the most recent scholarship, the course intends to present an overview of women's past and present contributions to African development as well as the many obstacles to their further economic and social progress. The course will explore women's history in the region as it has changed over time under pre-colonial, colonial, and independence governments. It will address the wide range of variations in women's social position in Africa as well as the effect of cultural influences imposed by outsiders. Divided into three parts, it will address many current women's issues under the following topics: Women in the Economy, Women in Society and Culture, and Women in Politics and Policy Making. Specifically addressed are the current issues of women as heads of households, female circumcision (female genital mutilation), multiple wives, child care, control over women's labor and the proceeds from that labor, the feminist movement, women in the military, women's role in politics and the effect of local and international governmental policy on women.

**HIST 576 (3-3-0) Africa and the Americas:** This course has a double purpose: to introduce students to African history and to explore the continuing relationship tying Americans of African descent to the continent of Africa. The first part of the course will focus on the history of West Africa before the beginning of the sea-borne exchange with Europe and the Americas. Students will be introduced to the early West African empires, to local patterns of society and culture, and to the role-played by Muslim scholars, clerics, traders, and kings. In the second part of the course we examine the history of Africans and the changes they undergo on the continent of Africa and in the Diaspora. This includes the European colonization of Africa and the Africans who were drawn into the Atlantic exchange: the history of the New



World plantation complex and the role of African culture and social organization in shaping life in the Americas. In the last part of the course, we explore the connections between Africans and the African-Americans: Back to Africa movements in the US (1820's and 1920's), the African foundations of early modern African-American thought, and the contributions made by African Americans to the African continent.

**HIST 590 (3-3-0) Special Topics in History:** This course provides for study of special topics in history not covered in the regular graduate history courses.

**HIST 591 (3-3-0) Special Topics in History:** This course provides for study of special topics in history not covered in the regular graduate history courses.

**HIST 601 (3-3-0) Directed Readings in 19th Central American History:** A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 602 (3-3-0) Directed Readings in 20th Central American History:** A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 603 (3-3-0) Directed Readings in African-American History:** A directed reading course for those history students who are making their final preparations for the comprehensive examination.

**HIST 626 (3-3-0) Directed Readings: 18th Central European History:** A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 627 (3-3-0) Directed Readings: 19th Central European History:** A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 628 (3-3-0) Directed Readings: 20th Central European History:** A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 650 (3-3-0) Directed Readings in Mexican History:** A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 651 (3-3-0) Directed Readings in Caribbean History:** A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 652 (3-3-0) Directed Readings in Latin American History:** A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 691 (3-3-0) Master's Thesis:** The writing of a thesis based on original scholarly research about a topic related to the major field and approved by the thesis advisor, and the completion of an oral defense of the thesis before an examining committee. (May be completed in increments of three credit hours per semester.)

**HIST 899 (0-0-0) Thesis Non-Credit:** This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students

who will continue to use University resources in completing their thesis must enroll in this course.

**MATH 501 (3-3-0) Teaching Mathematics Using Computers:** A study of the use of computers in mathematics teaching and research, incorporating evaluations of instructional software and examining integrative techniques for applications of microcomputers in middle grades math, consumer math, general math, geometry, advanced mathematics, trigonometry, and calculus.

**MATH 502 (3-3-0) Topics in Mathematics for Teachers:** An intensive study of current topics in mathematics of interest to public school teachers including but not limited to such topics as algebra, geometry, trigonometry, functions, statistics, probability, and use of technology.

**MATH 504 (3-3-0) Current Trends in Mathematics Education:** The primary purpose of this course is to explore mathematics education from methodological and research perspectives. This will be accomplished by developing teaching, research, writing, presentation, and discussion skills.

**MATH 505 (3-3-0) Analysis for Teachers I:** An exploration of proofs of functions, limits, continuity, derivatives, and definite integrals.

**MATH 506 (3-3-0) Analysis for Teachers II:** A continuation of MATH 505, emphasizing proofs and covering such topics as the integral, applications of the integral, L'Hospital's Rule, infinite series, and multiple integrals.

**Prerequisite:** MATH 502

**MATH 507 (3-3-0) Linear Algebra I:** The first course in a two-semester sequence in linear algebra, including such topics as systems of linear equations, matrices, vector spaces, linear transformations, determinants, canonical forms of matrices, and inner product spaces.

**Prerequisite:** MATH 251 or consent of the department.

**MATH 508 (3-3-0) Numerical Analysis:** A practical survey of numerical analysis, with topics included from iterative methods of nonlinear equations, the approximation theory, numerical solutions of ordinary and partial differential equations, and numerical linear algebra.

**Prerequisite:** MATH 251 And MATH 331 And MATH 507

**MATH 509 (3-3-0) Linear Programming and Applications:** An applications-oriented course developing some of the theories and computational techniques of linear programming - the simplex method, the concept of duality, and the Duality Theorem, matrix representation of the Simplex Algorithm, sensitivity analysis, integer programming - and applying them to transportation problems.

**Prerequisite:** MATH 372

**MATH 511 (3-3-0) Abstract Algebra I:** The first course of a two-semester sequence in abstract algebra, including such topics as groups, normal subgroups, quotient groups, homomorphisms, Cayley's Theorem, Cauchy's Theorem, permutation groups, Sylow's Theorem, direct products, finite abelian groups, rings, ring homomorphisms, ideals, quotient rings, Euclidean rings, and polynomial rings.

**Prerequisite:** MATH 361 or consent of department

**MATH 521 (3-3-0) Real Analysis I:** The first course of a three-semester sequence in real analysis, including such topics as real number systems, elements of point-set topology and metric spaces, sequences and series of real numbers, continuity, differentiation, integration, the Riemann-Stieltjes Integral, sequences, and series of functions, point wise and uniform convergence, functions of several variables, implicit

function, and inverse function theorems.

**Prerequisite:** MATH 412 or consent of department

**MATH 531 (3-3-0) Topology I:** The first course in a three-semester sequence in topology, presenting an axiomatic development of topological spaces and including such topics as continuity, compactness, connectedness, separation axioms, metric spaces, and convergence.

**Prerequisite:** MATH 412 or consent of department

**MATH 533 (3-3-0) Advanced Studies in Teaching Mathematics:** An in-depth investigation of a variety of techniques and topics pertaining to curriculum, methodology, technology and research in teaching mathematics in grades 6-9, including an exploration of problem analysis, descriptive statistics and elementary probability. Statistical software such as Excel and SPSS will be used to reinforce concepts.

**MATH 541 (3-3-0) Complex Analysis I:** The first course of a three-semester sequence in complex variables, including such topics as complex numbers and their geometrical representation, point sets, sequences and mappings in the complex plane, single-valued analytic functions of a complex variable, elementary functions, and integration.

**Prerequisite:** MATH 412 or consent of department

**MATH 571 (3-3-0) Ordinary Differential Equation:** A course including such topics as existence and uniqueness theorems, linear systems, autonomous systems, periodicity, boundedness and stability of solutions, nonlinear equations, perturbation theory, Sturm-Liouville systems, etc.

**Prerequisite:** MATH 331 or consent of department

**MATH 581 (3-3-0) Operational Mathematics:** A study of the theories of Laplace and Fourier transforms and their applications both to ordinary and partial differential equations (including integral equations) and to problems in engineering and the physical sciences.

**Prerequisite:** MATH 331

**MATH 607 (3-3-0) Vector Space Methods in System Optimization:** An introduction to algebraic and functional analysis concepts used in systems modeling and optimization: vector spaces, linear mappings, spectral decompositions, adjoints, orthogonal projections, duality, fixed points and differentials, with additional emphasis on least squares estimations, minimum norm problems in Banach spaces, linearization in Hilbert space, iterative solutions of systems of equations, and optimization problems.

**Prerequisite:** MATH 241 And MATH 521

**MATH 611 (3-3-0) Linear Algebra II:** The second course of a two-semester sequence, including such topics as vector spaces, linear independence and bases, dual spaces, inner product spaces, modules, extension fields, roots of polynomials, elements of Galois theory, solvability by radicals, Galois groups over the rationals, algebra of linear transformations, matrices, canonical forms; triangular form, Nilpotent transformation, Jordan form, rational canonical form, Hermitian, unitary, and Normal transformations real quadratic forms.

**Prerequisite:** MATH 507

**MATH 612 (3-3-0) Abstract Algebra II:** A presentation of advanced topics in abstract algebra, including categories and functions, direct sums and free abelian groups, finitely generated abelian groups, commutative rings, localization, principal rings, direct products and sums of modules, homology sequence, Euler characteristic, Jordan-Holder Theorem, free algebras, tensor products, Noetherian rings and modules, extensions of rings, extension of homomorphisms, transcendental extension of homomorphisms, Hilbert's

Nullstellensatz, algebraic sets, representations of finite groups, and semi-simplicity of group algebra.

**Prerequisite:** MATH 511

**MATH 621 (3-3-0) Real Analysis II:** A study of such topics as the Lebesgue measure, the Lebesgue integral, differentiation and integration theory, the classical Banach spaces, metric spaces, elements of topological spaces, compact spaces, abstract measure and integration theory, the Daniell integral, mappings of measure spaces, and elements of functional analysis.

**Prerequisite:** MATH 521

**MATH 622 (3-3-0) Real Analysis III:** A continuation of MATH 621, including such topics as extension of a linear function, construction of measure, the space of  $L_p(X)$ , ( $1 \leq p < \infty$ ), integration on a product space, complex measures, the Haar integral, bounded functions, and almost periodic functions.

**Prerequisite:** MATH 621

**MATH 631 (3-3-0) Topology II:** A continuation of MATH 531, including the following additional topics: embedding and metrication, function and quotient spaces, and complete metric spaces.

**Prerequisite:** MATH 531

**MATH 632 (3-3-0) Topology III:** A study of advanced topics such as homotopy and the fundamental group, homology theory, exactness, the excision theorem, Mayer-Vietoris sequences, the Eilenberg-Steenrod axioms, cohomology and duality, and higher homotopy groups.

**Prerequisite:** MATH 631

**MATH 641 (3-3-0) Complex Analysis II:** The second course of a two-semester sequence in complex analysis, including metric spaces and the topology in  $\mathbb{C}$ , elementary properties and examples of analytic functions, complex integration, singularities, the maximum modulus theorem, compactness and convergence in the space of analytic functions.

**Prerequisite:** MATH 541

**MATH 642 (3-3-0) Complex Analysis III:** A continuation of MATH 641, including such advanced topics as Runge's Theorem, analytic continuity and Riemann surfaces, harmonic functions, entire functions, and the range of an analytic function.

