

Fayetteville State University

2023-2024 Graduate Academic Catalog



Fayetteville State University

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

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

Fayetteville State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Fayetteville State University.

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

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Chancellor's Message



Dear Students:

Welcome to Fayetteville State University. I cannot begin to tell you how happy I am that you are here.

When you made the decision to come to FSU, it was an indication that you are entrusting our stellar faculty and staff to provide you with an educational experience that – upon graduation – will allow you to become change agents for the world in which we live, contributing members of society, and productive citizens. Because you showed that faith in us by coming here, we promise to make your time on this campus among the most enjoyable years of your life.

You will meet new friends in one of the most diverse campus environments anywhere. You will enjoy everything from first-rate academics to championship athletics to a variety of extracurricular activities. You undoubtedly will get the full collegiate experience at FSU.

It is my sincere hope that you will enjoy all that FSU has to offer, and I challenge you to make the most of the time that you are here. You will discover in no time that FSU is a special place with special people, and I could not be happier that you are now a member of our family.

Sincerely,

Darrell T. Allison, J.D.

Chancellor

General Information

Mission Statement

Fayetteville State University (FSU), a public comprehensive, historically black university, offers robust and innovative degree programs rooted in the liberal arts tradition. The university advances knowledge through the integration of teaching, learning, research, and public service. FSU strives to meet the educational, career, and personal aspirations of its students from rural, military, and other diverse backgrounds so that they are equipped with academic and practical knowledge to serve local, state, national, and global communities as enlightened citizens, globally astute leaders, and engaged solution creators.

We accomplish our mission through:

- A rigorous academic environment.
- A student-centered education.
- Dedicated and scholarly faculty.
- Specialized offerings and services to meet the needs of traditional, online, non-traditional, and military affiliated students.
- Faculty and student engagement and partnerships with industry, employers, and the community.

Vision Statement

Fayetteville State University, the second oldest public university in North Carolina and a constituent institution of the University of North Carolina System, will be the regional university of choice for students from rural, military, and other diverse backgrounds who are poised to become visionary leaders who transform communities, states and nations.

Core Values

Integrity: Commitment to transparency.

Flexibility and Adaptability: Producing career and life ready global citizens.

Shared Governance: Engaging all members of the university community in decision making.

Diversity, Equity, and Inclusion: Working collaboratively and effectively in a global society.

Collaboration and Partnerships: Strengthening relationships among alumni, community, and other stakeholders.

Innovation: Creatively pursuing excellence in organizational endeavors.

Cultural Connectivity: Preserving the university's HBCU legacy and pride.

Administration

Board of Trustees

Trustee	Term Expires	Trustee	Term Expires
Mr. Glenn B. Adams (Chair)	2023**	Dr. Warren McDonald	2023***
Mrs. Joyce A. Adams	2023**	Mr. John McFadyen	2023**
Mr. Stuart Augustine	2025**	Mr. Frederick Nelson, Jr.	2025***
Mr. R. Jonathan Charleston	2023**	Dr. Brandon Phillips (Vice Chair)	2025**
Mr. John Douglas English	2023***	Mr. Gregory Pinnix	2025**
Dr. Kimberly Jeffries Leonard (Secretary)	2025**	Mr. William R. Warner	2025***
Ms. Maya Martin (Ex Officio)	2023		
UNC Board of Governors' Appointee		* Legislative Appointee	

Administrative Officers

Name	Degrees	Title
Darrell T. Allison	B.S., J.D.	Chancellor
Samantha Hargrove	B.A., M.A.	Chief of Staff
Monica Terrell Leach	B.S., M.Ed., Ph.D.	Provost and Senior Vice Chancellor for Academic Affairs
Juanette Council	B.A., M.S., Ph.D.	Vice Chancellor for Student Affairs
Greg Lovins	B.S., M.B.A.	Interim Vice Chancellor for Business and Finance
Hector M. Molina	B.S., Ph.D.	Vice Chancellor for Information Technology
Wanda D. Lessane Jenkins	B.B.A., M.B.A., J.D.	University Legal Counsel
Afua O. Arhin	B.S.N., M.S.N., Ph.D.	Dean, Lloyd College of Health, Science, and Technology

Marcus S. Cox	B.S., M.A., Ph.D.	Dean, College of Humanities and Social Sciences
Ulysses Taylor	B.S., M.B.A., J.D.	Dean, Broadwell College of Business and Economics
Chandrika Johnson	B.S., M.P.H., Ph.D.	Dean, College of Education

History

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

By a legislative act of 1877, the North Carolina General Assembly provided for the establishment of a Normal School for the education of black teachers. The Howard School was chosen as the most promising because of its successful record during the previous ten years under the leadership of Robert Harris. Its name was changed to the State Colored Normal School and Harris remained as principal until his death in 1880.

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

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

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

Dr. James Ward Seabrook became the president in 1933. Under his presidency the school became Fayetteville State Teachers College, thereafter being authorized to grant the Bachelor of Science Degree in Elementary Education. Cultural activities, student organizations, and significant physical expansion

contributed to the complete transformation from a normal school to a college. The college received both state and regional accreditation in 1947.

Dr. Rudolph Jones succeeded Dr. Seabrook in 1956. During his administration, the curriculum was expanded to include majors in secondary education and programs leading to degrees outside the teaching field. The name of the school was changed to Fayetteville State College in 1963. FSC students were active participants in the Civil Rights Movement of the sixties and helped to bring about integration in Fayetteville. Also, under the leadership of Dr. Jones, six additions were made to the physical plant to accommodate a rapidly expanding enrollment.

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

On January 1, 1988, Dr. Lloyd V. Hackley became the eighth Chief Executive Officer of the university. In his seven years as Chancellor, the university expanded its master's level program offerings to include biology, business administration, education, English, history, mathematics, psychology, and sociology, and FSU's first doctoral program in Educational Leadership was established. Baccalaureate program offerings were also increased to include 36 disciplines in the arts and sciences, business and economics, and education. Hackley strengthened FSU's community outreach to at-risk children in the public schools and established numerous scholarship and tutoring/mentoring programs to encourage more young people to aspire to academic excellence and a college education. FSU's first major public Capital Campaign was also completed, which enabled the university to increase the number of privately funded scholarships. The student population doubled in numbers and in diversity during his administration. The addition of the ultra-modern School of Business and Economics Building and the Health and Physical Education Building underscored Dr. Hackley's commitment to FSU's continued expansion and growth. On December 31, 1994, Dr. Hackley left his post to become President of the North Carolina Department of Community Colleges, the first African-American to lead the state's system of 59 community colleges.

Dr. Donna J. Benson, Associate Vice President for Academic Affairs of the University of North Carolina served as Interim Chancellor from January 1, 1995 to November 15, 1995. Capital improvements included renovation of dormitories and completion of the Distance Learning Center in the Communications Building.

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

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

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

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

Dr. Peggy Valentine served as Interim Chancellor of Fayetteville State University from August 7, 2019 until early 2021. She worked to prepare students from rural, military, and diverse backgrounds for high demand careers of the 21st century and beyond. In line with the university's vision, she helped to address health disparities, social justice, and improve the overall quality of life in disenfranchised communities. Additionally, Dr. Valentine's dedication to FSU as a university of choice was augmented by its highly committed and scholarly faculty and staff, and cutting-edge academic programs.

On March 15, 2021, Darrell T. Allison took the helm as the twelfth Chancellor of Fayetteville State University. Chancellor Allison's vision for moving the institution forward includes advancing FSU's work in educating military-affiliated students and investing additional resources into the Office of Career Services with the goal of preparing students for future career opportunities. Chancellor Allison is passionate about ensuring that FSU remains one of the most affordable universities in North Carolina while simultaneously fostering a culture of active listening, collaboration, and mutual respect amongst administration, faculty, staff, and especially students.

Administration of the University of North Carolina

The Board of Governors

Randy Ramsey, Chair
Wendy Floyd Murphy, Vice Chair
Pearl Burris-Floyd, Secretary

Dr. Lee Barnes (2021-2025)

J. Alex Mitchell (2019-2023)

Kellie Hunt Blue (2021-2025)

Anna Spangler Nelson (2019-2023)

Kirk J. Bradley (2021-2025)

Sonja Phillips Nichols (2021-2025)

C. Philip Byers (2019-2023)

Raymond Palma (2021-2023: ex officio)

Jimmy D. Clark (2021-2025) Art Pope (2021-2025)
Carolyn Coward (2021-2025) David Powers (2019-2023)
Joel Ford (2019-2023) Lee H. Roberts (2021-2025)
John Fraley (2021-2025) Temple Sloan (2019-2023)
Thomas C. Goolsby (2019-2023) Michael Williford (2019-2023)
Reginald Ronald Holley (2021-2025)
Mark Holton (2019-2023)
Terry Hutchens (2019-2023)

History of the University of North Carolina

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

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

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

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem

State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University; and in 1996 Pembroke State University was renamed The University of North Carolina at Pembroke through legislative action.)

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

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

Institutional Memberships and Accreditations

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

Academy of Criminal Justice Sciences
The Adult Education Association, U.S.A.
American Association for Counseling and Development
The American Association for Colleges and Universities (AAC&U)
The American Association of Colleges and Schools for Teacher Education (AACTE)
The American Association of State Colleges and Universities (AASCU)
American Chemical Society (ACS)
The American Council on Education (ACE)
Association for Continuing and Higher Education (ACHE)
Association to Advance Collegiate Schools of Business (AACSB)
The Central Intercollegiate Athletic Association (CIAA)
Commission on Collegiate Nursing Education (CCNE)
Council for Advancement and Support of Education (CASE)
Council of Graduate Departments of Psychology
Council of Graduate Schools (CGS)
Council of Historically Black Graduate Schools
Council on Social Work Education
International Police Executive Symposium
The National Alliance of Business
National Association for Equal Opportunity in Higher Education (NAFEO)
National Association for Student Financial Aid Administrators (NASFAA)
The National Association of Business Teacher Education
The National Collegiate Athletic Association (NCAA)
The National Council for Accreditation of Teacher Education (NCATE)

The National League of Nursing (NLN)
The North Carolina Association of Colleges and Universities
North Carolina Board of Nursing
North Carolina Day Care Association
The North Carolina Department of Public Instruction (DPI)
The Servicemen's Opportunity College (SOC)
The Southern Association of Colleges and Schools (SACS)
The Southern Conference of Graduate Schools (SCGS)

Centers and Programs

Career Services

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

Job Location and Development Program

The Job Location and Development Program, located within the Office of Career Services, 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 Office of Career Services, 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 Defense and Homeland Security

The Center for Defense and Homeland Security was founded in 2010 and became fully operational in 2013. We are located within 10 miles of Ft. Liberty, the largest U.S. Army installation in the world and home of the elite Military Special Operations Forces. We partner with local, state, and federal agencies to leverage

our research capabilities to develop innovative solutions to prepare the next generation of leaders within the STEM, cybersecurity, national security, and emergency management disciplines.

The center offers "hands-on" accelerated Certification training in Cyber Foundations and Cybersecurity in a state-of-the-art Classroom Lab on a **non-credit** professional development. A diverse population of military-affiliated students and civilians (adult learners, young adults, college graduates, transitioning servicemembers, retirees, IT and Cyber-industry personnel). Visit www.uncfsu.edu/cdhs for more information.

Center for Economic Education and Financial Literacy

The Center for Economic Education and Financial Literacy 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 910-672-1370 and/or visit <https://www.uncfsu.edu/academics/colleges-schools-and-departments/college-of-business-and-economics/outreach-centers/center-for-economic-education>.

Center for Enterprise Resource Planning and Advanced Analytics (CERPAA)

As the mission of the CERPAA is clearly aligned with the educational and outreach goals of Fayetteville State University, CERPAA has three functions: training, consulting, and research. The training provided by the center aims to enable FSU to create a competitive advantage for those seeking employment and/or career advancement in corporations that demand a professional workforce with documented skills in the areas of Business Analytics, Data Analytics, Enterprise Resource Planning, Cloud Systems, Disruptive technologies, Artificial Intelligence, and Digital Supply Chain Management. The consulting and research services offered by the CERPAA support the operations, analytics, decision-making, and digital transformation needs of local and regional firms, the US Military, and federal and state corporations. Collectively, the research, training, networking, and certification opportunities offered by the center will strengthen our ties to the business community and contribute to regional economic and workforce transformation.

Continuing Education and Summer School

The Office of Continuing Education extends the teaching, consultative, and research resources of Fayetteville State University into the local community. These resources, in concert with all other appropriate resources, are molded into an organized effort to meet the unique educational needs of individuals within the adult population who have either completed or interrupted their formal education,

and to assist people in the area to identify and develop new, expanded, or improved approaches to the solution of community problems.

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

Consistent with the educational standards of the Southern Association of Colleges and Schools and the University of North Carolina, all continuing education activities sponsored or co-sponsored by Fayetteville State University are organized under responsible and capable direction and are subject to systematic evaluation. For further information call (910) 672-1228.

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 fall and spring terms. Course offerings, both online and face-to-face, are determined by departments and schedules published during the fall semester.

Curriculum Learning Resource Laboratory

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

Distance Learning Center

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

Early Childhood Learning Center

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

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

The Cumberland County Department of Social Service Day Care unit refers as many of its Day Care applicants as space permits. The Developmental Evaluation Center refers children to the Center on an individual basis. The Early Childhood Learning Center holds the State of North Carolina, Department of Revenue Privilege License; State of North Carolina - Child Day Care "A" License; Level Two Certificate of Approval (Federal) from the Department of Human Resources - State of North Carolina Division of Social Service for Day Care of Children; and the North Carolina Department of Public Instruction Kindergarten/Early Childhood Division Certification. For further information call 672-1281/1282.

FSU Learning Center @ Fort Liberty

The mission of the FSU Learning Center @ Fort Liberty is to provide excellent education for all Fort Liberty military personnel, their dependents, Department of Defense (DOD) civilians, and citizens of the surrounding communities. Services conducted at the center include, but are not limited to, recruiting, admission, advising, degree programs, 8-week course offerings, and registration. In keeping with the current DOD Memorandum of Understanding, the Fort Liberty Campus provides a one-stop hub where military affiliated students can receive an education. Additional information may be obtained by contacting the Director of the Fort Liberty Center through email (military@uncfsu.edu) or mail (Box 70156, Fort Liberty, North Carolina 28307-5000).

Undergraduate Programs Offered on Fort Liberty:

- Bachelor of Science in Criminal Justice
- Bachelor of Science in Birth-Kindergarten (Non-Teaching)
- Bachelor of Arts in Intelligence Studies
- FSU-FTCC Intelligence Studies (Civil Affairs Track)
- Bachelor of Arts in Professional Studies
- Bachelor of Science in Psychology
- Bachelor of Arts in Political Science-Public Administration
- Bachelor of Arts in Sociology
- Bachelor of Arts in History

Graduate Programs Offered on Fort Liberty:

- Masters of Business Administration (MBA)
 - General Business
 - Business Intelligence and Data Analytics
 - Entrepreneurship
 - Finance
 - Healthcare Management
 - International Business
 - Marketing
 - Management
 - Project Management
 - Supply Chain Management
- Masters of Arts in Sociology
- Masters of Arts in Special Education

- Masters of Arts in Teaching, Middle Grades Education 6-9, Mathematics Specialty Area
- Masters of Arts in Teaching, Middle Grades Education 6-9, Science Specialty Area

Military Affiliated and Veteran's Resource Center (MAVRC)

The Military Affiliated and Veteran's Resource Center (MAVRC) office is in the Broadwell College of Business and Economics, room 230. For more information about GI BILL Education Assistance, contact the Veterans School Certifying Official at 910-672-1628.

Residence Life

Living in the residence halls 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 are fully furnished, have cable television connections, wired and wireless internet connects, and controlled heat and air conditioning. Most residence halls are equipped with wide-screened televisions in the lounge and all have free laundry services for residents. Students choose from a variety of living options: ten residence halls and an apartment complex. Most students are permitted to choose their own roommate, if space permits. Residence hall applications can be accessed from the MyHousingPortal located on the Department of Residence Life webpage. For further information, call (910) 672-1884.

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.

Small Business and Technology Development Center

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

The SBTDC employs over 50 management counselors in 17 offices across North Carolina -- each affiliated with a college or university. Services are well defined and are designed to meet the clients' needs. The primary focus of the SBTDC is management counseling, addressing issues including financing, marketing, human resources, operations, business planning, and feasibility assessment. The SBTDC also provides targeted, research-based educational products which are focused on change management, strategic performance, and leadership development for your management team, board members, and employees. In addition, the SBTDC offers specialized market development assistance in government procurement, international business, marine trade services, and technology development and commercialization. These services are specifically designed to aid growing companies in expanding their markets and increasing competitiveness. For further information, please call the SBTDC's FSU campus office at 910-672-1727.

Study Abroad Program

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

All study abroad transactions must be coordinated by and processed through the Continuing Education and Summer School Office and approved by the International Education Office and approved by the Study Abroad Advisor. 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. Students interested in study abroad programs should contact the International Education Office in Smith Hall Suites 108 and 115 or call (910) 672-1957/2153.

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 College 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 College of Education.

University Library

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

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

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

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

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

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

University Police and Public Safety

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

The department is organized in three divisions: The Operations Division provides police patrol and crime prevention services to the campus twenty-four hours a day; the Administrative Division provides investigation services as well as twenty-four hour emergency telephone and police dispatch services; and the Traffic and Parking Division performs campus parking permit and parking citation functions. Night escort services between campus buildings may be requested by calling 910-672-1295. Answers to questions regarding parking may be requested 8:00 a.m. to 5:00 p.m., Monday through Friday by calling 672-1341. Call 910-672-1911 in the case of an emergency.

University Testing Services

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

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

In Fall 1998, University Testing Services became a Computer-Based Test site as it migrated to computer-based testing for some of its national test programs, including GRE, GMAT, NBPTS, the PRAXIS (Pre-Professional Skills Test), and the TOEFL. Computer-based testing is now available year-round. Examination candidates may make an appointment for a computer-based test by calling a toll-free number (refer to program specific Information Registration Bulletin) or University Testing Services at 672-1815 or 672-1301.

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

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

Veterans Affairs

The FSU Student Veteran's Center has staff available on campus at Bronco Square, Suite 102 and at the Fort Bragg Education Center. This institution is approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the United States Department of Veterans Affairs (VA). For information about monetary benefits contact the U.S. Department of Veterans Affairs Regional Office in Winston-Salem, NC at 1-800-827-1000. For information about the available programs at this institution contact the Campus Veterans Assistant Specialist at 910-672-1628.

Academic Calendars

Fall 2023 (Thursday, August 17, 2023 – Friday, December 8, 2023)		
3-Apr-23	Monday	Registration (add/drop) begins
3-Apr-23	Monday	On-Campus Housing applications begin for Spring 2024
31-May-23	Wednesday	On-Campus Housing priority applications end
1-Jun-23	Thursday	Late/waiting list housing applications begin
30-Jun-23	Friday	Late/waiting list housing applications end
10-Aug-23	Thursday	Registration Waitlist deactivated
12-Aug-23	Saturday	New students housing check-in
14-Aug-23	Monday	Returning Students Housing check-in
16-Aug-23	Wednesday	Registration (add/drop) ends
17-Aug-23	Thursday	Last day for residential students to claim room spaces
17-Aug-23	Thursday	First day of class/Late registration (add/drop) begins (\$20.00 fee)
17-Aug-23	Thursday	FN interim grade available for non-attendance
23-Aug-23	Wednesday	Late registration (add/drop) ends
23-Aug-23	Wednesday	Last day to submit course audits
24-Aug-23	Thursday	Course withdrawals begin
24-Aug-23	Thursday	University withdrawals begin
25-Aug-23	Friday	12:00 pm – Deadline for faculty to enter FN grades
25-Aug-23	Friday	Deadline for bill clearance 10:00 am; Drop for nonpayment at 5:00 pm
28-Aug-23	Monday	12:00 pm - Deadline for faculty to request student reinstatement due to FN
30-Aug-23	Wednesday	Census
4-Sep-23	Monday	Labor Day - University closed
6-Sep-23	Wednesday	Student Refunds
21-Sep-23	Thursday	Convocation/Founders' Day
5-Oct-23	Thursday	Midterm exams begin
11-Oct-23	Wednesday	Midterm exams end
12-Oct-23	Thursday	Fall Break begins
13-Oct-23	Friday	Fall Break ends
16-Oct-23	Monday	Midterm grades due
18-Oct-23	Wednesday	Last day for course withdrawals
21-Oct-23	Saturday	Homecoming
6-Nov-23	Monday	Spring/Summer 2024 registration (add/drop) begins
10-Nov-23	Friday	Veteran's Day - University closed
13-Nov-23	Monday	Housing commitments deadline for spring 2024
13-Nov-23	Monday	Last day for university withdrawals
23-Nov-23	Thursday	Thanksgiving Holiday – University closed
24-Nov-23	Friday	Thanksgiving Holiday – University closed
1-Dec-23	Friday	Last day of class
4-Dec-23	Monday	Final exams begin
8-Dec-23	Friday	Final exams end
9-Dec-23	Saturday	Residence Halls close for the semester
13-Dec-23	Wednesday	Final and incomplete grades are due for all students from Spring/Summer 2022
14-Dec-23	Thursday	Missing Grades roster to Deans
22-Dec-23	Friday	Christmas break - University closed
25-Dec-23	Monday	Christmas break - University closed

26-Dec-23	Tuesday	Christmas break - University closed
27-Dec-23	Wednesday	Christmas break - University closed
28-Dec-23	Thursday	Christmas break - University closed
29-Dec-23	Friday	Christmas break - University closed
Eight Week One (Thursday, August 17, 2023 – Tuesday, October 10, 2023)		
3-Apr-23	Monday	Registration (add/drop) begins
10-Aug-23	Thursday	Registrar Waitlist deactivated

12-Aug-23	Saturday	New Students Housing check-in begins
14-Aug-23	Monday	Returning Students Housing check-in begins
16-Aug-23	Wednesday	Registration (add/drop) ends
17-Aug-23	Thursday	Last day for residential students to claim room spaces
17-Aug-23	Thursday	First day of class/Late registration (add/drop) begins (\$20.00 fee)
17-Aug-23	Thursday	FN interim grade available for non-attendance
23-Aug-23	Wednesday	Late registration (add/drop) ends
23-Aug-23	Wednesday	Last day to submit course audits
24-Aug-23	Thursday	Course withdrawals begin
24-Aug-23	Thursday	University withdrawals begin
25-Aug-23	Friday	12:00 pm – Deadline for faculty to enter FN grades
25-Aug-23	Friday	Deadline for bill clearance 10:00 am; Drop for nonpayment at 5:00 pm
28-Aug-23	Monday	Deadline for faculty to request student reinstatement due to FN
30-Aug-23	Wednesday	Census
4-Sep-23	Monday	Labor Day - University closed
6-Sep-23	Wednesday	Student Refunds
20-Sep-23	Wednesday	Last day for course withdrawals
20-Sep-23	Wednesday	Last day for university withdrawals
21-Sep-23	Thursday	Convocation/Founders' Day
10-Oct-23	Tuesday	Residence Hall check-in for eight-week residents
10-Oct-23	Tuesday	Last day of class/Final exams
11-Oct-23	Wednesday	Residence Hall check-out for eight-week residents
13-Oct-23	Friday	Final grades due
16-Oct-23	Monday	Missing Grades roster to Deans

Eight Week Two (Thursday, October 12, 2023 – Friday, December 8, 2023)

3-Apr-23	Monday	Registration (add/drop) begins
3-Aug-23	Thursday	Registration Waitlist deactivated
10-Oct-23	Tuesday	Residence Hall check-in for Eight Week residents
12-Oct-23	Thursday	First day of class/Late registration (add/drop) begins (\$20.00 fee)
12-Oct-23	Thursday	FN grade available for non-attendance
16-Oct-23	Monday	Late registration (add/drop) ends
16-Oct-23	Monday	Last day to submit course audits
17-Oct-23	Tuesday	Course withdrawals begin
17-Oct-23	Tuesday	University withdrawals begin
18-Oct-23	Wednesday	12:00 pm – Deadline for faculty to enter FN grades
19-Oct-23	Thursday	12:00 pm – Deadline for faculty to request student reinstatement due to FN
6-Nov-23	Monday	Spring/Summer 2024 registration (add/drop) begins
10-Nov-23	Friday	Veteran's Day - University closed
13-Nov-23	Monday	Last day to submit course withdrawals

13-Nov-23	Monday	Last day to submit university withdrawals
23-Nov-23	Thursday	Thanksgiving Holiday – University closed
24-Nov-23	Friday	Thanksgiving Holiday – University closed
8-Dec-23	Friday	Last day of class/Final exams
9-Dec-23	Saturday	Residence Halls close for the semester
13-Dec-23	Wednesday	Final grades due
14-Dec-23	Thursday	Missing Grades roster to Deans
22-Dec-23	Friday	Christmas break - University closed
25-Dec-23	Monday	Christmas break - University closed
26-Dec-23	Tuesday	Christmas break - University closed
27-Dec-23	Wednesday	Christmas break - University closed
28-Dec-23	Thursday	Christmas break - University closed
29-Dec-23	Friday	Christmas break - University closed

Spring 2024 (Thursday, January 18, 2024 – Friday, May 10, 2024)		
6-Nov-23	Monday	Registration (add/drop) begins
1-Jan-24	Monday	New Year's Day - University closed
2-Jan-24	Tuesday	University re-opens
11-Jan-24	Thursday	Registration Waitlist deactivated
15-Jan-24	Monday	Dr. Martin Luther King Day Observance – University closed
16-Jan-24	Tuesday	Residence Halls check-in
17-Jan-24	Wednesday	Registration (add/drop) ends
18-Jan-24	Thursday	First day of class/Late registration (add/drop) begins (\$20.00 fee)
18-Jan-24	Thursday	FN interim grade available for non-attendance
24-Jan-24	Wednesday	Late registration (add/drop) ends
24-Jan-24	Wednesday	Last day to submit course audits
25-Jan-24	Thursday	Course withdrawal begins
25-Jan-24	Thursday	University withdrawal begins
26-Jan-24	Friday	Deadline for bill clearance 10:00 am; Drop for nonpayment at 5:00 pm
26-Jan-24	Friday	12:00 pm – Deadline for faculty to enter FN grades
29-Jan-24	Monday	12:00 pm – Deadline for faculty to request student reinstatement due to FN grades
31-Jan-24	Wednesday	Census
7-Feb-24	Wednesday	Student refunds
4-Mar-24	Monday	Midterm exams begin
8-Mar-24	Friday	Midterm exams end
11-Mar-24	Monday	Spring Break begins
12-Mar-24	Tuesday	Midterm grades due
15-Mar-24	Friday	Spring Break ends--
27-Mar-24	Wednesday	Last day for course withdrawals
29-Mar-24	Friday	Good Friday – University closed
1-Apr-24	Monday	On-Campus Housing applications begin for Summer 2024
1-Apr-24	Monday	Fall 2024 registration (add/drop) begins
26-Apr-24	Friday	Last day for university withdrawals
3-May-24	Friday	Last day of class before final exams begin
6-May-24	Monday	Final grades due for doctoral candidates
6-May-24	Monday	Final exams begin
8-May-24	Wednesday	Undergraduate Commencement rehearsal
9-May-24	Thursday	Commencement rehearsal for Graduate/Doctoral Students
10-May-24	Friday	Graduate/Doctoral Commencement
10-May-24	Friday	Final exams end

11-May-24	Saturday	Undergraduate Commencement
11-May-24	Saturday	Residence Halls close for the semester
15-May-24	Wednesday	Final, incomplete grades and/or clearance forms due
16-May-24	Wednesday	Graduate level clearance forms due
16-May-24	Thursday	Missing Grades Rosters to Deans
27-May-24	Monday	Memorial Day - University closed
31-May-24	Friday	On-Campus Housing priority applications end
Spring Eight Week One (Thursday, January 18, 2024 – Friday, March 11, 2024)		
6-Nov-23	Monday	Registration (add/drop) begins
11-Jan-24	Thursday	Registration Waitlist deactivated
15-Jan-24	Monday	Dr. Martin Luther King Day Observance – University closed
16-Jan-24	Tuesday	Residence Hall check-in
17-Jan-24	Wednesday	Registration (add/drop) ends
18-Jan-24	Thursday	First day of class/Late registration (add/drop) begins (\$20.00 fee)
18-Jan-24	Thursday	FN interim grade available for non-attendance
24-Jan-24	Wednesday	Late registration (add/drop) ends
24-Jan-24	Wednesday	Last day to submit course audits
25-Jan-24	Thursday	Course withdrawals begin
25-Jan-24	Thursday	University withdrawal begins
26-Jan-24	Friday	Deadline for bill clearance 10:00 am; Drop for nonpayment at 5:00 pm
26-Jan-24	Friday	12:00 pm – Deadline for faculty to enter FN grades
29-Jan-24	Monday	12:00 pm – Deadline for faculty to request student reinstatement due to FN grades
31-Jan-24	Wednesday	Census
7-Feb-24	Wednesday	Student refunds
21-Feb-24	Wednesday	Last day for course withdrawals
28-Feb-24	Wednesday	Last day for university withdrawals
11-Mar-24	Monday	Last day of class/Final exams
12-Mar-24	Tuesday	Residence Hall check out for Eight Week residents
14-Mar-24	Thursday	Final grades due at 5:00 pm
15-Mar-24	Friday	Missing grades roster to Deans
Spring Eight Week Two (Saturday, March 16, 2024 – Friday, May 10, 2024)		
6-Nov-24	Monday	Registration (add/drop) begins
11-Jan-24	Thursday	Registration Waitlist deactivated
14-Mar-24	Thursday	Residence Hall check-in for Eight Week residents
16-Mar-24	Saturday	First day of class/Late registration (add/drop) begins (\$20.00 fee)
18-Mar-24	Monday	FN interim grade available for non-attendance
20-Mar-24	Wednesday	Late registration (add/drop) ends
20-Mar-24	Wednesday	Last day to submit course audits
21-Mar-24	Thursday	Course withdrawals begin
21-Mar-24	Thursday	University withdrawals begin
22-Mar-24	Friday	12:00 pm – Deadline for faculty to enter FN grades
25-Mar-24	Monday	12:00 pm – Deadline for faculty to request student reinstatement due to FN grades
29-Mar-24	Friday	Good Friday – University closed
1-Apr-24	Monday	On-Campus Housing applications begin for Summer 2024
1-Apr-24	Monday	Fall 2024 registration (add/drop) begins
22-Apr-24	Monday	Last day for course withdrawals
26-Apr-24	Friday	Last day for university withdrawals

6-May-24	Monday	Final grades due for Doctoral candidates
8-May-24	Wednesday	Undergraduate graduation rehearsal
6-May-24	Monday	Final grades due for Doctoral candidates
9-May-24	Thursday	Commencement rehearsal for Graduate/Doctoral Students
10-May-24	Friday	Graduate/Doctoral Commencement
10-May-24	Friday	Last day of class/Final exams
11-May-24	Saturday	Undergraduate Commencement
11-May-24	Saturday	Residence Halls close for the semester
15-May-24	Wednesday	Final grades due
16-May-24	Thursday	Missing grades roster to Deans
27-May-24	Monday	Memorial Day - University closed
31-May-24	Friday	On-Campus Housing priority applications end
Maymester (Monday, May 13, 2024 – Friday, May 24, 2024)		
6-Nov-24	Monday	Registration (add/drop) begins
13-May-24	Monday	First day of class
13-May-24	Monday	FN interim grade available for non-attendance
13-May-24	Monday	Late registration (add/drop) begins/ends - Must be in class on the first day (\$20.00 fee)
14-May-24	Tuesday	Class withdrawals begin
14-May-24	Tuesday	University withdrawal begins
15-May-24	Wednesday	12:00 PM – Deadline for faculty to request student reinstatement due to FN
15-May-24	Wednesday	5:00 PM – Deadline for faculty to enter FN grades
17-May-24	Friday	Last day for course withdrawals
17-May-24	Friday	Last day for university withdrawals
24-May-24	Friday	Last day of class/Final exams
27-May-24	Monday	Memorial Day - University closed
29-May-24	Wednesday	Final grades due
30-May-24	Thursday	Missing grades roster to Deans
31-May-24	Friday	On-Campus Housing priority applications end
Summer Eight Week (Monday, June 3, 2024 – Monday, July 29, 2024)		
1-Apr-24	Monday	On-Campus Housing applications begin for Fall 2024
28-May-24	Tuesday	Registration Waitlist deactivated
31-May-24	Friday	Residence Hall check-in
1-Jun-24	Thursday	Late/waiting list housing applications begin
2-Jun-24	Sunday	Registration (add/drop) ends
3-Jun-24	Monday	First day of class/Late registrations begins (\$20.00)
3-Jun-24	Monday	FN interim grade available for non-attendance
4-Jun-24	Tuesday	Late registration (add/drop) ends
4-Jun-24	Tuesday	Last day to submit course audits
5-Jun-24	Wednesday	Deadline for bill clearance 10:00 am; Drop for nonpayment at 5:00 pm
5-Jun-24	Wednesday	12:00 pm – Deadline for faculty to enter FN grades
5-Jun-24	Wednesday	5:00 pm – Deadline for faculty to request student reinstatement due to FN
5-Jun-24	Wednesday	Course withdrawals begin
5-Jun-24	Wednesday	University withdrawals begin
6-Jun-24	Thursday	Census
18-Jun-24	Tuesday	Student Refunds
30-Jun-24	Friday	Late/waiting list housing applications end
4-Jul-24	Thursday	Independence Day – University Closed
8-Jul-24	Monday	Last day for course withdrawals

15-Jul-24	Monday	Last day for University Withdrawals
29-Jul-24	Monday	Last day of Class/Final Exams
30-Jul-24	Tuesday	Residence Hall check out
31-Jul-24	Wednesday	Final Grades due
1-Aug-24	Thursday	Missing Grades Roster submitted to Deans
Summer Four Week One (Monday, June 3, 2024 – Friday, June 28, 2024)		
1-Apr-24	Monday	Registration (add/drop) begins
28-May-24	Tuesday	Registration Waitlist deactivated
31-May-24	Friday	Residence Hall check in
2-Jun-24	Sunday	Registration (add/drop) ends
3-Jun-24	Monday	First day of class/Late registration begins (\$20.00 fee)
3-Jun-24	Monday	FN interim grade available for non-attendance
4-Jun-24	Tuesday	Late registration (drop/add) ends
4-Jun-24	Tuesday	Last day to submit course audits
5-Jun-24	Wednesday	Deadline for bill clearance 10:00 am; Drop for nonpayment at 5:00 pm
5-Jun-24	Wednesday	12:00 pm – Deadline for faculty to enter FN grade
5-Jun-24	Wednesday	5:00 pm – Deadline for faculty to request student reinstatement due to FN grades
5-Jun-24	Wednesday	Class withdrawals begin
5-Jun-24	Wednesday	University withdrawals begin
6-Jun-24	Thursday	Census
14-Jun-24	Friday	Last day for course withdrawals
14-Jun-24	Friday	Last day for university withdrawals

28-Jun-24	Friday	Last day of class/Final exams
29-Jun-24	Saturday	Residence Hall check out
2-Jul-24	Tuesday	Final grades due
3-Jul-24	Wednesday	Missing grade roster submitted to Deans
Summer Four Week Two (July 1, 2024 – July 29, 2024)		
1-Apr-24	Monday	Registration (add/drop) begins
5-Jun-24	Wednesday	Deadline for bill clearance 10:00 am
24-Jun-24	Monday	Registration Waitlist deactivated
28-Jun-24	Friday	Residence Hall check-in
30-Jun-24	Sunday	Registration (add/drop) ends
1-Jul-24	Monday	First day of class/Late registration (add/drop) begins (\$20.00 fee)
1-Jul-24	Monday	FN interim grade available for non-attendance
4-Jul-24	Thursday	Independence Day – University closed
5-Jul-24	Friday	Late registration (add/drop) ends
5-Jul-24	Friday	Last day to submit course audits
5-Jul-24	Friday	12:00 pm – Deadline for faculty to enter FN grades
5-Jul-24	Friday	5:00 pm – Deadline for faculty to request student reinstatement due to FN
8-Jul-24	Monday	Class withdrawals begin
8-Jul-24	Monday	University withdrawals begin
15-Jul-24	Monday	Last day for course withdrawals
15-Jul-24	Monday	Last day for university withdrawals
29-Jul-24	Monday	Last day of class/Final exams
30-Jul-24	Tuesday	Residence Hall check out
31-Jul-24	Wednesday	Final grades due
1-Aug-24	Thursday	Missing grade roster submitted to Deans

Academic Rules

Academic Advisement

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

Academic Credit Hour

FSU follows the federal or Carnegie Foundation definition of the academic credit hour, a nationally recognized equivalency that consists of not less than:

1. 750 minutes of classroom or direct faculty instruction and a minimum of 1,500 minutes of out of class student work for one semester hour of credit.
 - a. Each credit hour corresponds to 50 minutes per week of classroom or direct faculty instruction and
 - b. A minimum of 100 minutes of out of class work per week for a 15-week semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in part 1 of this definition for other academic activities or instructional modes of delivery as established by the institution including distance education, hybrid, and face-to-face instruction, laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The following terms apply to a student's enrollment and academic record:

1. **Credit hour** – At Fayetteville State University, the minimum credit hours required for any graduate certificate is 12, master's degree is 30, and doctoral degree is 60.
2. **Attempted hours** – The credit hours in which a student is enrolled at Fayetteville State University, to include hours transferred from other institutions.
3. **Earned hours** – The credit hours for each course in which a student earns a final grade of C or better at Fayetteville State University and credit hours transferred from other institutions with a grade of B or better.
4. **GPA hours** – The credit hours used in the calculation of a student's GPA. The minimum GPA required for any certificate, master's degree, or doctoral degree at Fayetteville State University is 3.0.

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. Procedures outlined in the Fayetteville State University Student Handbook will be followed for incidents of academic misconduct. Penalties may include a failing grade in the course or even possible

expulsion from the University. The student handbook is available online at <https://www.uncfsu.edu/current-students/student-resources>.

Academic Standing

The university will evaluate academic standing at the end of each term to determine continued enrollment and financial aid eligibility.

Academic standings are defined as follows.

Good Standing applies to students who earn a cumulative GPA of 3.0 or higher. Students are eligible for continued enrollment; however, meeting good standing does not guarantee financial aid eligibility. See Financial Aid, "Satisfactory Academic Progress." First time students upon initial admission are in good standing.

To remain in good academic standing, graduate students are required to maintain a minimum cumulative GPA of 3.0 in all courses taken at the graduate level. Students are expected to earn grades of "A" or "B", or grades of "S", where applicable, in all coursework attempted for graduate credit. Students should be warned that enrolling in undergraduate courses at the graduate level will affect the cumulative GPA.

Probation Standing applies to students who earn a cumulative GPA below 3.0. Students who fail to meet the GPA standard at the end of any term (fall, spring, or summer) will be placed on academic probation. Students who fail to meet the GPA standard or the SAP standard at the end of any term will be placed on Financial Aid (SAP) Warning or Financial Aid (SAP) Hold. See Financial Aid, "Satisfactory Academic Progress."

The student is eligible for continued enrollment and may or may not be eligible for financial aid. See Financial Aid, "Satisfactory Academic Progress." A registration hold is placed on the student's account. The student's advisor or coordinator/director must submit a letter to the Office of the Registrar, with the appropriate signatures to include the chair/associate dean of the department/school and dean of the college, which outlines the criteria a student must meet to achieve good standing status. Upon receipt, the student's hold will be released. A student will remain on probation until meeting the criteria outlined in his or her letter. Students on probation can enroll in no more than the allowable limits as advised in the letter. Students who do not meet the criteria as outlined in their letter, (e.g., after taking nine (9) credit hours of graduate courses), will be dismissed from the graduate program. The Termination Due to Grades policy supersedes the policy on Academic Standing, as graduate students who receive three (3) "C" grades or one (1) "F" or "U" grade in any graduate level course(s) will not be eligible to register for subsequent semesters at FSU.

Auditing of Courses

Graduate students who wish to audit a course must register for the courses they wish to audit, then complete and submit the Course Audit Form to the Office of the Registrar for processing. Once processed, students are given a grade of AU for the courses, and the form is submitted to Student Accounts for proper billing of tuition and fees.

Audited classes shall count as part of the student's attempted hours but not as part of the earned hours, GPA hours, quality points, or the GPA calculation. Audited courses carry no credit. Class participation is

required, but the level of participation in class assignments shall be mutually agreed upon by the instructor and student. Students who are not meeting the stipulated requirements should withdraw from the course.

Students registered as auditing classes will not be permitted to change to credit after the close of late registration. Conversely, students registered for credit will not be permitted to change to audit after the close of late registration.

Catalog Policies

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

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

Each new edition of the Graduate Catalog becomes effective at the beginning of the fall semester of its publication. Due to changes in programs, a student who has been continuously enrolled on consecutive fall and spring semesters since initial enrollment may select to be guided by any catalog from the time of admission or readmission until graduation. Students must meet all the requirements of that catalog. Any student who changes from one program of study to another must meet requirements of the new program of study in effect at the time of the change. Requirements to change catalogs are considered complete only when the approved Course/Catalog Substitution or Waiver Request Form is recorded in the Office of the Registrar.

This policy applies only to degree program requirements, and it does not apply to discontinued programs. Students are governed by the academic regulations of the current catalog. Students must become thoroughly familiar with all current regulations of the university. Students are solely responsible for complying with all regulations of the university, of their college, and of the departments/schools from which they take courses. They are also responsible for fulfilling all requirements for their respective degree programs.

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

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

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

Certificate Completion Requirements

To complete a graduate certificate, a student must be enrolled at Fayetteville State University in the semester they complete the certificate, have a certificate program grade point average of 3.0 or higher, and complete all requirements for the certificate program. All grades of "I," "IP," and "U" must be resolved.

Students do not graduate from a certificate program. Upon completion, they must consult with their graduate coordinator and pay the non-refundable certificate fee using the student self-service portal. Once the department submits the clearance form to the Office of the Registrar, requirements are then verified. Certificates will be awarded at the end of the semester in which the clearance form is received, regardless of when the student completes the required courses. The certificate completion dates are aligned with the graduation dates for the said term.

After verification, the Office of the Registrar will print and mail the certificate within 4 to 6 weeks.

Certificate Program

A certificate program is a coherent, specialized curriculum, on a topic outside existing degree programs, designed to provide coursework in an applied area of focus. Student proficiency must be verified through a variety of competency evaluations. Certificates are a minimum of twelve credit hours and generally a maximum of twenty-one credit hours. If necessary, justification can be submitted to adjust the maximum number of courses for a certificate.

A student wishing only to apply to a certificate program must complete an online application from the university website to request admission to a specific certificate program. If a student is admitted to a certificate program, the department chair will assign an advisor to the student. If a student applies but is not admitted to a certificate program, the department may recommend professional development status.

A degree-seeking student wishing to add a certificate program to a master's degree program must submit the Adding Certificate to Master's Degree Form. The college dean will inform the student, department chair/associate dean, and Office of the Registrar of the outcome of the request.

An involuntarily or a voluntarily discontinued master's degree student wishing to change from a master's degree program to a certificate program must submit the Master's Degree to Certificate Change Form. The college dean will inform the student, department chair/associate dean, and Office of the Registrar of the outcome of the request.

Class Attendance or Participation

Regular attendance at course meetings is expected of all students attending an institution receiving Title IV funds. Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons—i.e., illness, family emergencies, participation in official university sponsored activities, or participation in required religious observances – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments, as well as any penalties for unexcused absences or tardiness.

FSU's policy authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. For more detailed information and forms, see our policy on Religious Observances. Faculty must assign an interim grade of failure due to nonattendance (FN) to students who have not attended the first week of class, which may indicate the student's intention of nonattendance, by the posted deadline.

Class attendance for face-to-face classes is defined as regularly attending and participating in the course where it is physically located. Class attendance for hybrid classes is defined as attending and participating in a format that combines face-to-face and distance education formats.

For distance education courses, documentation of a student logging into a class is not enough, by itself, to demonstrate academic attendance by the student.

Fayetteville State University follows the federal examples that explain acceptable indications of class attendance in distance education courses. Class attendance for distance education courses can include student submission of an academic assignment, student submission of an exam, documented student participation in an interactive tutorial or computer-assisted instruction, a posting by the student showing the student's participation in an online study group that is assigned by the institution, a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and an email from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course. Faculty teaching distance education courses should post an assignment to be completed and due by the end of the first week of class. If the assignment is not completed by the student and the student has not contacted the instructor, this may be considered an indication of the student's intention of nonattendance. Faculty are expected to provide information pertaining to class attendance and the FN interim grade in their syllabus. An instructor may request disenrollment of students from his or her class if students fail to attend the first week of class in synchronous meetings or fail to complete the required asynchronous assignment and have not notified the instructor to explain the unavoidable reasons for not being able to attend the first week of class.

The instructor may request disenrollment by assigning the interim grade of FN by the posted deadline. The student is immediately dropped from the course. The student and the instructor of the course will receive an email notification confirming the course drop. If the registration period has not closed, the student can reenroll in the course and notify the instructor of his or her intent. If the registration period has closed and the instructor will allow the student to be reinstated (based on documented and excused rationale of the student, i.e., illness, family emergencies, participation in official university-sponsored activities, or participation in required religious observances), the instructor of record may request the student's reinstatement by the posted deadline by completing the online Course Reinstatement Form Due to FN Drop. The form is within the current Learning Management System and Faculty Self Service.

An instructor is not required to reinstate a student in his or her class. A student who has been dropped for nonattendance can seek enrollment in an alternate section of the course, if the registration or reinstatement period has not closed and an alternate section of the course is available.

Commencement

Official degree conferral and commencement are two distinct events.

Degrees are officially conferred only after the Registrar verifies that a student has completed all degree requirements and designates a degree conferral date on the student's official transcript. Degrees are officially conferred three times a year, in May, August, and December. Diplomas bearing the official degree conferral date are mailed to graduates four to six weeks after the Registrar verifies completion of all requirements. Diplomas and transcripts will be withheld from any graduate with unpaid university bills.

Commencement is a traditional academic ceremony that celebrates students who have attained the important milestone of degree completion. The conferral of degrees by the Chancellor at commencement is for ceremonial purposes and does not guarantee official degree conferral.

Commencement is conducted once a year, at the end of the spring semester.

Graduates with degrees conferred in December are eligible to participate in the spring commencement immediately following degree completion. Prospective graduates with degree conferral scheduled for the end of Spring or Summer will be permitted to participate in commencement of the same year as scheduled degree conferral if they are enrolled in all outstanding courses required for degree completion, which may include one or more summer terms.

All students must apply for graduation and pay the graduation fee regardless of whether they participate in commencement or not.

Summer Commencement Policy for Master's and Doctoral Students

Although students must be enrolled at Fayetteville State University in the semester they intend to graduate, students who meet the following criteria may participate in the May Commencement with the understanding that they are expected to complete their graduation requirements over the subsequent summer terms:

1. **Non-thesis option students:** A candidate shall have no more than six (6) hours remaining toward the completion of his or her degree requirements.
2. **Thesis option students:** A candidate must meet the following four (4) requirements – (a) Must have orally defended his or her thesis, (b) the candidate's Thesis Advisor and other members of the Thesis Advisory Committee must certify that the thesis is acceptable, except for minor editorial corrections, (c) a copy of the thesis must have been submitted to the Thesis Editor, and (d) the college dean must approve the candidate's participation in the commencement exercises.
3. **Doctoral students:** A candidate must meet the following five (5) requirements – (a) Must have orally defended his or her dissertation by the deadline set by the department/school, (b) the candidate's Dissertation Chair and other members of the Dissertation Committee must certify that the dissertation is acceptable, except for minor editorial corrections, (c) a copy of the dissertation must have been submitted to the Dissertation Editor, (d) the department chair/associate dean must approve the candidate's participation in the commencement exercises and make the recommendation to the college dean, and (e) the college dean must approve the candidate's participation in the commencement exercises.

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

Concurrent Registration in Other Graduate Programs

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

Continuous Enrollment Requirements

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

Course Level

The course level, indicated by the numbering for each class, is determined based on the academic expectations and skill sets appropriate for the content at different class standings. Academic program faculty for undergraduate programs develop curriculum maps to identify which courses will be used to present program learning outcomes at an introductory, reinforcement, or mastery level.

Academic program faculty for graduate programs develop curriculum maps to identify which courses will be used to demonstrate principles and theories derived from current research and those that focus on professional application and practical knowledge, values, and skills. The learning outcomes are assessed and evaluated to verify student proficiency and alignment with the curriculum.

Course Load

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

Course Repeat Policy

A student who receives a grade of C in a graduate course may repeat that course once without permission. To do so, the student must submit the Course Repeat form to the Office of the Registrar. To repeat a second course in which a student earned a grade of C, the student must seek permission from the graduate coordinator and department chair/associate dean. The department/school must submit the Course Repeat form to the Office of the Registrar. The grades earned on the first attempt and on the repeat attempt will remain a part of the student's permanent record and will be shown on the student's transcript. The grade and hours earned in the first attempt will not be computed in the grade point average. Enrollment will be terminated if a student receives a grade of "F" or "U" in a repeated course. A course may be repeated one

time only. The course repeated must be the same course in which the student received the initial grade of "C"; otherwise, the course will not count as repeated.

