
Fayetteville State University
Established 1867

Graduate Catalog
2006-2008



Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301-4298
www.unctsu.edu
910-672-1371
1-800-222-2594

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

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

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

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

CHANCELLOR'S MESSAGE



Dear Fayetteville State University Graduate Student:

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

Established in 1867, Fayetteville State University is the second-oldest public institution of higher education in North Carolina. Today, we proudly provide quality, affordable educational opportunities to more than 6,300 undergraduate and graduate students. Among our faculty of over 250, you will find award-winning authors, those who have won the highest honors in the state for excellence in teaching, and professors whose research is funded by agencies such as NASA, the U.S. Department of Education, the National Science Foundation, the National Institutes of Health, and the Rockefeller Foundation. In addition, you will find faculty and administrators who are dedicated to providing you with excellent academic opportunities at the master's and doctoral levels that involve the most current developments for your chosen career.

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

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

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

Sincerely,

A handwritten signature in black ink that reads "T.J. Bryan". The signature is fluid and cursive, written over a light-colored rectangular background.

T.J. Bryan
Chancellor

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For More Information

Note: The area code for all numbers is 910.

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

Security	672-1431
Student Activities	672-1166
Student Affairs	672-1483
Summer School	672-1229
Testing	672-1301
Tuition and Fees	672-1155
Veterans' Affairs	672-1626
College of Basic and Applied Sciences	
Criminal Justice.....	672-1972
Mathematics and Computer Science	672-1294
Natural Sciences	672-1691
Psychology.....	672-1413
Sociology	672-1122
Social Work.....	672-1210
College of Humanities and Social Sciences ...	
English and Foreign Languages	672-1416
Government and History	672-1573
Performing and Fine Arts	672-1571
Sociology	672-1122
Social Work.....	672-1210
School of Business and Economics	
Master of Business Administration	672-1197
School of Education	
Educational Leadership and Foundations	672-1731
Elementary Education	672-1257
Middle Grades, Secondary, & Special Education	672-1181

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

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

Academic Calendars, 2006-2008

Fall 2006 Semester Calendar

August 16 – 17	Wednesday - Thursday	Bronco Kick-Off – Faculty and Staff
August 19	Saturday	First-time students arrive
August 22	Tuesday	Last Day of Regular Registration
August 23	Wednesday	Classes Begin
August 23 – 29	Wednesday – Tuesday	Late Registration (\$20.00 fee); Drop-Add Continues
September 4	Monday	Labor Day Holiday
September 25	Monday	Deadline for application for May graduation
October 5 – 11	Thursday – Wednesday	Midterm Examinations
October 11	Wednesday	Deadline for Reporting Midterm Grades
October 12 – 13	Thursday-Friday	Fall Break
October 27	Friday	Last Day to Withdraw from Classes
October 27	Friday	Deadline for Clearing “I” Grades from Previous Semester
October 28	Saturday	Homecoming
November 13	Monday	Registration begins for Spring and Summer 2007
November 23-24	Thursday – Friday	University Closed – Thanksgiving
November 28	Tuesday	Last Day to Withdraw from the University
December 4 – 9	Monday – Saturday	Final Examinations for Graduating Seniors
<i>Final grades for graduating students due no later than 5:00 pm on the next business day after exam is administered.</i>		
December 8	Friday	Last Day of Classes
December 11	Monday	Final Grades due for December graduates
December 9 - 15	Saturday – Friday	Final Examinations (students not graduating)
<i>Final grades due no later than 5:00 p.m. on the second business day after the exam is administered.</i>		
December 16	Saturday	Commencement

Fall 2006 Eight-Week Term I

August 22	Tuesday	Last Day of Regular Registration
August 23	Wednesday	Classes Begin
August 23 – 29	Wednesday – Tuesday	Late Registration (\$20.00 late fee)/Drop-Add
September 4	Monday	Labor Day Holiday
September 25	Monday	Deadline for application for May graduation
September 26	Tuesday	Last Day to Withdraw from Classes – Term I only
October 6	Friday	Last Day to Withdraw from the University – Term I only
October 17	Tuesday	Last Day of Class
October 18	Wednesday	Deadline for Reporting Final Grades for Term I
<i>The Fall Break in the semester schedule does NOT apply to Term I.</i>		

Fall 2006 Eight-Week Term II

October 20	Friday	Registration for Term II only
October 21	Saturday	Classes Begin
October 23	Monday	Late Registration (\$20.00 late fee)/Drop Add
November 23 – 24	Thursday – Friday	Thanksgiving Holidays (Saturday, November 25 is not a holiday for 8-week courses)
November 27	Monday	Last Day to Withdraw from Classes – Term II only
December 4 – 9	Monday– Saturday	Final Exams for graduating students
December 7	Thursday	Last Day to Withdraw from University* - Term II only
December 11	Monday	Final Grades due for all graduating students
December 14	Thursday	Last Day of Class
December 15	Friday	Deadline for Reporting Final Grades
<i>*Students may not withdraw from the university for Term II if they have already earned final grades in Term I.</i>		

Spring 2007 Semester Calendar

January 2	Tuesday	University Reopens
January 4 – 5	Thursday – Friday	Mid-Year Conference – Faculty and Staff
January 9	Tuesday	Last Day of Regular Registration
January 10	Wednesday	Classes begin
January 10 – 17	Wednesday – Wednesday	Late Registration (\$20.00 fee) begins; Drop-Add Continues
January 15	Monday	Martin Luther King Jr. Birthday Holiday
February		Black History Month
February 26- March 3	Monday – Saturday	Midterm Examinations
March 1	Thursday	Deadline for Financial Aid Application (FAFSA) for Fall 2006
March 5	Monday	Deadline for submitting midterm grades
March 5 – 10	Monday – Saturday	Mid-Semester Break
March 23	Friday	Last Day to Withdraw from Classes
March 23	Friday	Deadline for Clearing “I” Grades from previous semester
April 6	Friday	Good Friday Holiday – No Classes
April 16	Monday	Registration begins Summer School and Fall 2007
April 20	Friday	Last Day to Withdraw from the University
April 26 – May 2	Thursday – Wednesday	Final Exams for graduating students*
*Final grades for graduating students due no later than 5:00 pm on the <u>next</u> business day after exam is administered.		
May 2	Wednesday	Last Day of Classes
May 3 – 9	Thursday – Wednesday	Final Examinations*
*Final grades are due no later than 5:00 p.m. on the second business day after the final exam period.		
May 12	Saturday	Commencement
May 14 – 15	Monday – Tuesday	Post-School Conference

Spring 2007 Eight-Week Term III

January 9	Tuesday	Last Day of Regular Registration (Students may register for Term III and IV)
January 10	Wednesday	Classes Begin
January 10 – 17	Wednesday – Wednesday	Late Registration (\$20.00 late fee)/Drop-Add
January 15	Monday	Dr. Martin Luther King, Jr. Holiday
February 13	Tuesday	Last Day to Withdraw from Classes – Term III only
February 23	Friday	Last Day to Withdraw from the University – Term III only
March 7	Wednesday	Last Day of Class
March 8	Thursday	Deadline for Reporting Final Grades

Spring 2007 Eight-Week Term IV

March 9	Friday	Registration for Term IV only
March 10	Saturday	Classes Begin
March 12	Monday	Deadline for Late Registration and Drop Add for Term IV
April 6-7	Friday – Saturday	Good Friday Holiday – No Classes
April 13	Friday	Last Day to Withdraw from Classes – Term IV only
April 25	Wednesday	Last Day to Withdraw from University** - Term IV only
May 5	Saturday	Last Day of Class
May 7	Monday	Deadline for Reporting Final Grades
**Students may not withdraw from the university for Term IV if they have already earned final grades in Term III.		

Summer 2007 May – June Session (Five Weeks)

May 21	Monday	Last day of regular registration
May 22	Tuesday	Classes Begin
May 22 – 23	Tuesday – Wednesday	Late Registration (\$20.00 fee) begins; Drop-Add Continues
May 28	Monday	Memorial Day Holiday – University Closed
June 11	Monday	Last Day to Withdraw from Classes (15 th day of term)
June 15	Friday	Last Day to Withdraw from University (19 th day of term)
June 18	Monday	Deadline for application for December graduation
June 22	Friday	Last Day of Classes/ Final Examinations
June 25	Monday	Deadline for Reporting Final Grades

Summer 2007 May – July Session (Eight Weeks)

May 21	Monday	Last day of registration for Term V
May 22	Tuesday	Classes Begin
May 22-23	Tuesday - Wednesday	Late Registration (\$20.00 fee) and Drop-Add
May 28	Monday	Memorial Day Holiday – University Closed
June 18	Monday	Deadline for application for December graduation
June 25	Monday	Last Day to Withdraw from Classes – Term V only
July 4	Wednesday	Fourth of July Holiday – No Classes
July 6	Friday	Last Day to Withdraw from University - Term V only
July 17	Tuesday	Last Day of Class/ Final Exams
July 19	Thursday	Deadline for Reporting Final Grades

Summer 2007 May – August Session (Ten Weeks)

May 21	Monday	Last day of registration for Term V
May 22	Tuesday	Classes Begin
May 22-23	Tuesday - Wednesday	Late Registration (\$20.00) and Drop-Add
May 28	Monday	Memorial Day Holiday – University Closed
June 18	Monday	Deadline for application for December graduation
July 4	Wednesday	Fourth of July Holiday – No Classes
July 23	Monday	Last Day to Withdraw from Classes – Term V only
July 27	Friday	Last Day to Withdraw from University - Term V only
August 2	Thursday	Last Day of Class/Final Examinations
August 3	Friday	Deadline for Reporting Final Grades

Summer 2007 July-August Session (Five Weeks)*

**For financial aid purposes, the July-August session is considered the first term of the 2007-2008 academic year.*

July 1	Sunday	Last day of regular registration
July 2	Monday	Classes begin
July 2 – 3	Monday - Tuesday	Late Registration (\$20.00 fee); Drop-Add Continues
July 4	Wednesday	Fourth of July Holiday – No Classes
July 23	Monday	Last Day to Withdraw from Classes (15 th day of term)
July 27	Friday	Last Day to Withdraw from University (19 th day of term)
August 2	Thursday	Last Day of Classes / Final Examinations
August 3	Friday	Deadline for Reporting Final Grades

Fall 2007 Semester Calendar

August 15 – 16	Wednesday - Thursday	Bronco Kick-Off – Faculty and Staff
August 18	Saturday	First-time students arrive
August 21	Tuesday	Last Day of Regular Registration
August 22	Wednesday	Classes Begin
August 22 – 28	Wednesday – Tuesday	Late Registration (\$20.00 fee); Drop-Add Continues
September 3	Monday	Labor Day Holiday
September 24	Monday	Deadline for application for May graduation
October 4 – 10	Thursday – Wednesday	Midterm Examinations
October 10	Wednesday	Deadline for Reporting Midterm Grades
October 11 – 12	Thursday-Friday	Fall Break
October 20	Saturday	Homecoming (Tentative)
October 26	Friday	Last Day to Withdraw from Classes
October 26	Friday	Deadline for Clearing “I” Grades from Previous Semester
November 12	Monday	Registration begins for Spring and Summer 2008
November 22-23	Thursday – Friday	University Closed – Thanksgiving
November 27	Tuesday	Last Day to Withdraw from the University
December 3 – 8	Monday – Saturday	Final Examinations for Graduating Students*
*Final grades for graduating students due no later than 5:00 pm on the next business day after exam is administered.		
December 7	Friday	Last Day of Classes
December 8 – 14	Saturday – Friday	Final Examinations (students not graduating)
Final grades due no later than 5:00 p.m. on the second business day after the exam is administered.		
December 15	Saturday	Commencement

Fall 2007 Eight-Week Term I

August 21	Tuesday	Last Day of Regular Registration
August 22	Wednesday	Classes Begin
August 22 – 28	Wednesday – Tuesday	Late Registration (\$20.00 late fee)/Drop-Add
September 3	Monday	Labor Day Holiday
September 24	Monday	Deadline for application for May graduation
September 25	Tuesday	Last Day to Withdraw from Classes – Term I only
October 5	Friday	Last Day to Withdraw from the University – Term I only
October 15	Monday	Last Day of Class
October 16	Tuesday	Deadline for Reporting Final Grades for Term I
<i>The Fall Break in the semester schedule does NOT apply to Term I.</i>		

Fall 2007 Eight-Week Term II

October 19	Friday	Registration for Term II only
October 20	Saturday	Classes Begin;
October 22	Monday	Late Registration (\$20.00 late fee)/Drop-Add
November 22 – 23	Thursday – Friday	Thanksgiving Holidays (Saturday, November 24 is not a holiday for 8-classes)
November 26	Monday	Last Day to Withdraw from Classes – Term II only
December 3 – 6	Monday– Thursday	Final Exams for Graduating Students
December 6	Thursday	Last Day to Withdraw from University* - Term II only
December 10	Monday	Final Grades due for all Graduating Students
December 13	Thursday	Last Day of Class
December 14	Friday	Deadline for Reporting Final Grades
*Students may not withdraw from the university for Term II if they have already earned final grades in Term I.		

Spring 2008 Semester Calendar

January 2	Wednesday	University Reopens
January 3 – 4	Thursday – Friday	Mid-Year Conference – Faculty and Staff
January 8	Tuesday	Last Day of Regular Registration
January 9	Wednesday	Classes begin
January 9 – 16	Wednesday – Wednesday	Late Registration (\$20.00 fee) begins; Drop-Add Continues
January 21	Monday	Martin Luther King Jr. Birthday Holiday
February		Black History Month
February 25- March 1	Monday – Saturday	Midterm Examinations
March 1	Saturday	Deadline for Financial Aid Application (FAFSA) for Fall 2006
March 3	Monday	Deadline for submitting midterm grades
March 3 – 8	Monday – Saturday	Mid-Semester Break
March 20	Thursday	Last Day to Withdraw from Classes
March 20	Thursday	Deadline for Clearing “I” Grades from previous semester
March 21	Friday	Good Friday Holiday – No Classes
April 14	Monday	Registration begins for Summer and Fall 2008
April 18	Friday	Last Day to Withdraw from the University
April 24 – 30	Thursday – Wednesday	Final Exams for Graduating Students*
*Final grades for graduating students due no later than 5:00 pm on the <u>next</u> business day after exam is administered.		
May 2	Friday	Last Day of Classes
May 3 – 9	Saturday – Friday	Final Examinations (students not graduating)*
*Final grades are due no later than 5:00 p.m. on the second business day after the final exam period.		
May 10	Saturday	Commencement
May 12 – 13	Monday – Tuesday	Post-School Conference

Spring 2008 Eight-Week Term III

January 8	Tuesday	Last Day of Regular Registration (Students may register for Term III and IV)
January 9	Wednesday	Classes Begin
January 9 – 16	Wednesday – Wednesday	Late Registration (\$20.00 late fee)/Drop-Add
January 21	Monday	Dr. Martin Luther King, Jr. Holiday
February 12	Tuesday	Last Day to Withdraw from Classes – Term III only
February 22	Friday	Last Day to Withdraw from the University – Term III only
March 3	Monday	Last Day of Class
March 5	Wednesday	Deadline for Reporting Final Grades

Spring 2008 Eight-Week Term IV

March 7	Friday	Registration for Term IV only
March 8	Saturday	Classes Begin
March 10	Monday	Deadline for Late Registration and Drop-Add for Term IV
March 21-22	Friday – Saturday	Good Friday Holiday – No Classes
April 11	Friday	Last Day to Withdraw from Classes – Term IV only
April 23	Wednesday	Last Day to Withdraw from University** - Term IV only
May 3	Saturday	Last Day of Class
May 6	Tuesday	Deadline for Reporting Final Grades
**Students may not withdraw from the university for Term IV if they have already earned final grades in Term III.		

Summer 2008 May – June Session (Five Weeks)

May 19	Monday	Last day of regular registration
May 20	Tuesday	Classes Begin
May 20 – 21	Tuesday – Wednesday	Late Registration (\$20.00 fee) begins; Drop-Add Continues
May 26	Monday	Memorial Day Holiday – University Closed
June 9	Monday	Last Day to Withdraw from Classes (15 th day of term)
June 13	Friday	Last Day to Withdraw from University (19 th day of term)
June 16	Monday	Deadline for application for December graduation
June 20	Friday	Last Day of Classes/ Final Examinations
June 23	Monday	Deadline for Reporting Final Grades

Summer 2008 May – July Session (Eight Weeks)

May 19	Monday	Last day of registration for Term V
May 20	Tuesday	Classes Begin
May 20 – 21	Tuesday - Wednesday	Late Registration (\$20.00) and Drop-Add
May 26	Monday	Memorial Day Holiday – University Closed
June 16	Monday	Deadline for application for December graduation
June 23	Monday	Last Day to Withdraw from Classes – Term V only
July 3	Thursday	Last Day to Withdraw from University - Term V only
July 4	Friday	Fourth of July Holiday – No Classes
July 14	Monday	Last Day of Class
July 16	Wednesday	Deadline for Reporting Final Grades

Summer 2008 May – August Session (Ten Weeks)

May 19	Monday	Last day of registration for Term V
May 20	Tuesday	Classes Begin
May 20 – 21	Tuesday - Wednesday	Late Registration (\$20.00) and Drop-Add
May 26	Monday	Memorial Day Holiday – University Closed
June 16	Monday	Deadline for application for December graduation
July 4	Friday	Fourth of July Holiday – No Classes
July 21	Monday	Last Day to Withdraw from Classes – Term V only
July 25	Friday	Last Day to Withdraw from University - Term V only
August 1	Friday	Last Day of Class/Final Examinations
August 4	Monday	Deadline for Reporting Final Grades

Summer 2008 July-August Session (Five Weeks)*

**For financial aid purposes, the July-August session is considered the first term of the 2008-2009 academic year.*

June 30	Monday	Last day of regular registration
July 1	Tuesday	Classes begin
July 1 – 2	Tuesday – Wednesday	Late Registration (\$20.00 fee); Drop-Add Continues
July 4	Friday	Fourth of July Holiday – No Classes
July 21	Monday	Last Day to Withdraw from Classes (15 th day of term)
July 25	Friday	Last Day to Withdraw from University (19 th day of term)
August 1	Friday	Last Day of Classes / Final Examinations
August 4	Monday	Deadline for Reporting Final Grades

General Information

Fayetteville State University Mission Statement

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

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

Administration

Board of Trustees

Mr. John B. Brown, Jr., Chairman ('07)	Greensboro
Dr. John R. Griffin, Jr., Vice Chairman ('07)	Fayetteville
Mrs. Gloria M. Carter, Secretary ('07)	Fayetteville
Mr. Jerry C. Dean ('09)	Fayetteville
Dr. Shirish D. Devasthali ('09)	Fayetteville
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Ms. Juanita Pilgrim ('09)	Fayetteville
Mr. Stephen W. Raper ('07)	Rocky Mount
Ms. Sylvia Ray ('09)	Fayetteville
Mr. T. Michael Todd ('07)	Charlotte
Mr. Roosevelt Wright ('09)	Roseboro
President, Student Government Association, Ex-Officio	

Administrative Officers

T. J. Bryan, B.A., M.A., Ph.D., <i>Chancellor</i>
Juliette Bell, B.A., Ph.D., <i>Provost and Vice Chancellor for Academic Affairs</i>
Olivia Chavis, B.S., M.Ed., <i>Vice Chancellor for Student Affairs</i>
Latonya Hankins, B.S. M.A., <i>Vice Chancellor for Business and Finance</i>
Wanda D. Lessane Jenkins, B.B.A., M.B.A., J.D., <i>University Legal Counsel</i>
David Barlow, B.S., MS., Ph.D, <i>Dean, College of Basic and Applied Sciences</i>
Paul Prabhaker, M.S., M.B.A., Ph.D, <i>Dean, School of Business and Economics</i>
Valentine U. James, B.S., M.A., Ph.D., <i>Dean, College of Humanities and Social Sciences</i>
Ernest McNeill, B.A., M.Ed., Ed.D., <i>Interim Dean, School of Education</i>

History

In 1867, seven Black men - Matthew N. Leary, A. J. Chesnutt, Robert Simmons, George Grainger, Thomas Lomax, Nelson Carter, and David A. Bryant - paid \$136 for two lots on Gillespie Street and converted themselves into a self-perpetuating Board of Trustees to maintain this property permanently as a site for the education of Black children in Fayetteville. General O. O. Howard of the Freedman's Bureau, one of the best-known friends of Black education, erected a building on this site, and the institution became known as the Howard School.

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

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

Dr. J. Ward Seabrook succeeded Dr. Smith and under his presidency the school became Fayetteville State Teachers College, thereafter being authorized to grant the Bachelor of Science degree in Education. The college received both state and regional accreditation in 1947.

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

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

On January 1, 1988, Dr. Lloyd V. Hackley became the seventh Chief Executive Officer of the university. In his seven years as Chancellor, the university expanded its master's level program offerings to include biology, business administration, education, English, history, mathematics, psychology, sociology, and teaching; FSU's first doctoral program in Educational Leadership was established; and, baccalaureate program offerings were also increased to include 36 disciplines in the arts and sciences, business and economics, and education. The addition of the \$6.3 million ultra-modern School of Business and Economics Building, and the new \$10.9 million Health and Physical Education Building, underscored Dr. Hackley's commitment to FSU's continued expansion and growth.

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

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

Several major initiatives were established by Dr. McLeod. The "Freshman Year Initiative," (or F.Y.I.) a program designed to enhance students' educational outcomes, was initiated in fall 1996; new outreach efforts aimed at forging stronger community ties and involving the community in University life have been undertaken; campus improvements

such as expansion of the Rudolph Jones Student Center and master planning to accommodate an expected enrollment increase of 50%; and Dr. McLeod was instrumental in forming a regional partnership of public school, community college, and university leaders to focus on strengthening the educational pipeline from pre-school to post-graduate studies.

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

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

Administration of the University of North Carolina

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History of the University of North Carolina

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

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

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

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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 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) 672-1226.

Center for Economic Education

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

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

For further information call 910-672-1618.

Curriculum Learning Resource Laboratory

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

Distance Learning Center

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

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administrators, expand community service, and enhance professional and career education. For further information call 910-672-1888.

Early Childhood Learning Center

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

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

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

Educational Opportunity Centers Program

The Educational Opportunity Centers Program (EOC) is one of several educational outreach programs established by Fayetteville State University to improve educational outcomes and the quality of life in the Cape Fear Region. Funded by the U.S. Department of Education, the program's purpose is to increase the availability of educational information and assistance to high school graduates, traditional and non-traditional students, and college dropouts who wish to continue their education. Professional advisors are available to assist participants in establishing educational goals and making career choices. Participants also receive information on college admission requirements, the college application process, and assistance obtaining financial aid. All services are free to U.S. citizens 19 years and older who meet eligibility requirements.

If you live in Cumberland, Harnett, Hoke, Robeson, or Sampson County, and are interested in the Educational Opportunity Centers Program, contact the main office in the Helen T. Chick Building, Room 224 or call (910) 672-1171 or 1-800-572-3646 for additional information.

Educational Talent Search Program

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

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

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

Fine Arts Resource Center

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

Fort Bragg-Pope Air Force Base Center

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

GEAR UP

Fayetteville State University's GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) Program is funded by the U.S. Department of Education for the purpose of providing academic support services to middle and high school students. The program serves students who attend Luther "Nick" Jeralds Middle School and E.E. Smith High School. The program uses a cohort approach, by enrolling into the program each successive year all incoming 6th grade students at Luther "Nick" Jeralds Middle. The program continues to serve all of the students in each cohort as they progress toward high school graduation. The goal of the program is to provide eligible students with academic support services and activities that will enhance their academic skills, thereby ensuring that these students will complete high school and enroll in and complete programs of post-secondary education.

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

Mathematics and Science Education Center

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

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

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

Public Radio WFSS 91.9 FM

Radio Station WFSS is owned and operated by Fayetteville State University. The mission of the station is to serve as an integrated, functioning part of the ongoing service provided by the university to the people in the southeastern region of the state of North Carolina. The primary purpose of WFSS is to provide an educational, informational, and cultural broadcasting service for the people living within the station's coverage area and thereby to fulfill the responsibilities the

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university has assumed as the licensee of a broadcasting station. A second purpose is to provide a training laboratory for University students. Through their participation in the creation and distribution of WFSS programs, students may become qualified for volunteer services and future professional positions in broadcasting. WFSS also works with the Southeastern North Carolina Radio Reading Service to provide reading services to the visually impaired population in the fourteen counties coverage area.

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

Residence Halls

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

Students choose from a variety of living options in one of nine residence halls. Most students are permitted to choose their own roommates.

Residence hall applications are included in the letter of acceptance from the Office of Admissions. For further information, call (910)672-1284.

Rosenthal Gallery

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

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

Servicemen's Opportunity College

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

Small Business and Technology Development Center

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

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

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

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

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

Study Abroad Program

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

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

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

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

Summer School Program

The summer school program at Fayetteville State University is organized primarily for students desiring to make progress toward fulfilling requirements for undergraduate and graduate degrees. The curricula provided during the summer sessions are equivalent to those offered during regular semesters. The Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, and Associate of Arts degrees are available through the College of Basic and Applied Sciences, College of Humanities and Social 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 of 226,000 volumes; 21,422 reels of microfilm; 890,000 pieces of microfiche; 3,195 periodicals; and 56 newspapers. It is also a selective depository for state and federal documents.

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

The library also has an Archives and Special Collections area. The Archives section is responsible for maintaining a collection of official records, manuscripts, and materials relating to Fayetteville State University. The Special

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Collections section contains the papers and materials of Charles Waddell Chesnutt, James Ward Seabrook, and other African-Americans and individuals who have made noteworthy contributions to southeastern North Carolina. The Special Collections section also includes selected materials by and about African-Americans. These materials are available to scholars and researchers from the university and the community.

Professional and support staff are available to assist patrons with the on-line public access catalog, circulation, reference, and Inter-Library Loan services, and to provide informational tours, lectures, and classroom instruction. Extensive use is made of electronic databases and networks in the retrieval of information (e.g., NC LIVE, FirstSearch, Internet) for use by library users.

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

Members of the public may gain access to Chesnutt Library services by joining the “Friends of the Charles W. Chesnutt Library.” For information, call 910-672-1232.

University Police and Public Safety

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

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

University Testing Services

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

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

In Fall 1998, University Testing Services became a Computer-Based Test site as it migrated to computer-based testing for some of its national test programs, including GRE, GMAT, NBPTS, the PRAXIS (Pre-Professional Skills Test), and the TOEFL. Computer-based testing is now available year-round. Examination candidates may make an appointment for a computer-based test by calling a toll-free number (refer to program specific Information Registration Bulletin) or University Testing Services at 672-1301.

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

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

Upward Bound Program

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

Veterans Affairs

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

Weekend and Evening College

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

Admissions

Applicants seeking to pursue graduate studies at Fayetteville State University will be considered for admission in one of three distinct categories of students: 1) degree seeking at the doctoral or master's levels or 2) professional development. 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.

<p>Individuals seeking to pursue degrees or courses for professional development in the College of Basic and Applied Sciences, College of Humanities and Social Sciences, or the School of Education must submit applications to:</p> <p style="text-align: center;">Office of Admissions Fayetteville State University 1200 Murchison Road Fayetteville, North Carolina 28301-4298 (910) 672-1371 Toll free: (1-800) 222-2594 Fax: (910) 672-1414</p>	<p>Individuals seeking to pursue the Master of Business Administration (MBA) program or complete courses for professional development in the School of Business and Economics must submit applications to:</p> <p style="text-align: center;">MBA Program Office Fayetteville State University 1200 Murchison Road Fayetteville, NC 28301-4298 910-672-1197 Email: mba@uncfsu.edu Web: mba.uncfsu.edu</p>
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To ensure an admission decision prior to the desired semester of entry, applicants must submit all applications materials by the appropriate priority deadline listed below. Applicants who submit applications after priority deadlines will be considered for admission as professional development (non-degree seeking) students. See application guidelines below for further information.

Priority Deadlines for Application to Graduate Degree and Teacher Licensure Programs*		
College of Basic and Applied Sciences	Admission for Fall Semester	Admission for Spring Semester
Biology, Master of Science (M.S.)	April 15	October 15
Criminal Justice, Master of Science (M.S.)	April 15	October 15
Mathematics, Master of Science (M.S.)	April 15	October 15
Psychology, Master of Science (M.S.)	April 15	October 15
College of Humanities and Social Sciences	Admission for Fall Semester	Admission for Spring Semester
English, Master of Arts (M.A.)	April 15	October 15
Political Science, Master of Arts (M.A.)	April 15	October 15
Social Work, Master of Social Work (M.S.W.)	January 28	NA – Fall admit only
Sociology, Master of Arts (M.A.)	April 15	October 15
School of Business and Economics	Admission for Fall Semester	Admission for Spring Semester
Master of Business Administration (M.B.A.)	April 15	October 15
School of Education	Admission for Fall Semester	Admission for Spring Semester
Educational Leadership, Doctor of Education (Ed.D.).	March 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 section below for application deadlines.

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Inquiries about specific graduate programs should be directed to the following offices:

Programs	Contact Individual	Phone Number and Web Address
Biology, Criminal Justice, Mathematics, and Psychology	Assistant Dean College of Basic and Applied Sciences	910-672-1659 www.uncfsu.edu/cbas
English, History, Political Science, Sociology, and Social Work	Assistant Dean College of Humanities and Social Sciences	910-672-1681 www.uncfsu.edu/chss
Master of Business Administration	Assistant Dean School of Business and Economics	910-672-1197 www.uncfsu.edu/mba
Early Childhood Education; Middle Grades Education, Reading Education, Special Education, and Licensure only programs	Assistant Dean School Of Education	910-672-1265 www.uncfsu.edu/soe
Educational Leadership (Ed.D.), School Administration	Chair, Department of Educational Leadership	910-672-1731 www.uncfsu.edu/soe

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:

1. A completed graduate admission application
2. A \$25.00 nonrefundable application fee
3. Official transcripts of all college/university work
4. A score on the GRE taken within the last five years
5. Three letters of recommendation
6. A personal interview
7. A portfolio of professional growth submitted directly to the Ed.D. Program

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 March 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.

Guidelines for Applicants to Master's Degree Programs

Applicants for admission to master's degree programs are evaluated on the basis of their potential to engage successfully in graduate study as reflected in the overall academic record, letters of recommendation, and official scores on the GRE, MAT, or GMAT. Applicants should consult the program descriptions for specific requirements regarding grade point average (GPA), test scores, and other considerations. A complete application for degree-seeking applicants consists of the following:

1. A completed graduate admission application
2. A \$25.00 nonrefundable application fee
3. An official baccalaureate degree transcript (and official transcripts from all other graduate study)

4. Letters of recommendation from persons qualified to evaluate the applicant's abilities to pursue graduate study; please see desired program description for required number of letters.
5. A copy of current licensure held (applicants to teacher education programs)
6. Official scores from the Graduate Record Examination (GRE), Miller Analogies Test (MAT) or the Graduate Management Admissions Test (GMAT) – See degree program for specific examinations required.
7. Written Statement – Required by some programs; see specific program for guidelines.
8. Interview - Required by some programs; see specific program for instructions.
9. International students are required to submit additional application materials; please see section below.