**Prerequisite:** MATH 641

**MATH 651 (3-3-0) Functional Analysis I:** The first course of a two-semester sequence, including such topics as normed spaces, Banach spaces, the dual space, continuous linear mappings (spaces), topological vector spaces, the open mapping and closed graph theorems, equicontinuous mappings, and theorems of Banach and Banach-Steinhaus, convex sets, separation of convex sets, and the Hahn-Banach Theorem.

**Prerequisite:** MATH 621

**MATH 652 (3-3-0) Functional Analysis II:** The second course of a two-semester sequence, including such topics as locally convex spaces, metrizable locally convex spaces, the determination of various dual spaces and their topologies, compact convex sets, weakly compact sets, semireflexivity, reflexivity, extreme points, Krein-Milman Theorem, Eberlein-Smulian Theorem, and metric properties of normed spaces.

**Prerequisite:** MATH 651

**MATH 671 (3-3-0) Partial Differential Equations:** A study of topics such as Cauchy-Kowalewski theorem, existence and regularity of the solutions, Dirichlet problem for linear elliptic equations, Cauchy problems, hyperbolic equations, and fundamental solutions of linear equations with constant coefficients.

**Prerequisite:** MATH 331 And MATH 571

**MATH 681 (3-3-0) Tensor Analysis:** A study of such topics as tensor algebra, covariant and contravariant components, christoffel symbols, and applications of tensor analysis.

**MATH 699 (6-6-0) Thesis Research:** An extensive research experience in an approved topic of choice.

**MATH 710 (3-3-0) Topics in Abstract Algebra:** Discussions of special and advanced topics, forming an axiomatic and rigorous study of algebra within the scope of research interests of the instructor.

**Prerequisite:** MATH 612

**MATH 720 (3-3-0) Topics in Real Analysis:** Discussions of special and advanced topics, forming an axiomatic and rigorous study of real analysis within the scope of research interests of the instructor.

**Prerequisite:** MATH 632

**MATH 730 (3-3-0) Topics in Topology:** Discussions of special and advanced topics, forming an axiomatic and rigorous study of topology within the scope of research interests of the instructor.

**Prerequisite:** MATH 632

**MATH 740 (3-3-0) Topics in Complex Analysis:** Discussions of special and advanced topics, forming an axiomatic and rigorous study of complex analysis within the scope of research interests of the instructor.

**Prerequisite:** MATH 642

**MATH 899 (0-0-0) Thesis Non-Credit:** This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**MGMT 605 (3-3-0) The Art of Leadership and Communication:** This course is the first step in the development of the path that students will take as they move through the MBA program. The course focuses on three core activities. First, they will work on the development of goals they hope to achieve in their MBA education. Next, students will discuss and receive individualized guidance from a 360 Degree feedback assessment designed to help them improve and enhance critical career and professional skills. Finally, students participate in experiential exercises that focus on the communication skills and behaviors required for successful leadership. Students' written and oral skills are enhanced through report preparation, presentation, and public speaking.

**MGMT 610 (3-3-0) Business Analytics:** This course introduces several commonly used modeling tools to develop and improve students' analytical skills in a variety of realistic situations. The skills learned in this course will help students to recognize a decision situation, understand the business problem, and deal with uncertainty and complex interactions to solve the problem..

**Prerequisite:** BADM 530 Or equivalent

**MGMT 615 (3-3-0) Leading Organizations:** This course explores the importance of human behavior in reaching organizational goals. Course emphasis: managing individual and interpersonal relations; group and inter-group dynamics; leadership, communication and motivation skills in managing organizational performance and change.

**MGMT 645 (3-3-0) Electronic Commerce:** The purpose of this course is to provide the essentials of electronic commerce-how it is being conducted and managed as well as assessing its major opportunities, limitations, issues, and risks. Major topics include Internet consumer retailing, business-to-business e-commerce, m-commerce, e-commerce support services, and e-commerce strategy and implementation. Students will also learn how to launch a successful online business.

**MGMT 650 (3-3-0) Business Policy and Strategy:** This is a capstone course designed to develop a framework of analysis for long-term policy formulation in a global economy. Case materials and computer simulation are used to integrate strategic concepts and techniques learned in earlier core courses. Emphasis will be placed on social and ethical responsibilities of management.

**Prerequisite:** ACCT 610 And MGMT 615 And MKTG 640 And FINC 620 Or consent of instructor

**MGMT 655 (3-3-0) Management of Technology:** This course represents a case based approach focusing on the integration of technology and strategy and social and ethical issues of technology management. Emphasis is placed on designing technology strategies and managing innovative systems for developing new products and businesses.

**Prerequisite:** Consent of the instructor

**MGMT 660 (3-3-0) International Business Management:** This course examines management concepts and the practices of multinational and foreign firms. The objectives, strategies, policies, and organizational structures of corporations engaged in various social, economic, political, and cultural environments are discussed also.

**MGMT 665 (3-3-0) Total Quality Management:** Success in modern business depends on success in quality management. This course will provide the framework and methods for potential business managers and entrepreneurs to approach quality as a strategic and competitive variable. Methods to be covered include statistical process control, tolerance and robust design. Course content draws heavily on the teachings of Drs. W. Edwards Deming, Genichi, and Taguchi.

**MGMT 670 (3-3-0) Supply Chain Management:** Interest in supply chain management, both in industry and in academia, has grown rapidly over the past several years. This course represents, in an easily accessible manner, recently developed state-of-the-art models and solution methods important in the design, control and operation of supply chains.

**MGMT 675 (3-3-0) New Ventures and Entrepreneurship:** This course focuses on the generation and analysis of ideas and the managerial decisions necessary to operate a new venture. It emphasizes creativity and the source of ideas, an idea's operational feasibility, analysis of the environment, industry, and financial resources needed by the entrepreneur for improving the chances of success, as well as operational issues such as marketing, risk protection, and human resource management. Self-assessment and other managerial decision making tools aid in determining the entrepreneurial interest of course participants.

**MGMT 695 (3-3-0) Seminar in Management:** Current issues and practices in the management of organizations. Individual or group research leading to class discussions and debates.

**MIS 620 (3-3-0) Management Information Systems:** Information systems have become essential for creating competitive firms, managing global corporations, and providing useful products and services to customers. This course provides the concepts of management information systems that students will find

vital to their professional success. It is a computer-based approach to planning, design, implementation and evaluation of information systems in complex organizations. International issues related to the transnational firms, and social, ethical and cultural issues related to information systems are covered also.

**MIS 630 (3-3-0) Data Analytics:** This course will expose students to business intelligence techniques on the SAS platform, including: decision support, querying and reporting, online analytical processing (OLAP), statistical analysis, forecasting, and data mining.

**Prerequisite:** Admission to the MBA program Or consent of instructor

**MKTG 570 (3-3-0) Fundamentals of Marketing:** This course is designed to introduce students to the fundamental concepts of marketing and focuses upon the factors that influence managerial strategies and decisions for marketing their product or services, which include consumer and organization buyer behavior, marketing research, product decision, services marketing, promotion, pricing and distribution. Additionally, the course examines marketing in the international, electronic, and non-profit sectors and seeks to sensitize students to the legal and ethical consequences of marketing decisions.

**MKTG 640 (3-3-0) Modern Marketing:** This is an advanced course emphasizing the application of digital marketing strategies to a global marketplace. This course focuses on refining problem solving skills through the planning, developing, implementing, and evaluating of digital marketing strategies for real life organizations. The components of digital marketing strategies that will be explored include: search engine, social, video, display, websites, blogs, mobile (devices), and data analytics.

**Prerequisite:** MKTG 570 Or equivalent

**MKTG 650 (3-3-0) International Marketing:** This course explores methods applied to estimate market potential and to serve markets outside the United States; methods to serve these markets through branches, warehousing operations, international brokers and traders and foreign affiliates, adaptations to markets in countries with different cultural, political and economic characteristics, and reviews of the marketing and distribution methods of a selected number of U.S. and foreign companies.

**MKTG 660 (3-3-0) Marketing Analysis and Research:** This course represents an intensive study of market structure and demand for consumer and industrial goods, buyer and consumer behavior, and analysis of distribution systems with analytical techniques.

**MKTG 675 (3-3-0) Services Marketing:** This course focuses on the distinctive aspects of marketing a service. The issues and concepts of services marketing are explored through the utilization of cases.

**MKTG 680 (3-3-0) Marketing Channels:** This course focuses on the process of logistics planning and implementation through case analyses and tests. Domestic and international issues such as transportation modes, warehousing, materials procurement and flow, and customer service will be the primary emphasis of the course.

**Prerequisite:** Consent of the instructor

**MKTG 695 (3-3-0) Seminar in Marketing:** This course examines current topics and problems in marketing. Intensive individual or group research is applied to the marketing issues facing management.

**POLI 510 (3-3-0) American Constitutional Law:** This course will provide students with the ability to examine and analyze the role of the United States Supreme Court in the development of the American constitutional system. Particular attention will be paid to the development of the relative legal status of the

branches of the federal government to deal with major domestic and foreign issues as well as the legal relationship between the national government and the states, and the development of legal guidelines and principles as precedents for future courts.

**POLI 530 (3-3-0) Black Politics in the US:** This course is an examination of the ideology, interest group organizations and electoral arrangements affecting black involvement in the political system. Both traditional and nontraditional strategies are treated, and assessments are made of the positive and negative aspects resulting from each. The present status of blacks and their continued quest for political empowerment will be analyzed.

**POLI 531 (3-3-0) Public Policy and Administration:** This course is a study of public policy processes. It examines what policies governments pursue and also why governments pursue such policies and the consequences of such policies. Several models including rational planning, group competition, political processes, institutional influences, etc., are used to describe and explain public policy. Case studies are also used to illustrate the realities of policy-making and policy implementation.

**POLI 535 (3-3-0) Public Personnel Administration:** This course examines modern theory and practice of personnel administration. The application of these theories and practices in the areas of recruitment, placement, career development, and in other phases of human resources management is covered. Recent issues arising from notions of comparable worth; implementation of affirmative action initiatives and from collective bargaining in the public sector represents topics for close analysis.

**POLI 610 (3-3-0) Problems In Political Behavior:** This course will provide the students with the ability to survey and analyze some of the major problems that citizens and political leaders encounter as they engage in the political process. Emphasis is placed on the process and role of political socialization, group dynamics, the activities and role of parties, the significance of movements, the frequency and importance of elections, the creation of public opinion and polling and the prevalence of the media.

**POLI 612 (3-3-0) Seminar in American National Government:** This course will provide students with the ability to examine critically major and recurring problems in American national government. Special attention will be placed on government plans and reactions in dealing with domestic and international problems, such as wars, other international crises and plans, depression and other economic aberrations, labor disputes, unemployment, budgetary crises, and official abuse of power.