Course Substitutions and Waivers

A student may request a course substitution or waiver; however, only under exceptional circumstances will a course substitution or waiver from the prescribed courses in a curriculum be permitted. To substitute or waive a course, the appropriate completed Course/Catalog Substitution or Waiver Request Form is submitted to the Office of the Registrar. Only requests for academically defensible substitutions or waivers and accompanied by appropriate documentation will be considered. The required form is posted on the Office of the Registrar's website.

Cross-Listing and Cross-Level Listing Guidelines

Cross-listing and cross-level listing courses links courses together for scheduling purposes. Cross-listed and cross-level courses meet in the same location, on the same days, and at the same times of day. Types of acceptable cross-listed and cross-level courses include the following.

- **Cross-listed courses** where two or more disciplines use the same course title, description, fixed (non-variable) credit hours, repeat rules, instructor, curriculum, and prerequisites. Cross-listed courses must be approved and removed through the academic proposal process: all units responsible for a cross-listed course must endorse the proposal to cross-list a course; if a unit wishes to remove an existing cross-list, all affected units must agree to remove a cross-list, and the unit must contact the affected units before submitting the request. A cross-listed course becomes the responsibility of all units listing it. Scheduling of a cross-listed course involves coordination of all units included in the cross-listing. Approved cross-listed courses must be noted at the end of catalog course descriptions as follows: This course is cross-listed with FINC 415.
- **Cross-level courses** taught within the same discipline in which the subject is related, but the course numbers differ by level within a numbering range of 400-699 to ensure academic rigor. Undergraduate courses of 399 or below shall not be cross-listed with a graduate course. Cross-level courses must be approved through the academic proposal process: the differentiation of cross-level courses and student learning outcomes must be explained and demonstrated in attached syllabi (requirements, readings, grading, rigor, etc.). The university will apply the appropriate grading basis for the student's designated academic career. Approved cross-level courses must be noted at the end of catalog course descriptions as follows: This course is cross-level listed with MGMT 491.

Sections cannot be approved as cross-listed or cross-level courses in the following situations.

- They can be offered for variable credit.
- They satisfy different General Education requirements.
- They are traditional independent study, honors thesis, practica, internships, directed readings, master's thesis, or dissertation courses.

Students only receive credit for the single section of the cross-listed or cross-level course for which they are registered. Credit will not be awarded for a course where credit has been awarded for a cross-listed or cross-level course. If the number of students enrolled in all sections of a cross-listed or cross-level course

is less than the cap for one course, then all sections of a cross-listed or cross-level course count together as one course for instructional load purposes.

Curriculum Review

The curriculum committees of each college within Fayetteville State University act in accordance with the policy on credit hours in their review and approval of all courses and for certifying that the expected student learning for the course meets the credit hour standard. The determination of credit hours is made when a new course or a revision to an existing course is proposed. The submitted syllabus is examined for contact time as well as for assignments and evaluation mechanisms.

Degree Program

Degree-seeking students must complete all requirements of a degree program within a department, including all correlative requirements, such as a concentration or specialization. A degree program represents a degree-seeking student's primary field of study. A degree program is an approved structured plan of study requiring a minimum of 30 credit hours.

Admission to the university does not guarantee admission to a specific degree program. Therefore, students must complete an online application from the university website to request admission to a degree program. If a student is admitted to a degree program, the department chair will assign an advisor to the student. If a student applies but is not admitted to a degree program, the department may recommend professional development status.

A degree-seeking student wishing to change to a new degree program should recognize that the hours completed for the initial degree program may not be applicable to a new degree program, which may delay the student's progress toward graduation. Hence, students should take advantage of the educational guidance offered by advisors, administrative officers, the catalog, and the online degree evaluation program, before changing degree programs.

To change a degree program, a student must apply and be admitted to a new degree program. If a student is admitted to a new degree program, the department chair will assign an advisor to the student. If a student applies but is not admitted to a new degree program, the department may recommend professional development status.

All degree-seeking students are required to be admitted to a degree program. Students without a degree program cannot graduate. Professional development and special visiting students must complete an online application from the university website to request admission to a degree program. Professional development, special visiting, and conditionally admitted students are not eligible for federal financial aid.

Degree Program Concentration or Specialization

A concentration or specialization is a well-defined area of study within an approved degree program. A concentration or specialization has a maximum of twenty-four credit hours, when applicable. If necessary, a justification can be submitted to adjust the maximum number of courses for a concentration or specialization.

A student wishing to change a concentration or specialization within an approved degree program should recognize that the hours completed for the initial concentration or specialization may not be applicable to

the new concentration or specialization, which may delay the student's progress toward graduation. Hence, students should take advantage of the educational guidance offered by advisors, administrative officers, the catalog, and the online degree evaluation program, before changing concentrations or specializations.

To change a concentration or specialization within a degree program, a student must submit the Request to Change Concentration or Specialization Form. The college dean will inform the student, department chair/associate dean, and Office of the Registrar of the outcome of the request. If needed, the department chair will assign the student a new advisor.

Degree Time Limit

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

Dishonesty in Academic Affairs

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Procedures outlined in the Fayetteville State University Student Handbook will be followed for incidents of academic misconduct. The student handbook is available online at <https://www.uncfsu.edu/current-students/student-resources>. Non-disclosure or misrepresentation on applications and other university records will make students liable for disciplinary action, including possible expulsion from the university.

Doctoral Degree Requirements

Admission to Doctoral Degree Candidacy

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

Comprehensive Examination

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

The Comprehensive Examination will cover topics as outlined by the department. The written examination will be constructed by the faculty and administered by the department chair or director. The examination

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

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

Dissertation

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

The college dean will ensure that all guidelines and policies governing the dissertation are adhered to in order to ensure the successful completion of requirements for the dissertation.

Dissertation Advisory Committee

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

Proposal Approval

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

Oral Defense

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

The oral defense is an academic evaluation of the dissertation by the committee, and is open to the committee members, dissertation students, and FSU faculty. Two (2) weeks prior to the oral defense the director, in consultation with the college dean, will announce to the university faculty the time and place of the defense.

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

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

Submission of Dissertation

All theses and dissertations should be reviewed to ensure they adhere to The Fayetteville State University Graduate Programs' Guide for the Preparation and Submission of Theses and Dissertations and the Dissertation Writing Manual. After the candidate has made the revision requested in the dissertation oral defense and at least three (3) weeks before graduation, the student must submit one (1) copy of the dissertation to the college dean for review. Once the review is complete, the college dean will email feedback to the student and the Dissertation Advisory Committee Chair. The student, in consultation with the Committee Chair, should make the necessary corrections and submit one (1) copy of the revised dissertation to the college dean for verification that the corrections have been made. The college dean will

notify the student and the Advisory Committee Chair when the draft is approved for submission as the final document.

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

Policy on Completion of Dissertation

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

Candidates who will continue to use Fayetteville State University resources in completing their degrees must enroll in EDLE 999 and pay tuition and fees for not less than three (3) hours of continuing completion of dissertation credit each semester. These hours will not count toward the degree and will carry a different course number than those dissertation courses that are included within the hours designated for the degree.

Candidates who will not use Fayetteville State University resources should apply for a leave of absence with the Request for Leave of Absence Form. Regardless of the course of action selected, all candidates must be enrolled in EDLE 740 or EDLE 999 during the semester in which they complete their graduate work or are scheduled to receive their degrees.

See the Degree Time Limit section of the online catalog for completion limits for the doctoral degree.

Dropping and Adding Classes

Students may adjust their schedule of classes through the official dropping and adding processes until the last day of late registration. After this date, students will be permitted to adjust their schedules only for unusual and documented circumstances beyond the student's control. Students are cautioned that adjustment of their official schedule may affect tuition, fees, and financial aid eligibility, and may require additional payment and/or reimbursement of financial aid awards. Cessation of class attendance does not constitute official dropping of a course and attending a class does not constitute official adding of a course. Students who stop attending class without officially withdrawing will receive an "F" grade and will be removed automatically from the University.

Electronic Mail Policy

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

Enrollment Verification Policy

Students may request enrollment verifications through the National Student Clearinghouse for current or previous enrollments. For more details, visit the Office of the Registrar website at <https://www.unctsu.edu/faculty-and-staff/departments-and-offices/office-of-the-registrar/degree-and-enrollment-verification>.

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

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

1. The right to inspect and review the student's educational records;
2. The right to consent to disclosure of the student's education records to third parties, except to the extent that FERPA authorizes disclosure without consent;
3. The right to request amendment of the student's education records to ensure that they are not inaccurate or misleading;
4. The right to be notified annually of the student's privacy rights under FERPA and;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by FSU to comply with the requirements of FERPA.

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

To consent to disclosure or release of student educational records to a specific individual, see <https://www.unctsu.edu/faculty-and-staff/departments-and-offices/office-of-the-registrar/ferpa>.

Grading Policies

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

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

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

Other Grades

- I – Incomplete
- IP – In Progress (dissertation, thesis, directed studies only)
- W – Withdrawal
- WU – Withdrawal from University
- AU – Auditing (no credit)

Incomplete Grades

The grade of "I" (incomplete) may be assigned only when a student has maintained a passing average but for reasons beyond his or her control, is unable to complete a specific course requirement such as a report, field experience, experiment, or final examination. An Incomplete Grade may not be assigned to students who have failed to fulfill multiple requirements in a class.

The final grade must be submitted no later than the due date for all final grades of graduating or non-graduating students in the next regular fall or spring semester immediately following the semester or summer term in which the "I" grade was assigned. If the "I" grade is not removed within the stipulated time limit, the grade will be converted to a grade of "F." Students are responsible for initiating the actions necessary to remove "I" grades.

For students completing a thesis or directed study, to maintain continuous enrollment as required, the student must enroll in the appropriate thesis or directed study course each semester until the thesis or directed study is complete. A final grade of "IP" (in progress) will be recorded for the thesis or directed study course at the end of each semester. At the completion of the thesis or directed study, each "IP" grade will be converted to a grade of "U" (unsatisfactory) or "S" (satisfactory) as submitted by the instructor of record.

Final Grade Change

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

Grade Appeals

If a student thinks that a final grade is inaccurate, he or she should first consult with the faculty member who awarded the grade. The university expects the majority of grade appeals to be resolved by the student and instructor. If the instructor agrees to change the student's grade, the instructor must submit a grade change form for approval by the department chair/associate dean, college dean, and graduate school director. The Registrar's Office will inform (by email) the student, the instructor, and the department chair/associate dean about the grade change. If these informal efforts are unsuccessful in resolving the student's concern, the student may initiate a formal grade appeal.

The formal grade appeal must include documentation that one or more of the following occurred: 1) the instructor made an error in calculating the final grade; 2) the final grade was based on criteria and/or standards at variance with the course syllabus; and/or 3) the final grade was based on factors other than student achievement/performance. Failure to address one or more of these three reasons is a basis for

rejection of that appeal. Students must recognize that they bear the burden of proof in the grade appeal process and that a grade appeal will not be successful without appropriate documentation.

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

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

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

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

Timeline for Formal Grade Appeal Process

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

Grade appeals are not considered during the summer.

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

The Graduate Council

The Fayetteville State University (FSU) Graduate Council is charged with the responsibility of developing university-wide graduate policies, approving new graduate programs, and revising current graduate programs. All new programs, non-substantive, and substantive program revisions are submitted to the Council for review and approval before submission to the Provost and Vice Chancellor for Academic Affairs and the Chancellor for final approval. Minor course changes (titles, prerequisites, non-substantive changes in descriptions) do not require review by the FSU Graduate Council and can go straight to the college dean for final approval, unless discipline-specific standards require further oversight.

The Graduate Council shall consist of one representative from each department/school having a graduate degree program, deans of colleges that offer graduate programs, and assistant/associate deans as designated by their respective college deans. Departmental/school representatives, deans, and assistant/associate deans are eligible to vote. A graduate student (recommended by each college on a rotating basis) shall serve as a voting member of the council. The university registrar, executive director of admissions, and a faculty senate representative shall serve as ex-officio, non-voting members of the council. At the beginning of each academic year, the provost and vice chancellor for academic affairs will appoint all members to the council, based on recommendations of the deans.

An academic department/school may recommend a change of its representative to the respective college dean at the beginning of the academic year. If approved, the college dean will recommend the change to the Provost and Vice Chancellor for Academic Affairs.

The Provost and Vice Chancellor for Academic Affairs shall appoint the Chair of the Graduate Council. The Chair of the Graduate Council also serves as FSU's representative on the Graduate Council of the University of North Carolina system.

The primary functions of the Graduate Council are to:

1. Advise the Provost and Vice Chancellor for Academic Affairs to ensure quality and integrity in issues that pertain to graduate education.
2. Recommend policies and procedures affecting graduate study, including, but not limited to curricula, graduate credit, and certification and degree requirements.
3. Review matters pertaining to graduate degree programs such as academic regulations, curriculum proposals, review of the catalog, and university-wide standards and procedures for graduate degree programs.
4. Consider and make recommendations concerning exceptions to graduate policy.
5. Review and act on all nominations for appointment to graduate faculty status.
6. Receive and review proposals for the planning and establishment of new graduate programs and program concentrations and specializations.
7. Facilitate and collaborate on the hiring process for graduate assistants.
8. Collaborate on the creation of content for printed publications, social media, websites, and other platforms to promote the success of graduate programs, faculty, and students.
9. Represent FSU in the UNC System and other national and global events to increase the visibility of graduate programs.

Criteria for Selecting and Evaluating Graduate Faculty

The Graduate Faculty

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

Appointment

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

Categories and Functions of Membership

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

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

Faculty appointed as full members must meet the following criteria:

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

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

Faculty appointed as associate members must meet the following criteria:

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

Special membership shall be accorded faculty who for some determined, specific expertise or experience is able to contribute to a particular area. Special membership shall involve a two (2) year appointment, and must be renewed accordingly. Such members shall teach specific courses related to their area of expertise, and which are designated by their department unless a service-only non-teaching special status is recommended. A special member may serve on but not chair a dissertation or thesis committee.

Faculty appointed as special members must meet the following criteria:

1. An earned terminal degree in an appropriate discipline which meets the qualifications required by FSU, the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC) and/or relevant specialized accreditation bodies; the terminal degree appropriate for his or her academic field; or experience/skills that uniquely qualify him or her to teach a specific course. In lieu of the terminal degree, the department chairperson/associate dean shall provide justification for such an exception. The justification shall be used by the FSU Graduate Council in rendering a recommendation to the department chairperson/associate dean and college dean.
2. Have a record of active participation in professional organization related to the academic field of specialization.
3. Evidence of effective teaching.
4. Evidence of continuing professional development.

Newly hired faculty members may be approved for temporary graduate faculty special membership for the first semester immediately following hiring upon the review and recommendation of the requisite college dean. The recommendation documents that the faculty member meets the minimum criteria for graduate faculty special membership. A memo documenting this temporary status will be submitted to the chair of the FSU Graduate Council chair prior to the start of the semester in which the new hire assumes teaching duties. The new faculty member will submit a graduate faculty application at the appropriate level by the end of his/ her first semester at FSU.

Application Process

To apply, faculty members will complete a one-page application form. In addition, they will attach a curriculum vitae with their record of teaching, scholarship, and other professional activities to the application form. The department chairperson/associate dean will review the application form, the curriculum vitae, and evidence of effective teaching and make a recommendation to the college dean. The college dean will make a recommendation to the FSU Graduate Council. A simple majority of members of the FSU Graduate Council will constitute a quorum to review and approve or disapprove the recommendation for the type of graduate faculty membership requested on the application form. The FSU Graduate Council chair will communicate the council's decision to approve or disapprove to the faculty member, the department chairperson/associate dean, and the college dean. The college deans will be

responsible for tracking the status of graduate faculty within the college. A list of the graduate faculty will be posted on the FSU Graduate Council Canvas site.

Evaluation and Reappointment

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

Graduate Programs Organization

The university-wide FSU Graduate Council provides oversight to all graduate programs at the university, and the Graduate School provides support to all graduate programs at the university. The Broadwell College of Business and Economics, the College of Education, the College of Health, Science, and Technology, and the College of Humanities and Social Sciences are responsible for the graduate programs within the college. The graduate faculty, program coordinators/directors, department chairs, associate deans, and college deans are directly responsible to ensure that each degree program is of the highest quality. Each college has a College Graduate Programs Committee.

Graduate School

The mission of the Graduate School is to encourage and support student and faculty participation in research, scholarship, and service. The Graduate School is committed to excellence in teaching, research, and service and to preparing graduates to lead meaningful and productive lives. The Graduate School strives to increase enrollment, retention, and graduation of students in all disciplines.

Graduate study involves the extension of knowledge. However, it is more than a mere continuation of undergraduate study. Graduate study is different from undergraduate study in the following respects:

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

Graduate Student Designation

All students (degree seeking or non-degree seeking) holding a baccalaureate degree from an accredited college or university who attend Fayetteville State University are classified as graduate students except

students seeking a second undergraduate degree and/or a teacher licensure-only program. Thus, students seeking a doctoral degree, master's degree, graduate level certificate, professional development, and special visiting admission all are designated as graduate students and are required to pay graduate student fees. Students seeking a second undergraduate degree and/or a teacher licensure-only program are classified as undergraduate students.

Graduation Policies

Application for Graduation

All students who expect to graduate must submit the online graduation application and pay the non-refundable graduation fee, through their online Banner account by the deadlines posted on the Graduation Information site. Before doing so, the student should review and discuss their degree evaluation with their advisor/coordinator/director to determine if they are on track to meet degree requirements. Students must apply for graduation to participate in commencement exercises. The university assumes no responsibility for making special adjustments for students who file late applications for graduation.

Students must check their official FSU student email account on a regular basis for updates on their graduation status. Students must maintain contact with their academic department/school and/or advisor/coordinator/director to ensure that all necessary documents are completed and all graduation requirements are met. Requirements are considered complete only when appropriate documentation is received by the Office of the Registrar. Students are subject to the institutional regulations in effect when they apply for graduation. Changes in institutional regulations may change the graduation requirements specified above. Hence, students are encouraged to know the institutional regulations in effect at the time of their anticipated graduation. Once a degree is awarded, the academic record is closed and therefore no changes may be made relevant to that particular program.

Graduation Requirements

Students must have a cumulative GPA of 3.0 or greater to fulfill graduation requirements. The Termination Due to Grades/Dismissal policy still applies (three (3) "C" grades or one "F" or "U" grade in any graduate level course). Graduate students who receive a third "C" or one "F" in the semester they intend to graduate are terminated from the program and are not eligible for graduation until a petition for reinstatement in the graduate program is resolved. To calculate the average, all grades except "S" and "U" will be counted in all courses that are attempted. All courses in the student's approved program of study must be completed. Students must be enrolled at Fayetteville State University in the semester they intend to graduate. For students in Master's degree programs, courses cannot be older than six (6) years at the time of graduation. For students in the Doctoral degree program, courses cannot be older than eight (8) years at the time of graduation.

Students enrolled in a degree program and certificate program concurrently must complete requirements for both to receive the degree and certificate at the time of graduation. If a student completes the degree requirements and not the certificate requirements at the time of graduation and desires to graduate with the degree, then the certificate must be dropped. To complete the certificate requirements afterward, the student must then apply to the certificate program, pay the application fee, and be readmitted into the certificate program to complete requirements.

Students must complete at least one-third of the total earned credit hours required for a graduate or a post-baccalaureate professional degree at Fayetteville State University. Requirements for transfer equivalency remain in effect.

Students must apply for graduation by the deadlines posted on the Graduation Information site. Students should seek advice from their advisor/coordinator/director before applying for graduation. Students must pay the required graduation nonrefundable application fee. Students cannot graduate with unresolved grades of "I," "IP," or "U" on their transcripts. All requirements to remove these grades must be met before graduation.

Graduation Clearance

Doctoral/Graduate Process for Degree Completion

The Office of the Registrar uses a combination of Degree Works, the university's official degree evaluation and degree clearance tool, and departmental clearance forms for degree verification and clearance process for doctoral and graduate students. The degree clearance process takes approximately 4 - 6 weeks.

Prior to graduation clearance, the Advisor or Coordinator should:

- Review their students who have applied for graduation on the weekly graduation report.
- Contact their students to discuss their Degree Works degree evaluation and any remaining degree requirements to include, but not limited to, courses, GPA, and total degree credit hours.
- Review the degree evaluation for any courses that fulfill dual requirements to determine if the student will need to complete additional electives to ensure completion of the minimum credit hours required by the degree program.
- Make an appointment with the appropriate graduation team member to immediately discuss and clear up any discrepancies between Degree Works and the department's internal clearance process, to include, but not limited to substitution and waivers and transfer equivalencies.
- It is noted that **students bear final responsibility for the decisions they make.**

Prior to graduation clearance, the Student should:

- Review your student record to verify your name as listed is what will be printed on your diploma. If you have had a name and/or address changes, visit Student Information Updates for the procedure for name and/or address changes.
- Consult with your advisor, coordinator, or department chair of your degree program to discuss your degree evaluation.
- Run your Degree Works degree evaluation. Submit your graduation application after conferring with your advisor or coordinator.
- Stay on track for your graduation year.
- Run your Degree Works degree evaluation at the beginning and end of each semester to ensure you are meeting degree requirements.
- Ensure to take courses per your Degree Works degree evaluation plan in consultation with your advisor.
- Notify your advisor of any discrepancies in your Degree Works degree evaluation.

Prior to graduation clearance, the Graduation Team must:

- Review the weekly reports to ensure student data matches on all degree related forms.
- Meet with the advisors or coordinators to clear up any degree discrepancies.

During the Degree Works degree clearance process, the Graduation Team must:

- Ensure all student grades have been submitted. Contact the departments for any missing grades.
- Ensure Degree Works denotes that student has completed a minimum of one-third of the total earned credit hours required for the degree program curriculum in residence at Fayetteville State University.
- Verify all requirements are met by ensuring all met requirements are denoted with a green check mark.
- Review the free electives area to determine if courses can be appropriately rearranged to meet unmet requirements.

After the Degree Works clearance process, the Graduation Team must:

- Ensure students are appropriately coded with the "G" graduation status code for degree awarded.
- Ensure no changes are made to a student's record after the student has been awarded.
- Inform students via email that they have been awarded and can begin to request transcripts.

Guidelines for Online Learning Environments

To determine appropriate credit hours for online learning environments, FSU follows guidelines suggested by Laurie Isenberg, Director of Postgraduate and Continuing Education at Life Chiropractic College West, in the Blended and Online Learning Constituent Group of EDUCAUSE:

1. In courses offered synchronously online (i.e. live online seminars or videoconference courses), credit hour definitions may be identical to traditional face-to-face courses.
2. In courses offered asynchronously online, the "direct contact"/"hours outside of class" dichotomy does not accurately apply to all learning activities.
3. Activities that may qualify as "direct contact" would have the direct oversight or supervision of the course instructor. Examples include:
 - a. Interaction with posted modules or lessons written or procured by the instructor
 - b. Chat room, phone, in-person, email, or video-conference discussions with the instructor and/or other students
 - c. Discussion board or wiki posting
 - d. Presentations
4. Activities that may qualify as "hours outside of class" are independently pursued and would include:
 - a. Reflection and study
 - b. Research
 - c. Reading
 - d. Writing, particularly writing outside of discussion boards
 - e. Individual or group projects

Independent Study

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

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

Leave of Absence

A student in good academic standing, who must interrupt his or her graduate program for good reasons, should request a leave of absence from graduate study for a definite period not to exceed one year. The request must be made with the Request for Leave of Absence form no later than the end of the late registration period of the semester in which the leave of absence is to apply. Upon the approval of the student's department chair/associate dean, and college dean, the student will not be required to register during the leave of absence. The time that a student spends on an approved leave of absence will be included in the time allowed to complete the degree or graduate certificate (i.e., six years for the master's degree and graduate certificate; eight years for the doctoral degree). If a student does not return within the period stipulated in the approved leave of absence, the student must reapply to the university and the said program.

Licensure

Education – Preparing licensed teachers is a state responsibility that is delegated to state approved Educator Preparation Programs (EPPs). The North Carolina state legislature creates laws that become State Board of Education policies and requirements for those desiring to teach. Fayetteville State University's College of Education is a state approved, nationally accredited EPP. The requirements for teacher licensure are a four-year degree and an MAT or equivalent course work from an educator preparation program approved by the State Department of Public Instruction, results from nationally published examinations and other state requirements such as internship. The examinations vary according to teaching discipline and level. The current tests include Praxis II, Foundations of Reading, Content Knowledge in Math, and edTPA. The FSU College of Education also participates in national reviews by the Council for the Accreditation of Educator Preparation, which allows FSU graduates to be eligible for reciprocity with other states. See the undergraduate catalog for further information about teacher licensure-only programs at FSU. The initial licensure programs at the graduate level are MAT programs as described in this graduate catalog.

Nursing – The National Council Licensure Examination (NCLEX) is a nationwide examination for the licensing of nurses in the United States. After graduation from FSU's School of Nursing, students are required to take the NCLEX exam to receive a nursing license. A nursing license gives an individual the permission to practice nursing.

Social Work – The North Carolina Social Work Certification and Licensure Board (NCSWCLB) is the acting regulatory authority for social workers in the state. Upon completion of FSU's Master of Social Work degree, graduates are eligible to take the Licensed Clinical Social Worker (LCSW) exam. The LCSW allows individuals to practice as a clinical social worker.

Master's Degree Requirements

Admission to Candidacy for the Master's Degree

Admission to Fayetteville State University in a degree program does not carry with it admission to candidacy for the graduate degree. Students should apply for admission to candidacy once they have

completed at least twelve (12) credit hours but no more than eighteen (18) credit hours of study at Fayetteville State University. Approval of degree candidacy by the 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:

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

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

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

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

Comprehensive Examination

In addition to regular examinations, a final Comprehensive Examination on the content of a degree program is required of candidates in some master's degree programs. The Comprehensive Examination will cover topics as outlined by the department/school. The written examination will be constructed by the faculty and administered by the department chair/associate dean or an appointee of the chair based on the schedule determined by the Graduate Committee of each program. The Comprehensive Examination may be taken when all courses are completed or when the final courses are in progress. The examination(s) must be scheduled in conformance with deadlines shown in the university registrar's calendar. Students also must have been admitted to candidacy and must have a cumulative grade point average of 3.0 or better to be eligible to take the comprehensive examination. Candidates may take the written examination twice, but they cannot retake the examination in the same semester. Candidates who fail the written examination on the second attempt will be terminated from the program. Students will be notified of their examination results by the department chair/associate dean. The department chair/associate dean will submit a copy of the results to the college dean, who will submit a copy to the Office of the Registrar. A comment will be placed on the student's transcript indicating Comprehensive Examination Met with the effective month, day, and year.

If an oral examination of the written comprehensive examination is required, it will be administered by a committee of three graduate faculty members recommended by the department chair/associate dean, and the appropriate college dean. A unanimous vote by the committee is required to pass the oral

comprehensive examinations. Passing of the oral examination may be conditional and dependent upon the completion of additional work to the satisfaction of the committee. A formal re-examination will not be required in this case. Graduate faculty are invited to attend the oral comprehensive examination sessions for all graduate degree candidates. Discussions and decisions of the examination committee are confidential.

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

Comprehensive Examination Results Appeals

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

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

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

The student may appeal to the college dean whose role will be to review the appeal procedures to ensure that the appeal was given full consideration and that the student was treated fairly. The student must bear in mind that the role of the college dean is NOT to review the faculty's decision regarding passing or failing the comps, but to make sure the appeal process is conducted fairly.

Thesis

A written thesis and its defense are required for candidates in several master's degree programs. Students should consult the Graduate Catalog for program requirements for their specific programs. The purpose of the thesis is to provide an experience in scholarship, which will be of enduring value to the student in understanding how new knowledge is developed. The thesis provides tangible evidence of the student's development as a scholar and especially his or her capacity to discover and effectively communicate research findings. The thesis should also enlarge the body of knowledge in the student's chosen field. The

thesis must represent an original investigation into a subject, which has been approved by the Thesis Advisory Committee and the student's college dean. The department chair/associate dean and the college dean will ensure that Graduate Programs guidelines and policies are adhered to and will signify completion of requirements for the theses.

Thesis to Non-Thesis

Should a student desire to change from a thesis degree program to non-thesis degree program, the student must submit the Thesis to Non-Thesis Change Form.

All previously earned credits and grades for all thesis-related courses will remain on the student's record but will not count toward the degree. Students may be required to enroll in additional course credits to meet the non-thesis degree program requirements. Any grades of "IP" assigned for thesis-related courses will be changed to "S" or "U" as appropriate by the professor of record using the Office of the Registrar's online change of grade process. If enrolled in a thesis course for the current term, the student may drop the course, if the registration drop/add period is open. If the registration drop/add period is closed, the student must request a late drop using the Late Withdrawal Policy form.

A statement will appear on the transcript noting the transfer from the thesis to non-thesis option with the effective month, day, and year.

Thesis Advisory Committee

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

Proposal Approval

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

Oral Defense

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

Results Form must be sent within three (3) days of the defense to the college dean. A student may defend the thesis a maximum of two times. *Maximum credit allowed for the thesis is six (6) semester hours.*

Submission of Thesis

All theses should be reviewed to ensure they adhere to The Fayetteville State University Graduate School Guide for the Preparation and Submission of Theses and Dissertations. After the student has made the revisions requested in the thesis oral defense and at least three (3) weeks before graduation, the student must submit one (1) copy of the thesis to the college dean for review. The thesis must be submitted with the Thesis Approval Form with all the required signatures. Once the review is complete, the college dean will send feedback to the student and Thesis Advisory Committee Chair. The student, in consultation with the Advisory Committee Chair, should make the necessary corrections and submit one (1) copy of the revised thesis to the department chair/associate dean and college dean for verification that the corrections have been made. The Thesis Advisory Committee Chair will notify the college dean after final review and approval of the edited thesis. After reviewing the final (edited) thesis, the college dean will notify the student and the Thesis Advisory Committee Chair that the thesis is ready to be printed. The student submits four (4) copies of the thesis (with original signatures of all Advisory Committee members on the title page), along with the ProQuest form and the required fee, to the office of the college dean. The student must pay the thesis processing fee at the FSU's Cashier's Office and attach a receipt to the four (4) copies of the thesis.

See the Degree Time Limit section of the online catalog for completion time limits for the master's degree.

Medical Insurance

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

Orientation

All graduate students should attend a graduate student orientation delivered by their department or college during the semester in which they begin graduate study. The orientation focuses on academic policies, regulations, and procedures.

Petition for Reinstatement after Termination/Dismissal from Graduate Program

A graduate student who has been terminated/dismissed from a graduate program due to poor performance may petition for consideration for reinstatement with conditions to improve upon his or her performance. A student who wishes to petition for reinstatement with conditions must provide strong evidence to show that his or her performance will improve if given a second chance. This request must be submitted to the department chair/associate dean, who will ask the appropriate program faculty members/committee to evaluate the petition; the appropriate faculty members/committee must be familiar with the student's academic performance and/or serve on a relevant committee. The program faculty members will, among

other factors, consider the special circumstances presented by the student and the student's potential to improve upon performance. After the program faculty members make a recommendation, they will submit a recommendation letter to the department chair/associate dean, who will review and make a recommendation to the college dean for review. The college dean will review the recommendation, make a final decision, and notify the student, the department chair/associate dean, the graduate coordinator/program director, and the Office of the Registrar. The college dean's decision is final. Approval of the reinstatement may be contingent upon the student meeting additional conditions as required by the program faculty. A student reinstated with conditions who receives an additional grade of C or F or does not meet the conditions of the reinstatement letter will be permanently dismissed from the respective graduate program and will not be allowed to submit an additional petition.

If a student does not enroll in the subsequent fall or spring semester, the student must be readmitted and be guided by the Readmission policy.

Program of Study

All students must have a program of study developed in consultation with their academic advisors and signed by the student, advisor, and department chair/associate dean. The program of study must list all required courses and electives. As students complete courses, the program of study should be updated by the academic advisor to indicate the semester courses were taken and the grades earned.

Readmission

Students who are terminated from their programs because of failure to maintain continuous enrollment and/or who have not been granted a leave of absence during a fall or spring semester must do the following:

- Submit a complete application with a \$50.00 non-refundable fee. (The application fee is waived for students who have not attended the university for a maximum of two consecutive semesters, excluding summer).
- Furnish official transcripts from all institutions attended since their last enrollment, if applicable.
- Receive clearance by contacting the Offices of Student Accounts, Student Affairs, and Registrar, prior to applying. The registration process may be impacted for students who have not been cleared.

In addition to the above requirements, applicants for readmission with a cumulative grade point average (GPA) below 3.0 in their last semester, have attempted 150% or more of the degree program total hours, or have a completion rate of less than 67% for all attempted classes, must do the following:

- Meet with a Graduate Coordinator to complete the Academic Appeal Form and an Academic Success Plan
- Apply for readmission if the appeal is approved. Appeal approval does NOT guarantee re-admittance to the University. Students must also meet the Office of Admission requirements.
- Visit the Academic Appeals web site for additional information

Students readmitted to the university will be subject to the degree requirements in effect at the time of readmission (see "Catalog Policies" in "Academic Rules").

Registration

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

Release of Directory Information

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

Under FERPA, a student has the right to request that the disclosure of directory information be withheld as long as the student is enrolled at FSU. If a student wishes to have the student's directory information withheld, the student should submit a written request to the Office of the Registrar by completing the *Request for Non-Disclosure of Directory Information Form* (<https://www.uncfosu.edu/faculty-and-staff/departments-and-offices/office-of-the-registrar/forms-documents-and-tutorials>). Directory information may be released without permission for students no longer enrolled at FSU unless that student, at his/her last opportunity as a student, requested otherwise.

A student or parent may not use the right to opt out of directory information disclosure to prevent FSU from disclosing or from requiring a student to disclose the student's name, identifier, or institutional e-mail address in a class in which the student is enrolled.

A copy of complete FERPA policies and procedures may be obtained online at <https://www.uncfosu.edu/faculty-and-staff/departments-and-offices/office-of-legal-affairs/policies-and-procedures>.

Second Master's Degree

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

Student Responsibility

Each student is responsible for adhering to the Graduate Catalog, for the proper completion of his or her academic program, for maintaining the required grade point average, and for meeting all other degree requirements. While the academic advisor will provide advisement and guidance, the final responsibility for adhering to policies, procedures, and requirements remains that of the student. Each student is required

to have knowledge of and adhere to all FSU policies and regulations pertaining to campus life and student behavior. The complete code of student conduct is available online at <https://www.uncfsu.edu/faculty-and-staff/departments-and-offices/office-of-legal-affairs/policies-and-procedures>. Each student is responsible for checking his/her FSU email regularly, maintaining communication with the university, and keeping a current address, including ZIP code and telephone number on file with the Office of the Registrar at all times. The email policy is available online at <https://www.uncfsu.edu/faculty-and-staff/departments-and-offices/office-of-legal-affairs/policies-and-procedures>. Each student is expected to participate in the Fayetteville State University academic community in a manner that will reflect credit upon the integrity of the student and the university.

Termination Due to Grades/Dismissal Policy

Graduate students who receive three (3) "C" grades or one (1) "F" or "U" grade in any graduate level course(s) will not be eligible to register for subsequent semesters at FSU. This applies to any current graduate program and any courses transferred or applied to the current graduate program.

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

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

Textbook Rental Policy

In order to make textbooks more affordable for students, Fayetteville State University has adopted a Textbook Rental Program. This program includes an across the board charge to all students. The Textbook Rental Program includes hardback and paperback textbooks that are required for courses. Paperback textbooks must have a new retail value of \$50.00, or above. The Program also excludes any course materials with a retail price of less than \$50.00, course packs, or any course materials with a one-time use, ancillary study guides, and lab books. **Exception for Graduate Students: The Textbook Rental Program allows graduate students the option to participate in the Rental Program or to purchase books. This option must be exercised at the time the graduate students register each semester and cannot be changed during the semester.**

Transcript, Diploma, and Certificate Distribution

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

Transcript Request Policy

Students may request transcripts through the National Student Clearinghouse for the required processing fee. For more details, visit the Office of the Registrar's website at <https://www.uncfsu.edu/faculty-and-staff/departments-and-offices/office-of-legal-affairs/policies-and-procedures>.

staff/departments-and-offices/office-of-the-registrar/student-resources. Students who request transcripts using mail-in or walk-in method will be charged \$10.00 per transcript. Faxed requests are not accepted. Transcripts are released only when the student's account is paid in full and loan payments are current. Mail-in requests for transcripts should be mailed to:

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

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

Indebtedness to the University

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

Change of Name and Address

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

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

Transfer Credits

Transfer credits for graduate courses with a grade of B or higher may be accepted at Fayetteville State University toward completion of a master's degree. Transfer credits may account for no more than twenty five percent of the total degree credit hour requirement. Individual master's programs may restrict the maximum number of transfer credits to six hours. The doctoral program allows for up to twenty five percent of the total degree credit hour requirement to consist of transfer credits; however, these transfer hours may not be used in the program core. The remaining hours must be earned in residence.

Course work successfully completed at colleges and universities recognized by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC) will be considered for transfer credit. College level coursework completed at other US Department of Education nationally accredited colleges/universities or equivalent which are not listed above may be considered for transfer credit. **Correspondence courses at any institution will not be accepted.**

Students wishing to transfer credits must submit the Transfer Course Evaluation Form, official transcripts, and other appropriate course identification information (e.g., copy of course description from catalog, course syllabus) to the advisor for initial approval. The recommendations of the advisor should be

forwarded to the department chair/associate dean and college dean for approval. Course work may be transferred upon the student's admission into a graduate school program. **Course work transferred must not be older than six years at the time the intended master's degree or eight years at the time the intended doctoral degree is awarded.**

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

Withdrawal Policies

Class Withdrawal

Students may withdraw from individual classes until the deadline each semester, term, or session. (See Academic Calendars for specific dates.) Students who complete the class withdrawal process will receive a grade of "W." Tuition and fees are not adjusted for withdrawing from individual classes. Failure to attend classes does not constitute official withdrawal from that class. Students who stop attending classes but do not officially withdraw will receive a final grade of "F" and automatically will be withdrawn from the university. Administration will request assistance from Housing and the One Card office to determine last date(s) of utilization of university services for the purpose of calculating final student charges for billing purposes.

Extenuating Circumstances Withdrawal

Students may withdraw from individual courses or from the university for extenuating circumstances without academic penalty, meaning the grade(s) you may have received will be replaced with a W or WU.

Once the extenuating circumstance withdrawal is approved,

- W or WU will be recorded on the transcript;
- Course(s) count in attempted hours;
- Course(s) do not count in GPA calculations;
- Course(s) are subject to Title IV regulation (SAP rules and calculations).

Extenuating circumstances include:

- **Military Service Obligation:** Duty on a voluntary or involuntary basis in connection with service in the Armed Forces, Reserves, or National Guard including, but not limited to active duty, active duty for training, initial active duty for training, and inactive duty training.
- **Serious Medical Debilitation of the Student:** Illness, injury, impairment, or physical or mental condition requiring inpatient care in a hospital, hospice, or residential medical care facility.

Documentation required includes:

- **Military Service Obligation:** Verification of the student's voluntary or involuntary basis in connection with service in the Armed Forces, Reserves, or National Guard including, but not limited to, active duty for training, initial active duty for training, and inactive duty training. Acceptable documentation may include, for example, copies of orders, letters from a commanding officer, etc.
- **Serious Medical Debilitation of the Student:** A certificate issued by the treating health care professional(s) stating each of the following:

1. Approximate date on which the student's condition began;
2. Extent to which the condition has impacted the student's pursuit of a degree;
3. Relevant and appropriate medical facts regarding the student's condition.

Extenuating Circumstances Withdrawal Review Process

The student will submit a statement and all required documentation to the Counseling and Personal Development Center. The statement must include:

- Student name and Banner ID, date of request, names and section numbers of requested course(s) for withdrawal, and detailed reason the student is requesting withdrawal for extenuating circumstances.

The Counseling and Personal Development Center will review the request and documentation and forward with a recommendation to the college dean and the Office of the Registrar.

If approved by the college dean (or designee), the Office of the Registrar will process the withdrawal for extenuating circumstances. If not approved by the college dean (or designee), the college dean's office will contact the student and the advisor to determine the best course of action for the student. A student may appeal a denial through the Office of the Provost.

Late Withdrawal

Students seeking to withdraw from individual courses or from the university after the published deadline, before courses have been graded, and who do not meet the criteria for an extenuating circumstances withdrawal, must make the request for late withdrawal by completing the online Late Withdrawal Request form. This request must include documentation of unavoidable and unforeseen circumstances that prevented the student from meeting the published deadline.

Administration will request the assistance of the assigned instructors to verify attendance and participation in classes, as well as assistance from Housing and the One Card office to determine last date(s) of utilization of university services for the purpose of calculating final student charges for billing purposes.

Such requests must be made no later than the end of the semester in which the course was taken.

Mandatory Withdrawal from the University

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

Retroactive Withdrawal

Students seeking to withdraw from individual courses or from the university after the published deadline, for which courses have been graded and who do not meet the criteria for an extenuating circumstances withdrawal, must make the request for retroactive withdrawal by completing the online Retroactive Withdrawal Request form. This request must include verifiable documentation of unavoidable and unforeseen circumstances which prevented the student from meeting the published deadline.

Administration will request the assistance of the assigned instructors to verify attendance and participation in classes, as well as assistance from Housing and the One Card office to determine last date(s) of utilization of university services for the purpose of calculating final student charges for billing purposes.

Such requests must be made no later than the end of the next regular semester after the semester for which the university withdrawal is requested.

University Withdrawal

Before deciding to withdraw from the university, a student must consult with his or her advisor to discuss the reasons for the withdrawal, and the student's plan for continuing his or her education. The student can then begin the official university withdrawal process by submitting the online University Withdrawal form. Students who are under 18 years of age must have the approval of a parent or guardian before withdrawing from the university. The official date of withdrawal (for purposes of computing charges and grades) will be the date the student submits the online form. However, administration will also request assistance from Housing and the One Card office to determine last date(s) of utilization of university services for the purpose of calculating final student charges for billing purposes.

The university will not make any refund of tuition/fees or room and board charges until four (4) weeks after the student completes the official withdrawal process. All refunds will be made by the method selected by the student for refunds. Students may withdraw from the university until two weeks prior to the beginning of final exams (see Academic Calendars for specific deadlines).

Students who officially withdraw from the university will receive a WU grade in all their classes (see "Grading Policies"). Students who receive WU grades may re-enroll in the next regular semester or summer term without making application for readmission but cannot enroll in the same semester for an 8-week term. Students who seek to withdraw from the university within the deadline but have earned grades in the previous 8-week session will retain those grades. The student will be assigned a WU for the remaining courses.

Hours with a grade of WU count as hours attempted but not completed for the purposes of financial aid. Withdrawal from the university may therefore have an adverse effect on financial aid. In addition, a student who withdraws from the university the semester after being placed on Academic Probation will be considered to have two consecutive semesters below 3.0 for the purposes of calculating academic standing. Withdrawal from the university may therefore have an adverse effect on academic standing as well. A student may be requested to submit a Letter of Academic Appeal to determine financial aid eligibility.

Unofficial Withdrawal

At the end of each semester, students who were assigned all grades of F, FN, I, or W or a combination are considered unofficially withdrawn from the University.

Adjustment of Tuition and Financial Aid for Unofficial Withdrawals: The university's policy and schedule for refunds will be applied to students who unofficially withdraw from the university. Financial aid will be adjusted based on the unofficial withdrawal date, which may result in the requirement for recipients of financial aid to repay all or some of the aid they received for that semester. Administration will also request assistance from Housing and the One Card office to determine last date(s) of utilization of university services for the purpose of calculating final student charges for billing purposes.

Admissions

Applicants seeking to pursue graduate study at Fayetteville State University will be considered for admission in one of the following distinct categories of students:

- admitted as unconditional degree seeking at the doctoral or master's levels;
- admitted at graduate certificate level;
- accepted as conditional admission at the master's level;
- accepted as add-on licensure at the master's level;
- accepted at professional development level;
- accepted at special visiting level.

All students (degree seeking or non-degree seeking) holding a baccalaureate degree from an accepted accredited college or university who attend Fayetteville State University are classified as graduate students except for students seeking a second undergraduate degree and/or a teacher licensure-only program.* Thus, students seeking a doctoral degree, a master's degree, add-on licensure at the master's level, a graduate level certificate, professional development, and special visiting admission are all designated as graduate students and are required to pay graduate student fees. Students seeking a second undergraduate degree and/or a teacher licensure-only program are classified as undergraduate students.

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

Applications may be accessed online at <https://www.uncfsu.edu/admission-and-aid/graduate-admissions>.

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

Priority Deadlines for Application to Graduate Degree and Certificate Programs*			
College of Humanities and Social Sciences	Admission for Fall Semester	Admission for Spring Semester	Admission for Summer Term
Criminal Justice	April 15	October 15	Fall/Spring Admission Only
English	April 15	October 15	Fall/Spring Admission Only
Psychology	March 15	October 15	Fall/Spring Admission Only

Social Work – Advanced Standing	February 28	See Admission Requirements	See Admission Requirements
Social Work – Full Time and Weekend Part Time	March 31	Fall Admission Only	Fall Admission Only
Sociology	April 15	October 15	Fall/Spring Admission Only
Broadwell College of Business and Economics	Admission for Fall Semester	Admission for Spring Semester	Admission for Summer Term
Master of Business Administration (M.B.A.)	See Admission Requirements	See Admission Requirements	See Admission Requirements
College of Education	Admission for Fall Semester	Admission for Spring Semester	Admission for Summer Term
Educational Leadership, Doctor of Education (Ed.D.)	April 1	Fall Admission Only	Fall Admission Only
Master of Arts in Teaching (M.A.T.)	June 30	November 30	April 30
Master of Education (M.Ed.)	June 30	November 30	April 30
Master of School Administration (M.S.A)	April 1	Fall Admission Only	Fall Admission Only
Lloyd College of Health, Science and Technology	Admission for Fall Semester	Admission for Spring Semester	Admission for Summer Term
Master of Science in Nursing (M.S.N.)	See Admission Requirements	See Admission Requirements	See Admission Requirements

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

Applicants who have submitted all required application materials will be notified of the admission decision in the appropriate graduate admission portal. To register for classes following notification of acceptance, new degree-seeking students must pay a \$100 nonrefundable enrollment/confirmation fee through the appropriate graduate admission portal. The graduate admission portals can be accessed online at <https://www.uncfsu.edu/admission-and-aid/graduate-admissions>.

Inquiries about specific graduate programs should be directed to the graduate program coordinator/director. For further information, see www.uncfsu.edu/grad.

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

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

- a. A completed graduate admission application.
- b. Complete all requirements for the safety review. The campus safety requirement will NOT be bypassed under any circumstances.
- c. Pay the nonrefundable application fee.
- d. Minimum graduate GPA of 3.50.
- e. Official transcripts of all college/university work.
- f. A score on the GRE taken within the last five years.
- g. Three letters of recommendation (not older than two years).
- h. A personal interview.
- i. An on demand writing sample.
- j. 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
College of Education
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301-4298
(910) 672-1810

Application Deadline: To be considered for admission to the Ed.D. Program, applicants must submit all required application materials by April 1 for admission for the fall semester. Applications submitted after the deadline will be considered for admission for the following fall semester. Students are admitted by cohorts in the fall semester. For specific requirements and procedures for matriculation through the program, applicants should contact the director of the Ed.D. program or the department chair.

Guidelines for Applicants to Master's Degree Programs

Applicants who apply for admission to graduate programs must have a baccalaureate degree from an accepted accredited institution. All foreign academic transcripts must be evaluated by World Education Services (WES) or a National Association of Credential Evaluation Services (NACES) approved evaluation service and translated into English. The criteria used for admissions decisions vary according to programs and colleges. Depending on the prospective program's admission requirements, this may include official scores from the Graduate Record Examination (GRE), Miller Analogies (MAT), or the Graduate Management Admissions Test (GMAT) (see degree program requirements in the catalog). Scores must be no older than five (5) years at the time of application. Scores are not required for applicants who currently hold a master's degree from an accepted accredited institution unless otherwise stated by the specific degree program. Applicants should consult the program section in the catalog for admission requirements specific to each program of study. Programs that admit students as a cohort may have an admission timeline and requirements that are different from the requirements outlined below. **Students who do not meet all requirements to be admitted unconditionally may be admitted under one of the following admission**

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

Guidelines for Applicants to Add-on Licensure at the Master's Level

The add-on licensure program is a 27 credit-hour sequence for individuals who hold a master's degree in an educational area from a regionally accredited institution and hold "M" level certification from North Carolina. Candidates who complete the 27-hour sequence will be recommended for licensure area 012 Level I (Principal). Candidates must also have three years of successful teaching experience or relevant school experience at the time of application. After the sequence, the individual will be awarded a Graduate Certificate in School Administration. A completed application consists of the following.

- a. Complete the graduate application.
- b. Complete all requirements for the safety review. The campus safety requirement will NOT be bypassed under any circumstances.
- c. Pay the nonrefundable application fee.
- d. Minimum GPA of 3.0 or above from a master's program.
- e. Official transcripts of all college/university work (excluding Fayetteville State University). If you have attended Fayetteville State University, you must include it on your application. The FSU graduate admissions office will request students' FSU transcript(s) once the application is submitted.
- f. Resume.
- g. Current teaching license.
- h. Three letters of recommendation, including a recommendation from the applicant's building principal.
- i. Written essay outlining the applicant's graduate educational goals and professional objectives.
- j. Completion of personal interview and writing exercise.

A Graduate Record Examination (GRE) score report is not required.