Priority Application Deadline: Degree-seeking applicants whose applications are completed by the priority deadline listed above will receive an admission decision from the appropriate dean or his or her designee before the beginning of the desired semester of matriculation.

Degree-seeking applicants who have submitted a baccalaureate transcript, but whose applications are incomplete by the published priority deadline, may be permitted to enroll in graduate courses under the following conditions:

1. Degree-seeking applicants will be classified as professional development (non-degree seeking) students until they receive an admission decision regarding their application for the desired degree program.
2. Permission to enroll in graduate courses as a professional development student does not assure acceptance into the program.
3. Degree-seeking applicants will be permitted to enroll as professional development students for one semester only while their applications are completed, unless the appropriate dean or designee approves the student for up to one additional semester.
4. A maximum of twelve credit hours earned as a professional development student can be applied to a graduate degree program.
5. Students enrolled as professional development students are not eligible for financial aid.

Enrollment as Professional Development (Non-degree Seeking) Students

Individuals seeking to enroll in graduate courses for the purposes of self-improvement must submit each of the following:

1. A completed graduate admission application
2. A \$25.00 nonrefundable application fee
3. An official baccalaureate degree transcript and official transcripts from all other universities/colleges attended.

Enrollment in graduate courses as a professional development student is subject to the following conditions:

1. Admission as a professional development student does not ensure admission to a graduate degree or teacher licensure program.
2. Applicants admitted as professional development students who decide to seek admission to a degree program must submit another application for admission.
3. No more than twelve credits earned as a professional development student may be applied to a graduate degree program.
4. Professional development students are not eligible for any type of financial aid, including scholarships, grants, loans, or work-study.

Teacher Licensure

Individuals who have already completed a baccalaureate degree and who wish to pursue teacher licensure will be considered for admission as undergraduate professional development students. If admitted to the university, students should contact the department in which they seek licensure to apply for admission to the teacher education program.

International Students

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

1. A completed application form with a non-refundable \$25.00 application fee in U.S. dollars.

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2. Certified copy of all baccalaureate degrees, including grades awarded and grading scale with minimum passing grade. If records are not in English, a certified English translation must accompany the original document.
3. An official TOEFL score report (Test of English as a Foreign Language) that is not more than two years old.
4. A bank or scholarship letter, no more than six months old, addressed to Fayetteville State University verifying the availability of funds to cover tuition, fees, and other direct costs associated with enrolling at the university.
5. All other application materials required by the degree program.
6. The application deadline for international students is March 1.

Residential Status and Tuition Assessment

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

North Carolina Public Higher Education Residence and Tuition Status Application

Student wishing to register a change in their residency status to appeal a classification may file the appropriate application from (North Carolina Public Higher Education Residence and Tuition Status Application) with the Office of Admissions. Appeals will be considered on the basis of information written by the student on the application. Questions concerning residential status for purposes of tuition assessment may be discussed with the Director of Admissions during regular office hours.

Fundamental Requirements of Law G.S. (116.143.1 (B))

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

Mere physical presence within the state for the prescribed twelve-month period, however, will not entitle the student to resident classification for tuition purposes. In addition, during the twelve-month period, the student must have been a domiciliary (legal resident) of the state.

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 to the Admissions Office.

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 Bill Clearance date 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 Bill Clearance date will automatically be enrolled in a monthly payment plan with Tuition Management Systems (TMS) at a cost of \$45 to the student. Students can contact TMS at 1-888-463-6994 or online at www.afford.com/uncfsu on or before the first day of class to allow for better payment options. The monthly payment plan is *not* available for summer sessions.

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

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 Counseling Center located in room 131 of the W.R. Collins Building. **Students who fail to complete the official withdrawal process will not be eligible for any refund or adjustment of tuition, fee, or room and board charges. Ceasing class attendance does not constitute official withdrawal from the university.** According to the university's Undergraduate Attendance Policy, students with excessive class absences in courses at the 100 and 200 level may be withdrawn from classes by instructors. **Students withdrawn from class due to non-attendance are not eligible for any refund or adjustment of tuition and fees.**

Official University Withdrawal Process

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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:

1. 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.
2. If the student is a boarding student, he or she will be directed to the Housing Office to complete all steps for moving out of the residence hall.
3. 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:
 - a. If the Financial Aid Office advises that the student does not have financial aid, he or she is directed to the appropriate Dean's office. The Personal Development staff member will indicate on the withdrawal form the name of the Financial Aid staff member with whom he or she spoke.
 - b. If the Financial Aid representative indicates that the student has received any loans through our institution or previous institutions, but no Federal Perkins Loan funds, the student will be directed to a Financial Aid counselor for processing. Once the student has completed all financial requirements, he or she will then be directed to the appropriate Dean.
 - c. If the Financial Aid representative indicates that the student has a Federal Perkins Loan, the student will be directed to the Federal Perkins area within the Business and Finance office. Once the appropriate Federal Perkins Loan documents are completed, a Federal Perkins Loan staff member will sign the withdrawal form and the student will then be directed to the Financial Aid office to complete the final exit form. Once completed, a Financial Aid counselor will direct the student to the appropriate Dean.
4. The student is responsible for securing the appropriate Dean or 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.
5. Upon receiving the withdrawal form from the Registrar's office, the Business office will make the appropriate adjustment to the student's account and notify the student of any remaining balance or refund of tuition and fees paid.
6. When extreme emergencies prevent a student from completing the withdrawal process in person, he or she must call the Center for Personal Development at 910-672-1222 within two working days of his or her departure from the university, and request special permission to process the withdrawal by mail. The appropriate forms must be returned within one week from the date they are mailed to the student. The student will be required to submit a written justification along with the forms before they will be accepted by the university. All correspondence must be directed to the Center for Personal Development.
7. When extreme emergencies prevent a student from completing the withdrawal before the published deadline, the student must make the request for withdrawal from the university, in writing, to the Provost and Vice Chancellor for Academic Affairs. This request must include documentation of the circumstances that prevented the student from completing the process according to published deadlines. Such requests must be made by the end of the next regular semester after the semester for which the university withdrawal is requested.

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

A student is not officially withdrawn from the university unless and until he/she has completed the withdrawal process. The official withdrawal date is the date the Registrar approves the form. The following adjustment schedules are based on the first day that classes officially begin and not when a student actually begins attending classes or completes the registration process. When a student withdraws, the university uses the schedule below to determine the percentage adjustment that will be made to the student's tuition and fee cost. Once the student's balance has been adjusted, the amount the student has paid will then be deducted from the student's adjusted balance to determine if the student is due a refund or if there still remains an indebtedness to the university.

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

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	0%

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 students 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. This form can be completed online or at the Spaulding Building. **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 assure 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 Barber 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 early.

Eligibility Criteria

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

- a. be admitted and currently enrolled in at least three hours (though students enrolled in fewer than three hours may be eligible for some Title IV funds);
- b. be enrolled in a degree or certificate program at Fayetteville State University.
- c. be a U.S. citizen, permanent resident or eligible non-citizen;
- d. be making satisfactory academic progress (See “Satisfactory Academic Progress,”) toward the completion of his or her academic program;
- e. not be in default status on any Title IV aid from a previous enrollment period; and 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 ordinarily eligible only for student loans.

$$\boxed{\text{Total Educational Cost}} - \boxed{\text{Expected Family Family Contribution (Based on congressional calculation)}} = \boxed{\text{Eligibility (Need)}}$$

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

Deadlines

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

Term for which aid is requested	Priority Deadline for completion	Expected Award Notification
Academic Year	March 1	April1– New students June 1 – Continuing Students
Spring Semester	October 1	December 15
Summer School	April 1	May 15

Default Policy

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

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

Warning to All Financial Aid Applicants

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

Steps for Applying For Financial Aid

- Complete the Free Application for Federal Student Aid (FAFSA)** - This form can be obtained from high school guidance counselors or a financial aid office at a college or university. The FAFSA must be filed to determine students' financial need and eligibility for financial aid at Fayetteville State University. This form must be mailed to the Federal Government Central Processing System (CPS) in accordance with instructions on the FAFSA. To meet deadlines for financial aid applications, students should allow three to four weeks for the federal agency to process the FAFSA. Based on the FAFSA, the student will receive a Student Aid Report (SAR). Based on the FAFSA, the Institutional Information Report (ISIR) will be sent directly from the federal agency to the FSU Office of Financial Aid.
- Verification** - The U.S. Department of Education randomly selects a certain percentage of financial aid applications for verification. Students whose applications are selected for verification must present the documents listed below to support the data reported on the FAFSA ***These documents should be submitted to the Office of Financial Aid according to the deadline schedule***
 - A Copy of the Student's (and, if married, the spouse's) Previous Year's Federal Income Tax Form 1040, 1040A or 1040EZ** - A completed and **signed** copy of the students' (and, when married, the spouse's) Federal Income Tax Return from the previous year must be submitted according to the deadline schedule. Students who did not file an income tax return must complete the verification statement. ***The applicant's full name and social security number must be PRINTED on the top of the tax return.***
 - Other forms of documentation may be requested after the application is reviewed. Students whose applications are selected for verification will be notified, in writing, by the Office of Financial Aid of any corrections that need to be made in the application.
- Award Letter** - When the review process is complete, the student will receive either an award letter or a denial of award. Students who receive an award letter must indicate acceptance or rejection of each funding source from which assistance is offered and complete the cash management question. The completed form must be signed and dated and returned to the Office of Financial Aid before any funds will be placed on account in the Business Office.
- Summer School** - Applicants must respond to the Summer School questions in Step #1 on the FAFSA.

Federal Title IV and State Funds Available

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 \$4,000 per year to finance their education and must repay the loan after leaving school. This limitation is set to keep student indebtedness to a minimum since these funds must eventually be repaid.

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

Family Federal Education Loan Program (FFELP)

The Stafford Loan Program is a low interest loan divided between subsidized and unsubsidized programs. These loans provide assistance to students in meeting educational expenses. Interest is deferred on the principal of the subsidized loan while the student maintains continuous enrollment. Depending on eligibility or unmet cost of attendance, a student may borrow subsidized with unsubsidized amounts up to \$8,500 a year for graduate study. Graduate students may borrow, in addition to a subsidized loan, an unsubsidized loan for up to \$10,000 per year for graduate study. To be eligible to receive funds under the FFELP, the student must complete the FAFSA, provide the other required application documents, and meet all other eligibility criteria previously stated.

Institutional Grants

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

Graduate Assistantships

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

Incentive Scholarship and Grant Program for Native Americans

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

Employment

Federal College Work Study Program (FWSP)

This federally funded employment program is administered by the university and provides part-time jobs on the Fayetteville State University campus for students who have financial eligibility as demonstrated on the FAFSA. Students

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normally work eight to fifteen hours per week in a University facility. Wages paid are above the minimum wage rate and are used to assist the student in meeting educational expenses.

Job Location and Development Program

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

Satisfactory Academic Progress

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

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

Attempted Hours Including Transfer Hours	Minimum Cumulative GPA		% of attempted hours that must be earned each semester
	For Graduate Students	For Teacher Licensure	
0 –9	3.0	2.5	67% or more
10 –19	3.0	2.5	67% or more
20 – 29	3.0	2.5	67% or more
30 – 39	3.0	2.5	67% or more
40 – 53	3.0	2.5	67% or more
54 +	Eligibility Exhausted		

Withdrawals, Incompletes, and Repeats

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

Termination of Financial Aid Eligibility

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

- 1) the minimum required cumulative GPA or
- 2) the minimum required number of earned hours are considered to be making **unsatisfactory** progress and will be **ineligible** to receive financial aid funds. Such students will continue to be ineligible for financial aid until they have regained satisfactory academic progress status. Failure to maintain or regain satisfactory academic progress status will result in the loss and/or denial of all funds administered by the Fayetteville State University Office of Financial Aid and all funds covered under the Federal Title IV Financial Aid Programs.

Reinstatement of Financial Aid Eligibility

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

Appeal of Eligibility Termination

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

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

Appeal Procedures

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

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

Financial Aid Withdrawal Refunds/Repayments - Refunds to Programs

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

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

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

Family Federal Education Loan Program
Federal Perkins Loan Program
Grant Program
Institutional Programs
Other External Scholarship
Student

Repayments to Programs

If a student has received a credit balance prior to the date of withdrawal and the student's indirect educational expenses up to the time of withdrawal exceed the amount of financial aid disbursed for the semester, the student *does*

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not owe a repayment. If the cash disbursed for the semester to the student exceeds the indirect educational costs, as determined by the Office of Financial Aid up to the time of withdrawal, the student ***does*** owe a repayment. The repayment owed is the difference between the actual credit balance granted to the student and the expenses incurred (or the amount the student is eligible to retain).

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

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

Federal Perkins Loan Program
Grant Program
Institutional Programs
Other External Scholarship/Grant Programs/Student

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

Student Affairs

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

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

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

Advisement and Career Services Center

The Advisement and Career Services Center, located in Suite 230, School of Business and Economics Building, provides support and assistance for all students. Services are available to undergraduates, 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 placement process in the freshman year and continue through graduation. The Career Resource Library offers materials and information regarding careers, the job search process and company literature, as well as graduate schools and fellowship programs.

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

Job Location and Development Program

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

Cooperative Education

Cooperative Education (CO-OP), offered through 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

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students where personal, social, and academic concerns may be discussed. A licensed psychologist is also on staff for counseling and testing when required.

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, Thursday, and Friday, and 8:00 a.m. to 7:00 p.m., Tuesday and Wednesday. Other times are available by appointment.

Services for Students with Disabilities, the Wellness Program, 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.

Wellness and Human Sexuality Program

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

Drug and Alcohol Education Prevention Program

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

Intramurals and Campus Recreational Services

The Intramurals and Campus Recreational Services program is a unique opportunity for members of the Fayetteville State University community to participate together in sports leagues, tournaments and special events. There are five team sports competitions: basketball, flag football, soccer, softball and volleyball. Other individual sports and special events include track, table tennis, racquetball, tennis and self-defense.

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

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

Residence Life

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

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

The main office of Residence Life, located in the Rudolph Jones Student Center, offers a community environment to approximately 1300 students who reside in ten residence halls. Each hall is professionally and student staffed to assist residents by facilitating activities and helping to resolve problems.

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

Student Center/Student Activities

The Rudolph Jones Student Center serves as the community center for students, faculty, and staff by providing an environment conducive for growth and exchange. The Office of the Student Activities, Bronco Express One Card, Photography/ID, Student Government Association, Student Activities Council and Fayettevillian Yearbook Office are housed in the facility. The Student Center is equipped with meeting rooms, student lounge areas, television lounge, game room, full service post office, Subway franchise and cafeteria. Other services available in the Center include copy machine, vending machines, and teller machine.

Office of Student Activities

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

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

Student 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 Government Association

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

Student Health Services

The mission of Student Health Services is to provide quality, cost effective health care and health educational services that will assist the students in their environments for better physical, emotional, and social well being.

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

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

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

Insurance

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

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The premium for the Student Medical Insurance Plan is included in each undergraduate student's semester bill. Undergraduate students who do NOT wish to be enrolled in the Student Insurance Plan MUST complete the insurance waiver form and present proof of personal insurance coverage at Student Health Services by no later than the last published day of the Drop and Add Period each Fall and Spring Semester. Students who participate in varsity athletics are not allowed to waive their FSU Student Medical Insurance Plan without permission from their coach.

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

International students are insured under the University System International Insurance plan. All international students are to contact Student Health Services for information and a copy of the policy.

Medical Immunization Requirements

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

1. Students 17 years of age and younger:

- a. Three DTP (Diphtheria-Tetanus-Pertussis) or one Td (Tetanus Diphtheria) doses.
- b. One Td (Tetanus-diphtheria) dose must be within the last ten years.
- c. Three POLIO (oral) doses.
- d. Two MEASLES (Rubeola) one dose on or after 12 months of age. (2 MMR doses meet this requirement).
- e. One** RUBELLA (German Measles) dose.
- f. One** MUMPS

2. Students born in 1957 or later and 18 years of age or older:

- a. Three DTP (Diphtheria-Tetanus-Pertussis) or Td (Tetanus-Diphtheria) doses.
- b. One TD (Tetanus-Diphtheria) dose must be within the last 10 years.
- c. Two* MEASLES (Rubeola) one dose on or after 12 months of age. (2 MMR doses meet this requirement).
- d. One** RUBELLA (German Measles) dose.
- e. One** MUMPS.

3. Students born prior to 1957 and 49 years of age or younger:

- a. Three DTP (Diphtheria-Tetanus-Petussis) or TD (Tetanus-Diphtheria) doses.
- b. One Td (Tetanus-Diphtheria) dose must be within the last 10 years.
- c. One** RUBELLA (German Measles) dose.

4. Students 50 years of age or older:

- a. Three DTP (Diphtheria-Tetanus-Pertussis) or TD (Tetanus-Diphtheria) doses.
- b. One TD (Tetanus-Diphtheria) dose must be within the last 10 years.

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

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

5. International Students

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

6. Recommended Immunizations

The following immunizations are recommended for all students and may be required by certain colleges or departments (for example, health sciences or education). Please consult your college or department materials for specific

requirements. These include Hepatitis B series, Varicella (chicken pox), Meningococcal, Tuberculin Test. Receipt of Meningococcal vaccine information must be documented on Student Health Form.

7. Optional Immunizations

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

8. Additional Information

- A. All medical/immunization records should be mailed directly to Student Health Services.
- B. The immunization record must be physician-certified or verified by a clinic stamp.
- C. Any medical exemption from the immunization requirement must be verified in a written statement by a physician.
- D. All medical information is confidential and is not divulged without the written consent of the student.
- E. 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.
- F. Students who are exempt from the immunization requirement include the following:
 - i. Students taking fewer than four credit hours; or
 - ii. Students attending only evening classes; or,
 - iii. Students attending weekend classes only; or,
 - iv. Students taking off-campus classes for the duration of their degree.

Transportation

In emergency situations, the Emergency Medical System (EMS) will be activated for students who require it. The student will be responsible for charges or bills for EMS/ambulance services not covered by their medical insurance. Student Health Services is equipped to serve students in the Spaulding Building and is not prepared to care for students in the residence halls. **The Student Health Services staff does not make building calls.**

Dean of Students

The Dean of Students administers 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 Dean also provides various support as needed in crisis situations that involve students, faculty, and other university offices. In addition, this office advises the National Pan Hellenic Council, Inc., the Student Judicial Board and the Order of Omega Honor Society. The Office of the Dean of Students is located in the Division of Student Affairs Suite 209 Collins Wing of the E.E. Smith Administration Complex.

Alcohol/Drug Policy

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

Counseling and Rehabilitation

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

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

Enforcement and Penalties Trafficking in Illegal Drugs

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

Illegal Possession of Drugs

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

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

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

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

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

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

Policy on Sexual Harassment

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

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

Policy on Sexual Offense

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

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

Written Complaint Procedure

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

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

Academic Complaints:

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

Non-Academic Complaints:

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

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

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

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of physical or mental handicap by programs receiving federal assistance. Section 504 focuses on program accessibility, academic accommodations, and integrated settings. Title II of the Americans with Disabilities Act prohibits discrimination based on disability in all programs, activities, and services of State and local governments.

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

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

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

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

Statement on Sexual Orientation

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

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

Academic Regulations

Grading System

Final Grades – Graduate Students

- 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, internships and practica)
- U - Unsatisfactory (reported *only* for dissertations/theses, internships, and practica)

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

Interim Grades

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

Other Grading Symbols

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

Incomplete Grades

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

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

Final Grade Change

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

Students wishing to appeal a final grade must follow the grade appeal process outlined below. Students must initiate the formal grade appeal process by no later than the last day of the next fall or spring semester after the contested grade was received. Grade appeals submitted after this deadline will not be considered.

Grade Appeal

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 student’s concerns are not resolved in this manner, however, the student may initiate a formal grade appeal.

To initiate a formal grade appeal, the student must submit a written explanation to the instructor of why he or she believes the grade is inaccurate. The letter must include copies of graded assignments and any other documentation as appropriate. Students must recognize that they bear the burden of proof in the grade appeal process and that it is very unlikely that an appeal will be successful without appropriate documentation. The student should indicate in the written

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appeal if the instructor has not returned graded assignments. The instructor will respond in writing to the student's appeal.

If the instructor's response does not resolve the student's concerns, the student may submit the appeal to the instructor's department chair, the dean, and finally the Provost and Vice Chancellor for Academic Affairs until the student's concerns are resolved or the original grade is upheld. The grade appeal will be considered at each administrative level only after it has been reviewed by the instructor and at each previous administrative level.

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. If the student's concerns are not resolved by the department chair and dean, the student may submit the written appeal to the Provost and Vice Chancellor for Academic Affairs, who will either dismiss the appeal or forward it to the Academic Credits Committee, which is comprised exclusively of faculty members. The Academic Credits Committee will recommend that the original grade be upheld or will recommend a new grade. If the committee recommends a new grade and the recommendation is approved by the Provost and Vice Chancellor for Academic Affairs, the committee'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 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

1. Students must initiate the formal grade appeal process by no later than the last day of the next fall or spring semester after the contested grade was received. Grade appeals submitted after this deadline will not be considered.
2. Faculty members, department chairs, and deans must reply to written grade appeals within 15 business days of receipt of the appeal. Failure to reply by this deadline is equivalent to a rejection of the appeal.
3. Students wishing to appeal the rejection of a grade appeal to the next administrative level must do so within 15 business days of notification of the rejection of the appeal or the expiration of the 15-day period. Failure to appeal within the 15-day period is equivalent to dropping the appeal.
4. The Academic Credits Committee will make a recommendation to the Provost and Vice Chancellor within twenty business days of receiving the request from the Provost and Vice Chancellor for Academic Affairs to consider the appeal.
5. 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.

Repetition of Courses

Graduate students are not allowed to repeat courses without the approval of the department chair and dean of the student's school or college. To request approval to repeat a course, the student must write a letter to the dean of the school or college stating the reasons for repeating the course, including documentation of mitigating circumstances. If the dean approves the request, the course must be repeated at Fayetteville State University.

Auditing of Courses

A graduate student may audit a course if space is available and if approved by the instructor and department chair/director. 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 auditing classes will not be permitted to change to credit after the last day of late registration each semester or term.. Further, students registered for credit will not be permitted to change to audit after the last day of late registration each semester or term.

Class Attendance

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

Independent Study

With the approval of the instructor, department chair/director and the dean of the school or 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.

A course listed in the FSU 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.

Course Load

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

Course Substitutions and Waivers

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

Transfer Credits

A maximum of six (6) semester hours of transfer credits for graduate courses with a grade of 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 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.*** Students wishing to transfer credits must submit official transcripts and other appropriate course identification information to the advisor for initial approval. The recommendations of the advisor are forwarded to the department chair and the dean of that school or college. Course work may be transferred upon the student's admission into a graduate studies program. ***Course work transferred must not be older than six (6) years at the time the intended degree is awarded.***

Withdrawal from the University

Any student who voluntarily leaves the university before the close of the semester must withdraw officially from the university. The student must initiate the process and obtain appropriate signatures. The withdrawal form must be taken to the Registrar's Office. Any student who leaves 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.

Requirements for Continuous Enrollment

A student enrolled in any graduate program must maintain satisfactory progress toward the degree. The student is expected to achieve a satisfactory grade ("A" or "B") in all course work attempted for graduate credit. A student who receives a grade of "C" in at least one-sixth of the programs total credit hours, or one F or U grade in any course will be withdrawn from the university. When special circumstances warrant, students may appeal withdrawal by petitioning the department chair and dean of the college or school.

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 should be made

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at least one month prior to the beginning of the semester involved. 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 (i.e., six years for the master's degree and eight years for the doctoral degree.)

Termination

Graduate students whose programs are terminated because of failure to maintain continuous enrollment and 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 re-admission fee if they wish to resume their graduate studies at Fayetteville State University.

Change of Major/Degree

To change a major/degree, a student must obtain approval from the previous department chair and the new department chair and dean of the college or school.

Request for Change of Graduate Degree Program of Study

To change a graduate degree program, a student must obtain approval from the previous department chair and the new department chair and the dean of the college or school.

Appeal for Program Transfer

Students who seek to transfer to another program but who have earned an "F" grade in a previous graduate program must make a written appeal to the dean of the school/college, who will refer the appeal to the Admissions Committee of the appropriate school or college.

Concurrent Registration in Other Graduate Programs

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

A Second Master's Degree

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

Academic Misconduct

Acts of dishonesty in any work constitute academic misconduct 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 handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.

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. Approval of degree candidacy by the school/college dean 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:

1. Been admitted to a degree program.
2. 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.
3. An advisor assigned by the departmental or area.
4. An approved program of study.
5. 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. The student submits to the dean of the school/college an application for admission to degree candidacy after completing twelve (12) hours of graduate study at Fayetteville State University.
2. The School/College processes the application and notifies the student of the action taken. Copies of the letter are sent to the student, advisor, department chair, admissions office, and registrar.

Comprehensive Examination

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

Students writing a thesis must pass the required comprehensive examination before the thesis is defended. The Comprehensive Examination will cover topics as outlined by the department. The written examination will be constructed by the faculty and administered by the department chair 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. A candidate is eligible to take the examination after completion of all course work or after the final courses are in progress. Candidates may take the written examination twice, but they cannot retake the examination in the same semester. Candidates who fail to pass the written examination on the second attempt will be terminated from the program.

If oral examinations of the written comprehensives are required, they will be administered by a committee of three graduate faculty recommended by the department chair and approved by the dean of the school or college.

A unanimous vote by the committee is required to pass the oral comprehensives. 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. Candidates may submit an application to the dean of the school or college to appeal the committee's decision. Graduate faculty are invited to attend the oral comprehensive examination sessions for all graduate degree candidates. Discussions and decisions of the examination committee are confidential.

Applications for the Comprehensive Examination are available in the office of the dean of the school or college. Please note that it is the student's responsibility to apply for the Comprehensive Examination.

Thesis

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

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

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

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Once the thesis is completed, an application for the oral defense must be filed with the dean of the college or school by the chairman of the Thesis Advisory Committee. The application must be filed at least two (2) weeks prior to when the defense is to be held and must be accompanied by certification that the thesis is complete except for revisions which may be necessary as a result of the oral defense.

A written notice of the time and place of the defense of the thesis will be sent by the dean of the school or college to the candidate and each member of the committee. The oral defense is an academic evaluation of the thesis by the committee, and is open to the committee members, university faculty, and approved guests. During the defense, the Thesis Advisory Committee may ask the candidate questions regarding subject matter in the student's major field. The defense must be at least four (4) weeks before graduation, and the results must be sent within three (3) days of the defense to the dean of the 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.*

Four (4) unbound copies of the thesis in final form must be submitted to dean of the school or college prior to graduation. Detailed information on form and organization is presented in the *Guide for the Preparation and Submission of Theses and Dissertations*.

DOCTORAL DEGREE REQUIREMENTS

Admission to Doctoral Degree Candidacy

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

Comprehensive Examination

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

The Comprehensive Examination will cover topics as outlined by the department. The written examination will be constructed by the faculty and administered by the department chair or director. The examination must be administered no more than eight weeks after the doctoral student has completed a minimum of 54 credit hours successfully. A candidate is eligible to take the examination after completion of all course work or after the final courses are in progress. Candidates may take the written examination twice, but they must wait at least one semester to retake the examination. Candidates who fail to pass the written examination on the second attempt will be terminated from the program.

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

A unanimous vote by the committee is required to pass the oral comprehensives. Passing of the examination may be conditional and dependent upon the completion of additional work to the satisfaction of the committee. A formal re-examination will not be required in this case. Candidates may submit an application to the Dean of Graduate Studies to appeal the committee's decision. Graduate faculty are invited to attend the oral comprehensive examination sessions for all graduate degree candidates. Discussions and decisions of the examination committee are confidential. Applications for the Comprehensive Examination are available in the office of the dean of the school or college. Please note that it is the student's responsibility to apply for the Comprehensive Examination.

Dissertation

A written dissertation and its defense are required for all doctoral candidates. The purpose of the dissertation is to provide an experience in scholarship, which will be of enduring value to the student in understanding how new knowledge is developed. The dissertation provides tangible evidence of the student's development as a scholar and especially his or her capacity to discover and communicate research findings effectively. The dissertation should also increase the body of knowledge in the student'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 Advisory Committee and the Dean of the School of Education.

A dissertation committee will be established through the coordinated efforts of the Director of the Ed.D. Program. The committee will consist of a maximum of three (3) graduate faculty, one of whom must be the chair of the Dissertation Advisory Committee and one from outside the student's major department. The committee must be approved by the chair of the department/director, the Dean of the School of Education.

Proposal Approval

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

After the proposal has been approved by the full committee, it is forwarded to the Director of the Doctoral Program, the Department Chair, and the Dean of the School of Education. Students may register for EDLE 740 - Dissertation (Fall semester of third year) only after completing 54 credit hours, passing the comprehensive examinations, and being admitted formally to candidacy. Doctoral candidates 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 EDUC 999, Dissertation – Non Credit, until the dissertation is completed and defended.

Oral Defense

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

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

Policy on Completion of Dissertation

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

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

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

Degree Time Limit

All master's degrees, 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. . Doctoral degrees, including the

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dissertation and transfer credits, must be completed within eight calendar years from the date of enrollment in the first course(s) carrying graduate degree credits applicable to the student's 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.

Application for Graduation

To become a candidate for graduation, a student must submit an application with the Office of the Registrar no later than the date set forth in the academic calendar. The university assumes no responsibility for making adjustments for students who fail to file an application by the designated date in the academic calendar. (See Academic Calendar for specific dates each semester.)

Commencement

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

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

Academic Programs: College of Basic and Applied Sciences

DEPARTMENT OF CRIMINAL JUSTICE

Degrees Offered: Master of Science (M.S.): Criminal Justice

Master of Science in 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.

ADMISSION REQUIREMENTS

Successful applicants to the Master of Science degree program in Criminal Justice must have earned a baccalaureate degree from an accredited college or university, with a minimum grade point average of 2.75 on a 4.0 scale. In addition, applicants must provide scores from either the Graduate Record Examination (GRE) general section, or the Miller Analogies Test (MAT) and two letters of recommendation from individuals able to speak to the academic abilities of the applicant. Finally, applicants must submit an essay describing their career goals and how earning a Master of Science degree in Criminal Justice will help them achieve their goals. Please refer to the Admissions section of this catalog for additional application information.