**POLI 613 (3-3-0) The Judicial Process:** This course will provide students with the ability to examine and analyze the procedures and politics involved in the judicial process. Emphasis will be placed on all levels of the federal judiciary with special emphasis on the judicial process involving the Supreme Court. The process involving judicial selection, group litigation, internal procedure, precedent development, enforcement, and impact will be utilized as the means for examining the judicial process.

**POLI 620 (3-3-0) Government and Politics of Europe:** This course will examine the political and governmental structures, decision-making processes, cultural backgrounds, and ideological differences of some European nations. Special emphasis will be placed on comparisons of different political regions.

**POLI 621 (3-3-0) Government and Politics of the Far East:** This course is designed to examine political and governmental structure, decision-making process, cultural background, and ideological difference of some nations in the Far East selected for study. Special attention will be paid to the roles played by the ruling elite of these nations in promoting economic development and prosperity. Concepts such as socialist guided market economy in China and North Korea and capitalist guided market economy in Taiwan and



South Korea will also be examined in contrast to the free market economy in Japan.

**POLI 622 (3-3-0) Government and Politics of Developing Nations:** This course will examine the political and governmental structures, decision-making processes, cultural backgrounds and ideological differences of some developing nations selected for study. The course will also take into account such considerations as political, social and cultural underdevelopment, various types of economic dependency, and crisis of political and economic decay, with emphasis on problems and difficulties in developing democratic institutions in these developing nations.

**POLI 623 (3-3-0) International Politics:** This course is designed for students to explore some fundamental and persistent forces which mold the foreign policies of a nation state and institutions and manners of a nation state in which such foreign policies are carried out in terms of its relations with other nation states in the international community. The course will also assist students to examine various approaches to the study of international relations and the utilities of each approach.

**POLI 630 (3-3-0) Administrative Law:** This course is specifically designed to introduce students to important issues in Administrative Law. Through the use of the case method, the course is aimed at making the administrator more aware of the kinds of legal problems he or she is likely to confront. The emphasis will be on legislative, adjudicatory and general policy-making process of administrative agencies. The nature of bureaucracy and procedural requirements for administrative policy-making and administrative regulation and deregulation are also examined.

**POLI 631 (3-3-0) Financial Administration:** This course is designed to introduce the student to financial management. Government exists to provide valuable goods and service that individuals or businesses are not willing to provide. As the government operates with limited resources, whether or not the commitment of governmental resources really improves the conditions of the community is subject to speculation and evaluation. Nevertheless, financial management impacts on all segments of community including acquisition and allocation of resources. Focus will be on governmental financial resources and management, budgetary theories and intergovernmental financial relations, and debt financing.

**POLI 632 (3-3-0) Comparative Administration:** This course focuses on exposing students to various types of governments, their structures, processes and policies, using a comparative analysis approach. Such studies provide intellectual excitement in the study of foreign systems and in the discovery of different political factors in the management and administration of governmental functions and operations.

**POLI 633 (3-3-0) Problems in State and Inter-government Relations:** This course examines some of the problems involved in the development, change and status of the powers, organization, functions, and interrelationships of federal, state, and local governments. The concept of new federalism and the impact of these new ideas on governmental relationship will be explored.

**POLI 634 (3-3-0) Politics of the Budgetary Process:** This course is a study of the political, economic and social influence on the budgetary process. The role of politics and of various actors and institutions involved in the process, historical changes in the concept of budgeting will be analyzed. Focus will also be on how and why individuals or groups respond in budgeting and financial settings as well as the impact of the budget on the economy and how budgetary decisions, in general, become an instrument for setting governmental priorities.

**POLI 641 (3-3-0) Research Methods in Political Science:** This course covers basic procedures for conducting research in political science. Special emphasis is placed upon research design, research strategies, approaches, and techniques. The selection and utilization of appropriate techniques for collecting, reporting,

and analyzing data will be covered.

**POLI 643 (3-3-0) Currents of American Political Thought:** This course is an examination and evaluation of major currents of American political thought, their different viewpoints on the significant issues and problems at different times, their various interpretations of the Constitution, revolution, civil and natural rights. Emphasis will be on the contemporary liberal, conservative, radical debate on selected issues. While the respective historical, sociological and philosophical background and justification of the different schools of thought will be examined, the practical impact of these schools of thought upon politics and public policies in general at different times will also be analyzed.

**POLI 644 (3-3-0) Contemporary Political Ideologies:** This course is intended to examine the theory and practice of capitalism, socialism, democracy, anarchism, elitism, fascism, and communism. The welfare state will be examined also. Focus will be on comparison and contrast of significant philosophical and theoretical differences among different political ideologies as well as upon various schools of theory within any given ideology. The practical influence and impact of various ideologies as well as their historical and philosophical justifications will also be analyzed.

**POLI 646 (3-3-0) Advanced Reading Seminar:** Under the supervision of a designated professor, this course will provide students with the ability to select readings and conduct research in areas of special interest. Reading materials appropriate to each student's interest will be selected by the students. Selected bibliography outlining criteria for analysis of political literature and political research materials will also be required for examination and analysis.

**POLI 647 (3-3-0) Thesis I:** An original investigation in a subject approved by the student's Advisor and Thesis Committee. Detailed information on the preparation, form, organization and the defense of the thesis is presented in the Guide for the Preparation and Submission of Theses.

**POLI 648 (3-3-0) Thesis II:** Continued preparation of thesis under the direction of the advisor and Thesis Committee.

**POLI 899 (0-0-0) Thesis Non-Credit:** This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**PSYC 500 (3-3-0) Statistics:** An advanced statistics course including such topics as probability, the binomial and Poisson distributions, linear regression and multiple regression correlation techniques, analysis of variance, and non-parametric test of significance. Prerequisite: Undergraduate Statistics and Experimental Psychology or Research Methods.

**PSYC 501 (4-3-1) Research Design and Quantitative Methods:** A study of experimental and correlational methods of psychological research, including single subject designs emphasizing the application of parametric and nonparametric statistical methods to psychological research.

**PSYC 505 (3-3-0) Research Methods:** A course covering the rationale, design, and methods of conduction psychological and counseling research.

**Prerequisite:** PSYC 500

**PSYC 509 (3-3-0) Advanced Designs and Analysis:** A study of advanced statistical inference, including the analysis of variance, multiple comparison techniques and multivariate models including multiple and partial regression, combined with advanced principles of research designs that fit these statistical models.

**Prerequisite:** PSYC 505

**PSYC 510 (3-3-0) Research Design and Methods:** A course covering the rationale, design and methods of conducting psychological research.

**PSYC 511 (3-3-0) Applied Research Design and Program Evaluation:** This course examines models of applied and evaluative research, the techniques, designs, and administration of program evaluation. Topics covered include entry issues, goal setting research for planning and implementation.

**PSYC 515 (3-3-0) Psychology of Diversity:** A study of the issues and influences of gender, sexual orientation and the major racial/ethnic and cultural groups in the United States on the theoretical and research paradigms in psychology and on clinical and counseling practices. The course expands students' frame of reference concerning human diversity and applies this knowledge of counseling and research issues in psychology.

**PSYC 516 (3-3-0) Developmental Psychology:** A study of the theories, principles, and concepts of cognitive, social, emotional and physical development of children and adolescents, with special emphasis on how they function in the family, school, and groups.

**PSYC 520 (3-3-0) Behavior Therapies:** A study of the principles of behavior therapies and their applications to behavior problems in various settings with an emphasis on behavior modification and cognitive behavior therapy.

**PSYC 525 (3-3-0) Ethical and Professional Issues:** A survey of the roles and responsibilities of mental health professionals; includes legal and ethical standards (ACA and APA) in professional practice, testing, and research. This course also reviews the professional identity and roles of counselors and psychologists.  
**Prerequisite:** Permission of instructor.

**PSYC 530 (3-3-0) Theories of Personality:** An in-depth study of the major theories of personality, including comparative analyses of the research support for the various theories.

**PSYC 540 (3-3-0) Seminar in Health Psychology:** This seminar will examine the links between medicine and psychology, including relevance of biological, personal, cognitive, developmental, social, environmental, and cultural variables to health and illness. Health, illness, health and illness behavior will be studied with the aim of greater understanding of health issues, the individual's relationship to these issues within individual, cultural, and cross-cultural contexts.

**PSYC 550 (3-3-0) Psychopathology:** A study of the etiology, symptomology, diagnosis and treatment of psychological disorders, encompassing a multicultural perspective, with an introduction to and laboratory on the use of the Diagnostic Statistical Manual of Mental Disorders.

**PSYC 555 (3-3-0) Cognitive Aspects of Behavior:** A study of the theories, principles, and current research in the cognitive sciences in relation to basic psychological research and applications to counseling. Special emphasis is placed on information processing, memory and the interface between cognition and affect.  
**Prerequisite:** Permission of Instructor.

**PSYC 570 (3-3-0) Clinical Neuropsychology:** This course will introduce students to the relationship between brain malfunction and behavior. The emphasis of the course will be the assessment and early diagnosis of lesions that disrupt brain functioning. Topics to be examined will include neuropsychological

assessment of language disorders such as aphasia and anomia, disorders of visio-spatial perception, brain injury, memory disorders, and dementia (e.g. Alzheimer's disease). Other topics to be discussed include the teaching of intervention strategies for neurological disorders.

**PSYC 575 (3-3-0) Biological Aspects of Behavior:** A study of brain functions in relation to intelligence, speech, memory, emotions, and visual-spatial abilities, with attention to individual differences in both normal and brain-damaged persons.

**PSYC 601 (3-3-0) Biofeedback Techniques:** A study of biofeedback training related to psychology, focusing on theories, significant research, and applications of biofeedback techniques.

**PSYC 603 (3-3-0) Psychopharmacology:** A study of the use and abuse of psychoactive drugs and their behavioral and neurophysiological effects in normal and clinical populations.

**PSYC 611 (3-3-0) Theories of Counseling:** An exploration of the philosophy and theories of counseling, the roles and responsibilities of counselors, practical ethics, and current issues in counseling.

**PSYC 612 (3-3-0) Techniques and Process in Counseling:** A study of the process and development of the essential skills and techniques used in counseling psychology. This course includes a laboratory experience.

**Prerequisite:** PSYC 611

**PSYC 613 (3-3-0) Counseling in Community Settings:** This course introduces students to the field of community counseling by studying the history and principles behind contemporary community counseling practice, the development of professional identity, and the acquisition of relevant skills and competencies. Topics covered include the role of community counselors, settings in which they practice, organization of community counseling programs, legal and professional issues.

**PSYC 614 (3-3-0) Addiction and Substance Abuse Counseling:** This course is a study of theory and evidence-based counseling practices related to the etiology, neuropsychology, symptoms (as identified in the Diagnostic and Statistical Manual of Mental Disorders), psychosocial correlates, and treatment of substance-related disorders. This course will incorporate an integrative perspective (e.g., person-centered, systems, cognitive behavioral, and multicultural). It will address issues related to dual diagnosis, explore relevant ethical and legal standards, and provide information on professional certification or licensure.