Guidelines for Applicants to Graduate Programs in Business

Admission Requirements for the MBA program:

- Bachelor's degree from an accepted accredited institution or equivalent*
- Minimum undergraduate GPA of 2.75 or higher (or graduate GPA of 3.0 or higher)
- Minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver (see details under the MBA program)

Students who do not meet these requirements may apply and be admitted on Conditional Admission status. Students who are admitted on Conditional Admission status can enroll in up to 12 credit hours (4 classes), which may be used to meet the GPA requirement and also to attain a GMAT/GRE waiver. Successfully completed courses will be applied to the MBA program once these students enter Degree Seeking status.

How to Apply for the MBA Program:

- Students who meet the admissions requirements should complete the online application at <https://applymba.uncfsu.edu>
- Pay the non-refundable application fee of \$50 on that site

- Send official (sealed) transcripts from each college or university you have attended to:
MBA Program

Broadwell College of Business and Education

Fayetteville State University

1200 Murchison Road

Fayetteville, NC 28301
- Send official test scores from the GMAT (FSU code 4RG-7x-23) or GRE (FSU code 7275).
- Send two recommendation letters using a form available from the MBA office. Recommenders should be people who are qualified to evaluate your potential for graduate success.
- Test of English-as-a-Foreign-Language (TOEFL) for students whose native language is not English.
- Additional information for professional development, conditional degree-seeking, and international students can be obtained by contacting Ms. Berrak Walters (kwalter3@uncfsu.edu).

Admission Requirements for Graduate Certificate Programs:

- Bachelor's degree from an accepted accredited institution or equivalent*
- Minimum undergraduate GPA of 2.50 or higher for Graduate Certificate in Business
- Minimum undergraduate GPA of 2.75 or higher for all other Graduate Certificates

How to Apply:

- Complete the online application at <https://applymba.uncfsu.edu>
- Upload resume as part of the online application
- Pay the non-refundable application fee of \$50 on that site
- Send official (sealed) transcripts from each college or university you have attended to:
MBA Program

Broadwell College of Business and Education

Fayetteville State University

1200 Murchison Road

Fayetteville, NC 28301

- Official electronic transcripts can be forwarded to mba@uncfsu.edu

Admission Categories

Professional Development Student

Professional development status is reserved for an applicant who is not applying to earn a degree from FSU but desires to enroll in undergraduate and/or graduate courses for his/her own personal and professional development. To be admitted as a professional development student, the student must meet the below general admission requirements. Students must be aware that departments and programs may have program

specific requirements including course registration requirements, such as pre-requisites and co-requisites. The following general requirements will apply:

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

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

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

Second Degree-Seeking Student

A student who has earned a graduate degree from an accredited institution may apply for a second graduate degree by doing the following.

1. Submit an application along with a nonrefundable \$50.00 application fee to the Office of Admissions.
2. Submit official transcript(s) from all previously attended colleges/universities.
3. Select a degree program that differs from that of the first degree awarded.

Special Visiting Student

A graduate special visiting student is defined as a graduate level student who attends another accepted accredited college or university and desires to take a course at Fayetteville State University to transfer back to their home institution.* Currently enrolled degree-seeking part-time and full-time UNC system students are permitted to cross-register for web-based courses through UNC Online at <https://online.northcarolina.edu/index.htm>. Other students seeking special visiting status must:

- a. Complete the graduate application and specify "Special Visiting."
- b. Complete all requirements for the safety review. (Note: The campus safety requirement will NOT be bypassed under any circumstances.)
- c. Pay the nonrefundable application fee.
- d. Submit an official transcript from the home institution.

The maximum credit hours a student in special visiting status may earn is 12. To enroll in more than 12 credit hours a special visiting student must either receive special permission or must apply for a degree program. Under no circumstances will a special visiting student be transferred from special visiting status

to degree seeking without completing the application process. Special visiting status does NOT guarantee unconditional admission to any graduate program at Fayetteville State University.

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

Conditional Admission Status

The conditional admission status is reserved for an applicant who seeks to earn a degree from Fayetteville State University and has not met a list of criteria, set by the department, to be fully admitted into the said program. The department is willing to accept the student on condition these criteria are met within one calendar year. Students must be aware that departments and programs may have program specific requirements including course registration requirements, such as pre-requisites and co-requisites. The following general requirements will apply:

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

Program coordinators will receive completed applications from the Office of Admissions. Prior to the beginning of semester, a graduate program faculty committee will review and decide admission status. If admitted unconditionally, the student will be notified by the Office of Admissions. The Graduate Program Faculty Committee may deny admission.

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

Guidelines for Applicants to Graduate Certificate Programs

Admission

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

1. **Graduate certificate only**
The student must complete an online application from the university website to request admission to a specific certificate program. The applicant must meet admission requirements for the certificate, per department guidelines. The student will pay the applicable application fee. The department will review the application, and the final decision to admit or not admit will be made by the college dean.
2. **Master's degree seeking plus graduate certificate program (concurrent)**
The student is admitted to FSU to pursue a master's degree but decides to add a graduate certificate program and pursue both programs concurrently. A degree-seeking student wishing to add a certificate program to a master's degree program must submit the Adding Certificate to Master's Degree Form. The college dean will inform the student, department chair/associate dean, and Office of the Registrar of the outcome of the request.

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

This pathway offers an opportunity for students who are admitted to FSU to pursue a master's degree but are forced to discontinue (either for voluntary or involuntary reasons) to be considered for a graduate certificate. An involuntarily or a voluntarily discontinued master's degree student wishing to change from a master's degree program to a certificate program must submit the Master's Degree to Certificate Change Form. The college dean will inform the student, department chair/associate dean, and Office of the Registrar of the outcome of the request.

General Requirements

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

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

Guidelines for Seniors Seeking Enrollment in Graduate Level Courses

An undergraduate student will be permitted to enroll in 500-level classes if he/she meets the following stipulations:

1. has a senior classification;
2. has a G.P.A. of 3.0 or higher;
3. obtains approval from his/her advisor and department chair;
4. consults the instructor of the course(s) in which the student seeks to enroll to ensure its appropriateness; and
5. enrolls in a maximum of fifteen credits per semester (of which no more than six may be graduate credits) or a maximum of six hours in a summer session (of which no more than three may be graduate credits.)

Students are not permitted to pursue an undergraduate and graduate degree at the same time. Graduate credits earned by undergraduate students may subsequently be counted toward a graduate degree only if the credits were not used to fulfill undergraduate requirements.

Undergraduate students enrolled in graduate level courses may earn no more than two (2) C grades in all graduate level courses. Students who earn an F grade or three (3) C grades in graduate level courses will not be permitted to take additional graduate level courses as an undergraduate student.

Guidelines for International Student Applicants

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

- A completed application form with a non-refundable \$50 application fee in U.S. dollars.
- Certified copy of all post-secondary records, including marks (grades awarded) and grading scale with minimum passing mark. A certified English evaluation, course by course with grades, must accompany the original document. FSU prefers World Education Services (WES) but will also accept translations from the following other nationally recognized agencies: Education Evaluators International, Inc. (EEI), or International Education Evaluations (IEE).
- Official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing) score report. The test score report should be no more than two years old.
- Students seeking a Graduate degree must submit an official copy of the test results from taking the Graduate Record Examinations (GRE), Miller Analogies Test (MAT) or Graduate Management Admissions Test (GMAT) - refer to program for specific requirements.
- Two/three Recommendation for Graduate School forms-refer to program for specific requirements.
- **The College Board International Student Certification of Finances Guidelines form**, no more than six months old, addressed to Fayetteville State University verifying the availability of funds to cover tuition, fees, and other direct costs associated with enrolling at the university.
- All documents must be received at least ninety (90) days prior to the semester of proposed study at Fayetteville State University.
- **IF** the applicant currently holds a VISA, a photocopy of the VISA must be submitted. In cases where the applicant is currently enrolled at another U.S. institution, they can submit a copy of their current I-20 **if it has been signed** by a designated official at the currently enrolled institution.

The application deadline for international students is March 1.

Residence Status for Tuition Purposes

Residency Policy - In compliance with state law, the University of North Carolina system now requires students to request a residency classification from the Residency Determination Service (RDS). RDS is the entity responsible for all new classifications of residency in North Carolina. If you claim to be a resident, you must complete the residency process with the Residency Determination Service (RDS) at www.ncresidency.org. You will receive a Residency Certification Number (RCN) which should either be entered onto your admissions application or provided directly to the Admissions Office when available.

The cut-off date for applying any RDS determination is 45 days from the campus start of term. New determinations, or any changes to determinations, beyond the 45-day cut-off date would be effective the next enrolling term. This 45-day window will be prorated for sessions shorter than 16 weeks. For sessions shorter than 16 weeks, the cut-off date for applying any RDS determination is five calendar days from the last day of late registration for the term. Persons not meeting the 12-month legal residence requirement may be classified as North Carolina residents for tuition purposes only if they fall within one of the limited

"exception" categories authorized by the North Carolina Legislature. All others are ineligible for classification as a North Carolina "resident for tuition purposes" and will be charged out-of-state tuition and not be given consideration for state financial aid. To learn more about residency and complete a determination go to www.NCresidency.org.

Persons not meeting the 12-month legal residence requirement may be classified as North Carolina residents for tuition purposes only if they fall within one of the limited "exception" categories authorized by the North Carolina Legislature. All others are ineligible for classification as a North Carolina "resident for tuition purposes" and will be charged out-of-state tuition and not be given consideration for state financial aid. To learn more about residency and complete a determination go to www.ncresidency.org.

GI Bill Recipients under Choice Act-Section 702 & NC SB 257 - Veterans and dependents may qualify for in-state residents after an initial classification of out-of-state by providing additional information through the Section 702 Veterans "Choice Act" & NC SB 257.

Under the Choice Act, a "covered individual" meets these qualifications:

- A Veteran, dependent of a veteran, or a spouse/child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship
- "Lives" in the state in which the institution of higher learning is located, regardless of his/her formal state of residence
- Enrolls in the institution within three years of the veteran's discharge from active-duty service, or in the case of the Fry Scholarship, within three years of the service member's death in the line of duty, OR
- The dependent or spouse of an active-duty service member enrolled in the institution while using transferred Ch33 Post 9/11 GI Bill benefits, or, benefits under the Marine Gunnery Sergeant John David Fry Scholarship

Accepted Accrediting Associations

*Accepted accrediting associations include the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) or equivalent.

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 <https://www.uncfsu.edu/paying-for-college/tuition-and-fees>.

Method of Payment

Tuition, fees, and room and board charges are due by the last day of late registration for each semester or term. Payments can be made by cash, cashier's check, personal check, money order, credit or debit card, third-party sponsors, or financial aid. Students planning to use financial aid to pay their bills must meet all financial aid application deadlines to ensure availability of funds at the time of registration. Students with an account balance after the last day of late registration must enroll in the monthly Bronco Payment Plan at https://secure.touchnet.com/C20078_tsa/web/login.jsp. Just follow the simple steps to enroll. The monthly payment plan is not available for summer sessions.

Military Personnel and Dependents

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

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

To be eligible for the in-state tuition rate the applicant must complete RDS 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 who fail to complete the official withdrawal process will not be**

eligible for any refund or adjustment of tuition, fee, or room and board charges. Ceasing class attendance does not constitute official withdrawal from the university.

Official University Withdrawal Process

Before deciding to withdraw from the university, a student must consult with his or her advisor to discuss the reasons for the withdrawal and the student's plan for continuing his or her education. The student can then begin the official online university withdrawal process, which is initiated in the Center for Personal Development, located in Room 155 of the Spaulding Infirmary Building. Students who are under 18 years of age must have the approval of a parent or guardian before withdrawing from the university. The official date of withdrawal (for purposes of computing charges and grades) will be the date the student submits the online form. A student is not officially withdrawn from the university unless and until he/she has completed the withdrawal process.

The university will not make any refund of tuition/ fees or room and board charges until four (4) weeks after the student completes the official withdrawal process. All refunds will be made by the method selected by the student for refunds (see Academic Calendars for specific deadlines).

Students who officially withdraw from the university will receive a WU grade in all of their classes (see "Grades" below). Students who receive WU grades may re-enroll in the next regular semester or summer term without making application for readmission, but cannot enroll in the same semester for an 8-week term. Students who seek to withdraw from the university within the deadline but have earned grades in the previous 8-week session will retain those grades. The student will be assigned a WU for the remaining courses.

Hours with a grade of WU count as hours attempted but not completed for the purposes of financial aid. Withdrawal from the university may therefore have an adverse effect on financial aid. In addition, a student who withdraws from the university the semester after being placed on Academic Probation will be considered to have two consecutive semesters below 2.0 for the purposes of calculating academic standing. Withdrawal from the university may therefore have an adverse effect on academic standing as well.

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 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	75%

19.6% to 26.0% course completion	50%
26.1% to 32.5% course completion	25%
32.6% and thereafter	0%

Students who do not officially withdraw from the university but stop attending all classes are considered unofficially withdrawn from the university and are responsible for repayment of any financial aid that has been received.

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

A student who submits a housing application and contract is considered a residential student for the (Fall and Spring Semesters) of the academic year and will be charged room and board fees accordingly. Student accounts are not pro-rated or adjusted if you move out after the eighth (8th) week of classes. After the eighth week of classes, the contract holder will be responsible for full payment of the contract amount.

A student may request to be released from his or her housing contract by filling out the Housing Cancellation Request Form. (This form is available via the Department of Housing and Residence Life located in Williams Hall). Cancellations are not automatically approved and should not be interpreted to equate to a room refund or bill adjustment. Appropriate termination charges will be assessed based on the prorated schedule and cancellation fee provided by the Department of Housing and Residence Life.

Student Medical Insurance

The university requires all undergraduate and graduate students who are enrolled in six or more credit hours on the main campus to have medical insurance and provides a medical insurance plan for each student. Medical insurance fees are automatically assessed as part of a student's overall tuition and fees. A student may waive the medical insurance fee for the entire fiscal year by completing an insurance waiver form at the beginning of the fall semester or by completing the waiver form by the last day of posted registration for each semester online only at <http://studentbluenc.com/#/fsu>. **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 may not be permitted to re-enroll in subsequent terms unless such indebtedness has been satisfied or payment arrangements made. A student who is delinquent in

his/her payment of a student education loan is treated as one indebted to the university. Any cost associated with the collection of a past due or delinquent indebtedness will be borne by the student.

Financial Aid

Fayetteville State University seeks to ensure that qualified students will not be denied the opportunity to attend this university because of a lack of financial resources. The Office of Financial Aid, located on the lower floor of the Lilly Building, provides information and assistance to students applying for financial aid. Inquiries about financial aid should be directed to:

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

All applicants should be aware that the financial aid application review process is lengthy. Applicants can avoid unnecessary delays in the processing of their applications by submitting all application materials by the published deadlines and making sure that all information provided on the application is correct and complete (this includes, but is not limited to, verification documents, if applicable). Since financial aid funds are limited, students are encouraged to apply for Early FAFSA immediately after October 1.

Eligibility Criteria

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

1. Be admitted and currently enrolled in at least half-time status as an undergraduate or graduate student;
2. Be enrolled in a degree-seeking program at Fayetteville State University;
3. Be a U.S. citizen, permanent resident or eligible non-citizen;
4. Make satisfactory academic progress (See "Satisfactory Academic Progress,") toward the completion of his or her academic program;
5. Not be in default status on any Title IV aid from a previous enrollment period;
6. Complete the Free Application for Federal Student Aid (FAFSA) by the priority deadline of December 15.

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

Total Educational Cost - Expected Family Contribution (EFC) (Based on congressional calculation) = Eligibility (Need)

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

Deadlines

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

Term for which aid is requested	Priority Deadline for FAFSA filing
Academic Year	December 15
Summer School	March 15

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

Term for which loan is requested	Deadline
Fall Semester	November 1
Spring Semester	March 15
Summer Session I	June 1

You must complete a Renewal or New Free Application for Federal Student Aid (FAFSA) each Academic year immediately after October 1

Default Policy

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

A student whose default status is cleared by the U.S. Department of Education will be eligible to receive funding for which that student qualifies.

Warning to All Financial Aid Applicants

Information provided by applicants may be verified by the university, the state, or by the U.S. Department of Education. Applicants may be asked to provide U.S. Income Tax returns, non-filing documents, untaxed income verification, and other requested documents. Applicants who do not provide these records to the university will not be awarded federal student aid. If federal student aid is awarded based on incorrect information provided on the FAFSA by the student and/or documentation submitted to the Office of Financial Aid, the applicant will have to pay it back, in addition to fines and fees. If an applicant gives false or misleading information on the application, the applicant may be fined \$10,000, sent to prison, or both.

Steps for Applying for Financial Aid

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

1. Complete the Free Application for Federal Student Aid (FAFSA) - This form can be obtained at studentaid.gov. The FAFSA must be filed to determine a student's financial need and eligibility for financial aid at Fayetteville State University. This form should be completed at studentaid.gov or mailed to the Federal Government Central Processing System (CPS) in accordance with instructions on the FAFSA. Based on the FAFSA, the student will receive a Student Aid Report (SAR), and the student's Institutional Student Information Report (ISIR) will be sent directly from the federal agency to the Office of Financial Aid at FSU.
2. Verification - The U.S. Department of Education randomly selects a certain percentage of financial aid applications for verification. Students whose applications are selected for verification will be contacted by the Office of Scholarships and Financial Aid. For questions regarding the verification process, please call the Office of Scholarships and Financial Aid at 910-672-1325 or email at finaid@uncfsu.edu. If you do not submit the requested documents in a timely manner, your offer notification email will be delayed.
3. Offer Notification - When the review process is complete, the student will receive an offer notification email. The offer information is available in Banner Self Service. Students who receive an offer notification email should go to Banner Self Service at https://ssbprod-fsu.uncc.edu/pls/FSUPROD/twbkwbis.P_WWWLogin to accept the terms and conditions of their financial aid, and to accept, reduce, or decline their federal student loans. Loan funds will not pay to student accounts unless they are accepted on Banner Self Service. In Banner, students can view their financial aid status at any time. They can also view any outstanding requirements, view their student account summary, and view and pay bills. Students are required to accept the terms and conditions of their financial aid. To do so, students can visit the Terms and Conditions tab on Banner Self-Service.

Federal Financial Aid Available

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

Federal Pell Grants

The Pell Grant Program provides federal grant funds for needy students who have not completed a first bachelor's degree. To be eligible, the student must demonstrate financial eligibility as determined by the U.S. Department of Education. At Fayetteville State University, these grants range from \$639 - \$6,345 for the 2020-2021 academic year.

The Consolidated Appropriations Act, 2012 (Public Law 112-74), was passed into law limiting the number of semesters a student may receive Federal Pell Grant funding from eighteen **(18) semesters or 900% to twelve (12) semesters or 600%**. Students may not appeal their Pell Grant eligibility; the Federal Pell Grant limits have been set by the U.S. Department of Education.

Federal Supplemental Educational Opportunity Grant (SEOG)

These federal grant funds administered by the university are awarded to students who have not completed degree requirements for a bachelor's degree, and who demonstrate exceptional financial need on the FAFSA. The grants can range from \$100 to \$4,000 per award year and are awarded to the neediest students (ordinarily students with a zero EFC) as allowable based on the availability of funds.

Federal TEACH Grant Program (TEACH)

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Each grant recipient agrees to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. Grant recipients must teach for at least four academic years within eight calendar years of completing the program of study for which they received a TEACH Grant. **IMPORTANT:** If a grant recipient fails to complete this service obligation, all amounts of TEACH Grants received will be converted to a Federal Direct Unsubsidized Loan which must then be repaid to the U.S. Department of Education. In this event, recipients will be charged interest from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a 6-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan.

Federal Work Study Program (FWSP)

This federally funded employment program is administered by the university and provides part-time jobs on the Fayetteville State University campus for students who have financial eligibility as demonstrated on the FAFSA. Students normally work eight to ten hours per week in a University facility. Wages paid are at least at the minimum wage rate and are used to assist the student in meeting educational expenses. If there is an unpaid bill reflected on the student's account, federal work study funds should be used to pay the balance.

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

The Perkins Loan Program is a federal loan program administered by the university to provide students with exceptional financial need long-term, low interest (5%) loan funds for educational expenses. Under this program students may borrow up to \$5,500 per year as undergraduates and \$8,000 per year as graduate students to finance their education and must repay the loan after leaving school.

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

The William D. Ford Federal Direct Loan Program

The William D. Ford Federal Direct Loan Program is divided between subsidized and unsubsidized loans. These loans provide assistance to students in meeting educational expenses. Interest is deferred on the

principal of the subsidized loan while the student maintains continuous enrollment. Depending on eligibility or unmet cost of attendance, a student may borrow up to:

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

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

Fall Semester	October 1
Spring Semester	March 1
Summer Session I	June 1

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

William D. Ford Federal Direct Plus Loans

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

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

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

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

State Scholarships and Grants for NC Residents

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

Institutional Scholarships and Grants

Fayetteville State University offers a variety of institutional scholarships and grants. A current and complete list of scholarships, selection criteria, and application materials is available at the Fayetteville State University website at <https://www.uncc.edu/paying-for-college/financial-aid-overview>.

Satisfactory Academic Progress Policy

In addition to all other federal and state eligibility criteria for financial aid, a student must demonstrate that they are making timely progress toward completing their stated academic objective. Fayetteville State University is required to monitor that students are meeting certain academic standards to receive financial aid, which is commonly referred to as Satisfactory Academic Progress (SAP). FSU's SAP Policy applies only to students applying for federal and state financial aid. SAP is cumulative in nature and considers all degree and certificate eligible classes attempted at FSU, as well as any transfer hours and military credit accepted by FSU.

SAP assessments are performed at the end of each term of enrollment for students in degree or certificate programs. Students must meet the standards outlined below to maintain eligibility for financial aid.

Effective Fall 2023, the SAP standards are as follows.

1. Cumulative Grade Point Average (GPA) – A student must maintain a cumulative GPA of 3.0 or higher.
2. Completion Rate – A student must complete at least 67% of the cumulative credits attempted.

Note: Completion rate is calculated by dividing the number of credit hours the student has attempted into the number the student has completed.

3. Maximum Timeframe – Additionally, a student must be on track to complete their academic program within 150% of the published length of the program.

SAP Warning

If a student starts the semester in good SAP standing and fails to meet the cumulative GPA of a 3.0 or completion rate of at least 67% of SAP standards at the end of any term, the student will be placed on SAP Warning.

SAP students who improve performance at the conclusion of the next term of enrollment and are again meeting the SAP standards will be placed back in good standing and may continue to receive financial aid if otherwise eligible.

SAP Warning students who fail to meet satisfactory academic progress at the conclusion of the next term of enrollment will be placed on a SAP Hold).

Students are eligible for financial aid during their warning semester.

SAP Hold

Students on a SAP Warning who fail to meet the cumulative GPA of 3.0 and/or completion rate of at least 67% of SAP standards will be placed on a SAP Hold, which cancels the student's financial aid until submitting a successful SAP Appeal.

Basis for SAP Appeal

In order to appeal a SAP Hold, the student must demonstrate that they experienced mitigating circumstances that prevented the achievement of SAP. The student must also document what changes have occurred to remedy the mitigating circumstance that led to inadequate academic progress. The student must demonstrate that the mitigating circumstance(s) directly contributed to poor academic progress in the term

that they did not meet standards. Mitigating circumstances are defined as events that are outside of the student's control that interfere with their academic progress and could not have been remedied by the student at the time they occurred. Additionally, a student cannot use the same mitigating circumstance or any variation of that circumstance in multiple appeals.

SAP Appeal Process

Students on a SAP Hold must submit a SAP Appeal by the published deadline of each semester for the term in which they are seeking financial aid. Students must complete the SAP Appeal Form and submit all corresponding documentation according to the instructions provided by the university. Late appeals will be accepted on a case-by-case basis. The appeal committee will review the SAP Appeal packet and notify the student of the decision in writing through the student's FSU email account within 15 business days from the date of submission. A prescriptive Academic Success Plan is required as a part of the approval process. Students must meet with their advisor to complete an Academic Success Plan before the first day of classes for the appealed semester.

Failure to meet with an advisor will result in your student aid not being awarded.

Note: Per federal financial aid regulations, appeals are not automatically approved and may be denied based on the student's failure to maintain SAP standards, academic and financial aid history at both FSU and other colleges, failure to follow a prior Academic Success Plan, and any perceived pattern of SAP-related issues. If a student's appeal is denied, the student does not have the right to re-appeal unless they can provide new information on documented mitigating circumstances that contributed to poor academic progress. If the student is permitted to re-appeal due to new information, the appeal will be resubmitted to the committee. A student can regain financial aid eligibility if the student enrolls in classes without the assistance of financial aid and performs well enough academically to again meet the cumulative GPA of 3.0 and pace percentage of at least 67% of SAP standards.

Being placed on a SAP Hold will not prevent registration related activity; however it will prevent a student from receiving financial aid if the student does not successfully appeal their status.

SAP Probation

Students who successfully appeal their SAP Hold will have their financial aid eligibility reinstated and will be placed on SAP Probation. During the probationary period, students must make progress under their Academic Success Plan. Students who do not achieve the cumulative GPA of 3.0 or completion rate of at least 67% of SAP standards will be placed back on SAP Hold and are required to complete a SAP Appeal for each subsequent term until all SAP standards are met.

Successfully meeting standards for a student on SAP Probation includes the following:

- **Passing all classes with a C or better—3 "C" grades or 1 "F" or "U" grade will cause termination from the program;**
- **Taking courses within the program of study;**
- **Avoiding withdrawing from a course or courses; and**
- **Earning a 3.0 or higher term GPA.**

The student is responsible for meeting the SAP standards. It is important for the student to have ownership of their current situation and the resulting Academic Success Plan, with the understanding of the consequences the student faces if the student fails to follow the Academic Success Plan. Students must meet with their advisor to complete an Academic Success Plan before the first day of classes for the appealed semester.

Students are recommended to complete at least two (2) financial literacy courses. Students should complete the Educational Credit Management Corporation (ECMC) financial literacy courses by the end of the appealed semester. ECMC is one of FSU's partnering agencies which helps facilitate a financial literacy platform to our students. ECMC also conducts outreach to our students regarding successful strategies for entering repayment on student loans.

Maximum Timeframe

A student must be on track to complete their academic program within 150% of the published length of the program in credit hours. Once a student is not on track to complete their academic program within 150% of the published length of the program in credit hours, a SAP Hold will be placed to prevent further financial aid disbursements until the student successfully appeals the hold.

Maximum Timeframe is based on total credit hours attempted in the student's academic career, even if financial aid was not received while enrolled in those credit hours. The calculation includes all attempted credit hours, including transfer credit hours, military credit hours, and repeated courses.

How to Calculate Maximum Timeframe

A student's maximum timeframe is calculated by multiplying the length of their academic program in credit hours by 150%. For example: 36 credit hours x 150% = 54 credit hours for a 36-hour graduate program.

Student Notification

Students who are meeting all SAP standards will not receive a communication regarding their standing. If a student is placed on a SAP Warning or SAP Hold, the student will receive a notification through their FSU email account. If a student submits a SAP Appeal, they will be notified of the outcome of the appeal through their FSU email account.

How Course Designations Impact SAP

- Incompletes: Incompletes ("I" grades) are not included in the cumulative GPA calculation until they are later converted to a letter grade of F or higher. However, incompletes do lower the student's pace percentage until they are changed to an earned letter grade of "C" or higher. Incompletes are included in the maximum timeframe calculation.
- Withdrawals: Student-initiated course withdrawals ("W") or university/term withdrawals ("WU") are not included in the cumulative GPA calculation. However, these withdrawals do lower the student's completion rate percentage and are included in the maximum timeframe calculation.
- Audited Courses: Audited ("AU") courses are not included in the GPA, pace percentage, or maximum time-frame calculations.
- Repeated Courses: When a student repeats a course for any reason, the highest grade earned will be used in the GPA calculation in accordance with the Course Repeat Policy. All attempts will be calculated into the pace percentage.
- Earned Letter Grades: Earned letter grades of "A," "B," and "C" positively impact a student's pace percentage and bring the student closer to completing his or her program within the maximum timeframe of the program. Earning a "F" letter grade will negatively impact both the student's pace percentage and GPA (semester and cumulative). All earned letter grades are included in the maximum timeframe calculation.

- Dropped Courses: If a course is dropped for the reason of non-payment, non-attendance, or failure to meet the prerequisites, the course is not included in the calculation of GPA, pace percentage, or maximum timeframe, unless the course is approved for reinstatement.
- Cancelled Courses: If a course is cancelled, it is not included in the calculation of GPA, pace percentage, or maximum timeframe.
- Transfer Credits: Although transferring credit hours to FSU will not impact the student's GPA, any credit hours accepted for transfer will be included in the pace percentage and maximum timeframe calculations.

Appeal Procedure

Students whose financial aid is cancelled as a result of not meeting Satisfactory Academic Progress must appeal financial aid ineligibility as part of their suspension appeal by submitting the online Letter of Appeal form.

Letters of appeal of academic suspension must be submitted by May 15 for summer, June 20 for the fall semester, and October 30 for the spring semester, and must address each of the following:

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

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

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

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

Financial Aid Withdrawal Refunds/Repayments

Refunds to Programs

When a student withdraws from the university, refunds will be returned to the programs from which the student received aid. The date of withdrawal is determined by the Registrar's Office and is based upon the date the student began the withdrawal process. Refunds are determined by using the Withdrawal/Refund Calculation Sheet that is based upon Federal Rules and Regulations #484B, #682.606, and #682.607 in the Federal Register.

If the student does not complete the university's official withdrawal form, the student will be responsible for 100% of the semester's charges. If the student secures documentation from each of his professors attesting to his last date of attendance in their classes and completes a Withdrawal Form, a refund may be calculated based upon the normal withdrawal/refund processing policy. (The Registrar determines if the documentation is sufficient. If the Registrar changes the date of withdrawal, the student should contact the Office of Financial Aid to determine if a recalculation is appropriate.)

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

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

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

Student Affairs

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

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

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

Counseling and Personal Development Center

The Counseling and Personal Development Center, located in the Spaulding Building, offers mental health, substance use, and student disability services to assist students with social, personal, and academic growth during their matriculation at the university. For currently enrolled students, all mental health/substance use counseling services are provided for free and confidentially in a welcoming atmosphere. Information discussed is held in strict confidence to the limits provided by law. No record of counseling services is annotated on academic transcripts or placement files. Services include the following: comprehensive mental health/ substance use evaluations; individual, couples*, or group mental health/ substance use counseling; substance abuse prevention programming; Collegiate Recovery Community; dedicated relaxation room (Bronco Whole Mind Spa); consultations; and referral services.

Additionally, the Counseling and Personal Development Center's counseling staff present transformative experiences (i.e., workshops, presentations, small groups, screenings) to engage our students in co-curricular activities that are based on needs and interests. These outreach activities are designed to enhance students' self-esteem, study skills, leadership abilities, and decision-making skills. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday and the Bronco Whole Mind Spa is open Monday through Friday 9:00 a.m. to 4:00 p.m. by appointment.

Substance Use Prevention Program and Collegiate Recovery Community

The Counseling and Personal Development Center also offers a comprehensive Substance Use Prevention Program in an attempt to curb alcohol and other drug use and their associated negative consequences. The comprehensive prevention program utilizes evidenced based strategies aimed at: educating and informing the campus community about the impacts of substance use/abuse, encouraging students to choose healthier lifestyles, and supporting students who choose not to use alcohol and other drugs. Successful community

partnerships have been established in an effort to provide additional resource information and wrap around support to students.

The Bronco Whole Collegiate Recovery Community (CRC) is a small-sized, recovery-based program, designed to create an inclusive atmosphere for students to give and gain peer support, while fostering lifelong changes in students' lives. By ensuring that students in recovery have appropriate support and resources, the Bronco Whole CRC is dedicated to assisting students in their pursuit of obtaining a college education and finding success.

The Bronco Whole CRC offers recovery related meetings (i.e., 12-step meetings and SMART recovery) which are facilitated by a licensed counselor. Participation in the Bronco Whole CRC is free of charge and open to all currently enrolled students. Students can access individual, group, peer recovery support, and the Bronco Whole CRC Lounge. The Lounge is open for drop-in hours Monday through Friday, 9:00 a.m. to 4:00 p.m.

Student Disability Services

The Counseling and Personal Development Center oversees the Student Disability Services Program for the university. The university is committed to supporting the matriculation of all students without regard to sex, race, religion, or disability. The university continues to identify possible barriers for students with disabilities in attempts to reduce these barriers while increasing accessibility through the provision of reasonable accommodations.

To ensure maximum participation of our students with disabilities in the full educational experience, the Student Disability Services program coordinates and provides reasonable accommodations to students who qualify to receive these services. Student Disability Services are provided for free and confidentially in a welcoming atmosphere. Information discussed is held in strict confidence to the limits provided by law. No record of student disability services is annotated on academic transcripts or placement files.

Students must provide medical documentation to substantiate the qualifying disability. Once a student completes the registration process and meets the criteria for receiving Student Disability Services, Counseling and Personal Development Center staff will send out confidential reasonable accommodation notification emails to instructors on behalf of the student. Counseling and Personal Development staff work collaboratively with faculty, staff and campus partners in regard to the implementation of reasonable accommodations.

General services include the following: testing accommodations, assistive technology, interpreting services, note-taking services, and housing accommodations. In addition, Student Disability Services provides advocacy, and non-academic advising services when needed. Students with disabilities who need assistance in utilizing university services should register with the Counseling and Personal Development Center as soon as they are admitted to the university. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday.

Intramurals and Campus Recreational Services

The Intramurals and Campus Recreational Services program is a unique opportunity for FSU students to participate together in sports leagues, tournaments and special events. There are five team sports competitions: basketball, flag football, soccer, softball and volleyball. Other individual sports and special

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

Participants do not have to possess superior athletic abilities. All levels of skill are incorporated. Eligibility is limited to Fayetteville State University students.

Housing and Residence Life

The primary goal of the Department of Residence Life is to create an atmosphere that is conducive to the overall educational mission of the university. Efforts are made to integrate academic and out-of-class learning while providing opportunities for self-identity, social networking, leadership development, and civic engagement through the Residence Hall Association and a host of other residence life driven programs. Thus, all students who reside in on-campus housing are charged the full balance of fees and debt services to include the Student Activities Fee, Athletic Fee, Health Service Fee and University Debt Service fee.

Housing placement priority is given to individuals who are seeking to obtain their first bachelor's degree. Graduate, distance education, part-time, and special visiting students are only eligible by special expectation and when spaces are available. Requests can be submitted to the Director of Residence Life.

The main office of Housing and Residence Life is located in Williams Hall. There are multiple residence halls on the main campus and one apartment complex adjacent to the campus, offering comfortable and safe accommodations to approximately 1,500 students. Each facility is supervised by a professional staff member and a team of student staff members, who aid as peer leaders assisting residents in their adjustment to college life. Maintenance, housekeeping, and security personnel also aid in keeping the residential communities clean and safe.

An annual application and a non-refundable housing application fee are required before a student can move on campus. Additionally, all students must be registered for classes and have completed all health and immunization requirements prior to checking into any residential area. All residential students must comply with the university student health insurance requirement regardless of the total number of credit hours that the student is enrolled in at the university. Residential students must have a boarding students meal plan for each term on campus.

Residence hall living is based on community effort, mutual respect, and consideration of others. The Guide to Residential Living can be found online and should be reviewed at the beginning of each academic term. Community standards are designed to ensure that all students have a positive residential experience. Alcohol, weapons, and illegal substances are strictly prohibited on campus. As members of the residence hall community, students are responsible for adhering to the policies and regulations outlined in the Student Code of Conduct, Guide to Residential Living, and the FSU Housing Agreement.

Rudolph Jones Student Center

The Rudolph Jones Student Center serves as the heartbeat of campus for students, faculty, and staff by providing an environment conducive for growth and exchange. The Office of Career Services is located in the facility with a featured video wall. The Student Activities and Engagement Office supports student governing associations with designated workspaces for The Student Government Association, Student Activities Council, AUTOS Commuter Student Association, Weekend Activities Committee, FSU's National Pan-Hellenic Council, and student leaders. The Bronco Wellness Office, Fayettevillian Yearbook

and Photography Office, as well as the VOICE Student Newspaper are housed on the lower level of the facility. The Bronco Spirit Shop and campus cafeteria are located on the upper level. The Student Center is equipped with meeting rooms, student lounge areas, Chick-Fil-A, RJ's recreational space with a hot grill, and 100-seat theatre. Other services available in the Center include a full-service post office, copy machines, vending machines, and teller machines.

Office of Student Activities and Student Engagement

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

The Office of Student Activities and Student Engagement is responsible for certifying and monitoring the annual registration process for student clubs and organizations. Procedures for registering a student organization and for establishing a new student organization can be found by visiting the Office of Student Engagement.

Student Government Association

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

Student Activities Council

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

Weekend Activities Committee

The Weekend Activities Committee (WAC) has been established as the planning and implementation board of the students' social, cultural, recreational activities, and events primarily on the Weekends. The Council is comprised of several elected underclassmen and executive board members. Council members are elected annually and serve as representatives of their constituents.

AUTOS-Commuter Student Association

The AUTOS Commuter Student Association is comprised of several elected underclassmen and executive board members. Council members are elected annually and serve as representative of their constituents. The AUTOS Commuter Student organization is committed to assisting the commuter student population to make the most of their college experience. This effort includes providing activities/events for commuters to connect them to the campus community, informing commuters about campus happenings, encouraging academic progress, promoting commuter leadership and serving as advocates for commuter needs in campus planning at all levels.

FSU Food Resource Pantry

The FSU Food Resource Pantry was established to address the need of students who are experiencing food insecurities. The Pantry will help students to better focus on their educational goals and achieve success instead of worrying about where they'll find their next meal. At heart the pantry is aimed at supporting student success. The Pantry is supported by Food Lion Feeds, the Education Credit Management Corporation Project Success Grant and many community partners. The Pantry relies on student volunteers to help run the pantry day to day operations. The FSU Food Resource Pantry is located on the First Floor of the Barber Administration Building. If immediate assistance is needed, students may call 910-672-1788 to speak with the Campus Coordinator of the Pantry. Questions about volunteering and/or making donations to the Pantry can be answered by calling 910-672-1788.

Student Health Services

The mission of Student Health Services (SHS) is to assist students in developing a solid foundation for healthy lifestyle practices and to improve their current and future health outcomes. SHS provides student centered, inclusive, and comprehensive cost-effective health care and health promotion educational services.

Student Health Services is located in the Spaulding Building on the West end of campus. Students are eligible for care once they pay the student health fee which is part of their tuition. All students who have medical problems or questions are invited to consult the Student Health Services staff. Students should call (910) 672-1259 to speak with a nurse or administrator.

SHS provides a variety of confidential health services to the student population including:

- Acute Medical Care
- COVID 19 Surveillance and Diagnostic Testing
- Women's Health
- Men's Health
- STI counseling, screening & treatment
- Laboratory Services
- Family Planning
- Pharmacy Services
- Bronco Wellness - Health Promotion and Health Education Services
- Sports Physicals for FSU Athletes
- ROTC Physicals

A nurse is available Monday-Friday during hours of operation 8 a.m. to 5 p.m. The medical provider is available for acute or routine treatment Monday – Friday, 8:30 a.m. to 4:00 p.m. After hours assistance, for non-life-threatening issues, students can contact the Health Line Blue at 1-877-477-2424. For any severe or

potentially life-threatening emergency, students should contact 911, Campus Police, or the Residence Hall Advisor/ Director.

For the Fall 2022 semester, students are requested to call the main number at (910) 672-1259 to schedule an acute or routine appointment. Student Health Services will evaluate students for potential coronavirus infections or any type of acute illness and provide an appropriate plan of care. Students will be pre-screened prior to entering the clinic in order to meet current Center for Disease Control guidance and recommendations. Face masks/coverings are required if you enter the Spaulding Building.

Students needing specialized services are referred to local area clinics and hospitals. Upon referral, the student is responsible for all charges not covered by their personal insurance plan or their Student Medical Insurance Plan (Student Blue).

Note: Current Immunization Record and Medical History Forms are required for services. The student health fee is not the same as the cost associated with the Student Medical Insurance Plan (Student Blue).

To give satisfactory service to each student, the Student Health Services staff request the cooperation of each student in adhering to Student Health Policies. On each visit to Student Health Services a valid Fayetteville State University Identification Card must be presented prior to treatment and/or services.

Any student requesting services must complete the Immunization Record & Medical History Form and provide the required immunization documentation to Student Health Services prior to scheduling an appointment regardless of credit hours or status. All new students, transfer students, returning former FSU students, and students taking more than four hours on the main campus before 5 p.m., must complete all medical and North Carolina immunization laws requirements.

Students who are residing in campus housing must have a complete physical prior to moving onto campus and must have a Meningococcal Vaccine.

Fayetteville State University adheres to the Center for Disease Control and Prevention, North Carolina Department Health and Human Services, the Cumberland County Health Department and the UNC System requirements and recommendations for Coronavirus protocols. If you test COVID 19 positive, then you are required to isolate for at least 5 days on or off campus. You will be eligible to return to campus activities if you have met the minimal isolation days and you are symptom-free for 24 hours without medication support. You are required to have a negative COVID 19 test in order to return to campus activities and move back into the resident halls. If you have known exposure to someone with COVID 19, then you are required to quarantine on or off campus for 5 days. Students who are fully vaccinated with booster do not have to quarantine for 5 days; however, you are required to test at least on day 4 or 5. Student Health Services will coordinate with any student who requires isolation.

Insurance

The University of North Carolina System requires each student to have health and medical insurance either by their credible policy or under the UNC System Student Medical Insurance Plan. Brochures describing the Student Insurance Plans are available at Student Health Services and online at www.studentbluenc.com/fsu.

The premium for the Student Blue Insurance Plan is included in each student's semester bill if three eligibility criteria are met:

1. Student is enrolled in a minimum of six (6) credit hours taken on the main campus.
2. Student is eligible to pay the student health fee.
3. Student is enrolled in a degree-seeking program.

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

Dependents/family members are not eligible under this health benefit plan. Coverage is only available for the eligible subscriber. If you reside on campus and take online classes, then you must have proof of credible insurance.

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

Immunization and Required Documentation

North Carolina Statute law (General Statute 130A 152- 157) requires that all undergraduate and graduate students present documented proof of specific immunizations. The required immunizations are listed on the Immunization Record and Medical History form required of all students prior to registration. Immunization Record and Medical History forms are available at Student Health Services and online on the Student Health Services website. All medical information is confidential and is not divulged without the written consent of the student or parent/legal guardian of a minor student.

Immunizations must be physician-certified or verified by a clinic stamp before registering at FSU. Failure to comply with mandatory state immunization laws requires administrative withdrawal from the University.

Note: EXCEPTION from immunization requirements include: a) students enrolled for four day credit hours or less and residing off campus; b) students attending evening classes starting at 5 p.m.; c.) students taking weekend classes; and d) students taking off campus classes for the duration of their degree program.

The minimum immunization requirements are:

1. Three (3) doses of tetanus/diphtheria toxoid – (DTP, DTaP, Td): one of which must be a Tdap booster (tetanus/diphtheria/pertussis) - **One must have been within the past 10 years.**
2. Three (3) doses of Polio (oral): Required if under age 18.
3. One (1) dose of Meningococcal if you are residing on campus. If born on or after January 1, 2003 or if residing in the residence halls, then NC Law requires students to have the Meningococcal vaccine.
4. Three (3) doses of Hepatitis B: Required if born on or after July 1, 1994.
5. Two (2) doses of MMR - Measles, Mumps, Rubella vaccine: Required if born on or after June 1, 1957.
 - Lab report to show proof of immunity to Measles, Mumps, and Rubella (MMR) by blood test (titer) will satisfy the Measles, Mumps, and Rubella (MMR) requirement.
 - Rubella (German Measles): Required if under age 50.
6. One (1) dose of Varicella: Required if born on or after April 1, 2001

- Lab report documented by serological testing to have a protective antibody titer against varicella.
- Proof of laboratory confirmation of varicella disease immunity.

INTERNATIONAL STUDENTS and/or non – US Citizens: Additionally, these students are required to have a serological test or TB skin test (PPD or TST) that has been administered and read at an appropriate medical facility within the 12 months prior to the first day of class (chest x-ray required if the test is positive).

SPECIAL EMPHASIS

1. Month, date, and year are required for each immunization.
2. Handwritten records must be verified by either a physician's signature or by a clinic/ health department stamp.
3. Any request for medical exemption from the immunization requirement must be verified by a NC physician. The physician must complete the **Medical Exemption Statement Form** (DHHS form 3987) or Physicians Request for Medical Exemption (DHHS 3995). The form must be submitted to Student Health Services.

The university registrar is required by law to withdraw any student who does not provide the appropriate immunization records. This administrative withdrawal can result in loss of grades and/or credit. Students have until the close of business on the 30th calendar day after the first day of class to submit immunization records. On the 31st calendar day, students who are not in compliance (do not meet the minimum immunization requirements, have no record on file, or are not in-process to receive the required immunizations) may be excluded from college/university per state immunization law and may not return to college/university without immunizations.

Medical Excuses

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

Emergency and Non-Emergency Transportation

The Student Health Services' staff does not respond to medical calls outside of the facility. In emergency situations, the Emergency Medical System (911) 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. Students with OFF Campus appointments are responsible for arranging their own transportation and receiving a referral as needed from Student Health Services.

Medical Records

Student medical records are available only to the professional staff of SHS and are considered confidential and privilege. Records may only be released with written permission by the student. Records are retained for eleven years after the student leaves the university and subsequently are destroyed.

As of April 1, 2022, Student Health Services will no longer accept faxes or emails containing personal health information/records (i.e., Immunization records, medical history forms, physical examination forms, insurance cards, COVID cards, lab results, etc.). FSU students are required to upload all information/documents via your secure Student Patient Portal. Please log in to the Student Patient Portal (<https://uncfsu.medicatconnect.com/>) to upload and complete the required health information. You may also scan the QR code below. Your login credentials are the same as your FSU email. Please follow the instructions under each tab to ensure compliance. Failure to do so may result in delays with your other student processing requirements. If you have questions, please contact Student Health Services at 910-672-1259.

Scan the QR code above with your phone.

Bronco Wellness

Health promotion and health education services are provided through the Bronco Wellness (B-Well) program. B-Well is designed to:

- Promote healthy lifestyles
- Provide wellness resources and referrals
- Encourage and teach risk reduction behaviors
- Offer a safe and non-discriminatory environment for students to access health education information

B-Well utilizes a holistic approach to support the FSU campus in adopting healthier lifestyle practices to improve personal health and wellness. Initiatives are designed to educate and empower our campus to make better choices that can positively impact current and future health outcomes. A nine-dimensional model of wellness model serves as the foundation for health promotion programming and services.

Office of Student Conduct

The Director of Student Conduct 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, undergraduate, 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 code also applies to conduct at other off-campus locations if the conduct adversely affects the university community and/or the pursuit of its objectives as determined by university officials.

The Director of Student Conduct also provides various means of support as needed in crisis situations that involve students and other university offices. In addition, the Office of Student Conduct oversees the Student Judicial Board. The Office of Student Conduct is located in the Collins Building.

Alcohol/Drug Policy

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

Counseling and Rehabilitation

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

1. Information regarding the Counseling and Personal Development Center'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 Counseling and Personal Development Center or other agencies.

Enforcement and Penalties Trafficking in Illegal Drugs

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

Illegal Possession of Drugs

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

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

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

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

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

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

Sexual Harassment and Sexual Misconduct

Policies on Prohibited Discrimination, Harassment, and Related Misconduct, Including Sexual and Gender-Based Harassment, Discrimination, Retaliation, Relationship Misconduct, Sexual Misconduct, and Sexual Harassment

The university is committed to providing an inclusive and welcoming environment for all members of our community. The university values safety, diversity, education, and equity and is firmly committed to maintaining a campus environment free from discrimination, harassment, and related misconduct.

In accordance with its Policy Statement on Nondiscrimination, the university does not unlawfully discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an individual's gender, gender expression, gender identity, genetic information, sex, sexual orientation, or other protected statuses.

The university's protection of these statuses is grounded in federal law. Federal law also governs the university's response to prohibited sexual conduct, which is defined as sexual harassment, sexual misconduct, relationship misconduct, or retaliation. Such acts violate the essential dignity of our community member(s) and are contrary to our institutional values. For more information about the Title IX policies and to view the full text, please visit: www.uncfsu.edu/title-ix, or contact the Title IX Office.

A full description of prohibited conduct, and a description of procedures used in cases where violations are alleged, including the appeals processes, are found in the complete text of the Code of Student Conduct and the Title IX Policies. Students are advised to contact the Student Conduct Office or the Title IX Office or visit: www.uncfsu.edu/title-ix to ensure they consult the most recent edition.

Reporting and Resources for Information & Assistance

Individuals are encouraged to report incidents of prohibited conduct to the Title IX Office, the Victim Assistance Program Office, and/or the Police & Public Safety Department. As an alternative, an individual can also seek confidential assistance that does not involve notice to the university.

Confidential assistance is available from the Counseling & Personal Development Center and Student Health Services.