PROGRAM REQUIREMENTS, 33 Credits

Core Curriculum, 18 Credits

CRJC	500	History of Crime Control Policy (3)
CRJC	510	Criminal Justice Administration (3)
CRJC	520	Criminological Theory I: Classical and Positivist Theories (3)
CRJC	530	Criminological Theory II: Critical Criminology (3), <i>Prerequisite: CRJC 520</i>
CRJC	540	Research Methods in Criminal Justice (3)
CRJC	550	Statistical Applications in Criminal Justice (3)

Electives, 15 Credits

Select five courses with approval of faculty advisor from the following courses:

CRJC	570	Race, Crime and Justice (3)
CRJC	580	Females, Crime and Justice (3)
CRJC	590	Ethics in Criminal Justice (3)
CRJC	600	Corporate and Government Crime (3)
CRJC	610	Organizational Change in Criminal Justice (3)
CRJC	620	Juvenile Delinquency and Justice (3)
CRJC	630	Communities, Justice and Social Change (3)
CRJC	670	Special Topics in Criminal Justice (3)
CRJC	660	Current Issues in Victimology (3), <i>Prerequisite: CRJC 540</i>
CRJC	640	Qualitative Methods in Criminal Justice (3), <i>Prerequisite: CRJC 540</i>
CRJC	650	Program Evaluation in Criminal Justice (3), <i>Prerequisites: CRJC 540, CRJC 550</i>

Thesis, 6 credits (optional)

CRJC	698	Thesis I (3), <i>Prerequisite: Core courses and faculty advisor approval</i>
CRJC	699	Thesis II (3), <i>Prerequisite: Core courses and faculty advisor approval</i>
CRJC	899	Thesis (3), Non Credit

To fulfill electives, a maximum of 12 credit hours may be selected from Fayetteville State University graduate programs other than Criminal Justice, if the courses fit into the student's plan of study as approved by the faculty advisor and Department Chair.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Degree Offered:

Master of Science (M.S.): Mathematics

Master of Arts in Teaching (M.A.T.): Mathematics (*See School of Education*)

Master of Education (M.Ed.): Mathematics (*See School of Education*)

Master of Science in Mathematics

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

ADMISSION REQUIREMENTS

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

PROGRAM REQUIREMENTS, 36 Credits

Core Curriculum, 24 Credits

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

MATH 511 Abstract Algebra I (3)

MATH 612 Abstract Algebra II (3)

MATH 521 Real Analysis I (3)

MATH 621 Real Analysis II (3)

MATH 531 Topology I (3)

MATH 631 Topology II (3)

MATH 541 Complex Analysis I (3)

MATH 641 Complex Analysis II (3)

STAT 561 Probability Theory (3)

STAT 661 Advanced Probability Theory (3)

Electives, 12 Credits

DEPARTMENT OF NATURAL SCIENCES

Degrees Offered

Master of Science (M.S.): Biology

Master of Arts in Teaching (M.A.T.): Biology (*See School of Education*)

Master of Education (M.Ed.): Biology (*See School of Education*)

Master of Science in Biology

The Master of Science in Biology degree program is designed for qualified students who are seeking careers as efficient and responsible scientists and science educators. The program requires a minimum of 34 semester hours of credit and emphasizes the development of analytical skills in problem-solving and decision-making.

ADMISSION REQUIREMENTS

Applicants for the Master of Science in Biology program must have an undergraduate major in biology with an overall minimum 2.5 average for all undergraduate work or a minimum 2.75 average in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants must provide a score on the general section of the Graduate Record Examinations taken within the last five years and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in biology. In addition, applicants must also submit a two (2) page Personal Statement describing the applicants' interest in biology, their long-term goals, any previous research experience, current research interest and what they hope to accomplish with a Master of Science degree in Biology.

PROGRAM REQUIREMENTS, 34 Credits

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

Core Courses, 10 Credits

BIOL 620 Seminar
BIOL 630 Topics in Biology
BIOL 690 Research

Other Discipline Courses, 24 Credits

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

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

Other Requirements

1. An undergraduate course in computer science is strongly recommended and a course in statistics is required of those who do not have an adequate background in statistics.
2. Students in this program are required to complete a thesis.
3. A written comprehensive examination and an oral defense of thesis are required.
4. Research activities should begin as early as spring semester of the first year. Literature searches relative to the proposed research should be started during the first semester of the initial year of graduate study.

DEPARTMENT OF PSYCHOLOGY

Degree Offered: Master of Arts (M.A.): 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.

ADMISSION REQUIREMENTS

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

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

Admission to the program (or instructor permission) is a prerequisite for taking any graduate courses in psychology at the 600 level.

PROGRAM REQUIREMENTS

Choose one of the following Tracks:

A. Counseling, 48 Credits

PSYC 500 Statistics
PSYC 505 Research Methods
PSYC 515 Psychology of Diversity
PSYC 516 Human Growth and Development
PSYC 525 Ethical and Professional Issues
PSYC 550 Psychopathology
PSYC 575 Biological Aspects of Behavior
PSYC 611 Theories of Counseling
PSYC 612 Techniques and Process in Counseling
PSYC 619 Cognitive Assessment
PSYC 623 Assessment of Personality & Psychopathology
PSYC 631 Career Counseling
PSYC 634 Group Counseling
PSYC 680 Counseling Practicum
PSYC 681 Counseling Internship

Choose one of the following:

*PSYC 691 Directed Study
*PSYC 693 Thesis Research

A Comprehensive Examination and a Directed Study or Master's Thesis, with an Oral Defense, is required for the Counseling track.

B. Experimental Psychology, 36 Credits

PSYC 500 Statistics
PSYC 505 Research Methods
PSYC 509 Advanced Designs and Analysis
PSYC 515 Psychology of Diversity
PSYC 516 Human Growth and Development
PSYC 555 Cognitive Aspects of Behavior

PSYC 575 Biological Aspects of Behavior
PSYC 640 Social Aspects of Behavior
PSYC 652 Principles and Techniques of Teaching Psychology
*PSYC 693 Thesis Research
Electives Choose two graduate courses with advisement

Master's Thesis, with an Oral Defense, is required for the Experimental Psychology track.

* If all course work is completed, student must be continuously enrolled in this course until the Thesis Research is completed.

Academic Programs: College of Humanities and Social Sciences

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Degrees Offered

Master of Arts (M.A.): English

Master of Education (M.Ed.): English (*See School of Education*)

Master of Arts in Teaching (M.A.T.): English (*See School of Education*)

Certificate Program: Add on Certificate in English as a Second Language

Master of Arts in English

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

ADMISSION REQUIREMENTS

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

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

PROGRAM REQUIREMENTS 36 Credits

Core Curriculum 9 Credits

ENGL 507 Bibliography and Methods of Research

ENGL 515 History of Criticism and Literary Theory

Choose one from the following two courses:

ENGL 636 Seminar in American Literature

ENGL 637 Seminar in British Literature

Other Required Courses 6 Credits

ENGL 638 Thesis I

ENGL 639 Thesis II

Electives 21 Credits

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

ENGL	502	Forms of Fiction
ENGL	503	Drama
ENGL	505	The Lyric
ENGL	508	Introduction to Linguistics
ENGL	511	Tragic Vision
ENGL	518	Technology and Language Arts Curriculum
ENGL	531	Literature of the South
ENGL	533	Approaches to Reading African-American Literature
ENGL	534	Women and Literature
ENGL	623	Medieval Literature
ENGL	630	Modern Novel
ENGL	632	Special Topics

Add-On Licensure in English as a Second Language (ESL)

Applicants for the ESL Add-On Licensure program must have a satisfactory GPA. Applications must include reference letters, and applicants must have a North Carolina teaching license. Those interested in teaching in ESL programs serving adult populations (e.g. Community College instructors seeking to teach overseas) and who do not seek a North Carolina teaching license or a degree must have a bachelor's degree to be admitted into the program. Candidates who are K-12 teachers will be admitted into the program under the "Professional Development" classification.

Formal admission to the Teacher Education Program is required for all undergraduate candidates. Those recommended for "A-level" teacher licensure in their primary area may also apply for admission into the ESL Add-on Licensure program. Additionally, FSU provides a program for currently employed teachers who wish to add an ESL licensure to their degree through this 18 credit-hour program.

Required Courses, 18 Credits

TESL	510	Theories and Principles in Teaching ESL
TESL	520	Second Language Acquisition
TESL	541	Trends and Issues in Teaching ESL
TESL	550	The Practicum in ESL
TESL	509	Sociolinguistics and Pragmatics
TESL	540	Phonology and Morphology

DEPARTMENT OF GOVERNMENT AND HISTORY

Degrees Offered:

Master of Arts (M.A.): Political Science

Master of Education (M.Ed): History (*See School of Education*)

Master of Education (M.Ed): Political Science (*See School of Education*)

Master of Arts in Teaching (M.A.T.): History (*See School of Education*)

Master of Arts in Teaching (M.A.T.): Political Science (*See School of Education*)

Master of Arts in Political Science

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

ADMISSION REQUIREMENTS

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

PROGRAM REQUIREMENTS, 36 Credits

Core Courses, 21 Credits

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

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

A. Non-Thesis Option

POLI	646	Advanced Reading Seminar
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B. Thesis Option

POLI	647	Thesis I
POLI	648	Thesis II

Electives, 15-18 Credits

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

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

DEPARTMENT OF SOCIOLOGY

Degrees Offered:

Master of Arts (M.A.): 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, including a practicum report. Students are required to complete the core curriculum courses (SOC 500, SOC 503, SOC 505, SOC 560, and SOC 590) before they take 600-level courses. All students must pass a written comprehensive examination before graduation.

ADMISSION REQUIREMENTS, 36 Credits

Applicants to the Master of Arts in Sociology (M.A.) degree program must submit the following items.

1. A personal statement of approximately 2-3 typed, double-spaced pages which addresses the applicant's (a) interest in pursuing a graduate degree in sociology and (b) future career plans.
2. Three letters of recommendation. Ideally these will be from college faculty who can speak to the candidate's ability to do graduate work. For an applicant who is returning to academics after a substantial time, letters may also be considered from individuals who can speak to the applicant's qualification in the following areas:
 - a) verbal and written communication skills, (b) critical thinking skills, and (c) other scholarly evidence which suggest ability to successfully pursue graduate work.
3. A score report from the General Section of the Graduate Record Exam (GRE) taken within the last 5 years or evidence of successful completion of a previous graduate program.
4. Official transcripts from all universities or colleges at which courses have been taken. The transcripts must provide evidence of:
 - a. The completion of a bachelor's degree from an accredited university or college. Students 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. Students with degrees from fields other than sociology will be required to complete SOC 500: Sociological Concepts).
 - b. A minimum GPA of 3.0 in either (1) all undergraduate coursework or (2) the last 60 hours of coursework that may include no more than 6 hours of postgraduate work. Applicants who do not have the minimum 3.0 GPA may be offered conditional admission on the basis of high GRE scores, very strong letters of recommendation, and a well-written and informative personal statement.

For consideration for full admission, completed files should be submitted by April 15 for graduate work beginning the following fall semester, and October 15 for graduate work beginning in the spring semester. The completed files for students who meet these minimum requirements will be considered for admission. The final decision to admit or not admit a student will be based on the overall strength of the admission file.

Students may be granted full admission to the program or granted conditional admission. Students who are admitted conditionally will be given specific steps that must be taken to receive full admission.

PROGRAM REQUIREMENTS, 36 Credits

Required course for students with an undergraduate degree other than sociology, elective for other students:

SOC 500 Sociological Concepts (this may be used as an elective for other students)

Core Courses, 12 credits

SOC 503 Social Statistics
SOC 505 Applied Multivariate Statistics
SOC 560 Advanced Sociological Theory
SOC 590 Advanced Social Science Research

Final project for all students, 6 credits

SOC 690 Practicum I AND
SOC 691 Practicum II
OR
SOC 695 Thesis I AND

SOCI 696 Thesis II

Sociology Electives, 12 credits

SOCI 500 will serve as elective credit

All electives must be sociology (SOCI prefix) courses, at least one of which must at the 600-level

Free Electives, 6 credits

Six additional credits must be chosen from 500- and 600-level courses within Sociology or from other programs (including transferred credits from other universities) in consultation with the student's advisor.

DEPARTMENT OF SOCIAL WORK

Degree Offered: Master of Social Work, MSW

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 and urban 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.

ADMISSION REQUIREMENTS

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

Applicants for admission must meet the following criteria:

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

CHALLENGE EXAMS

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.

PROGRAM REQUIREMENTS

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 the second year students concentrate their study in Children and Family Services or Mental Health and Substance Abuse. The MSW program is consistent with the university's mission and institutional goals, and the Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE).

Foundation Courses, 32 Credits

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

Advanced Courses, 9-12 Credits

SWRK	605	Special Topics
SWRK	635	Management of Human Services Organizations
SWRK	690	Independent Research Project Seminar
SWRK	899	Thesis Non credit

Concentration Courses, 17 Credits

Choose one of the following:

A. Children and Family Services

SWRK	610	Social Work Practice with Families
SWRK	620	Social Work Practice with Children and Adolescents
SWRK	625	Social Work with Chemically Dependent Families
SWRK	650	Social Work Field Instruction III: Children and Family Services
SWRK	655	Social Work Field Instruction IV: Children and Family Services

B. Mental Health and Substance Abuse

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

Electives, 3 – 6 credits

Advanced Standing

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. In order to have sufficient time for course and field planning, the MSW Program admissions application deadline for advanced standing is January 28. The curriculum design is as follows:

Summer Session, 6 credit hours

SWRK	606	Social Practice Seminar
SWRK	608	Statistics and Research Seminar

Advanced Year:

Choose one of the following

A. Children and Family Services

Fall Semester, 16 credits

SWRK	610	Social Work Practice with Families
SWRK	620	Social Work Practice with Children & Adolescents
SWRK	625	Social Work with Chemically Dependent Families
SWRK	650	Social Work Field Instruction III: Children and Family Services
SWRK	690	Research Project

Spring Semester, 13 credits

SWRK	635	Management of Human Service Organizations
SWRK	655	Social Work Field Instruction IV: Children and Family Services
		Elective
		Elective

B. Mental Health and Substance Abuse

Fall Semester, 16 credits

SWRK	615	Social Work Practice in Mental Health
SWRK	626	Substance Abuse
SWRK	630	Assessment of Mental Disorders
SWRK	650	Social Work Field Instruction
SWRK	690	Research Project

Spring Semester, 13 credits

SWRK	635	Management of Human Service Organizations
SWRK	655	Social Work Field Instruction IV- Mental Health and Substance Abuse
		Elective
		Elective

Academic Programs: School of Business and Economics

Degree Offered: Master of Business Administration (MBA)

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 24 credit hours followed by 12 elective credit hours which can be used to acquire a specialization in management, marketing, international business, finance, healthcare management, or entrepreneurship. Applicants who do not possess an undergraduate degree in business or related fields or are in need of refresher course(s) in the functional areas of business may be required to enroll in up to 18 additional credits hours of foundation courses. The requirement for any of the foundation courses is made in consultation with the MBA Director.

ADMISSION REQUIREMENTS

To be admitted into the program, students must possess an undergraduate degree from an accredited institution, a GMAT score, and two letters of recommendation. The following formula is used to grant acceptance as a degree seeking student in the program:

$$200 \times (\text{undergraduate GPA}) + \text{GMAT} \geq 950 \text{ and } \text{GMAT} \geq 375$$

Professional development students may apply to change their enrollment status to *degree seeking student*. Applicants seeking an admission status change must meet the following standard which incorporates completed MBA coursework:

$$200 \times (\text{MBA GPA}^1) + \text{GMAT} \geq 1050 \text{ and } \text{GMAT} \geq 375.$$

PROGRAM REQUIREMENTS, 54 Credits

Foundation, 18 Credits (May be waived)

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

Core Curriculum, 24 Credits

ACCT	610	Advanced Managerial Accounting
ECON	610	Managerial Economics
FINC	610	Advanced Financial Management
MGMT	615	Organizational Behavior
MGMT	625	Management Sciences
MGMT	640	Management Information Systems

¹ Student must have completed 12 graduate credit hours (no more than six credit hours at the 600 level) to use this formula.

MGMT 650 Business Policy and Strategy
MKTG 610 Marketing Planning and Strategy

Electives, 12 Credits

Select 12 credit hours with approval of faculty advisor from the following courses:

ACCT 650 International Accounting
ACCT 670 Internal and Operational Auditing
ACCT 695 Seminar in Accounting
BADM 602 Directed Research
BADM 603 Special Topics in Business
BADM 604 International Business Law
ECON 650 International Trade and Finance Markets
ECON 660 Business and Economic Forecasting
FINC 655 International Finance
FINC 660 Financial Institutions
FINC 670 Investment Analysis
FINC 680 Options and Futures Trading
FINC 695 Seminar in Finance
HCM 670 The American Health Care System
HCM 671 Health Care and Finance Control
HCM 672 Health Information Systems and Performance
HCM 673 Managed Care Contracting
HCM 674 Legal and Ethical Issues in Health Care
HCM 675 Leading Change in Health Care Organizations
HCM 676 Current Topics in Health Care
MGMT 645 Electronic Commerce
MGMT 655 Management of Technology
MGMT 660 International Business Management
MGMT 675 New Venture and Entrepreneurship
MGMT 665 Total Quality Management
MGMT 685 Leadership in Organization
MGMT 695 Seminar in Management
MKTG 650 International Marketing
MKTG 660 Marketing Analysis and Research
MKTG 675 Services Marketing
MKTG 680 Marketing Channels
MKTG 695 Seminar in Marketing

Academic Programs: School of Education

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

DEPARTMENT OF EDUCATIONAL LEADERSHIP

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

DEGREES OFFERED

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

Doctorate in Educational Leadership: Superintendent Licensure, 60 Credits

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

ADMISSION REQUIREMENTS

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

1. Master's degree in school administration is preferred. If a candidate has a master's in another subject area, a minimum of twenty-four (24) hours must be in educational leadership or licensure in school administration. If needed, a person may elect to take the twenty-four (24) hours at Fayetteville State University prior to being admitted to the Ed.D. program.
2. A score on the GRE taken within the last five years.
3. Minimum graduate GPA of 3.50
4. Official transcripts of all college/university work
5. Three letters of recommendation
6. A personal interview
7. A portfolio of professional growth.

Other Requirements

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

PROGRAM REQUIREMENTS, 60 Credits

Core Requirements 24 Credits

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

Research, 12 Credits

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

Concentration Areas 24 Credits

K-12 Leadership
Higher Education Leadership

Internship 6 Credits

EDLE	730	Internship in Educational Leadership
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Dissertation 6 Credits

EDLE	740	Dissertation in Educational Leadership
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Master of School Administration

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

PROGRAM REQUIREMENTS

All students enrolled in the Master of School Administration Degree Program will be required to complete forty-two (42) hours of graduate course credits, including six (6) hours of electives selected from business, arts and sciences, or special education. A maximum of six (6) hours of graduate transfer credits with a grade of 3.0 or higher may be accepted towards completion of the degree. Only courses from an accredited institution will be considered. Transfer credits accepted will be applied toward required electives. These courses must be in business, arts and sciences, or special education. Students may choose between two programs of study. The program requires that Clinical Administrative Module I students complete the program within a two-year period. These students will be required to enroll in nine semester hours each semester, and be available to participate in scheduled enhancement activities

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

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

Other Requirements

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

Program Requirements, 42 Credits

Specialization 21 Credits

- EDAM 650 Leadership and Evaluation Seminar
- EDAM 651 Humanistic Dimensions and Diversity
- EDAM 652 Research Methodology
- EDAM 660 Leadership in Educational Organizations
- EDAM 661 Legal and Policy Professional Issues
- EDAM 670 Trends and Issues: Resource Management/Society and the Schools
- EDAM 671 Curriculum Theories and Instructional Leadership

Internship, 15 Credits

- EDAM 680 Internship - Part I*
- EDAM 690 Internship - Part II*
- EDAM 691 Internship - Part III*

*Prerequisites required.

Electives, 6 credits

Six credit hours of electives should be selected from business, arts and sciences, or special education.

DEPARTMENT OF ELEMENTARY EDUCATION

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

DEGREES OFFERED:

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

LICENSURE-ONLY PROGRAMS:

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

Master of Education: Elementary Education (K-6)

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

PROGRAM REQUIREMENTS, 36-39 Credits

Professional Education Core, 12 Credits

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

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

Specialization Area 12 Credits

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

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

*Required

Product of Learning 3 - 6 Credits

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

EDUC	698	Advanced Applied Product of Learning
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Concentration 6 Credits

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

Option A. Early Childhood

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

Option B. Mathematics

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

ELEM	505	Foundations of Arithmetic
ELEM	530	Remediation of Math Difficulties
ELEM	540	Mathematics for Gifted Children

Option C. Literacy

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

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

Elective, 3 Credits

Master of Education in Reading Education (K-12)

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

PROGRAM REQUIREMENTS 36-39 Credits

Professional Education Core 12 Credits

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

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

Specialization Area 21 Credits

- READ 552 Teaching Literacy Across Content Areas
- READ 610 Foundations of Literacy
- READ 612 Principles and Practices of Emergent Literacy
- READ 618 Reading: The Learning Base
- READ 620 Assessment and Evaluation of Reading Problems
- READ 623 Correction of Reading Problems

Choose one of the following:

- ELEM 623 Advanced Studies in Teaching Language Arts
- ELEM 680 Advanced Studies in Children's Literature
- READ 605 Investigations in the Teaching of Reading

Product of Learning 3-6 Credits

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

- READ 698 Advanced Applied Product of Learning

Other Requirement

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

Licensure-Only Programs

CLASS A LICENSURE IN READING EDUCATION

PROGRAM REQUIREMENTS, 18 Credits

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

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

Choose one of the following courses:

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

Other Requirement

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

**CLASS A LICENSURE
IN ELEMENTARY EDUCATION**

The following courses are required in order to be recommended for a teaching licensure by Fayetteville State University. The 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.

Professional Core, 29 hours

EDUC	210	Computers in Education
EDUC	211	Lab Experience in Area Schools
EDUC	310	Foundations of Education
EDUC	315	Music and Art (K-6)
EDUC	330	Educational Psychology & Measurements
EDUC	340	Human Growth and Development
ENGL	300	Children's Literature
HIST	211	U.S. History to 1865
		OR
HIST	212	U.S. History Since 1865
PEDU	320	Methods of Teaching Health & Physical Education (K-6)
SPED	320	Educating Exceptional Children

Specialty Area Core, 32 hours

ELEM	353	Methods of Teaching Language Arts (K-6)
ELEM	354	Methods of Teaching Social Studies (K-6)
ELEM	451	Classroom Management for Elementary Teachers
ELEM	455	Methods of Teaching Mathematics (K-6)
ELEM	456	Methods of Teaching Science (K-6)
READ	315	Teaching Reading in Elementary School
ELEM	471	Teacher Internship
ELEM	491	Professional Education Seminar

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

DEPARTMENT OF MIDDLE GRADES, SECONDARY, AND SPECIAL EDUCATION

Degrees Offered

Master of Education (M.Ed.)

Middle Grades Education, 6-9; Areas of Concentration: Language Arts, Social Studies, Science, Mathematics
Special Education, K-12; Areas of Concentration: Behavioral-Emotional Disabilities, Mental Disabilities, or Specific Learning Disabilities
Secondary Education, 9-12; Areas of concentration: Biology, English, History, Mathematics, Political Science, or Sociology

Master of Arts in Teaching (M.A.T.)

Middle Grades Education, 6-9; Concentrations in Language Arts, Social Studies, Science, Mathematics
Special Education: General Curriculum, K-12
Secondary Education, 9-12; Concentrations in Biology, English, History, Mathematics, Political Science, Sociology

LICENSURE-ONLY PROGRAMS

Class A Level Licensure:

Middle Grades (6-9)

Special Education: General Curriculum (K-12)

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

Biology

English

History

Mathematics

Political Science

Sociology

The principal goal of the Department of Middle Grades, Secondary, and Special Education is to provide a quality education for prospective facilitators of learning in middle grades or special education. In keeping with this principal goal, the department offers programs leading to the Master of Education degrees in Middle Grades (6-9) and Special Education (K-12) and Secondary Education (9-12) and the Master of Arts in Teaching degrees in Middle Grades (6-9) and Special Education: General Curriculum, Secondary Education (9-12). Students seeking a master's degree in middle grades education must select an area of concentration from language arts, social studies, mathematics, or science. 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 (36-39) semester hours of study. In addition, a Class A level licensure program is available in Middle Grades Education, Special Education: General Curriculum, and Secondary Education.

Master of Education Middle Grades Education, 6-9

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

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

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

EDUC 610 Planning and Implementing Instruction for Diverse Learners

EDUC 641 Advanced Studies in Human Development and Learning Communities

EDUC 650 Effective Practices for Teaching, Learning, and Collaborative Leadership

EDUC 690 Applied Research in Education*

****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 in the School of Education.***

Specialization Areas, 21 Credits

An area of specialization in one instructional area such as Language Arts, Mathematics, Social Studies, and Science is required with advisor approval. Clinical/practicum/ technology and field experiences are required with all courses. Choose from the following specialization options:

Language Arts

EDUC 616 Teaching and Technology in Middle and Secondary Schools

ENGL 517 Issues in the Teaching of Literature

ENGL 518 Technology and Language Arts Curriculum

ELEM 623 Advanced Studies in Teaching Language Arts

ELEM 624 Teaching Writing in the Schools

ELEM 680 Advanced Studies in Children's Literature

READ 552 Teaching Literacy Across the Content Area

Social Studies

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EDUC	616	Teaching and Technology in Middle and Secondary Schools
READ	552	Teaching Literacy Across the Content Area
ELEM	534	Advanced Studies in Teaching Social Studies
HIST	602	Directed Readings in 20 th Century History

Choose one of the following:

HIST	551	Caribbean History from Columbus to 1836
HIST	552	Caribbean History from the Post-Slavery Period Through the 20 th Century

Choose one of the following:

HIST	555	The ABC Countries
HIST	570	Major Topics in African History

Choose one of the following:

HIST	590	Special Topics in History
HIST	591	Special Topics in History

Mathematics

EDUC	616	Teaching and Technology in Middle and Secondary Schools
MATH	501	New Technologies in Teaching Mathematics
MATH	502	Topics in Mathematics for Teachers
ELEM	530	Remediation of Math Difficulties
MATH	504	Current Trends in Mathematics Education
MATH	533	Advanced Studies in Teaching Mathematics
READ	552	Teaching Literacy Across the Content Area

Science

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

Product of Learning, 3-6 Credits

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

**EDUC 698 Advanced Applied Product of Learning
**This course should be taken during the last semester of course work.

Master of Education in Special Education, K-12

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

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

PROGRAM REQUIREMENTS, 36 Credits (For students with current license in Special Education)

Professional Core, 12 Credits

EDUC	610	Planning and Implementing Instruction for Diverse Learners
EDUC	641	Advanced Studies in Human Development and Learning Communities

EDUC 650 Effective Practices for Teaching, Learning, and Collaborative Leadership
EDUC 690 Applied Research in Education*

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

Specialization Core, 12 Credits

SPED 580 Advanced Management of Learning
SPED 615 Issues and Trends in Special Education
SPED 641 Advanced Internship in Special Education
SPED 646 Advanced Assessment Practices in Special Education

Concentration, 6 credits

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

A. Specific Learning Disabilities

SPED 523 Advanced Studies in Specific Learning Disabilities
SPED 635 Curriculum and Effective Practices for Teaching Students with Specific Learning Disabilities

B. Mental Disabilities

SPED 536 Advanced Studies in Mental Disabilities
SPED 634 Curriculum and Effective Practices for Teaching Students with Mental Disabilities

C. Behavioral-Emotional Disabilities

SPED 538 Advanced Studies in Behavioral-Emotional Disabilities
SPED 639 Curriculum and Effective Practices for Teaching Students with Behavioral-Emotional Disabilities

Guided Elective, 3 Credits

Product of Learning 3-6 Credits

**SPED 698 Advanced Applied Product of Learning
**This course should be taken during the last semester of course work.

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

No more than 12 semester hours may be completed prior to formal admission to the M. Ed degree program. Additional PRAXIS Exams may be required, depending upon existing license and concentration area.

PROGRAM REQUIREMENTS, 39+ Credits, For students not previously licensed in Special Education but hold a license in other education areas

Students not licensed in Special Education but holding a license in other areas of education may be admitted to the Master's degree program in Special Education, but must meet the competencies for initial Special Education license prior to completion of the M-level licensure requirements. These students will have their credentials and experiences reviewed by a Special Education advisor and compared to the competencies and requirements for initial licensure in SPED: General Curriculum. These students will normally complete initial licensure requirements in SPED: General Curriculum by completing the following courses (most of which will count toward the M.Ed. in Special Education, as well):

Professional Core, 12 Credits

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

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

Specialization Core, 12 Credits

SPED	580	Advanced Management of Learning
SPED	600	Practicum in Special Education , 6 credits
SPED	615	Issues and Trends in Special Education
SPED	646	Advanced Assessment Practices in Special Education

Guided Elective, 3 credits

Students not licensed in Special Education but holding a license in another area of education may be admitted to the Master's degree program in Special Education, but must meet the standards for initial Special Education license prior to completion of the advanced level licensure requirements. These students will take SPED 515 or SPED 518 as their elective unless they have previously fulfilled the competencies for the courses in teaching reading, mathematics and written expression. Students who have not met the competencies for either course, will take both courses, one of which will count as an elective and one of which would be a requirement of the initial license but will not count toward the M.Ed. degree.

No more than 12 semester hours may be completed prior to formal admission to the M. Ed degree program.

After completing the courses listed above, students without a SPED license may apply for an initial license in SPED: General Curriculum, after having successfully completed the required PRAXIS II Exams (05353 and 0542)

M.Ed. Program Completion

For students entering without license in Special Education area who hold license in other education areas

The following Concentration and Product of Learning courses (9 semester hours) are required to complete the M.Ed. degree and M-level license in SLD, MD or BED. In addition, the student must complete the required PRAXIS II Specialty Area Exams in the concentration area.

Concentration, 6 credits

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

A. Specific Learning Disabilities

SPED	523	Advanced Studies in Specific Learning Disabilities
SPED	635	Curriculum and Effective Practices for Teaching Students with Specific Learning Disabilities

B. Mental Disabilities

SPED	536	Advanced Studies in Mental Disabilities
SPED	634	Curriculum and Effective Practices for Teaching Students with Mental Disabilities

C. Behavioral-Emotional Disabilities

SPED	538	Advanced Studies in Behavioral- Emotional Disabilities
SPED	639	Curriculum and Effective Practices for Teaching Students with Behavioral-Emotional Disabilities

Product of Learning 3-6 Credits

SPED	698	Advanced Applied Product of Learning
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(A product of learning in Special Education is required and consists of three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.)

Master of Arts in Teaching: Middle Grades Education (6-9)

The program leading to the Master of Arts in Teaching degree (M.A.T.) in Middle Grades Education provides professional training for "licensure-only" students who already have a degree and/or "lateral entry" teachers who are seeking middle grades teacher licensure. The program combines initial (A) and advanced (M) level licensure requirements in a two-phase process.

Students enrolling in the M.A.T. program must select one of the following subject areas: Language Arts, Mathematics, Social Studies and Science. Upon completion of the program students are recommended for "M" level licensure in the appropriate subject area.

NOTE: 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 their graduate methods course and internship. Students should see their advisors or the Chair of the department for further information.

PROGRAM REQUIREMENTS, 39+ Credits

PHASE 1: Initial Licensure Requirements

Prerequisite Specialty Area Course Requirements in Language Arts, Mathematics, Science or Social Studies and the PRAXIS II requirement for the Specialty Area should be completed prior to applying for the "A" level license in Middle Grades (Language Arts, Mathematics, Science or Social Studies). The courses required of 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.

The following courses/PRAXIS requirements should be taken prior to applying for the A-level license in Middle Grades Education **15 Credits**

EDUC	610	Planning and Implementing Instruction for Diverse Learners
EDUC	630	Advanced Educational Psychology
EDUC	644	Foundations and Curriculum Development
EDUC	614	Techniques of Teaching in the Middle School

** The course below 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 schools.

**EDUC 697 Product of Learning (Internship) *This requirement constitutes Student Teaching and requires admission to Student Teaching prior to registration*

Upon completion of the courses and PRAXIS requirements listed above, participants should contact the Department Chair of MGSS who will notify the Registrar's Office that the student has completed initial licensure requirements for Middle Grades Education. Participants should make application for A-level licensure recommendation through the Office of Teacher Education.