**Prerequisite:** PSYC 550 And PSYC 612

**PSYC 619 (3-3-0) Cognitive and Intellect Assessment:** Administration, scoring and interpretation of intelligence, memory and achievement tests with adults and children. Psychometric properties and report writing are covered.

**PSYC 620 (3-3-0) Psychological Assessment and Testing:** A study of the evaluation, selection, use, and interpretation of psychological tests in development, clinical and counseling settings.

**Prerequisite:** PSYC 612

**PSYC 623 (3-3-0) Theories and Assessment of Personality:** This course covers the theories and principles that inform the development and use assessment of personality including measurement of traits, behavior, emotional functioning, and psychopathology in children and adults. The course provides training in administration, scoring, and interpretation of select personality tests.

**Prerequisite:** PSYC 550

**PSYC 630 (3-3-0) Techniques in Crisis Intervention:** A study of the theory, skills, and techniques of emergency psychological intervention and counseling with persons experiencing intense situational and emotional distress.

**PSYC 631 (3-3-0) Career Counseling:** A survey of theories of vocational development, methods of developing a career information program, and procedures for providing interrelated personal, social, educational and vocational counseling.

**Prerequisite:** PSYC 612

**PSYC 632 (3-3-0) Theory and Practices of Family Counseling:** A study of the major theories and classifications of marriage and family counseling approaches and practices.

**PSYC 633 (3-3-0) Techniques and Processes in Family Counseling:** A study of the processes and development of essential skills and techniques applicable to family counseling. This course includes a laboratory experience.

**Prerequisite:** PSYC 632

**PSYC 634 (3-3-0) Group Counseling:** A study of the group counseling processes with emphasis on understanding the basic concepts and principles, and the development of group counseling skills through laboratory experience.

**Prerequisite:** PSYC 612

**PSYC 638 (3-3-0) Perceptual and Cognitive Development:** A study of the theories, principles, and research in cognitive and perceptual development. Special emphasis is placed on the interaction of perception and cognition and how they influence behavior, thinking, and decision-making processes in children and adults.

**PSYC 640 (3-3-0) Social Aspects of Behavior:** A focus on current research and theory in selected topics related to social psychology, such as attitudes, dehumanization, conformity, aggression, and effective group functioning and change.

**PSYC 641 (3-3-0) Advanced Developmental Psychology:** An in-depth examination of the principles, theories and research related to human growth and development. Survey and evaluation of the basic philosophies, recognized theories, and supportive research related to the growth and development of children.

**Prerequisite:** PSYC 516

**PSYC 642 (3-3-0) Psychology of Aging:** An in-depth study of the theories and research related to the processes in adult development and aging.

**PSYC 652 (3-3-0) Principles and Techniques of Teaching Psychology:** This course is designed to prepare psychology majors for the teaching of psychology at the junior and community college level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures.

**PSYC 660 (3-3-0) Genetic Aspects of Behavior:** Fundamental mechanisms of genes and gene expression related to psychological processes. Genetic, environmental, and epigenetic induction of normal and pathological behavioral, cognitive, and emotional structure and function, including behavioral plasticity are

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examined. Human disorders and disease and application to genetic counseling emphasized.

**Prerequisite:** PSYC 500 And PSYC 575

**PSYC 671 (3-3-0) Seminar in Selected Topics in Psychology:** Special areas of psychological research and theory that are not traditionally offered in other graduate courses in psychology will be offered in a seminar forum. These offerings will be based on both student interest and need, and faculty experience, and proficiencies.

**Prerequisite:** Completion of 18 credit hours in graduate psychology program and permission of Instructor.

**PSYC 672 (3-3-0) Seminar in Current Issues in Psychology:** Intensive study of current topics in various areas of psychology. This course focuses on recent advances in major psychological theories, major methodological problems involved in utilizing various theories for experimental and applied research, ethical issues, and public policies.

**Prerequisite:** Completion of 18 credit hours in graduate psychology program and permission of Instructor.

**PSYC 680 (3-3-0) Clinical Practicum I:** A structured supervised experience in counseling practice, assessment and/or psychotherapy with clients at campus and/or local agencies. May be repeated.

**Prerequisite:** PSYC 611 And PSYC 612

**PSYC 681 (3-3-0) Clinical Practicum II:** A structured supervised experience in counseling practice, assessment and/or psychotherapy with clients at campus and/or local agencies. May be repeated.

**Prerequisite:** PSYC 680

**PSYC 683 (3-3-0) Group Supervision in Counseling Internship:** Advanced supervised counseling experiences in community services/agencies. To be taken in conjunct with PSYC 681 (Counseling Internship). Weekly seminars for consultation and discussion with a supervisor on such topics as professional ethics, cross-cultural counseling, enhancing treatment compliance, professional and client interaction, and confidential communication.

**PSYC 685 (3-3-0) Independent Study:** Individual study in an area of interest to student under the supervision of a psychology faculty.

**PSYC 691 (3-3-0) Directed Study:** Supervised research on a topic of choice approved by a committee of three faculty members, with an oral examination required.

**Prerequisite:** PSYC 500 And PSYC 510

**PSYC 692 (3-3-0) Tests and Measurements:** An intensive review of the theories and models underlying psychological tests and measurement procedures. The course will focus on the study of the psychometric properties of test instruments and the valuative criteria used to assess the reliability and validity of psychological measures.

**Prerequisite:** PSYC 390

**PSYC 693 (3-3-0) Thesis Research:** An extensive research experience in an approved topic of choice.

**Prerequisite:** PSYC 500 And PSYC 505

**PSYC 899 (0-0-0) Thesis Non-Credit:** This course is required for students who have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students

who will continue to use University resources in completing their thesis must enroll in this course.

**READ 512 (3-3-0) Improvement of Reading Instruction:** An introduction to fundamentals of reading instruction and remediation, including the skills essential to the early detection and treatment of reading problems.

**READ 513 (3-3-0) Read Remediation and Practicum:** A practical course in the design of reading programs appropriate to individual and group needs, with a practicum experience in the facilitation of individual and group reading activities. (Closed to students with equivalent undergraduate course work.)

**READ 516 (3-3-3) Applied Phonics:** An introduction to the essentials of phonics, with emphasis on applications to word identification and pronunciation in teaching children to read.

**READ 550 (3-3-0) Reading in Junior and Senior High School:** A lecture and laboratory course in the principles and practices of teaching reading at the junior and senior high school levels, with emphasis on means of assessing students' reading skills and on methods and materials for enhancing their reading abilities in the content areas.

**READ 551 (3-0-3) Teaching Reading in the Content Area:** A practical course in the principles and methods of reading instruction in content areas of the K-12 curricula.

**READ 552 (3-0-3) Teaching Literacy Across Content Areas:** This course provides an in depth study of reading comprehension strategies and study skills needed in order to read in the content areas. Different types of text, structures and features of expository (informational) texts, and a variety of reading strategies will be explored.

**READ 601 (3-3-0) Special Topics in Reading:** A practicum course that develops skills in observing, recording, and analyzing children's reading and writing behaviors and implementing effective methods for teaching literacy to young children at risk or reading failure. Generates understanding of theories of reading and writing processes and of reading acquisition from an emergent perspective.

**READ 605 (3-0-3) Investigations in the Teaching of Reading:** Investigations of research studies on the reading process, including analyses and critical evaluations of the research, with particular emphasis on psychological principles and educational implications.

**Prerequisite:** EDUC 690

**READ 610 (3-0-3) Foundations of Literacy:** This course provides basic information about the reading process what it is how the child learns to read instructional strategies, and materials available for facilitating literacy teaching.

**READ 611 (3-3-0) Foundations of Reading:** A study of the fundamentals of the reading process, including instructional strategies, methods and materials for teaching reading, techniques for diagnosing reading problems, and methods of remediation.

**READ 612 (3-3-0) Principles and Practices in Emergent Literacy:** This course involves a study of how children acquire language and literacy and the research on emergent literacy. The goals and components of

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an emergent literacy curriculum are studied as well as principles and practices of teaching children at the emergent level.

**Prerequisite:** Admission to graduate study; a B.S. degree in Elementary Education, or related area; permission of the instructor.

**READ 618 (3-3-0) Reading: The Learning Bases:** An exploration of educational and psychological studies on the reading-learning process, with particular emphasis on applications to the teaching of reading and to remediation of reading-related problems.

**READ 620 (3-0-0) Assessment and Evaluation of Reading Problems:** This course provides a laboratory experience in studying, assessing, and evaluating, literacy problems and in developing plans for correcting reading problems.

**Prerequisite:** READ 610

**READ 621 (3-3-0) Clinical Procedures in the Identification and Evaluation of Reading Disabilities:** A study of the principles and practices of remedial instruction in reading, with practical experience in application of clinical procedures.

**Prerequisite:** EDUC 680 And PSYC 692 And READ 611 Or READ 605

**READ 622 (3-3-0) Remediation of Reading Disabilities:** A study of the principles and practices of remedial instruction in reading, with practical experience in application of clinical procedures.

**Prerequisite:** READ 621

**READ 623 (3-3-0) Correction of Reading Problems:** Provides a laboratory experience in analyzing, implementing, and utilizing specialized reading strategies designed to meet the literacy needs of problem readers.

**Prerequisite:** READ 620

**READ 644 (3-3-0) Organization and Management of Reading Programs:** An examination of the organizational planning and educational leadership basic to designing and implementing a district-wide developmental reading program for grades K-12.

**READ 698 (3-3-0) Advanced Applied Product of Learning:** This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.)

**READ 699 (3-0-3) Seminar - Thesis:** In-depth studies of issues in various fields of education, with conferences and discussions under the guidance of a major professor.

**SOCI 500 (3-3-0) Sociological Concepts:** An advanced course in general sociology designed to give basic principles and interpretation of society, groups, institutions, and the basic social processes. The course is intended to provide a comprehensive overview of the scope, theory, and methods of the discipline of sociology. It is intended primarily for those with limited experience in sociology.



**SOCI 501 (3-3-0) Death and Dying:** A survey of the diverse issues that are topics in discourse on death and dying, the goal of this course is to provide the necessary skills and knowledge to prepare for personal and work experiences relevant to death and dying. Content includes examining psycho-social practices and organizational policies, and both personal and social problems related to death and dying. Topics also provide exposure to past, present, and future trends in mortality and the quality of life debates. Emphasis is on mortality in later life.

**SOCI 502 (3-3-0) Special Topics in Sociology:** This is an advanced course in a topic of contemporary sociological interest. Topics vary and may be substantive, theoretical, or methodological. The course may be repeated under different subtitles.