Contact Information

Title IX Office

Barber Building, Room 242

Telephone: (910) 672-2325

Email: TitleIX@uncfsu.edu

Webpage: www.uncfsu.edu/title-ix-concerns

Office of Student Conduct

Collins Building, Suite 202

Telephone: (910) 672-1788

Victim Assistance Program

Williams Hall, Room 203
Telephone: (910) 672-1775

Police & Public Safety

Mitchell Building
Telephone: (910) 672-1775

Counseling & Personal Development Center

Spaulding Building
Telephone: (910) 672-1222

Student Health Services

Spaulding Building
Telephone: (910) 672-1259

Written Complaint Procedure

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

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

Academic Complaints:

1. Department Chair
2. Dean of the School/College

Non-Academic Complaints:

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

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

Follow the directions at the following website to make an online complaint. Student Complaint Process (<https://www.uncc.edu/faculty-and-staff/divisions-departments-and-offices/division-of-academic-affairs/student-complaint-process>).

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 Counseling and Personal Development Center, Fayetteville State University, Fayetteville, NC 28301-4298.

Non-Discrimination Statement

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

- Nondiscrimination Policy
- Equality of Opportunity in the University [The Code, Section 103]

Students who believe they have experienced any form of discrimination may contact Student Affairs at (910) 672-1201.

Broadwell College of Business and Economics

The graduate programs offered by the Broadwell College of Business and Economics are accredited by AACSB International. We offer an MBA degree as well as several different specialized graduate certificate programs. Our programs are designed to be relevant, flexible, up to date, and suitable for people with different backgrounds, including active professionals from a variety of different fields, recent graduates, and military personnel.

The core of the MBA program is made up of 27 hours of required courses in key business fields such as management, accounting, finance, marketing, managerial economics, data analytics, business analytics and strategy. Beyond these required core courses of the program, MBA students will also take 9-15 hours of courses that are designed to give them a specialization in a field such as Business Intelligence, Cyber Security, Digital Enterprise and Cloud Management, Finance, Health Informatics, Healthcare Management, International Business, Entrepreneurship, Management, Marketing, Project Management or General Business. The courses of the MBA program are designed to help prepare our graduates for positions of leadership and organizational responsibility.

Most of the required courses in the MBA program require some background in marketing, economics, quantitative methods, accounting and/or finance. Accordingly, we offer applicants who do not possess an undergraduate degree in a business-related field, or else are in need of refresher courses in the functional areas of business, up to 15 additional credits hours of foundation courses that are designed to help prepare them for the required courses of the program.

Department of Graduate and Professional Studies in Business

MBA Student Learning Outcomes

The MBA program seeks to prepare its graduates for positions of leadership and organizational responsibility. Hence, we expect our graduates to be competent problem solvers who possess the relevant technical and professional skills to make good decisions. We also expect our graduates act ethically, based not just on an understanding of their own role in organizations and business, but also based on their understanding of the role and context of business in society. Finally, we expect our graduates to be able to apply and integrate a variety of relevant skills in making their decisions. Accordingly, the MBA program is designed to produce the following student learning outcomes:

1. **Problem Solving:** Students will demonstrate the ability to solve structured and unstructured business problems.
2. **Technology:** Students will demonstrate the ability to use technology to create actionable intelligence from business data.
3. **Professional Skills:** Students will demonstrate professionalism and the ability to communicate findings and recommendations to a professional audience.
4. **Context:** Students will demonstrate an understanding of the global, historical, regulatory and ethical context within which business operates.
5. **Integration:** Students will demonstrate an ability to integrate business skills across the core curriculum.

Graduate Certificates

In addition to the MBA, the Department of Graduate and Professional Studies in Business offers the following graduate certificates:

- Business Graduate Certificate (Intended for people with non-business undergraduate degrees)
- Business Intelligence and Data Analytics Graduate Certificate
- Cyber Security Management Graduate Certificate
- Digital Enterprise and Cloud Management Graduate Certificate
- Enterprise Resource Planning (ERP) System Management Graduate Certificate
- Health Informatics Graduate Certificate
- Healthcare Management Graduate Certificate
- Project Management Graduate Certificate

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

GMAT Waiver Policy

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

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

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

Transfer Credit

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

Master of Business Administration

Business Administration, Business Intelligence and Data Analytics Specialization, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is 3 credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 610 - Business Analytics
or BIDA 650 (Business Analytics)
- MGMT 615 - Leading Organizations
- MGMT 650 - Business Policy and Strategy
- ISBA 630 - Data Analytics
or BIDA 630 (Data Analytics)
- MKTG 640 - Modern Marketing

Concentration: 9 Credits

- BIDA 640 - Big Data and Web Intelligence
- BIDA 660 - Executive Analytics and Business Intelligence
- BIDA 670 - Advanced Analytics Project

Total Credit Hours: 36

Business Administration, Cyber Security Management Specialization, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is three credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is three credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 650 - Business Policy and Strategy
- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- MKTG 640 - Modern Marketing

Concentration: 12 Credits

- CSM 601 - Cyber Security Plans
- CSM 602 - Intrusion Protection and Detection
- CSM 603 - Cyber Incident Analysis and Response
- CSM 604 - Cyber Security Practices

Total Credit Hours: 39

Business Administration, Digital Enterprise and Cloud Management Specialization, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is three credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 615 - Leading Organizations
- MGMT 650 - Business Policy and Strategy
- MKTG 640 - Modern Marketing

Concentration: 12 Credits

- DECM 610 - Introduction to Cloud Technologies
- DECM 620 - Fundamentals of Cloud Architecting
- DECM 630 - Managing Cloud Operations

Choose One of the Following:

- DECM 640 - Cloud Analytics and Machine Learning
- DECM 660 - Cloud Infrastructure and Development

Total Credit Hours: 39

Business Administration, Entrepreneurship Specialization, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is 3 credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations

- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 650 - Business Policy and Strategy
- MKTG 640 - Modern Marketing

Concentration: 9 Credits

- BADM 680 - Capstone Project
Plus Two Courses from the Following:
- FINC 685 - Entrepreneurial Finance
- MGMT 655 - Managing Innovation
- MGMT 675 - New Ventures and Entrepreneurship

Total Credit Hours: 36

Business Administration, Finance Specialization, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is 3 credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics

- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 650 - Business Policy and Strategy
- MKTG 640 - Modern Marketing

Concentration: 9 Credits

- BADM 680 - Capstone Project
- Any two 600-level courses with a FINC prefix.

Total Credit Hours: 36

Business Administration, General, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is 3 credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management

- MGMT 615 - Leading Organizations
- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 650 - Business Policy and Strategy
- MKTG 640 - Modern Marketing

Electives: 9 Credits

- BADM 680 - Capstone Project
- plus any two 600-level courses offered by the business school (i.e. those with the prefix ACCT, BADM, BIDA, CSM, DECM, ECON, ERP, FINC, CPM, HCM, HINF, MGMT, MKTG, or ISBA).

Total Credit Hours: 36

Business Administration, Health Informatics Specialization, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is three credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is three credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics

- FINC 620 - Financial Management
- MGMT 610 - Business Analytics
- or
- BIDA 650 - Business Analytics
- or
- HINF 640 - Business Analytics
- MGMT 615 - Leading Organizations
- MGMT 650 - Business Policy and Strategy
- ISBA 630 - Data Analytics
- or
- BIDA 630 - Data Analytics
- MKTG 640 - Modern Marketing

Concentration: 12 Credits

- HINF 610 - Healthcare Information Systems
- or
- HCM 685 - Health Care Information Systems
- HINF 620 - Medical Decision Making and IT
- HINF 630 - Managing Health Informatics
- HINF 650 - Public Policy for Health Informatics

Total Credit Hours: 39

Business Administration, Healthcare Management Specialization, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance

- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is 3 credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 650 - Business Policy and Strategy
- MKTG 640 - Modern Marketing

Concentration: 12 Credits

Select four courses from the following:

- HCM 680 - Managed Care and the American Healthcare Systems
- HCM 681 - Health Care Finance and Control
- HCM 682 - Health Services Marketing
- HCM 683 - Ethical and Legal Issues in Health Care
- HCM 684 - Human Resources for Health Care
- HCM 685 - Health Care Information Systems or HINF 610 - Health Care Information Systems
- HCM 686 - Managing and Measuring Quality Outcomes

Total Credit Hours: 39

Business Administration, International Business Specialization, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is 3 credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 650 - Business Policy and Strategy
- MKTG 640 - Modern Marketing

Concentration: 9 Credits

- BADM 680 - Capstone Project

Plus Two Courses from the Following:

- ACCT 650 - International Accounting
- BADM 604 - International Business Law
- FINC 655 - International Finance
- MGMT 660 - International Business Management
- MKTG 650 - International Marketing

Total Credit Hours: 36

Business Administration, Management Specialization, MBA

Program Requirements

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

enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see www.uncfsu.edu/mba.

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is 3 credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 650 - Business Policy and Strategy
- MKTG 640 - Modern Marketing

Concentration: 9 Credits

- BADM 680 - Capstone Project
- Any two 600-level courses with a MGMT or ERP prefix.

Total Credit Hours: 36

Business Administration, Marketing Specialization, MBA

Program Requirements

An applicant must hold an undergraduate degree from an accepted accredited institution (or equivalent) to be admitted into the MBA program. Students may be admitted to either Degree Seeking or Conditional Admit status. To be admitted to Degree Seeking status, an applicant must possess: a minimum GPA of 2.75; and a minimum GMAT (or GRE predicted GMAT) score of 400 or a GMAT waiver. To be admitted conditionally, an applicant must possess: a minimum undergraduate GPA of 2.75; or a minimum GMAT (or GRE predicted GMAT) score of 400; or a GMAT waiver. Conditional Admit status allows a student to enroll in up to 12 credit hours of graduate course work. These credit hours can be applied toward the

student's curriculum once he/she enters Degree Seeking status. For details and other requirements, see www.uncfsu.edu/mba.

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is 3 credit hours.

- ACCT 610 - Managerial Accounting
- BADM 605 - Business and Society
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 650 - Business Policy and Strategy
- MKTG 640 - Modern Marketing

Concentration: 9 Credits

- BADM 680 - Capstone Project

Plus Two Courses from the Following:

- MKTG 650 - International Marketing
- MKTG 660 - Marketing Analysis and Research
- MKTG 675 - Services Marketing
- MKTG 680 - Marketing Channels
- MKTG 695 - Seminar in Marketing

Total Credit Hours: 36

Business Administration, Project Management Specialization, MBA

Program Requirements

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

Foundation Courses

The requirement for any of the foundation courses is at the discretion of the MBA director. Each course is 3 credit hours.

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Core Curriculum: 27 Credits

Each course is 3 credit hours.

- ACCT 610 - Managerial Accounting
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- ISBA 630 - Data Analytics or BIDA 630 - Data Analytics
- BADM 605 - Business and Society
- MGMT 610 - Business Analytics or BIDA 650 - Business Analytics
- MGMT 650 - Business Policy and Strategy
- MKTG 640 - Modern Marketing

Concentration: 12 Credits

- CPM 610 - Introduction to Project Management
- CPM 620 - Communication and Procurement in Project Management
- CPM 630 - Tools and Techniques of Project Management
- CPM 640 - Project Risk Management

Total Credit Hours: 39

Certificate

Business Graduate Certificate

Applicants for the graduate certificate in business should hold an undergraduate degree from an accepted accredited institution (or equivalent) with a cumulative undergraduate GPA of 2.5 on a 4.0 scale.

Certificate Requirements

- ACCT 550 - Principles of Accounting
- BADM 530 - Principles of Business Statistics
- ECON 540 - Fundamentals of Economics
- FINC 560 - Foundations of Finance
- MKTG 570 - Fundamentals of Marketing

Total Credit Hours: 15

Business Intelligence and Data Analytics Graduate Certificate

Applicants for the Business Intelligence and Data Analytics Graduate Certificate should hold an undergraduate degree from an accepted accredited institution (or equivalent) with a cumulative undergraduate GPA of 2.75 on a 4.0 scale.

Certificate Requirements

- BIDA 630 - Data Analytics
- BIDA 640 - Big Data and Web Intelligence
- BIDA 650 - Business Analytics
- BIDA 670 - Advanced Analytics Project

Total Credit Hours: 12

Cyber Security Management Graduate Certificate

Applicants for the graduate certificate in cyber security management should hold an undergraduate degree from an accepted accredited institution (or equivalent) with a cumulative undergraduate GPA of 2.75 on a 4.0 scale. Students who are admitted into the MBA program may complete the certificate courses as part of their elective requirements.

Certificate Requirements

- CSM 601 - Cyber Security Plans
- CSM 602 - Intrusion Protection and Detection
- CSM 603 - Cyber Incident Analysis and Response
- CSM 604 - Cyber Security Practices

Total Credit Hours: 12

Digital Enterprise and Cloud Management Graduate Certificate

Applicants for the graduate certificate in cyber security management should hold an undergraduate degree from an accepted accredited institution (or equivalent) with a cumulative undergraduate GPA of 2.75 on a 4.0 scale. Students who are admitted into the MBA program may complete the certificate courses as part of their elective requirements.

Certificate Requirements

- DECM 610 - Introduction to Cloud Technologies
- DECM 620 - Fundamentals of Cloud Architecting
- DECM 630 - Managing Cloud Operations

Choose One of the Following:

- DECM 640 - Cloud Analytics and Machine Learning
- DECM 660 - Cloud Infrastructure and Development

Total Credit Hours: 12

Enterprise Resource Planning (ERP) System Management Graduate Certificate

Applicants for the graduate certificate in Enterprise Resource Planning (ERP) System Management should hold an undergraduate degree from an accepted accredited institution (or equivalent) with a cumulative undergraduate GPA of 2.75 on a 4.0 scale.

Required Courses: 12 Credits

- ERP 611 - Introduction to ERP and Business Processes
- ERP 612 - Electronic Business Management
- ERP 613 - Operations Planning and Control
- ERP 614 - Purchasing and Materials Management

Total Credit Hours: 12

Health Informatics Graduate Certificate

The Health Informatics graduate certificate is intended for individuals who want to gain competencies in health information management, health data analytics, clinical decision support technologies, and the secure exchange of information between clinicians and patients that complies with prevailing regulations and laws. Students will gain necessary skills in statistical methods such as probability concepts, inferential statistics, and data modeling, and use these skills to derive valuable information from data to help solve

complex business problems and identify opportunities. Training will incorporate the use of a statistical package such as SAS. Prospective students are encouraged to have prior course work in statistical methods.

Program Requirements

Undergraduate degree from an accepted accredited institution. Overall minimum undergraduate GPA of 2.75 on a 4.0 scale. Two years of work experience in health care related fields. Two letters of recommendation from persons qualified to evaluate applicant's ability to pursue graduate study. Prospective students can complete the Health Informatics certificate courses as a stand-alone certificate. Courses completed will count towards the MBA program if student choose to pursue an MBA later.

Program Requirements

Select five courses from the following:

- HINF 610 - Healthcare Information Systems
- HINF 620 - Medical Decision Making and IT
- HINF 630 - Managing Health Informatics
- HINF 640 - Business Analytics
- HINF 650 - Public Policy for Health Informatics
- ISBA 620 - Management Information Systems
- ISBA 630 - Data Analytics

Total Credit Hours: 15

Healthcare Management Graduate Certificate

Program Requirements

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

Required Courses: 15 Credits

Select five courses from the following:

- HCM 680 - Managed Care and the American Healthcare Systems
- HCM 681 - Health Care Finance and Control
- HCM 682 - Health Services Marketing
- HCM 683 - Ethical and Legal Issues in Health Care
- HCM 684 - Human Resources for Health Care
- HCM 685 - Health Care Information Systems
- HCM 686 - Managing and Measuring Quality Outcomes

Total Credit Hours: 15

Project Management Graduate Certificate

Program Requirements

Undergraduate degree from an accepted accredited institution. Overall minimum undergraduate GPA of 2.75 on a 4.0 scale. Two years of work experience in project-oriented fields. Two letters of recommendation from persons qualified to evaluate applicant's ability to pursue graduate study. Students who are admitted into the MBA program can complete PM certificate courses as part of their elective requirements.

Required Courses: 12 Credits

- CPM 610 - Introduction to Project Management
- CPM 620 - Communication and Procurement in Project Management
- CPM 630 - Tools and Techniques of Project Management
- CPM 640 - Project Risk Management

Total Credit Hours: 12

College of Education

In support of the mission of Fayetteville State University, the College of Education is committed to educating and preparing individuals at the undergraduate and graduate levels for professions in the fields of education, research, and service. The College of Education meets rigorous professional standards for the preparation of teachers and other school specialists (NCATE) and is nationally accredited by the Council for the Accreditation of Educator Preparation. The College of Education seeks to prepare education professionals as facilitators of learning through the development of cognitive, psychomotor, and affective learning patterns. The College of Education is committed to providing leadership in P-12 and higher education in the region, state, and nation through its degrees. The College of Education offers a Doctor of Education, Master of School Administration, Master of Arts in Teaching, Master of Education, and licensure programs in over 20 areas of concentration.

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

Admission Requirements for Educator Preparation Programs

Effective July 1, 2017 in response to General Assembly House Bill 97: Mandates for Educator Preparation Programs, a 2.7 (3.0 preferred) overall GPA will be required for admission to all Educator Preparation degree and licensure programs. Effective July 1, 2018, a 2.7 overall GPA will be required for graduating from all Educator Preparation degree and licensure programs. This requirement applies to licensure-only and MAT initial license programs.

Suspension of Programs

At this time, the College of Education is suspending graduate admissions to the M.Ed. in Special Education.

Department of Educational Leadership and School Administration

The Department of Educational Leadership and School Administration provides programs designed to prepare PK-12 school and district level executives and higher education administrators as facilitators of learning for all students. Programs are offered at the master's (Master of School Administration) and doctoral (Doctor of Educational Leadership) levels. The comprehensive examination is required. Candidates' learning experiences will be informed, as applicable, by the NCDPI, CAEP, NELP, CAS, and other relevant academic, quality, and professional standards.

Learning Outcomes

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

Master of School Administration (MSA)

Students will be admitted to the master's program in cohorts. A full-time residency or its equivalent must be completed in the first year followed by a yearlong internship in the second year. Candidates must pass a comprehensive exam at the end of appropriate courses. Additionally, in order to be recommended for a principal's license, candidates must successfully complete a prescribed professional portfolio during the internship. For specific requirements and procedures for matriculating through the program please contact the department chair.

The core learning outcomes for the Master of School Administration program are as follows:

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

Doctor of Educational Leadership (Ed.D.) Program

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

The core learning outcomes for the doctoral program are as follows:

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

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

Doctoral

Educational Leadership, Higher Education Concentration, Ed.D.

Program Requirements

Initial Application Requirements: Earned Master's degree from an accredited institution. Official score on the GRE taken within last five (5) years. Minimum graduate GPA of 3.50. Official transcripts from all universities or colleges at which courses have been taken. Three letters of recommendation from professional references. A personal interview. A writing sample. Current resume or vitae. A portfolio of professional goals and growth that is submitted directly to the Ed.D. Program.

Core Curriculum: 21 Credits

- ELHE 700 - Group Dynamics, Decision Making, and People Management
- ELHE 702 - Leadership for Diversity and Equity in Higher Education
- ELHE 703 - Public Policy and Political Issues In Education
- ELHE 705 - The Planning and Financing of Educational Organizations
- ELHE 706 - Seminar in Educational Leadership
- ELHE 707 - Seminar in Legal Issues and Professional Ethics
- ELHE 713 - Academic Programs in Colleges and Universities

Research: 12 Credits

- EDLE 721 - Research, Design, and Evaluation Methodology
- EDLE 722 - Qualitative Research, Theory, and Application
- EDLE 723 - Quantitative Research Application and Methodology
- ELHE 753 - Advanced Research and Methodology for School Improvement

Cognate Area: 12 Credits

For Higher Education Cognate Area, select the following:

- ELHE 709 - University College Teaching
- ELHE 711 - Emerging Issues in Higher Education Leadership
- ELHE 712 - History of Higher Education
- ELHE 714 - The Administration of Student Services in Higher Education

Capstone Requirements: 15 Credits

Internship in Educational Leadership and Dissertation:

- ELHE 729 - Internship in Educational Leadership I
- ELHE 730 - Internship in Educational Leadership II
- ELHE 731 - Research Internship Seminar in Educational Leadership III
- ELHE 740 - Dissertation in Educational Leadership I & II

Other Requirements

A maximum of 6 hours of relevant graduate transfer credits with a grade of 3.0 or higher may be accepted. Doctoral candidates must complete 54 hours of required doctoral course work, 6 hours of dissertation work, in addition to successfully completing the doctoral dissertation. Candidates have a total of 8 years after initial admission to successfully complete the degree requirements.* For timely progression, candidates will be required to enroll in 9 semester hours the fall and spring of the first two years of coursework, and in no more than 12 credit hours during the corresponding summer semesters. Candidates must be available to participate in required enhancement activities. The comprehensive examination is required. Candidates' learning experiences will be informed, as applicable, by the NCDPI, CAEP, NELP, CAS, and other relevant academic, quality, and professional standards.

For timely progression, the following schedule is strongly recommended:

- Year One: Fall & Spring: 9 credit hours each semester
- Year One: Summer: 12 credit hours
- Year Two: Fall & Spring: 9 credit hours each semester
- Year Two: Summer: 6 credit hours
- Year Three: Fall & Spring: 3 credit hours minimum each semester

*Beyond the Third Year (60 credit hours): After achieving the 60 credit hours, students who need more time to complete the dissertation research and writing activities are required to maintain continuous enrollment in the program. Therefore, they must register for designated dissertation courses as advised by the department.

Total Credit Hours: 60

Educational Leadership, PK-12 Concentration, Ed.D.

Program Requirements

Initial Application Requirements: Earned Master's degree in school administration or related graduate education degree from an accredited institution. Official score on the GRE taken within last five (5) years. Minimum graduate GPA of 3.50. Official transcripts from all universities or colleges at which courses have been taken. Three letters of recommendation from professional references. A personal interview. A writing

sample. Current resume or vitae. An electronic portfolio of professional goals and growth submitted directly to the Department of Educational Leadership and School Administration Program.

Core Curriculum: 21 Credits

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

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

Cognate Area: 12 Credits

For PK-12 Cognate Area, select the following:

- EDLE 708 - Organizational Theory and Administrative Behavior
- EDLE 725 - Special Topics on School Leadership - Closing the Achievement Gap: Research and Effective Strategies for African American K-12 Students in Public Schools
- EDLE 753 - Advanced Research and Methodology
- EDLE 799 - Advanced Studies in Educational Leadership and Organizational Change

Capstone Requirements: 15 Credits

Internship in Educational Leadership and Dissertation:

- EDLE 729 - Internship in Educational Leadership I
- EDLE 730 - Internship in Educational Leadership II
- EDLE 731 - Research Internship Seminar in Educational Leadership
- EDLE 740 - Dissertation in Educational Leadership I & II

Other Requirements

A maximum of 6 hours of relevant graduate transfer credits with a grade of 3.0 or higher may be accepted. Doctoral candidates must complete 54 hours of required doctoral course work and 6 hours of dissertation work in addition to successfully completing the doctoral dissertation. Candidates have a total of 8 years after initial admission to successfully complete the degree requirements.* For timely progression, candidates will be required to enroll in 9 semester hours the fall and spring of the first two years of coursework, and in no more than 12 credit hours during the corresponding summer semesters. Candidates must be available to participate in required enhancement activities. The comprehensive examination is

required. Candidates' learning experiences will be informed, as applicable, by the NCDPI, CAEP, NELP, CAS, and other relevant academic, quality, and professional standards.

For timely progression, the following schedule is strongly recommended.

- Year One: Fall & Spring: 9 credit hours each semester
- Year One: Summer: 12 credit hours
- Year Two: Fall & Spring: 9 credit hours each semester
- Year Two: Summer: 6 credit hours
- Year Three: Fall & Spring: 3 credit hours minimum each semester

*Beyond the Third Year (60 credit hours): After achieving the 60 credit hours, students, who need more time to complete the dissertation research and writing activities, are required to maintain continuous enrollment in the program. Therefore, they must register for designated dissertation courses as advised by the department.

Total Credit Hours: 60

Master

Master of School Administration

Program Requirements

Initial Application Requirements: Baccalaureate degree from an accredited college or university. Undergraduate GPA of 2.75 overall on 4.0 scale; OR 3.00 on 4.0 scale in the last 60 hours of course work, which may include no more than 12 hours of graduate study; OR a master's degree GPA of 3.0 on a 4.0 scale from an accredited university. Official GRE or MAT scores issued from a test taken within last 5 years. (The GRE or MAT is not required for students who currently hold a master's degree). Three letters of recommendation from professional references. Hold "A" or "M" teaching license with a minimum of 3 years teaching experience. A written essay outlining applicant's graduate educational goals and professional objectives. Completion of personal interview and writing exercise.

Specialization: 21 Credits

- EDAM 650 - Educational Leadership Development Seminar
- EDAM 651 - Organizational Development and Diversity for School Leaders
- EDAM 652 - School-Based Program Evaluation and Improvement
- EDAM 660 - Leadership and Organizational Theories in Schools
- EDAM 661 - School Law and Public Policy Issues
- EDAM 670 - Resource Management and Schools
- EDAM 671 - Leadership for Learning

Internship: 15 Credits

Prerequisites required.

- EDAM 680 - Internship Part I

- EDAM 690 - Internship Part II
- EDAM 691 - Internship Part III

Electives: 6 Credits

Select 6 credit hours of graduate courses with approval of advisor. Departmental electives:

Electives can also be selected from business, arts and sciences or special education.

- EDAM 698 - Computer Usage for Educational Administrators
- EDUC 680 - Special Topics in School Administration

Other Requirements

Maximum of 6 hours of graduate transfer credits with grade of 3.0 or higher may be accepted. Students complete program within a 2-year period. Students will be required to enroll in 9 semester hours each semester. Students must be available to participate in scheduled enhancement activities. The written comprehensive examination is required. Students must be admitted into the MSA program in order to take any of the following MSA courses: EDAM 650; EDAM 651; EDAM 671; EDAM 690; and EDAM 691. Candidates' learning experiences will be informed, as applicable, by the NCDPI, CAEP, NELP, CAS, and other relevant academic, quality, and professional standards.

Total Credit Hours: 42

Teacher Licensure

Master of School Administration, Add-on Licensure

The Master of School Administration Add-on Licensure program is a post-master's program that is designed to prepare a select group of experienced educators for positions of school executive leadership in K-12 settings. The resulting earned license as a K-12 school administrator is available as an add-on licensure only to well-qualified candidates who already possess a master's degree, a teaching license, and have at least three years of relevant school experience. Requirements for admission to this program include three letters of recommendation, a written essay outlining the applicant's graduate educational goals and professional objectives, the completion of a personal interview, and a writing exercise.

Specialization: 21 Credits

- EDAM 650 - Educational Leadership Development Seminar
- EDAM 651 - Organizational Development and Diversity for School Leaders
- EDAM 652 - School-Based Program Evaluation and Improvement
- EDAM 660 - Leadership and Organizational Theories in Schools
- EDAM 661 - School Law and Public Policy Issues
- EDAM 670 - Resource Management and Schools
- EDAM 671 - Leadership for Learning

Internship: 6 Credits

Prerequisites are required.

- EDAM 690 - Internship Part II
- EDAM 691 - Internship Part III

Other Requirements

During the first year, students will be required to enroll in nine credit hours in the fall semester (EDAM 650, 651, and 652) and nine credit hours in the spring semester (EDAM 660, 661, and 670). During the second year, students will be required to enroll in six semester credit hours during the fall semester (EDAM 671 and 690) and three credit hours during the spring semester (EDAM 691).

For admissions information, please see the guidelines for add-on licensure applicants at the master's level in the admissions section of the graduate catalog.

Students may take up to three years to finish the add-on program due to interruptions in their enrollment and the availability of required courses offered when they wish to re-enroll. However, if the student must withdraw for a semester, upon returning to the program, the student can return only the semester that the course sequence is offered. Students must complete the program (coursework and internship) within three years of the term of their initial admission.

In addition, students must be available to participate in scheduled enhancement activities. A Written Comprehensive Examination and an Action Research Project are required.

*Please note that a candidate may request to transfer a maximum of six credit hours of master's level courses from an accredited education program. This request must be approved by the MSA Director, Department chairperson, and finally, the Dean of Education in that order. In addition, the transfer courses must be aligned with the program course sequence.

Total Credits: 27

Department of Early Childhood, Elementary, Middle Grades, Reading, and Special Education

The major goal of the Department of Early Childhood, Elementary, Middle Grades, Reading, and Special Education is to prepare education professionals as facilitators of learning by providing quality degree programs. The graduate offerings include the M.Ed in Elementary Education (K-6), M.Ed. in Middle Grades Education (6-9) with a specialty in Math, Reading, or Science, M.Ed. in Reading Education (K-12), and M.Ed. in Special Education (K-12). An initial "A" level license is also available through our M.A.T. in Elementary Education (K-6), Middle Grades Education (6-9), Special Education (K-12), and Birth through Kindergarten (PK-K). Class A licensure programs in elementary education, middle grades, reading, and birth-kindergarten education are also available. All programs in the department are approved by CAEP and accredited by the North Carolina State Department of Public Instruction.

Candidates for the Master of Education (M.Ed.) in Elementary Education, Middle Grades, Reading Education, and Special Education, as well as the Master of Arts in Teaching (M.A.T.) in Elementary Education, Middle Grades, Special Education, and Birth through Kindergarten will complete an Advanced Leadership and Collaboration Project evidence to demonstrate their competence in the North Carolina Graduate Standards and Indicators during their respective culminating course (EDUC 692, EDUC 698, READ 698, or SPED 698). Candidates must achieve a minimum rating of Proficient (score of 3.0) on each indicator of the scoring rubric to receive course credit and recommendation for advanced licensure.

Suspension of Programs

At this time, the College of Education is suspending graduate admissions to the M.Ed. in Special Education, M.Ed. in Elementary Education, and M.Ed. in Reading.

Learning Outcomes: B-K Initial Programs (MAT)

1. Teacher candidates will acquire and apply content knowledge to instruct B-K students based upon the NC Standard Course of Study, INTASC and CAEP Standards.
2. Teacher candidates will implement practices that reflect the cognitive, mental, social-emotional, and physical development of B-K students.
3. Teacher candidates will design and incorporate technology to enhance instruction, learning, research, assessment, and data management.
4. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly, and positive environment.
5. Teacher candidates will apply appropriate accommodations and modifications to support teaching strategies for diverse learners.
6. Teacher candidates will integrate 21st century knowledge and skills in instruction.
7. Teacher candidates will communicate effectively, analyze data, and be reflective practitioners.

Learning Outcomes: Elementary Education Initial Programs (MAT)

1. Teacher candidates will acquire and apply content knowledge to instruct K-6 students based upon the NC Standard Course of Study, INTASC and CAEP Standards.
2. Teacher candidates will implement practices that reflect the cognitive, mental, social-emotional, and physical development of K-6 students.

3. Teacher candidates will design and incorporate technology to enhance instruction, learning, research, assessment, and data management.
4. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly, and positive environment.
5. Teacher candidates will apply appropriate accommodations and modifications to support teaching strategies for diverse learners.
6. Teacher candidates will integrate 21st century knowledge and skills in instruction.
7. Teacher candidates will communicate effectively, analyze data, and be reflective practitioners.

Learning Outcomes: Middle Grades Initial Programs (LO and MAT)

1. Teacher candidates will acquire and apply content knowledge to instruct 6-9 students based upon the NC Standard Course of Study, INTASC and CAEP Standards.
2. Teacher candidates will implement practices that reflect the cognitive, mental, social-emotional, and physical development of 6-9 students.
3. Teacher candidates will design and incorporate technology to enhance instruction, learning, research, assessment, and data management.
4. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly, and positive environment.
5. Teacher candidates will apply appropriate accommodations and modifications to support teaching strategies for diverse learners.
6. Teacher candidates will integrate 21st century knowledge and skills in instruction.
7. Teacher candidates will communicate effectively, analyze data, and be reflective practitioners.

Learning Outcomes for M.Ed. in Elementary Education, Middle Grades Education, and Reading Education

1. Advanced teacher candidates will acquire in-depth content knowledge to enhance 21st century skills in selected specialty areas.
2. Advanced teacher candidates will implement pedagogical strategies aligned with the NC Standard Course of Study, INTASC and CAEP Standards.
3. Advanced teacher candidates will design, conduct, and disseminate findings from action research in a professional setting (i.e. EDUC/READ 698 Advanced Applied Product of Learning and Practicum, conference, symposium, etc.).
4. Advanced teacher candidates will design and incorporate technology to enhance instruction, learning, research, assessment, and data management.
5. Advanced teacher candidates will create and support an educational culture that values reflective practice.
6. Advanced teacher candidates will demonstrate the value of diversity and promote instruction that is responsive to all learner needs.
7. Advanced teacher candidates will demonstrate leadership skills to advocate for students, communities, policies, and practices that support student learning and development.

Master

Birth through Kindergarten, PK-K, M.A.T.

A prospective student seeking initial level licensure must already have a baccalaureate degree or be employed as a NC Residency teacher. In order to enroll in the MAT program prospective students must have an overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or 6-9 credit hours of Professional Development Student coursework that is transferable into the MAT program pending successful completion at a 3.0 or better on a 4.0 scale. Prerequisite concentration course requirements should be completed prior to applying for the "A" level license. Required courses are determined by comparing transcripts of previous college coursework with that of concentration area requirements for the "A" level license. Students may have to take additional undergraduate concentration area coursework or submit passing scores for the North Carolina State Board of Education (NCSBE) required specialty content area examination in order to meet licensure requirements. See advisor or department chair for evaluation of these courses or test requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods courses and clinical experience courses. Three letters of recommendation.

Program Requirements

M.A.T. Core Course Requirements: 6 Credits

Note: Candidates must complete the North Carolina Licensure Requirement: complete the edTPA portfolio.

- EDUC 630 - Advanced Educational Psychology
- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities

M.A.T. Initial Licensure Specialty Area Requirements: 15 Credits

- EDUC 618 - Facilitating STEM and STEAM Constructs for Early Learners
- EDUC 624 - Supporting Literacy Acquisition/Developing the Young Reader
- EDUC 633 - Curriculum and Instruction for the Young Learner
- EDUC 645 - Practical Relations with Parents, Families, and Stakeholders
- READ 610 - Foundations of Literacy

Advanced Clinical Experience: 9 Credits

- EDUC 692 - Advanced Professional Education Seminar
- ELEM 690 - Advanced Clinical Experience in Elementary Education

Total Credit Hours: 30

Elementary Education, K-6 Concentration, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not required for applicants with a cumulative 3.0 or above GPA baccalaureate degree or a master's degree from an accredited institution. Applicants must submit three letters of recommendation and must hold an "A" level initial teaching license.

Professional Education Core: 12 Credits

(EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the College of Education)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology
- or
- EDUC 641 - Advanced Studies in Human Development and Learning Communities
- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership
- EDUC 690 - Applied Research in Education

Specialization Area: 9 Credits

Choose three from the following courses in consultation with an advisor.

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

Product of Learning: 3 Credits

- EDUC 698 - Advanced Applied Product of Learning and Practicum

Concentration: 6 Credits

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

Option A. Early Childhood

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

Option B. Mathematics

Choose two of the following:

- ELEM 505 - Modern Math for Elementary Teachers
- ELEM 530 - Remediation of Mathematics Difficulties
- ELEM 540 - Math Education for Gifted Children
- MATE 610 - Numbers and Operations
- MATE 620 - Algebraic Thinking
- MATE 630 - Geometric Thinking
- MATH 501 - Teaching Mathematics Using Computers
- MATH 502 - Topics in Mathematics for Teachers
- MATH 504 - Current Trends in Mathematics Education
- MATH 533 - Advanced Studies in Teaching Mathematics

Option C. Literacy

Choose two of the following:

- READ 512 - Improvement of Reading Instruction
- READ 513 - Read Remediation and Practicum
- READ 516 - Applied Phonics
- READ 552 - Teaching Literacy Across Content Areas
- READ 605 - Investigations in the Teaching of Reading
- READ 610 - Foundations of Literacy
- READ 618 - Reading: The Learning Bases
- READ 621 - Clinical Procedures in the Identification and Evaluation of Reading Disabilities
- READ 622 - Remediation of Reading Disabilities

Option D. Science

Choose two of the following:

- SCIE 511 - Physics of Energy Materials
- SCIE 520 - Chemistry for Science Educators
- SCIE 630 - Applied Spectroscopy
- SCIE 640 - Current Trends in Science for Educators
- SCIE 650 - Earth and Space Science for Science Educators

Total Credit Hours: 30

Elementary Education, K-6 M.A.T.

Program Requirements

A prospective student seeking initial level licensure must already have a baccalaureate degree or be employed as a NC Residency teacher. In order to enroll in the MAT program prospective students must

have an overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or 6-9 credit hours of Professional Development Student coursework that is transferable into the MAT program pending successful completion at a 3.0 or better on a 4.0 scale. Prerequisite concentration course requirements should be completed prior to applying for the "A" level license. Required courses are determined by comparing transcripts of previous college coursework with that of concentration area requirements for the "A" level license. Students may have to take additional undergraduate concentration area coursework or submit passing scores for the North Carolina State Board of Education (NCSBE) required specialty content area examination in order to meet licensure requirements. See advisor or department chair for evaluation of these courses or test requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods courses and clinical experience courses. Applicants must submit three letters of recommendation.

M.A.T. Core Course Requirements: 6 Credits

Note: Candidates must take the North Carolina Licensure Tests: (Pearson) Foundations of Reading, Pearson General Curriculum Math Test or the Praxis CKT Math 7813, and complete the edTPA portfolio.

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology

M.A.T. Initial Licensure Specialty Area Requirements: 15 Credits

- ELEM 505 - Modern Math for Elementary Teachers
- ELEM 534 - Advanced Social Studies and the Arts in Elementary Education
- ELEM 623 - Advanced Language Arts in the Elementary School
- ELEM 635 - Problems in Science Education
- READ 610 - Foundations of Literacy

Advanced Clinical Experience: 9 Credits

- EDUC 692 - Advanced Professional Education Seminar
- ELEM 690 - Advanced Clinical Experience in Elementary Education

Total Credit Hours: 30

Additional Notes

No more than 6 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program. Courses cannot be older than 6 years at the time the candidate is cleared for graduation.

Elementary Education, Reading Education K-12 Concentration, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study

which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not required for applicants with a cumulative 3.0 or above GPA baccalaureate degree or a master's degree from an accredited institution. Applicant must submit three letters of recommendation and must hold an "A" level initial teaching license.

Professional Education Core: 12 Credits

(EDUC 690 must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the College of Education)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology
- or
- EDUC 641 - Advanced Studies in Human Development and Learning Communities
- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership
- EDUC 690 - Applied Research in Education

Specialization Area: 18 Credits

- READ 605 - Investigations in the Teaching of Reading
- READ 610 - Foundations of Literacy
- READ 618 - Reading: The Learning Bases
- READ 620 - Assessment and Evaluation of Reading Problems
- READ 623 - Correction of Reading Problems

Choose one of the following:

- ELEM 623 - Advanced Language Arts in the Elementary School
- ELEM 680 - Advanced Studies in Child Literature
- READ 516 - Applied Phonics
- READ 612 - Principles and Practices in Emergent Literacy
- Another elective approved by the reading coordinator.

Product of Learning: 3 Credits

- READ 698 - Advanced Applied Product of Learning should be taken during the last regular semester of coursework.

Total Credit Hours: 33

Middle Grades 6-9, Language Arts Concentration, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study

which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not required for applicants with a cumulative 3.0 or above GPA baccalaureate degree or a master's degree from an accredited institution. Applicants must submit three letters of recommendation and must hold an "A" level initial teaching license.

Professional Core: 12 Credits

(EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the College of Education)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology
- or
- EDUC 641 - Advanced Studies in Human Development and Learning Communities
- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership
- EDUC 690 - Applied Research in Education

Specialization Area Credits: 15 Credits

Select five courses from the following:

- ENGL 516 - Issues in Composition Instruction
- ENGL 517 - Issues in Teaching Literature
- ENGL 518 - Technology in the Teaching of English
- ELEM 623 - Advanced Language Arts in the Elementary School
- ELEM 624 - Teaching Writing in the Elementary Schools
- ELEM 680 - Advanced Studies in Child Literature
- READ 605 - Investigations in the Teaching of Reading
- READ 610 - Foundations of Literacy
- READ 618 - Reading: The Learning Bases

Product of Learning: 3 Credits

- EDUC 698 - Advanced Applied Product of Learning and Practicum should be taken during last semester of course work

Total Credit Hours: 30

Middle Grades 6-9, Mathematics Concentration, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not

required for applicants with a cumulative 3.0 or above GPA baccalaureate degree or a master's degree from an accredited institution. Applicant must submit three letters of recommendation and must hold an "A" level initial teaching license.

Professional Core: 12 Credits

(EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the College of Education)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology
- or
- EDUC 641 - Advanced Studies in Human Development and Learning Communities
- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership
- EDUC 690 - Applied Research in Education

Specialization Area Credits: 15 Credits

Select five courses from the following:

- MATE 510 - Data Science in Education
- MATE 520 - Analyzing Learning Networks in Education
- MATE 610 - Numbers and Operations
- MATE 620 - Algebraic Thinking
- MATE 630 - Geometric Thinking
- MATH 501 - Teaching Mathematics Using Computers
- MATH 502 - Topics in Mathematics for Teachers
- ELEM 530 - Remediation of Mathematics Difficulties
- MATH 504 - Current Trends in Mathematics Education
- MATH 533 - Advanced Studies in Teaching Mathematics

Product of Learning: 3 Credits

- EDUC 698 - Advanced Applied Product of Learning and Practicum should be taken during last semester of course work

Total Credit Hours: 30

Middle Grades 6-9, Science Concentration, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not required for applicants with a cumulative 3.0 or above GPA baccalaureate degree or a master's degree from

an accredited institution. Applicant must submit three letters of recommendation and must hold an "A" level initial teaching license.

Professional Core: 12 Credits

(EDUC 690 is a prerequisite for EDUC 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the College of Education)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology
- or
- EDUC 641 - Advanced Studies in Human Development and Learning Communities
- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership
- EDUC 690 - Applied Research in Education

Specialization Area Credits: 15 Credits

Select five courses from the following:

- ELEM 635 - Problems in Science Education
- ELEM 652 - Selected Topics in the Biological Sciences for Elementary Teachers
- ELEM 653 - Selected Topics in the Physical Sciences
- ELEM 654 - Selected Topics in the Earth Sciences
- ELEM 655 - Using Technology in Elementary/Middle School Curriculum
- SCIE 511 - Physics of Energy Materials
- SCIE 520 - Chemistry for Science Educators
- SCIE 630 - Applied Spectroscopy
- SCIE 640 - Current Trends in Science for Educators
- SCIE 650 - Earth and Space Science for Science Educators

Product of Learning: 3 Credits

- EDUC 698 - Advanced Applied Product of Learning and Practicum should be taken during last semester of course work

Total Credit Hours: 30

Middle Grades Education 6-9, Math, Science, English Language Arts, or Social Studies Specialty Area, M.A.T.

Program Requirements

A prospective student seeking initial level licensure must already have a baccalaureate degree or be employed as a NC Residency teacher. In order to enroll in the MAT program prospective students must have an overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or 6-9 credit hours of Professional Development Student coursework that is transferable into the MAT program pending successful completion at a 3.0 or better on a 4.0 scale. Prerequisite concentration course requirements

should be completed prior to applying for the "A" level license. Required courses are determined by comparing transcripts of previous college coursework with that of concentration area requirements for the "A" level license. Students may have to take additional undergraduate concentration area coursework or submit passing scores for the North Carolina State Board of Education (NCSBE) required specialty content area examination in order to meet licensure requirements. See advisor or department chair for evaluation of these courses or test requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods courses and clinical experience courses. Applicants must submit three letters of recommendation.

M.A.T. Core Course Requirements: 6 Credits

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology

M.A.T. Initial Licensure Specialty Area Requirements: 15 Credits

- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools (based upon middle grades content are: Mathematics, Science, English Language Arts, or Social Studies)
- EDUC 616 - Teaching and Technology in the Middle and Secondary Schools
- EDUC 644 - Foundations, Curriculum Development, and Assessment
- READ 552 - Teaching Literacy Across Content Areas
- SPED 530 - Introduction to Exceptional Children

Advanced Clinical Experience: 9 Credits

- EDUC 692 - Advanced Professional Education Seminar (should be taken during last semester of course work)
- EDUC 697 - Advanced Clinical Experience (should be taken during last semester of course work)

Licensure Requirements

PRAXIS II Test: 5169 Middle School Mathematics—Score 165

PRAXIS II Test: 5047 Middle School English Language Arts—Score 164

PRAXIS II Test: 5440 Middle School Science—Score 150

PRAXIS II Test: 5089 Middle School Social Studies—Score 149

edTPA Portfolio in the licensure area must be submitted during the advanced clinical experience.

Total Credit Hours: 30

Additional Notes

No more than 6 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program. Courses cannot be older than 6 years at the time the candidate is cleared for graduation.

Special Education K-12, Current License in Special Education, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not required for applicants with a cumulative 3.0 or above GPA baccalaureate degree or a master's degree from an accredited institution. Applicant must submit three letters of recommendation and must hold an "A" level initial teaching license.

Professional Core: 12 Credits

(EDUC 690 is a prerequisite for SPED 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the College of Education)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology
- or
- EDUC 641 - Advanced Studies in Human Development and Learning Communities
- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership
- EDUC 690 - Applied Research in Education

Specialization Core: 6 Credits

- SPED 580 - Advanced Management of Learning Environments
- SPED 646 - Advanced Assessment Practices in Special Education
- or
- SPED 647 - Educational Assessment of Students with Disabilities

Concentration: 6 Credits

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

Learning Disabilities Option

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

Mental Disabilities Option

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

Behavioral-Emotional Disabilities Option

- 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

Choose from the following:

- SPED 515 - Teach Reading to Students with Disabilities
- SPED 518 - Teach Mathematics and Writing to Student with Disabilities
- Any SPED 500 or above course that is not required for the degree.

Product of Learning: 3 Credits

- SPED 698 - Advanced Applied Product of Learning should be taken during last regular semester of coursework

PRAXIS Requirement

PRAXIS II Tests 5511 OR 0511 and one of the following tests as applicable to concentration (SLD 0381; MD 0321; BED 0371) {Selected previous licenses in SPED may eliminate need for 5511 OR 0511; check with advisor.}

Total Credit Hours: 30

Special Education K-12, License in Education but not in Special Education, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not required for applicants with a cumulative 3.0 or above GPA baccalaureate degree or a master's degree from an accredited institution. Applicant must submit three letters of recommendation and must hold an "A" level initial teaching license.

Professional Core: 12 Credits

(EDUC 690 is a prerequisite for SPED 698 and must be one of first 6 semester hours earned as an M.Ed. degree-seeking graduate student in the College of Education)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology
- or
- EDUC 641 - Advanced Studies in Human Development and Learning Communities

- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership
- EDUC 690 - Applied Research in Education

Specialization Core: 6 Credits

- SPED 580 - Advanced Management of Learning Environments
- SPED 646 - Advanced Assessment Practices in Special Education
or
- SPED 647 - Educational Assessment of Students with Disabilities

Guided Electives: 6 Credits

Students without licensure in Special Education should take SPED 515 and SPED 518 as their guided electives. Students may apply for initial license in SPED: General Curriculum after completing above courses and after successfully completing the required PRAXIS II Exams (5511 OR 0511 and 5543 OR 0543).

- SPED 515 - Teach Reading to Students with Disabilities
- SPED 518 - Teach Mathematics and Writing to Student with Disabilities

Concentration: 6 Credits

Choose one of the following concentration options in consultation with an advisor.

Learning Disabilities Option

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

Mental Disabilities Option

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

Behavioral-Emotional Disabilities Option

- 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 Credits

- SPED 698 - Advanced Applied Product of Learning should be taken during last regular semester of coursework

Total Credit Hours: 33

Special Education, General Curriculum K-12, M.A.T.

Program Requirements

A prospective student seeking initial level licensure must already have a baccalaureate degree or be employed as a NC Residency teacher. In order to enroll in the MAT program prospective students must have an overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or 6-9 credit hours of Professional Development Student coursework that is transferable into the MAT program pending successful completion at a 3.0 or better on a 4.0 scale. Prerequisite concentration course requirements should be completed prior to applying for the "A" level license. Required courses are determined by comparing transcripts of previous college coursework with that of concentration area requirements for the "A" level license. Students may have to take additional undergraduate concentration area coursework or submit passing scores for the North Carolina State Board of Education (NCSBE) required specialty content area examination in order to meet licensure requirements. See advisor or department chair for evaluation of these courses or test requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods courses and clinical experience courses. Three letters of recommendation.

Additional requirements as part of the SPED program: Students must attend four professional development trainings (e.g., Initial and Advanced IEP development, Classroom Management, and Parent Engagement).

Teacher candidates will build a portfolio that demonstrates skill mastery prior to entry into clinical experience (e.g., IEP, BIP and FBA, Educational Evaluation, and Parent Engagement).

M.A.T. Core Course Requirements: 6 Credits

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology

M.A.T. Initial Licensure Specialty Area Requirements: 18 Credits

- SPED 515 - Teach Reading to Students with Disabilities
- SPED 518 - Teach Mathematics and Writing to Student with Disabilities
- SPED 530 - Introduction to Exceptional Children
- SPED 580 - Advanced Management of Learning Environments
- SPED 631 - Teaching Students with Mild to Moderate Disabilities: Academic Methods
- SPED 647 - Educational Assessment of Students with Disabilities

Advanced Clinical Experience: 6 Credits

- SPED 600 - Practicum in Special Education

Total Credit Hours: 30

Additional Notes

No more than 6 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program. Credit hours may vary according to entering credentials. Courses cannot be older than 6 years at the time the candidate is cleared for graduation.