Initial licensure (A-level) requirements in Middle Grades Education must be completed prior to taking the courses to complete the MAT program.

PHASE 2: Advanced Licensure Specialty Area Requirements: 21 Credits

Language Arts

*EDUC	690	Applied Research in Education <i>*EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.A.T. degree-seeking graduate student in the School of Education.</i>
ENGL	517	Issues in the Teaching of Literature
ENGL	518	Technology and Language Arts Curriculum
ELEM	623	Advanced Studies in Teaching Language Arts
ELEM	624	Teaching Writing in the Schools
ELEM	680	Advanced Studies in Children's Literature
READ	552	Teaching Literacy Across the Content Area

Social Studies

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*EDUC 690 Applied Research in Education
****EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.A.T. degree-seeking graduate student in the School of Education.***

READ 552 Teaching Literacy Across the Content Area

ELEM 534 Advanced Studies in Teaching Social Studies

HIST 602 Directed Readings in 20th Century History

Choose one of the following:

HIST 551 Caribbean History from Columbus to 1836

HIST 552 Caribbean History from the Post-Slavery Period Through the 20th Century

Choose one of the following:

HIST 555 The ABC Countries

HIST 570 Major Topics in African History

Choose one of the following:

HIST 590 Special Topics in History

HIST 591 Special Topics in History

Mathematics

*EDUC 690 Applied Research in Education
****EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.A.T. degree-seeking graduate student in the School of Education.***

MATH 501 New Technologies in Teaching Mathematics

MATH 502 Topics in Mathematics for Teachers

ELEM 530 Remediation of Math Difficulties

MATH 504 Current Trends in Mathematics Education

MATH 533 Advanced Studies in Teaching Mathematics

READ 552 Teaching Literacy Across the Content Area

Science

*EDUC 690 Applied Research in Education
****EDUC 690 is the prerequisite for EDUC 698 and MUST be one of the first six semester hours earned as a M.A.T. degree-seeking graduate student in the School of Education.***

ELEM 635 Problems in Science Education

ELEM 652 Selected Topics in Biological Science for Elementary Teachers

ELEM 653 Selected Topics in Physical Science for Teachers

ELEM 654 Selected Topics in Earth Science for Teachers

ELEM 655 Technology and the Sciences

READ 552 Teaching Literacy Across the Content Area

Product of Learning, 3-6 Credits

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

**EDUC 698 Advanced Applied Product of Learning
**This course should be taken during the last semester of course work.

Additional Notes:

No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the MAT degree program.

Participants must complete required PRAXIS II examinations in their chosen specialty area:

PRAXIS II Test: 10049 – Middle School English Language Arts

PRAXIS II Test: 20069 – Middle School Mathematics

PRAXIS II Test: 10439 – Middle School Science

PRAXIS II Test: 20089 – Middle School Social Studies

Master of Arts in Teaching- Special Education: General Curriculum, K-12

The Master of Arts in Teaching in Special Education: General Curriculum is available for students who are licensed or non-licensed. Students should see their advisors for further information. The program combines initial (A) and advanced (M) level licensure requirements in a 2-step process.

PROGRAM REQUIREMENTS, 39+ Credits

Step 1: Initial Licensure Requirements

The following courses/PRAXIS requirements should be taken prior to applying for the A-level license in SPED: General Curriculum, 30 – 42 credits

- EDUC 610 Planning and Implementing Instruction for Diverse Learners
- EDUC 630 Advanced Educational Psychology and Measurement
- SPED 530 Introduction to Special Education or SPED 615 Trends and Issues in Special Education
- EDUC 690 Applied Research in Education*
- SPED 647 Educational Assessment Students with Disabilities
- SPED 515 Assessing and Teaching Reading to Students with Disabilities
- SPED 518 Assessing and Teaching Mathematics and Writing to Students with Disabilities
- SPED 580 Advanced Management of Learning Environments
- SPED 631 Teaching Students with Mild to Moderate Disabilities (Academic Methods)
- SPED 640 Master's Internship in Special Education (3 sh) or SPED 600 Practicum in Special Education (6 sh) and SPED 480- Seminar II: Field Experience in SPED (3 sh) ** [the latter two courses are for licensure only students or those not licensed or teaching; see below]

Upon completion of the courses and PRAXIS requirements listed above, participants should contact the Department Chair of MGSS who will notify the Registrar's Office that the student has completed initial licensure requirements for SPED: General Curriculum. Participants should make application for A-level licensure recommendation through the Office of Teacher Education.

Initial licensure (A-level) requirements in SPED: General Curriculum must be completed prior to taking the courses to complete the MAT program

Notes:

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

*****Licensure only students in SPED should take SPED 480-Seminar II: Field Experience in SPED (3 sh) prior to admission to Teacher Education; in addition, they should replace the SPED 640 requirement with SPED 600 Practicum in Special Education (6 sh). This requirement constitutes Student Teaching and requires admission to Student Teaching prior to registration***

Step 2: Advanced Licensure Requirements (MAT Program Completion), 12 Credits

- EDUC 690 Applied Research in Education
- SPED 643 Seminar in Special Education or SPED 649 Consultative Role of the Special Educator
- SPED 633 Teaching Adolescents with Disabilities
- **SPED 698 Advanced Research Products of Learning (a field experience; should be taken during the final semester of the program)
**This course should be taken during the last semester of course work..

Additional Notes:

No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the MAT degree program.

All participants for initial licensure must be admitted to Teacher Education. Admission to Teacher Education requires a 2.5 UGPA, completion of SPED 480 or equivalent, and PRAXIS I or SAT exams (if GPA is less than 2.5).

Participants must complete required PRAXIS II examinations in Education of Exceptional Students: Core Content Knowledge (20353) and Education of Exceptional Students: Mild to Moderate Disabilities (10542).

LICENSURE-ONLY PROGRAMS

Initial licensure-only and lateral entry programs are available in Middle Grades Education, Special Education: General Curriculum and Secondary Education at the post-baccalaureate level.

Special Education

Students pursuing initial licensure-only or lateral entry programs in Special Education: General Education must meet initial licensure requirements in consultation with a Special Education advisor and the Office of Teacher Education in accordance with state-approved licensure guidelines and program requirements. (Students may not be admitted into the Master of Education degree program in Special Education without initial license in some area of Education. Students may be admitted into the Master of Arts in Teaching degree program in Special Education: General Curriculum without initial license.) These programs take into account the academic credentials and the professional experience of students and are approved by the Teacher Education Committee through the irregular route licensure procedure. Students entering these programs must meet the admission requirements for irregular route programs.

CURRICULUM FOR INITIAL A-LEVEL LICENSE IN SPECIAL EDUCATION: GENERAL CURRICULUM

Professional Core, 17 Credits

EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
SPED	320	Education of the Exceptional Child
READ	315	Teaching Reading to the Elementary Child**
ELEM	455	Teaching Mathematics in the Elementary School**
		OR
EDMG	433	Methods and Materials of Teaching Mathematics in the Middle School**
SPED	480	Seminar II: The Exceptional Student Field Experience*

Specialty Core, 21 Credits

SPED	410	Classroom Management Strategies for Exceptional Children**
SPED	460	Diagnosis and Evaluation of Exceptional Children
SPED	465	Meeting the Needs of Students with Disabilities
SPED	515	Assessing and Teaching Reading to Students with Reading Disabilities
SPED	518	Assessing and Teaching Mathematics and Writing for Students with Disabilities
SPED	470	Student Teaching in Exceptional Education***

*Waived for lateral entry teachers ** Requires admission to Teacher Education

***Waived for lateral entry teachers

PRAXIS I Exam required for students with less than 2.5 UGPA

PRAXIS II Specialty Area Exams (05353 & 0542) required for all students

Licensure-Only Programs

MIDDLE GRADES EDUCATION (6-9)

Professional Education Courses, 23 Credits

EDUC	210	Computers in Education
EDUC	211	Lab Experiences in Areas Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Growth and Development
EDUC	450	+Classroom Management/Parent Counseling and Guidance
EDMG	470	+Student Teaching in the Middle Grades
EDUC	490	+Professional Education Seminar

+ These courses may not be taken until student is admitted to student teaching.

Middle Grades Major Core, 18 Credits

EDMG	400	**The Middle School
ENGL	301	Adolescent Literature
READ	320	**Teaching Reading in the Content Area
SPED	320	Education of the Exceptional Child
Choose two methods courses depending upon Second Academic Concentrations		
EDMG	433	**Methods and Materials of Teaching Mathematics in the Middle Grades
EDMG	461	**Methods and Materials of Teaching Language Arts in the Middle Grades
EDMG	462	**Methods and Materials of Teaching Social Studies in the Middle Grades
EDMG	463	**Methods and Materials of Teaching Science in the Middle Grades

** These courses may not be taken until student is admitted to teacher education.

The student must choose two second academic concentrations.

A. Language Arts

ENGL 110	English Composition I
ENGL 120	English Composition II
ENGL 211/212	(choose 1) World Literature I or II
ENGL 231	ADVANCED GRAMMAR
ENGL 341	ADVANCED COMP
Choose One:	ENGL 240/311/321
Choose One:	READ 316/370 or ENGL 230
Choose One:	READ 390/420/422

B. Mathematics

Math elective	
MATH 131	Algebra and Trigonometry
MATH 142	Calculus w/Analytical Geometry I
MATH 150	Discrete Mathematics
MATH 241	Calculus w/Analytical Geometry II
MATH 251	Linear Algebra
MATH 262	Modern Geometry
STAT 202	Basic Probability and Statistics

C. Science

NSCI 110	Physical Science
NSCI 120	Modern Biology
ASTR 111	Astronomy I or ASTR 112 Astronomy II
BIOL 150	Principles of Biology
ZOOL 110	General Zoology
GEOL 311	Introduction to Geology I
Science Elective	

D. Social Studies

HIST 110	World History to 1600
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HIST 211 United States to 1865
HIST 212 United States since 1865
HIST 390 History of North Carolina

Choose One: ECON 200/211/212 ECONOMICS

Choose One: HIST 311/312/331

Choose One: HIST 270/370/375

POLI 210 Principles of American Government

POLI 320 State and Local Government

Choose One: GEOG 210 Principles of World Geography –or- GEOG 220

E. Special Education

SPED 410 Classroom Management for Exceptional Children

SPED 460 Diagnosis/Evaluation of Exceptional Children

SPED 465 Meeting the Instructional Needs of Students with Disabilities

SPED 480 Seminar II: The Exceptional Student: Field Experience

Six additional hours selected in consultation with a special education advisor.

F. Reading

READ 316 Corrective and Remedial Reading

READ 370 Linguistics and Reading

READ 390 Methods and Materials for Teaching Reading

READ 400 Practicum in the Correction of Reading and Related Disorders

READ 422 Teaching Reading to Culturally Diverse Children

READ 441 The Psychology of Reading

G. Core Academic Studies

Choose two of the following:

READ 316 Corrective and Remedial Reading

READ 370 Linguistics and Reading

READ 390 Methods and Materials for Teaching Reading

READ 422 Teaching Reading to Culturally Diverse Children

Choose one of the following sequences

MATH 124 College Trigonometry AND

MATH 129 Precalculus Mathematics I

OR

MATH 129 Precalculus Mathematics I AND

MATH 130 Precalculus Mathematics II

OR

MATH 130 Precalculus Mathematics II AND

MATH 131 Algebra and Trigonometry

Choose two of the following:

ASTR 111 Astronomy I

ASTR 112 Astronomy II

ZOOL 110 General Zoology

Master of Education: Secondary Education

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

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

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

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

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

****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 in the School of Education.***

Specialization Areas 21 Credits

Select from the Specialization options listed below.

Biology Education

- BIOL 650 Communities and Ecosystems
- BIOL 660 Evolution
- BOTN 640 Advanced Microbiology
- ZOOL 610 Advanced Genetics
- BOTN 630 Plant Development

Select remaining courses from the following:

- BICH 610 Advanced Biochemistry
- BIOL 610 Endocrinology
- BIOL 620 Seminar
- BIOL 630 Topics in Biology
- BIOL 640 Comparative Physiology
- BIOL 670 Physiology
- BIOL 680 Radiation Biology
- BOTN 620 Advanced Botany
- BOTN 630 Plant Development
- ZOOL 570 General Entomology
- ZOOL 585 Introduction to Parasitology
- ZOOL 630 Advanced Developmental Biology

Product of Learning 3-6 Credits

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

- **EDUC 698 Advanced Applied Product of Learning
- **This course should be taken during the last semester of course work..

English Education

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

Choose four of the following:

- ENGL 502 Forms of Fiction
- ENGL 503 Drama
- ENGL 515 History of Criticism and Contemporary Literary Theory
- ENGL 518 Technology and the Language Arts Curriculum
- ENGL 533 Approaches to Reading African- American Literature
- ENGL 534 Women and Literature
- ENGL 632 Special Topics

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

Product of Learning 3 - 6 Credits

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

**EDUC	698	Advanced Applied Product of Learning
		**This course should be taken during the last semester of course work..

History Education

HIST	500	Historiography
HIST	506	Revolution and American Identity
HIST	507	Social Strata in the Antebellum South
HIST	512	Interpretations of Nineteenth United States History
HIST	520	Studies in U.S. Foreign Relations from 1776 to Present

Choose one of the following:

HIST	551	Caribbean History from Columbus to 1838
HIST	552	Caribbean History from the Post- Slavery Period Through the 20 th Century

Choose one of the following:

HIST	580	History of North Carolina
HIST	590	Special Topics in History
HIST	591	Special Topics in History

Product of Learning 3-6 Credits

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

**EDUC	698	Advanced Applied Product of Learning
		**This course should be taken during the last semester of course work..

Mathematics Education

MATH	504	Current Trends in Mathematics Education
MATH	507	Linear Algebra I
MATH	541	Complex Analysis I
STAT	561	Probability Theory
STAT	562	Applied Regression Analysis

Choose one of the following sequences:

MATH	511	Abstract Algebra I AND
MATH	612	Abstract Algebra II
		OR
MATH	521	Real Analysis I
MATH	621	Real Analysis II

Product of Learning 3-6 Credits

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

- **EDUC 698 Advanced Applied Product of Learning
 **This course should be taken during the last semester of course work..

Political Science Education

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

Choose four of the following:

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

Product of Learning 3- 6 Credits

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

- **EDUC 698 Advanced Applied Product of Learning
 **This course should be taken during the last semester of course work..

Sociology Education

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

Choose four of the following:

- SOCI 502 Special Problems in Sociology
 SOCI 525 Population Studies
 SOCI 550 Modernization and Social Change
 SOCI 555 The Sociology of Juvenile Delinquency
 SOCI 570 Comparative Family Systems
 SOCI 595 Formal Organizations
 SOCI 610 Sociology of Education
 SOCI 614 Sociology of Aging
 SOCI 618 Social Inequalities
 SOCI 620 Seminar in Race and Ethnic Relations
 SOCI 624 Seminar on the Family
 SOCI 638 Seminar on Criminology and Deviance
 SOCI 660 Sociology of Occupations and Professions
 SOCI 685 Seminar on Teaching Sociology

Product of Learning 3-6 Credits

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

**EDUC 698 Advanced Applied Product of Learning
**This course should be taken during
the last semester of course work..

Master of Arts in Teaching: Secondary Education (9-12)

The program leading to the Master of Arts in Teaching degree (M.A.T.) in Secondary Education provides professional training for "licensure-only" students who already have a degree and/or "lateral entry" teachers who are seeking secondary teacher licensure. The program combines initial (A) and advanced (M) level licensure requirements in a 2-phase process.

Students enrolling in the M.A.T. program must select one of the following subject areas: English Education, Mathematics Education, Biology Education, History Education, Political Science Education and Sociology Education. Upon completion of the program students are recommended for "M" level licensure in the appropriate subject area.

NOTE: 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 their graduate methods course and internship. Students should see their advisors or the Chair of the department for further information.

PROGRAM REQUIREMENTS, 45+ Credits

PHASE 1: Initial Licensure Requirements

Prerequisite Specialty Area Course Requirements in English Education, Mathematics Education, Biology Education, History Education, Political Science Education or Sociology Education and the PRAXIS II requirement for the Specialty Area should be completed prior to applying for the "A" level license in Secondary (English, Mathematics, Biology, History, Political Science or Sociology). The courses required of 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.

The following courses/PRAXIS requirements should be taken prior to applying for the A-level license in Secondary Education, 15 Credits

EDUC 610 Planning and Implementing Instruction for Diverse Learners

EDUC 644 Foundations and Curriculum Development

Choose one of the following

EDUC 620 Adolescent Psychology

EDUC 630 Advanced Educational Psychology

Choose one of the following:

EDUC 614 Techniques of Teaching in the Middle School

EDUC 615 Techniques of Teaching in the High School

**** The course below 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 schools.**

****EDUC 697 Product of Learning (Internship) *This requirement constitutes Student Teaching and requires admission to Student Teaching prior to registration***

Upon completion of the courses and PRAXIS requirements listed above, participants should contact the Department Chair of MGSS who will notify the Registrar's Office that the student has completed initial licensure requirements for Secondary Education. Participants should make application for A-level licensure recommendation through the Office of Teacher Education.

Initial licensure (A-level) requirements in Secondary Education must be completed prior to taking the courses to complete the MAT program.

PHASE 2: Advanced Licensure Specialty Area Requirements: 27 Credits

Professional Education Courses: 6 credits

READ 552 Teaching Literacy in Content Area

EDUC 690 Applied Research in Education*

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

Specialization Areas 21 Credits

Select from the Specialization options listed below.

Biology Education

BIOL 650 Communities and Ecosystems

BIOL 660 Evolution

BOTN 640 Advanced Microbiology

ZOOL 610 Advanced Genetics

BOTN 630 Plant Development

Select remaining courses from the following:

BICH 610 Advanced Biochemistry

BIOL 610 Endocrinology

BIOL 620 Seminar

BIOL 630 Topics in Biology

BIOL 640 Comparative Physiology

BIOL 670 Physiology

BIOL 680 Radiation Biology

BOTN 620 Advanced Botany

BOTN 630 Plant Development

ZOOL 570 General Entomology

ZOOL 585 Introduction to Parasitology

ZOOL 630 Advanced Developmental Biology

Product of Learning 3-6 Credits

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

**EDUC 698 Advanced Applied Product of Learning

***This course should be taken during the last semester of course work.*

English Education

ENGL 507 Bibliography and Advanced Methods

ENGL 516 Issues in Composition Instruction

ENGL 517 Issues in the Teaching of Literature

Choose four of the following:

ENGL 502 Forms of Fiction

ENGL 503 Drama

ENGL 515 History of Criticism and Contemporary Literary Theory

ENGL 518 Technology and the Language Arts Curriculum

ENGL 533 Approaches to Reading African- American Literature

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

Product of Learning 3 - 6 Credits

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

EDUC 698 Advanced Applied Product of Learning

History Education

HIST	500	Historiography
HIST	506	Revolution and American Identity
HIST	507	Social Strata in the Antebellum South
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HIST	520	Studies in U.S. Foreign Relations from 1776 to Present

Choose one of the following:

HIST	551	Caribbean History from Columbus to 1838
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Choose one of the following:

HIST	580	History of North Carolina
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Product of Learning 3-6 Credits

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

**EDUC 698 Advanced Applied Product of Learning
**This course should be taken during the last semester of course work..

Mathematics Education

MATH	504	Current Trends in Mathematics Education
MATH	507	Linear Algebra I
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STAT	561	Probability Theory
STAT	562	Applied Regression Analysis

Choose one of the following sequences:

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		OR
MATH	521	Real Analysis I
MATH	621	Real Analysis II

Product of Learning 3-6 Credits

A product of learning in Mathematics Education is required and consists of three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) an Advanced Professional Portfolio. A variable credit of three to six hours

can be earned. Students who elect to write a thesis will earn six semester hours and those who elect to conduct action research or develop an advanced professional portfolio will earn three semester hours.

- **EDUC 698 Advanced Applied Product of Learning
 **This course should be taken during the last semester of course work..

Political Science Education

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

Choose four of the following:

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

Product of Learning 3- 6 Credits

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

- **EDUC 698 Advanced Applied Product of Learning
 **This course should be taken during the last semester of course work..

Sociology Education

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 SOCI 505 Advanced Social Statistics
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 SOCI 590 Advanced Social Science Research

Choose four of the following:

- SOCI 502 Special Problems in Sociology
 SOCI 525 Population Studies
 SOCI 550 Modernization and Social Change
 SOCI 555 The Sociology of Juvenile Delinquency
 SOCI 570 Comparative Family Systems
 SOCI 595 Formal Organizations
 SOCI 610 Sociology of Education
 SOCI 614 Sociology of Aging
 SOCI 618 Social Inequalities
 SOCI 620 Seminar in Race and Ethnic Relations
 SOCI 624 Seminar on the Family

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SOCI	628	Seminar in Race and Ethnic Relations
SOCI	638	Seminar on Criminology and Deviance
SOCI	660	Sociology of Occupations and Professions
SOCI	685	Seminar on Teaching Sociology

Product of Learning 3-6 Credits

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

**EDUC 698 Advanced Applied Product of Learning
**This course should be taken during the last semester of course work..

Additional Notes:

No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the MAT degree program.

Participants must complete required PRAXIS II examinations in their chosen specialty area:

Biology PRAXIS II Test:

20235 Biology: Content Knowledge

30234 Life Science: Pedagogy

English (9-12) PRAXIS II Test:

10041 English Language, Literature and Composition: Content Knowledge

30043 English Language, Literature and Composition: Pedagogy

Mathematics (9-12) PRAXIS II Test:

10061 Mathematics: Content Knowledge

30065 Mathematics: Pedagogy

History, Political Science and Sociology

PRAXIS II Test:

10081 Social Studies: Content Knowledge

30084 Social Studies: Pedagogy

Course Descriptions

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

Accounting (ACCT)

ACCT 591 (1.5-3-0) Financial Accounting: An accelerated course in financial accounting. Provides a background in both the concepts and practice of accounting in order to envision the implications of GAAP on financial reporting problems and statement analysis. A substantial amount of popular press coverage of business and accounting issues and related subject matter is integrated throughout the course. (Offered for one-half a semester.)

ACCT 592 (1.5-3-0) Managerial Accounting: An accelerated course in managerial accounting. A study of how management accounting aids the decision-making process by providing management with pertinent financial information. Product costing, information uses in planning and controlling operations and special reports and analysis to support management decisions are covered. (Offered for one-half a semester.)

ACCT 610 (3-3-0) Advanced Managerial Accounting: A managerial approach to the detailed analysis of cost statements, financial statements and budgets for facilitating the financial decision-making process, with attention to quantitative techniques used in management accounting. *Prerequisites: ACCT 591/592 or equivalent*

ACCT 650 (3-3-0) International Accounting: The study of international dimensions of accounting and control; international business and multinational strategy; accounting systems and global environment; the comparative International Accounting systems and practices including comparative International Analysis of financial statements; International Disclosure Trends and Financial Analysis; Management Control of Global operations; International Taxation; and External Auditing of foreign operations. *Prerequisite: Consent of the instructor.*

ACCT 670 (3-3-0) Internal and Operational Auditing: A detailed and critical study of the changing audit environment relative to financial statement, auditing, internal auditing, compliance auditing, and operational Auditing . An in-depth study of the roles of the Securities and Exchange Commission with particular emphasis on the Securities Acts of 1933 and 1934. An extensive research work in auditing. *Prerequisite: Consent of the instructor.*

ACCT 695 (3-3-0) Seminar in Accounting: Discussion by students and faculty of selected contemporary topics in accounting applying intensive individual research to accounting issues facing management. *Prerequisite: Consent of the instructor.*

Business Administration (BADM)

BADM 591 (1.5-3-0) Statistics I: Basic concepts of probability and statistics used in management are presented. Topics include data analysis and display, descriptive measures, random variables, and probability distributions. (Offered for one-half a semester.)

BADM 592 (1.5-3-0) Statistics II: Introduces statistical inference and its use in decision-making. Aims at application-oriented understanding of regression analysis. Develops ability to design, estimate, evaluate, and interpret statistical models. (Offered for one-half a semester.)

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BADM 602 (3-3-0) Directed Research: Research of special interest by advanced students under the supervision of a member of the MBA faculty. Work may represent either an intensive investigation of a particular problem in theory or a survey of a field of Business Administration and Economics not otherwise addressed in the curriculum. *Prerequisites: Consent of the Instructor, MBA Director, Dean of School of Business and Economics, and Dean of Graduate Studies.*

BADM 603 (3-3-0) Special Topics in Business: A study of a current topic of special interest in business. *Prerequisite: Consent of the instructor.*

BADM 604 (3-3-0) International Business Law: A study of the public law of international trade, investment restrictions, technology transfer laws, and other political controls over international law, such as law of treaties and the role of international and intergovernmental organizations; comparative analysis of international sales law, negotiable instruments law, advertising law, antitrust law, licensing of patents, copyrights and trademarks; Federal Corrupt Practices Act; North American Free Trade Agreement; and Investment laws in developing countries. *Prerequisite: Consent of the instructor.*

Biochemistry (BICH)

BICH 610 (3-3-0) Advanced Biochemistry: A study of the intermediary metabolism of amino acids nucleic acids, carbohydrates and lipids, with emphasis on metabolic pathways and their associated enzymes. *Prerequisite: A course in biochemistry or consent of instructor.*

Biology (BIOL)

BIOL 610 (3-3-0) Endocrinology: A comprehensive study of anatomy, physiology, and patho-physiology of endocrine glands in animals with particular emphasis on humans. The course will examine the current research on hormone-related problems in humans such as stress that leads to cardiovascular and gastroenteric diseases. *Prerequisite: Undergraduate or graduate physiology course.*

BIOL 620 (1-0-2) Seminar: Presentations by faculty, students, and visiting scientists on current research in various specialty areas of biology. *Prerequisite: Consent of instructor.*

BIOL 630 (3-3-0) Topics in Biology: Studies of current topics in various areas of biology, with emphasis on significant advancements. *Prerequisite: Consent of the instructor.*

BIOL 640 (3-3-0) Comparative Physiology: A comparative study of the organ systems of vertebrates and the physiological processes involved in maintaining the homeostasis. *Prerequisite: Consent of instructor or previous course in physiology.*

BIOL 650 (3-2-2) Communities and Ecosystems: A study of interactions between species, community structure, nutrient and energy flow in ecosystems, and geographical ecology. *Prerequisite: A course in ecology or consent of instructor.*

BIOL 660 (3-3-0) Evolution: A study of the history of life, evolutionary relationships among organisms, mechanisms of evolution, and speciation. *Prerequisite: A course in ecology/ evolution or consent of instructor.*

BIOL 670 (3-2-2) Physiology: An analysis of the functions of major organ systems, especially in mammals, with attention to and discussions of current research articles published in the American Journal of Physiology. *Prerequisite: A course in physiology or consent of instructor.*

BIOL 680 (3-2-2) Radiation Biology: A study of the procedures and applications of the principles of atomic radiation, including methods, means of detection, measurement, and utilization in research. *Prerequisite: One year of physics, calculus with analytic geometry, and analytical chemistry.*

BIOL 690 (6) Research and Thesis: Independent investigation work on an approved program reported in a prescribed written form. A total of six (6) credit hours required, taken in blocks of (1) to (6) hours. *Prerequisite: Consent of the research advisor.*

BIOL 899 (0-0-0) Thesis Non-Credit: This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

Botany (BOTN)

BOTN 620 (3-2-2) Advanced Botany: A study of the metabolism of plant growth and morphogenesis with special emphasis on such aspects as plant hormones, tropisms, water relations, circadian rhythms, and phytochrome, as well as on the field characteristics, collection, and identification of vascular plants, with intensive study of selected families and genera. *Prerequisite: A course in botany or consent of instructor.*

BOTN 630 (3-2-2) Plant Development: A study of the developmental anatomy of seed plants, including examinations of the seed structure, seedling development, ontogeny and structure of the primary body, secondary body, flowers, and fruits. *Prerequisite: A course in botany or consent of instructor.*

BOTN 640 (3-2-2) Advanced Microbiology: A study of the taxonomic, morphological, cultural, and physiological characteristics of important groups of heterotrophic microorganisms, such as the spore forming group, the pseudomonades, the staphylococcus/micrococcus group, and the enteric forms, with emphasis on the isolation, characterization, and study of groups of heterotrophic microorganisms. *Prerequisite: A course in microbiology or consent of instructor.*

Computer Science (CSC)

CSC 501 (3-3-0) Special Topics in Computer Science: In-depth studies of selected topics in areas of computer science not covered in other computer courses, such as software, hardware utilization, programming languages, numerical methods, syntactic descriptions, symbolic functions, and manipulations, with course requirements including one or more of the following: readings in the literature and research on computer science, introductory research projects, major computer programming projects, seminars, or new course development. *Prerequisite: CSC 101 or consent of the instructor.*

Criminal Justice (CRJC)

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 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 is the first of two required graduate seminars in criminological theory. The 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 530 (3-3-0) Criminological Theory II: Critical Criminology: This course is the second of two required graduate seminars in criminological theory. The 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 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 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 540, Research Methods in Criminal Justice.

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. Prerequisites: CRJC 540 and CRJC 550.

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 state's 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 698 (3-0-0) Thesis I: An extensive research experience in an approved topic of choice. Prerequisites: CRJC 500, 510, 520, 530, 540, and 550

CRJC 699 (3-0-0) Thesis II: Continued work on the approved topic of choice begun in CRJC 698. Prerequisite: CRJC 699

CRJC 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.

Economics (ECON)

ECON 500 (3-3-0) Applied Economics: A course primarily for in-service and/or pre-service school educators and administrators, including a study of the history, philosophy, and theory of the American economic system and the application of economic principles to current issues and problems. (Not open to MBA students.)

ECON 591 (1.5-3-0) Microeconomics: Survey of microeconomics principles with special application to managerial decision-making. (Offered for one-half a semester.)

ECON 592 (1.5-3-0) Macroeconomics: Survey of macroeconomic principles with special application to managerial decision-making. (Offered for one-half a semester.)

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ECON 610 (3-3-0) Managerial Economics: The application of economic theory and quantitative methods to an analysis of managerial decision-making in national and international settings. Topics include empirical estimation of demand functions, cost and production functions, product pricing, application of cost-benefit analysis to non-profit sector, risk analysis, technology change management and plant selection strategies in a global economy. *Prerequisites:* ECON 591/592, MGMT 625, or equivalent.

ECON 650 (3-3-0) International Trade and Financial Markets: This course deals with practical aspects of international trade and financial markets. It treats the international consequences of changes in money supply or demand, prices, and interest rates. The role and importance of the institution and individual participants will be discussed. *Prerequisite:* Consent of the instructor.

ECON 660 (3-3-0) Business and Economic Forecasting: Advanced study of the science and art of model building for the purpose of forecasting and policy analysis. Forecasting models are critically examined and applied to the managerial decision making problems using standard computer programs. *Prerequisites:* ECON 610.