**SOCI 503 (3-3-0) Social Statistics:** An introduction to descriptive and inferential social statistics, including parametric and non-parametric measures of association, tests of difference, probability and regression.

**SOCI 505 (3-3-0) Applied Multivariate Statistic:** An introduction to parametric, nonparametric and multivariate statistical techniques for the analysis of social research data and applications of such statistical techniques and sociological problems.

**Prerequisite:** SOCI 503 or an equivalent statistics course or permission of instructor

**SOCI 520 (3-3-0) Demographic Tech and Analysis:** A study of demographic principles, theories, techniques and methods as they relate to the population processes of mortality, fertility, and migration. The course also examines various demographic models like the Life table and techniques for population projections and estimates.

**SOCI 531 (3-3-0) Aging and Social Policy:** An advanced survey of social and public policy issues affecting the elderly. Subjects considered are age discrimination, public benefit programs for the elderly, voluntary and involuntary institutionalization, and a variety of political and informal issues confronting elderly individuals and society. The course provides intensive investigations of ongoing and emerging issues resulting from the growth in the number of elderly people. Issues will be examined for various social, professional and personal implications.

**SOCI 550 (3-3-0) Modernization and Social Change:** Examines the structural, institutional, and behavioral factors and processes affecting modernization in societies. Regional and comparative perspectives will be emphasized. Classical and contemporary theories and social changes will be examined.

**SOCI 555 (3-3-0) The Sociology of Juvenile Delinquency:** An exploration of the historical and contemporary theories of the causes of delinquency, and the social responses to delinquency. Topics include: The social and legal meaning of juvenile crime; the social and cultural factors promoting and inhibiting law breaking by juveniles; and strategies for prevention and control.

**SOCI 560 (3-3-0) Advanced Sociological Theory:** The purpose of this course is to expose students to the major theorists and theoretical orientations of the "Mid Twentieth Century" period. A major theme in the course will be the role played by ideology in the development of theory; and the assumptions underlying the various theoretical positions to be studied. Primary reading sources will be critically evaluated. The directions in which theory is moving today will be examined.

**SOCI 561 (3-3-0) Feminist Sociology:** This course examines the variety of feminist theories in sociology. It compares and contrasts feminist theories with traditional theories. It distinguishes between theories and

theoretical perspectives in the attempt to determine the status of feminist scholarship in sociology. It is designed to expand and enhance students' understanding of theory and the social forces, which impact upon theory construction and research.

**SOCI 563 (3-3-0) Race, Class, and Gender:** This course will explore the various social explanations of the origin, nature and persistence of racial, ethnic, and social class and gender inequalities. The course will focus on an examination of how these factors intersect to create a system of unequal rewards and life chances in the contemporary United States.

**SOCI 570 (3-3-0) Comparative Family Systems:** A systematic study of family patterns in selected cultures from around the world including ethnic and minority families in the United States. The course emphasizes the theory and method of studying families cross culturally. Family systems will be analyzed by looking at features such as structure, gender roles, kinship patterns, and marital and family interaction.

**SOCI 580 (3-3-0) Sociological Social Psychology:** This course is designed as a graduate level overview of the study of sociological social psychology. 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 cultures. The course will explore the relationship between social structure and individual phenomena such as liking and attractions, helping behavior, self-definition, and social interaction, etc.

**SOCI 590 (3-3-0) Advanced Social Science Research:** A study of social science research methodology. The course covers survey research, sampling, techniques, questionnaire construction, data analysis, computer applications, and proposal writing.

**Prerequisite:** SOCI 335 And SOCI 503 Or equivalent statistics courses or permission of instructor

**SOCI 591 (3-3-0) Family Analysis and Research:** This course provides analysis in both quantitative and qualitative research methods, research journal analysis, critique and evaluation, research design, and writing research reports related to family issues and special topics. This course explores the entire research process from conceptualization to writing and provides students with the tools to critically examine theoretical paradigms and methodological techniques in the field.

**Prerequisite:** Permission of instructor

**SOCI 595 (3-3-0) Formal Organization:** This course is designed to provide analytical understanding of organizational theory. The course presents various perspectives and empirical works on organizations. Emphasis will be placed on theories and perspectives on formal organizations and structural variables of organizations (i.e., size, goals, effectiveness, power, institutionalization, etc.)

**Prerequisite:** SOCI 560 And SOCI 590

**SOCI 602 (3-3-0) Independent Study:** Individual study under the supervision of a member of the sociology faculty.

**SOCI 605 (3-3-0) Seminar on Population Processes:** A sociological study of the population processes of mortality, fertility and migration. The course takes an in-depth look at the factors influencing population processes and social, economic and political consequences of changes in these processes. The major theories and empirical literature on mortality, fertility, and migration will be reviewed.

**SOCI 608 (3-3-0) Seminar in the Sociology of Health:** A sociological analysis of health and the health care delivery system. The course is structured to help enhance understanding of the social and psychological

dimensions of health and health care and the growing dominance of the medical profession. Contemporary issues and social policy implications will be examined as well.

**SOCI 610 (3-3-0) Sociology of Education:** Examines the American public school as a social organization. It focuses on the interrelations among social stratification, community power structure, school personnel, and the school. The course also analyzes the classroom as a social system and examines the emergence and nature of student culture.

**SOCI 614 (3-3-0) Sociology of Aging:** An analysis of the major theories, conceptual frameworks, social issues, and empirical research on aging the aged. The course is intended to show how the theory and methodology of sociology can be utilized to explain and predict social phenomena related to the aging process and the aged. Emphasis will be placed on the link between theory and research on aging to policy concerns of the aged.

**SOCI 618 (3-3-0) Social Inequalities:** This course will explore the various explanations of the origin, nature, and persistence of racial, ethnic, social class, and gender inequalities. Various theoretical perspectives (e.g., functionalist, conflict, Marxist, sociobiological) will be discussed. The concepts of class, power, social status, and social honor and their interconnectedness will be examined. Social mobility will also be studied. Discussions will focus on capitalist societies and with the more recent changes in these societies.

**SOCI 620 (3-3-0) Seminar in Race and Ethnic Relations:** This course will examine the theoretical perspectives on majority-minority relations. The status and problems of various racial and ethnic minority groups will be studied. Patterns of majority-minority interaction will be covered. Particular attention will be paid to the socio-historical experiences of various minority groups.

**SOCI 624 (3-3-0) Seminar on the Family:** An advanced study of the family institution. Emphasis is on theoretical and conceptual frameworks as well as the major literature in the area. The course will provide students with a comprehensive survey of the substantive areas and methods used in the study of the family. Emphasis will be placed on the integration of theory, research, and policy concerns.

**SOCI 638 (3-3-0) Seminar on Criminology and Deviance:** A survey of the theoretical, methodological, and substantive issues in the study of crime and deviance. This seminar is designed to provide graduate students with a comprehensive survey of the substance and method of deviance and criminology; theoretical explanations of deviant and criminal behavior; major issues in the control and prevention of deviant and criminal behavior; and public policy issues and the criminal justice system. A general objective of the course is to locate the study of deviance and crime within the general sociological approach to social behavior.

**SOCI 640 (3-3-0) Seminar on the Black Family:** An examination of the black family as one of the basic social units in the structure of the black community. The diversity in black families as well as the socio-historical development of family patterns, attitudes, and customs will be examined. Special emphasis will be placed on theoretical and methodological issues in the study of the black family. The course will also include an examination of the impact of public policies on black family functioning.

**SOCI 660 (3-3-0) Sociology of Occupations and Professions:** Analysis of various aspects of occupations and professions in American society, such as division of labor, status and ranking of occupations, occupational choice and career patterns, occupational socialization, and professional organizations.

**SOCI 685 (3-3-0) Seminar on Teaching Sociology:** The course is designed to prepare sociology majors for the teaching of sociology at the junior and community college level and as teaching assistants. The course

involves syllabus preparation, selection of instructional materials, testing and evaluation, and demonstration lectures. A major objective of the course is the development of a "sociology toolbox" for the future. Special attention will be paid to issues on curriculum and course development in sociology.

**SOCI 690 (3-3-0) Practicum:** Involves the planning, implementation, and evaluation of individual projects in applied sociology. Based on student interest, career plans, and available placements, students will be placed in a variety of settings for at least 10 weeks during the semester in which they are enrolled. A minimum of 12 contact hours per week will be required for a total of 120 hours.

**Prerequisite:** Completion of 24 graduate credit hours, including SOCI 503 And SOCI 560 And SOCI 590

**SOCI 691 (3-0-3) Practicum II:** Continuation of the practicum under the direction of the Practicum Committee.

**Prerequisite or Co-requisite:** SOCI 690

**SOCI 695 (3-0-3) Thesis I:** An original investigation in a subject approved by the student's Thesis Committee. Detailed information on the preparation, form, organization, and defense of the thesis is presented in the Guide for the Preparation and Submission of Theses. The thesis in the Sociology MA Program involves the planning, implementation and evaluation of individual research projects. Based on student interest and or future career plans, students will work on a thesis during the semesters in which they are enrolled. Approval of the proposed project by a thesis committee recruited to serve as faculty advisors by the student is required prior to registering for the course. Additional information and consent forms are available from the Sociology Department.

**Prerequisite:** SOCI 503 And SOCI 560 And SOCI 590

**SOCI 696 (3-3-0) Thesis II:** Continued preparation of the thesis under the direction of the advisor and the Thesis Committee.

**Prerequisite:** SOCI 695

**SOCI 899 (0-0-0) Thesis Non-Credit:** This course is required for students who have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**SPED 515 (3-3-0) Teach Reading to Students with Disabilities:** This course is designed to introduce students to the knowledge, skills and procedures needed to provide effective instruction for students with disabilities who demonstrate persistent reading difficulties. The course presents research-validated teaching principles, techniques and strategies that will provide a solid foundation on which to build an effective reading instruction program.

**SPED 518 (3-3-0) Teach Mathematics and Writing to Student with Disabilities:** This course will provide research-based content related to the mathematics and written language difficulties of students with mild to moderate disabilities along with research-validated best practices for teaching students with disabilities who exhibit these problems.

**SPED 522 (3-3-0) Seminar in Learning Disabilities:** A course exploring the etiology of learning disabilities, with emphasis on classroom manifestations of and treatment programs for children with learning disabilities, and with additional consideration of test patterns, differential functioning program planning and placement, and related research.

**SPED 523 (3-3-0) Advanced Studies in Specific Learning Disabilities:** This course is designed to explore the definitions, characteristics, etiology, educational and social impact and intervention implications of specific learning disabilities on children and adolescents. Emphasis is placed on identifying the research and best practices bases for identification and treatment of students with this disability.

**SPED 524 (3-3-0) Working with Parents/Family of Handicapped Child:** A study of theories and practices related to parent/family involvement in the education of the handicapped.