Certificate

Science of Reading Certificate

A short sequence of courses designed to better prepare educators to deliver evidence-based reading instruction and strategies to students in the content area of reading. Additionally, students will be exposed to literacy theorists and current assessments in the field. Research will be conducted and implemented.

Applicants for the Science of Reading graduate certificate must hold an undergraduate degree from an accredited institution (or equivalent) with at least a cumulative undergraduate GPA of 2.7 (3.0 preferred) on 4.0 scale.

Program Requirements

- READ 517 - Foundations in Reading Instruction
- READ 518 - Using Literacy Research to Inform Classroom Practice
- READ 519 - Investigations in the Science of Reading
- READ 520 - Reading Research to Classroom Practice and Implementation

Total Credit Hours: 12

Special Education Certificate

A short sequence of courses designed to better prepare educators to deliver evidence-based instruction and strategies to students receiving special education services. Additionally, students will be exposed to special education assessments, methods, and policies for working with students with disabilities as well as students from diverse backgrounds. In order to reach the largest number of potential students, courses will be offered either online or through a hybrid format. The four courses are frequently taught as 8-week courses in order to better meet the needs of potential students.

Program Requirements

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- SPED 530 - Introduction to Exceptional Children
- SPED 580 - Advanced Management of Learning Environments
- SPED 631 - Teaching Students with Mild to Moderate Disabilities: Academic Methods

Total Credit Hours: 12

Department of Health, Physical, and Secondary Education

The Department of Health, Physical, and Secondary Education is committed to educating and preparing individuals at the undergraduate and graduate levels for the field of education. The principal goal of the Department of Health, Physical, and Secondary Education is to provide a quality education for prospective facilitators of learning in K-12 specialty areas and secondary content areas through an interdepartmental approach to secondary and specialty preparation in collaboration with the various colleges across Fayetteville State University. In keeping with this principal goal, the department offers programs leading to the Masters of Education degree in Secondary Education (grades 9-12) with concentrations in mathematics, biology, comprehensive science, English and Social Studies; the Master of Arts in Teaching degree in Specialty Areas with concentrations in health and physical education (K-12), Spanish (K-12), art (K-12), music (K-12); and the MAT in Secondary Education with concentrations in mathematics (9-12), English (9-12), social studies (9-12), comprehensive science, and biology (9-12). The department is committed to providing academic quality in educator preparation and support services leading to candidate degree attainment and skill development in the areas of: (a) teaching academic content using current technology, (b) developing content connections within diverse learning environments, (c) reflecting on teacher beliefs and assumptions, and (d) engaging in continuous professional development. The department is further committed to strengthening faculty involvement in research, professional development and community engagement that will enhance candidate and P-12 student outcomes and teacher quality in response to 21st century, southeastern region of North Carolina communities and global job skill needs/expectations.

Students seeking a master's degree in secondary education must select an area of concentration from biology, mathematics, and sociology. Each of the programs requires a minimum of thirty-six (36-45) semester hours of study. In addition, a Class A level licensure program is available in Middle Grades Education, Special Education: General Curriculum, Health/Physical Education, and Secondary Education.

Candidates for the initial teaching license (Master of Arts in Teaching [M.A.T.] degree) will complete a Leadership Family/ Community Collaboration Project and edTPA during the clinical experience semester. In addition, clinical experience candidates must achieve a rating of "Met" on all parts of the final Certification of Teaching Capacity form.

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

Learning Outcomes: Secondary Initial Programs (LO and MAT)

1. Teacher candidates will acquire and apply content knowledge to instruct 9-12 students based upon the NC Standard Course of Study, INTASC and CAEP Standards.
2. Teacher candidates will implement practices that reflect the cognitive, mental, social-emotional, and physical development of 9-12 students.
3. Teacher candidates will design and incorporate technology to enhance instruction, learning, research, assessment, and data management.
4. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly, and positive environment.
5. Teacher candidates will apply appropriate accommodations and modifications to support teaching strategies for diverse learners.
6. Teacher candidates will integrate 21st century knowledge and skills in instruction.

7. Teacher candidates will communicate effectively, analyze data, and be reflective practitioners.

Learning Outcomes: K-12 Special Subjects Initial Programs (LO and MAT)

1. Teacher candidates will acquire and apply content knowledge to instruct K-12 students based upon the NC Standard Course of Study, INTASC and CAEP Standards.
2. Teacher candidates will implement practices that reflect the cognitive, mental, social-emotional, and physical development of K-12 students.
3. Teacher candidates will design and incorporate technology to enhance instruction, learning, research, assessment, and data management.
4. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly, and positive environment.
5. Teacher candidates will apply appropriate accommodations and modifications to support teaching strategies for diverse learners.
6. Teacher candidates will integrate 21st century knowledge and skills in instruction.
7. Teacher candidates will communicate effectively, analyze data, and be reflective practitioners.

Learning Outcomes for the M.Ed. in Secondary Education

1. Advanced teacher candidates will acquire in-depth content knowledge to enhance 21st century skills in selected specialty areas.
2. Advanced teacher candidates will implement pedagogical strategies aligned with the NC Standard Course of Study, INTASC and CAEP Standards.
3. Advanced teacher candidates will design, conduct, and disseminate findings from action research in a professional setting (i.e. EDUC 698 Advanced Applied Product of Learning and Practicum, conference, symposium, etc.).
4. Advanced teacher candidates will design and incorporate technology to enhance instruction, learning, research, assessment, and data management.
5. Advanced teacher candidates will create and support an educational culture that values reflective practice.
6. Advanced teacher candidates will demonstrate the value of diversity and promote instruction that is responsive to all learner needs.
7. Advanced teacher candidates will demonstrate leadership skills to advocate for students, communities, policies, and practices that support student learning and development.

Master

K-12 Special Subjects, Health and Physical Education, Spanish, Music, or Art Specialty Area, M.A.T.

Program Requirements

A prospective student seeking initial licensure must have a baccalaureate degree and may or may not be employed as a NC Residency teacher. MAT program applicants must have an overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or a 3.0 GPA earned in 6-9 credit hours of professional development coursework that is transferable into the MAT program. Prerequisite concentration course requirements should be completed prior to applying for the initial license. Required

courses are determined by comparing transcripts of previous college coursework with the concentration area requirements for the initial license. Students may have to take additional undergraduate concentration area coursework or submit passing scores for the North Carolina State Board of Education (NCSBE) required specialty content area examination to meet licensure requirements. See advisor or department chair for evaluation of these courses or test requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods courses and clinical experience courses. Applicants must submit three letters of recommendation, resume, and written essay outlining applicant's graduate educational goals and professional objectives.

M.A.T. Core Course Requirements: 6 Credits

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology

M.A.T. Initial Licensure Specialty Area Requirements: 15 Credits

- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools (based upon K-12 Special Subject content area: Health and Physical Education, Spanish, Music, or Art)
- EDUC 616 - Teaching and Technology in the Middle and Secondary Schools
- EDUC 644 - Foundations, Curriculum Development, and Assessment
- READ 552 - Teaching Literacy Across Content Areas
- SPED 530 - Introduction to Exceptional Children

Advanced Clinical Experience: 9 Credits

- EDUC 692 - Advanced Professional Education Seminar (should be taken during last semester of course work)
- EDUC 697 - Advanced Clinical Experience (should be taken during last semester of course work)

Licensure Requirements

PRAXIS II Test: 5135 Art: Content and Analysis—Score 161

PRAXIS II Test: 5857 Health and Physical Education: Content Knowledge—Score 160

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

PRAXIS II Test: 5195 Spanish: World Language—Score 168

edTPA Portfolio in the licensure area must be submitted during clinical experience.

Passing scores are set by the NC State Board of Education.

Total Credit Hours: 30

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

Secondary Education 9-12, Mathematics, Science, English Language Arts, or Social Studies Specialty Area, M.A.T.

Program Requirements

A prospective student seeking initial licensure must hold a baccalaureate degree and may or may not be employed as a NC Residency teacher. The MAT program prospective student must have an overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or 6-9 credit hours of professional development coursework that is transferable into the MAT program. Prerequisite concentration course requirements should be completed prior to applying for the initial license. Required courses are determined by comparing transcripts of previous college coursework with that of concentration area requirements for the initial license. Students may have to take additional undergraduate concentration area coursework or submit passing scores for the North Carolina State Board of Education (NCSBE) required specialty content area examination to meet licensure requirements. See advisor or department chair for evaluation of these courses or test requirements. Students are required to remove academic area deficiencies prior to enrollment in the graduate methods courses and clinical experience courses. The applicant must submit three letters of recommendation, resume, and a written essay outlining applicant's graduate educational goals and professional objectives.

M.A.T. Core Course Requirements: 6 Credits

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology

M.A.T. Initial Licensure Specialty Area Requirements: 15 Credits

- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools (based upon secondary content area: Mathematics, Science, English, or Social Studies)
- EDUC 616 - Teaching and Technology in the Middle and Secondary Schools
- EDUC 644 - Foundations, Curriculum Development, and Assessment
- READ 552 - Teaching Literacy Across Content Areas
- SPED 530 - Introduction to Exceptional Children

Advanced Clinical Experience: 9 Credits

- EDUC 692 - Advanced Professional Education Seminar
- EDUC 697 - Advanced Clinical Experience

Licensure Requirements

PRAXIS II Test: 5161 Mathematics: Content Knowledge—Score 160
And PRAXIS II Test: 5624 Principles of Learning and Teaching: Grades 7-12—Score 157

PRAXIS II Test: 5235 Biology: Content Knowledge—Score 150
And PRAXIS Test: 5624 Principles of Learning and Teaching: Grades 7-12—Score 157

PRAXIS II Test: 5435 General Science: Content Knowledge—Score 151
And PRAXIS Test: 5624 Principles of Learning and Teaching: Grades 7-12—Score 157

PRAXIS II Test: 5081 Social Studies: Content Knowledge—Score 158
And PRAXIS Test: 5624 Principles of Learning and Teaching: Grades 7-12—Score 157

PRAXIS II Test: 5038 English Language Arts: Content Knowledge—Score 167
And PRAXIS Test: 5624 Principles of Learning and Teaching: Grades 7-12—Score 157

edTPA Portfolio in the licensure area must be submitted during clinical experience.

Test scores are set by the NC State Board of Education.

Total Credit Hours: 30

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

Secondary Education, Biology Specialty Area, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not required for students who currently hold a Master's Degree. Three letters of recommendation. Resume and written essay outlining applicant's graduate educational goals and professional objectives. Hold an "A" level teaching license.

Professional Core: 12 Credits

(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)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 641 - Advanced Studies in Human Development and Learning Communities
- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership
- EDUC 690 - Applied Research in Education

Specialization Area Credits: 21 Credits

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

Choose two of 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 Credits

- EDUC 698 - Advanced Applied Product of Learning and Practicum should be taken during last semester of course work

Total Credit Hours: 36

Secondary Education, Comprehensive Science Specialty Area, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not required for applicants with a cumulative 3.0 or above GPA baccalaureate degree or a master's degree from an accredited institution. Applicant must submit three letters of recommendation, resume, and written essay outlining applicant's graduate educational goals and professional objectives. Must hold an "A" level initial teaching license.

Professional Core: 12 Credits

(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)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology
- or
- EDUC 641 - Advanced Studies in Human Development and Learning Communities
- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership

- EDUC 690 - Applied Research in Education

Specialization Area Credits: 18 Credits

Select six courses from the following:

- BIOL 630 - Topics in Biology
- BIOL 650 - Communities and Ecosystems
- BIOL 660 - Evolution
- SCIE 511 - Physics of Energy Materials
- SCIE 520 - Chemistry for Science Educators
- SCIE 630 - Applied Spectroscopy
- SCIE 640 - Current Trends in Science for Educators
- SCIE 650 - Earth and Space Science for Science Educators

Product of Learning: 3 Credits

- EDUC 698 - Advanced Applied Product of Learning and Practicum should be taken during last semester of coursework

Total Credit Hours: 33

Secondary Education, Mathematics Specialty Area, M.Ed.

Program Requirements

Baccalaureate degree from an accredited college or university. Overall minimum GPA of 2.7 (3.0 preferred) on 4.0 scale for all undergraduate work or minimum 3.0 on 4.0 scale in last 60 hours of study which may include no more than 12 hours graduate study. Provide scores from either the GRE general section or the Miller Analogies Test (MAT) taken within the last five years. The GRE or MAT are not required for applicants with a cumulative 3.0 or above GPA baccalaureate degree or a master's degree from an accredited institution. Three letters of recommendation. Resume and written essay outlining applicant's graduate educational goals and professional objectives. Must hold an "A" level initial teaching license.

Professional Core: 12 Credits

(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)

- EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities
- EDUC 630 - Advanced Educational Psychology
- or
- EDUC 641 - Advanced Studies in Human Development and Learning Communities
- EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership
- EDUC 690 - Applied Research in Education

Specialization Area Credits: 18 Credits

Select six courses from the following:

- MATE 510 - Data Science in Education
- MATE 520 - Analyzing Learning Networks in Education
- MATE 610 - Numbers and Operations
- MATE 620 - Algebraic Thinking
- MATE 630 - Geometric Thinking
- MATH 501 - Teaching Mathematics Using Computers
- MATH 502 - Topics in Mathematics for Teachers
- MATH 504 - Current Trends in Mathematics Education
- MATH 533 - Advanced Studies in Teaching Mathematics

Product of Learning: 3 Credits

- EDUC 698 - Advanced Applied Product of Learning and Practicum should be taken during last semester of course work

Total Credit Hours: 33

Lloyd College of Health, Science, and Technology

The mission of the Lloyd College of Health, Science, and Technology is to provide educational programs and services that promote and support excellence in teaching and innovative scholarship in health, life, and natural sciences. The college has a collegial and distinguished faculty and staff who offer a variety of undergraduate programs to a diverse student body. Through effective teaching, active scholarship, and service, the college supports Fayetteville State University to promote the educational, cultural, social, and economic wellbeing of citizens throughout North Carolina, the nation, and the world.

The Lloyd College of Health, Science, and Technology includes the Departments of Biological and Forensic Sciences; Chemistry, Physics, and Materials Science; Mathematics and Computer Science; and the School of Nursing. The college offers an undergraduate online degree completion program in Nursing (RN to BSN).

The Lloyd College of Health, Science, and Technology Office of Academic Advising serves many purposes, including the initial transfer equivalency review and advising of all transfer students interested in majors in the college, the coordination and initial advising of all online students in the college, initial advising of undeclared majors as they transition from University College, backup and support for faculty academic advisors in the college, and active engagement in all recruitment and advising activities such as First Steps and Open House.

Department of Biological and Forensic Sciences

The department offers, in conjunction with the Department of Health, Physical, and Secondary Education, the following:

- Secondary Education, Biology Specialty Area, M.Ed.

Please see the Department of Health, Physical, and Secondary Education section of this catalog for information on the above program.

Department of Chemistry, Physics, and Materials Science

Certificate

Materials Science Graduate Certificate

Applicants for the Materials Science Graduate Certificate should hold an undergraduate degree from a regionally accredited institution (or equivalent) with a minimum cumulative undergraduate GPA of 2.5 on a 4.0 scale, or have completed the requirements for the Materials Science Minor Program at Fayetteville State University.

Certificate Requirements

- MATS 510 - Materials Science
- MATS 520 - Biomaterials Science
- MATS 530 - Polymer Science
- MATS 650 - Materials Science Capstone

Total Credit Hours: 12

Department of Mathematics and Computer Science

The Department of Mathematics and Computer Science offers a graduate certificate in data science. The certificate provides a unique and rigorous skills-driven curriculum for individuals interested in building careers in data science and/ or big data management. The program requires 12 credit hours.

Learning Outcomes

Data Science Graduate Certificate

- Apply methods for data collection, manipulation and integration.
- Develop in depth understanding of cutting edge technologies in data science: visualization, machine learning, data mining techniques, predictive modeling, and statistics.
- Gain experience in frontline data-science problems in a variety of fields - problem analysis and decision-making.
- Communicate and present effectively data analysis results, address ethical issues about intellectual property, data security, integrity, and privacy.

Certificate

Data Science Graduate Certificate

Applicants for the Data Science Certificate should hold an undergraduate degree from an accepted accredited institution (or equivalent) with a cumulative undergraduate GPA of 2.5 or higher on a 4.0 scale.

Certificate Requirements

- CSC 510 - Machine Learning and Data Science
- CSC 520 - Big Data and Its Applications
- STAT 540 - Foundations of Data Science
- STAT 550 - Data Science Capstone

Total Credit Hours: 12

School of Nursing

The School of Nursing at Fayetteville State University (SON-FSU) was established in 1992 to provide baccalaureate education to registered nurses. The SON-FSU offers two tracks for students seeking a Bachelor of Science degree in Nursing and one track for students seeking a Master of Science in Nursing (MSN) with a focus on patient safety and quality. Graduates of the MSN program are prepared to lead changes in the health care setting, focusing on a systems perspective that will enhance both safety and quality of health care.

The baccalaureate degree program in nursing at Fayetteville State University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The master's degree program in nursing at Fayetteville State University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Applying for accreditation does not guarantee that accreditation will be granted.

The educational objectives of the MSN program are consistent with the mission of the FSU-SON, Fayetteville State University, and CCNE.

Master of Science in Nursing: Patient Safety and Quality

The Master of Science in Nursing: Patient Safety and Quality will give students an in depth understanding of the current issues impacting healthcare, principles of patient safety, types of healthcare errors and the associated impacts on patient outcomes. Coursework is focused on understanding, applying and evaluating patient safety principles, healthcare errors and creating a culture of safety. Graduates will be prepared to lead safety and quality care initiatives with mastery of concepts in safety culture, regulations and compliance, legal issues, and system designs like LEAN and Six Sigma.

The MSN program is designed for students who have obtained a Bachelor of Science degree in Nursing. The program is offered in an on-line format and consists of 36 credit hours. Students may enroll in the program as full- or part-time students.

Learning Outcomes

1. Critically evaluate theories and research findings designed to improve quality and safety outcomes across the health care continuum.
2. Evaluate effectiveness of various performance improvement models and tools for promoting quality and safety.
3. Design, implement, and evaluate performance improvement models and strategies to minimize risk and improve outcomes across the health care continuum.
4. Demonstrate critical thinking, information management, leadership, and ethical behaviors in interactions with individuals, groups, organizations and populations.
5. Demonstrate competence in leadership, communications, strategic planning, and quality improvement skills to design and implement strategies to promote and sustain system-wide improvement changes.
6. Demonstrate critical thinking to engage in research that contributes to scholarship in health care quality and safety.
7. Incorporate interprofessional collaboration into an organizational strategic plan for improving healthcare quality and safety.

Master

Nursing, Patient Safety and Quality, M.S.N.

Admission Requirements

1. A bachelor's degree in nursing, or another field, from an accepted accredited institution. Non-nursing bachelor degree students must take NURS 609: Special Topics in Graduate Nursing (1 credit) during the first semester of study.
2. Application: Complete an online graduate application to the Master of Science in Nursing: Patient Safety and Quality.
3. Professional Statement: A professional statement (typed and no more than three pages) describing your interest in Patient Safety and Quality, your long-term goals pertaining to the field of nursing, and what you hope to obtain from the Master of Science in Nursing: Patient Safety and Quality program at Fayetteville State University.
4. Official Transcripts: Submit official transcripts from all colleges/ universities attended. To be eligible for full acceptance into the program, applicants must have an earned baccalaureate degree from an accredited institution, with an overall minimum 3.00 average on a 4.00 scale in undergraduate work or a graduate GPA of 3.0 in at least 12 hours of post-baccalaureate studies.
5. Recommendations: Submit three recommendation forms from professional references to Admissions.
6. Interview with a member of the MSN Admissions committee.
7. Official TOEFL (Test of English as a Foreign Language) scores for international applicants.
8. Licensure as a registered nurse.

Core Curriculum: 36 Credits

- NURS 600 - Advanced Pathophysiology
- NURS 601 - Research Methods and Biostatistics
- NURS 602 - Introduction to Population Health and Epidemiology
- NURS 603 - Advanced Pharmacology
- NURS 604 - Quality and Safety in Health Care
- NURS 605 - Research Evaluation and Translation for Health Care
- NURS 610 - Advanced Physical Assessment
- NURS 611 - Ethical and Legal Issues in Healthcare Management and Policy
- NURS 612 - Creating a Culture of Safety and Quality Care
- NURS 613 - Systems Leadership, Collaborative Practice, and System Thinking
- NURS 614 - Quality and Safety Capstone

Total Credit Hours: 36

College of Humanities and Social Sciences

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

Department of Criminal Justice

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 degree programs require 33 semester hours of graduate study in criminal justice.

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

Learning Outcomes

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

Master

Criminal Justice, Professional Option, M.S.

Admission Requirements

Undergraduate degree from accredited institution. Minimum undergraduate GPA of 2.75 or higher on 4.0 scale. Two **LETTERS** of recommendation from academics (previous professors) are required. If an

applicant has been out of school for a number of years, letters from work references may be appropriate, but only if they speak to an applicant's ability to academically succeed in a graduate program. Exception: Recommendation forms may be used in lieu of a letter if 1) the applicant has earned a bachelor's degree from FSU and 2) the form is completed by an FSU professor. Personal statement describing applicant's career goals and how earning a Master of Science degree in Criminal Justice will help them achieve their goals. If an applicant's undergraduate GPA was less than 2.75, the Criminal Justice Graduate Admissions Committee also will consider 1) evidence in the applicant's personal statement and letters of recommendation indicating a strong potential for success in the graduate program, and 2) a grade of "B" or better in two out of two graduate Criminal Justice courses taken by the applicant on a professional development basis at Fayetteville State University. Please refer to the Admissions section of this catalog for additional application information.

Core Curriculum: 12 Credits

- CRJC 501 - Criminal Justice Systems
- CRJC 521 - Foundations of Criminological Thought
- CRJC 540 - Research Methods in Criminal Justice
- CRJC 550 - Statistical Applications in Criminal Justice

Electives: 18 Credits

Students may take CRJC 670 up to three times with different topics. Instructor permission is required for CRJC 690 and CRJC 691. Courses chosen with guidance of advisor. May take up to 9 semester hours outside the department (of these, a maximum of 6 hours may be transferred from another university.)

Choose six courses from the following options:

- CRJC 500 - History of Crime Control Policy
- CRJC 510 - Criminal Justice Administration
- CRJC 531 - Advanced Seminar in Criminological Theory
- CRJC 570 - Race, Crime and Justice
- CRJC 580 - Gender, Crime and Justice
- CRJC 590 - Ethics in Criminal Justice
- CRJC 600 - Corporate and Government Crime
- CRJC 605 - Policing
- CRJC 610 - Organizational Change in Criminal Justice
- CRJC 620 - Juvenile Delinquency and Justice
- CRJC 630 - Communities, Justice and Social Change
- CRJC 640 - Qualitative Methods in Criminal Justice
- CRJC 650 - Program Evaluation in Criminal Justice
- CRJC 660 - Victimology
- CRJC 670 - Special Topics in Criminal Justice
- CRJC 690 - Independent Study
- CRJC 691 - Independent Study

Other Requirements: 3 Credits

Successful completion of the capstone course, CRJC 680: Capstone Seminar: Theory, Research, and Practice in Criminal Justice.

Total Credit Hours: 33

Criminal Justice, Thesis Option, M.S.

Admission Requirements

Undergraduate degree from accredited institution. Minimum undergraduate GPA of 2.75 or higher on 4.0 scale. Two **LETTERS** of recommendation from academics (previous professors) are required. If an applicant has been out of school for a number of years, letters from work references may be appropriate, but only if they speak to an applicant's ability to academically succeed in a graduate program. Exception: Recommendation forms may be used in lieu of a letter if 1) the applicant has earned a bachelor's degree from FSU and 2) the form is completed by an FSU professor. Personal statement describing applicant's career goals and how earning a Master of Science degree in Criminal Justice will help them achieve their goals. If an applicant's undergraduate GPA was less than 2.75, the Criminal Justice Graduate Admissions Committee also will consider 1) evidence in the applicant's personal statement and letters of recommendation indicating a strong potential for success in the graduate program, and 2) a grade of "B" or better in two out of two graduate Criminal Justice courses taken by the applicant on a professional development basis at Fayetteville State University. Please refer to the Admissions section of this catalog for additional application information.

Core Curriculum: 12 Credits

- CRJC 501 - Criminal Justice Systems
- CRJC 521 - Foundations of Criminological Thought
- CRJC 540 - Research Methods in Criminal Justice
- CRJC 550 - Statistical Applications in Criminal Justice

Thesis Courses: 6 Credits

- CRJC 698 - Thesis I
- CRJC 699 - Thesis II
- CRJC 899 - Thesis Non-Credit (if applicable)

Electives: 15 Credits

Students may take CRJC 670 up to three times with different topics. Instructor permission is required for CRJC 690 and CRJC 691. Courses chosen with guidance of advisor. May take up to 9 semester hours outside the department (of these, a maximum of 6 hours may be transferred from another university.)

Choose five courses from the following options:

- CRJC 500 - History of Crime Control Policy
- CRJC 510 - Criminal Justice Administration

- CRJC 570 - Race, Crime and Justice
- CRJC 580 - Gender, Crime and Justice
- CRJC 590 - Ethics in Criminal Justice
- CRJC 600 - Corporate and Government Crime
- CRJC 605 - Policing
- CRJC 610 - Organizational Change in Criminal Justice
- CRJC 620 - Juvenile Delinquency and Justice
- CRJC 630 - Communities, Justice and Social Change
- CRJC 640 - Qualitative Methods in Criminal Justice
- CRJC 650 - Program Evaluation in Criminal Justice
- CRJC 660 - Victimology
- CRJC 670 - Special Topics in Criminal Justice
- CRJC 680 - Capstone Seminar: Theory, Research, and Practice in Criminal Justice
- CRJC 690 - Independent Study
- CRJC 691 - Independent Study

Total Credit Hours: 33

Certificate

Criminal Justice Graduate Certificate

Program Requirements

Undergraduate degree from accredited institution. Undergraduate cumulative GPA of 2.75 overall on 4.0 scale or 3.00 on 4.0 scale in the major. Submit two letters of recommendation from persons qualified to evaluate student's ability to pursue graduate study. Certificate program students may apply for the MSCJ program at any time. To be accepted, applicants must meet the MSCJ program requirements in force at the time of application.

Required Core Courses: 6 Credits

- CRJC 521 - Foundations of Criminological Thought
- CRJC 540 - Research Methods in Criminal Justice

Electives: 12 Credits

Total Credit Hours: 18

Department of English: Literature, Teaching, Pre-Law, and Creative & Professional Writing

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

The department offers graduate certificates in Professional and Creative Writing, Teaching English as a Second Language (TESL), and Teaching of Writing.

Learning Outcomes for Teaching of Writing

Students who complete the certificate will be able to:

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

Learning Outcomes for Professional Writing

Students who complete the certificate will be able to:

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

Certificate

Professional and Creative Writing Graduate Certificate

Program Requirements

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

Curriculum Requirements: 12 Credits

Choose four courses from the following:

- ENGL 507 - Bibliography and Methods of Research

- ENGL 518 - Technology in the Teaching of English
- ENGL 542 - Advanced Creative Writing
- ENGL 544 - Advanced Business Writing
- ENGL 545 - Advanced Technical Writing

Total Credit Hours: 12

Teaching English as a Second Language (TESL) Graduate Certificate

Program Requirements

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

- TESL 510 - Theories and Principles in Teaching ESL
or
- TESL 520 - Second Language Acquisition
- ENGL 509 - Sociolinguistics and Pragmatics
or
- ENGL 508 - Introduction to Linguistics
- TESL 530 - Lit Dev and Assessment for English Learners
- TESL 541 - Trends and Issues in Teaching ESL

Total Credit Hours: 12

Teaching of Writing Graduate Certificate

Program Requirements

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

Required Courses: 12 Credits

- ENGL 507 - Bibliography and Methods of Research
- ENGL 516 - Issues in Composition Instruction
- ENGL 517 - Issues in Teaching Literature
- ENGL 518 - Technology in the Teaching of English

Electives: 6 Credits

Choose two courses from the following:

- ENGL 502 - Forms of Fiction

- ENGL 503 - Drama
- ENGL 505 - The Lyric
- ENGL 508 - Introduction to Linguistics
- ENGL 509 - Sociolinguistics and Pragmatics
- ENGL 511 - Tragic Vision
- ENGL 515 - History of Criticism and Literary Theory
- ENGL 531 - Literature of the South
- ENGL 533 - Approach to Reading African-American Literature
- ENGL 534 - Women and Literature
- ENGL 540 - English Phonology and Morphology
- ENGL 542 - Advanced Creative Writing
- ENGL 623 - Medieval English Literature
- ENGL 630 - Modern Novel
- ENGL 632 - Special Topics
- ENGL 636 - Seminar in American Literature
- ENGL 637 - Seminar in British Literature

Total Credit Hours: 18

Department of Psychology

The Department of Psychology offers a graduate program leading to the degree of Master of Arts in psychology. The Master of Arts in psychology program requires a minimum of 36 semester credit hours of graduate studies completed through 27 credit hours of required core courses, 6 credit hours of psychology electives, and 3 credit hours of free electives. The department also offers two 12-credit hour graduate certificates. Courses completed as part of a certificate program may count towards the Master of Arts in psychology program if a student chooses to pursue the Master of Arts in psychology degree later, but the courses would have to count towards one credential or the other.

The graduate program provides students from diverse backgrounds, including those with limited access to a nearby university or those who have scheduling conflicts with face-to-face programs, an opportunity to earn an advanced degree in psychology. The program has a broad focus to prepare students for various careers in psychology and related fields in business, education, teaching of psychology, human resources, social services, research and data analyses, as well as jobs in local, state, and federal institutions. The program also provides a foundation for further studies for those planning to apply to doctoral programs in psychology. Being a general program in psychology, our program does not result in eligibility for clinical licensure as a counselor or psychologist.

Learning Outcomes

1. **Human Biological, Behavioral, Cognitive, Emotional, & Social Growth and Development:** Students will assess the major theories of individual and family development and behavior across the life span and integrate these psychological theories to professional contexts by applying these theories to professional scenarios.
2. **Social and Cultural Diversity:** Students will assess the impact of the major aspects of human diversity including (but not limited to) socioeconomic status, gender, sexual orientation, race/ethnicity, age, health, and physical/intellectual abilities on the self as a cultural being. Students will justify the application of theoretical and research paradigms of diversity within psychological and professional contexts.
3. **Communication Skills and Relationships:** Students will evaluate theories of communication and develop plans to integrate learned communication theory and skills in personal, supervisory, consultative, and other professional contexts to promote relational effectiveness. Students will demonstrate effective communication skills.
4. **Research:** Students will engage in research processes including proposing research questions, operationalizing psychological variables, and determining appropriate statistical analyses. Students will exhibit an understanding of psychological research methodology and will demonstrate the ability to critique psychological research.
5. **Ethics and Professional Identity:** Students will appraise the use of ethical principles and professional codes of conduct including APA ethical standards and will apply ethical decision making to professional ethical issues, problems, and contexts. Students will construct a personal career pathway that defines their professional goals, objectives, and identity.

Graduate Certificate Programs

Behavioral Research Certificate: The certificate in behavioral research provides advanced research skills to individuals interested in research-related careers and/or admission to research-oriented graduate programs including doctoral programs in psychology. Students will develop skills in statistics, research

design/methodology, and advanced quantitative analyses. Students will also design and present their own original psychological research.

Professional Psychology Certificate: The certificate in professional psychology is aimed at working professionals with at least a bachelor's degree seeking to advance their academic experience and training in areas of professional psychology including ethics, diversity, professional communication, supervision, and consultation.

Please see the Department of Psychology website for more information about our programs and career options.

Master

Psychology, M.A.

Admission Requirements

1. Application: The application form to the Master's in Psychology.
2. Personal Statement: A personal statement (typed and no more than four pages) describing your interest in psychology, your long-term goals pertaining to the field of psychology, and what you hope to obtain from the Master's in Psychology program at Fayetteville State University.
3. Official Transcripts: Submit official transcripts from all colleges/ universities attended. To be eligible for full acceptance into the program, applicants must have an earned baccalaureate degree from an accredited institution, with an overall minimum 2.60 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. Six (6) undergraduate credit hours in psychology, including General Psychology.*

*If you do not currently have these prerequisites met, you can still be accepted into the graduate program on a provisional basis while you complete the undergraduate courses.

4. Recommendations: Submit two recommendation forms from professional references, including at least one academic reference, to Admissions.
5. Curriculum Vitae: A current CV reflecting any paid and/ or volunteer experience is required.

The Graduate Record Examination (GRE) is not required; however, applicants may submit GRE scores to be considered during the selection process.

Core Curriculum: 27 Credits

- PSYC 500 - Statistics or PSYC 510 - Statistics and Design Issues in Research
- PSYC 505 - Research Methods
- PSYC 515 - Psychology of Diversity
- PSYC 516 - Developmental Psychology
- PSYC 525 - Ethical and Professional Issues
- PSYC 575 - Biological Aspects of Behavior
- PSYC 610 - Psychology of Social and Interpersonal Communication

- PSYC 635 - Psychological Consultation and Supervision
- PSYC 690 - Capstone Seminar

Psychology Electives: 6 Credits

Select two graduate psychology courses (500 level or above) not to include courses used to fulfill core curriculum requirements.

Free Elective: 3 Credits

Choose one graduate course with advisement.

Total Credit Hours: 36

Certificate

Behavioral Research Certificate

Applicants for the graduate certificate in behavioral research should hold an undergraduate degree from an accepted accredited institution with a cumulative undergraduate GPA of at least 2.5 on a 4.0 scale.

Certificate Requirements

- PSYC 500 - Statistics
 - PSYC 505 - Research Methods
 - PSYC 509 - Advanced Designs and Analysis
 - PSYC 511 - Applied Research Design and Implementation
- *Note: Students enrolled in the MA Program in Psychology can opt to complete PSYC 693: Thesis Research in place of PSYC 511: Applied Research Design and Implementation.

Total Credit Hours: 12

Professional Psychology Certificate

Applicants for the graduate certificate in professional psychology should hold an undergraduate degree from an accepted accredited institution with a cumulative undergraduate GPA of at least 2.5 on a 4.0 scale.

Certificate Requirements

- PSYC 515 - Psychology of Diversity
- PSYC 525 - Ethical and Professional Issues
- PSYC 610 - Psychology of Social and Interpersonal Communication
- PSYC 635 - Psychological Consultation and Supervision

Total Credit Hours: 12

School of Social Work

The Master of Social Work (MSW) Program is accredited by the Council on Social Work Education (CSWE). The MSW degree is designed to prepare students for advanced social work practice and leadership with a focus on issues concerning children, families, the military, and mental health. The program is designed to prepare students to practice with individuals, families, groups, communities, and organizations in rural, urban, and military settings, and to empower social work students with the knowledge, values and skills needed to alleviate social and economic injustice. Students are prepared to utilize evidence-based practice in prevention and intervention, research, policy, and administration that promote human well-being. The program also seeks to equip students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and in the global community. Students matriculate in an environment that promotes, understands, and utilizes diversity, and stimulates a desire for lifelong learning by bringing together faculty, field instructors, social work professionals, and students for collaborative training and learning.

The program goals are:

1. To prepare students for advanced social work practice, research, and leadership by concentrating on children and family services or in mental health services in urban, rural, and military settings and across all system levels.
2. To equip social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and global community.
3. To develop social workers who seek and promote social justice in a multicultural society through professional development and involvement in professional and/or community organizations.
4. To inculcate in students the importance of continuous professional development as lifelong learners, and involvement in professional communities and organizations.
5. To prepare students for leadership as scholar practitioners.

The MSW degree can be obtained through three cohorts: one-year Advanced Standing program, two-year program offered to full-time students, and a three-year weekend part-time program offered to those wishing to pursue their MSW degree while employed.

Learning Outcomes

1. To prepare students for advanced social work generalist practice, research, and leadership in urban, rural, and military communities by enhancing the foundation courses and electives available, but also expanding access to specialty certificates.
2. To equip social work students with the knowledge, skills, and values to alleviate oppression, poverty, and discrimination in a multicultural society and global community.
3. Develop social workers who seek and promote competency in advocating social and economic justice in a multicultural society through professional development and involvement in professional and community organizations.

The MSW Program provides opportunities for students who have been admitted to the MSW Program having successfully completed the equivalents of SWRK 601 and/ or SWRK 602 with a B or higher from a non-CSWE accredited program to test out of up to two courses. Permission to test out will be granted to students who are admitted to the MSW Program and who have taken and earned a "B" or above in SWRK

601 - Social Welfare Policy and Services and/or SWRK 602 - Human Behavior and the Social Environment I. Eligible students must successfully complete written examinations. Credit hours are not awarded to students who successfully test out. Students must complete additional elective courses to earn the required 61 credit hours.

For specific requirements and procedures for matriculating through the MSW Program, please contact the School of Social Work MSW Program Director or refer to the MSW Program Student Handbook. In order to have sufficient time for course and field planning, the MSW Program admissions application deadline is January 15 for the advanced standing option and March 29 for the two-year full-time option and the three-year part-time option. All documents pertaining to admission must be received by the application deadline.

The program requires 61 semester credit hours, including a minimum of 960 hours of field practicum (internship). During the first year, students acquire foundation knowledge. Foundation knowledge is supported by courses in social work practice with individuals, families, groups, communities and organizations, social welfare policy and services, diversity, populations at risk, social and economic justice, research, and field education. During orientation, students are provided information on the two specialty certificate programs. The required certificate courses cannot be used as social work electives if the student is working toward the MSW degree and a certificate.

The MSW Program offers three options for completing the MSW degree curriculum including advanced standing (one-year option), the two-year full-time option, and the three-year part-time option. Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE. Advanced standing is a one-year full-time academic program. 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 overall GPA of 3.0 on a 4.0 scale to be eligible for advanced standing. It is expected that an advanced standing student will have mastered the foundation and have demonstrated the ability to perform in an accelerated learning program. Advanced standing students begin course work during the first summer session and enroll in 6 credit hours. Students enroll in SWRK 606 - Social Work Practice Seminar (3 s.h.), and SWRK 608 - Statistics and Research Seminar (3 s.h) courses. Students enroll in 16 credit hours in the fall and 13 credit hours in the spring.

The two-year full-time option is designed such that students enroll in the following credits each term: Foundation Year 1 (Fall semester: 16 credit hours; Spring semester: 16 credit hours); and Advanced Year 2 (Fall semester: 16 credit hours; Spring semester: 13 credit hours). The three-year weekend part-time option is designed such that students enroll in the following credits each semester: Foundation Year 1 (Fall semester: 9 credit hours; Spring semester: 9 credit hours); Foundation Year 2 (Fall semester: 13 credit hours; Spring semester: 10 credit hours); and Advanced Year 3 (Fall semester: 10 credit hours; Spring semester: 10 credit hours). The MSW program is consistent with the university's mission and institutional goals, and the Educational Policies and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

Graduate Certificate Programs

The school has offered a Graduate Certificate in Military Behavioral Health and a Graduate Certificate in Substance Abuse Studies for several years. The Substance Abuse Studies curriculum requires 12 credit hours. The Military Behavioral Health curriculum requires 18 credit hours. For students in the MSW Program, each of the Certificate Programs includes at least one course that is part of the Advanced Curriculum for the MSW degree.

MSW Degree and Certificate Completion Requirements

It is important for students to be aware that the MSW Program and the Graduate Certificate Program are two separate credentials that have differentiated requirements that must be completed. Students who are completing the MSW degree concurrent with a certificate program must simultaneously complete all the separate requirements of both the MSW degree program and the certificate program in order to graduate from both programs without delaying graduation.

If a student is enrolled in the MSW Program and a certificate program at the same time but cannot complete the requirements of the certificate program at the same time as the MSW Program, then the student must detach the certificate program from their MSW Program (see Advisor/Mentor for this process). Students may finish their certificate program after their MSW degree requirements have been completed and their degree has been conferred. If the certificate is not completed in the summer after the MSW degree is conferred, the student must apply to the university to complete the certificate program.

Online Degree Completion

Pending system approval, the MSW can be completed online.

Master

Social Work, Children and Family Services Concentration Full-Time Advanced Standing, M.S.W.

Program Requirements

Baccalaureate degree from a social work program accredited by the Council on Social Work Education (CSWE) with a cumulative grade point average of 3.0 on a 4.0 scale. The BSW degree must be within five years of the expected enrollment date of the MSW Program to apply for advanced standing. Applicants for admission must meet a broad liberal arts background to include a minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), and 3 semester hours of Humanities. The Graduate Record Examination (GRE) is not required for admission. Applicants must provide the following: three recommendations from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. Recommendations from friends or family members are not appropriate and will not be accepted on the Graduate School Forms and a personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession. A personal interview may be required.

Summer Session: 6 Credits

- SWRK 606 - Social Work Practice Seminar
- SWRK 608 - Statistics and Research Seminar

Fall Semester: 16 Credits

- SWRK 501 - Professional Writing for Social Work
- SWRK 609 - Advanced Social Work Practice with Groups
- SWRK 610 - Social Work Practice with Families
- SWRK 626 - Substance Abuse Intervention
- SWRK 656 - Social Work Field Instruction III

Spring Semester: 13 Credits

- SWRK 620 - Social Work Practice with Children and Adolescents
- SWRK 635 - Management of Human Services Organizations
- SWRK 657 - Social Work Field Instruction IV
- SWRK 662 - Ethics in Social Work Practice

Total Credit Hours: 35

Social Work, Children and Family Services Concentration Full-Time, M.S.W.

Program Requirements

Baccalaureate degree from an accredited college or university. Minimum GPA of 2.5 on a 4.0 scale or 3.0 on a 4.0 scale in the last 60 credits, which may include no more than 12 hours of graduate study. A broad liberal arts background to include a minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), and 3 semester hours of Humanities. The Graduate Record Examination (GRE) is not required for admission. Applicants must provide the following: three recommendations on the Graduate School Forms. The three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted. Additionally, a personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession must also be provided. A personal interview may be required.

Foundation Courses: 32 Credits

- SWRK 501 - Professional Writing for Social Work

- SWRK 601 - Social Welfare Policy and Services
- SWRK 602 - Human Behavior and the Social Environment I
- SWRK 603 - Human Behavior and the Social Environment II
- SWRK 604 - Applied Social Work Research Methods
- SWRK 607 - Social Work Statistical and Data Analysis
- SWRK 611 - Social Work Intervention with Individuals and Families
- SWRK 612 - Social Work Intervention with Groups, Communities, and Organizations
- SWRK 651 - Social Work Field Instruction I
- SWRK 652 - Social Work Field Instruction II

Concentration Courses: 6 Credits

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

Advanced Courses: 23 Credits

- SWRK 609 - Advanced Social Work Practice with Groups
- SWRK 613 - Multicultural Practice with Diverse Populations
- SWRK 626 - Substance Abuse Intervention
- SWRK 635 - Management of Human Services Organizations
- SWRK 656 - Social Work Field Instruction III
- SWRK 657 - Social Work Field Instruction IV
- SWRK 662 - Ethics in Social Work Practice

Total Credit Hours: 61

Social Work, Children and Family Services Concentration Part-Time, M.S.W.

Program Requirements

Baccalaureate degree from an accredited college or university. Minimum GPA of 2.5 on a 4.0 scale or 3.0 on a 4.0 scale in the last 60 credits, which may include no more than 12 hours of graduate study. A broad liberal arts background to include a minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), and 3 semester hours of Humanities. The Graduate Record Examination (GRE) is not required for admission. Applicants must provide the following: three recommendations on the Graduate School Forms. The three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted. Additionally, a personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in

pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession must also be provided. A personal interview may be required.

Foundation Year 1: 18 Credits

- SWRK 501 - Professional Writing for Social Work
- SWRK 601 - Social Welfare Policy and Services
- SWRK 602 - Human Behavior and the Social Environment I
- SWRK 603 - Human Behavior and the Social Environment II
- SWRK 613 - Multicultural Practice with Diverse Populations
- SWRK 662 - Ethics in Social Work Practice

Foundation Year 2: 23 Credits

- SWRK 604 - Applied Social Work Research Methods
- SWRK 607 - Social Work Statistical and Data Analysis
- SWRK 611 - Social Work Intervention with Individuals and Families
- SWRK 612 - Social Work Intervention with Groups, Communities, and Organizations
- SWRK 626 - Substance Abuse Intervention
- SWRK 651 - Social Work Field Instruction I
- SWRK 652 - Social Work Field Instruction II

Advanced Year 3: 20 Credits

- SWRK 609 - Advanced Social Work Practice with Groups
- SWRK 610 - Social Work Practice with Families
- SWRK 620 - Social Work Practice with Children and Adolescents
- SWRK 635 - Management of Human Services Organizations
- SWRK 656 - Social Work Field Instruction III
- SWRK 657 - Social Work Field Instruction IV

Total Credit Hours: 61

Social Work, Mental Health Concentration Full-Time Advanced Standing, M.S.W.

Program Requirements

Baccalaureate degree from a social work program accredited by the Council on Social Work Education (CSWE) with a cumulative grade point average of 3.0 on a 4.0 scale. The BSW degree must be within five years of the expected enrollment date of the MSW Program to apply for advanced standing. Applicants for admission must meet a broad liberal arts background to include a minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or

Human Growth and Development may be used as a substitute course to meet this requirement), and 3 semester hours of Humanities. The Graduate Record Examination (GRE) is not required for admission. Applicants must provide the following: three recommendations from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. Recommendations from friends or family members are not appropriate and will not be accepted on the Graduate School Forms and a personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession. A personal interview may be required.

Summer Session: 6 Credits

- SWRK 606 - Social Work Practice Seminar
- SWRK 608 - Statistics and Research Seminar

Fall Semester: 16 Credits

- SWRK 501 - Professional Writing for Social Work
- SWRK 609 - Advanced Social Work Practice with Groups
- SWRK 615 - Social Work Practice in Mental Health
- SWRK 626 - Substance Abuse Intervention
- SWRK 656 - Social Work Field Instruction III

Spring Semester: 13 Credits

- SWRK 630 - Assessment of Mental Disorders
- SWRK 635 - Management of Human Services Organizations
- SWRK 657 - Social Work Field Instruction IV
- SWRK 662 - Ethics in Social Work Practice

Total Credit Hours: 35

Social Work, Mental Health Concentration Full-Time, M.S.W.

Program Requirements

Baccalaureate degree from an accredited college or university. Minimum GPA of 2.5 on a 4.0 scale or 3.0 on a 4.0 scale in the last 60 credits, which may include no more than 12 hours of graduate study. A broad liberal arts background to include a minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), and 3 semester hours of Humanities. The Graduate Record Examination (GRE) is not required for admission. Applicants must provide the following: three recommendations on the Graduate School Forms. The three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last

five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted. Additionally, a personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession must also be provided. A personal interview may be required.

Foundation Courses - Year 1: 32 Credits

- SWRK 501 - Professional Writing for Social Work
- SWRK 601 - Social Welfare Policy and Services
- SWRK 602 - Human Behavior and the Social Environment I
- SWRK 603 - Human Behavior and the Social Environment II
- SWRK 607 - Social Work Statistical and Data Analysis
- SWRK 611 - Social Work Intervention with Individuals and Families
- SWRK 604 - Applied Social Work Research Methods
- SWRK 612 - Social Work Intervention with Groups, Communities, and Organizations
- SWRK 651 - Social Work Field Instruction I
- SWRK 652 - Social Work Field Instruction II

Concentration Courses - Year 2: 6 Credits

- SWRK 615 - Social Work Practice in Mental Health
- SWRK 630 - Assessment of Mental Disorders

Advanced Courses: 23 Credits

- SWRK 609 - Advanced Social Work Practice with Groups
- SWRK 613 - Multicultural Practice with Diverse Populations
- SWRK 626 - Substance Abuse Intervention
- SWRK 635 - Management of Human Services Organizations
- SWRK 656 - Social Work Field Instruction III
- SWRK 657 - Social Work Field Instruction IV
- SWRK 662 - Ethics in Social Work Practice

Total Credit Hours: 61

Social Work, Mental Health Concentration Part-Time, M.S.W.

Program Requirements

Baccalaureate degree from an accredited college or university. Minimum GPA of 2.5 on a 4.0 scale or 3.0 on a 4.0 scale in the last 60 credits, which may include no more than 12 hours of graduate study. A broad liberal arts background to include a minimum of 18 semester hours in basic social and behavioral sciences,

3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), and 3 semester hours of Humanities. The Graduate Record Examination (GRE) is not required for admission. Applicants must provide the following: three recommendations on the Graduate School Forms. The three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted. Additionally, a personal statement of no more than five typed, double-spaced pages which addresses applicant's (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession must also be provided. A personal interview may be required.