Educational Administration (EDAM)

EDAM 650 (3-3-0) Leadership Development and Evaluation Seminar: This seminar engages the student in a variety of activities designed to identify strengths and weaknesses and to develop a knowledge base and skills related to school based management and the utilization of computer-based management information systems. The student will: respond to self-analysis instruments and participate in various self-improvement activities relating to problem solving, leadership styles, adaptability, risk-management, transactional analysis, motivation, observation and listening; examine problems and procedures in the development and implementation of school-based management principles; and study the utilization of computer-based management information systems and use of modern telecommunications in increasing the effectiveness of communication between the school and the community at large. Required clinical experiences will include observation of school board meetings; investigation of available data bases for decision making in governmental agencies, business and management situations; workshops and seminars; participation in professional development activities through teleconferencing, and self-assessment and professional development portfolios in collaboration with school districts and the North Carolina Leadership Academy. *Prerequisite:* Admitted to the MSA degree program.

EDAM 651 (3-3-0) Humanistic Dimensions and Diversity: The examination of the factors relating to human behavior within an organization is the focus of this course. The student will examine organizations with the context of human characteristics and behaviors and will engage in discussions and activities designed to build effective leadership skills in addressing organizational issues relating to group dynamics, team building, decision making, and empowerment of teachers, parents, and community. This course also will include a discussion of relevant issues from educational psychology, social psychology and human growth and development. Field based clinical experiences in inter-agency collaboratives, county government, health and social services, community-based agencies and organizations, and business and industrial sites will be required. *Prerequisite:* Admitted to the MSA degree program.

EDAM 652 (3-3-0) Research Methodology: Focus is on research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, and applications of statistical methods. Selected concepts covered include: estimation, graphic methods, hypothesis testing and variance, correlation, and non-parametric procedures in the context of educational studies. Computer software programs widely used in educational research are examined and demonstrated. Students are required to select their action research topic and begin the development of the conceptual framework for the project. *Prerequisite:* Admitted to the MSA degree program.

EDAM 660 (3-3-0) Leadership in Educational Organizations: An analysis of the various leadership theories with a major focus on situational leadership, leadership styles and style-flex. The course explores and tests (through required field-based clinical activities) leadership skills and strategies necessary for effective school oversight. The student engages in an in-depth review of the literature relevant to effective organizational change and analysis as a foundation for the development of change topologies. Field-based clinical experiences are required during which students are provided opportunities to identify issues affecting the school and engage in proposing solutions utilizing leadership concepts. Required clinical experiences will include observation of board meetings and activities of state educational agencies, regional technical assistance centers, school districts, local school advisory boards, and regional and state professional meetings and conferences of superintendents, principals, and assistant principals.

EDAM 661(3-3-0) Legal and Policy Professional Issues: This course is designed to review laws that pertain to public schools, including constitutional laws, state laws and landmark court decisions that have helped to shape school law. The impact of school law on formulation and implementation of school-based policy and procedures will be explored. Students will complete an analysis of recent state judicial decisions and legal structures as related to responsibility and accountability of school leaders. The course will also engage the student in an examination of the school system as a policy system and the implementation of these policies by the school leader at the building level. Focus areas include: relationships of local school district policies to state policies, constraints imposed by state policies, implications of the state local system for local control, and effects of community expectations and participation in policy making at the school district and building levels. The clinical modules will include case studies; investigation of the role and responsibilities of North Carolina Center for Public Policy and Research, the Institute of Government of the University of North Carolina, the North Carolina Center for Rural Development and other state agencies and organizations involved in policy development.

EDAM 670 (3-3-0) Trends and Issues: Resources Management/Society and the Schools: This course engages the student in the examination of social issues that impact the school environment, including issues related to: equity, gender and quality; multi cultural education; diversity; and privatization. It also provides an in-depth study of the basic principles of financing public education. The primary focus is on an examination of revenue sources and various business functions including: budget preparation, purchasing, accounting and fiscal policies and law related issues. The course also addresses the use of people resources for reducing the fiscal cost of operation of the schools. Case studies; investigations of local, state, and federal financing of public education through onsite visitations, presentations by experts and research projects; and community surveys for environmental analyses will comprise clinical experiences for this course.

EDAM 671 (3-3-0) Curriculum Theories and Instructional Leadership: This course provides examination of the literature relating to cognitive development with a primary focus on the application of current effective theories of learning and psychological research to classroom instruction. Attention is also given to relevant human growth and development issues, learning and motivation techniques, the multi cultural classroom, and learning styles. An in-depth study of curriculum and instruction issues including: influencing social forces; emergent curricular designs; planning and implementation models; diversity issues; special need students; and utilization of instructional technologies/telecommunications. The course is designed to provide comprehensive understanding and skill development for providing effective leadership for: curricular design, instruction delivery, staff development, and effective supervision and evaluation of instruction.

EDAM 680 (3-3-0) Internship Part I: An exploratory summer field experience will afford opportunities for interns to make site visits to exemplary school sites and programs. This course is a prerequisite to EDAM 690. Interns may also participate in intensive summer staff development and in service programs. Weekly seminars with participating faculty members and joint training with mentors/coaches will be designed to develop individualized and quality internship experiences for EDAM 690 and EDAM 691. *Prerequisites: EDAM 650, EDAM 651, EDAM 652, EDAM 660, EDAM 661, EDAM 670.*

EDAM 690 (6-0-6) Internship Part II: Internship Part II is the first semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with field mentors/coaches. *Prerequisite: EDAM 680*

EDAM 691 (6-0-6) Internship Part III: Internship Part III is the second semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with field mentors/coaches. *Prerequisite: EDAM 690*

EDAM 698 (3-3-0) Computer Usage for Educational Administrators: This course is designed to enhance the computer literacy of educational administrators in the field of education and provide exposure to a wide spectrum of electronic technology in administration and a classroom setting. Attention will be paid to technologies that permit access to all branches of education. This will include networks and bulletin boards, interactive voice, visual interactions, data and image transmission, designing and implementing instructional and administrative procedures. Students will be

expected to demonstrate knowledge of computer skills in word processing, data management, spreadsheets, graphics and courseware applications and authoring tools.

EDAM 699 (3-3-0) Pre-doctoral Administrative Studies: A part of the Pre-doctoral Institute offered each summer for graduate students who have been admitted to the doctoral program in educational leadership and for those interested in doctoral level studies, EDAM 699 introduces students to doctoral-level graduate study through a variety of experiences focusing on contemporary organizational theory, organizational change and inquiry methods. The topic around which the experiences will revolve is the development of schools as learning organizations. Students will study contemporary organizational concepts such as Senge's learning organization and their application to public schools. They will study and discuss strategies for organizational change in schools with invited guest speakers from the field. Finally, students will be introduced to methods of inquiry including an overview to research methods, the library and its paper and electronic information sources and the Internet.

Educational Leadership (EDLE)

EDLE 700 (3-3-0) Group Dynamics, Decision Making, and People Management: This course will be an examination of small groups as crucial environments for individual self-assessment and change, and for effective use of human resources in decision-making and program implementation. Individual group members will be expected to demonstrate the ability to be a change agent in different cultural climates.

EDLE 701 (3-3-0) Cultural Diversity in American Schools: The course addresses the origins, concepts, principles, and trends of multi cultural education, equity and the conceptual framework of cultural diversity in relation to education. The topics will include concepts that facilitators of learning will need in order to skillfully and effectively teach in a multicultural setting. Specific content areas to be covered are the topology of American cultures: Race, Ethnicity, Gender, Sexual orientation, Physical condition, Age, Ethnocentricity, Eurocentricity, Afrocentricity, Interculturality, Cross-culturality, Group dynamics and Organizational development, Cooperative learning and emerging Sub-cultures. Discussions will focus on explication of the concepts and development of strategies, for conflict resolution and situational leadership, thus enabling the facilitator of learning to become a better decision maker and change agent.

EDLE 703 (3-3-0) Public Policy and Political Issues In Education: This course is an in-depth examination of the theoretical and conceptual basis of politics and public policy in education and its relationship to the successful practice of educational administration. A compendium of political issues at the local, state, and federal levels serves as focal points to stimulate students' thinking, understanding, and perception about education, politics and policy formulation. Emphasis is placed on the practical application of the acquired knowledge base by engaging in a variety of didactic schema such as case studies analyses, simulations, and mini-studies. Each schema is designed to demonstrate the interrelationship among education, politics, and policy formulation at the local, state, and federal levels. Continuous evaluation is made throughout the course to determine students' level of political astuteness and savvy.

EDLE 704 (3-3-0) Curriculum and Instructional Leadership: This course is designed to examine the educational leader's role as a facilitator of learning in curriculum and instruction. The central intent of the course is to provide curriculum and instructional master theories on design, implementation, and evaluation. Case studies and simulations which enhance change will be included. Instructional strategic concepts and issues will be viewed from the educational leader's point of view as a decision-making facilitator of learning and curriculum specialist.

EDLE 705 (3-3-0) The Planning and Financing of Educational Organizations: This course is an in-depth examination of school planning and implementation of the financial perspective at local, district, and state levels. Included are the traditional methods of financing and the emergent ideas and subsequent suggested practices to meet the needs of a changing national educational environment. Also addressed are the areas of financing of school corporations in the current economic and political setting with emphasis on interrelationships of educational, economic, and political decisions.

EDLE 706 (3-3-0) Seminar in Educational Leadership: Educational leadership within the changing contexts of the American school and society is the focus of the course. Strong emphasis is placed on the role, function, and duty of the facilitator of learning as a change agent when faced with the problems, issues, and concerns of today's schools. This seminar examines the prerequisite interpersonal skills, knowledge, and abilities necessary for the educational leader to meet the challenges of the changing school. Focus is also placed upon personal assessment and evaluation of leadership

competencies. Provisions are made for skill development and improvement. Theory into practice is the primary objective for the course, and various didactic schema are employed to ensure this occurrence. Site-based field experiences, case study analyses, socio-dramas, bibliographic leadership studies, and simulations are examples where theory and practice are rejoined, analyzed and applied.

EDLE 707 (3-3-0) Seminar in Legal Issues and Professional Ethics: The course is a doctoral-level course in school law. This course will focus on Legal Issues and Professional Ethics of particular concern to education policy-makers and central office school administrators. Federal and North Carolina school law will be included with attention given both to theoretical and practical concerns.

EDLE 708 (3-3-0) Organizational Theory and Administrative Behavior: This course is designed to analyze the relationship between administrative theory and practice by utilizing the literature in organizational theory and administrative behavior and by applying the concepts to administrative practice in educational settings. The awareness of gender issues and cross-cultural issues that affect the modern organizational climate is emphasized. Case studies, simulations, and in-basket techniques will be utilized to supplement lectures and discussions.

EDLE 709 (3-3-0) University and 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 on teaching effectiveness, the application of course material to the formal classroom environment, assessment, and standards.

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.

EDLE 720 (3-3-0) Educational Statistics: This course will cover the application of basic statistical procedures to the decision making process. The student will learn the most widely-used statistical procedures and how they support managerial decision-making and organizational change processes. The course includes Pareto Analysis, Ishikawa Diagrams, statistical process control, charting, presentation, the communication of statistical information; and touches on experimental design in the managerial context. Emphasis will be on research conducted in schools by presenting methods that are appropriate for school-based research. Educational leadership is evolving to place added emphasis upon teacher, parent, and student empowerment, which will have fundamental consequences for administrative practice. In the future, administrators will need skills in projecting budget expenses for programs developed by this consortium of participants. To share power will require the educational leader to be skillful in interpreting and sharing research findings with these participants. This course will be the introduction to the development of an educational leader able to evaluate design and conduct educational research to deal with the changing school.

EDLE 721 (3-3-0) Research, Design, and Evaluation Methodology: This course is designed to teach the student how to match the research design to the substantive problem in education without further distorting the problem. The first one half of the course will cover the basics of research design. The second half of the course will cover program evaluation. Future school administrators will be provided the information they need to conduct or supervise instructional program evaluation. The program evaluations component will be based on the material covered in the first half of the class. The student will have taken statistics and be knowledgeable of the basics of test and measurement.

EDLE 722 (3-3-0) Qualitative Research, Theory, and Application: A study of qualitative research from different theoretical and methodological approaches. This course is designed to assist the educational leader in becoming a more effective facilitator of learning through knowing how to conduct research without formal hypotheses, allowing the hypotheses to evolve over time as events unfold. The researcher begins without preconceived ideas about what will be observed and describes behavior that seems important. Language principles, designs, and methodologies of producing qualitative research from experimental and non-experimental approaches will be presented. Students will demonstrate skills needed from practical and applied research in various educational settings.

EDLE 723 (3-3-0) Quantitative Research Application and Methodology: This course provides administrators with the knowledge of the methods and analytic approaches in educational research that will aid them in dealing with the school restructuring now occurring in the nation's schools. The measurement, design, and analysis procedures that are the most useful for dealing with a changing school system will be presented. An integrated approach to statistics and

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educational research will provide the student with an awareness of the interrelations and interdependencies among the statistics and research procedures presented. This awareness is essential for becoming an intelligent consumer of research and a competent researcher. Although the course requires a background in statistics on the level of an introductory course (EDLE 720), these topics will be reviewed before extending the presentation to more advanced topics.

EDLE 730 (3-0-3) Internship in Educational Leadership: The advanced educational leadership internship will be a year-long educational experience that will provide an opportunity for students to engage in a series of field-based clinical experiences. An individualized plan will be developed as a team by the student, faculty advisor, and the supervisor of the participating organizations. These experiences will be based on the experiences, background, needs, and professional goals of the student.

EDLE 740 (3-0-3) Dissertation in Educational Leadership: The dissertation process serves to bring together all of the experiences in which students have engaged during the entire program. The dissertation culminates the theoretical and practical research experiences of the candidates. The application of theory and research to solve, inform, or suggest changes in problems and dilemmas facing educational leaders today should be reflected in an original, sophisticated, and high quality document. To facilitate the dissertation process, candidates will participate in regularly scheduled seminars designed to keep them on task and provide on-going constructive faculty feedback. The end result is a completed dissertation and successful oral defense.

Education Middle Grades (EDMG)

EDMG 614 (3-3-0) Techniques of Teaching in the Middle Grades: Effective teaching techniques used to direct learning in grades 6-9. Innovative forms of organization and instruction are investigated.

Education (EDUC)

EDUC 533 (3-3-0) Home, School, and Community Relations: A course on the planning and marketing of public relations strategies for the betterment of education and school support.

EDUC 560 (3-3-0) Educational Communications, Methods, and Materials: A survey of types of visual materials used in education, including slides, prints, filmstrips, films, transparencies, and television, with emphasis on the selection, integration, and evaluation of communications materials appropriate to school programs.

EDUC 600 (3-3-0) History and Philosophy of Education: A survey of the development of principles and practices of education from earliest times to the 18th century, emphasizing the evolution of educational philosophies.

EDUC 602 (3-3-0) Foundations of Education: A study of the origins, development, and contemporary status of education and schools in the United States, with emphasis on issues related to the control of public education and to the organization of school programs and curricula.

EDUC 610 (3-3-0) Planning and Implementing Instruction for Diverse Learners: This course helps students understand pluralism and the complexities of cultural backgrounds and how to use this knowledge successfully in the classroom. It appropriately describes seven critical micro-cultures to which students and teachers belong: class, ethnicity and race, gender, exceptionality, religion, language, and age. These micro-cultures form the foundation for understanding pluralism and multicultural education. *Field experience activities required. (variable hours)*

EDUC 615 (3-3-0) Techniques of Teaching in the High Schools: A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development, and materials selection for secondary school education.

EDUC 616 (3-3-0) Teaching and Technology in the Middle and Secondary Schools: A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development technology, and materials selected for middle and secondary school education, grades 6-12. Specific attention will be directed forwards developing each student as a facilitator of learning. Emphasis will be placed on integrating technology to enhance teaching and learning.

EDUC 620 (3-3-0) Adolescent Psychology: A study of the adolescent in contemporary society, theories of adolescence, and the physical, emotional, social, familial, moral, educational, vocational, and ethnic influences on adolescent behavioral development.

EDUC 626 (3-3-0) Applied Strategies for Safe and Peaceful Schools: This course is designed to enhance students' knowledge related to safe schools, violence and conflict resolution. This introductory course will also provide participatory, experiential, and hands-on training in conflict resolution, resiliency strategies and peer mediation for pre-service and in service educators. Promoting pro-social behavior and improving learning in K-12 settings for all students are stressed. A supervised field experience is required.

EDUC 630 (3-3-0) Advanced Educational Psychology: A study of teaching as a process, emphasizing educational objectives, characteristics of students, theories of learning and motivation, teaching styles and techniques, and evaluation processes.

EDUC 640(3-3-0) Principles and Practices of Supervision: An introduction to educational administration and supervision, including such topics as the multifaceted role of the supervisor, administrative organization, decision making, instructional leadership, curriculum planning, staff development and evaluation, group dynamics, effective school and classroom research, teacher-learner dynamics, motivation, behavior, leadership styles, interpersonal relations, cultural pluralism, and contemporary trends in education.

EDUC 641 (3-3-0) Advanced Studies in Human Development and Learning Communities: An exploration of psychological principles and their application to the challenges of teaching and learning, including characteristics of stages in human development throughout the preschool and school years, theories of motivation, metacognition and other aspects of learning, classroom management philosophies, individual differences and characteristics of diverse learners, and the impact of educational practices on learners. *Field experience activities required. (variable hours)*

EDUC 644 (3-3-0) Foundations and Curriculum Development: A study of educational foundations and curriculum development in secondary schools, including discussions of the development, implementation, and evaluation of educational goals and objectives in the secondary curriculum.

EDUC 646 (3-3-0) Trends and Issues in Curriculum and Instruction (Seminar): An exploration of the current issues, trends, and research in curriculum and instruction, and the sociological, psychological, and political factors influencing educational trends and innovations.

EDUC 650 (3-3-0) Effective Practices for Teaching, Learning and Collaborative Leadership: This course is designed to introduce various aspects of teaching and learning that have relevance to understanding effective instructional procedures. Major educational concepts, trends, and research analyses will be examined. Cognitive, scientific, behavioral, and pedagogical viewpoints will be explored. Students will explore programs of education that draw on the best tradition of our past and respond to the complex realism of contemporary schools. Reflective interdisciplinary and critical approaches to pedagogical issues will be examined. *Field Experience activities required. (variable hours)*

EDUC 680 (3-3-0) Topics in Administration: A study of problems, trends, and issues relating to school administration.

EDUC 680 (3-3-0) Introduction to Research in Education: An introduction to research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, applications of statistical methods, and organizational reports and presentations.

EDUC 690 (3-3-0) Applied Research in Education: A study of the development and use of research, research methods, applied research, basic research, methods of reasoning, fallacies in reasoning, statistical methods, thesis writing, survey-research and evaluation of research. Emphasis is placed on understanding the scientific approach and not upon statistics.

EDUC 694 (3-3-0) Introduction for Lateral Entries: This course is designed to prepare lateral entry teachers (LE) for teaching in today's general and special education classrooms. Participants will encounter the following issues: understanding the nature of today's learners, teaching today's diverse learners, assessing/diagnosing for classroom

teaching, planning lessons, organizing for the instruction, selecting and using developmentally appropriate materials, strategies and technology managing learning environments, selecting service learning opportunities and collaboration with other professionals, parents, and agencies. *Prerequisite: Lateral entry contract*

EDUC 697 (3-0-3) Advanced Applied Product of Learning (Internship): This course has been designed to serve as an eleven-week supervised internship for the Master of Arts in Teaching (MAT) Program in Education in a specific content area. This internship in the public secondary and middle schools will provide MAT students with opportunities to observe educational professionals in the classroom, practice teaching under supervision, and to participate in other activities and responsibilities of regular in-service teachers.

EDUC 698 (3-3-0, 6-6-0 – variable credit) Advanced Applied Product of Learning: This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.)

EDUC 699 (6-0-0) 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.

EDUC 999 (0-0-0) Dissertation Non-Credit: This course is required for doctoral students who have completed their course work and the number of dissertation hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their dissertation must enroll in this course.

Elementary Education (ELEM)

ELEM 505 (3-3-0) Modern Mathematics for Elementary Teachers: A study of numeration systems and the real numbers as a basis for teaching mathematics in the elementary school. *Prerequisite: Consent of instructor.*

ELEM 530 (3-3-0) Remediation of Mathematics Difficulties: An exploration of factors that contribute to mathematics difficulties in the elementary and middle school, tests that aid in the diagnosis of difficulties, and techniques for preparing and evaluating individualized educational plans and strategies for remedial instruction.

ELEM 533 (3-3-0) Foundations of Arithmetic: A study of the elements of modern mathematics basic to understanding the mathematical system.

ELEM 534 (3-3-0) Advanced Social Studies in the Elementary School: An exploration of and techniques for teaching social studies in the elementary school.

ELEM 540 (3-3-0) Math Education for Gifted Children: An in-depth study of curricula, methods, and materials for teaching mathematics to gifted children.

ELEM 552 (3-3-0) Foundations and Curriculum of Early Childhood Education: An in-depth study of the historical, psychological, and sociological foundations of early childhood education and an exploration of current trends and programs in the field.

ELEM 553 (3-3-0) Teaching and Evaluation in Early Childhood Education: An exploration of teaching strategies and evaluation processes in early childhood education. (Field experience required.)

ELEM 560 (3-3-0) Reading/Language Arts for the Gifted (SPED 560): An in-depth study of curricula, methods, and materials for teaching reading and the language arts to gifted children, with attention to examining characteristics of the gifted, assessing their unique learning needs, and investigating aspects of creativity.

ELEM 615 (3-3-0) Techniques of Teaching in the Elementary Schools: An exploration of effective teaching techniques and innovative forms of organization and instruction in elementary education.

ELEM 616 (3-3-0) Problems Seminar in the Lower Elementary Grades: An application of research techniques to the study of problems in education at the lower elementary grade level. *Prerequisite: EDUC 680.*

ELEM 617 (3-3-0) Problems Seminar in the Upper Elementary Grades: An application of research techniques to the study of problems in education at the upper elementary grade level. *Prerequisite: EDUC 680.*

ELEM 623 (3-3-0) Advanced Language Arts in the Elementary School: An exploration of basic ideas and techniques in the teaching of language arts in the elementary school, with emphasis on approaches for facilitating communication.

ELEM 624 (3-3-0) Teaching Writing in the Elementary Schools: A study of the writing process and the teaching of composition.

ELEM 635 (3-3-0) Problems in Science Education: A practical course in the basic content of the pure and applied sciences, with attention to acquiring techniques for teaching science in the elementary and middle grades and to developing learning activities and instructional units for classroom use.

ELEM 640 (3-3-0) Issues in Elementary Education: This course involves an in depth investigation of current issues and problems that affect elementary education in America. This course also includes a study of trends in curriculum, teaching practices, and evaluation of these topics in terms of effectiveness on teaching and learning. A close examination of the scope and sequence of the elementary school curriculum. (Field experience required.)

ELEM 652 (3-3-0) Selected Topics in Biological Science for Elementary Teachers: A study of selected topics in the biological sciences, with applications to the teaching of the biological sciences in the elementary and middle schools.

ELEM 653 (3-3-0) Selected Topics in Physical Sciences for Teachers: A study of selected topics in the physical sciences, with applications to the teaching of the physical sciences in the elementary and middle schools.

ELEM 654 (3-3-0) Selected Topics in Earth Science for Teachers: A study of selected topics in the earth sciences, with applications to the teaching of earth sciences in the elementary and middle schools.

ELEM 655 (3-3-0) Using Technology in the Elementary and Middle Science 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 Children's Literature: An in-depth study of literature for children, with emphasis on the history of children's literature, criteria for the selection of quality books, major authors of children's literature, and current trends and issues in the field.

ELEM 690 (3-0-3) Practicum in the Elementary School: A supervised practicum in grades K-6, primarily for students without acceptable prior teaching experience.

ELEM 691 (3-3-0) Integrating Technology in the Elementary School Curriculum: This course is designed to further develop abilities in using technology, electronic media and other multi-media in teaching and curriculum planning. This course not only addresses the use and application of very specific types of technology, but also focuses on how technology can be used as a thinking tool to foster meaningful learning.

English (ENGL)

ENGL 502 (3-3-0) Forms of Fiction: A study of the short story and novel as genre. The course will deal with the history and development of both forms in American, British, and Continental literature from the beginning until the modernist movement. Emphasis will be placed upon narrative theory and the rhetoric of fiction.

ENGL 503 (3-3-0) Drama: A course in the reading of Western Drama from its Greek beginnings through the Renaissance and Modern Period, emphasizing the conventions and modes of drama as literature, the aesthetics of mimesis, terms, historical background, theme, and structure. The course will include readings from the Greek tragedy and comedy, Shakespeare, mixed forms like tragicomedy, Restoration comedy, and examples of Modern Drama from Ibsen to Beckett.

ENGL 505 (3-3-0) The Lyric: The Lyric as Song in English and American poetry is a comprehensive literature course designed to acquaint the student with representative poems in English and American literature from the medieval period in England to the twentieth century in England and America and to familiarize students with the dominant forms, sub-genres, prosodic and metrical structures, rhythm patterns, motifs, and subjective voices employed by representative English and American poets of the inclusive periods. This study will concentrate on the correlations between sound and sense, and on the music of the verse. This course will provide students with an extensive practical, theoretical, and prosodic background. An analysis of the music, themes, and structures of lyric poems will provide a comprehensive understanding and appreciation of the musical elements of verse and of lyric poems in particular.

ENGL 507 (3-3-0) Bibliography and Methods of Research: This course will introduce students to the graduate study of English language and literature. Study will center on both the integrity of individual texts and the historic, economic, social, and political factors that may have influenced literature and language. The development of printing and publishing will be considered briefly in order to provide an understanding of the indexes. Central works of the twentieth century will also be considered in order to how the student the parameters of literary research.

ENGL 508 (3-3-0) Introduction to Linguistics: This course provides students with the terminology and elementary concepts of linguistics. Students will separate linguistic science from myths. The course identifies linguistic markers in both literary and everyday language. The raw material of language will be studied as resources for art, i.e. poetry. The course will delineate some of the issues in contemporary linguistics. Although not primarily a course on pedagogy, this course will from time to time apply linguistic principles to the teaching of English language and literature.

ENGL 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. *Prerequisite: An undergraduate or graduate linguistics course or consent of instructor.*

ENGL 511 (3-3-0) Tragic Vision: A course in the readings of the tragic in drama, fiction, and poetry. The course will examine versions of the tragic experience, pathos in contrast to tragedy, the hero, and the possibilities of transcendence in tragedy. The course will study the tragic vision in Greek tragedy, Shakespeare, Ibsen, Yeats, and Beckett. It will look for the tragic in the fiction of Conrad and Mann, and in the poetry of Shelley, Keats, Tennyson, Dickinson, Yeats, and Plath.

ENGL 515 (3-3-0) History of Criticism and Literary Theory: This course will provide students with a familiarity with the traditional texts of Western literary theory and criticism. The second half of the course will concentrate on contemporary trends in literary criticism (beginning approximately with Oscar Wilde), which are often reactions against more traditional notions. Often the course will introduce concepts that are, or seem to be, counterintuitive.

ENGL 516 (3-3-0) Issues in Composition Instruction: This course will be concerned with current theories in writing and revising compositions. Particular attention will be paid to composition as a process, ultimately leading to a product. The course will also examine writers—including basic/inexperienced writers—and their problems. Students in this course will seek and discover information and techniques that will aid them in functioning as facilitators of writing.

ENGL 517 (3-3-0) Issues in the Teaching of Literature: The course will provide a basic introduction to the teaching of literature in its four main forms: fiction, poetry, drama, and film. The concept of documentary narrative in relation to these four will be examined as well. Genre and subgenre will also be considered as means of grouping texts. Particular attention will be paid to the relative appropriateness of teaching the different forms of literature at different age and ability levels. Questions of canon will be considered in order to relate gender, race, and ethnicity to the secondary curriculum. Finally, the relation of literary criticism and critical theory to the teaching of the four forms will be considered.

ENGL 518 (3-3-1) Technology and the Language Arts Curriculum: The course will provide students with the ability to use emerging technologies, especially the computer and the videodisc, to enhance the language arts classroom. Word processing and composition; the use of style checkers and editing programs, computer-assisted and computer-managed instruction, the electronic bulletin board, and video discs will be examined in the light of recent research into their effectiveness as pedagogical tools. Students will design and implement a syllabus for a computer intensive language arts course.

ENGL 531 (3-3-0) Literature of the South: This course examines literature emanating from the American South, covering the colonial and antebellum period through the Civil War and its aftermath into the early Twentieth Century and the Southern Renaissance, culminating with a view of the contemporary Southern literary landscape. The course will use literary works and other material to examine how the South differs from other regions of the nation as it attempts to define "Southern literature." In addition the course will examine Southern literature to discover its beliefs, values, and ideals and to explore the literary tradition of the modern South.

ENGL 533 (3-3-0) Approaches to Reading African-American Literature: This seminar will explore formal modes, figurations, and traditions in African-American writings. The course will analyze ways in which African-American cultural codes produce and reproduce value and meaning. Primary focus includes vernacular theories, performance theories, "womanist" perspectives, and new historicism. The course will include culturally specific aspects of African-American writings and culture, showing how the black tradition has inscribed its own theories of rhetorical systems. The course will focus on the slave narrative tradition as it is reflected in different periods by such writers as Frederick Douglass, Harriet Jacobs, Richard Wright, and Toni Morrison. A New Historicist approach to reading will give attention to how historical discourse displays the surrounding ideology. A consideration of the "black aesthetic" will emphasize the performance of African-American writings.

ENGL 534 (3-3-0) Women and Literature: This course surveys many of the most important literary texts written by women. The course explores and analyzes the cultural assumptions embedded in literature about women written by men—and women. The course examines the social, political, ideological, and economic matrices of both the production and readership of literature. It gives special attention to women's revaluations and revisions of those matrices. The course discusses the varieties of contemporary feminist theory and criticism. The course also applies feminist contributions to the more important contemporary developments in literary theory and criticism: reader-response theory, structuralism and deconstruction, the new historicism, and the debate over canon formation.

ENGL 540 (3-3-0) Phonology and Morphology: An introduction to the phonology (sound system) and morphology (word formation) of English. Primary emphasis will be on Standard English, but other varieties of English will be considered. Pedagogical approaches to phonology and morphology will be a component of the course. *Prerequisite or co-requisite: a previous graduate or undergraduate course in linguistics or consent of instructor.*

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, author, or current issues in literature. This course will vary according to the expertise of the individual instructor and may be repeated under different subtitles (e.g., Literature and Protest, and the Canon and Its Revision).

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ENGL 636 (3-3-0) Seminar in American Literature: The seminar in American literature will examine the works and influence of an individual author, the literary output of a number of different authors, or a particular literary period, such as the Harlem Renaissance, or a literary movement, such as the American Romanticism. Though the specific content of the course may vary, the seminar will be an intensive examination and interpretation of selected texts, as opposed to a survey of many. The course is designed to limit the scope of the material covered so that students can closely examine from various literary perspectives a few key texts. The format emphasizes class members leading the discussion, doing independent research, and exchanging the results of their research.