**SPED 528 (3-3-0) Mainstreaming the Exceptional Child:** A study of the theory, history, and practices associated with mainstreaming exceptional children, with emphasis on efforts toward overcoming problems related to educating exceptional children in a regular classroom setting.

**SPED 530 (3-3-0) Introduction to Exceptional Children:** A comprehensive survey of the various exceptionalities affecting learning: giftedness, mental retardation, emotional disturbance, learning disabilities, speech impairment, sight impairment, orthopedic impairment, autism, neurological and physical impairment, and cultural differences.

**SPED 532 (3-3-0) The Gifted Child:** An exploration of the nature of giftedness and creativity, including characteristics of gifted and creative children and approaches to encouraging the use and development of their abilities.

**SPED 535 (3-3-0) Psychology of Mental Retardation:** An intensive study of the psychological and sociological aspects of educationally handicapping conditions and of the children who manifest those conditions, with emphasis on integrating theory, research, and practice in effective program planning and implementation.

**SPED 536 (3-3-0) Advanced Studies in Mental Disabilities:** This course involves the intensive study of the psychological and sociological aspects of educationally handicapping conditions and the individuals who manifest these conditions, with emphasis on integrating theory, research, and practice in effective program planning and implementation.

**SPED 537 (3-3-0) Introduction to Education of Emotionally Disturbed Children:** An overview of the education of emotionally and behaviorally disturbed children, including history, philosophical issues, kinds of emotional disturbance, management of educational programming, types of programs, and professional roles for teachers.

**SPED 538 (3-3-0) Advanced Studies in Behavioral/Emotional Disabilities:** This course is designed to provide a comprehensive overview of the area of study for the special education of Students with Emotional and Behavioral Disabilities. Major subject matter components include, but are not limited to, issues and trends, behavior management screening/assessment, programming and professional and family collaboration. The current status of this area of study is more directly linked to the present realities of our nation's schools and its students than ever before. For these reasons the ability to apply research and instructional development skills in each major component of the discipline is very essential. Opportunities to plan, implement and evaluate programmatic, individual and intensive individual interventions will begin in this initial course offering within the area of specialization.

**SPED 560 (3-3-0) Reading and Language Arts for Gifted Children:** An in-depth study of curricula, methods and materials for teaching the language arts to gifted children, with attention to examining

characteristics of the gifted, assessing their unique learning needs, and investigating aspects of creativity.

**SPED 579 (3-3-0) Management of Learning Environments:** A study of effective behavior analysis techniques for intervening in the environments of exceptional children to facilitate learning.

**SPED 580 (3-3-0) Advanced Management of Learning Environments:** Emphasis on effective behavior analysis techniques for intervening in the environments of exceptional children to increase learning. Includes examination and application of various models, approaches and techniques to provide positive behavioral supports for students and prevent discipline problems, where possible. Emphasis will also be placed on self-management and development of appropriate social-emotional skills.

**SPED 600 (6-0-6) Practicum in Special Education:** A ten-week supervised field experience in teaching exceptional children in an educational setting.

**SPED 610 (3-3-0) Curriculum Development for the Gifted:** A comprehensive view of the gifted learner and the implications of advanced learning ability for curriculum development, teaching/ learning models, and current educational environments.

**SPED 615 (3-3-0) Issues and Trends in Special Education:** This course is designed to provide a forum to discuss current issues related to the field of Special Education. Participants will explore effective approaches and strategies for managing issues in the creation of responsive learning environments.

**SPED 620 (3-3-0) Teaching the Gifted Child:** An overview of the features and procedures essential to designing, implementing, and facilitating an instructional program for gifted learners, with attention to strategies for counseling the gifted, issues-related topics in gifted education, and techniques for working effectively with parents, the community, and other advocates as resources for the gifted program.

**SPED 630 (3-0-3) Consultative Internship in Special Education:** A supervised experience in planning, implementing, and evaluating consultation projects involving exceptional and potentially exceptional students, educators of regular students, administrators, and parents.

**Prerequisite Or Co-requisite:** SPED 649

**SPED 631 (3-3-0) Teaching Students with Mild to Moderate Disabilities: Academic Methods:** A study of classroom educational procedures, including methods, curriculum and materials, for teaching students with developmental or academic/ learning handicaps, with emphasis on problems related to learning disabilities, mental retardation, and emotional disturbances.

**SPED 632 (3-3-0) Teach the Hand Child-Dev Level:** A study of classroom educational procedures including methods, curricula, and materials for teaching birth-to-school-age students handicapped by developmental problems and for teaching older students with a mental age in the preschool range.

**SPED 633 (3-3-0) Teaching Adolescents with Disabilities:** A study of classroom educational procedures, including curricula, methods, and materials for teaching adolescent students (junior high through young adult) with disabilities.

**SPED 634 (3-3-0) Curriculum and Effective Practices for Teaching Students with Mental Disabilities:** This course is designed to provide an overview of the historical background, current developments and future directions for teaching children who are mildly and moderately mentally disabled.

Emphasis will be placed on classroom procedures including methods, curriculum and materials for teaching the mentally challenged from K-12. Strategies and methods for use in the classroom to facilitate learning will be emphasized to include the use of technology for teachers as well as students.

**SPED 635 (3-3-0) Curriculum and Effective Practices for Teaching Students with Specific Learning Disabilities:** This course is designed to provide an overview of the historical background, current developments and future directions for teaching academic skills to students who have specific learning disabilities. Emphasis will be placed on classroom procedures including methods, curriculum and materials for teaching basic skills and content areas in grades K-12. Strategies and methods for integrating technology into lessons will be included.

**SPED 638 (3-3-0) Teaching the Emotionally Disturbed Child:** An examination of management techniques and educational planning and programming for emotionally disturbed children, with emphasis on the roles of the teacher and on the development of programs.

**SPED 639 (3-3-0) Curriculum and Effective Practices for Teaching Students with Behavioral/Emotional Disabilities:** The major framework for the course includes a research based examination of management and educational planning/programming for Children and Youth with emotional and behavioral disabilities. The course seeks to inspire and guide participants to gain the knowledge and skills necessary to match the complex and challenging roles of the teacher for the establishment of programs which reflect sound practices and which meet the needs of these children/youth. The course content focuses on teacher directed educational activities for managing and teaching students with mild to severe behavior and emotional problems; however, it ultimately seeks to prepare master educators who can effectively teach academic skills to children with diverse abilities.

**SPED 640 (3-0-3) Master's Internship in Special Education:** A supervised experience in basic and advanced teaching skills in special education. (Offered for variable credits, with a maximum of nine credit hours applicable to a graduate degree.)

**SPED 641 (3-0-3) Advanced Internship in Special Education (Mentally Disabled; Behaviorally-Emotionally Disabled; Specific Learning Disabled):** This course provides an intensive supervised field experience. It is designed to be the most appropriate for the student's qualifications, experience and future educational goals. Requires a minimum of 150 hours per semester. This is a practical application of the knowledge base of the educational professional as a facilitator of learning. Depending upon the student's qualifications, skill and experience, the intern will be supervised in one of two (2) of the following options: (1) in-service or classroom internship; or (2) special placement internship. The in service classroom internship option is primarily for currently employed teachers who were in regular or special classroom settings and serve the populations for which they are seeking licensure. The special placement internship option is an advanced field teaching arrangement. The student will provide direct service to MD or BED or SLD students. Students will receive on site supervision from both master teacher/site supervisor and a university instructor. (Offered for variable credits, with a maximum of nine (9) credit hours applicable to a graduate degree.)

**SPED 642 (3-3-0) Exceptional Child Development:** An examination of the relationship between human development and education, with emphasis on deviations exhibited by exceptional children in cognitive, linguistic, social, affective, perceptual, and neurological development.

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**SPED 643 (3-3-0) Seminar in Special Education:** A graduate level seminar drawing from both theory and research for advanced study and discussions of critical issues in special education. (May be repeated for credit.)

**SPED 645 (3-3-0) Independent Study in SPED:** Independent research on critical issues in special education. (May be repeated for credit.)

**SPED 646 (3-3-0) Advanced Assessment Practices in Special Education:** This course is designed to provide teachers of children with learning problems with an opportunity to study and practice both formal and informal educational and diagnostic assessments that are appropriate for children and youth.

**SPED 647 (3-3-0) Educational Assessment of Students with Disabilities:** A practical study of both formal and informal diagnostic assessment and observational techniques for identifying and evaluating mild to moderate academic disabilities.

**SPED 648 (3-3-0) Curriculum Development in Special Education:** A practical course in the development and implementation of curricula for learning disabled, mentally handicapped, and behaviorally-emotionally handicapped students, with attention to the development of I.E.P's, the understanding and application of legislative directives regarding special education students, and applications of evaluation techniques for accountability.

**SPED 649 (3-3-0) The Consultative Role of the Special Educator:** A study of the theory, methods, and practices relating to the special educator's consultative role in the education of exceptional children.

**SPED 650 (3-3-0) Leadership and Supervision of Exceptional Child Programs:** A study of major issues in the supervision and leadership of educational programs for exceptional children, with emphasis on appropriate leadership styles, child advocacy roles, applicable state and federal legislation, due process and confidentiality requirements, personnel conflict management, qualifications and roles of special education staff, data-based decision-making, and provisions for least restrictive educational environments for exceptional children.

**SPED 660 (3-3-0) Internship of Gifted Education:** Supervised study and practice in the education of the gifted, requiring a minimum of 75 to 150 contact hours.

**SPED 698 (3-1-2) Advanced Applied Product of Learning:** This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.) (Offered for variable credits, with a maximum of six credit hours applicable to a graduate degree.)

**STAT 561 (3-3-0) Probability Theory:** A course including such topics as probability distributions, limit theorems, special functions, and probability models.

**Prerequisite:** STAT 301 or consent of department.



**STAT 562 (3-3-0) Applied Regression Analysis:** A course including such topics as matrix theory, correlation analysis, least squares, curve fitting, simple and multiple regression, response surfaces, and the applications of statistical software packages.

**Prerequisite:** MATH 251

**STAT 563 (3-3-0) Design and Analysis of Experiment:** The applications of statistics in the design and analysis of experiments. Topics will include: Principles of Design of Experiments, One-way Analysis of Variance, Factorial Designs, Hierarchical or Nested Designs, Linear and Multiple Regression Analysis, Two way Analysis of Variance, and other related topics.

**Prerequisite:** STAT 561

**STAT 564 (3-3-0) Mathematical Statistics:** Theories of distributions and statistical inference, Point and Interval Estimation, Tests of Hypotheses, Sufficiency, Completeness, and Unbiased Minimum Variance Unbiased Estimation (UMVUE'S) Interval Estimation.