Foundation Year 1: 18 Credits

- SWRK 501 - Professional Writing for Social Work
- SWRK 601 - Social Welfare Policy and Services
- SWRK 602 - Human Behavior and the Social Environment I
- SWRK 603 - Human Behavior and the Social Environment II
- SWRK 613 - Multicultural Practice with Diverse Populations
- SWRK 662 - Ethics in Social Work Practice

Foundation Year 2: 23 Credits

- SWRK 604 - Applied Social Work Research Methods
- SWRK 607 - Social Work Statistical and Data Analysis
- SWRK 611 - Social Work Intervention with Individuals and Families
- SWRK 612 - Social Work Intervention with Groups, Communities, and Organizations
- SWRK 626 - Substance Abuse Intervention
- SWRK 651 - Social Work Field Instruction I
- SWRK 652 - Social Work Field Instruction II

Advanced Year 3: 20 Credits

- SWRK 609 - Advanced Social Work Practice with Groups
- SWRK 615 - Social Work Practice in Mental Health
- SWRK 630 - Assessment of Mental Disorders
- SWRK 635 - Management of Human Services Organizations
- SWRK 656 - Social Work Field Instruction III
- SWRK 657 - Social Work Field Instruction IV

Total Credit Hours: 61

Certificate

Military Behavioral Health Graduate Certificate

Program Requirements

Consistent with University requirements, this certificate program requires an earned bachelor's degree from an accredited college or university to qualify for admission to graduate study at FSU. Applicants are required to submit all baccalaureate transcripts and any transcript(s) of previous graduate study to Fayetteville State University; Admissions Office; 1200 Murchison Road, Fayetteville, North Carolina 28301-4298. Applicants for admission to the Military Behavioral Health Certificate Program are expected to 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 to include a minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), and 3 semester hours of Humanities.; 4.) Three professional recommenders. The three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five years. If the applicant graduated more than five years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted.; 5.) 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 and paid work experiences, (c) future career plans, (d) community involvement; and 6.) A personal interview may be required.

Required Courses: 18 Credits

- SWRK 621 - Social Work Practice with Military Families I
- SWRK 622 - Social Work Practice with Military Families II
- SWRK 626 - Substance Abuse Intervention
- SWRK 627 - Advanced Clinical Social Work Practice with Trauma
- SWRK 628 - Social Work Practice with Crisis Interventions
- SWRK 629 - Advanced Social Work Practice in Concussion Support Care

Total Credit Hours: 18

Substance Abuse Studies Certificate

Program Requirements

Consistent with University requirements, this certificate program requires an earned bachelor's degree from an accredited college or university to qualify for admission to graduate study at FSU. Applicants are required to submit all baccalaureate transcripts and any transcript(s) of previous graduate study to Fayetteville State University; Admissions Office; 1200 Murchison Road, Fayetteville, North Carolina 28301-4298. Applicants for admission to the Substance Abuse Studies Certificate Program are expected to

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 to include a minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), and 3 semester hours of Humanities.; 4.) Three professional recommenders. The three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five years. If the applicant graduated more than five years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted.; 5.) 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 and paid work experiences, (c) future career plans, (d) community involvement; and 6.) A personal interview may be required.

Required Courses: 12 Credits

- SWRK 625 - Social Work Practice with Chemically Dependent Families
- SWRK 626 - Substance Abuse Intervention
- SWRK 631 - Alcohol, Tobacco, & Other Drugs: Biomedical Basis
- SWRK 632 - Alcohol, Tobacco, & Other Drugs (ATOD): Social Work Practice with Culturally Diverse Populations

Total Credit Hours: 12

Department of Sociology and Interdisciplinary Studies

The Master of Arts (M.A.) degree program in sociology offers advanced training in the application of theory, research methodology, and data analysis. 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. A minimum of 30 graduate credit hours is required for a master's degree.

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

Learning Outcomes

Upon completing the program, students must be able to do the following:

1. Students will demonstrate knowledge of advanced sociological theories and skills by integrating sociological theories and concepts in the analysis of social issues.
2. Students will demonstrate knowledge of advanced research methods and statistical techniques by integrating research methods and statistical techniques in the analysis of social issues.

Master

Sociology, M.A.

Admission Requirements

- A statement of purpose expressing applicant's academic interest in pursuing a graduate degree in sociology and how attainment of a graduate degree in sociology will enhance career and professional plans. Limit its length to no more than two single-spaced pages.
- Two letters of recommendation from professors. However, if an applicant is out of school for more than five years and cannot provide academic references, letters from a supervisor and a colleague at work who can speak to applicant's ability to do graduate work will be accepted.
- Official undergraduate transcripts from all universities or colleges at which courses have been taken. Minimum GPA of 2.75 on a 4.0 scale in all undergraduate coursework or the last 60 hours of undergraduate coursework. Meeting the minimum requirement does not guarantee admission to the program.

Please note that the Master of Arts in Sociology program is a fully online, non-thesis degree program.

Core Curriculum: 12 Credits

- SOCI 500 - Sociological Concepts
- SOCI 503 - Social Statistics
- SOCI 560 - Advanced Sociological Theory
- SOCI 590 - Advanced Social Science Research

Sociology Electives: 6 Credits

At least one course must be a 600-level course.

Free Electives: 6 Credits

Two 500 level or higher courses in other disciplines or in sociology

Other Requirements: 6 Credits

- Two sociology graduate courses

Total Credit Hours: 30

Certificate

Applied Sociology Graduate Certificate

Admission Requirements

Admission requirements are the same as for the graduate degree program.

Core Courses: 6 Credits

- SOCI 503 - Social Statistics
- SOCI 560 - Advanced Sociological Theory

Sociology Electives: 12 Credits

Take 12 hours in other graduate sociology courses based on your interest and consultation with advisor.

Total Credit Hours: 18

Course Descriptions

Accounting

ACCT 550 - Principles of Accounting

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course provides a background in both the concepts and practice of accounting that assist management in the decision-making process. Contemporary accounting scandals in financial reporting and statement analysis are examined, as well as the proper use of product costing in planning and controlling operations, and special reports and analysis.

ACCT 610 - Managerial Accounting

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The primary objective of the course is to enable the student to make effective use of management accounting data within his/her own organization or business practice. A secondary objective is to develop the analytical skills necessary to diagnose complex business issues in an accounting context. In addition, the course touches on global issues facing corporations such as transfer pricing and outsourcing. The course also introduces student to management accounting practices across borders and compares these practices to US practice (such as budgeting, value chain management, pricing).

Prerequisite: ACCT 550 or equivalent

ACCT 650 - International Accounting

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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

ACCT 670 - Internal and Operational Audit

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A detailed and critical study of the changing audit environment relative to financial statement, auditing, internal auditing, compliance auditing, and operational auditing. This is an in-depth study of the roles of the Securities and Exchange Commission with particular emphasis on the Securities Acts of 1933 and 1934. The course is an extensive research work in auditing.

Prerequisite: Consent of the instructor

ACCT 695 - Seminar in Accounting

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on current issues, trends, and problems in accounting that are of interest to faculty and students. The course relies on interactive discussions and individual research by students on a variety of different accounting issues.

This course can be repeated multiple times with different topics.

Biochemistry

BICH 610 - Advanced Biochemistry

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the intermediary metabolism of amino acids nucleic acids, carbohydrates and lipids, with emphasis on metabolic pathways and their associated enzymes.

Biology

BIOL 610 - Endocrinology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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

BIOL 620 - Seminar

Credit Hours: 1

Lecture Hours: 1

Lab Hours: 2

Presentations by faculty, students, and visiting scientists on current research in various specialty areas of

biology.

Prerequisite: Consent of instructor.

BIOL 630 - Topics in Biology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Studies of current topics in various areas of biology, with emphasis on significant advancements. May be repeated under different subtitles.

BIOL 640 - Comparative Physiology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A comparative study of the organ systems of vertebrates and the physiological processes involved in maintaining the homeostasis.

BIOL 650 - Communities and Ecosystems

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 2

A study of interactions between species, community structure, nutrient and energy flow in ecosystems, and geographical ecology.

BIOL 660 - Evolution

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the history of life, evolutionary relationships among organisms, mechanisms of evolution, and speciation.

BIOL 670 - Physiology

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

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.

BIOL 680 - Radiation Biology

Credit Hours: 3
Lecture Hours: 2
Lab Hours: 2

A study of the procedures and applications of the principles of atomic radiation, including methods, means of detection, measurement, and utilization in research.

BIOL 690 - Research and Thesis

Credit Hours: 1
Lecture Hours: 1
Lab Hours: 0

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

BIOL 899 - Thesis Non-Credit

Credit Hours: 0
Lecture Hours: 0
Lab Hours: 0

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 620 - Advanced Botany

Credit Hours: 3
Lecture Hours: 2
Lab Hours: 2

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

BOTN 630 - Plant Development

Credit Hours: 3
Lecture Hours: 2
Lab Hours: 2

A study of the developmental anatomy of seed plants, including examinations of the seed structure, seedling development, ontogeny and structure of the primary body, secondary body, flowers, and fruits.

BOTN 640 - Advanced Microbiology

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

A study of the taxonomic, morphological, cultural, and physiological characteristics of important groups of heterotrophic microorganisms, such as the spore forming group, the pseudomonades, the staphylococcus-micrococcus group, and the enteric forms, with emphasis on the isolation, characterization, and study of groups of heterotrophic microorganisms.

BOTN 650 - Plant Genetics and Genomics

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

This course is a graduate level course intended to acquaint the student with recent advances in plant genomics and statistical genomics with applications to agriculture. Principles and methods for constructing genetic maps comprised of molecular and other genetic markers, and methods for mapping genes underlying phenotypically complex traits are studied. Methods of DNA sequencing, physical mapping, genomic libraries construction, and positional cloning are also discussed.

Prerequisite: Consent of instructor

Business Administration

BADM 530 - Principles of Business Statistics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course introduces the foundation of probability and statistics used in management and covers the basics of data analysis and display, descriptive measures, random variables, and probability distributions and then introduces statistical inference and its use in decision-making. The course seeks application-oriented understanding regression analysis and develops the ability to design, estimate, evaluate, and interpret statistical models.

BADM 602 - Directed Research

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on supervised research on issues and problems that are of special interest to students

and faculty. The research process and methodology used in this course will depend on the specific issues and topics under consideration. Work may represent either intensive investigations of theoretical and applied problems or surveys of issues in Business Administration and Economics that are not otherwise addressed in the curriculum.

This course can be repeated multiple times with different topics.

Prerequisite: Consent of Instructor

BADM 603 - Special Topics in Business

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on current topics in business that are of special interest to faculty and students, but which are not otherwise covered by the curriculum. The specific format of the course will depend in the issue under consideration. The course work may range from intensive investigations of narrow topics to general surveys of broader issues in Business Administration.

This course can be repeated multiple times with different topics.

Prerequisite: Consent of Instructor

BADM 604 - International Business Law

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of public law of International trade, investment restrictions, technology transfer law, and other politics control over international law such as, law of treaties and the law of international and intergovernmental organizations, comparative analysis of international sales law, licensing of patents, copyrights and trademarks, federal corrupt practices act, North American Free Trade Agreement and investment law in developing countries.

Prerequisite: Consent of the instructor

BADM 605 - Business and Society

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on the nature, the role, and the context of business. In particular this course explores how business both affects and is affected by the social framework in which it operates. Among the issues explored in this course are the following: the nature of the firm; the historical, economic and legal context of business; business ethics and the moral responsibilities of the firm; the relationship between the firm and its stakeholders.

Prerequisite: Admission to the MBA program or instructor consent

BADM 680 - Capstone Project

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

In this course, students will work as consultants to analyze and make recommendations to resolve a problem in a local organization related to their specialization. Students will be instructed in change management, consulting skills, and techniques for acquiring the tools to solve specific problems.

Prerequisite: Consent of instructor

Business Intelligence and Data Analytics

BIDA 630 - Data Analytics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Data analytics help decision makers perform quicker analysis and use the valuable information to make better decisions. This course introduces several commonly used modeling tools to develop and improve students' analytical skills through a variety of realistic situations. The skills learned in this course will help students to recognize a decision situation, understand the business problem, and deal with uncertainty and complex interactions to solve the problem. This course is cross listed with and equivalent to ISBA 630.

Prerequisite: BADM 530 or equivalent

BIDA 640 - Big Data and Web Intelligence

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on building 'web-intelligence' applications exploiting big data sources arising social media, mobile devices and sensors, using new big-data platforms. The past decade has witnessed the development of big data platforms and associated technologies such as distributed file systems, no-SQL databases and stream computing engines. Online advertising, machine translation, natural language understanding, sentiment mining, personalized medicine, and national security are some examples of web-intelligence applications that are already wide-spread in different business areas. In this course we explore some such applications and related techniques such as text analytics, social media analysis, cloud and distributed systems, big data visualization using Tableau and GIS along with parallel implementations using map-reduce and related platforms.

Prerequisite: MKTG 640

BIDA 650 - Business Analytics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Data analytics focuses on improving existing operations and supports the enterprise resource planning by streamlining or optimizing business processes. Business analytics help decision makers perform quicker analysis and use the valuable information to make better decisions. This course introduces several commonly used modeling tools to develop and improve students' analytical skills through a variety of realistic situations. The skills learned in this course will help students to recognize a decision situation, understand the business problem, and deal with uncertainty and complex interactions to solve the problem. In order to equip students with these skills, this course is divided into four parts: (I) Descriptive and Predictive Analysis, (II) Prescriptive Analytics with low uncertainty, (III) Prescriptive Analytics with high uncertainty and (IV) Complex Predictive Analytics. Part I will cover forecasting and time series analysis, Part II will cover modeling, optimization, and solvers. Part III will cover decision trees for structuring decision problems under uncertainty, waiting line models, simulation and Part IV will cover multi-criteria decision making, heuristics, and simulation-optimization. Throughout the course, we will use SAS software as a modeling and analysis environment. This course is cross listed with and equivalent to MGMT 610 and HINF 640.

Prerequisite: BIDA 630

BIDA 660 - Executive Analytics and Business Intelligence

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on the integration of business processes and real time data analysis on a specific business intelligence platform. Using variety of globally used, user friendly technologies students will have hands-on experience and develop powerful analytical capabilities to end users. Major components of business intelligence platforms will be introduced and fundamentals of analytics (reporting, visualization and prediction) will be taught using SAP Business Intelligence Business Objects. This course uses the latest in technology to show the practice of data analytics in the real world. Students will experience practical applications of analytics through guided exercises and case studies.

Prerequisite: (ISBA 630 or BIDA 630) and BIDA 650

BIDA 670 - Advanced Analytics Project

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The prerequisite business analytics course presented predictive and prescriptive analytics tools at the introductory level. This course goes beyond by covering the tools and theory at a deeper level with an emphasis on the challenges that can arise in implementing analytical approaches within an actual organization. With the objective of helping students make better business decisions using advanced analytics, the course emphasizes that business analytics is a practical discipline which requires mastery of

both methodology and business applications using special software and tools. Course topics include a review of basis forecasting, large scale optimization, network optimization, multicriteria-decision making and heuristics algorithms. The course presents real-world examples where a significant competitive advantage has been obtained through large-scale data analysis. Examples include supply chain management, health care, pricing, and revenue management. Throughout the course, we will use SAP Next-Gen Lab, SAS software as a modeling and analysis environment including SAS Enterprise Guide, SAS Enterprise Miner, SAS Forecast Studio and SAS OR.

Prerequisite: BIDA 660

Computer Science

CSC 501 - Special Topics in Computer Science

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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.

CSC 510 - Machine Learning and Data Science

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to provide a combination of theoretical knowledge and practical, hands-on experience in solving real-world problems in data science through the application of machine learning and data mining. Topics include classification algorithms such as decision tree induction and support vector machines; cluster analysis with the k-means algorithm and hierarchical methods; outlier detection; mining of complex data types such as graphs and networks. This course also includes the recent and emerging area of deep learning, where it discusses architectures like convolutional and recurrent neural networks that have been designed to solve different classes of problems in computer vision, natural language processing and other areas. The course uses Python as the primary language, R as a secondary language, and introduces software tools that have been standardized for industrial applications of data science.

Prerequisite: STAT 540 (may be taken concurrently)

CSC 520 - Big Data and Its Applications

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is for student to understand big data and its impact on the society and business. The students will gain insight by doing hands-on exercises with tools and systems in big data. Students will learn the

basics of Hadoop with MapReduce, Spark, Pig and Hive. Students will learn how to perform predictive modeling and leverage graph analytics to model problems. This course prepares the student to get insight from big data, communicate effectively with data scientists, and do basic exploration of large and complex datasets. Students will integrate basic big data tools and skills and application domain knowledge to complete course projects.

Prerequisite: CSC 510 and STAT 540

Criminal Justice

CRJC 500 - History of Crime Control Policy

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course offers a 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, social disorder, and related issues.

CRJC 501 - Criminal Justice Systems

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This graduate course offers an overview of the three major components of the criminal justice system, including: (a) policing, (b) courts, and (c) corrections. It will provide a review of theoretical perspectives for understanding how economic, political, or ideological forces shape systematic and officially-sanctioned responses to crime. Students will be expected to become familiar with important classic and contemporary contributions to the scientific literature covering policing, courts, and corrections.

CRJC 510 - Criminal Justice Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course emphasizes the application of administrative theories and management principles to criminal justice organizations and contexts. These include Classical and Neo-Classical Organizational theories, and the nature, structure, processes, individuals, groups and their behaviors within criminal justice organizations.

CRJC 521 - Foundations of Criminological Thought

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is a graduate seminar in criminological theory. It is an introduction to theory in criminology and criminal justice, beginning with an examination of the process of theory construction and the relationship between theory and research methodology. Students explore the history of criminological thought, examining the assumptions, elements and policy implications of classic and contemporary theories of crime and criminal justice within three major paradigms: Classical, Positivist and Critical Criminology. Students consider the level of research support that exists for widely accepted theories and examine the criminal justice policies associated with different criminological theories. Students are guided in the process of formulating research questions and policy proposals from criminological theories.

CRJC 531 - Advanced Seminar in Criminological Theory

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is an advanced graduate seminar in criminological theory. It is designed for students who have had prior graduate level exposure to criminological theory and research methods, and who want to deepen their understanding of criminological theory and the relationship between theory and research methodology. Students are guided in the process of conducting in-depth analysis of selected theoretical perspectives on crimes and criminal justice and in critically evaluating the conceptual, logical, and empirical adequacies and inadequacies of the selected theories. In addition, significant attention will be given to helping students develop theory driven research ideas that they may pursue as master's thesis projects or as dissertation projects, for those who intend to pursue doctoral level work in the future.

CRJC 540 - Research Methods in Criminal Justice

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides students with the fundamental tools for evaluating, designing and implementing basic and applied empirical research in the areas of crime, victimization, criminal justice practice, and related issues.

CRJC 550 - Statistical Applications in Criminal Justice

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on the analysis of quantitative data in criminal justice and criminology. It will review fundamental methodological concepts (including measurement, variables, unit of analysis), and teach strategies for presenting data patterns graphically, describing distributions and relationships through summary statistics, and drawing conclusions about sampled populations using inferential statistical methods. Software for statistical analysis will be used.

CRJC 570 - Race, Crime and Justice

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will examine the theoretical and empirical debates on the disparities in crime, law, and justice that are linked to race and ethnicity (including their intersections with other social statuses, such as class, gender, etc.). 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.

CRJC 580 - Gender, Crime and Justice

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course examines the role of gender in crime, criminology, and criminal justice. The course framework and readings emphasize theoretical frameworks brought to bear in the study of gender, emphasizing the social structures of gender, social constructions of gender, symbolic meaning systems, and intersections of race, class, and gender. Topics include the impact and nature of gender in crime commission, criminal victimization, and criminal justice processing.

CRJC 590 - Ethics in Criminal Justice

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is an intensive examination of ethical and moral issues/dilemmas linked to the criminal justice system. Emphasis will be on exploration of ethical/moral issues related to crime, criminal justice practice, education, and research.

CRJC 600 - Corporate and Government Crime

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course offers the study of criminal and other harmful behaviors by corporations or governments, with an emphasis on events impacting the people of various countries. The course explores the nature and extent of these criminal behaviors, the causes associated with them, their harm to people and societies, and strategies to reduce the number of events and/or their harmful impacts.

CRJC 605 - Policing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course examines the police role, law enforcement policy, police organization, personnel issues, management, and operations, as well as coordination and consolidation of police service, police integrity, and community relations.

CRJC 610 - Organizational Change in Criminal Justice

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 developing ways to lead change efforts.

CRJC 620 - Juvenile Delinquency and Justice

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Communities, Justice and Social Change

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is a graduate seminar on communities, justice and social change in the contemporary 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 environment are explored.

CRJC 640 - Qualitative Methods in Criminal Justice

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This enhanced 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.

Prerequisite: CRJC 501 and CRJC 521 and CRJC 540 and CRJC 550 or permission of instructor

CRJC 650 - Program Evaluation in Criminal Justice

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This enhanced course will familiarize students with key components of program evaluation in criminal justice organizations and contexts. This course will combine aspects of social research methodology and applied research techniques and skills to the context of the practice of criminal justice. Students who successfully complete this course should expect to be able to perform evaluative services to their current and/or future agencies.

Prerequisite: CRJC 501 and CRJC 521 and CRJC 540 and CRJC 550 or permission of instructor

CRJC 660 - Victimology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Victims' issues largely have been ignored within the criminal justice system and the field of criminal justice academia until recently. Crime victims are an integral component to eradicating and/or dealing with crime, thus, it is important that the myriad issues surrounding this diverse population be explored. This course will explore the effects or impact of crime victimization, the provision of assistance to crime victims, interactions between victims and victim-oriented legislation.

CRJC 670 - Special Topics in Criminal Justice

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This 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 680 - Capstone Seminar: Theory, Research, and Practice in Criminal Justice

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This seminar serves as a capstone experience for students completing the Master of Science degree program in Criminal Justice and should be completed during the student's final semester of coursework. Students will engage in activities and assignments requiring a synthesis of theory, research, and practice in criminal justice, drawing upon content from required and elective courses.

Prerequisite: Completion of 24 credit hours of coursework for the M.S. degree, including CRJC 501, CRJC 521, CRJC 540, and CRJC 550

CRJC 690 - Independent Study

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course allows students to examine an area of criminal justice not covered (or not covered in detail) in the core elective courses.

CRJC 691 - Independent Study

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course allows students to examine an area of criminal justice not covered (or not covered in detail) in the core or elective courses.

CRJC 698 - Thesis I

Credit Hours: 3

Lecture Hours: 0

Lab Hours: 0

An extensive research experience in an approved topic of choice.

Prerequisite: CRJC 501, CRJC 521, CRJC 540, and CRJC 550

CRJC 699 - Thesis II

Credit Hours: 3

Lecture Hours: 0

Lab Hours: 0

Continued work on the approved topic of choice begun in CRJC 698.

Prerequisite: CRJC 698

CRJC 898 - Comprehensive Exam Non-Credit

Credit Hours: 0

Lecture Hours: 0

Lab Hours: 0

This course is required for students who have completed the course work and number of credits required in their graduate degree program. Students who continue to use University resources in preparation for the comprehensive exam must enroll in this course.

CRJC 899 - Thesis Non-Credit

Credit Hours: 0

Lecture Hours: 0

Lab Hours: 0

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

Cyber Security Management

CSM 601 - Cyber Security Plans

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course explores developing a security plan for an enterprise business application. During the course, students will learn to analyze a business environment to assess information security risks, identify security requirements and controls to address threats and vulnerabilities, and conduct appropriate evaluation and cost-benefit analysis to develop a comprehensive information security plan. Topics include the identification of security requirements based on business needs; risk assessment; risk management strategies; and the need for ongoing monitoring and updating of information security plans to address new vulnerabilities and emerging threats.

CSM 602 - Intrusion Protection and Detection

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An exploration of the theory and implementation of intrusion detection and intrusion prevention. Topics include network-based, host-based, and hybrid intrusion detection; intrusion prevention; attack pattern identification; deployment; response; surveillance; damage assessment; data forensics; data mining; attack tracing; system recovery; and continuity of operation.

CSM 603 - Cyber Incident Analysis and Response

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course examines policies and procedures related to security incidents, exposures, and risks and technologies used to respond to such threats. Topics include dynamic vulnerability analysis, attack response, evidence protection, and business continuity. Course discussion will also cover types and modes of computer-facilitated attacks, readiness, and evidence scope, as well as the role of computer emergency response teams.

CSM 604 - Cyber Security Practices

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This is a case-based course that considers some widely reported cyber security failures across a range of information technologies, including servers, networks, and social media. The course then focuses on best practices and counter measures to address each class of failure and considers emerging threats in each of the areas.

Digital Enterprise and Cloud Management

DECM 610 - Introduction to Cloud Technologies

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is intended for students who seek an overall understanding of cloud computing concepts, independent of specific technical roles. It provides a detailed overview of cloud concepts, AWS core services, security, architecture, pricing, and support. Students will learn different types of cloud computing and advantages of cloud computing to help organizations make the decision to focus on alternative models of cloud usage that drives business success.

DECM 620 - Fundamentals of Cloud Architecting

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course covers the fundamentals of building IT infrastructure on the Cloud. The course is designed to teach solutions architects how to optimize the use of the Cloud by understanding cloud services and how these services fit into cloud-based solutions. Because architectural solutions can differ depending on industry, type of applications, and size of business, this course emphasizes best practices for the AWS Cloud, and it recommends various design patterns to help you think through the process of architecting

optimal IT solutions on the Cloud. It also presents case studies throughout the course, which showcase how some AWS customers have designed their infrastructures, and the strategies and services that they implemented. Finally, this course also provides opportunities to build a variety of infrastructures via a guided, hands-on approach.

Prerequisite: DECM 610 or AWS Cloud Foundation Certificate

DECM 630 - Managing Cloud Operations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to prepare participants to pursue entry-level DevOps, support, and cloud operations roles. It will also help prepare them to take the AWS SysOps Administrator – Associate exam.

Emphasizing best practices in the Cloud and recommended design patterns, this course will teach students how to solve problems and troubleshoot various scenarios. The course will show students how to create automatable and repeatable deployments of networks and systems on Cloud and covers specific cloud features and tools related to configuration and deployment. With case studies and demonstrations, students will learn how organizations design their infrastructures and implement various strategies and services.

Students will also have the opportunity to build a variety of infrastructures via guided, hands-on activities.

Prerequisite: DECM 610 or AWS Cloud Foundation Certificate

DECM 640 - Cloud Analytics and Machine Learning

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course introduces students to the concepts and terminology of Artificial Intelligence and machine learning. By the end of this course, students will be able to select and apply machine learning services to resolve business problems. They will also be able to label, build, train, and deploy a custom machine learning model through a guided, hands-on approach, implement a machine learning pipeline using Amazon SageMaker, use ML services for forecasting, computer vision and natural language processing. This course will also host a series of lab exercises that teach students how to conduct Big Data analysis with practical, real-world examples. Students will learn how to analyze extremely large data sets, and to create visual representations of that data, using a case-study approach. The labs and learning resources are designed to supplement an institution's existing Big Data and data analytics courses and provide students with hands-on experience working with data at scale.

Prerequisite: BIDA 630 and DECM 610 or AWS Cloud Foundation Certificate

DECM 660 - Cloud Infrastructure and Development

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to help students gain technical expertise in development using cloud technologies and prepare them to take the AWS Certified Developer – Associate level AWS Certification exam. In this

course, students will learn how to configure AWS Identity and Access Management for programmatic access; configure solutions, containers, and storage with Amazon S3 programmatically; develop event-driven solutions with Lambda, SQS, SNS; identify best practice for building and deploying secure applications.

Prerequisite: DECM 610 or AWS Cloud Foundation Certificate

Economics

ECON 540 - Fundamentals of Economics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course explores the application of microeconomic theory to management decisions and examines the consequences of macroeconomic policies upon businesses in the global market place.

ECON 610 - Managerial Economics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides a framework for understanding the economic forces at work in markets and organizations. By applying economic reasoning to a variety of different managerial situations and decisions, the course aims to help prospective managers improve their decision-making skills. Among the topics covered in the course are choice theory and demand analysis, production and cost analysis under different market conditions as well as strategic decision-making in hierarchical organizations.

Prerequisite: ECON 540 or equivalent

ECON 650 - International Trade and Financial Markets

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Business and Economic Forecasting

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Advanced study of the science and art of model building for the purpose of forecasting and policy analysis.

Forecasting models are critically examined and applied to the managerial decision making problems using standard computer programs.

Prerequisite: ECON 610

Education

EDUC 533 - Home, School and Community Relations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A course on the planning and marketing of public relations strategies for the betterment of education and school support.

EDUC 602 - Foundations of Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Instructional Design for Culturally Diverse Learners and Students with Disabilities

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The course addresses the origins, concepts, trends, and principles of multicultural education and equity. An emphasis is placed on culturally and linguistically diverse learners. It also exposes the students to a critical conscious approach to dialogue as an effective method applicable to diversity across the curriculum. Additionally, instructional strategies and evidenced-based practices to improve supports and services for students with exceptionalities will be examined.

EDUC 614 - Techniques of Teaching in the K-12 Specialized Subjects

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development and materials selection for K-12 Specialized Subjects (Offered Fall semester only). This course is cross-level listed with EDUC 464 for Health and Physical Education MAT students. Field Experience Hours: 40 hours is required.

Prerequisite: Admission to teacher education & permission of instructor

EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development and materials selection for middle grades and secondary school education. This course is cross-level listed with EDUC 464. (Spring)

EDUC 616 - Teaching and Technology in the Middle and Secondary Schools

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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

EDUC 618 - Facilitating STEM and STEAM Constructs for Early Learners

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course provides candidates with the knowledge, skills, and understandings to construct and apply practical STEAM & STEM experiences in the PreK and Kindergarten learning environments. Candidates will focus on designing inquiry practices to assist younger learners in approaches to solving problems using a realistic approach. (Service Learning 30 hours)

EDUC 620 - Adolescent Psychology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 624 - Supporting Literacy Acquisition/Developing the Young Reader

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is centered on instructional strategies to encourage all preschool and kindergarten students to demonstrate practical literacy skills in reading, writing, listening, and speaking. Candidates will implement developmentally appropriate practices using effective assessment strategies that promote strong literacy in young learners.

EDUC 626 - Applied Strategies for Safe/Peaceful Schools

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Advanced Educational Psychology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of teaching as a process, emphasizing educational objectives, characteristics of students, theories of learning and motivation, teaching styles and techniques, and evaluation processes. (Fall)

EDUC 633 - Curriculum and Instruction for the Young Learner

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will examine strategies for designing and implementing developmentally appropriate preschool and kindergarten learning environments that focuses on North Carolina curriculum standards. Candidates will concentrate on the emergent curriculum, the project approach, and the inquiry-based learning model. (Field Experience 30 hours)

EDUC 640 - Principals and Practices of Supervision

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Advanced Studies in Human Development and Learning Communities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An exploration of psychological principles and their application to the problem of teaching and learning, including characteristics of stages in human development throughout the preschool and school years, theories of motivation and learning, classroom management strategies, individual differences, exceptional achievement and teaching strategies. (Spring)

EDUC 644 - Foundations, Curriculum Development, and Assessment

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of educational foundations, curriculum development, and assessment in middle and secondary schools (grades 6-12), including discussions of the development, implementation, and assessment of educational goals and objectives in the middle grades and secondary curriculum.

EDUC 645 - Practical Relations with Parents, Families, and Stakeholders

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Candidates will analyze the teacher's role in an early childhood education sector as it relates to collaborating with families, school personnel, and the community and providing effective communication among the groups.

EDUC 646 - Trends/Issues in Curriculum and Instruction

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Using Data Analysis for Teaching, Learning and Leadership

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An advanced study of the use of data analysis, effective teaching/learning practices, and the facilitation of collaborative activities and relationships. This course is designed to introduce various aspects of teaching, learning and leadership that have relevance to understanding and implementing effective instructional procedures and policies. This course supports the employment of data and evidence to develop supportive school environments by using current data from various platforms. Advanced candidates will be instructed on how to analyze student test results, identify problem areas to support student learning, make evidence-based decisions and interpret research to support instructional decisions. Additionally, candidates will use information from databases and other current sources.

EDUC 680 - Special Topics in School Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course examines special topics in the area of school administration and leadership that affect school practices. Selected topics range from varied aspects of school administration and leadership. They include, but are not limited to: 1) School Vision, Mission and Strategic Goals; 2) Teaching for Learning; 3) Understanding Collaborative School Climates; 4) Human and Fiscal Resource Management, 5) Parental and Community Involvement; 6) Leadership development (the principalship), and 7) Politics and Policy.

EDUC 690 - Applied Research in Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the development and use of research, research methods, applied research, basic research, methods of reasoning, fallacies in reasoning, statistical methods, thesis writing, survey-research and evaluation of research. Emphasis is placed on understanding the scientific approach and not upon statistics. (Fall and Spring)

EDUC 692 - Advanced Professional Education Seminar

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 1

A series of seminars on selected topics, to include: teaching strategies and methodologies; new trends to facilitate learning in educational settings; knowledge, skills, dispositions of a successful beginning teacher particularly those of a dedicated professional, an instructional leader, a continuous assessor, a collaborative bridge builder, and a reflective practitioner; documentation needed for the initial teaching year; and preparation for the assessments required for North Carolina licensure. (Fall and Spring)

Prerequisite: Admission to advanced clinical experience and permission of instructor.

EDUC 694 - Introduction for Lateral Entries

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is designed to prepare lateral entry teachers (LE) for teaching in today's general and special education classrooms. Participants will encounter the following issues: understanding the nature of today's learners, teaching today's diverse learners, assessing/diagnosing for classroom teaching, planning lessons, organizing for the instruction, selecting and using developmentally appropriate materials, strategies and technology managing learning environments, selecting service learning opportunities and collaboration with other professionals, parents and agencies.

EDUC 697 - Advanced Clinical Experience

Credit Hours: 6
Lecture Hours: 0
Lab Hours: 6

The sixteen-week clinical experience for the Master of Arts in Teaching (MAT) in a specific content area pairs candidates with clinical educators in the classroom to further develop content knowledge, pedagogical content knowledge, pedagogical skills, attend professional development activities, and integrate technology in all areas to produce a positive impact on student learning. The goal of the clinical experience is to link theory and practice within the clinical setting to contextualize and cultivate knowledge, skills, and professional dispositions. Candidates who are not currently employed as a Residency License teacher, must be placed in a public school classroom by the College of Education Office of Teacher Education. (Spring Only)

Prerequisite: Admission to clinical experience and permission of instructor

EDUC 698 - Advanced Applied Product of Learning and Practicum

Credit Hours: 3
Lecture Hours: 1
Lab Hours: 2

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 overall experiences in the program. The supervised practicum in teaching children in an educational setting will provide a clinical context for the completion, presentation, and evaluation of the exit criteria: advanced professional portfolio and action research project.

EDUC 699 - Thesis

Credit Hours: 6
Lecture Hours: 6
Lab Hours: 0

A supervised empirical study in a selected area of concentration.

EDUC 899 - Thesis Non-Credit

Credit Hours: 0

Lecture Hours: 0

Lab Hours: 0

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.

PEDU 631 - Adapted Physical Education and Sport

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Introduction to Adapted Physical Education and Sport: Focuses on content knowledge foundational to adapted physical education, activity, and sport programs in self-contained and/or itinerant settings for children with moderate to severe disabilities. Students will gain and skills necessary to carry out an assessment, programming, and evaluation for individuals who are differently abled. Students will implement strategies to adapt and modify motor skills and physical activities to meet the unique individuals' needs of a person. In addition, instruction, equipment, and game modifications are introduced to promote inclusion in a physical education, physical activity, recreation and/or sport setting. Cross-level listed with PEDU 431 for Health and Physical Education MAT students.

Education Administration

EDAM 650 - Educational Leadership Development Seminar

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This seminar is an introductory graduate course in educational leadership for prospective leaders at all levels of the school organization. Elements of effective leadership, standards-based educational leadership, role conceptions, and personal leadership vision will be presented. Emphasis is placed on the knowledge, skills, and dispositions necessary to develop into a successful, innovative educational leader. Students will apply this knowledge to build and embrace their philosophical and theoretical frameworks as prospective school leaders. Clinical experiences in school and district settings will be required.

Prerequisite: Must be admitted to the MSA degree program.

EDAM 651 - Organizational Development and Diversity for School Leaders

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to study multicultural education and its link to school leadership, cultural

understanding, and critical problems related to the organization of schools through the lens of human behavior. A focus is on the preparation of administrators to transform schools by understanding theoretical, sociological, political, and historical elements as they relate to ethnicity, race, socioeconomic status, gender, exceptionality, language, religion, and sexual orientation. In preparation for work in an increasingly diverse world, students in this course will engage in personal, professional, and organizational reflection.

Prerequisite: Must be admitted to the MSA degree program.

EDAM 652 - School-Based Program Evaluation and Improvement

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The focus of this course is to provide the student with a variety of opportunities to apply data analysis procedures using real or simulated school data sets. The student will be introduced to qualitative and quantitative methods and how these tools can be utilized to evaluate and improve school performance and program improvement. The student will use the following data types: student performance, teacher and community survey, and state and or local reports. The student will be required to work with school-based personnel as part of their field experiences to collect, analyze, and interpret relevant school improvement data. The student will be able to analyze the data to facilitate school improvement decision-making and the development of real and simulated school improvement plans.

Prerequisite: Must be admitted to the MSA degree program.

EDAM 660 - Leadership and Organizational Theories in Schools

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An analysis of the various leadership and organizational theories with a major focus on situational decision-making and its effects. The course explores and tests (through required field-based clinical activities) leadership skills and strategies necessary for effective school leadership. The student engages in an in-depth review of the literature relevant to effective organizational change and analysis as a foundation for the development of change strategies. Field-based clinical experiences will require students to identify issues affecting the school; leadership and organizational theory will frame discussion of the issues. In addition to observation in a variety of school settings, clinical experiences may include participation in board meetings and school advisory boards.

Prerequisite: EDAM 650, EDAM 651, and EDAM 652

EDAM 661 - School Law and Public Policy Issues

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to review laws that pertain to public schools, including constitutional laws, state laws and court decisions that have helped to shape school law. A focus is on the study of court decisions addressing the legal principles affecting education, schools, and school professionals. Constitutional,

statute, and administrative laws related to education are examined and analyzed through case studies and the analysis of case law. Students are expected to complete analyses of recent state and federal judicial decisions and legal structures related to responsibility and accountability of school leaders. The course engages the student in an examination of the school system as a policy system and the implementation of these policies by the school leader at the building level. Focus areas include: relationships of local school district policies to state policies, constraints imposed by state policies, implications of the state local system for local control, and effects of community expectations and participation in policy making at the school district and building levels.

Prerequisite: EDAM 650, EDAM 651, and EDAM 652

EDAM 670 - Resource Management and Schools

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to provide an examination of the theory and practice of human resource management and public school finance in relation to expenditures and resources at the local, state and federal levels of support in school districts. It also provides an examination of social issues that impact the school learning environment, to include gender, quality, multicultural education, diversity; and privatization. It provides an in-depth study of the basic principles of money management in public education and how to manage it. The primary focus is on the management of dollars (fiscal), space (building operations), people (human resources), community resources (engagement) and time. The course addresses the issue of equity and adequacy in funding public schools and advancing the critical importance of data driven decision-making that maximizes learning.

Prerequisite: EDAM 650, EDAM 651, and EDAM 652

EDAM 671 - Leadership for Learning

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides the student with an introduction to the philosophical and social foundations of curriculum in schools. The student will be exposed to those foundational philosophical and social theories that have driven the development of school curricula. The student will be introduced to and utilize school improvement practices that focus on teaching for learning. Special emphasis will be given to researched-based improvement practices that include effective leadership behaviors and teaching pedagogy. The student will participate with other school-based personnel to observe, analyze, and interpret school data to develop learning improvement plans. The student will be able to analyze school-based approaches to teaching for learning and make improvement recommendations in real and simulated school improvement planning situations.

Prerequisite: EDAM 650, EDAM 651, and EDAM 652

EDAM 680 - Internship Part I

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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

Prerequisite: EDAM 650 and EDAM 651 and EDAM 652 and EDAM 660 and EDAM 661 and EDAM 670

EDAM 690 - Internship Part II

Credit Hours: 6

Lecture Hours: 0

Lab Hours: 6

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

Prerequisite: EDAM 680

EDAM 691 - Internship Part III

Credit Hours: 6

Lecture Hours: 0

Lab Hours: 6

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

Prerequisite: EDAM 690 or EDAM 690

EDAM 698 - Computer Usage for Educational Administrators

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Pre-Doctoral Admin Studies

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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.

Education Leadership

EDLE 700 - Group Dynamics, Decision Making, and People Management

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Focus on awareness of leader's social group memberships and impact of these identities upon leadership skills, personal awareness of multiple forms of oppression and impact on leadership ability. Discussion of leadership strengths and challenges: managing conflict, resistance, and group-leader dynamics. This course will have an emphasis on decision making and people management in the K12 setting, including minority serving institutions.

Prerequisite: Must be admitted to the EDD degree program.

EDLE 701 - Cultural Diversity in American Schools

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on issues of diversity, oppression and social justice. It is designed to prepare doctoral candidates to be knowledgeable of people's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. The course addresses the origins, concepts, principles, and trends in multicultural education. It provides candidates with an understanding of multicultural education as an

instructional concept, educational reform movement, and systemic process. This course will have an emphasis on cultural diversity and social justice in the K12 setting.

Prerequisite: Must be admitted to the EDD degree program.

EDLE 700, EDLE 706, and EDLE 721

EDLE 703 - Public Policy and Political Issues In Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Candidates study political and educational policy processes in relation to such problems as globalization and the nation- state, local, and community development, social identification and political participation, pressure groups and indoctrination, academic freedom, and school reforms. This course will have an emphasis on public policy and political issues in the K12 setting.

Prerequisite: Must be admitted to the EDD degree program.

EDLE 720, EDLE 723, and EDLE 730

EDLE 704 - Curriculum and Instructional Leadership

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course examines the social and philosophical foundations of curriculum, and curriculum theory. The course prepares candidates to understand the politics of curriculum development. This course will have an emphasis on curriculum and instruction leadership and program development in the K12 setting.

Prerequisite: Must be admitted to the EDD degree program.

EDLE 700, EDLE 706, and EDLE 721

EDLE 705 - The Planning and Financing of Educational Organizations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is an in-depth examination of school planning and implementation of the financial perspective at local, district, and state levels. Included are the traditional methods of financing and the emergent ideas and subsequent suggested practices to meet the needs of a changing national educational environment. Also addressed are the areas of financing of school corporations in the current economic and political setting with emphasis on interrelationships of educational, economic, and political decisions. This course will have an emphasis on school planning and finance in the K12 setting.

Prerequisite: Must be admitted to the EDD degree program.

EDLE 703, EDLE 707, and EDLE 731

EDLE 706 - Seminar in Educational Leadership

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

In this course, candidates investigate forces and trends that are influencing the nature of schooling and learning in a global society. Candidates explore futurist literature and the importance of holding a compelling vision for the future as an educational leader. They explore strategies for facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the learning community. This course will have an emphasis on educational trends in the K12 setting.

Prerequisite: Must be admitted to the EDD degree program.

EDLE 707 - Seminar in Legal Issues, Critical Race Theory, and Professional Ethics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on Legal Issues and Professional Ethics of particular concern to education policy-makers and central office school administrators. Federal and North Carolina school law will be included with attention given both to theoretical and practical concerns. This course also focuses on critical race theory as a critique of racism and the law in U.S. society and discusses its current applications to education policy and research in K-12 schooling and higher education; looks at how critical race theory can be used as a methodological lens for policy analysis and educational research; examines the social aspects of leadership in moral terms. This course will have an emphasis on legal issues and professional ethics in the K12 setting.

Prerequisite: Must be admitted to the EDD degree program.
EDLE 720, EDLE 723, and EDLE 730

EDLE 708 - Organizational Theory and Administrative Behavior

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

In this course candidates examine schools as institutions from an organizational perspective. It critiques the field of organizational theory in order to better understand how schools function the way they do by turning to studies in business about organizational structure and culture. Candidates will develop the tools to look at organizational behavior from a critical perspective, which will provide a basis for understanding the status quo of any organization and the dynamics for change. The awareness of gender issues and cross-cultural issues that affect the modern organizational climate is emphasized. This course will have an emphasis on organizational theories and administrative behaviors in the K12 setting.

Prerequisite: Must be admitted to the EDD degree program.
EDLE 701, EDLE 704, and EDLE 722

EDLE 720 - Educational Statistics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is intended to provide students with a working knowledge of and skills in the analysis of data from experiments and surveys (with categorical independent variables) using the Analysis of Variance. Students will develop knowledge of and skills in underlying statistical models, matching statistical models to research designs, in using the computer software to conduct appropriate statistical analyses, and to interpret and to report findings. Emphasis will be on research conducted in schools by presenting methods that are appropriate for school-based research. This course will be the introduction to the development of an educational leader ability to evaluate design and conduct educational research to deal with the changing school.

Prerequisite: Must be admitted to the EDD degree program.
EDLE 725 and EDLE 799

EDLE 721 - Research, Design, and Evaluation Methodology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course provides an overview of quantitative, qualitative, and mixed methods research paradigms and introduces students to tools necessary for the design of a methodologically sound study.

Prerequisite: Must be admitted to the EDD degree program.

EDLE 722 - Qualitative Research, Theory, and Application

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An in-depth study of the major paradigms and perspectives of qualitative research. Strategies of inquiry, methods of data collection, and analysis, interpretation, evaluation, and representation will be the focus of the course.

Prerequisite: Must be admitted to the EDD degree program.

PK-12 Education: EDLE 700, EDLE 706, and EDLE 721

Higher Education: ELHE 700, ELHE 706, and EDLE 721

EDLE 723 - Quantitative Research Application and Methodology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course examines the concepts and methods of quantitative social science research to conduct research on education issues. Topics include hypothesis testing, statistical inference, point estimates, graphic and numerical data displays, correlation, and regression.

Prerequisite: Must be admitted to the EDD degree program.

PK-12 Education: EDLE 725 and EDLE 799

Higher Education: ELHE 711 and ELHE 712

EDLE 725 - Special Topics on School Leadership - Closing the Achievement Gap: Research and Effective Strategies for African American K-12 Students in Public Schools

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed (1) to familiarize graduate students with research about the causes of the underachievement of many African American students in K-12 public schools, and (2) to provide graduate students with effective research-based strategies to improve African American student achievement and retention.

Prerequisite: Must be admitted to the EDD degree program.

EDLE 708 and EDLE 729

EDLE 729 - Internship in Educational Leadership I

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is the first in the three-semester internship course series designed to provide K12 and Higher Education candidates field-based clinical leadership experience. The course provides interns with opportunities to develop insight into leadership processes, focusing on skills of observation and diagnosis, while shadowing site administrators and mentors/coaches. The course gives the candidate the initial field experiences needed to prepare for the subsequent placement in increasingly more involving leadership roles in EDLE 730 and EDLE 731. These roles will be negotiated with site mentors and approved by supervising university faculty. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences, the development of required evidences, and conferencing with site administrators.

Prerequisite: Must be admitted to the EDD degree program.

EDLE 701, EDLE 704, and EDLE 722

EDLE 730 - Internship in Educational Leadership II

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The advanced educational leadership internship is an extensive educational experience that will provide an opportunity for candidates to engage in a series of field-based clinical experiences. The candidate, faculty advisor, and the supervisor of the participating organizations will work as a team to develop an

individualized plan. These plans will be based on the experiences, background, needs, and professional goals of the candidates. This course is designed for K12 candidates.

Prerequisite: EDLE 725 and EDLE 799

EDLE 731 - Research Internship Seminar in Educational Leadership

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

In this course, candidates engage in a series of field-based clinical experiences with a focus on sharing their research, writing, and communication of expertise as related to their dissertation area of focus. Candidates present their preliminary dissertation proposal (chapters 1, 2, and 3). Successfully completing this seminar course prepares candidates to formally enroll in dissertation study under the supervision of a faculty chair and committee. This course is designed for K12 candidates.

Prerequisite: EDLE 720, EDLE 723, and EDLE 730

EDLE 740 - Dissertation in Educational Leadership I & II

Credit Hours: 3 to 6

Lecture Hours: 3

Lab Hours: 0

The dissertation process serves to bring together all of the experiences in which students have engaged during the entire program. Students have the option to complete the traditional dissertation, which includes chapters 1-5, or they can complete a dissertation in practice which builds on the tenets of social justice—this may include (but is not limited to) an improvement plan, implementation project, capstone project, or program evaluation. To be repeated for a total of six credit hours.

Prerequisite: Evidence of passing the doctoral qualifying exam and admission to candidacy.

PK-12 Education: EDLE 705 and EDLE 753

Higher Education: ELHE 705 and ELHE 753

EDLE 753 - Advanced Research and Methodology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will provide doctoral candidates in the PK-12 and higher education cognate areas opportunities to investigate a variety of research approaches. This course serves as the introductory class in the doctoral dissertation writing process. The course explores the doctoral dissertation requirements of the EDLE doctoral program. The course is also the place for the doctoral candidates to begin the process of choosing and refining a topic and to complete a rough draft of the dissertation prospectus. This is a required course for all students pursuing the EDD degree. The overall purpose of the course is to introduce vocabulary,

concepts, and methods of educational research. Students learn the language of research, various methods for conducting research, how to identify and synthesize research literature, how to plan a research study that improves the practice of education, and how to formally report research findings. This course is designed to support advanced doctoral students in the development of their dissertations. The course will introduce students to the APA manual, IRB application, and the key components of a research question, the fundamentals of research methodology, and research ethics.