ENGL 637 (3-3-0) Seminar in British Literature: The seminar in British literature will focus on an individual writer, a small corpus of works by several different writers, or a theme developed by a series of British writers (e.g., social revolt in modern literature, the social status of the hero in epic, medieval, and modern narrative poetry, the sea in British literature, the private self through the “stream of consciousness,” Medieval literature, English, Renaissance, Neoclassicism, Romanticism, post-modern literature, Spenser, Shaw, Joyce, or Woolf.) The seminar will be an intense and close reading and interpretation of selected texts, rather than a survey of many. The purpose of a seminar is to limit the scope of the material covered in order for students to scrutinize from many different literary perspectives a few key texts in British literature. The format is mainly directed discussion with class members leading the discussion, doing independent research, and exchanging results of their research.

ENGL 638 (3-3-0) Thesis I: An original investigation in a subject approved by the student’s thesis committee. Detailed information on the preparation, form, and defense of the thesis is presented in the Guide for the Preparation and Submission of Theses *Prerequisites: ENGL 507 and ENGL 515.*

ENGL 639 (3-3-0) Thesis II: Continued preparation of the thesis under the direction of the advisor and the thesis committee. *Prerequisites: ENGL 507 and ENGL 515.*

ENGL 899 (0-0-0) Thesis Non-Credit: This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

Finance (FINC)

FINC 591 (1.5-3-0) Finance I: This course deals with fundamental financial concepts and principles. Topics include the role of the financial manager, valuation models, basic risk and return concepts, and capital budgeting. (Offered for one-half a semester.)

FINC 592 (1.5-3-0) Finance II: This course deals with fundamental financial concepts and principles. Topics include capital structure theory, dividend policy, working capital management, and financial planning and control. (Offered for one-half a semester.)

FINC 610 (3-3-0) Advanced Financial Management: An evaluation of selected financial policies connected with the acquisition and disposition of funds by firms. An emphasis is placed on quantitative solutions to these problems. *Prerequisites: ACCT 591/592, FINC 591/592 or equivalent.*

FINC 655 (3-3-0) International Finance: This course is designed to recognize the increasing importance of global integration of money and capital markets, a trend that is creating expanded opportunities for both investors and organizations that need to raise capital. This course will focus on macroeconomic issues such as the significance of balance of payments deficits, microeconomic issues such as capital budgeting for multinational corporations, detailed discussion of international markets, and analysis of risk and effect of diversification on an international basis. *Prerequisite: Consent of the instructor.*

FINC 660 (3-3-0) Financial Institutions: Recent developments in financial institutions and markets will be studied. The impact of new financial regulation on financial intermediaries and how it will affect their operations will be investigated. *Prerequisite: FINC610.*

FINC 670 (3-3-0) Investment Analysis: The objective of this course is to help students gain an appreciation of what is involved in making investment decisions. The strategies of practicing investment professionals as well as results from

theoretical and empirical research are used to introduce students to the practical aspects of investing. *Prerequisite: FINC 610.*

FINC 680 (3-3-0) Option and Futures Trading: This course provides the student an introduction to derivative securities market. Option and futures instruments are discussed in detail, followed by valuational theory and hedging application. *Prerequisite: Consent of the instructor.*

FINC 695 (3-3-0) Seminar in Finance: Current issues and practices in finance will be selected as problems for intensive exploration and reporting. *Prerequisite: FINC 610.*

Health Care Management (HCM)

HCM 670 (1.5-3-0) The American Health Care System: This course explores the health care system in terms of (1) the organizations, resources, and processes that constitute its structure and operations; (2) the environmental factors and emerging trends shaping its future; and (3) the policies and procedures that control its operations. The course draws upon multiple perspectives, including those of economics, finance, political science, sociology, management science, psychology, medicine, public health, epidemiology, public policy, ethics, and law. *Prerequisites: Consent of Instructor.*

HCM 671 (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 to the unique decision-making in healthcare industry, budgeting processes, cost allocation, fees structure, and management control process. *Prerequisites: FINC 610 and ACCT 610.*

HCM 672 (1.5-3-0) Management Information Systems and Performance: This course focuses on the current information and management systems including clinical and patient care systems, patient management systems, administrative systems, and quality assurance systems. The course evaluates alternative uses of information technology in health care. *Prerequisite: MGMT 640.*

HCM 673 (1.5-3-0) Managed Care and Contracting: This course is intended to provide practical information on methods to design and negotiate contracts and monitor contract compliance and quality indicators; financial and accounting principles to identify contract risk, rates, and revenue optimization strategies.

HCM 674 (1.5-3-0) Legal Issues in Health Care: The ethical part of the course provides guidance in preventing and solving managerial and biomedical ethical problems; suggests substantive ethical principles and procedural methodologies by which managers can understand, analyze, and resolve ethical problems. The course covers such topics as 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 675 (1.5-3-0) Leading Change in Health Care Organizations: This course focuses on the role of leaders in managing change. Topics include organization assessment, organization design, change management, and related strategic issues.

HCM 676 (1.5-3-0) Current Topics in Health Care: Focuses on the interaction between the interests of various constituencies and the strategies of managers and organizations. Course includes modules on advanced topics in such areas as integrated delivery systems, public programs (Medicare and Medicaid, for example), health care financing, and the role of for-profit entities in health care.

History (HIST)

HIST 501 (3-3-0) Historiography: An exploration of theories of historical interpretation, with applications to the histories of the United States, Latin America, and Europe.

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HIST 506 (3-3-0) Revolution and American Identity: This course is an introduction to the major writings and interpretations of the era of the Revolution from the early eighteenth century to the ratification of the Constitution in 1787. The emphasis will be on eighteenth-century American Society and culture, the connections between England and the evolution of American protest and political thought that shaped American ideological concepts that were the basis of the independence movement and the effects of the revolution on class status, slavery and race, as well as the attempts to create new forms of government in the aftermath of the Revolutionary War.

HIST 507 (3-3-0) Social Strata in the Antebellum South: An exploration of social delineations in the Old South, with attention to the rationale for and the distinguishing features of these groupings.

HIST 508 (3-3-0) Antebellum Reform Movements: A developmental study of the origins and progress of American reform efforts from their inception in the Great Revivalism of the 1820s to the culmination of the controversial reform movement, Abolitionism, in the 1860s, with particular attention to the polemical and cognitive aspects of antebellum reformism.

HIST 510 (3-3-0) Studies in Twentieth Century United States History: An exploration of social, cultural, political, economic, and military issues in U.S. history from the beginning of World War I to the present, including such topics as the development of a mass society, changing role of women, and other relevant issues.

HIST 512 (3-3-0) Interpretations of Nineteenth-Century United States History: The course focus is on the literature and interpretations of major issues in nineteenth century United States history. The required readings will place the issues and periods in a cogent context with the latest interpretations. The student will also be introduced through the required reading to the historiographical controversies in major fields of political and social history with special emphasis on the Civil War and Reconstruction.

HIST 519 (3-3-0) History of Medicine and Public Health in the United States: An examination of the major health problems confronting Americans from colonial times through the twentieth century, as well as the policies and measures adopted by state and federal authorities to deal with these problems.

HIST 520 (3-3-0) Studies in United States Foreign Relations from 1771 to the Present: A study of domestic factors that contributed to the shaping of U.S. foreign policy from the revolutionary period through post-war conflicts with England and France, including such aspects as expansionism, the Spanish-American War, relations with Latin America, World War I and Wilsonian ideals, the Spanish Civil War, World War II, NATO and the Cold War, and the current issues of nuclear proliferation and U.S. and Soviet relations in the post-Vietnam era.

HIST 526 (3-3-0) The French Revolution: A study of the development of the ideas of the Enlightenment, particularly in France, and their contribution to the revolutionary ferment, and the sequence of events by which the Revolution emerged, the changing attitudes within French society, and the economic, social, and political changes brought by the Revolution to France and all of Europe.

HIST 527 (3-3-0) Europe in the Industrial Age: A course focusing on the social, economic, and technological factors which led to the spread of industrialization in Europe in the nineteenth century, and on the social, political, demographic, and intellectual reactions to the industrial revolution from its early days through World War I.

HIST 528 (3-3-0) The Rise of Fascism in Europe: An investigation of the political, social, intellectual, and economic factors making possible the rise of fascism in Europe in the period between the world wars, with attention to the influence and operations of major fascist parties through the beginning of World War II.

HIST 537 (3-3-0) History of Imperial Russia: This course will explore, in depth, the social, cultural, and political history of Russia during the imperial period (roughly 1700-1917). The class will include analyses of the important social, economic, and political strata and organizations as they occurred in imperial Russia.

HIST 538 (3-3-0) History in Twentieth Century Russia: This course will introduce, in some depth, the forces of stability and change interacting during the years 1900-1995 in Russia. It will focus on the Bolshevik experiment, the rise of Stalinist dictatorship, World Wars, the Cold War, and the demise of the Soviet system.

HIST 551 (3-3-0) Caribbean History from Columbus to 1838: A survey of Caribbean history to 1838, with emphasis on the impact of European conquests and the Catholic influence, plantation slavery, African socio-economic development, nation-state rivalries in the Caribbean, local governments, and the impact of the abolitionist movement.

HIST 552 (3-3-0) Caribbean History from the Post-Slavery Period Through the 20th Century: A continuation of the history of the Caribbean, with study of such topics as black peasantry, the influence of missionaries, value formation, Asian contract workers, labor unions, the plantation economy, the independence movement, and relations with the metropolitan countries and the United States.

HIST 555 (3-3-0) The ABC Countries: A study of the cultural, economic, and political development of Argentina, Brazil, and Chile.

HIST 556 (3-3-0) The Andean Republics: A study of the social, economic, and political development of the continent of South America north of the Southern Cone.

HIST 557 (3-3-0) The Harlem Renaissance: A comprehensive study of the Harlem Renaissance/the Age of the “New Negro,” primarily from 1920 to 1930. The course will examine African-American culture and politics from the perspective of the African-Americans who participated in this cultural and political explosion through the prism of post-1920 historians.

HIST 558 (3-3-0) African-Americans and World War II: A comprehensive study of African-Americans, the mind-set of the U.S. military, and World War II. The course will focus on the nature and the problems surrounding the integration and usage of African-Americans in the armed forces of the United States, primarily from 1937 to 1950

HIST 560 (3-3-0) Black Biography: An in-depth study of major African American personalities who have directly and indirectly impacted the black and white communities in the course of United States history. This course will present African Americans as the major players in studying and interpreting the major historical questions and problems, which have directly and indirectly impacted the course of United States history.

HIST 570 (3-3-0) Major Topics in African History: This course examines the significant developments on the African continent from pre-history to the modern era. The focus is on isolating those people, places, and events that have shaped the “African character.” Topics include Africa as the biological and cultural place of origins for humankind, the great kingdoms of African antiquity, the impact on African societies of the various slave trades on the continent, the impact on African societies of European colonialism, and the recovery of African societies via independence movements.

HIST 572 (3-3-0) African Liberation Movements: This course is designed to familiarize students with the efforts to achieve independence by various African peoples. Regionally, the course will span liberation movements from Egypt to South Africa. Chronologically, it will include efforts of Africans to free themselves from the shackles of European Colonialism in the twentieth century. The focus of the course will be to provide tangible evidence that freedom or democratic movements are not just confined to the Western World but reflect the universal yearnings of all people.

HIST 575 (3-3-0) History of Women in Africa: The study of women’s roles and contributions in history has become a major discipline. This course is designed to look at one segment of women in history – women in sub-Saharan Africa. Using scholars who articulate the insights of the most recent scholarship, the course intends to present an overview of women’s past and present contributions to African development as well as the many obstacles to their further economic and social progress. The course will explore women’s history in the region as it has changed over time under pre-colonial, colonial, and independence governments. It will address the wide range of variations in women’s social position in Africa as well as the effect of cultural influences imposed by outsiders. Divided into three parts, it will address many current women’s issues under the following topics: Women in the Economy, Women in Society and Culture, and Women in Politics and Policy Making. Specifically addressed are the current issues of women as heads of households, female circumcision (female genital mutilation), multiple wives, child care, control over women’s labor and the proceeds from that labor, the feminist movement, women in the military, women’s role in politics and the effect of local and international governmental policy on women.

HIST 576 (3-3-0) Africa and the Americas: This course has a double purpose: to introduce students to African history and to explore the continuing relationship tying Americans of African descent to the continent of Africa. The

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first part of the course will focus on the history of West Africa before the beginning of the sea-borne exchange with Europe and the Americas. Students will be introduced to the early West African empires, to local patterns of society and culture, and to the role-played by Muslim scholars, clerics, traders, and kings. In the second part of the course we examine the history of Africans and the changes they undergo on the continent of Africa and in the Diaspora. This includes the European colonization of Africa and the Africans who were drawn into the Atlantic exchange: the history of the New World plantation complex and the role of African culture and social organization in shaping life in the Americas. In the last part of the course, we explore the connections between Africans and the African-Americans: Back to Africa movements in the US (1820's and 1920's), the African foundations of early modern African-American thought, and the contributions made by African Americans to the African continent.

HIST 590 (3-3-0) Special Topics in History: This course provides for study of special topics in history not covered in the regular graduate history courses.

HIST 591 (3-3-0) Special Topics in History: This course provides for study of special topics in history not covered in the regular graduate history courses.

HIST 601 (3-3-0) Directed Readings in 19th Century American History: A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 602 (3-3-0) Directed Readings in 20th Century American History: A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 603 (3-3-0) Directed Readings in African-American History: A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 626 (3-3-0) Directed Readings in 18th Century European History: A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 627 (3-3-0) Directed Readings in 19th Century European History: A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 628 (3-3-0) Directed Readings in 20th Century European History: A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 650 (3-3-0) Directed Readings in Mexican History: A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 651 (3-3-0) Directed Readings in Caribbean History: A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 652 (3-3-0) Directed Readings in Latin American History: A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 691 (6-6-0) Master's Thesis: The writing of a thesis based on original scholarly research about a topic related to the major field and approved by the thesis advisor, and the completion of an oral defense of the thesis before an examining committee. (May be completed in increments of three credit hours per semester.)

HIST 899 (0-0-0) Thesis Non-Credit: This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

Mathematics (MATH)

MATH 501 (3-3-0) Teaching Mathematics Using Computers: A study of the use of computers in mathematics teaching and research, incorporating evaluations of instructional software and examining integrative techniques for applications of microcomputers in middle grades math, consumer math, general math, geometry, advanced mathematics, trigonometry, and calculus. *Prerequisite: Consent of department.*

MATH 502 (1-3;1-3; 0) Topics in Mathematics for Teachers: An intensive study of current topics in mathematics of interest to public school teachers including but not limited to such topics as algebra, geometry, trigonometry, functions, statistics, probability, and use of technology. *Prerequisite* Consent of department. Students in Mathematics (MAT) degree program may receive elective credit for the course with consent of the chair of the Department of Mathematics and Computer Science, and Educational Leadership and Secondary Education.

MATH 504 (3-3-0) Current Trends in Mathematics Education: The primary purpose of this course is to explore mathematics education from methodological and research perspectives. This will be accomplished by developing teaching, research, writing, presentation, and discussion skills.

MATH 505 (3-3-0) Analysis for Teachers I: An exploration of proofs of functions, limits, continuity, derivatives, and definite integrals. *Prerequisite:* Consent of department.

MATH 506 (3-3-0) Analysis for Teachers II: A continuation of MATH 505, emphasizing proofs and covering such topics as the integral, applications of the integral, L'Hospital's Rule, infinite series, and multiple integrals. *Prerequisite:* MATH 505 or consent of department.

MATH 507 (3-3-0) Linear Algebra I: The first course in a two-semester sequence in linear algebra, including such topics as systems of linear equations, matrices, vector spaces, linear transformations, determinants, canonical forms of matrices, and inner product spaces. *Prerequisite:* MATH 251 and MATH 361.

MATH 508 (3-3-0) Numerical Analysis: A practical survey of numerical analysis, with topics included from iterative methods of nonlinear equations, the approximation theory, numerical solutions of ordinary and partial differential equations, and numerical linear algebra. *Prerequisite:* MATH 251, MATH 331, or MATH 507.

MATH 509 (3-3-0) Linear Programming and Applications: An applications-oriented course developing some of the theories and computational techniques of linear programming - the simplex method, the concept of duality, and the Duality Theorem, matrix representation of the Simplex Algorithm, sensitivity analysis, integer programming - and applying them to transportation problems. *Prerequisite:* MATH 372.

MATH 511 (3-3-0) Abstract Algebra I: The first course of a two-semester sequence in abstract algebra, including such topics as groups, normal subgroups, quotient groups, homomorphisms, Cayley's Theorem, Cauchy's Theorem, permutation groups, Sylow's Theorem, direct products, finite abelian groups, rings, ring homomorphisms, ideals, quotient rings, Euclidean rings, and polynomial rings. *Prerequisite:* MATH 362, or consent of department

MATH 521 (3-3-0) Real Analysis I: The first course of a three-semester sequence in real analysis, including such topics as real number systems, elements of point-set topology and metric spaces, sequences and series of real numbers, continuity, differentiation, integration, the Riemann-Stieltjes Integral, sequences, and series of functions, point wise and uniform convergence, functions of several variables, implicit function, and inverse function theorems. *Prerequisite:* MATH 412 or MATH 461 or consent of department.

MATH 531 (3-3-0) Topology I: The first course in a three-semester sequence in topology, presenting an axiomatic development of topological spaces and including such topics as continuity, compactness, connectedness, separation axioms, metric spaces, and convergence. *Prerequisite:* MATH 481 or consent of the department.

MATH 541 (3-3-0) Complex Analysis I: The first course of a three-semester sequence in complex variables, including such topics as complex numbers and their geometrical representation, point sets, sequences and mappings in the complex plane, single-valued analytic functions of a complex variable, elementary functions, and integration. *Prerequisite:* MATH 492 or consent of department.

MATH 571 (3-3-0) Ordinary Differential Equations: A course including such topics as existence and uniqueness theorems, linear systems, autonomous systems, periodicity, boundedness and stability of solutions, nonlinear equations, perturbation theory, Sturm-Liouville systems, etc. *Prerequisite:* MATH 331 and MATH 521.

MATH 581 (3-3-0) Operational Mathematics: A study of the theories of Laplace and Fourier transforms and their applications both to ordinary and partial differential equations (including integral equations) and to problems in engineering and the physical sciences. *Prerequisite: MATH 331.*

MATH 607 (3-3-0) Vector Space Methods in System Optimization: An introduction to algebraic and functional analysis concepts used in systems modeling and optimization: vector spaces, linear mappings, spectral decompositions, adjoints, orthogonal projections, duality, fixed points and differentials, with additional emphasis on least squares estimations, minimum norm problems in Banach spaces, linearization in Hilbert space, iterative solutions of systems of equations, and optimization problems. *Prerequisite: MATH 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, algebra of linear transformations, matrices, canonical forms; triangular form, Nilpotent transformation, Jordan form, rational canonical form, Hermitian, unitary, and Normal transformations real quadratic forms. *Prerequisite MATH 507.*

MATH 612 (3-3-0) Abstract Algebra II: A presentation of advanced topics in abstract algebra, including categories and functions, direct sums and free abelian groups, finitely generated abelian groups, commutative rings, localization, principal rings, direct products and sums of modules, homology sequence, Euler characteristic, Jordan-Holder Theorem, free algebras, tensor products, Noetherian rings and modules, extensions of rings, extension of homomorphisms, transcendental extension of homomorphisms, Hilbert's Nullstellensatz, algebraic sets, representations of finite groups, and semi-simplicity of group algebra. *Prerequisite: MATH 511.*

MATH 621 (3-3-0) Real Analysis II: A study of such topics as the Lebesgue measure, the Lebesgue integral, differentiation and integration theory, the classical Banach spaces, metric spaces, elements of topological spaces, compact spaces, abstract measure and integration theory, the Daniell integral, mappings of measure spaces, and elements of functional analysis. *Prerequisite: MATH 521.*

MATH 622 (3-3-0) Real Analysis III: A continuation of MATH 621, including such topics as extension of a linear function, construction of measure, the space of $L_p(X)$, ($1 \leq p \leq \infty$), 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 Eilenbert-Steenrod axioms, cohomology and duality, and higher homotopy groups. *Prerequisite: MATH 631.*

MATH 641 (3-3-0) Complex Analysis II: The second course of a two-semester sequence in complex analysis, including metric spaces and the topology in \mathbb{C} , elementary properties and examples of analytic functions, complex integration, singularities, the maximum modulus theorem, compactness and convergence in the space of analytic functions. *Prerequisite: MATH 541 or consent of the department.*

MATH 642 (3-3-0) Complex Analysis III: A continuation of MATH 641, including such advanced topics as Runge's Theorem, analytic continuity and 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, Krien Milman Theorem, Eberlein's Theorem, and metric properties of normed spaces. *Prerequisite: MATH 651.*

MATH 671 (3-3-0) Partial Differential Equations: A study of topics such as Cauchy-Kowalewsky theorem, existence and regularity of the solutions, Dirichlet problem for linear elliptic equations, Cauchy problems, hyperbolic equations, and fundamental solutions of linear equations with constant coefficients. *Prerequisites: MATH 331 and MATH 571.*

MATH 681 (3-3-0) Tensor Analysis: A study of such topics as tensor algebra, covariant and contravariant components, christoffel symbols, and applications of tensor analysis. *Prerequisite: Consent of the department.*

MATH 699 (6-6-0) Thesis Research: An extensive research experience in an approved topic of choice.

MATH 710 (3-3-0) Topics in Abstract Algebra: Discussions of special and advanced topics, forming an axiomatic and rigorous study of algebra within the scope of research interests of the instructor. *Prerequisite: MATH 612 and the consent of the instructor.*

MATH 720 (3-3-0) Topics in Real Analysis: Discussions of special and advanced topics, forming an axiomatic and rigorous study of real analysis within the scope of research interests of the instructor. *Prerequisite: MATH 632 and consent of the instructor.*

MATH 730 (3-3-0) Topics in Topology: Discussions of special and advanced topics, forming an axiomatic and rigorous study of topology within the scope of research interests of the instructor. *Prerequisite: MATH 632 and the consent of the instructor.*

MATH 740 (3-3-0) Topics in Complex Analysis: Discussions of special and advanced topics, forming an axiomatic and rigorous study of complex analysis within the scope of research interests of the instructor. *Prerequisite MATH 642 and the consent of the instructor.*

MATH 899 (0-0-0) Thesis Non-Credit: This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

Management (MGMT)

MGMT 591 (1.5-3-0) Management: A contingency view of management as the process of organizing resources to set and accomplish organizational goals. Three approaches are emphasized and integrated: the systems approach (environmental issues); the process approach (the functions of planning, organizing, controlling and leading); and the behavioral approach (individual and group performance in organizations). Cases and readings are used. (Offered for one-half a semester.)

MGMT 592 (1.5-3-0) Communication: Sharpening the tools for spoken and written communication in business, including audience analysis, computer graphics, writing and editing techniques, document design, and oral presentations. (Offered for one-half a semester.)

MGMT 615 (3-3-0) Organizational Behavior: The importance of human behavior in reaching organizational goals. Course emphasis: managing individual and interpersonal relations; group and inter-group dynamics; leadership, communication and motivation skills in managing organizational performance and change. *Prerequisites: MGMT 591/592 or equivalent.*

MGMT 625 (3-3-0) Management Science: An introduction to quantitative methods to decision making. Topics covered include linear programming, multi-criteria decision-making, project management, inventory models, forecasting, simulation, and queuing models. The emphasis is not on techniques per se, but rather on modeling, problem solving, and showing how quantitative approaches can be used to enhance the decision making process. *Prerequisites: BADM 591/592 or equivalent.*

MGMT 640 (3-3-0) Management Information Systems: A computer based approach to planning, design, implementation and evaluation of information systems in complex organizations, with emphasis on manufacturing and service systems. *Prerequisite: MGMT 591 or equivalent.*

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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: A capstone course designed to develop a framework of analysis for long-term policy formulation in a global economy. Case materials and computer simulation are used to integrate strategic concepts and techniques learned in earlier core courses. Emphasis will be placed on social and ethical responsibilities of management. *Prerequisite: 18 hours at 600 level.*

MGMT 655 (3-3-0) Management of Technology: A case based approach focusing on integration of technology and strategy and social and ethical issues of technology management. Emphasis is placed on designing technology strategies and managing innovative systems for developing new products and businesses. *Prerequisite: Consent of the instructor*

MGMT 660 (3-3-0) International Business Management: Management concepts and practices of multinational and foreign firms. Objectives, strategies, policies, and organizational structures of corporations engaged in various social, economic, political, and cultural environments. *Prerequisite: Consent of the instructor.*

MGMT 665 (3-3-0) Total Quality Management: Success in modern business depends on success in quality management. This course will provide the framework and methods for potential business managers and entrepreneurs to approach quality as a strategic, and competitive variable. Methods to be covered include statistical process control, tolerancing and robust design. Course content draws heavily on the teachings of Drs. W. Edwards Deming, Genichi and Taguchi. *Prerequisite: Consent of the instructor.*

MGMT 675 (3-3-0) New Ventures and Entrepreneurship: This course focuses on the generating and analyzing of ideas and the managerial decisions necessary to operate a new venture. It emphasizes creativity and the sources of ideas, an idea's operational feasibility, analysis of the environment, industry, and financial resources needed by the entrepreneur for improving the chances of success, as well as operational issues such as marketing, risk protection, and human resource management. Self-assessment and other managerial decision making tools aid in determining the entrepreneurial interest of course participants. *Prerequisite : Consent of the instructor.*

MGMT 685 (3-3-0) Leadership in Organizations: Analysis and development of leadership theory and thought. Identifies and evaluates leaders in formal and informal organizations. Case materials and business games are used to develop and enhance leadership quality. *Prerequisite: MGMT 615.*

MGMT 695 (3-3-0) Seminar in Management: Current issues and practices in the management of organizations. Individual or group research leading to class discussions and debates. *Prerequisite: Consent of the instructor.*

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 and continues to grow. This course presents, 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.

Marketing (MKTG)

MKTG 591 (1.5-3-0) Marketing: This course focuses on managerial strategies and decisions as they relate to the marketing function and includes such topics as product development, pricing, distribution channels and promotion policy. The course also attempts to sensitize the student to the ethical consequences of marketing decisions. (Offered for one-half a semester.)

MKTG 592 (1.5-3-0) Marketing Research: This course examines the skills, which are required to specify, amass, and utilize marketing information to facilitate problem solving in marketing management. (Offered for one-half a semester.)

MKTG 610 (3-3-0) Marketing Planning & Strategy: This course focuses on the development and implementation of marketing plans. The course utilizes the case method to develop decision-making skills in the areas of new product

entry, multi-product pricing, promotion, market segmentation, and distribution management. *Prerequisites: MKTG 591/592 or equivalent.*

MKTG 650 (3-3-0) International Marketing: Methods applied to estimate market potential and to serve markets outside the United States; methods to serve these markets through branches, warehousing operations, international brokers and traders and foreign affiliates, adaptations to markets in countries with different cultural, political and economic characteristics, review of marketing and distribution methods of a selected number of U.S. and foreign companies. *Prerequisite: Consent of the instructor.*

MKTG 660 (3-3-0) Marketing Analysis and Research: Intensive study of market structure and demand for consumer and industrial goods, buyer and consumer behavior, and analysis of distribution systems with analytical techniques. *Prerequisite: Consent of the instructor.*

MKTG 675 (3-3-0) Services Marketing: This course focuses on the distinctive aspects of marketing a service. The issues and concepts of services marketing are explored through the utilization of cases. *Prerequisite: Consent of the instructor.*

MKTG 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 this course.

MKTG 695 (3-3-0) Seminar in Marketing: Discussion of current topics and problems in marketing. Intensive individual or group research applied to marketing issues facing management. *Prerequisite: Consent of the instructor.*

Political Science (POLI)

POLI 510 (3-3-0) American Constitutional Law: This course will provide students with the ability to examine and analyze the role of the United States Supreme Court in the development of the American constitutional system. Particular attention will be paid to the development of the relative legal status of the branches of the federal government to deal with major domestic and foreign issues as well as the legal relationship between the national government and the states, and the development of legal guidelines and principles as precedents for future courts.

POLI 530 (3-3-0) Black Politics In The United States: This course is an examination of the ideology, interest group organizations and electoral arrangements affecting black involvement in the political system. Both traditional and nontraditional strategies are treated, and assessments are made of the positive and negative aspects resulting from each. The present status of blacks and their continued quest for political empowerment will be analyzed.

POLI 531 (3-3-0) Public Policy and Administration: This course is a study of public policy processes. It examines what policies governments pursue and also why governments pursue such policies and the consequences of such policies. Several models including rational planning, group competition, political processes, institutional influences, etc., are used to describe and explain public policy. Case studies are also used to illustrate the realities of policy-making and policy implementation.

POLI 535 (3-3-0) Public Personnel Administration: This course examines modern theory and practice of personnel administration. The application of these theories and practices in the areas of recruitment, placement, career development, and in other phases of human resources management is covered. Recent issues arising from notions of comparable worth; implementation of affirmative action initiatives and from collective bargaining in the public sector represents topics for close analysis.

POLI 610 (3-3-0) Problems in Political Behavior: This course will provide the students with the ability to survey and analyze some of the major problems that citizens and political leaders encounter as they engage in the political process. Emphasis is placed on the process and role of political socialization, group dynamics, the activities and role of parties, the significance of movements, the frequency and importance of elections, the creation of public opinion and polling and the prevalence of the media.

POLI 612 (3-3-0) Seminar in American National Government: This course will provide students with the ability to examine critically major and recurring problems in American national government. Special attention will be placed on government plans and reactions in dealing with domestic and international problems, such as wars, other international

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crises and plans, depression and other economic aberrations, labor disputes, unemployment, budgetary crises, and official abuse of power.

POLI 613 (3-3-0) The Judicial Process: This course will provide students with the ability to examine and analyze the procedures and politics involved in the judicial process. Emphasis will be placed on all levels of the federal judiciary with special emphasis on the judicial process involving the Supreme Court. The process involving judicial selection, group litigation, internal procedure, precedent development, enforcement, and impact will be utilized as the means for examining the judicial process.

POLI 620 (3-3-0) Government and Politics of Europe: This course will examine the political and governmental structures, decision-making processes, cultural backgrounds, and ideological differences of some European nations. Special emphasis will be placed on comparisons of different political regions.

POLI 621 (3-3-0) Government and Politics of the Far East: This course is designed to examine political and governmental structure, decision-making process, cultural background, and ideological difference of some nations in the Far East selected for study. Special attention will be paid to the roles played by the ruling elite of these nations in promoting economic development and prosperity. Concepts such as socialist guided market economy in China and North Korea and capitalist guided market economy in Taiwan and South Korea will also be examined in contrast to the free market economy in Japan.

POLI 622 (3-3-0) Government and Politics of Developing Nations: This course will examine the political and governmental structures, decision-making processes, cultural backgrounds and ideological differences of some developing nations selected for study. The course will also take into account such considerations as political, social and cultural underdevelopment, various types of economic dependency, and crisis of political and economic decay, with emphasis on problems and difficulties in developing democratic institutions in these developing nations.

POLI 623 (3-3-0) International Politics: This course is designed for students to explore some fundamental and persistent forces which mold the foreign policies of a nation state and institutions and manners of a nation state in which such foreign policies are carried out in terms of its relations with other nation states in the international community. The course will also assist students to examine various approaches to the study of international relations and the utilities of each approach.