**Prerequisite:** STAT 561

**STAT 571 (3-3-0) Statistical Computing:** A survey of some of the standard statistical software packages, like EXCEL, SAS, and SPSS. These packages will be used to solve statistical problems.

**Prerequisite:** MATH 561

**STAT 572 (3-3-0) Time Series Analysis:** A discussion of the theoretical and applied aspects of Time Series. Topics include: Introduction to forecasting, Non-Seasonal Box-Jenkins Models and their tentative identification, Seasonal Box-Jenkins Models and their tentative identification, Estimation and diagnostic checking for Box-Jenkins models, Time Series Regression, Exponential Smoothing, Transfer Function Models, Classical Regression Analysis.

**Prerequisite:** STAT 561

**STAT 661 (3-3-0) Advanced Probability Theory:** A course including such topics as probability distributions, characteristic and generating functions, convergence and approximations, asymptotic sampling theory and decision functions.

**Prerequisite:** STAT 561

**STAT 662 (3-3-0) Advanced Mathematical Statistics:** Topics include parametric estimation, tests of hypotheses, linear models and nonparametric estimation, sufficiency, unbiased estimation, Bayes estimators, and the multivariate normal theory.

**Prerequisite:** STAT 661

**STAT 750 (3-3-0) Topics in Statistics:** A study of special and advanced topics in statistics within the scope of research interests of the instructor.

**Prerequisite:** STAT 662

**SWRK 510 (3-3-0) Social Welfare Policy and Services:** This course is an advanced study of the historical development of social welfare and the evolution of social work values and ethics. Emphasis is placed on the major fields of social work such as children and family services, mental health, health care, income maintenance, and corrections. Analytic frameworks with regard to social welfare policies and services are introduced. Frameworks identify strengths and weaknesses in the social welfare system with respect to multiculturalism and diversity. Policy at the national, state, and local levels, with emphasis on poverty, inequality; social and economic justice is addressed.

**Prerequisite:** Graduate standing in social work

**SWRK 515 (3-3-0) Forensic Social Work:** This course addresses working with criminals in clinics, prisons, juvenile and adult services, corrections, court mandated treatment and psychiatric hospitals for defendants being evaluated and treated on issues of responsibilities and competence to stand trial. As well, the course will address the related issues of working with the families of these offenders. Students will develop familiarity with the adversary process and the issues social workers confront in the civil and criminal justice system. This course also includes experiential learning from field trips. Students will interface/interact with the inmates and the prison staffs during these trips.

**SWRK 516 (3-3-0) Social Work Practice with Black Families:** This course examines the past and current status of Black families and alert students to specific knowledge, skills values and strategies required to work successfully and culturally with the target group. It incorporates the study and analysis of problems and issues faced by social workers in working effectively with Black families, including the integration of theory, cultural factors, social work policy, human behavior and social work practice. A particular emphasis is placed upon greater understanding of the challenges and dynamics affecting practice with Black families, including economic and social justice, empowerment, and oppression. Additionally, from an empowerment and strengths perspective, this course will examine historically the capabilities and strengths of Black families and how such capabilities and strengths can be used in effective social work practice with Black families.

**Prerequisite:** SWRK 540 Or SWRK 425

**SWRK 517 (3-3-0) International Social Work:** This course introduces students to the international dimensions of social work practice. Special attention is given to the present and future role of International social work professionals. Additionally, the role and responsibilities of United Nations, global human rights organizations, international aid agencies, intergovernmental and nongovernmental agencies are addressed. Students develop and understanding of poverty, violence, structural adjustment, debt crisis, migration, human rights issues, exploitation of children and women, other populations at risk, and social and economic justice issues within a global perspective. Also addressed are international aspects of domestic practice, policy formulation and advocacy from a global perspective.

**SWRK 520 (3-3-0) Human Behavior and the Social Environment I:** This course focuses on the physiological, cognitive, intellectual and emotional development of individuals. Theoretical explanations of human development over the lifespan are explored. Major social issues relating to human growth and development, ecological systems, culture, race, ethnicity, gender and socioeconomic forces as applied to the analysis of individuals, families, small groups, organizations and communities are addressed. Focus will be given to oppression, privilege, and discrimination, and factors that help individuals and small social systems to change.

**Prerequisite:** Graduate standing in social work

**SWRK 525 (3-3-0) Human Behavior and the Social Environment II:** The course emphasizes social processes that transcend the individual, aiming to increase students' conceptual sophistication about the social context of human action and social work intervention. Within the person-in-environment framework, this course presents social theories and concepts that become tools for students' critical analysis of society,

communities, social institutions and organizations, populations, and social structures, and cultures is a main component of the course. Special attention is given to human diversity and social inequalities.

**Prerequisite:** SWRK 520

**SWRK 530 (3-3-0) Social Work Statistical and Data Analysis:** This course is designed to develop understanding of probabilistic analysis, quantitative reasoning, and inferential statistics. Students are provided opportunities to do data analysis on the computer and concentrate on research and policy applications.

**Prerequisite:** Graduate standing in social work.

**SWRK 540 (3-3-0) Social Work Intervention with Individuals and Families:** This course will introduce students to content on theories of assessment, intervention, diversity, evaluation and termination. Specific attention is given to the development of skills in communication, rapport building, interviewing, and the utilization of professional self in working with individuals and families. Multigenerational family life cycle is explored. Models of family therapy and other intervention approaches are reviewed. Challenges and concerns encountered by vulnerable families, low-income families, families of color, and nontraditional families are reviewed. The dynamics of small groups are emphasized. Students develop an understanding of how values and ethics impact social work practice.

**Prerequisite:** Graduate standing in social work.

**SWRK 560 (3-3-0) Applied Social Work Research Methods:** Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. Students learn to develop, use, and effectively communicate empirically based knowledge, including evidenced-based knowledge. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Major research designs are reviewed, and students develop skills in collecting, analyzing and using data. Sampling methods, data collection techniques, and statistical and graphical approaches to data analysis are emphasized. The course integrates themes related to multiculturalism, social justice, social change, prevention, intervention and treatment.

**Prerequisite:** Graduate Standing in Social Work

**SWRK 570 (3-3-0) Social Work Intervention with Groups, Communities, and Organizations:** Social work practice with small groups, communities, and organizations are emphasized. Group membership, group goals and culture, group development stages, leadership roles and decision-making processes are explored. Theories and strategies for community and community organization development are examined. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation.

**Prerequisite:** SWRK 540

**SWRK 574 (3-3-0) Multicultural Practice with Diverse Populations:** This course promotes understanding, affirmation and respect for individuals from diverse backgrounds. Students learn to recognize diversity within and between groups and gain understanding on how diversity may influence assessment, planning, intervention, treatment, and research. Students develop skills in defining, designing, and implementing strategies for effective practice with individuals from diverse backgrounds with respect to race, class, gender, color, ethnicity, age, disability, sexual orientation, religion, national origin, and equality. The course integrates knowledge of cultures with particular emphasis on rural, urban, and military communities. Students analyze their own abilities to function as effective social work professionals in working with diverse populations. Attention is given to oppressed populations and social and economic injustice. Strategies for combating discrimination, oppression, and economic deprivation are addressed.

**Prerequisite:** Graduate standing in social work

**SWRK 580 (4-1-4) Social Work Field Instruction I:** This course is one of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours per semester. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within an agency setting and community context. Students will have experiences in working with individuals, families, groups, and organizations. The field placement is offered concurrently with seminar classes. Seminar will provide students an opportunity to enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self-awareness and professional use of self in advanced social work practice. Students may select rural or urban settings.

**Prerequisite:** Graduate standing in social work.

**SWRK 585 (4-1-4) Social Work Field Instruction II:** This course is two of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within an agency setting and community context. The field placement is offered concurrently with seminar classes. Seminar classes enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self-awareness and professional use of self. The field placement in conjunction with the seminar will provide students a series of assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students may select rural or urban settings.

**Prerequisite:** SWRK 580

**SWRK 602 (3-3-0) Independent Study:** Individual study under the supervision of a member of the Social Work Program faculty.

**SWRK 605 (3-3-0) Special Topics:** This is an advanced course providing the students the opportunity to study new or advanced topics in social work. This course will vary according to the individual instructor and may be repeated under different subtitles.

**Prerequisite:** Graduate standing in social work.

**SWRK 606 (3-3-0) Social Work Practice Seminar:** This course will present content on theories of assessment, intervention, diversity, evaluation, and termination. Specific attention is given to the development of skills in communication, rapport building, interviewing, and the utilization of professional self in working with individuals and families. Multigenerational family life cycle is explored. Models of family therapy and other intervention approaches are reviewed. Challenges and concerns encountered by vulnerable families, low-income families, families of color, and nontraditional families are reviewed. The dynamics of small groups are emphasized. Students develop an understanding of how values and ethics impact social work practice. Content on social work practice with small groups, communities, and organizations are emphasized. Group membership, group goals and culture, group development stages, leadership roles and decision-making processes are explored. Theories and strategies for community and community organization development are examined. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation.

**SWRK 608 (3-3-0) Statistics and Research Seminar:** A review of basic research methods and an introduction to basic statistics for social work. Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Major research designs are reviewed, such as single system designs, and students develop skills in collecting, analyzing and using data. Sampling methods, data collection techniques, and statistical and graphical approaches to data analysis are emphasized. Students develop an understanding of probabilistic analysis, quantitative reasoning, and inferential statistics. Students are provided opportunities to do data analysis on microcomputers. The course integrates themes related to multiculturalism, social justice, social change, prevention, intervention and treatment.

**SWRK 609 (3-3-0) Advance Social Work Practice with Groups:** This course teaches advanced skills for effective practice with groups, including diverse and at-risk populations, emphasizing multidimensional assessment, models of group process and intervention theories, evaluation, and values/ ethics. Students develop their roles as group leaders and facilitators in culturally responsive ways for a variety of special work settings, emphasizing a strengths perspective and social justice. This course examines three fundamental areas related to group social work: 1) group processes and practice techniques, 2) special considerations in working with specific populations, and 3) differing group treatment modalities based on theoretical perspectives. Prerequisite is successful completion of MSW foundation curriculum.

**SWRK 610 (3-3-0) Social Work Practice with Families:** This course critically evaluates methods used for assessing families of diverse, social, economic, cultural, racial, and ethnic backgrounds. Students develop a knowledge base of theory, and models of family intervention. Family constellations are examined to include single parent families, extended and blended families, adoptive and foster care families, and gay and lesbian families.

**Prerequisite:** SWRK 540

**SWRK 615 (3-3-0) Social Work Practice in Mental Health:** This advanced course focuses on social work practice with persons who have mental illness, and the impact mental illness has on families and society. Primary focus is on the therapeutic relationships, assessments, treatment planning, interventions, psychotropic medication, and case management. Students develop an understanding of the classification and diagnosis of DSM-IV.