Prerequisite: PK-12 Education: EDLE 703, EDLE 707, and EDLE 731

Higher Education: ELHE 703, ELHE 707, and ELHE 731

EDLE 799 - Advanced Studies in Educational Leadership and Organizational Change

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course prepares K12 doctoral students to lead change initiatives within a variety of organizational settings. Students will explore change management through a systems approach as it relates to the structural, human resource, political and symbolic frames. Analysis will include contrasting organizational environments, assessing conditions that foster both acceptance and resistance to change, and discussing specific strategies for managing change. Participants are required to select a "live" project and apply the course content to this project. This course is designed to foster the skills necessary for leading teams through a successful transition process.

Prerequisite: EDLE 708 and EDLE 729

EDLE 999 - Doctoral Dissertation Continuation

Credit Hours: 0

Lecture Hours: 0

Lab Hours: 0

This course must be taken every semester in order to maintain active status in the doctoral program until completion of dissertation.

Education Management

EDMG 614 - Techniques of Teaching in the Middle School

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development, and materials selection for middle school education (grades 6-8).

Elementary Education

ELEM 505 - Modern Math for Elementary Teachers

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of numeration systems and the real numbers as a basis for teaching mathematics in the elementary school.

ELEM 530 - Remediation of Mathematics Difficulties

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An exploration of factors that contribute to mathematics difficulties in the elementary and middle school, tests that aid in the diagnosis of difficulties, and techniques for preparing and evaluating individualized educational plans and strategies for remedial instruction. (Fall)

ELEM 533 - Foundations of Arithmetic

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the elements of modern mathematics basic to understanding the mathematical system.

ELEM 534 - Advanced Social Studies and the Arts in Elementary Education

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This advanced course will provide K-6 teacher candidates with an in-depth focus on the alignment of the state standards and objectives from the elementary social studies and arts curriculum. Teacher candidates will also incorporate instructional strategies as well as research-based best teaching practices when designing lesson plans for specific learning segments.

Prerequisite: Admission to MAT or MED in Elementary Education

ELEM 540 - Math Education for Gifted Children

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An in-depth study of curricula, methods, and materials for teaching mathematics to gifted children.

ELEM 552 - Foundation and Curriculum of Early Childhood Education

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Teaching and Evaluation in Early Childhood Education

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An exploration of teaching strategies and evaluation processes in early childhood education. (Field experience required.)

ELEM 560 - Reading/Language Arts for Gifted Children

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Techniques of Teaching in Elementary School

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An exploration of effective teaching techniques and innovative forms of organization and instruction in elementary education.

ELEM 616 - Problems Seminar in Lower Elementary Grades

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An application of research techniques to the study of problems in education at the lower elementary grade level.

Prerequisite: EDUC 680

ELEM 617 - Problems Seminar in Upper Elementary Grades

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An application of research techniques to the study of problems in education at the upper elementary grade level.

Prerequisite: EDUC 680

ELEM 623 - Advanced Language Arts in the Elementary School

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Teaching Writing in the Elementary Schools

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the writing process and the teaching of composition.

ELEM 635 - Problems in Science Education

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Issues in Elementary Education

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Selected Topics in the Biological Sciences for Elementary Teachers

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Selected Topics in the Physical Sciences

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Selected Topics in the Earth Sciences

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Using Technology in Elementary/Middle School Curriculum

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Advanced Studies in Child Literature

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Advanced Clinical Experience in Elementary Education

Credit Hours: 3-6

Lecture Hours: 3-6

Lab Hours: 3

The clinical experience for the Master of Arts in Teaching (MAT) in elementary education pairs candidates with clinical educators in the classroom to develop content and pedagogical knowledge. The goal of the clinical experience is to link theory and practice within the clinical setting to contextualize and cultivate knowledge, skills, and professional dispositions. Fall and Spring.

Prerequisite: Admission to Clinical Experience and permission of instructor

ELEM 691 - Integrating Technology in the Elementary School Curriculum

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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.

Educational Leadership - Higher Education

EDLE 741 - Dissertation in Educational Leadership III & IV

Credit Hours: 1-6 (variable)

Lecture Hours: 1-6 (variable)

Lab Hours: 0

This is the second of a two course sequence designed to support the candidate as s/he completes the dissertation. 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 applications 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 result is a final dissertation and successful defense.

Prerequisite: PK-12 Education: EDLE 705 and EDLE 753

Higher Education: ELHE 705 and ELHE 753

ELHE 700 - Group Dynamics, Decision Making, and People Management

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Focus on awareness of leader's social group memberships and impact of these identities upon leadership skills, personal awareness of multiple forms of oppression and impact on leadership ability. Discussion of leadership strengths and challenges: managing conflict, resistance, and group-leader dynamics. This course will have an emphasis on decision making and people management in the higher education setting, including minority serving institutions.

Prerequisite: Must be admitted to the EDD degree program.

ELHE 701 - Cultural Diversity in American Schools

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on issues of diversity, oppression and social justice. It is designed to prepare doctoral candidates to be knowledgeable of people's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. This course will have an emphasis on cultural diversity and social justice in the higher education setting.

Prerequisite: Must be admitted to the EDD degree program.

ELHE 702 - Leadership for Diversity and Equity in Higher Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course introduces students to theory, research, and practice related to leadership and diversity in American higher education. It covers issues of race, class, gender, sexual orientation, religion, special needs, and other topics, such as those related to discrimination and privilege and what these issues mean for institutions and their own professional practice.

Prerequisite: ELHE 700, ELHE 706, and EDLE 721

ELHE 703 - Public Policy and Political Issues In Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Candidates study political and educational policy processes in relation to such problems as globalization and the nation- state, local, and community development, social identification and political participation, pressure groups and indoctrination, academic freedom, and school reforms. This course will have an emphasis on public policy and political issues in the higher education setting.

Prerequisite: Must be admitted to the EDD degree program.

ELHE 714, ELHE 730, and EDLE 723

ELHE 704 - Curriculum and Instructional Leadership

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course examines the social and philosophical foundations of curriculum, and curriculum theory. The course prepares candidates to understand the politics of curriculum development. This course will have an emphasis on curriculum and instruction leadership and program development in the higher education setting.

Prerequisite: Must be admitted to the EDD degree program.

ELHE 705 - The Planning and Financing of Educational Organizations

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Contemporary bases for collecting and distributing funds for postsecondary education provided by two-year institutions, college, and universities; problems and issues in financing postsecondary institutions; and economic aspects of expenditures for postsecondary education.

Prerequisite: Must be admitted to the EDD degree program.
ELHE 703, ELHE 707, and ELHE 731

ELHE 706 - Seminar in Educational Leadership

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

In this course, candidates investigate forces and trends that are influencing the nature of schooling and learning in a global society. Candidates explore futurist literature and the importance of holding a compelling vision for the future as an educational leader. They explore strategies for facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the learning community. This course will have an emphasis on educational trends in the higher education setting.

Prerequisite: Must be admitted to the EDD degree program.

ELHE 707 - Seminar in Legal Issues and Professional Ethics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on Legal Issues and Professional Ethics of particular concern to education policy-makers and central office school administrators. Federal and North Carolina school law will be included with attention given both to theoretical and practical concerns. This course also focuses on critical race theory as a critique of racism and the law in U.S. society and discusses its current applications to education

policy and research in K-12 schooling and higher education; looks at how critical race theory can be used as a methodological lens for policy analysis and educational research; examines the social aspects of leadership in moral terms. This course will have an emphasis on the legal issues and professional ethics in the higher education setting.

Prerequisite: Must be admitted to the EDD degree program.
ELHE 714, ELHE 730, and EDLE 723

ELHE 708 - Organizational Theory and Administrative Behavior

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

In this course candidates examine schools as institutions from an organizational perspective. It critiques the field of organizational theory in order to better understand how schools function the way they do by turning to studies in business about organizational structure and culture. Candidates will develop the tools to look at organizational behavior from a critical perspective, which will provide a basis for understanding the status quo of any organization and the dynamics for change. The awareness of gender issues and cross-cultural issues that affect the modern organizational climate is emphasized. This course will have an emphasis on organizational theories and administrative behaviors in the higher education setting.

Prerequisite: Must be admitted to the EDD degree program.

ELHE 709 - University College Teaching

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An examination of philosophies, methodologies, and related issues (gender, race, et.al) that influence teaching and learning in college and university classroom settings. Emphasis is on higher education teaching effectiveness, the application of course material to the formal classroom environment, assessment, and standards.

Prerequisite: Must be admitted to the EDD degree program.
ELHE 702, ELHE 713, and EDLE 722

ELHE 710 - The Adult Learner

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 theories as well as current trends and advancements in adult learning. The focus will be on making better instructional decisions and media selections for the education and training of adults.

Prerequisite: Must be admitted to the EDD degree program.

ELHE 711 - Emerging Issues in Higher Education Leadership

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course explores issues affecting higher education particularly as they relate to issues of equity and social justice in minority serving institutions.

Prerequisite: Must be admitted to the EDD degree program.
ELHE 709 and ELHE 729

ELHE 712 - History of Higher Education

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course examines the history of higher education, particularly in the United States. Candidates examine the aims and institutional forms of higher education. The nature of academic pursuits in terms of the development of disciplines and fields of study and the development of the professoriate are examined.

Prerequisite: Must be admitted to the EDD degree program.
ELHE 709 and ELHE 729

ELHE 713 - Academic Programs in Colleges and Universities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Explores higher education curriculum including academic program philosophy and design, planning and development, program innovations, liberal education, academic majors, graduate and professional education, program review, and evaluation.

Prerequisite: ELHE 700, ELHE 706, and EDLE 721

ELHE 714 - The Administration of Student Services in Higher Education

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Organization and administration of student services in higher education including philosophy, current issues, student development, program planning, financial aid, auxiliary services, housing, counseling, advising, social and health services, student organizations, legal aspects, and special populations.

Prerequisite: ELHE 711 and ELHE 712

ELHE 729 - Internship in Educational Leadership I

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This advanced internship in higher education leadership is an extensive scholar-practitioner experience that will provide an opportunity for candidates to engage in a series of field-based clinical experiences related to one of their selected areas of emphasis: academic affairs, student affairs, athletics, or the presidency. In this course, students identify a problem and develop a strategy to address the problem.

Prerequisite: Must be admitted to the EDD degree program.
ELHE 702, ELHE 713, and EDLE 722

ELHE 730 - Internship in Educational Leadership II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The advanced educational leadership internship is an extensive educational experience that will provide an opportunity for candidates to engage in a series of field-based clinical experiences related to one of their selected areas of emphasis: academic affairs, student affairs, athletics, or the presidency. In this course, students identify a problem of practice and develop a strategy to address the problem.

Prerequisite: ELHE 711 and ELHE 712

ELHE 731 - Research Internship Seminar in Educational Leadership III

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

In this course, candidates engage in a series of field-based clinical experiences with a focus on sharing their research, writing, and communication of expertise as related to their dissertation. Successfully completing this seminar course prepares candidates to formally enroll in dissertation study under the supervision of a faculty chair and committee. This course will have an emphasis on placements in the higher education setting, for example, college, university, UNC-GA, etc.

Prerequisite: ELHE 714, ELHE 730, and EDLE 723

ELHE 740 - Dissertation in Educational Leadership I & II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The dissertation process serves to bring together all of the experiences in which students have engaged during the entire program. Students have the option to complete the traditional dissertation, which includes chapters 1-5, or they can complete a dissertation in practice which builds on the tenets of social justice--this may include (but is not limited to) an improvement plan, implementation project, journal article, or

program evaluation. To be repeated for a total of six credit hours.

Prerequisite: Evidence of passing the doctoral qualifying exam and admission to candidacy.

ELHE 753 - Advanced Research and Methodology for School Improvement

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will provide Ed.D. students in the Higher Education cognate area opportunities to investigate a variety of research approaches and statistical procedures to support school or organizational research. Focus is on research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, and applications of statistical methods. Selected concepts covered include estimation, graphic methods, hypothesis testing and variance, correlation, and non-parametric procedures in the context of educational studies. The student will apply appropriate statistical procedures to analyze student achievement, student learning outcomes, higher education assessment, and university data sets. Computer software programs widely used in educational research will be examined.

English

ENGL 502 - Forms of Fiction

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Drama

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - The Lyric

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Bibliography and Methods of Research

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will introduce students to the graduate study of English language and literature. Study will center on both the integrity of individual texts and the historic, economic, social, and political factors that may have influenced literature and language. The development of printing and publishing, conventional style manuals, and central works of the twentieth century will be considered in order to provide an understanding of editorial standards and textual research.

ENGL 508 - Introduction to Linguistics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Sociolinguistics and Pragmatics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-level listed with ENGL 409.

ENGL 511 - Tragic Vision

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A course in the readings of the tragic in drama, fiction, and poetry. The course will examine versions of the tragic experience, pathos in contrast to tragedy, the hero, and the possibilities of transcendence in tragedy. The course will study the tragic vision in Greek tragedy, Shakespeare, Ibsen, Yeats, and Beckett. It will look for the tragic in, for example, the fiction of Conrad and Mann, and in, for example, the poetry of Shelley, Keats, Tennyson, Dickinson, Yeats, and Plath.

ENGL 515 - History of Criticism and Literary Theory

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Issues in Composition Instruction

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Issues in Teaching Literature

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Technology in the Teaching of English

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 1

The course will provide students with the ability to use computers and multimedia to enhance the language arts classroom. Word processing and composition; the use of style checkers and editing programs, computer-assisted and computer-managed instruction, multimedia, and social media will be examined in the light of recent research into their effectiveness as pedagogical tools. Students will design and implement a syllabus for a computer intensive language arts course.

ENGL 520 - Advanced Digital Writing and Publishing

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course explores advanced writing and publishing in digital formats. Students will learn to evaluate and design content appropriate for multiple online platforms, adapting style and organization to meet the needs of varied audiences and purposes. This course is cross-level listed with ENGL 420.

ENGL 531 - Literature of the South

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Approach to Reading African-American Literature

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course will explore formal modes, figurations, and traditions in African-American writings. The course will analyze ways in which African-American cultural codes produce and reproduce value and meaning. Primary focus includes vernacular theories, performance theories, "womanist" perspectives, and new historicism. The course will include culturally specific aspects of African- American writings and culture, showing how the black tradition has inscribed its own theories of rhetorical systems. The course will consider the slave narrative tradition as it is reflected in different periods by such writers as Frederick Douglass, Harriet Jacobs, Richard Wright, and Toni Morrison. A New Historicist approach to reading will

give attention to how historical discourse displays the surrounding ideology. A consideration of the "black aesthetic" will emphasize the performance of African-American writings.

ENGL 534 - Women and Literature

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - English Phonology and Morphology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An introduction to the phonology (sound system) and morphology (word formation) of English. Primary emphasis will be on Standard English, but others varies of English will be considered. Pedagogical approaches on phonology and morphology will be a component of the course.

ENGL 542 - Advanced Creative Writing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An intensive seminar devoted to the creation, revision, and publication of original creative writing across print and digital media. Genre focus will vary each semester and will alternate between poetry, fiction, creative nonfiction, and children's literature. Students may retake ENGL 542 up to three times in different genres.

ENGL 544 - Advanced Business Writing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course explores the principles of effective writing in business and administration with special focus on developing correspondence, reports, proposals, presentations, flyers and other business documents, as well

as researching issues related to business communication, including ethical, legal, and cross-cultural contemporary concerns.

ENGL 545 - Advanced Technical Writing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course explores effective writing in technical genres, with a focus on adjusting content, organization and style for various audiences including peer, managerial, and lay audiences. Students will examine and produce various technical documents, such as instructions or manuals and reports, and engage in usability testing and revisions of documents.

ENGL 550 - Practicum

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course allows students to participate in a supervised work program where they apply their specialty area coursework knowledge in a practical setting. This course emphasizes the development of specialists in English Studies who develop a high level of professionalism.

ENGL 623 - Medieval English Literature

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Modern Novel

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Special Topics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of major tradition, period, or author; or of current issues in literature, rhetoric, or professional writing. This course will vary according to the issues in literature, rhetoric, or professional writing. This course will vary according to the expertise of the individual instructor and may be repeated for credit under different subtitles. This course is cross-level listed with ENGL 470.

ENGL 636 - Seminar in American Literature

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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

ENGL 637 - Seminar in British Literature

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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

ENGL 638 - Thesis I

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An original investigation in a subject approved by the student's thesis committee. Detailed information on the preparation, form, and defense of the thesis is presented in the Guide for the Preparation and Submission of Theses.

Prerequisite: ENGL 507 and ENGL 515

ENGL 639 - Thesis II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Continued preparation of the thesis under the direction of the advisor and the thesis committee.

Prerequisite: ENGL 507 and ENGL 515

ENGL 899 - Thesis Non-Credit

Credit Hours: 0
Lecture Hours: 0
Lab Hours: 0

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.

Enterprise Resource Planning

ERP 611 - Introduction to ERP and Business Processes

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A problem-based, interdisciplinary course on Enterprise Resource Planning (ERP) concepts to help students understand the integrated software modules used to run virtually all business processes in an organization. Explains and demonstrates in detail how business processes such as sales logistics, production/ material management, procurement, and human resources are supported in an ERP software package. This course is cross-level listed with MGMT 491 and listed as MGMT 611 in the previous catalog.

*Undergraduate students can enroll only with the permission of the instructor

ERP 612 - Electronic Business Management

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A problem-based exploration of the various electronic business tools and technologies required to efficiently manage a supply chain. This course is cross-level listed with MGMT 492 and listed as MGMT 612 in the previous catalog.

ERP 613 - Operations Planning and Control

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Gain detailed information on planning and control systems for business operations through aggregate production planning procedures and disaggregation methods in hierarchical production planning. Topics will include forecasting, capacity planning, scheduling, and inventory management. This course is cross-level listed with MGMT 493 and listed as MGMT 613 in the previous catalog.

Prerequisite: ERP 611 or instructor's permission

ERP 614 - Purchasing and Materials Management

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Focuses on materials management and purchasing policies, procedures and goals including the role of purchasing in production planning and inventory management. Key topics include: providing uninterrupted flow of materials and services, keeping inventory at a minimum to achieve the organization's objectives, quality standards, supplier selection and development, order specifications and agreements, improving competitive position, and achieving positive external and internal working relationships. This course is cross-level listed with MGMT 494 and listed as MGMT 614 in the previous catalog.

Prerequisite: ERP 611 or instructor's permission

Finance

FINC 560 - Foundations of Finance

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course surveys the fundamental financial concepts and principles including the role of the financial manager, valuation models, basic risk and return concepts, and capital budgeting, capital structure theory,

dividend policy, working capital management, and financial planning and control.

Prerequisite: ACCT 550 or equivalent

FINC 620 - Financial Management

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on the firm's financing and investment decisions. Among the topics covered is capital budgeting, cost of capital, capital structure, and risk management. Emphasis is placed on the importance of valuation in financial decision making and on the effects of international capital markets on the firm's value creation opportunities.

Prerequisite: FINC 560 or equivalent

FINC 655 - International Finance

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to recognize the increasing importance of global integration of money and capital markets, a trend that is creating expanded opportunities for both investors and organizations that need to raise capital. This course will focus on macroeconomic issues such as the significance of balance of payments deficits, microeconomic issues such as capital budgeting for multinational corporations, detailed discussion of international markets, and analysis of risk and effect of diversification on an international basis.

FINC 660 - Financial Institutions

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Recent developments in financial institutions and markets will be studied. The impact of new financial regulation on financial intermediaries and how it will affect operations will be investigated.

Prerequisite: FINC 620

FINC 670 - Investment Analysis

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The objective of this course is to help students gain an appreciation of what is involved in making investment decisions. The strategies of practicing investment professionals as well as results from theoretical and empirical research are used to introduce students to the practical aspects of investing.

FINC 675 - Security Analysis

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is a practical course in security and company analysis. Students will learn how to analyze and evaluate companies and the securities that they issue using publicly available information.

Prerequisite: FINC 620

FINC 680 - Option and Futures Trading

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides the student an introduction to derivative securities markets. Option and future instruments are discussed in detail, followed by valuation theory and hedging application.

Prerequisite: Consent of the instructor

FINC 685 - Entrepreneurial Finance

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on financing a new firm from startup to maturity. Topics include: business models and business plans, financial projections, financing new ventures through debt and equity, structuring deals through term sheets, negotiating with investors and other stakeholders, controlling growth, and managing harvest and exit.

Prerequisite: FINC 620 or equivalent

FINC 695 - Seminar in Finance

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on current issues, trends, and problems in finance that are of interest to faculty and students. Depending on the topic at hand the course may rely on interactive discussions as well as individual and/or group research and reporting by students on a variety of different issues in finance. This course can be repeated multiple times with different topics.

Geography

GEOG 525 - GIS Application in Public Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course introduces students to the fundamentals of geographic information systems (GIS) and their use in the public sector. As the course focuses on applying GIS as a tool in public administration, students will learn the needed skillset to use a GIS software to extract and present useful information for decision and public policy making from geographic data through hands-on activities. This course is cross-level listed with GEOG 425.

Healthcare Management

HCM 680 - Managed Care and the American Healthcare Systems

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides a foundation to understand and apply the concepts of managed care. The evolution and need for managed care will be explored as well as the managerial tools needed to accomplish managed care goals. Particular emphasis will be placed on the provider and consumer issues inherent to managed care systems in the current environment, as well as the application of managed care concepts to specific industry segments.

HCM 681 - Health Care Finance and Control

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on the financial assessment, acquisition, allocation, and control of financial aspects of health care organizations. Topics include application of financial management principles of the unique decision-making in the healthcare industry, budgeting processes, cost allocation, fee structures, and management control process.

HCM 682 - Health Services Marketing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed as an advanced study in the application of marketing tools within varied healthcare

settings. Additionally, core marketing concepts and contemporary issues in healthcare marketing will be explored with emphasis on using marketing tools to meet organizational and public health goals.

HCM 683 - Ethical and Legal Issues in Health Care

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides guidance in preventing and solving managerial and biomedical ethical problems including substantive ethical principles and procedural methodologies by which managers can understand, analyze and resolve ethical problems. Topics covered include business ethics versus health care ethics, conflicts of interest, ethical committees, informed consent, confidentiality, human experimentation, death and dying, abortion, the ethics of managed care, and HIV disease. In the second part of the course, federal and state laws, health care agencies and regulations are evaluated. Recent court decisions and their implications with respect to the health care profession will be discussed. Class discussions will consist of the realistic aspects of using legal counsel and diminishing tort and criminal liability to the health care institution.

HCM 684 - Human Resources for Health Care

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to explore key concepts, theories, and issues in the effective utilization of human resources within health service organizations. The strategic value of human resource management will be emphasized as will the contemporary human resource environment, acquisition, and preparation of human resources, assessment and development, compensation, and additional special topic areas.

HCM 685 - Health Care Information Systems

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The course begins with a brief overview of the US healthcare system then discusses the current use of technology in healthcare. It also discusses the collection and storage of healthcare data, patient records, and various techniques for processing medical images. Students will cover technologies that support healthcare, medical computer networks and systems and data security and protection. Actual medical applications that are used in health care and standards that guide data transactions will be covered. This course is cross-listed with HINF 610.

HCM 686 - Managing and Measuring Quality Outcomes

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course examines the concept of quality and quantity assessment from multiple perspectives: patients, healthcare providers, payers, standard setting organization and healthcare policymakers. Content will address the importance of leadership while creating a culture of quality and patient safety in health care. Topics include: the definition of quality and its function in health services; clinical quality improvement; measurement, statistical tools, quality structure, process and outcomes measurements; strategic quality planning; quality tools; importance of customer voice, market voice; and international quality standards.

Health Informatics

HINF 610 - Healthcare Information Systems

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The course begins with a brief overview of the US healthcare system then discusses the current use of technology in healthcare. It also discusses the collection and storage of healthcare data, patient records, and various techniques for processing medical images. Students will cover technologies that support healthcare, medical computer networks and systems and data security and protection. Actual medical applications that are used in health care and standards that guide data transactions will be covered. This course is cross-listed with HCM 685.

HINF 620 - Medical Decision Making and IT

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides a discourse of the applications of decision sciences in health-care industry; decision modeling; cost-effectiveness analysis; DSS use in medical decision making; methods to allocate health-care resources; decision making for health economics and medicine; Monte Carlo simulations; quality-adjusted life years. including decision modeling. Medical decision analyses will be used to describe the fields of application, methodological approaches, results and implications of medical decision analysis. Students will understand the various situations in which quantitative analysis can improve decision making and create competitive advantages SAS Enterprise Miner and Base SAS will be used.

HINF 630 - Managing Health Informatics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course presents the details of information processing in hospitals, hospital information systems (HIS), and more broadly health information systems. It presents the architecture, design, and user requirements of information systems in health care environment. It focuses on Information Technology aspects of Health Informatics specifically addressing the design, development, acquisition and deployment of HIS. The second part will equip students with the knowledge of how to address management and operational

challenges faced in health informatics leadership roles within a variety of organizational settings. The course will use interactive case analysis to apply theory to real-world health informatics cases. SAS Forecast Studio will be used.

HINF 640 - Business Analytics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Data analytics focuses on improving existing operations and supports the enterprise resource planning by streamlining or optimizing business processes. Business analytics help decision makers perform quicker analysis and use the valuable information to make better decisions. This course introduces several commonly used modeling tools to develop and improve students' analytical skills through a variety of realistic situations. The skills learned in this course will help students to recognize a decision situation, understand the business problem, and deal with uncertainty and complex interactions to solve the problem. In order to equip students with these skills, this course is divided into four parts: (I) Descriptive and Predictive Analysis, (II) Prescriptive Analytics with low uncertainty, (III) Prescriptive Analytics with high uncertainty and (IV) Complex Predictive Analytics. Part I will cover forecasting and time series analysis, Part II will cover modeling, optimization, and solvers. Part III will cover decision trees for structuring decision problems under uncertainty, waiting line models, simulation and Part IV will cover multi-criteria decision making, heuristics, and simulation-optimization. Throughout the course, we will use SAS software as a modeling and analysis environment.

This course is crosslisted with and equivalent to MGMT 610 and BIDA 650.

Prerequisite: BIDA 630 or equivalent

HINF 650 - Public Policy for Health Informatics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will examine ethical, legal, and policy issues related to health informatics and the use of IT in healthcare. Analyses of these policies and their effect on clinical informatics, consumer informatics, and population health informatics will be discussed. Students will learn to develop health care solutions and strategies within the limitations of these policies. Topics of interest include the 2009 Health Information Technology for Economic and Clinical Health (HITECH) Act, the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA), and meaningful use. Other regulations and policy efforts, such as HIPAA, Stark, and the CMS, as well as entities that formulate policies at the federal and state levels, such as the ONC and exchanges, will also be covered.

History

HIST 501 - Historiography

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An exploration of theories of historical interpretation, with applications to the histories of the United States, Latin America, and Europe.

HIST 506 - Revolution and American Identity

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Soc Strata in the Ante South

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An exploration of social delineations in the Old South, with attention to the rationale for and the distinguishing features of these groupings.

HIST 508 - Antebellum Reform Movements

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Stud in 20th Cent US History

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Interpretation of 19th Century US History

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - History of Medicine and Public Health in US

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Studies in United States Foreign Relations from 1771 to the Present

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - The French Revolution

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Europe in the Industrial Age

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - The Rise of Fascism in Europe

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - History of Imperial Russia

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - History in 20th Century Russia

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Caribbean History from Columbus to 1838

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Caribbean History Post-Slave

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - The ABC Countries

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the cultural, economic, and political development of Argentina, Brazil, and Chile.

HIST 556 - The Andean Republics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the social, economic, and political development of the continent of South America north of the Southern Cone.

HIST 557 - The Harlem Renaissance

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - African-Americans and World War II

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Black Biography

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Major Topics in African History

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - African Liberation Movements

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - History of Women in Africa

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Africa and the Americas

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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

HIST 590 - Special Topics in History

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides for study of special topics in history not covered in the regular graduate history courses.

HIST 591 - Special Topics in History

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides for study of special topics in history not covered in the regular graduate history courses.

HIST 601 - Directed Readings in 19th Central American History

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 602 - Directed Readings in 20th Central American History

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 603 - Directed Readings in African-American History

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A directed reading course for those history students who are making their final preparations for the comprehensive examination.

HIST 626 - Directed Readings: 18th Central European History

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 627 - Directed Readings: 19th Central European History

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 628 - Directed Readings: 20th Central European History

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 650 - Directed Readings in Mexican History

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 651 - Directed Readings in Caribbean History

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 652 - Directed Readings in Latin American History

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A directed reading course for those history students who are making their final preparations for the comprehensive examinations.

HIST 691 - Master's Thesis

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Thesis Non-Credit

Credit Hours: 0

Lecture Hours: 0

Lab Hours: 0

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.

Information Systems and Business Analytics

ISBA 620 - Management Information Systems

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Information systems have become essential for creating competitive firms, managing global corporations, and providing useful products and services to customers. This course provides the concepts of management information systems that students will find vital to their professional success. It is a computer-based approach to planning, design, implementation and evaluation of information systems in complex organizations. International issues related to the transnational firms, and social, ethical and cultural issues related to information systems are covered also.

ISBA 630 - Data Analytics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will expose students to business intelligence techniques on the SAS platform, including: decision support, querying and reporting, online analytical processing (OLAP), statistical analysis, forecasting, and data mining. This course is cross listed with and equivalent to BIDA 630 .

Prerequisite: BADM 530 or equivalent

Management

MGMT 605 - The Art of Leadership and Communication

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is the first step in the development of the path that students will take as they move through the MBA program. The course focuses on three core activities. First, they will work on the development of goals they hope to achieve in their MBA education. Next, students will discuss and receive individualized

guidance from a 360 Degree feedback assessment designed to help them improve and enhance critical career and professional skills. Finally, students participate in experiential exercises that focus on the communication skills and behaviors required for successful leadership. Students' written and oral skills are enhanced through report preparation, presentation, and public speaking.

MGMT 610 - Business Analytics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Data analytics focuses on improving existing operations and supports the enterprise resource planning by streamlining or optimizing business processes. Business analytics help decision makers perform quicker analysis and use the valuable information to make better decisions. This course introduces several commonly used modeling tools to develop and improve students' analytical skills through a variety of realistic situations. The skills learned in this course will help students to recognize a decision situation, understand the business problem, and deal with uncertainty and complex interactions to solve the problem. In order to equip students with these skills, this course is divided into four parts: (I) Descriptive and Predictive Analysis, (II) Prescriptive Analytics with low uncertainty, (III) Prescriptive Analytics with high uncertainty and (IV) Complex Predictive Analytics. Part I will cover forecasting and time series analysis, Part II will cover modeling, optimization, and solvers. Part III will cover decision trees for structuring decision problems under uncertainty, waiting line models, simulation and Part IV will cover multi-criteria decision making, heuristics, and simulation-optimization. Throughout the course, we will use SAS software as a modeling and analysis environment.

This course is crosslisted with and equivalent to BIDA 650 and HINF 640.

Prerequisite: ISBA 630 or BIDA 630

MGMT 615 - Leading Organizations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course explores the importance of human behavior in reaching organizational goals. Course emphasis: managing individual and interpersonal relations; group and inter-group dynamics; leadership, communication and motivation skills in managing organizational performance and change.

MGMT 645 - Electronic Commerce

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Business Policy and Strategy

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This is a capstone course designed to develop a framework of analysis for long-term policy formulation in a global economy. Case materials and computer simulation are used to integrate strategic concepts and techniques learned in earlier core courses. Emphasis will be placed on social and ethical responsibilities of management.

Prerequisite: ACCT 610 and MGMT 615 and MKTG 640 and FINC 620 or consent of instructor

MGMT 655 - Managing Innovation

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Innovation is the lifeblood of every successful company. During this course, we will focus on a range of techniques to spur innovation, including new products, new markets, new processes, new partnerships, and new technology. The course considers strategies for startups and strategies to revitalize larger, more mature firms. The course culminates in a plan to take your own organization to the next level.

MGMT 660 - International Business Management

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course examines management concepts and the practices of multinational and foreign firms. The objectives, strategies, policies, and organizational structures of corporations engaged in various social, economic, political, and cultural environments are discussed also.

MGMT 665 - Total Quality Management

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Success in modern business depends on success in quality management. This course will provide the framework and methods for potential business managers and entrepreneurs to approach quality as a strategic and competitive variable. Methods to be covered include statistical process control, tolerance and robust design. Course content draws heavily on the teachings of Drs. W. Edwards Deming, Genichi, and Taguchi.

MGMT 670 - Supply Chain Management

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Interest in supply chain management, both in industry and in academia, has grown rapidly over the past several years. This course represents, in an easily accessible manner, recently developed state-of-the-art models and solution methods important in the design, control and operation of supply chains.

MGMT 675 - New Ventures and Entrepreneurship

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on the generation and analysis of ideas and the managerial decisions necessary to operate a new venture. It emphasizes creativity and the source of ideas, an idea's operational feasibility, analysis of the environment, industry, and financial resources needed by the entrepreneur for improving the chances of success, as well as operational issues such as marketing, risk protection, and human resource management. Self-assessment and other managerial decision making tools aid in determining the entrepreneurial interest of course participants.

MGMT 695 - Seminar in Management

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on current issues, trends, and problems in management that are of interest to faculty and students. Depending on the topic at hand the course may rely on interactive discussions as well as individual and group research and reporting by students on a variety of different issues in management. This course can be repeated multiple times with different topics.

Marketing

MKTG 570 - Fundamentals of Marketing

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is designed to introduce students to the fundamental concepts of marketing and focuses upon the factors that influence managerial strategies and decisions for marketing their product or services, which include consumer and organization buyer behavior, marketing research, product decision, services marketing, promotion, pricing and distribution. Additionally, the course examines marketing in the

international, electronic, and non-profit sectors and seeks to sensitize students to the legal and ethical consequences of marketing decisions.

MKTG 640 - Modern Marketing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This is an advanced course emphasizing the application of digital marketing strategies to a global marketplace. This course focuses on refining problem solving skills through the planning, developing, implementing, and evaluating of digital marketing strategies for real life organizations. The components of digital marketing strategies that will be explored include: search engine, social, video, display, websites, blogs, mobile (devices), and data analytics.

Prerequisite: MKTG 570 or equivalent

MKTG 650 - International Marketing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course explores methods applied to estimate market potential and to serve markets outside the United States; methods to serve these markets through branches, warehousing operations, international brokers and traders and foreign affiliates, adaptations to markets in countries with different cultural, political and economic characteristics, and reviews of the marketing and distribution methods of a selected number of U.S. and foreign companies.

MKTG 660 - Marketing Analysis and Research

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course represents an intensive study of market structure and demand for consumer and industrial goods, buyer and consumer behavior, and analysis of distribution systems with analytical techniques.

MKTG 675 - Services Marketing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on the distinctive aspects of marketing a service. The issues and concepts of services marketing are explored through the utilization of cases.

MKTG 680 - Marketing Channels

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on the process of logistics planning and implementation through case analyses and tests. Domestic and international issues such as transportation modes, warehousing, materials procurement and flow, and customer service will be the primary emphasis of the course.

Prerequisite: Consent of the instructor

MKTG 695 - Seminar in Marketing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course examines current topics and problems in marketing. Intensive individual or group research is applied to the marketing issues facing management.

Materials Science

MATS 510 - Materials Science

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

This course introduces students coming from various disciplines to materials science. It is designed for in-depth study in materials science. Different type of advanced materials, modern material needs, processing techniques, properties and application will be discussed. Material degradation upon exposure to various environments, proper selection of material and design consideration, economic and recycling issues of materials will be introduced.

Prerequisite: MATS 204

MATS 520 - Biomaterials Science

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

This course is designed for chemistry, physics, or any branch of engineering students enrolled in the Materials Science Graduate Certificate Program. This certificate course covers: (1) principles and applications of natural and synthetic biomaterials for biomedical application; (2) design, synthesis and characterization of biomaterials.

Prerequisite: MATS 301 (CHEM 301) or MATS 423 (CHEM 423)

MATS 530 - Polymer Science

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

This course is designed for chemistry, physics, or any branch of engineering students enrolled in the Materials Science and Engineering Graduate Certificate Program. This certificate course introduces students to polymer synthesis, processing, and characterization. Students will learn about the viscoelasticity, phase behavior and rheology of polymers and their importance for processing, and interrelationship between polymer structure and properties. This understanding will help them for the proper selection of polymers for various applications including organic electronics, composites, and plastics. Through this course, students will gain a greater understanding of how the intersection of physics, chemistry and engineering apply in materials science field.

Prerequisite: MATS 301 (CHEM 301)

MATS 650 - Materials Science Capstone

Credit Hours: 3

Lecture Hours: 0

Lab Hours: 6

This capstone course provides comprehensive training in ethics education, literature survey, research planning, hands-on research practicing, lab reports, and oral/written presentations. Students are required to use several instrumentations depending on research needs, such as atomic force microscope (AFM), electron probe microanalyzer (EPMA), nuclear magnetic resonance (NMR), scanning electron microscope (SEM), X-ray diffractometer (XRD), etc., and gain knowledge on how to use these techniques and interpret the data. The students conduct research mentored by a faculty member. The course enables students to recollect the information they learned in their earlier years and select the most appropriate methods and analytical techniques to complete the project. Students write a research paper and present their research findings to audience in a professional manner.

Prerequisite: MATS 510

Math Education

MATE 510 - Data Science in Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Data Science in Education has emerged over the past decade as an interdisciplinary field encompassing Learning (e.g. educational technology, learning and assessment sciences), Analytics (e.g. visualization, computer/data sciences), and Human-Centered Design (e.g. usability, participatory design). This course will provide students with an overview of the field, examples of its use in educational contexts, and applied experience with tools and techniques for analyzing new sources of data from new perspectives. Student will be required to learn a programming language to build their skill in experience in the collection, analysis, and

reporting of data throughout the course, they will be better prepared to help educational organizations understand and improve learning and the contexts in which learning occurs.

MATE 520 - Analyzing Learning Networks in Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to prepare researchers and teachers to apply network analysis to better understand and improve student learning and the contexts in which learning occurs. This course will provide students with an overview of social network theory, examples of network analysis in educational contexts, and applied experience with widely adopted data science tools and techniques. The course will prepare individuals to be better at data collection, analysis, and reporting of data throughout the course and as a result be better prepared to help educational organizations understand and improve both online and blended learning environments. Students will extensively use data from social media networks.

Prerequisite: MATE 510 or STAT 540

MATE 610 - Numbers and Operations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An in-depth view of numbers and operations that undergird students' conceptual understanding of the historical foundations of numbers, number systems, and algorithms. Research with an emphasis on the demonstration of best practices and creative strategies to support student learning regarding the conceptual understanding of numbers and operations and common misconceptions will be explored.

MATE 620 - Algebraic Thinking

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An in-depth view of algebraic concepts that undergird students' conceptual understanding of algebraic thinking. Research with an emphasis on the demonstration of best practices and creative strategies to support student learning regarding algebraic thinking will be explored.

MATE 630 - Geometric Thinking

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An in-depth view of geometric concepts that undergird students' conceptual understanding of geometric thinking such as the Van Hiele Model. Research with an emphasis on the demonstration of best practices and creative strategies to support student learning regarding geometric thinking will be explored.

Mathematics

MATH 501 - Teaching Mathematics Using Computers

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the use of computers in mathematics teaching and research, incorporating evaluations of instructional software and examining integrative techniques for applications of microcomputers in middle grades math, consumer math, general math, geometry, advanced mathematics, trigonometry, and calculus.

MATH 502 - Topics in Mathematics for Teachers

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An intensive study of current topics in mathematics of interest to public school teachers including but not limited to such topics as algebra, geometry, trigonometry, functions, statistics, probability, and use of technology.

MATH 504 - Current Trends in Mathematics Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Analysis for Teachers I

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An exploration of proofs of functions, limits, continuity, derivatives, and definite integrals.

MATH 506 - Analysis for Teachers II

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A continuation of MATH 505, emphasizing proofs and covering such topics as the integral, applications of

the integral, L'Hospital's Rule, infinite series, and multiple integrals.

Prerequisite: MATH 502

MATH 507 - Linear Algebra I

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The first course in a two-semester sequence in linear algebra, including such topics as systems of linear equations, matrices, vector spaces, linear transformations, determinants, canonical forms of matrices, and inner product spaces.

Prerequisite: MATH 251 or consent of the department.

MATH 508 - Numerical Analysis

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A practical survey of numerical analysis, with topics included from iterative methods of nonlinear equations, the approximation theory, numerical solutions of ordinary and partial differential equations, and numerical linear algebra.

Prerequisite: MATH 251 and MATH 331 and MATH 507

MATH 509 - Linear Programming and Applications

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Abstract Algebra I

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The first course of a two-semester sequence in abstract algebra, including such topics as groups, normal subgroups, quotient groups, homomorphisms, Cayley's Theorem, Cauchy's Theorem, permutation groups, Sylow's Theorem, direct products, finite abelian groups, rings, ring homomorphisms, ideals, quotient rings, Euclidean rings, and polynomial rings.

Prerequisite: MATH 361 or consent of department

MATH 521 - Real Analysis I

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The first course of a three-semester sequence in real analysis, including such topics as real number systems, elements of point-set topology and metric spaces, sequences and series of real numbers, continuity, differentiation, integration, the Riemann-Stieltjes Integral, sequences, and series of functions, point wise and uniform convergence, functions of several variables, implicit function, and inverse function theorems.

Prerequisite: MATH 412 or consent of department

MATH 531 - Topology I

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The first course in a three-semester sequence in topology, presenting an axiomatic development of topological spaces and including such topics as continuity, compactness, connectedness, separation axioms, metric spaces, and convergence.

Prerequisite: MATH 412 or consent of department

MATH 533 - Advanced Studies in Teaching Mathematics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An in-depth investigation of a variety of techniques and topics pertaining to curriculum, methodology, technology and research in teaching mathematics in grades 6-9, including an exploration of problem analysis, descriptive statistics and elementary probability. Statistical software such as Excel and SPSS will be used to reinforce concepts.

MATH 541 - Complex Analysis I

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The first course of a three-semester sequence in complex variables, including such topics as complex numbers and their geometrical representation, point sets, sequences and mappings in the complex plane, single-valued analytic functions of a complex variable, elementary functions, and integration.

Prerequisite: MATH 412 or consent of department

MATH 571 - Ordinary Differential Equation

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A course including such topics as existence and uniqueness theorems, linear systems, autonomous systems, periodicity, boundedness and stability of solutions, nonlinear equations, perturbation theory, Sturm-Liouville systems, etc.

Prerequisite: MATH 331 or consent of department

MATH 581 - Operational Mathematics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Vector Space Methods in System Optimization

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An introduction to algebraic and functional analysis concepts used in systems modeling and optimization: vector spaces, linear mappings, spectral decompositions, adjoints, orthogonal projections, duality, fixed points and differentials, with additional emphasis on least squares estimations, minimum norm problems in Banach spaces, linearization in Hilbert space, iterative solutions of systems of equations, and optimization problems.

Prerequisite: MATH 241 and MATH 521

MATH 611 - Linear Algebra II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The second course of a two-semester sequence, including such topics as vector spaces, linear independence and bases, dual spaces, inner product spaces, modules, extension fields, roots of polynomials, elements of Galois theory, solvability by radicals, Galois groups over the rationals, algebra of linear transformations, matrices, canonical forms; triangular form, Nilpotent transformation, Jordan form, rational canonical form, Hermitian, unitary, and Normal transformations real quadratic forms.

Prerequisite: MATH 507

MATH 612 - Abstract Algebra II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Real Analysis II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Real Analysis III

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A continuation of MATH 621, including such topics as extension of a linear function, construction of measure, the space of $L_p(X)$, $(1 \leq p < \infty)$, integration on a product space, complex measures, the Haar integral, bounded functions, and almost periodic functions.

Prerequisite: MATH 621

MATH 631 - Topology II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Topology III

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of advanced topics such as homotopy and the fundamental group, homology theory, exactness, the excision theorem, Mayer-Vietoris sequences, the Eilenberg-Steenrod axioms, cohomology and duality, and higher homotopy groups.

Prerequisite: MATH 631

MATH 641 - Complex Analysis II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The second course of a two-semester sequence in complex analysis, including metric spaces and the topology in \mathbb{C} , elementary properties and examples of analytic functions, complex integration, singularities, the maximum modulus theorem, compactness and convergence in the space of analytic functions.

Prerequisite: MATH 541

MATH 642 - Complex Analysis III

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Functional Analysis I

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Functional Analysis II

Credit Hours: 3
Lecture Hours: 3

Lab Hours: 0

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, KrienMilman Theorem, Eberlein-Smulian Theorem, and metric properties of normed spaces.

Prerequisite: MATH 651

MATH 671 - Partial Differential Equations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of topics such as Cauchy-Kowalewski theorem, existence and regularity of the solutions, Dirichlet problem for linear elliptic equations, Cauchy problems, hyperbolic equations, and fundamental solutions of linear equations with constant coefficients.

Prerequisite: MATH 331 and MATH 571

MATH 681 - Tensor Analysis

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of such topics as tensor algebra, covariant and contravariant components, christoffel symbols, and applications of tensor analysis.

MATH 699 - Thesis Research

Credit Hours: 6

Lecture Hours: 6

Lab Hours: 0

An extensive research experience in an approved topic of choice.

MATH 710 - Topics in Abstract Algebra

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Discussions of special and advanced topics, forming an axiomatic and rigorous study of algebra within the scope of research interests of the instructor.

Prerequisite: MATH 612

MATH 720 - Topics in Real Analysis

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Discussions of special and advanced topics, forming an axiomatic and rigorous study of real analysis within the scope of research interests of the instructor.

Prerequisite: MATH 632

MATH 730 - Topics in Topology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Discussions of special and advanced topics, forming an axiomatic and rigorous study of topology within the scope of research interests of the instructor.

Prerequisite: MATH 632

MATH 740 - Topics in Complex Analysis

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Discussions of special and advanced topics, forming an axiomatic and rigorous study of complex analysis within the scope of research interests of the instructor.

Prerequisite: MATH 642

MATH 899 - Thesis Non-Credit

Credit Hours: 0
Lecture Hours: 0
Lab Hours: 0

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.

Nursing

NURS 600 - Advanced Pathophysiology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on pathophysiological processes across the lifespan. Emphasis is placed on the development of clinical reasoning skills for the advanced practice nurse.

NURS 601 - Research Methods and Biostatistics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on the critical components of nursing research concepts and statistical principles that govern the analysis of data in public health and health sciences. Emphasis is placed on identifying a researchable practice question and analysis of findings including exploratory data analysis, probability theory, confidence interval testing, hypothesis testing, power and sample size determination, and multivariable methods.

NURS 602 - Introduction to Population Health and Epidemiology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on principles and methods of epidemiology with an emphasis on critical thinking, analytic skill, and application to clinical practice and research. Emphasis is placed on principles and methods of investigation, summaries and display of data, and statistical displays to describe the health of populations.

NURS 603 - Advanced Pharmacology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on the application of advanced pharmacological principles in nursing practice. Emphasis is placed on clinical decision making, evidence-based practice, and altered pharmacodynamics in relation to age, race, and ethnicity.

NURS 604 - Quality and Safety in Health Care

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on improvement of patient care quality and safety in the health care setting. Emphasis will be placed on understanding system design, informatics and relationship to performance, the basic principles of safe design, quality measures and the evidence that supports these approaches.

NURS 605 - Research Evaluation and Translation for Health Care

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course provides specific approaches to the evaluation of the quality and translation of relevant research. Emphasis will be placed on critical analysis of the nursing literature. Each student will develop and evaluate a plan for the translation of the research into their practice.

Prerequisite: NURS 601

NURS 609 - Special Topics in Graduate Nursing

Credit Hours: 1-3, variable
Lecture Hours: 1-3, variable
Lab Hours: 0

This is an elective graduate nursing course to supplement the MSN Patient Safety and Quality program. The course is designed to facilitate the student's academic achievements and professionalism in advanced nursing practice. The structure of the course is student-driven, and the student will work under the advisement of a faculty member. The course may be repeated for credit(s) with a change of topic or focus (Pre-requisite – none). Course enrollment must be approved by Graduate Program Director.

NURS 610 - Advanced Physical Assessment

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on synthesis of nursing and biopsychosocial concepts necessary for advanced, comprehensive physical assessment of adults. Emphasis will be placed on current best practice for enhanced clinical decision making and diagnostic reasoning.

NURS 611 - Ethical and Legal Issues in Healthcare Management and Policy

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on the ethical and legal implications in health care and policy. Emphasis will be placed on approaches that allow the quality and safety professional to implement, evaluate, and sustain system wide changes in health care organizations.

NURS 612 - Creating a Culture of Safety and Quality Care

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on the design, implementation, and evaluation of a project planned to enhance quality

of care and safety practices in the healthcare organization. Will include practicum hours applicable to research action project or thesis.

Prerequisite: NURS 604 and NURS 605

NURS 613 - Systems Leadership, Collaborative Practice, and System Thinking

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on development of competence in leadership at the systems level. Emphasis will be placed on communication, informatics, strategic planning, and evidence-based approaches to facilitating sustained systems change.

NURS 614 - Quality and Safety Capstone

Credit Hours: 6

Lecture Hours: 2

Lab Hours: 4

This course focuses on the completion of a project or thesis initiated in NURS 612. Emphasis will be placed on the design, implementation, and evaluation of a project or thesis planned to enhance quality of care and safety practices in the healthcare organization. Will include practicum hours applicable to research action project or thesis.

Prerequisite: NURS 600, NURS 601, NURS 602, NURS 603, NURS 604, NURS 605, NURS 610, NURS 611, NURS 612. This course must be taken in the semester the student plans to graduate.

Political Science

POLI 510 - American Constitutional Law

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Black Politics in the US

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Public Policy and Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-listed with PADM 541.

POLI 535 - Public Personnel Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-listed with PADM 513.