POLI 630 (3-3-0) Administrative Law: This course is specifically designed to introduce students to important issues in Administrative Law. Through the use of the case method, the course is aimed at making the administrator more aware of the kinds of legal problems he or she is likely to confront. The emphasis will be on legislative, adjudicatory and general policy-making process of administrative agencies. The nature of bureaucracy and procedural requirements for administrative policy-making and administrative regulation and deregulation are also examined.

POLI 631 (3-3-0) Financial Administration: This course is designed to introduce the student to financial management. Government exists to provide valuable goods and service that individuals or businesses are not willing to provide. As the government operates with limited resources, whether or not the commitment of governmental resources really improves the conditions of the community is subject to speculation and evaluation. Nevertheless, financial management impacts on all segments of community including acquisition and allocation of resources. Focus will be on governmental financial resources and management, budgetary theories and intergovernmental financial relations, and debt financing.

POLI 632 (3-3-0) Comparative Administration: This course focuses on exposing students to various types of governments, their structures, processes and policies, using a comparative analysis approach. Such studies provide intellectual excitement in the study of foreign systems and in the discovery of different political factors in the management and administration of governmental functions and operations.

POLI 633 (3-3-0) Problems in State and Intergovernmental Relations: This course examines some of the problems involved in the development, change and status of the powers, organization, functions, and interrelationships of federal, state, and local governments. The concept of “new federalism” and the impact of these new ideas on governmental relationship will be explored.

POLI 634 (3-3-0) Politics of the Budgetary Process: This course is a study of the political, economic and social influence on the budgetary process. The role of politics and of various actors and institutions involved in the process, historical changes in the concept of budgeting will be analyzed. Focus will also be on how and why individuals or groups respond in budgeting and financial settings as well as the impact of the budget on the economy and how budgetary decisions, in general, become an instrument for setting governmental priorities.

POLI 641 (3-3-0) Research Methods in Political Science: This course covers basic procedures for conducting research in political science. Special emphasis is placed upon research design, research strategies, approaches, and techniques. The selection and utilization of appropriate techniques for collecting, reporting, and analyzing data will be covered.

POLI 643 (3-3-0) Currents of American Political Thought: This course is an examination and evaluation of major currents of American political thought, their different viewpoints on the significant issues and problems at different times, their various interpretations of the Constitution, revolution, civil and natural rights. Emphasis will be on the contemporary liberal, conservative, radical debate on selected issues. While the respective historical, sociological and philosophical background and justification of the different schools of thought will be examined, the practical impact of these schools of thought upon politics and public policies in general at different times will also be analyzed.

POLI 644 (3-3-0) Contemporary Political Ideologies: This course is intended to examine the theory and practice of capitalism, socialism, democracy, anarchism, elitism, fascism, and communism. The welfare state will be examined also. Focus will be on comparison and contrast of significant philosophical and theoretical differences among different political ideologies as well as upon various schools of theory within any given ideology. The practical influence and impact of various ideologies as well as their historical and philosophical justifications will also be analyzed.

POLI 646 (3-3-0) Advanced Reading Seminar: Under the supervision of a designated professor, this course will provide students with the ability to select readings and conduct research in areas of special interest. Reading materials appropriate to each student's interest will be selected by the students. Selected bibliography outlining criteria for analysis of political literature and political research materials will also be required for examination and analysis.

POLI 647 (3-3-0) Thesis I: An original investigation in a subject approved by the student's Advisor and Thesis Committee. Detailed information on the preparation, form, organization and the defense of the thesis is presented in the Guide for the Preparation and Submission of Theses.

POLI 648 (3-3-0) Thesis II: Continued preparation of thesis under the direction of the advisor and Thesis Committee.

POLI 899 (0-0-0) Thesis Non-Credit: This course is required for students that have completed their course work and the number of thesis hours for credit required in their graduate degree program. Students who will continue to use University resources in completing their thesis must enroll in this course.

Psychology (PSYC)

PSYC 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 505 (3-3-0) Research Methods: A course covering the rationale, design, and methods of conducting psychological 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 511 (3-3-0) Applied Research Methods and Program Evaluation: This course examines models of applied and evaluative research, the techniques, designs, and administration of program evaluation. Topics covered include entry issues, goal setting research for planning and implementation. Prerequisite: PSYC 505.

PSYC 515 (3-3-0) Psychology of Diversity: A study of the issues and influences of gender, sexual orientation and the major racial/ethnic and cultural groups in the United States on the theoretical and research paradigms in psychology and on clinical and counseling practices. The course expands students' frame of reference concerning human diversity and applies this knowledge of counseling and research issues in psychology. Prerequisite: Permission of instructor.

PSYC 516 (3-3-0) Human Growth and Development: A study of the theories, principles, and concepts of cognitive, social, emotional and physical development across the lifespan.

PSYC 520 (3-3-0) Behavior Therapy: A study of the principles of behavior therapy 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 study of the roles and responsibilities of mental health professionals, including legal and ethical standards (APA and ACA) in professional practice, testing, and research. This course also deals with the expectations and problems confronting psychologists in industrial, clinical, and professional organizations. Pre-requisite: Permission of instructor.

PSYC 530 (3-3-0) Theories of Personality: An in-depth study of the major theories of personality, including comparative analyses of the research support for the various theories.

PSYC 540 (3-3-0) Health Psychology: This seminar will examine the links between medicine and psychology, including relevance of biological, personal, cognitive, developmental, social, environmental, and cultural variables to health and illness. Health, illness, health and illness behavior will be studied with the aim of greater understanding of health issues, the individual's relationship to these issues within individual, cultural, and cross-cultural contexts. Prerequisite: PSYC 505 or permission of instructor.

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 (DSM).

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 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. Prerequisite: Permission of instructor.

PSYC 601 (3-3-0) Biofeedback Techniques: A study of biofeedback training related to psychology, focusing on theories, significant research, and applications of biofeedback techniques. Prerequisite: Permission of instructor.

PSYC 603 (3-3-0) Psychopharmacology: A study of the use and abuse of psychoactive drugs and their behavioral and neurophysiological effects in normal and clinical populations. Prerequisite: PSYC 575 or permission of instructor.

PSYC 605 (3-3-0) Clinical Neuropsychology: This course will introduce students to the relationship between brain malfunction and behavior. The emphasis of the course will be the assessment and early diagnosis of lesions that disrupt brain functioning. Topics to be examined will include neuropsychological assessment of language disorders such as aphasia and anomia, disorders of visuo-spatial perception, brain injury, memory disorders, and dementia (e.g. Alzheimer's disease). Other topics to be discussed include the teaching of intervention strategies for neurological disorders. Prerequisite: PSYC 575 or permission of instructor.

PSYC 611 (3-3-0) Theories of Counseling: An exploration of the philosophy and theories of counseling, the roles and responsibilities of counselors, practical ethics, and current issues in counseling.

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 619 (3-3-0) Cognitive Assessment: Administration, scoring, and interpretation of intelligence, memory, and achievement tests with adults and children. Psychometric properties and report writing are covered. Prerequisite: PSYC 550

PSYC 623 (3-3-0) Assessment of Personality and Psychopathology: Principles of trait measurement including the administration, scoring, and interpretation of objective tests (such as the MMPI). Also covered are behavioral assessment techniques including direct observation approaches. 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. Prerequisite: Permission of instructor.

PSYC 631 (3-3-0) Career Counseling: A survey of theories of vocational development, methods of developing a career information program, and procedures for providing interrelated personal, social, educational and vocational counseling. Prerequisite: PSYC 612

PSYC 632 (3-3-0) Theory and Practice of Family Counseling: A study of the major theories and classifications of marriage and family counseling approaches and practices. Prerequisite: Permission of instructor

PSYC 633 (3-3-0) Techniques and Process in Family Counseling: A study of the processes and development of essential skills and techniques applicable to family counseling. This course includes a laboratory experience. Prerequisite: PSYC 632.

PSYC 634 (3-3-0) Group Counseling: A study of the group counseling processes with emphasis on understanding the basic concepts and principles, and the development of group counseling skills through laboratory experience. Prerequisite: PSYC 612 and permission of Instructor.

PSYC 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. Prerequisite: Permission of Instructor.

PSYC 641 (3-3-0) Advanced Developmental Psychology: An in-depth examination of the principles, theories and research related to human growth and development. Survey and evaluation of the basic philosophies, recognized theories, and supportive research related to the growth and development of children. Prerequisite: PSYC 516

PSYC 642 (3-3-0) Psychology of Aging: An in-depth study of the theories and research related to the processes in adult development and aging. Prerequisite: Permission of Instructor.

PSYC 652 (3-3-0) Principles and Techniques of Teaching Psychology: This course is designed to prepare psychology majors for the teaching of psychology at the junior and community college level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures. Prerequisites: Completion of 18 credit hours in graduate psychology program and permission of Instructor.

PSYC 671 (3-3-0) Seminar in Selected Topics in Psychology: Special areas of psychological research and theory that are not traditionally offered in other graduate courses in psychology will be offered in a seminar forum. These offerings will be based on both student interest and need, and faculty experience, and proficiencies. May be repeated

PSYC 672 (3-3-0) Seminar in Current Issues in Psychology: Intensive study of current topics in various areas of psychology. This course focuses on recent advances in major psychological theories, major methodological problems involved in utilizing various theories for experimental and applied research, ethical issues, and public policies. Completion of 18 credit hours in graduate psychology program and permission of Instructor. May be repeated

PSYC 680 (3-3-0) Counseling Practicum: A structured supervised experience in counseling practice, assessment and/or psychotherapy with clients at campus and/or local agencies. May be repeated. Prerequisite: 18 credits of graduate Psychology courses including PSYC 611 or permission of instructor.

PSYC 681 (3-3-0) Counseling Internship: 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 685 (3-3-0) Independent Study: Individual study in an area of interest to student under the supervision of a psychology faculty. Prerequisite: Permission of department chair.

PSYC 691 (3-3-0) Directed Study: Supervised research on a topic of choice approved by a committee of three faculty members, with an oral examination required. Prerequisites: PSYC 500, PSYC 505, and the completion of 24 semester hours of graduate psychology courses, and the comprehensive examination. May be repeated. Grades are In Progress (IP), Satisfactory (S) or Unsatisfactory (U)

PSYC 693 (3-3-0) Thesis Research: An extensive research experience in an approved topic of choice. Prerequisite: PSYC 500, PSYC 505, and the completion of 24 semester hours of graduate psychology course. May be repeated. Grades are In Progress (IP), Satisfactory (S) or Unsatisfactory (U)

Reading (READ)

READ 512 (3-3-0) Improvement of Reading Instruction: An introduction of fundamentals of reading instruction and remediation, including the skills essential to the early detection and treatment of reading problems.

READ 513 (3-3-0) Reading Remediation and Practicum: A practical course in the design of reading programs appropriate to individual and group needs, with a practicum experience in the facilitation of individual and group reading activities. (Closed to students with equivalent undergraduate course work.)

READ 516 (0-3-3) Applied Phonics: An introduction to the essentials of phonics, with emphasis on applications to word identification and pronunciation in teaching children to read.

READ 550 (3-3-0) Reading in the Junior and Senior High School: A lecture and laboratory course in the principles and practices of teaching reading at the junior and senior high school levels, with emphasis on means of assessing students' reading skills and on methods and materials for enhancing their reading abilities in the content areas.

READ 551 (3-0-3) Teaching Reading in the Content Area: A practical course in the principles and methods of reading instruction in content areas of the K-12 curricula.

READ 552 (3-0-3) Teaching Literacy Across Content Areas: This course provides an indepth study of reading comprehension strategies and study skills needed in order to read in the content areas. Different types of text, structures and features of expository (informational) texts, and a variety of reading strategies will be explored. Prerequisite: Admission to Graduate Study; A B.S. Degree in Elementary Education, Early Childhood Education or a related area; permission of the instructor.

READ 601 (3-3-0) Special Topics in Reading: A practicum course that develops skills in observing, recording, and analyzing children's reading and writing behaviors and implementing effective methods for teaching literacy to young children at risk or reading failure. Generates understanding of theories of reading and writing processes and of reading acquisition from an emergent perspective. Prerequisite: Permission of reading coordinator.

READ 605 (3-0-3) Investigations in the Teaching of Reading: Investigations of research studies on the reading process, including analyses and critical evaluations of the research, with particular emphasis on psychological principles and educational implications. Prerequisite: EDUC 690.

READ 610 (3-3-0) Foundations of Literacy: This course provides basic information about the reading process what it is how the child learns to read instructional strategies, and materials available for facilitating literacy teaching. Prerequisite: Admission to Graduate Study; A B.S. Degree in Elementary Education, Early Childhood Education or a related area; permission of the instructor.

READ 611 (3-3-0) Foundations of Reading: A study of the fundamentals of the reading process, including instructional strategies, methods and materials for teaching reading, techniques for diagnosing reading problems, and

methods of remediation. *Prerequisites:* Admittance to graduate study; a B.S. degree in Early Childhood Education, Elementary Education, or related areas; permission of the instructor.

READ 612 (3-3-0) Principles and Practices in Emergent literacy: This course involves a study of how children acquire language and literacy and the research on emergent literacy. The goals and components of an emergent literacy curriculum are studied as well as principles and practices of teaching children at the emergent readers. *Prerequisites:* Admission to graduate study; a B.S. Degree in Elementary Education, or related area; permission of the instructor.

READ 618 (3-3-0) Reading: The Learning Bases: An exploration of educational and psychological studies on the reading-learning process, with particular emphasis on applications to the teaching of reading and to remediation of reading-related problems. *Prerequisites:* Admittance to graduate study, a B.S. degree in Early Childhood Education, Elementary Education, or related area; permission of the instructor, and competencies in foundations of reading.

READ 620 (3-0-0) Assessment and Evaluation of Reading Problems: This course provides a laboratory experience in studying, assessing, and evaluating, literacy problems and in developing plans for correcting reading problems. *Prerequisite:* READ 610 Foundations of Literacy.

READ 621 (3-3-0) Clinical Procedures in the Identification and Evaluation of Reading Disabilities: A practical lecture and laboratory study of the nature, causes, and characteristics of reading disabilities, with additional emphasis on clinical skills basic to the diagnosis and evaluation of reading difficulties. *Prerequisites:* EDUC 680, PSYC 692, READ 611, or READ 605 or permission of the instructor.

READ 622 (3-3-0) Remediation of Reading Disabilities: A study of the principles and practices of remedial instruction in reading, with practical experience in application of clinical procedures. *Prerequisite:* READ 621.

READ 623 (0-3-0) Correction of Reading Problems: Provides a laboratory experience in analyzing, implementing, and utilizing specialized reading strategies designed to meet the literacy needs of problem readers. *Prerequisite:* READ 620 or a comparable course in literacy assessment.

READ 644 (3-3-0) Organization and Management of Reading Programs: An examination of the organizational planning and educational leadership basic to designing and implementing a district-wide developmental reading program for grades K-12.

READ 698 (3-3-0, 6-6-0 – variable credit) Advanced Applied Product of Learning: This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.)

READ 699 (3-0-3) Seminar – Thesis: In-depth studies of issues in various fields of education, with conferences and discussions under the guidance of major professor.

SOCIOLOGY (SOCI)

SOCI 500 (3-3-0) Sociological Concepts: An advanced course in general sociology designed to give basic principles and interpretation of society, groups, institutions, and the basic social processes. The course is intended to provide a comprehensive overview of the scope, theory, and methods of the discipline of sociology. It is intended primarily for those with limited experience in sociology.

SOCI 501 (3-3-0) Death and Dying: A survey of the diverse issues that are topics in discourse on death and dying. The goal of this course is to provide the necessary skills and knowledge to prepare for personal and work experiences relevant to death and dying. Content includes examining psycho-social practices and organizational policies, and both personal and social exposure to past, present, and future trends in morality 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 bivariate regression. Students will gain knowledge of SPSS. *Prerequisites: SOCI 331 or an equivalent undergraduate statistics course.*

SOCI 505 (3-3-0) Applied Multivariate Statistics: Application of multivariate techniques to social science data, with special focus on OLS multiple regression, binary and multinomial logistic regression, and related procedures. Requires familiarity with SPSS. *Prerequisite: SOCI 503.*

SOCI 520 (3-3-0) Demographic Techniques and Analyses: SOCI 520 is 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 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: (1) major classical theorists and their contributions to contemporary sociology; and (2) major theoretical orientations in contemporary sociology and their application to different social problems or issues. 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. Primary reading sources will be critically evaluated. The directions in which theory is moving today will be examined. *Prerequisite: Undergraduate sociological theory course or SOCI 500.*

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. *Prerequisite: SOCI 560 or permission of the instructor.*

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, 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 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 culture. The course will explore the relationship between social structure and individual level phenomena such as liking and attraction, helping behavior, self-definition, and social interaction.

SOCI 590 (3-3-0) Advanced Social Science Research: A study of social science research methodology. The course covers survey research, sampling, techniques, questionnaire construction, data analysis, computer applications, and proposal writing. *Prerequisite: SOCI 335, SOCI 505 or permission of instructor.*

SOCI 602 (3-3-0) Independent Study: Individual study under the supervision of a member of the sociology faculty. The requirements of SOCI 602 may not duplicate the contents of an existing course. *Prerequisite: Consent of the Department Chairperson and Dean of the College of Humanities and Social Sciences.*

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 the 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 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, socio-biological) 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 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 685 (3-3-0) Seminar on Teaching Sociology: The course is designed to prepare sociology majors for the teaching of sociology at the junior and community college level and as teaching assistants. The course involves syllabus preparation, selection of instructional materials, testing and evaluation, and demonstration lectures. A major objective of the course is the development of a "sociology toolbox" for the future. Special attention will be paid to issues on curriculum and course development in sociology. *Prerequisite: Completion of a minimum of 12 credit hours in sociology and permission of instructor.*

SOCI 690 (3-0-3) Practicum I: Involves the planning, implementation, and evaluation of individual projects in applied sociology. Students will be placed in a research setting for at least 10 weeks during the semester in which they are enrolled, based on research interests, career plans, and available placements. A minimum of 12 contact hours per week will be required for a total of 120 hours. *Prerequisite: Completion of 24 graduate credits, including SOCI 503, SOCI 505, SOCI 560, and SOCI 590.*

SOCI 691 (3-0-3) Practicum II: Continuation of the practicum under the direction of the Practicum Committee. Submission of a final practicum report is required. *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 M.A. Program involves the planning, implementation and evaluation of individual research projects. Approval of the proposed project by a thesis committee, which is composed of faculty advisors, is required prior to registering for the course. Additional information and consent forms are available from the Department of Sociology. *Prerequisite: Completion of 24 graduate credits, including SOCI 503, SOCI 505, SOCI 560, and SOCI 590.*

SOCI 696 (3-3-0) Thesis II: Continued preparation of the thesis under the direction of an advisor and the Thesis Committee. Oral defense and submission of the final report are required. *Prerequisite: SOCI 695.*

SOCI 899 (0-0-0) Thesis Non-Credit: SOCI 899 is designed for a student who has completed all coursework and has received In Progress (IP) grade for SOCI 696. A student who will continue to use University resources to complete the thesis must sign up for SOCI 899.

Special Education (SPED)

SPED 522 (3-3-0) Seminar in Learning Disabilities: A course exploring the etiology of learning disabilities, with emphasis on classroom manifestations of and treatment programs for children with learning disabilities, and with additional consideration of test patterns, differential functioning program planning and placement, and related research.

SPED 523 (3-3-0) Advanced Studies in Specific Learning Disabilities: This course is designed to explore the definitions, characteristics, etiology, educational and social impact and intervention implications of specific learning disabilities on children and adolescents. Emphasis is placed on identifying the research and best practices bases for identification and treatment of students with this disability.

SPED 524 (3-3-0) Working with Parents and Families of Handicapped Children: A study of theories and practices related to parent/family involvement in the education of the handicapped.

SPED 528 (3-3-0) Mainstreaming the Exceptional Child: A study of the theory, history, and practices associated with mainstreaming exceptional children, with emphasis on efforts toward overcoming problems related to educating exceptional children in a regular classroom setting.

SPED 530 (3-3-0) Introduction to Exceptional Children: A comprehensive survey of the various exceptionalities affecting learning: giftedness, mental retardation, emotional disturbance, learning disabilities, speech impairment, sight impairment, orthopedic impairment, autism, neurological and physical impairment, and cultural differences.

SPED 532 (3-3-0) The Gifted Child: An exploration of the nature of giftedness and creativity, including characteristics of gifted and creative children and approaches to encouraging the use and development of their abilities.

SPED 535 (3-3-0) Psychology of Mental Retardation: An intensive study of the psychological and sociological aspects of educationally handicapping conditions and of the children who manifest those conditions, with emphasis on integrating theory, research, and practice in effective program planning and implementation.

SPED 536 (3-3-0) Advanced Studies in Mental Disabilities: This course involves the intensive study of the psychological and sociological aspects of educationally handicapping conditions and the individuals who manifest these conditions, with emphasis on integrating theory, research, and practice in effective program planning and implementation.

SPED 537 (3-3-0) Introduction to the Education of Emotionally Disturbed Children: An overview of the education of emotionally and behaviorally disturbed children, including history, philosophical issues, kinds of emotional disturbance, management of educational programming, types of programs, and professional roles for teachers.

SPED 538 (3-3-0) Advanced Studies in Behavioral/Emotional Disabilities: This course is designed to provide a comprehensive overview of the area of study for the Special education of Students with Emotional and Behavioral Disabilities. Major subject matter components include, but are not limited to, issues and trends, behavior management screening/assessment, programming and professional and family collaboration. The current status of this area of study is more directly linked to the present realities of our nation's schools and its students than ever before. For these reasons the ability to apply research and instructional development skills in each major component of the discipline is very essential. Opportunities to plan, implement and evaluate programmatic, individual and intensive individual interventions will begin in this initial course offering within the area of specialization.

SPED 560 (3-3-0) Reading/Language Arts for the Gifted (ELEM 560): An in-depth study of curricula, methods and materials for teaching the language arts to gifted children, with attention to examining characteristics of the gifted, assessing their unique learning needs, and investigating aspects of creativity.

SPED 579 (3-3-0) Management of Learning Environments: A study of effective behavior analysis techniques for intervening in the environments of exceptional children to facilitate learning.

SPED 580 (3-3-0) Advanced Management of Learning Environments: Emphasis on effective behavior analysis techniques for intervening in the environments of exceptional children to increase learning. Includes examination and application of various models, approaches and techniques to provide positive behavioral supports for students and prevent discipline problems, where possible. Emphasis will also be placed on self-management and development of appropriate social-emotional skills.

SPED 600 (6-0-6) Practicum in Special Education: A ten-week supervised field experience in teaching exceptional children in an educational setting.

SPED 610 (3-3-0) Curriculum Development for the Gifted: A comprehensive view of the gifted learner and the implications of advanced learning ability for curriculum development, teaching/ learning models, and current educational environments.

SPED 615 (3-3-0) Issues and Trends in Special Education: This course is designed to provide a forum to discuss current issues related to the field of Special Education. Participants will explore effective approaches and strategies for managing issues in the creation of responsive learning environments.

SPED 620 (3-3-0) Teaching the Gifted Child: An overview of the features and procedures essential to designing, implementing, and facilitating an instructional program for gifted learners, with attention to strategies for counseling the gifted, issues-related topics in gifted education, and techniques for working effectively with parents, the community, and other advocates as resources for the gifted program.

SPED 630 (3-0-3) Consultative Internship in Special Education: A supervised experience in planning, implementing, and evaluating consultation projects involving exceptional and potentially exceptional students, educators of regular students, administrators, and parents. *Corequisite or prerequisite: SPED 649.*

SPED 631 (3-3-0) Teaching Students with Mild to Moderate Disabilities: Academic Methods

A study of classroom educational procedures, including methods, curriculum and materials, for teaching students with academic disabilities, with emphasis on problems related to mild to moderate disabilities.

SPED 632 (3-3-0) Teaching the Handicapped Child (Developmental Level): A study of classroom educational procedures including methods, curricula, and materials for teaching birth-to-school-age students handicapped by developmental problems and for teaching older students with a mental age in the preschool range.

SPED 633 (3-3-0) Teaching Adolescents with Disabilities: A study of classroom educational procedures, including curricula, methods, and materials for teaching adolescent students (middle school/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

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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, 6-0-6, 9-0-9, variable credit) 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, 6-0-6, or 9-0-9 - variable credit) Advanced Internship in Special Education (Mentally Disabled; Behaviorally-Emotionally Disabled; Specific Learning Disabled): This course provides an intensive supervised field experience. It is designed to be the most appropriate for the student's qualifications, experience and future educational goals. Requires a minimum of 150 hours per semester. This is a practical application of the knowledge base of the educational professional as a facilitator of learning. Depending upon the student's qualifications, skill and experience, the intern will be supervised in one of two (2) of the following options: (1) in-service or classroom internship; or (2) special placement internship. The in service classroom internship option is primarily for currently employed teachers who were in regular or special classroom settings and serve the populations for which they are seeking licensure. The special placement internship option is an advanced field teaching arrangement. The student will provide direct service to MD or BED or SLD students. Students will receive on site supervision from both master teacher/site supervisor and a university instructor.

SPED 642 (3-3-0) Exceptional Child Development: An examination of the relationship between human development and education, with emphasis on deviations exhibited by exceptional children in cognitive, linguistic, social, affective, perceptual, and neurological development.

SPED 643 (3-3-0) Seminar in Special Education: A graduate level seminar drawing from both theory and research for advanced study and discussions of critical issues in special education. (May be repeated for credit.)

SPED 645 (3-3-0) Independent Study in Special Education: Independent research on critical issues in special education. (May be repeated for credit.)

SPED 646 (3-3-0) Advanced Assessment Practices in Special Education: This course is designed to provide teachers of children with learning problems with an opportunity to study and practice both formal and informal educational and diagnostic assessments that are appropriate for children and youth.

SPED 647 (3-3-0) Educational 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 in Gifted Education: Supervised study and practice in the education of the gifted, requiring a minimum of 75 to 150 contact hours. *Prerequisite: Completion of at least nine semester hours in gifted education.*

SPED 698 (3-1-2, 6-2-4 - variable credit) Advanced Applied Product of Learning: This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.)

Statistics (STAT)

STAT 561 (3-3-0) Probability Theory: A course including such topics as probability distributions, limit theorems, special functions, and probability models. *Prerequisite: STAT 301 or consent of the department.*

STAT 562 (3-3-0) Applied Regression Analysis: A course including such topics as matrix theory, correlation analysis, least squares, curve fitting, simple and multiple regression, response surfaces, and the applications of statistical software packages. *Prerequisite: MATH 251 or consent of the department.*

STAT 563 (3-3-0) Design and Analysis of Experiments: The applications of statistics in the design and analysis of experiments. Topics will include: Principles of Design of Experiments, One-way Analysis of Variance, Factorial Designs, Hierarchical or Nested Designs, Linear and Multiple Regression Analysis, Two way Analysis of Variance, and other related topics. *Prerequisite: STAT 561 or consent of instructor.*

STAT 564 (3-3-0) Mathematical Statistics: Theories of distributions and statistical inference, Point and Interval Estimation, Tests of Hypotheses, Sufficiency, Completeness, and Unbiased Minimum Variance Unbiased Estimation (UMVUE'S) Interval Estimation. *Prerequisite: STAT 561 or consent of instructor.*

STAT 571 (3-3-0) Statistical Computing: A survey of some of the standard statistical software packages, like EXCEL, SAS, and SPSS.. These packages will be used to solve statistical problems. *Prerequisite: MATH 561 or consent of instructor.*

STAT 572 (3-3-0) Time Series Analysis: A discussion of the theoretical and applied aspects of Time Series. Topics include: Introduction to forecasting, Non-Seasonal Box-Jenkins Models and their tentative identification, Seasonal Box-Jenkins Models and their tentative identification, Estimation and diagnostic checking for Box-Jenkins models, Time Series Regression, Exponential Smoothing, Transfer Function Models, Classical Regression Analysis. *Prerequisite: STAT 561 or consent of instructor.*

STAT 661 (3-3-0) Advanced Probability Theory: A course including such topics as probability distributions, characteristic and generating functions, convergence and approximations, asymptotic sampling theory and decision functions. *Prerequisite: STAT 561.*

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STAT 662 (3-3-0) Advanced Mathematical Statistics: Topics include parametric estimation, tests of hypotheses, linear models and nonparametric estimation, sufficiency, unbiased estimation, Bayes estimators, and the multivariate normal theory. *Prerequisite: STAT 661.*

STAT 750 (3-3-0) Topics in Statistics: A study of special and advanced topics in statistics within the scope of research interests of the instructor. *Prerequisite: STAT 662 and consent of the instructor.*

Social Work (SWRK)

SWRK courses are open only to students admitted into the MSW program.