**Prerequisite:** SWRK 540

**SWRK 620 (3-3-0) Social Work Practice with Children and Adolescents:** This course focuses on multiculturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs will be addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents.

**Prerequisite:** SWRK 540

**SWRK 621 (3-3-0) Social Work Practice with Military Families I:** Social work as it is practiced in the various branches of military service to include Army, Air Force, and Navy is examined. The history and role transitions of social work over the years with military families are explored. Ethical concerns that emerge from social work practice with military families are addressed. Military social worker' roles in mental health programs, medical settings, military operations, substance abuse programs, family advocacy, program administration, and policy-making are examined. Students compare and contrast civilian social work practice

and military social work practice.

**Prerequisite:** Graduate standing in social work.

**SWRK 622 (3-3-0) Social Work Practice with Military Families II:** Students enhance knowledge and skills needed to work effectively with uniformed service members, veterans, and their families. There is discussion on how students demonstrate a professional demeanor that reflects awareness of and respect for military and veteran cultures and traditions. Students acquire further understanding of boundary and integration issues between military and veterans cultures and social work values and ethics. Knowledge of population characteristics and relevant physical health and mental health issues for current and former military is emphasized. Students acquire knowledge and skills in the interactive and reciprocal processes of therapeutic engagement, bio-psycho-social-spiritual assessment, and research-informed clinical interventions and programs.

**SWRK 625 (3-3-0) Social Work with Chemically Dependent Families:** Students study theory and knowledge on drugs and substance abuse as it relates to practice in social work settings. Dynamics of the chemically dependent family are assessed and culturally competent intervention approaches for working with the family system and subsystems use patterns will be discussed. Attention will be given to issues arising at different stages in the life cycle including recognition of signs of misuse.

**Prerequisite:** SWRK 540

**SWRK 626 (3-3-0) Substance Abuse Intervention:** This course facilitates students' understanding of the diverse needs of clients with substance abuse addictions. Students receive an overview of the dynamics of alcohol and other psychoactive drug addictions. Additionally, students evaluate the motivation and behavior patterns of substance abusers in a broad social context. Risk factors, education, and prevention are explored. Substance abuse assessment, intervention, relapse prevention are addressed.

**Prerequisite:** SWRK 540

**SWRK 627 (3-3-0) Assessment and Evidence-based Treatment of Post Traumatic Stress Disorder (PTSD):** The definition and history of Post Traumatic Stress Disorder (PTSD) are explored. Students gain a comprehensive understanding of the mechanisms of PTSD and acquire knowledge and skills on evidence-based interventions to manage and treat symptoms of PTSD. There is discussion on how to assess for PTSD symptoms and conduct interviews. The impact of PTSD on the development of substance abuse also is explored.

**SWRK 628 (3-3-0) Assessment and Treatment of Suicidal Behaviors:** Students acquire empirically grounded knowledge on suicidal behaviors, assessment, and evidence-based treatment. The significance of culture, race, and ethnicity with a special emphasis on military suicidal behavior are discussed. The impact of suicide on survivors is examined.

**SWRK 629 (3-3-0) Social Work Practice and Traumatic Brain Injury:** Students will develop knowledge and skills in counseling clients with traumatic brain injury. Students will acquire an understanding of TBI community resources and services. The physical, behavioral, cognitive, and emotional changes that can occur after a traumatic brain injury is discussed.

**SWRK 630 (3-3-0) Assessment of Mental Disorders:** Theories and concepts of mental health and illness are examined. Students are introduced to the Diagnostic Statistical Manual of Mental Disorders. Students study the etiology, symptomology, and treatment of mental disorders. The development of environmental, interpersonal, psychosocial and stress factors in human behavioral dynamics is explored.

**Prerequisite:** Graduate standing in social work

**SWRK 631 (3-3-0) Alcohol, Tobacco, & Other Drugs: Biomedical Basis:** The course examines the biomedical basis of addictive disorders. Students will develop a broad scientific perspective on different classes of substance abuse and the biological basis of substance-related disorders including genetic factors, neuroanatomical and neurophysiological factors predisposing to substance dependence, medical consequence of alcohol and drug abuse, and pharmacology interventions.

**SWRK 632 (3-3-0) Alcohol, Tobacco, & Other Drugs (ATOD): Social Work Practice with Culturally Diverse Populations:** This course provides an overview of the unique problems and needs of diverse populations who misuse alcohol, tobacco and other drugs (ATOD) and focuses on the application of culturally sensitive intervention strategies.

**SWRK 633 (3-3-0) Advanced Clinical Social Work Practice in Integrated Healthcare:** The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care.

**SWRK 635 (3-3-0) Management of Human Services Organizations:** This course focuses on management and leadership theories, administrative decision-making processes and organizational communication. Students develop ability for application of administrative concepts, theories and management principles in social work practice settings. Program planning and development, budget preparation, organizational development, and program evaluation, fund-raising and grant writing are emphasized.

**Prerequisite:** SWRK 570

**SWRK 640 (3-3-0) Professional Writing for Social Work:** Students will learn about scholarly writing through modeling the writing of published authors. This course will introduce students to why social work requires them to write using the American Psychological Association (APA) style. The ethics of writing, indicating the acceptable forms and practices of recognizing the ideas and intellectual properties of others will be explored in this course. The course will explore the concept of plagiarism. The course contains general conventions, such as how to refer to the work of others in the body of a paper and tips for avoiding sexist language. The course will provide the students the opportunity to avoid grammatical and punctuation errors commonly found in social work papers. The course will provide students the opportunity to participate in proofreading exercises that will direct them to their PC's to detect areas of potential problems. This course will provide students with a real-world option for communicating scholarly thinking and findings. The course will address the importance of the use of the Internet and the information it provides in writing research papers. The course will also offer suggestions for using computer technology effectively at various stages of the research process. The course and its assignments will encourage students to use resources outside the library, such as conducting interviews, surveys, and using media such as radio and television. Much of the course will take place in the library where students will review the literature and develop their proposals and complete the writing of their literature review.

**SWRK 650 (4-1-4) Social Work Field Instruction III:** This course is one of two courses that constitute the advanced placement in student's area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement, students are in the field for 250 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with student's chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or

urban settings.

**Prerequisite:** SWRK 585

**SWRK 655 (4-1-4) Social Work Field Instruction IV:** This course is two of two courses that constitute the advanced placement in student's area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement, students are in the field for 250 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with student's chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or urban settings.

**Prerequisite:** SWRK 650

**SWRK 660 (3-3-0) Clinical Supervision:** This course provides critical overviews of theories conceptualized through empirically-based literature on clinical supervision, including models, approaches, techniques, relationship and process issues, and ethical and legal considerations.

**SWRK 690 (3-3-0) Independent Research Project Seminar I:** The course is designed to assist students in preparing their research projects. The course will focus around discussion of students selected topics chosen for the research project. Students will conduct and individualized but structured investigation of problem definitions, research methodologies and statistical analyses associated with research project.

**Prerequisite:** Completion of 31 graduate hours in social work, including completion of SWRK 530 And SWRK 560

**SWRK 696 (3-3-0) Thesis I:** This course is an advanced independent endeavor in the student's concentration area. Course involves an original investigation in a subject approved by the student's Thesis committee. Detailed information on the preparation, form, organization, and defense of the thesis is presented in the Guide for the Preparation and Submission of Theses. The thesis involves the planning, implementation and evaluation of a topic in the student's specialty area. Based on student interest and future career plans, students will work on a thesis during the semester. Approval of the proposed project by a thesis committee recruited to serve as faculty advisors by the student is required prior to registering for the course.

**Prerequisite:** Completion of 31 graduate hours in social work, including completion of SWRK 530 And SWRK 560

**SWRK 698 (3-3-0) Thesis II:** Continued preparation of the thesis under the direction of an advisor and the Thesis Committee. This course builds on research acquired in SWRK 696.

**Prerequisite:** SWRK 696

**SWRK 899 (3-3-0) Thesis Noncredit:** This course is required for students who have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

**TESL 510 (3-3-0) Theories and Principles in Teaching ESL:** TESL 510 focuses on theoretical and practical approaches to the teaching of English as a second Language. This course demonstrates understanding of teaching ESL theories and skills through reading selections, teaching demonstrations, Computer Assisted Language Learning (CALL) activities, and field experiences. This course will prepare prospective or in-service teachers who will help Limited English proficiency (LEP) students.



**TESL 520 (3-3-0) Second Language Acquisition:** The multidisciplinary approach to the ways second languages are learned. Although child language acquisition is discussed, emphasis is on adult second language acquisition. The neurolinguistic, psycholinguistic, and sociolinguistic bases of second languages are explored.

**TESL 530 (3-3-0) Lit Dev and Assessment for English Learners:** This course is designed to introduce and extend fundamental knowledge of theory and research in literacy development and strategies and techniques for effective literacy instruction for English Language Learners including and understanding of process of reading and writing in first and second language, literacy strategies, various assessments and materials available for facilitation the individualized teaching of literacy to help English Language Learners become independent readers and writers of English.

**TESL 541 (3-3-0) Trends and Issues in Teaching ESL:** This course explores trends and issues involved in teaching ESL students in the U.S. and teaching abroad. This course discusses the pedagogical issues in ESL/bilingual education and the trends in ESL teaching in the 21st century.

**TESL 550 (3-3-0) Practicum:** TESL 550, The Practicum in ESL, is an introduction to approaches and methods in ESL teaching through ESL classroom observation and classroom teaching experience that promote cooperation among ESL staff, classroom teachers, school administrators, and members of the community. This course emphasizes the development of specialists in Teaching English to Speakers of Other Languages who develop a high level of professionalism.

**ZOOL 570 (3-2-2) General Entomology:** A study of the morphology, life cycles, physiology, ecology, and behavior of hexapods, with course format including two lectures/discussions and two laboratory hours a week, and with laboratory studies devoted to insect identification, insect physiology, ecology, insect behavior, and individual student projects.

**ZOOL 585 (3-2-2) Introduction to Parasitology:** A study of the morphology, life cycles, and classification of parasites of various hosts, with course format including two lectures and two laboratory hours a week, and with laboratory studies devoted to the methods for the collection, culture, and microscopic preparation of parasitological materials.

**ZOOL 610 (3-2-2) Advanced Genetics:** To study the genomics, genetic analysis, gene expression and regulation, genetic mechanisms of evolutionary change, and genetic technologies.

**Prerequisite:** ZOOL 410 Or equivalent

**ZOOL 630 (3-2-2) Advanced Developmental Biology:** An advanced study of animal development, with emphasis on physiological and biochemical aspects, and with laboratory periods devoted to experimental work, literature reviews, and discussions.