SWRK 510 (3-3-0) Social Welfare Policy and Services: This course is an advanced study of the historical development of social welfare and the evolution of social work values and ethics. Emphasis is placed on the major fields of social work such as children and family services, mental health, health care, income maintenance, and corrections. Analytic frameworks with regard to social welfare policies and services are introduced. Frameworks identify strengths and weaknesses in the social welfare system with respect to multiculturalism and diversity. Policy at the national, state, and local levels, with emphasis on poverty, inequality; social and economic justice is addressed. *Pre-requisite: Graduate standing in social work*

SWRK 515 (3-3-0): Forensic Social Work in the Criminal Justice System: 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. (This is a course elective only)

SWRK 516 (3-3-0): Social Work Practice with Black Families: This course examines the past and current status of Black families and alerts 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. **(This is a course elective only)**

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 an 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. Prerequisites: SWRK 574, and/or the consent of the instructor. **(This is a course elective only)**

SWRK 520 (3-3-0) Human Behavior and the Social Environment: This course focuses on the physiological, cognitive, intellectual and emotional development of individuals. Theoretical explanations of human development over the lifespan are explored. Major social issues relating to human growth and development, ecological systems, culture, race, ethnicity, gender and socioeconomic forces as applied to the analysis of individuals, families, small groups, organizations and communities are addressed. Focus will be given to oppression, privilege, and discrimination, and factors that help individuals and small social systems to change. *Pre-requisite: Graduate standing in social work*

SWRK 530 (3-3-0) Social Work Statistical & Data Analysis: This course is designed to develop understanding of probabilistic analysis, quantitative reasoning, inferential statistics. Students are provided opportunities to do data analysis on the computer and concentrate on research and policy applications. *Pre-requisite: Graduate standing in social work*

SWRK 540 (3-3-0) Social Work Intervention with Individuals and Families: This course will introduce students to content on theories of assessment, intervention, diversity, evaluation and termination. Specific attention is given to the development of skills in communication, rapport building, interviewing, and the utilization of professional self in working with individuals and families. Multigenerational family life cycle is explored. Models of family therapy and other intervention approaches are reviewed. Challenges and concerns encountered by vulnerable families, low-income families, families of color, and nontraditional families are reviewed. The dynamics of small groups are emphasized. Students develop an understanding of how values and ethics impact social work practice. *Pre-requisite: Graduate standing in social work*

SWRK 560 (3-3-0) Applied Social Work Research Methods: Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. Students learn to develop, use, and effectively communicate empirically based knowledge, including evidenced-based knowledge. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Major research designs are reviewed, and students develop skills in collecting, analyzing and using data. Sampling methods, data collection techniques, and statistical and graphical approaches to data analysis are emphasized. The course integrates themes related to multiculturalism, social justice, social change, prevention, intervention and treatment. *Pre-requisite: SWRK 530*

SWRK 570 (3-3-0) Social Work Intervention with Groups, Communities, and Organizations: Social work practice with small groups, communities, and organizations are emphasized. Group membership, group goals and culture, group development stages, leadership roles and decision-making processes are explored. Theories and strategies for community and community organization development are examined. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation. *Pre-requisite: SWRK: 540*

SWRK 574 (3-3-0) Multicultural Practice with Diverse Populations: This course promotes understanding, affirmation and respect for individuals from diverse backgrounds. Students learn to recognize diversity within and between groups and gain understanding on how diversity may influence assessment, planning, intervention, treatment, and research. Students develop skills in defining, designing, and implementing strategies for effective practice with individuals from diverse backgrounds with respect to race, class, gender, color, ethnicity, age, disability, sexual orientation, religion, national origin, and equality. The course integrates knowledge of cultures with particular emphasis on rural, urban, and military communities. Students analyze their own abilities to function as effective social work professionals in working with diverse populations. Attention is given to oppressed populations and social and economic injustice. Strategies for combating discrimination, oppression, and economic deprivation are addressed. *Pre-requisite: Graduate standing in social work.*

SWRK 580 (4-1-4) Social Work Field Instruction I: This course is one of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours per semester. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within an agency setting and community context. Students will have experiences in working with individuals, families, groups, and organizations. The field placement is offered concurrently with seminar classes. Seminar will provide students an opportunity to enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self awareness and professional use of self in advanced social work practice. Students may select rural or urban settings. *Pre-requisite: Graduate standing in social work.*

SWRK 585 (4-1-4) Social Work Field Instruction II: This course is two of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills

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within an agency setting and community context. The field placement is offered concurrently with seminar classes. Seminar classes enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self awareness and professional use of self. The field placement in conjunction with the seminar will provide students a series of assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students may select rural or urban settings. *Pre-requisite: SWRK 580.*

SWRK 602 (3-3-0) Independent Study: Individual study under the supervision of a member of the Social Work Program faculty. Prerequisite: Consent of Social Work Program Director, Department Chairperson, Dean of the College of Humanities and Sciences

SWRK 605 (2-2-0) Special Topics: This is an advanced course providing the students the opportunity to study new or advanced topics in social work. This course will vary according to the individual instructor and may be repeated under different subtitles. *Pre-requisite: Graduate standing in social work.*

SWRK 610 (3-3-0) Social Work Practice with Families: This course critically evaluates methods used for assessing families of diverse, social, economic, cultural, racial, and ethnic backgrounds. Students develop a knowledge base of theory and models of family intervention. Family constellations are examined to include single parent families, extended and blended families, adoptive and foster care families, and gay and lesbian families. *Pre-requisite: SWRK 540.*

SWRK 615 (3-3-0) Social Work Practice in Mental Health: This advanced course focuses on social work practice with persons who have mental illness, and the impact mental illness has on families and society. Primary focus is on the therapeutic relationships, assessments, treatment planning, interventions, psychotropic medication, and case management. Students develop an understanding of the classification and diagnosis of DSM-IV. *Pre-requisite: SWRK 540.*

SWRK 620 (3-3-0) Social Work Practice with Children & Adolescents: This course focuses on multiculturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs will be addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. *Pre-requisite: SWRK 540.*

SWRK 621 (3-3-0) Social Work Practice with Military Families: Social work as it is practiced in the various branches of military service to include Army, Air Force, and Navy is examined. The history and role transitions of social work over the years with military families are explored. Ethical concerns that emerge from social work practice with military families are addressed. Military social workers' roles in mental health programs, medical settings, military operations, substance abuse programs, family advocacy, program administration, and policy-making are examined. Students compare and contrast civilian social work practice and military social work practice. *Pre-requisite: Graduate standing in social work.*

SWRK 625 (3-3-0) Social Work with Chemically Dependent Families: Students study theory and knowledge on drugs and substance abuse as it relates to practice in social work settings. Dynamics of the chemically dependent family are assessed and culturally competent intervention approaches for working with the family system and subsystems use patterns will be discussed. Attention will be given to issues arising at different stages in the life cycle including recognition of signs of misuse. *Pre-requisite: SWRK 540*

SWRK 626 (3-3-0) Substance Abuse Intervention: This course facilitates students' understanding of the diverse needs of clients with substance abuse addictions. Students receive an overview of the dynamics of alcohol and other psychoactive drug addictions. Additionally, students evaluate the motivation and behavior patterns of substance abusers in a broad social context. Risk factors, education, and prevention are explored. Substance abuse assessment, intervention, relapse prevention are addressed. *Pre-requisite: SWRK 540.*

SWRK 630 (3-3-0) Assessment of Mental Disorders: Theories and concepts of mental health and illness are examined. Students are introduced to the Diagnostic Statistical Manual of Mental Disorders. Students study the etiology, symptomology, and treatment of mental disorders. The development of environmental, interpersonal, psychosocial and stress factors in human behavioral dynamics is explored. *Pre-requisite: Graduate standing in social work*

SWRK 635 (3-3-0) Management of Human Services Organizations: This course focuses on management and leadership theories, administrative decision-making processes and organizational communication. Students develop ability for application of administrative concepts, theories and management principles in social work practice settings. Program planning and development, budget preparation, organizational development, and program evaluation, fund-raising and grant writing are emphasized. *Pre-requisite: SWRK 570.*

SWRK 640 (3-3-0) Professional Writing for Social Work: 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. 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. Students learn how to avoid grammatical and punctuation errors commonly found in social work papers. Methods for utilizing APA style, communicating scholarly thinking and findings are addressed. Students will also learn how to use the library as a resource in the composing process with emphasis on literature reviews and research proposals.

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. *Pre-requisite: SWRK 585*

SWRK 655-01 (4-1-4) Social Work Field Instruction IV: This course is two of two courses that constitute the advanced placement in student's area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement, students are in the field for 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. *Pre-requisite: SWRK 650*

SWRK 660 (3-3-0): Health and Social Issues of Children and Adolescents: This course will prepare students for practice with children and adolescents who have health problems. The students will also explore social issues that face children and adolescents in our modern society. Health problems of children or adolescents and social issues that will be addressed will include obesity, body image, HIV/AIDS, children with disabilities, health disparities, trauma, violence in the home, abortions, gay and lesbian issues, substance abuse, death and dying, grief and bereavement, homelessness, immigration, mental retardation, adolescent pregnancy, and teen suicide. The deployment of military parent/s will be explored as well as the juvenile court system. Ethical considerations involving intervention with children and adolescents will be examined. Students will also learn different theories of adolescent development. Prevention and intervention techniques will be discussed. The course will examine the ecological perspective and the systems theory approach to social work practice. The theoretical aspects of social work practice with children and adolescents will also be examined.

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. *Pre-requisite: Completion of 31 graduate hours in social work, including completion of SWRK 530 and SWRK 560.*

Teaching English as a Second Language (TESL)

TESL 510 (3-3-0) Theories and Principles in Teaching ESL: This courses focuses on theoretical and practical approaches to the teaching of English as a Second Language. Students are expected to demonstrate in-depth understanding of ESL teaching theories in addition to practical application to the classroom.

TESL 520 (3-3-0) Second Language Acquisition: A 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 language acquisition are explored.

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) The Practicum in ESL: This course 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.

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. *Prerequisite: an undergraduate or graduate linguistics course or consent of instructor.*

ENGL 540 (3-3-0) Phonology and Morphology: An introduction to the phonology (sound systems) and morphology (word formation) of English. Primary emphasis will be on Standard English, but other varieties of English will be considered. Pedagogical approaches to phonology and morphology will be a component of the course. *Prerequisite or co-requisite: a previous graduate or undergraduate course in linguistics or consent of instructor.*

Zoology (ZOOL)

ZOOL 570 (3-2-2) General Entomology: A study of the morphology, life cycles, physiology, ecology, and behavior of hexapods, with course format including two lectures/discussions and two laboratory hours a week, and with laboratory studies devoted to insect identification, insect physiology, ecology, insect behavior, and individual student projects. *Prerequisite: A course in zoology or general biology or consent of instructor.*

ZOOL 585 (3-2-2) Introduction to Parasitology: A study of the morphology, life cycles, and classification of parasites of various hosts, with course format including two lectures and two laboratory hours a week, and with laboratory studies devoted to the methods for the collection, culture, and microscopic preparation of parasitological materials. *Prerequisite: A course in zoology or general biology or consent of instructor.*

ZOOL 610 (3-2-2) Advanced Genetics: An advanced study of the physical and chemical organization of prokaryotic and eukaryotic genomes, gene expression and its regulation, genetic mechanisms of evolutionary change, and genetic engineering. *Prerequisites: Basic genetics and organic chemistry or permission of the instructor. Prior courses in biochemistry, evolution, and statistics strongly recommended.*

ZOOL 630 (3-2-2) Advanced Developmental Biology: An advanced study of animal development, with emphasis on physiological and biochemical aspects, and with laboratory periods devoted to experimental work, literature reviews, and discussions. *Prerequisites: Vertebrate embryology, cellular or molecular biology, organic chemistry and/or biochemistry.*

Administration and Graduate Faculty

T. J. Bryan, *Chancellor*; B.A., M.A., Morgan State College; Ph.D., University of Maryland at College Park

Juliette Bell, *Provost and Vice Chancellor for Academic Affairs*; B.A., Talladega College; Ph.D., Atlanta University

Olivia Chavis, *Vice Chancellor for Student Affairs*; B.S., Delaware State College; M.Ed., Campbell University

Latonya Hankins, *Vice Chancellor for Business and Finance*; B.S., M.A., North Carolina State University; C.P.A.

Stephen McDaniel, *Vice Chancellor for Institutional Advancement*; B.A., University of Maryland Baltimore County; Certificate in Managing Institutional Advancement, University of Chicago; CFRE, Association of Fund Raising Professionals.

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Arasu “Nick” Ganesan, *Chief Information Officer*; B.A., Wichita State University; M.B.A., Embry-Riddle University

Wanda D. Lessane Jenkins, *University Legal Counsel*; B.B.A., M.B.A., J.D., Howard University

Tendai Johnson, *Special Assistant to the Chancellor*; B.A., Southern Illinois University; M.A., University of Minnesota

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David Barlow, *Dean, College of Basic and Applied Sciences*; B.S., Guilford College; M.S., Ph.D., Florida State University

Valentine U. James, *Dean, College of Humanities and Social Sciences*; B.S., Tusculum College; M.A., Governors State University; Ph.D., Texas A & M University

Ernest McNeill, *Interim Dean, School of Education*; B.A., Morehouse College; M.Ed., Boston University; Ed.D.; University of Massachusetts at Amhurst

Paul Prabhaker, *Dean, School of Business and Economics*; B.S. Indian Institute of Technology; MB.A., Indian Institute of Management; M.S., D.B.A, University of Rochester

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David F. Allen, *Associate Vice Chancellor for Academic Programs, Planning, and Assessment*; B.A., Wake Forest University; M.Ed., UNC-Greensboro; M.Strategic Studies, U.S. Army War College; Ph.D., University of Virginia

Carrol Arnold, *Assistant Vice Chancellor for Academic Affairs – Honors Program*; B.A., Pace University; M.A., University of Northern Iowa; Ph.D., Bowling Green State University

Mary Bailey, *Assistant Vice Chancellor for Institutional Advancement*; B.S., Fayetteville State University; M.S., Massachusetts Institute of Technology

Yunkai Chen, *Assistant Vice Chancellor for International Education*; B.S., Inner Mongolian Engineering College, M.A., Ph.D., Ohio State University

Curtis Charles, *Assistant Vice Chancellor for Academic Affairs*; B.A., Howard University, M.A., Massachusetts Institute of Technology, Ph.D., Morgan State University

Lena Clayton, *Director of Health Services* B.S., UNC-Chapel Hill, M.S., University of Central Texas

Arnold Cooper, *Associate Vice Chancellor for Academic Affairs*; B.S., Westchester University, M.A., Duke University and Pepperdine University, Ph.D., Iowa State

Juanette Council, *Associate Vice Chancellor for Student Affairs*; B.A., UNC-Chapel Hill; M.A., Hampton University

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Landon R. Hadley, *Dean of Student*; B.A., North Carolina Central University, M.Ed., Fayetteville State University

Sabrena McDonald, *Interim Vice Chancellor for Human Resources/Payroll*; B.S., Fayetteville State University

Greg Moyd, *Assistant Vice Chancellor for Student Affairs*; B.A., Fayetteville State University, M.B.A., Fayetteville State University

Fred Sapp, *Director of Center for Personal Development*; B.S., Allen University, M.S., Indiana State University

Roxie Shabazz, *Associate Vice Chancellor for Enrollment Management*; B.A., Villanova University, M.S.S., Bryn Mawr College

Assad Tavakoli, *Director of MBA Program*; B.A., National University of Iran; M.Com., University of Birmingham, England; Ph.D., University of Aston, England

Jon M. Young, *Senior Associate Vice Chancellor for Academic Affairs*; B.A., University of North Carolina, Charlotte; M.A., Emory University; Ph.D., Florida State University

* * * * *

Joe Alston, *Director of Business Services*; B.S., North Carolina Central University

Hattie J. Bazemore, *Director of Teacher Education*; B.S., Fayetteville State University; M.S., University of North Carolina at Greensboro

Paris Jones, *Director of Advisement & Career Services*; B.S., Fayetteville State University, M.Ed., East Carolina University, Ed.D., UNC-Greensboro

Wendy Jones, *Director of Alumni Affairs*; B.A., UNC Pembroke

Patricia F. Heath, *Director of University Testing Services*; B.S., Tennessee State University; M.Ed., Florida Atlantic University

Tim Heath, *Director of Intramural*; B.S., M.Ed., Fayetteville State University

Dorothy Holmes, *Executive Director of Special Programs*; B.A., Bethune-Cookman College; M.Ed., East Carolina University; Ph.D., North Carolina State University

Barbara Jones, *Director of Weekend and Evening College*; B.S., Shaw University; M.Ed., Coppin State University

Kamesia Ewing, *Director of Financial Aid*; B.A., Shaw University; M.P.A., North Carolina Central University

Minter, Ben, *Director of Marketing and Events*; B.S., Holmes College; B.A., Southern Wesleyan University

Jerry Monroe, *Director of Police and Public Safety*; B.A., Fayetteville State University

Inder P. Nijhawan, *Director of Center for Economic Education*; B.A., M.A., Delhi University; Ph.D., The University of North Carolina, Chapel Hill

Floyd Shorter, *Director of Business Center*; B.S., Tuskegee Institute; M.B.A., Old Dominion University

Sarah Thomas, *Registrar*; B.S., M.S., Fayetteville State University

Darrell Vickers, *Director of Seymour Johnson AFB Center*; B.S., M.B.A., Wright State University

Jeffery M. Womble, *Public Relations Director*; B.A., Fayetteville State University

Bobby C. Wynn, *Director of Library Services*; B.A., M.A., M.L.S., North Carolina Central University

Graduate Faculty

Samuel Adu-Mireku, M.S., Purdue University; Ph.D., Purdue University

Akbar Aghajanian, B.S., Shiraz University; M.A. Duke University; Ph.D., Duke University

Vikas Agrawal, B.S., Visvesvaraya Regional College of Engineering, Nagpur, India; M.S., Ph.D., University of Toledo

Cevdet Akbay, B.S., Inonu University; M.S., Ph.D., Louisiana State University

Louise Allen, B.A., Frances Marion; MAT, The Citadel; Ed.D. University of South Carolina

Sherrice V. Allen, B.S., East Carolina University; M.S., Fayetteville State University; Ph.D., North Carolina State University

Viviette Allen, B.A., Princeton University; M.A., Fayetteville State University; Ph.D., Regent University

Trela Anderson, M.A., University of Georgia; Ph.D. University of Louisiana

Timothy T. Ajani, B.A., University of Ife; M.S., Universite' de a Sorbonne Nouvell; M.Phil, Universite de la Sorbonne Nouvelle; TESL Certificate, University of Florida; Ph.D., University of Florida

Jacob O. Balogun, B.S., M.B.A., Youngstown Sate University; Ph.D., Louisiana State University; J.D., Southland University; C.P.A.; C.B.A.; C.F.E.; N.N.A.; C.A.M.

David Barlow, B.S., Guilford College, M.S., Ph.D., Florida State University

Melissa Barlow, B.S., M.CJ, University of South Carolina; Ph.D., Florida State University

Charlotte Barringer-Brown, B.A., Virginia Commonwealth University; M.Ed., Virginia State University; Ed.S., Virginia Polytechnic Institute and State University

Gennifer Bell, B.A., Oral Roberts University, M.A., Ed.D., Clark-Atlanta University

Delano Berry, B.S.B.A., East Carolina University; M.P.A., North Carolina State University; M.B.A., East Carolina University; Ph.D., University of Kentucky

Kwame Boakye-Sarpong, B.A., University of Ghana; M.P.A., University of South Carolina; Ph.D., University of South Carolina

Charlotte Boger, B.S. Livingston College; M.Ed., Ph.D., Texas Women's University

Jeffrey Brooks, M.S.W., University of North Carolina (Chapel Hill); Ph.D., Purdue University

Jonathan Breitzer, B.A., Grinnell College; Ph.D., University of Illinois

James W. Brown, B.S., Ball State University; M.S., Miami University; Ph.D., Ohio State University

Sonya C. Brown, B.A., Auburn University; M.A. Auburn University; Ph.D., University of Maryland

Marlene Cain-Caston, B.S., M.S., A.A. Administration; Ed.S., Ed.D., Jackson State University

Jeffrey Cassisi, B.A., University of Florida; M.A. University of Hawaii; Ph.D., University of Florida

Albert Chan, B.S., National Taiwan University; M.S., McMaster University; Ph.D., Carlton University

Shirley Chao, B.S., Duke University; M.S., North Carolina State University; Ph.D., University of California-Berkeley

Annie Chavis, B.S., Fayetteville State University; M.S.W., University of North Carolina-Chapel Hill; Ed.D., Fayetteville State University

W. Glenn Clingempeel, B.S., Virginia Polytechnic Institute; M.A., Radford University; Ph.D., University of Virginia

Marvin V. Curtis, B.M., North Park University; M.A., Presbyterian School of Christian Education; Ed.D., University of the Pacific

Michelle Darnell, B.A., University of San Diego; B.A., University of San Diego; M.A. Purdue University; Ph.D., Purdue University

Elizabeth DeValve, B.A., University of Wisconsin-Madison; MAS, Ph.D., Sam Houston State University

Michael DeValve, B.S., State University of New York-Brockport; M.A., Ph.D., Sam Houston State University

Virginia J. Dickens, A.B., Wheaton College; M.Ed., University of North Carolina at Greensboro, Ph.D., University of North Carolina at Chapel Hill

Chet Dilday, B.A., Ohio State University; M.S.W., Ohio State University; Ph.D., Ohio State University

Khalid Dubas, B.A., University of the Punjab; M.Sc., Quaid-i-Azam University; M.B.A., University of Southern Mississippi; Ph.D., Drexel University

Vivian Dzokoto, B.Sc., University of Ghana; M.A., Ph.D., University of Illinois-Urbana-Champaign

Judith W. Fowler, B.A., Women's College of University of North Carolina; M.A. University of Maryland College Park; Ph.D. University of Maryland College Park

Susan Franzblau, B.S., University of California-Santa Cruz; Ph.D. SUNY, Stony Brook

Jack Freeman, B.S., Fayetteville State University, M.S. Indiana University, Ed.D., South Carolina State University

John R. Garlick, B.B.A., Augusta College; M.B.A., Ph.D., University of South Carolina

Stephen Gill, B.S., Washington University; M.S. Nova Southeastern University; Ph.D. University of Miami

Marion Gillis-Olson, B.A., Kean (formerly Newark State) College; M.A., Ph.D., The Ohio State University

Lori Guevara, B.S., M.S., Ph.D., University of Nebraska at Omaha

Kathleen Gurley, B.A., Hood College; M.B.A., Ph.D., Case Western Reserve University

David Haas, B.S. Bradley University, M.S.Ed, Eastern Illinois University; Ph.D., University of Illinois

Brenda Mann Hammack, A.A.S., Virginia Western; B.A., Hollins College; M.A., Hollins College; Ph.D., University of North Carolina Greensboro

Shubo Han, B.A., Hebel Institute of Chemistry Technology; M.A., Ph.D., University of Science of Technology of China

Brooksie Harrington, B.A., University of North Carolina Chapel Hill; B.A., St. Andrews; M.A., Ohio State University; M.A. Ohio State University; Ph.D., Ohio State University

Aminifu Harvey, B.A., St. Peter's College; M.S.W., University of Southern California; D.S.W., Howard University

Druann Heckert, B.A., Frostburg State University; M.A., University of Delaware; Ph.D., University of New Hampshire

Samuel Heastie, B.A., Freed-hardeman University; M.A., LaSalle University; Ed.D., West Virginia University

Jeffrey S. Heilveil, B.S., University of Michigan; M.S., Ph.D., University of Illinois

Hsiaofen Hemstock, B.A., National Chengchi University; M.A. Ohio State University; Ph.D., Ohio State University

Lewis Hershey, B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Louisiana State University

Terence Hicks, B.S., M.Ed., Virginia State University; Ed.D., Wilmington College

Earl Hill, B.S., Alabama State University, M.A., Ed.M., North Carolina Central University; Ed.M., Ed.D. State University of New York at Buffalo

- Doreen Hilton**, B.A. Johnson C. Smith University; Ph.D., Ohio State University
- Beth Hogan**, B.S., University of Southern Mississippi; M.S., University of Southern Mississippi; Ph.D., University of Tennessee
- Shihlung Huang**, B.A., National Police University, Taoquan, Taiwan; M.A. Ph.D., Sam Houston State University
- Jarvis Hudson**, B.A., Indiana University; M.S., University of Illinois; Ph.D., University of Kentucky
- Eric Hyman**, A.B., University of California, Berkeley; M.A., Rutgers University; Ph.D., Rutgers University
- Delma S. Jackson**, B.A., Virginia Union University; M.S.W., Virginia Commonwealth University; Ph.D., Clark Atlanta University
- Pamela Jackson**, B.A., Albion College; M.P.A., Troy State University, M.B.A.; Fayetteville State University, Ph.D., University of North Carolina at Charlotte
- Valentine U. James**, B.S., Tusculum College; M.A. Governors State University; Ph.D., Texas A&M University
- Joseph F. Johnson**, B.S., Fayetteville State University, M.Ed., Virginia State University; Ed.D., Virginia Polytechnic Institute and State University
- Lillian R. Johnson**, B.S., Elizabeth City State University; M.A., San Francisco State University, Ed.D., North Carolina State University
- Oliver J. Johnson**, B.A., California State University Chico; M.S. W., Atlanta University; Ph.D., Clark Atlanta University
- Ruth Johnson**, B.S., Hunter College; M.S., Columbia University; Ph.D. Fairleigh Dickinson University
- Ronald Johnston**, B.S., West Virginia University; M.A., Ph.D., State University of New York at Stony Brook
- Clara Jones**, B.A., Ph.D., Cornell University
- Petur O. Jonsson**, Cand. Oecon., The University of Iceland; Ph.D., The Pennsylvania State University
- Earlyn Jordon**, B.S., Fayetteville State University; M.S., North Carolina A & T State University; Ed.D., South Carolina State University
- Ngozi Kamalu**, B.A., Texas Southern University; M.P.A., Texas Southern University; Ph.D., Howard University
- My Abdelmajid Kaseem**, B.S., Mohamed V University; M.S., University of Picardie; Ph.D., South Illinois University
- Francis Keane**, B.S., Boston University; M.Ed., Springfield College, Ed.D., Boston University
- Ella T. Keller**, B.A., Jackson State University; M.A., University of Mississippi; Ph.D., Mississippi State University
- Ji-Young Kim**, B.A., Seoul City University; M.A., University of Mississippi; Ph.D., University of Mississippi
- Kim Kirkpatrick**, B.A., University of Cincinnati; M.A. University of Cincinnati; Ph.D., St. Louis University
- Roger Klomegah**, B.A., University of Ghana; M.A., University of Manitoba; Ph.D., South Dakota State University
- Cathy B. Kosterman**, B.A., Methodist College, M.Ed., Ed.D., Duke University
- Alireza Lari**, B.B.A., University of Tehran; M.B.A., Ph.D., University of Texas at Austin
- Patrick Larkin**, B.A., University of Florida; M.A., Syracuse University; Ph.D., University of New Orleans
- Baeyong Lee**, B.A., Kyung Hee University; M.B.A., Texas A&M University; Ph.D., University of Mississippi
- Han Lheem**, B.A., Kyung Won University; M.A., The University of Tennessee; Ph.D., The University of Tennessee

- Constance Lightner**, B.S., Norfolk State University; M.S., Ph.D., North Carolina State University
- Juan Ma**, B.S., Beijing Normal University; M.S., Beijing Normal University; Ph.D., Chinese Academy of Forestry
- Priscilla Manarino-Leggett**, B.S., M.A., Ph.D., University of South Florida
- John Mattox**, B.S., University of Florida; M.S., Ph.D., Stanford University
- Ernest A. McNeill**, B.A., Morehouse College; M.Ed., Boston University; Ed.D., University of Massachusetts Amhurst
- Edward McShane**, B.A., Hunter College; F.F.A., University of Iowa; Ph.D., University of Denver
- Fuzlul Miah**, B.Sc., M.Sc., International Islamic University; M.A., International University of Japa; Ph.D., Wayne State University
- Valentin Milanov**, B.S., M.Sc., St. Kliment Ohridski University, Sofia, Bulgaria; Ph.D., Michigan Technological University
- Maurice Y. Mongkuo**, B.A., Kenyon College; M.P.I.A., University of Pittsburgh; Ph.D., University of Pittsburgh
- Daniel Montoya**, M.S., Ph.D., National University Cordoba, Argentina
- Terri Moore-Brown**, B.A., Methodist College; M.S.W., East Carolina University; Ed.D., North Carolina State University
- Geraldine C. Munn**, B.S., M.A., Fayetteville State University, Ed.D., East Carolina University
- Subir Kumar Nagdas**; B.S., M.S., Calcutta University, Ph.D., Jadavar University Bose Institute
- Frank Nani**, B.Sc, University of Science and Technology, Ghana; M.Sc., Ph.D., University of Alberta, Canada
- Jilly M. Ngwainmbi**, B.A., University of Yaounde; M.S., University of Missouri; Ph.D., University of Missouri
- Radoslav Nickolov**, B.S., Shumen University; M.S., Shumen University; Ph.D., Michigan Technological University
- Inder P. Nijhawan**, B.A., M.A., Delhi University; Ph.D., The University of North Carolina, Chapel Hill
- Chukwuyem Odiah**, MSc., University of Tampere; Ph.D., University of Toronto
- Jonas Okeagu**, B.S., University of Illinois; M.S. Roosevelt University; Ph.D., University of Southern Mississippi
- Don Okhomina**, B.S., M.B.A., Ph.D., Jackson State University
- Amon O. Okpala**, B.A., M.A., Western Kentucky University; Ph.D., Louisiana State University
- Daniel Okunbor**, B.S., M.S., University of Benin, Nigeria; Ph.D., University of Illinois at Urbana-Champaign
- LaDelle Olion**, B.S., M.S., Southern Illinois University, Ph.D., University of Connecticut
- Maria Orban**, M.A., Ph.D., University of Oklahoma
- Michael O'Shea**, B.A., Emory University; M.A., Ph.D., University of Delaware
- Gurcharan Rahi**, B.S., M.S., UPA University Pantnagar India, Ph.D., Mississippi State University
- Joyce A. Russell**, B.A., Bennett College for Women; M.A., North Carolina Central University; Ph.D., Emory University
- Stephen Salek**, B.S. Montclair State University; M.S., Ph.D., North Carolina State University
- Chekad Sarami**, B.S., Iran University of Science and Technology; M.A., Shiraf University of Technology; Ph.D., Michigan Technological University

Julie Schroeder, B.A., Millikin University; M.A. University of Illinois; Ph.D., Tulane University

Deepthika Senaratne, B.A., University of Kelaniya, Sri Lanka; M.A., University of Kaiserslautern, Germany; Ph.D., Michigan Technological University

Ching-yi A. Shieh, Ph.D., University of Maryland

Saundra N. Shorter, B.S. Virginia Sate College; M.Ed., University of Virginia, Ed.D., Virginia Polytechnic Institute and State University

Steven Singletary, B.S., University of North Carolina-Pembroke; M.S., TCU; Ph.D., MIT

Donald Small, B.A., North Carolina Central University; M.A., North Carolina Central University; Ph.D., University of Kansas

Frederick E. Smith, B.S., Elizabeth City State University, M.Ed., North Carolina Central University; Ph.D., Florida State University

Kimberly Smith-Burton, B.S. North Carolina Central University, M.A.T., Fayetteville State University, Ph.D., North Carolina State University

Moshen Souissi, B.A., University of Sfax; B.A., University of Tunis; M.A., Univeristy of Wakayama; Ph.D., Osaka City University

A.A. Tavakoli, B.A., National University of Iran; M.Com., University of Birmingham, England; Ph.D., University of Aston, England

Charles Tryon, B.A., Lee College; M.A., Georgia State University; Ph.D., Purdue University

Kwami Tuprah, B.S., University of Cape Coast, Ghana; M.S., Marquette University; Ph.D., University of Louisiana at Lafayette

Kwaku Twumasi-Ankrah, B.A., University of Ghana; M.A. University of Western Ontario; Ph.D., University of Cincinnati

Maxwell Twum, B.A., University of Ghana; M.A., Towson State University; Ph.D., Dalhousie University, Canada

Peter A. Valenti, B.A., State College; M.A. East Carolina State University; Ph.D., University of North Carolina Chapel Hill

Thomas VanCantfort, B.A., M.A., San Francisco University; Ph.D., University of Nevada

Alexander Umantsev, B.S., Moscow Institute for Physics and Technology; M.S., Moscow Institute for Railroad Transport; Ph.D., National Research Laboratory for Metallurgy

Colleen Walker, B.S., Hunter College, M.S., Brooklyn College, Ph.D., The Ohio State University

David Wallace, B.S., Texas A&M; M.S., Ph.D., Texas Christian University

Erin White, B.S., Winston-Salem State University; Ph.D., Meharry Medical College

Thomas Williams, B.S., University of the West Indies; M.B.A., Rutgers University; Ph.D., Texas A&M University

Keith A. Wilmot, B.S., M.S., Ph.D., University of Nebraska at Omaha

Linda Wilson-Jones, B.A., M.Ed., Mississippi State University; Ph.D., Jackson State University

Craig G. Wishart, B.S., University of Pittsburg; Ph.D., Case Western Reserve University

David Wolfe, B.S, B.A., University of Central Florida; M.B.A., Stetson University; M.S., University of New Orleans, Ph.D., University of New Orleans

Jiashi Wu, B.S. Tsinghua University; Ph.D., Yale University

Vassil Yorgov, B.S., M.S., Ph.D., Sofia University

Bo Zhang, B.S., M.S., Northeast Normal University, China; Ph.D. Southern Illinois University at Carbondale

Fara Zimmerman B.S., East Carolina University; M.A.Ed., East Carolina University; Ed.D., University of North Carolina at Chapel Hill