POLI 610 - Problems In Political Behavior

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Seminar in American National Government

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will provide students with the ability to examine critically major and recurring problems in American national government. Special attention will be placed on government plans and reactions in

dealing with domestic and international problems, such as wars, other international crises and plans, depression and other economic aberrations, labor disputes, unemployment, budgetary crises, and official abuse of power.

POLI 613 - The Judicial Process

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Government and Politics of Europe

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Government and Politics of the Far East

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Government and Politics of Developing Nations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - International Politics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Administrative Law

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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, adjudatory 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. This course is cross-listed with PADM 516.

POLI 631 - Financial Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-listed with PADM 514.

POLI 632 - Comparative Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-listed with PADM 543.

POLI 633 - Problems in State and Inter-government Relations

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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. This course is cross-listed with PADM 542.

POLI 634 - Politics of the Budgetary Process

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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. This course is cross-listed with PADM 515.

POLI 641 - Research Methods in Political Science

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Currents of American Political Thought

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Contemporary Political Ideologies

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Advanced Reading Seminar

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Thesis I

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Thesis II

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Continued preparation of thesis under the direction of the advisor and Thesis Committee.

POLI 899 - Thesis Non-Credit

Credit Hours: 0
Lecture Hours: 0
Lab Hours: 0

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.

Project Management

CPM 610 - Introduction to Project Management

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on how projects contribute to the strategic goals of the organization. The linkages of integration include the process of selecting projects that best support the strategy of a particular organization and that in turn can be supported by the technical and managerial processes made available by the organization to bring projects to completion. The topics include the complete life cycle of projects including defining, planning, execution and delivery of projects. It also talks about estimating time and costs, managing resources, and risk management. The international and future issues of project management will be discussed.

CPM 620 - Communication and Procurement in Project Management

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course looks at purchasing and contracting of goods and services and how appropriate terms and conditions can favorably impact objectives. The course also examines the impact of leadership on attainment of goals; with particular emphasis on consensus versus autocratic styles, transparency of decision making, and accountability from the leader. Various human resource policies will be examined in relationship to projects which have beginning and end dates versus manufacturing and office environments. Ethics and moral issues will also be explored in context of different motivations of labor and management. Cultural clashes will also be explored for multinational environments.

Prerequisite: CPM 610

CPM 630 - Tools and Techniques of Project Management

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course starts with manual techniques to manage time, costs, human resources, and quality control and

then proceeds to explore current software solutions. Additionally, students will review and examine forecasting, estimating, budgeting, and auditing methods both from a theoretical and practical basis. Students will learn the analysis techniques used to evaluate compliance to objectives and how to correct for deviation from plan.

Prerequisite: CPM 610

CPM 640 - Project Risk Management

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Students will learn to explore the internal and external variables that will impact the successful execution and completion of the project. This course will identify, qualify, and quantify risks such as manpower, cost, technology, quality, politics, logistics, etc. Those risks will be evaluated to determine their impact and what effect they will have on the minimizing, maximizing, or optimizing the key elements needed for the success of the project.

Prerequisite: CPM 610

Psychology

PSYC 500 - Statistics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides a graduate level foundation for quantitative reasoning with a focus on the interpretation and application of descriptive and inferential statistics for use in psychology and related fields. It includes instruction on hypothesis formulation and testing as well as computer-based data calculation and analysis.

PSYC 501 - Research Design and Quantitative Methods

Credit Hours: 4

Lecture Hours: 3

Lab Hours: 1

A study of experimental and correlational methods of psychological research, including single subject designs emphasizing the application of parametric and nonparametric statistical methods to psychological research.

PSYC 505 - Research Methods

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course covers the rationale, design, and methods of conducting psychological research and prepares students to conduct and consume behavioral sciences research.

PSYC 509 - Advanced Designs and Analysis

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of advanced statistical inference, including the analysis of variance, multiple comparison techniques and multivariate models including multiple and partial regression, combined with advanced principles of research designs that fit these statistical models.

Prerequisite: PSYC 505

PSYC 510 - Statistics and Design Issues in Research

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This statistics course covers statistical methods using a practical approach. Common statistical tests and their implications will be considered in relation to research design and program evaluation.

PSYC 511 - Applied Research Design and Implementation

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course addresses applied techniques involving research methodology, designs, ethical procedures, design implementation, data analysis, reporting, and presentation of findings for the completion of a research study on topics relevant to psychology and related fields.

PSYC 515 - Psychology of Diversity

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. The course expands students' frame of reference concerning human diversity and encourages application of major themes.

PSYC 516 - Developmental Psychology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the theories, principles, and concepts of cognitive, social, emotional and physical development of children and adolescents, with special emphasis on how they function in the family, school, and groups.

PSYC 520 - Behavior Therapies

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the principles of behavior therapies and their applications to behavior problems in various settings with an emphasis on behavior modification and cognitive behavior therapy.

PSYC 525 - Ethical and Professional Issues

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is a survey of ethical standards and theory; organization, legal, and public policy regulations; professional roles and responsibilities; dilemma or problem recognition, resolution, and prevention; as well as ethical decision making for use in psychology and related fields.

Prerequisite: Permission of instructor.

PSYC 530 - Theories of Personality

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An in-depth study of the major theories of personality, including comparative analyses of the research support for the various theories.

PSYC 540 - Seminar in Health Psychology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This seminar will examine the role of psychology in healthcare, including the relevance of biological, personal, cognitive, developmental, social, environmental, and cultural variables in health promotion/prevention, healthcare treatment/delivery, and health behavior.

PSYC 550 - Psychopathology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the etiology, symptomology, diagnosis and treatment of psychological disorders, encompassing a multicultural perspective, with an introduction to and laboratory on the use of the Diagnostic Statistical Manual of Mental Disorders.

PSYC 555 - Cognitive Aspects of Behavior

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the theories, principles, and current research in the cognitive sciences in relation to basic psychological research and applications. Special emphasis is placed on information processing, memory and the interface between cognition and affect.

Prerequisite: Permission of Instructor.

PSYC 570 - Clinical Neuropsychology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will introduce students to the relationship between brain malfunction and behavior. The emphasis of the course will be the assessment and early diagnosis of lesions that disrupt brain functioning. Topics to be examined will include neuropsychological assessment of language disorders such as aphasia and anomia, disorders of visio-spatial perception, brain injury, memory disorders, and dementia (e.g. Alzheimer's disease). Other topics to be discussed include the teaching of intervention strategies for neurological disorders.

PSYC 575 - Biological Aspects of Behavior

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of brain functions in relation to intelligence, speech, memory, emotions, and visual-spatial abilities, with attention to individual differences in both normal and brain-damaged persons.

PSYC 601 - Biofeedback Techniques

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of biofeedback training related to psychology, focusing on theories, significant research, and applications of biofeedback techniques.

PSYC 603 - Psychopharmacology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the use and abuse of psychoactive drugs and their behavioral and neurophysiological effects in normal and clinical populations.

PSYC 610 - Psychology of Social and Interpersonal Communication

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course will provide an in-depth exploration of major themes of social and interpersonal communication including a review of well-established psychological theories of communication and evidence-based models of communication. The course will span various contexts of interpersonal communication including intimate, professional, and social.

PSYC 611 - Theories of Counseling

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An exploration of the philosophy and theories of counseling, the roles and responsibilities of counselors, practical ethics, and current issues in counseling.

PSYC 612 - Techniques and Process in Counseling

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the process and development of the essential skills and techniques used in counseling psychology. This course includes a laboratory experience.

Prerequisite: PSYC 611

PSYC 613 - Counseling in Community Settings

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course introduces students to the field of community counseling by studying the history and principles behind contemporary community counseling practice, the development of professional identity, and the acquisition of relevant skills and competencies. Topics covered include the role of community counselors,

settings in which they practice, organization of community counseling programs, legal and professional issues.

PSYC 614 - Addiction and Substance Abuse Counseling

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is a study of theory and evidence-based counseling practices related to the etiology, neuropsychology, symptoms (as identified in the Diagnostic and Statistical Manual of Mental Disorders), psychosocial correlates, and treatment of substance-related disorders. This course will incorporate an integrative perspective (e.g., person centered, systems, cognitive behavioral, and multicultural). It will address issues related to dual diagnosis, explore relevant ethical and legal standards, and provide information on professional certification or licensure.

Prerequisite: PSYC 550 and PSYC 612

PSYC 619 - Cognitive and Intellect Assessment

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Administration, scoring and interpretation of intelligence, memory and achievement tests with adults and children. Psychometric properties and report writing are covered.

PSYC 620 - Psychological Assessment and Testing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the evaluation, selection, use, and interpretation of psychological tests in development, clinical and counseling settings.

Prerequisite: PSYC 612

PSYC 623 - Theories and Assessment of Personality

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course covers the theories and principles that inform the development and use assessment of personality including measurement of traits, behavior, emotional functioning, and psychopathology in children and adults. The course provides training in administration, scoring, and interpretation of select personality tests.

Prerequisite: PSYC 550

PSYC 630 - Techniques in Crisis Intervention

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the theory, skills, and techniques of emergency psychological intervention and counseling with persons experiencing intense situational and emotional distress.

PSYC 631 - Career Counseling

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Theory and Practices of Family Counseling

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the major theories and classifications of marriage and family counseling approaches and practices.

PSYC 633 - Techniques and Processes in Family Counseling

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Group Counseling

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the group counseling processes with emphasis on understanding the basic concepts and principles, and the development of group counseling skills through laboratory experience.

Prerequisite: PSYC 612

PSYC 635 - Psychological Consultation and Supervision

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course covers the theories and principles that inform the practice of consultation, collaboration, and supervision in the psychological and counseling discipline. The course examines models and modalities of supervision, as well as administrative and professional concerns.

PSYC 638 - Perceptual and Cognitive Development

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the theories, principles, and research in cognitive and perceptual development. Special emphasis is placed on the interaction of perception and cognition and how they influence behavior, thinking, and decision-making processes in children and adults.

PSYC 640 - Social Aspects of Behavior

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A focus on current research and theory in selected topics related to social psychology, such as attitudes, dehumanization, conformity, aggression, and effective group functioning and change.

PSYC 641 - Advanced Developmental Psychology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Psychology of Aging

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An in-depth study of the theories and research related to the processes in adult development and aging.

PSYC 652 - Principles and Techniques of Teaching Psychology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is designed to prepare psychology majors for the teaching of psychology at the junior and community college level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures.

PSYC 660 - Genetic Aspects of Behavior

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Fundamental mechanisms of genes and gene expression related to psychological processes. Genetic, environmental, and epigenetic induction of normal and pathological behavioral, cognitive, and emotional structure and function, including behavioral plasticity are examined. Human disorders and disease and application to genetic counseling emphasized.

Prerequisite: PSYC 500 and PSYC 575

PSYC 671 - Seminar in Selected Topics in Psychology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Special areas of psychological research and theory that are not traditionally offered in other graduate courses in psychology will be offered in a seminar forum. These offerings will be based on both student interest and need, and faculty experience, and proficiencies.

Prerequisite: Completion of 18 credit hours in graduate psychology program and permission of Instructor.

PSYC 672 - Seminar in Current Issues in Psychology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Intensive study of current topics in various areas of psychology. This course focuses on recent advances in major psychological theories, major methodological problems involved in utilizing various theories for experimental and applied research, ethical issues, and public policies.

Prerequisite: Completion of 18 credit hours in graduate psychology program and permission of Instructor.

PSYC 680 - Clinical Practicum I

Credit Hours: 3
Lecture Hours: 3

Lab Hours: 0

A structured supervised experience in counseling practice, assessment and/or psychotherapy with clients at campus and/or local agencies. May be repeated.

Prerequisite: PSYC 611 and PSYC 612

PSYC 681 - Clinical Practicum II

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A structured supervised experience in counseling practice, assessment and/or psychotherapy with clients at campus and/or local agencies. May be repeated.

Prerequisite: PSYC 680

PSYC 683 - Group Supervision in Counseling Internship

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Advanced supervised counseling experiences in community services/agencies. To be taken in conjunct with PSYC 681 (Counseling Internship). Weekly seminars for consultation and discussion with a supervisor on such topics as professional ethics, cross-cultural counseling, enhancing treatment compliance, professional and client interaction, and confidential communication.

PSYC 685 - Independent Study

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Individual study in an area of interest to student under the supervision of a psychology faculty.

PSYC 690 - Capstone Seminar

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides students with an in-depth review of the major themes of psychology taught throughout FSU's MA Program in Psychology and serves as a culminating program experience. Students will establish a professional portfolio to include samples of their academic work, professional resources, and documents designed to prepare them for career obtainment and advancement in psychology-related fields.

PSYC 691 - Directed Study

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Supervised research on a topic of choice approved by a committee of three faculty members, with an oral examination required.

Prerequisite: PSYC 500 and PSYC 510

PSYC 692 - Tests and Measurements

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An intensive review of the theories and models underlying psychological tests and measurement procedures. The course will focus on the study of the psychometric properties of test instruments and the evaluative criteria used to assess the reliability and validity of psychological measures.

Prerequisite: PSYC 390

PSYC 693 - Thesis Research

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An extensive research experience in an approved topic of choice.

Prerequisite: PSYC 500 and PSYC 505

PSYC 899 - Thesis Non-Credit

Credit Hours: 0

Lecture Hours: 0

Lab Hours: 0

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

Public Administration

PADM 511 - Foundations in Public Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Overview of major subfields of modern public administration. This course explores the theoretical foundations of public administration and applies the theories to current practice in public administration.

PADM 512 - Ethics in Public Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The course examines the theory and practice of administrative ethics with a focus on current ethical problems for public administrators. Students will be introduced to ethical dilemmas of public administration as students learn to have basic understanding of theories and traditions in public administration.

PADM 513 - Public Personnel Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-listed with POLI 535.

PADM 514 - Financial Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-listed with POLI 631.

PADM 515 - Politics of the Budgetary Process

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-listed with POLI 634.

PADM 521 - Research Methods for Public Administration

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Research methods course is critical to graduate students and provides a solid background in understanding how social science research is conducted. Introduction to scientific and analytic approach to building knowledge and skills, including role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, introductory computer skills, and report writing.

PADM 531 - Sustainable Management and Leadership

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Students will learn leadership shifts and framework for responsible management in order to achieve a sustainable society, as well examines the contributions of sustainability, responsibility, ethics and technologies to organizational management.

PADM 541 - Public Policy and Administration

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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. This course is cross-listed with POLI 531.

PADM 542 - Intergovernmental Relations

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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. This course is cross-listed with POLI 633.

PADM 543 - Comparative Administration

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-listed with POLI 632.

PADM 580 - Internship

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course intends to provide students with an opportunity to apply the knowledge they have learned in PADM courses to work experiences in public or non-profit organizations and inform their course work with real-world professional experiences. Students are supervised and evaluated under the direction of the instructor in cooperation with administrators of their selected internship site.

PADM 590 - MPA Capstone Project

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The MPA Capstone Project offers students the opportunity to demonstrate mastery of the theory and practice of public administration by applying the knowledge and skills gained in the MPA program to a project of the students' choice. This involves completing a project report reflecting the cumulative knowledge gained from these experiences. The course is intended only for students who are completing their Master of Public Administration.

Reading

READ 512 - Improvement of Reading Instruction

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An introduction to fundamentals of reading instruction and remediation, including the skills essential to the early detection and treatment of reading problems.

READ 513 - Read Remediation and Practicum

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Applied Phonics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 3

An introduction to the essentials of phonics, with emphasis on applications to word identification and pronunciation in teaching children to read.

READ 517 - Foundations in Reading Instruction

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A particular emphasis will be placed on the teaching of phonological awareness, phonemic awareness, and the importance of the integration of culturally relevant texts in reading instruction. An introduction to current literacy programs used statewide.

READ 518 - Using Literacy Research to Inform Classroom Practice

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course engages pre-service and in-service teachers in the utilization of literacy strategies applicable for students with persistent reading challenges with an emphasis on fluency and comprehension. Additionally, this course uses an equity framework for culturally responsive literacy instruction.

READ 519 - Investigations in the Science of Reading

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Investigations of studies on the reading process, including analyses and critical evaluations of the research, with particular emphasis on psychological principles and educational implications. This course provides an

exploration of educational and psychological studies on the reading-learning process, with particular emphasis on application and remediation of vocabulary instruction and reading-related problems.

READ 520 - Reading Research to Classroom Practice and Implementation

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides laboratory experiences in studying, assessing, and evaluating literacy problems and developing plans for correcting reading problems. Practical application of knowledge and skills taught in FSU Reading Clinic.

READ 550 - Reading in Junior and Senior High School

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Teaching Reading in the Content Area

Credit Hours: 3

Lecture Hours: 0

Lab Hours: 3

A practical course in the principles and methods of reading instruction in content areas of the K-12 curricula.

READ 552 - Teaching Literacy Across Content Areas

Credit Hours: 3

Lecture Hours: 0

Lab Hours: 3

This course provides an in depth study of reading comprehension strategies and study skills needed in order to read in the content areas. Different types of text, structures and features of expository (informational) texts, and a variety of reading strategies will be explored.

READ 601 - Special Topics in Reading

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A practicum course that develops skills in observing, recording, and analyzing children's reading and writing behaviors and implementing effective methods for teaching literacy to young children at risk or reading failure. Generates understanding of theories of reading and writing processes and of reading acquisition from an emergent perspective.

READ 605 - Investigations in the Teaching of Reading

Credit Hours: 3

Lecture Hours: 0

Lab Hours: 3

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 - Foundations of Literacy

Credit Hours: 3

Lecture Hours: 0

Lab Hours: 3

This course provides basic information about the reading process what it is how the child learns to read instructional strategies, and materials available for facilitating literacy teaching.

READ 611 - Foundations of Reading

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the fundamentals of the reading process, including instructional strategies, methods and materials for teaching reading, techniques for diagnosing reading problems, and methods of remediation.

READ 612 - Principles and Practices in Emergent Literacy

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 level.

Prerequisite: Admission to graduate study; a B.S. degree in Elementary Education, or related area; permission of the instructor.

READ 618 - Reading: The Learning Bases

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An exploration of educational and psychological studies on the reading-learning process, with particular emphasis on applications to the teaching of reading and to remediation of reading-related problems.

READ 620 - Assessment and Evaluation of Reading Problems

Credit Hours: 3
Lecture Hours: 0
Lab Hours: 0

This course provides a laboratory experience in studying, assessing, and evaluating, literacy problems and in developing plans for correcting reading problems.

Prerequisite: READ 610

READ 621 - Clinical Procedures in the Identification and Evaluation of Reading Disabilities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of the principles and practices of remedial instruction in reading, with practical experience in application of clinical procedures.

Prerequisite: EDUC 680 and PSYC 692 and READ 611 or READ 605

READ 622 - Remediation of Reading Disabilities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Correction of Reading Problems

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Provides a laboratory experience in analyzing, implementing, and utilizing specialized reading strategies designed to meet the literacy needs of problem readers.

Prerequisite: READ 620

READ 644 - Organization and Management of Reading Programs

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Advanced Applied Product of Learning

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Seminar - Thesis

Credit Hours: 3
Lecture Hours: 0
Lab Hours: 3

In-depth studies of issues in various fields of education, with conferences and discussions under the guidance of a major professor.

Science Education

SCIE 511 - Physics of Energy Materials

Credit Hours: 3
Lecture Hours: 2
Lab Hours: 1

This course is designed to give a broad knowledge about fundamental physical principles which will help in selecting and using materials for applications in energy technologies. This project and activity-based course will train students through experimental methods, with hands-on activities related to the topics discussed in the classroom teaching. Students will be introduced to basic physics principles and instruments, including electrical and electrochemical testing of solar cells, light emitting diodes, thin film transistors, batteries, fuel cells, hydrogen production etc. This provides the necessary information about the material aspects of modern technology. Students will be able to integrate the topics discussed in this class into their high/middle school courses.

SCIE 520 - Chemistry for Science Educators

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 1

This chemistry course will provide students with the knowledge and skills needed to conduct research, understand application of analytical instruments to the real-world issues, and analyze results. Over the duration of the course students will learn the theory behind a variety of spectroscopic and separation techniques, instrumentation hardware, and data analysis techniques. Students will develop critical thinking and reading skills as well as develop their scientific communication skills (both verbal and writing).

SCIE 630 - Applied Spectroscopy

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 1

An introduction into the application of optical spectroscopy and nuclear magnetic resonance to solve experimental problems through the interpretation of observed phenomena. While enough theory will be used to explain the techniques, this course will focus on developing experimental techniques and critically evaluating collected data. Spectral qualities, such as resolution, signal-to-noise ratio, and linewidth will be explained to train students to assess the quality of collected spectra. The course also will focus on the use of UV-Visible and fluorescence spectroscopy to probe electronic excited states, infrared and Raman to elucidate molecular structure, and nuclear magnetic resonance to investigate molecular structure and reaction dynamics. The effects of molecular symmetry and structure on the observed spectra will be investigated.

SCIE 640 - Current Trends in Science for Educators

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Examination of current trends in science and the science instruction, instructional issues facing elementary, secondary, and community college science teachers, and application of learning theory to teaching biological, physical, and environmental sciences.

SCIE 650 - Earth and Space Science for Science Educators

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course covers the advanced content knowledge that a secondary Earth Science teacher is expected to know and understand. Topics include basic scientific principles of Earth and space sciences, tectonics and internal Earth processes, Earth materials and surface processes, history of the Earth and its lifeforms, Earth's atmosphere and hydrosphere, and astronomy. In addition, teaching science is not just about covering

content. This course will help science educators provide tools for students to understand the Nature of Science; how science is done; and how science impacts society.

Social Work

SWRK 501 - Professional Writing for Social Work

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course will assist students by emphasizing the process of critical thinking and analysis of professional writing as a generalist social work practitioner. Students will apply selected generalist social work concepts to prepare academic and post-graduate writing in professional social work practice and in mastering skills needed in a variety of current and post-graduate social work micro and macro settings (e.g., clinical work, research, program evaluation, grant writing, and administration). Research and associated data reporting formats as well as writing skills emphasized include conducting electronic literature searches, outlining, paragraph and sentence structure, revising, using American Psychological Association (APA) format, and proofreading for correct grammar, word usage, and punctuation.

SWRK 515 - Forensic Social Work

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course addresses working with criminals in clinics, prisons, juvenile and adult services, corrections, court mandated treatment and psychiatric hospitals for defendants being evaluated and treated on issues of responsibilities and competence to stand trial. As well, the course will address the related issues of working with the families of these offenders. Students will develop familiarity with the adversary process and the issues social workers confront in the civil and criminal justice system. This course also includes experiential learning from field trips. Students will interface/interact with the inmates and the prison staffs during these trips.

SWRK 516 - Social Work Practice with Black Families

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course examines the past and current status of Black families and alert students to specific knowledge, skills values and strategies required to work successfully and culturally with the target group. It incorporates the study and analysis of problems and issues faced by social workers in working effectively with Black families, including the integration of theory, cultural factors, social work policy, human behavior and social work practice. A particular emphasis is placed upon greater understanding of the challenges and dynamics affecting practice with Black families, including economic and social justice, empowerment, and oppression. Additionally, from an empowerment and strengths perspective, this course will examine historically the capabilities and strengths of Black families and how such capabilities and

strengths can be used in effective social work practice with Black families.

Prerequisite: SWRK 611 or SWRK 425

SWRK 517 - International Social Work

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course introduces students to the international dimensions of social work practice. Special attention is given to the present and future role of International social work professionals. Additionally, the role and responsibilities of United Nations, global human rights organizations, international aid agencies, intergovernmental and nongovernmental agencies are addressed. Students develop and understanding of poverty, violence, structural adjustment, debt crisis, migration, human rights issues, exploitation of children and women, other populations at risk, and social and economic justice issues within a global perspective. Also addressed are international aspects of domestic practice, policy formulation and advocacy from a global perspective.

SWRK 519 - School Social Work

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to give students an in-depth knowledge and understanding of social work practice in schools. The multiple roles of the school social worker will be explored with special emphasis on practice with populations at risk and culturally diverse groups. The course will examine the many issues facing children, families, and schools using a policy-practice perspective. Course content will prepare students to work collaboratively with diverse children, families, school staff, and community partners to build effective, culturally responsive early childhood and K-12 learning environments.

SWRK 521 - Gerontology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will focus on social work intervention through social policy and social services that are designed to help elders and their families. Particularly the problems and issues that most directly impact this population such as demographic changes, theories of aging, health/ mental health and social service needs of the elderly. We will discuss the importance of the Social Security Act of 1935 and how it has continued to change by adding services and programs. Issues related to health care proxy, guardianship, elder abuse, and end of life care will be explored as well as those policies that dictate how these services are delivered.

SWRK 601 - Social Welfare Policy and Services

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is an advanced study of the historical development of social welfare and the evolution of social work values and ethics. Emphasis is placed on the major fields of social work such as children and family services, mental health, health care, income maintenance, and corrections. Analytic frameworks with regard to social welfare policies and services are introduced. Frameworks identify strengths and weaknesses in the social welfare system with respect to multiculturalism and diversity. Policy at the national, state, and local levels, with emphasis on poverty, inequality; social and economic justice is addressed.

Prerequisite: Graduate standing in social work

SWRK 602 - Human Behavior and the Social Environment I

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on the physiological, cognitive, intellectual and emotional development of individuals. Theoretical explanations of human development over the lifespan are explored. Major social issues relating to human growth and development, ecological systems, culture, race, ethnicity, gender and socioeconomic forces as applied to the analysis of individuals, families, small groups, organizations and communities are addressed. Focus will be given to oppression, privilege, and discrimination, and factors that help individuals and small social systems to change.

Prerequisite: Graduate standing in social work

SWRK 602 - Independent Study

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Individual study under the supervision of a member of the Social Work Program faculty.

SWRK 603 - Human Behavior and the Social Environment II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The course emphasizes social processes that transcend the individual, aiming to increase students' conceptual sophistication about the social context of human action and social work intervention. Within the person-in-environment framework, this course presents social theories and concepts that become tools for students' critical analysis of society, communities, social institutions and organizations, populations, and social structures, and cultures is a main component of the course. Special attention is given to human

diversity and social inequalities.

Prerequisite: SWRK 602

SWRK 604 - Applied Social Work Research Methods

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. Students learn to develop, use, and effectively communicate empirically based knowledge, including evidenced-based knowledge. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Major research designs are reviewed, and students develop skills in collecting, analyzing and using data. Sampling methods, data collection techniques, and statistical and graphical approaches to data analysis are emphasized. The course integrates themes related to multiculturalism, social justice, social change, prevention, intervention and treatment.

Prerequisite: Graduate Standing in Social Work

SWRK 606 - Social Work Practice Seminar

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will present content on theories of assessment, intervention, diversity, evaluation, and termination. Specific attention is given to the development of skills in communication, rapport building, interviewing, and the utilization of professional self in working with individuals and families. Multigenerational family life cycle is explored. Models of family therapy and other intervention approaches are reviewed. Challenges and concerns encountered by vulnerable families, low-income families, families of color, and nontraditional families are reviewed. The dynamics of small groups are emphasized. Students develop an understanding of how values and ethics impact social work practice. Content on social work practice with small groups, communities, and organizations are emphasized. Group membership, group goals and culture, group development stages, leadership roles and decision-making processes are explored. Theories and strategies for community and community organization development are examined. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation.

SWRK 607 - Social Work Statistical and Data Analysis

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to develop understanding of probabilistic analysis, quantitative reasoning, and inferential statistics. Students are provided opportunities to do data analysis on the computer and

concentrate on research and policy applications.

Prerequisite: Graduate standing in social work.

SWRK 608 - Statistics and Research Seminar

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A review of basic research methods and an introduction to basic statistics for social work. Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Major research designs are reviewed, such as single system designs, and students develop skills in collecting, analyzing and using data. Sampling methods, data collection techniques, and statistical and graphical approaches to data analysis are emphasized. Students develop an understanding of probabilistic analysis, quantitative reasoning, and inferential statistics. Students are provided opportunities to do data analysis on microcomputers. The course integrates themes related to multiculturalism, social justice, social change, prevention, intervention and treatment.

SWRK 609 - Advanced Social Work Practice with Groups

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course teaches advanced skills for effective practice with groups, including diverse and at-risk populations, emphasizing multidimensional assessment, models of group process and intervention theories, evaluation, and values/ethics. Students develop their roles as group leaders and facilitators in culturally responsive ways for a variety of special work settings, emphasizing a strengths perspective and social justice. This course examines three fundamental areas related to group social work: 1) group processes and practice techniques, 2) special considerations in working with specific populations, and 3) differing group treatment modalities based on theoretical perspectives.

Prerequisite: Prerequisite is successful completion of MSW foundation curriculum.

SWRK 610 - Social Work Practice with Families

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course critically evaluates methods used for assessing families of diverse, social, economic, cultural, racial, and ethnic backgrounds. Students develop a knowledge base of theory, and models of family intervention. Family constellations are examined to include single parent families, extended and blended families, adoptive and foster care families, and gay and lesbian families.

Prerequisite: SWRK 611

SWRK 611 - Social Work Intervention with Individuals and Families

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course will introduce students to content on theories of assessment, intervention, diversity, evaluation and termination. Specific attention is given to the development of skills in communication, rapport building, interviewing, and the utilization of professional self in working with individuals and families. Multigenerational family life cycle is explored. Models of family therapy and other intervention approaches are reviewed. Challenges and concerns encountered by vulnerable families, low-income families, families of color, and nontraditional families are reviewed. The dynamics of small groups are emphasized. Students develop an understanding of how values and ethics impact social work practice.

Prerequisite: Graduate standing in social work.

SWRK 612 - Social Work Intervention with Groups, Communities, and Organizations

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Social work practice with small groups, communities, and organizations are emphasized. Group membership, group goals and culture, group development stages, leadership roles and decision-making processes are explored. Theories and strategies for community and community organization development are examined. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation.

Prerequisite: Graduate standing in social work

SWRK 613 - Multicultural Practice with Diverse Populations

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course promotes understanding, affirmation and respect for individuals from diverse backgrounds. Students learn to recognize diversity within and between groups and gain understanding on how diversity may influence assessment, planning, intervention, treatment, and research. Students develop skills in defining, designing, and implementing strategies for effective practice with individuals from diverse backgrounds with respect to race, class, gender, color, ethnicity, age, disability, sexual orientation, religion, national origin, and equality. The course integrates knowledge of cultures with particular emphasis on rural, urban, and military communities. Students analyze their own abilities to function as effective social work professionals in working with diverse populations. Attention is given to oppressed populations and social and economic injustice. Strategies for combating discrimination, oppression, and economic deprivation are addressed.

Prerequisite: Graduate standing in social work

SWRK 615 - Social Work Practice in Mental Health

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This advanced course focuses on social work practice with persons who have mental illness, and the impact mental illness has on families and society. Primary focus is on the therapeutic relationships, assessments, treatment planning, interventions, psychotropic medication, and case management. Students develop an understanding of the classification and diagnosis of DSM-IV.

Prerequisite: SWRK 611

SWRK 620 - Social Work Practice with Children and Adolescents

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course focuses on multiculturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs will be addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents.

Prerequisite: SWRK 611

SWRK 621 - Social Work Practice with Military Families I

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Social work as it is practiced in the various branches of military service to include Army, Air Force, and Navy is examined. The history and role transitions of social work over the years with military families are explored. Ethical concerns that emerge from social work practice with military families are addressed. Military social worker' roles in mental health programs, medical settings, military operations, substance abuse programs, family advocacy, program administration, and policy-making are examined. Students compare and contrast civilian social work practice and military social work practice.

Prerequisite: Graduate standing in social work.

SWRK 622 - Social Work Practice with Military Families II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Students enhance knowledge and skills needed to work effectively with uniformed service members, veterans, and their families. There is discussion on how students demonstrate a professional demeanor that

reflects awareness of and respect for military and veteran cultures and traditions. Students acquire further understanding of boundary and integration issues between military and veterans cultures and social work values and ethics. Knowledge of population characteristics and relevant physical health and mental health issues for current and former military is emphasized. Students acquire knowledge and skills in the interactive and reciprocal processes of therapeutic engagement, bio-psycho-social-spiritual assessment, and research-informed clinical interventions and programs.

SWRK 625 - Social Work Practice with Chemically Dependent Families

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Students study theory and knowledge on drugs and substance abuse as it relates to practice in social work settings. Dynamics of the chemically dependent family are assessed and culturally competent intervention approaches for working with the family system and subsystems use patterns will be discussed. Attention will be given to issues arising at different stages in the life cycle including recognition of signs of misuse.

Prerequisite: SWRK 611

SWRK 626 - Substance Abuse Intervention

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course facilitates students' understanding of the diverse needs of clients with substance abuse addictions. Students receive an overview of the dynamics of alcohol and other psychoactive drug addictions. Additionally, students evaluate the motivation and behavior patterns of substance abusers in a broad social context. Risk factors, education, and prevention are explored. Substance abuse assessment, intervention, relapse prevention are addressed.

Prerequisite: SWRK 611

SWRK 627 - Advanced Clinical Social Work Practice with Trauma

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The six principles of trauma-informed care are presented. The definition and history of Post Traumatic Stress Disorder (PTSD) and Military Sexual Trauma (MST) are explored. Students gain a comprehensive understanding of the mechanisms of PTSD/ MST, acquire knowledge and skills on evidence-based interventions to manage and treat symptoms of PTSD/ MST. There are discussions on how to assess for PTSD/ MST symptoms and conduct interviews. The impact of PTSD/ MST on the development of substance abuse are further explored. Students will discuss the impact on individual performance, relationships, and ability to cope and gain acceptance.

SWRK 628 - Social Work Practice with Crisis Interventions

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Students acquire empirically grounded knowledge on suicidal behaviors, assessment, and evidence-based treatment. The significance of culture, race, and ethnicity with a special emphasis on military suicidal behavior are discussed. The impact of suicide on survivors is examined. Prevention and coping models are reviewed. Various problem-solving tool-kits are explored.

SWRK 629 - Advanced Social Work Practice in Concussion Support Care

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Students will develop knowledge and skills in counseling individuals that have sustained concussions (also called mild traumatic brain injuries, or mTBIs). In order to understand concussion/ mild TBI, it is important to have some knowledge of the general characteristics of traumatic brain injury or TBI. Students will acquire an understanding of TBI community resources and services. The physical, behavioral, cognitive, and emotional changes that can occur after a traumatic brain injury is discussed.

SWRK 630 - Assessment of Mental Disorders

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Theories and concepts of mental health and illness are examined. Students are introduced to the Diagnostics Statistical Manual of Mental Disorders. Students study the etiology, symptomology, and treatment of mental disorders. The development of environmental, interpersonal, psychosocial and stress factors in human behavioral dynamics is explored.

Prerequisite: Graduate standing in social work

SWRK 631 - Alcohol, Tobacco, & Other Drugs: Biomedical Basis

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The course examines the biomedical basis of addictive disorders. Students will develop a broad scientific perspective on different classes of substance abuse and the biological basis of substance-related disorders including genetic factors, neuroanatomical and neurophysiological factors predisposing to substance dependence, medical consequence of alcohol and drug abuse, and pharmacology interventions.

SWRK 632 - Alcohol, Tobacco, & Other Drugs (ATOD): Social Work Practice with Culturally Diverse Populations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides an overview of the unique problems and needs of diverse populations who misuse alcohol, tobacco and other drugs (ATOD) and focuses on the application of culturally sensitive intervention strategies.

SWRK 633 - Advanced Clinical Social Work Practice in Integrated Healthcare

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care.

SWRK 635 - Management of Human Services Organizations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course focuses on management and leadership theories, administrative decision-making processes and organizational communication. Students develop ability for application of administrative concepts, theories and management principles in social work practice settings. Program planning and development, budget preparation, organizational development, and program evaluation, fund-raising and grant writing are emphasized.

Prerequisite: SWRK 612

SWRK 643 - Health and Social Issues of Children and Adolescents

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 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 645 - Psychopharmacology

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This is an introductory level course on psychopharmacology in support of careers in psychology, counseling, and social work. An overview of psychodynamics and pharmacokinetics for each class of psychotropic medications will be discussed. The goal of this course is to examine psychotropic medications from four perspectives.

SWRK 651 - Social Work Field Instruction I

Credit Hours: 4

Lecture Hours: 1

Lab Hours: 4

This course is one of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours per semester. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within an agency setting and community context. Students will have experiences in working with individuals, families, groups, and organizations. The field placement is offered concurrently with seminar classes. Seminar will provide students an opportunity to enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self-awareness and professional use of self in advanced social work practice. Students may select rural or urban settings.

Prerequisite: Graduate standing in social work.

SWRK 652 - Social Work Field Instruction II

Credit Hours: 4

Lecture Hours: 1

Lab Hours: 4

This course is two of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within an agency setting and community context. The field placement is offered concurrently with seminar classes. Seminar classes enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self-awareness and professional use of self. The field placement in conjunction with the seminar will provide students a series of assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students may select

rural or urban settings.

Prerequisite: SWRK 651

SWRK 656 - Social Work Field Instruction III

Credit Hours: 4

Lecture Hours: 1

Lab Hours: 4

This course is one of two courses that constitute the advanced placement in student's area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement, students are in the field for 250 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with student's chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or urban settings.

Prerequisite: Graduate standing in social work

SWRK 657 - Social Work Field Instruction IV

Credit Hours: 4

Lecture Hours: 1

Lab Hours: 4

This course is two of two courses that constitute the advanced placement in student's area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement, students are in the field for 250 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with student's chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or urban settings.

Prerequisite: SWRK 656

SWRK 660 - Clinical Supervision

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course provides critical overviews of theories conceptualized through empirically-based literature on clinical supervision, including models, approaches, techniques, relationship and process issues, and ethical and legal considerations.

SWRK 662 - Ethics in Social Work Practice

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course intends to assist students with acquiring the knowledge base required to identify ethical issues, the skills necessary to resolve ethical dilemmas, and the capacity to make ethical decisions when confronted with conflicting duties and choices that occur within the context of a profession with a specific values base and a code of ethics specifying ethical principles and standards related to clients, colleagues, employers, the profession of social work, and society.

SWRK 690 - Special Topics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This is an advanced course providing the students the opportunity to study new or advanced topics in social work. This course will vary according to the individual instructor and may be repeated under different subtitles.

Prerequisite: Graduate standing in social work.

SWRK 696 - Thesis I

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is an advanced independent endeavor in the student's concentration area. Course involves an original investigation in a subject approved by the student's Thesis committee. Detailed information on the preparation, form, organization, and defense of the thesis is presented in the Guide for the Preparation and Submission of Theses. The thesis involves the planning, implementation and evaluation of a topic in the student's specialty area. Based on student interest and future career plans, students will work on a thesis during the semester. Approval of the proposed project by a thesis committee recruited to serve as faculty advisors by the student is required prior to registering for the course.

Prerequisite: Completion of 31 graduate hours in social work, including completion of SWRK 607 and SWRK 604

SWRK 698 - Thesis II

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Continued preparation of the thesis under the direction of an advisor and the Thesis Committee. This course builds on research acquired in SWRK 696.

Prerequisite: SWRK 696

SWRK 899 - Thesis Noncredit

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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

Sociology

SOCI 500 - Sociological Concepts

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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.

SOCI 501 - Death and Dying

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A survey of the diverse issues that are topics in discourse on death and dying, the goal of this course is to provide the necessary skills and knowledge to prepare for personal and work experiences relevant to death and dying. Content includes examining psycho-social practices and organizational policies, and both personal and social problems related to death and dying. Topics also provide exposure to past, present, and future trends in mortality and the quality of life debates. Emphasis is on mortality in later life.

SOCI 502 - Special Topics in Sociology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Social Statistics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An introduction to descriptive and inferential social statistics, including parametric and non-parametric measures of association, tests of difference, probability and regression.

SOCI 505 - Applied Multivariate Statistic

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An introduction to parametric, nonparametric and multivariate statistical techniques for the analysis of social research data and applications of such statistical techniques and sociological problems.

Prerequisite: SOCI 503 or an equivalent statistics course or permission of instructor

SOCI 520 - Demographic Tech and Analysis

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of demographic principles, theories, techniques, and methods as they relate to the population processes of mortality, fertility, and migration. The course also examines various demographic models like the Life table and techniques for population projections and estimates.

SOCI 531 - Aging and Social Policy

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An advanced survey of social and public policy issues affecting the elderly. Subjects considered are age discrimination, public benefit programs for the elderly, voluntary and involuntary institutionalization, and a variety of political and informal issues confronting elderly individuals and society. The course provides intensive investigations of ongoing and emerging issues resulting from the growth in the number of elderly people. Issues will be examined for various social, professional and personal implications.

SOCI 550 - Modernization and Social Change

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Examines the structural, institutional, and behavioral factors and processes affecting modernization in societies. Regional and comparative perspectives will be emphasized. Classical and contemporary theories and social changes will be examined.

SOCI 555 - The Sociology of Juvenile Delinquency

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Advanced Sociological Theory

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The purpose of this course is to expose students to the major theorists and theoretical orientations of the "Mid Twentieth Century" period. A major theme in the course will be the role played by ideology in the development of theory; and the assumptions underlying the various theoretical positions to be studied. Primary reading sources will be critically evaluated. The directions in which theory is moving today will be examined.

Prerequisite: SOCI 500

SOCI 561 - Feminist Sociology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course examines the variety of feminist theories in sociology. It compares and contrasts feminist theories with traditional theories. It distinguishes between theories and theoretical perspectives in the attempt to determine the status of feminist scholarship in sociology. It is designed to expand and enhance students' understanding of theory and the social forces, which impact upon theory construction and research.

SOCI 563 - Race, Class, and Gender

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course will explore the various social explanations of the origin, nature and persistence of racial, ethnic, and social class and gender inequalities. The course will focus on an examination of how these factors intersect to create a system of unequal rewards and life chances in the contemporary United States.

SOCI 570 - Comparative Family Systems

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Sociological Social Psychology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is designed as a graduate level overview of the study of sociological social psychology. This course provides an analysis of the major scientific propositions, concepts, research methods, and theories developed to explain the behavior of individuals in relation to other individuals, groups, and cultures. The course will explore the relationship between social structure and individual phenomena such as liking and attractions, helping behavior, self-definition, and social interaction, etc.

SOCI 590 - Advanced Social Science Research

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 503

SOCI 591 - Family Analysis and Research

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course provides analysis in both quantitative and qualitative research methods, research journal analysis, critique and evaluation, research design, and writing research reports related to family issues and special topics. This course explores the entire research process from conceptualization to writing and provides students with the tools to critically examine theoretical paradigms and methodological techniques in the field.

Prerequisite: Permission of instructor

SOCI 595 - Formal Organization

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is designed to provide analytical understanding of organizational theory. The course presents various perspectives and empirical works on organizations. Emphasis will be placed on theories and perspectives on formal organizations and structural variables of organizations (i.e., size, goals, effectiveness, power, institutionalization, etc.)

Prerequisite: SOCI 560 and SOCI 590

SOCI 602 - Independent Study

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Individual study under the supervision of a member of the sociology faculty.

SOCI 605 - Seminar on Population Processes

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A sociological study of the population processes of mortality, fertility, and migration. The course takes an in-depth look at the factors influencing population processes and social, economic, and political consequences of changes in these processes. The major theories and empirical literature on mortality, fertility, and migration will be reviewed.

SOCI 608 - Seminar in the Sociology of Health

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Sociology of Education

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Sociology of Aging

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An analysis of the major theories, conceptual frameworks, social issues, and empirical research on aging the aged. The course is intended to show how the theory and methodology of sociology can be utilized to explain and predict social phenomena related to the aging process and the aged. Emphasis will be placed on the link between theory and research on aging to policy concerns of the aged.

SOCI 618 - Social Inequalities

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will explore the various explanations of the origin, nature, and persistence of racial, ethnic, social class, and gender inequalities. Various theoretical perspectives (e.g., functionalist, conflict, Marxist, sociobiological) will be discussed. The concepts of class, power, social status, and social honor and their interconnectedness will be examined. Social mobility will also be studied. Discussions will focus on capitalist societies and with the more recent changes in these societies.

SOCI 620 - Seminar in Race and Ethnic Relations

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will examine the theoretical perspectives on majority-minority relations. The status and problems of various racial and ethnic minority groups will be studied. Patterns of majority-minority interaction will be covered. Particular attention will be paid to the socio-historical experiences of various minority groups.

SOCI 624 - Seminar on the Family

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

An advanced study of the family institution. Emphasis is on theoretical and conceptual frameworks as well as the major literature in the area. The course will provide students with a comprehensive survey of the substantive areas and methods used in the study of the family. Emphasis will be placed on the integration of theory, research, and policy concerns.

SOCI 638 - Seminar on Criminology and Deviance

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Seminar on the Black Family

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

An examination of the black family as one of the basic social units in the structure of the black community. The diversity in black families as well as the socio-historical development of family patterns, attitudes, and customs will be examined. Special emphasis will be placed on theoretical and methodological issues in the study of the black family. The course will also include an examination of the impact of public policies on black family functioning.

SOCI 660 - Sociology of Occupations and Professions

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

Analysis of various aspects of occupations and professions in American society, such as division of labor, status and ranking of occupations, occupational choice and career patterns, occupational socialization, and professional organizations.

SOCI 685 - Seminar on Teaching Sociology

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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.

Special Education

SPED 515 - Teach Reading to Students with Disabilities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course is designed to introduce students to the knowledge, skills and procedures needed to provide effective instruction for students with disabilities who demonstrate persistent reading difficulties. The course presents research-validated teaching principles, techniques and strategies that will provide a solid foundation on which to build an effective reading instruction program. This course is cross-level listed with SPED 415.

SPED 518 - Teach Mathematics and Writing to Student with Disabilities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course will provide research-based content related to the mathematics and written language difficulties of students with mild to moderate disabilities along with research-validated best practices for teaching students with disabilities who exhibit these problems. This course is cross-level listed with SPED 418.

SPED 522 - Seminar in Learning Disabilities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Advanced Studies in Specific Learning Disabilities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Working with Parents/Family of Handicapped Child

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of theories and practices related to parent/family involvement in the education of the handicapped.

SPED 525 - Characteristics of Children with Autism Spectrum Disorders

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

This course includes an exploration of current research and historical trends in defining and serving children with Autism Spectrum Disorders. Additionally, a review of characteristics, etiology, prevalence, and perspectives of students with autism spectrum disorders will be conducted.

SPED 528 - Mainstreaming the Exceptional Child

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Introduction to Exceptional Children

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - The Gifted Child

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Psychology of Mental Retardation

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Advanced Studies in Mental Disabilities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Introduction to Education of Emotionally Disturbed Children

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Advanced Studies in Behavioral/Emotional Disabilities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Reading and Language Arts for Gifted Children

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Management of Learning Environments

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of effective behavior analysis techniques for intervening in the environments of exceptional children to facilitate learning.

SPED 580 - Advanced Management of Learning Environments

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Practicum in Special Education

Credit Hours: 6
Lecture Hours: 0
Lab Hours: 6

A ten-week supervised field experience in teaching exceptional children in an educational setting.

SPED 610 - Curriculum Development for the Gifted

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Issues and Trends in Special Education

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Teaching the Gifted Child

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Consultative Internship in Special Education

Credit Hours: 3
Lecture Hours: 0
Lab Hours: 3

A supervised experience in planning, implementing, and evaluating consultation projects involving exceptional and potentially exceptional students, educators of regular students, administrators, and parents.

Prerequisite: SPED 649
Corequisite: SPED 649

SPED 631 - Teaching Students with Mild to Moderate Disabilities: Academic Methods

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of classroom educational procedures, including methods, curriculum and materials, for teaching students with developmental or academic/ learning handicaps, with emphasis on problems related to learning disabilities, mental retardation, and emotional disturbances.

SPED 632 - Teach the Hand Child-Dev Level

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Teaching Adolescents with Disabilities

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of classroom educational procedures, including curricula, methods, and materials for teaching adolescent students (junior high through young adult) with disabilities.

SPED 634 - Curriculum and Effective Practices for Teaching Students with Mental Disabilities

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to provide an overview of the historical background, current developments and future directions for teaching children who are mildly and moderately mentally disabled. Emphasis will be placed on classroom procedures including methods, curriculum and materials for teaching the mentally challenged from K-12. Strategies and methods for use in the classroom to facilitate learning will be emphasized to include the use of technology for teachers as well as students.

SPED 635 - Curriculum and Effective Practices for Teaching Students with Specific Learning Disabilities

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Teaching the Emotionally Disturbed Child

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Curriculum and Effective Practices for Teaching Students with Behavioral/Emotional Disabilities

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Master's Internship in Special Education

Credit Hours: 3
Lecture Hours: 0
Lab Hours: 3

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 - Advanced Internship in Special Education (Mentally Disabled; Behaviorally-Emotionally Disabled; Specific Learning Disabled)

Credit Hours: 3
Lecture Hours: 0
Lab Hours: 3

This course provides an intensive supervised field experience. It is designed to be the most appropriate for the student's qualifications, experience and future educational goals. Requires a minimum of 150 hours per semester. This is a practical application of the knowledge base of the educational professional as a facilitator of learning. Depending upon the student's qualifications, skill and experience, the intern will be supervised in one of two (2) of the following options: (1) in-service or classroom internship; or (2) special placement internship. The in service classroom internship option is primarily for currently employed teachers who were in regular or special classroom settings and serve the populations for which they are seeking licensure. The special placement internship option is an advanced field teaching arrangement. The student will provide direct service to MD or BED or SLD students. Students will receive on site supervision from both master teacher/site supervisor and a university instructor. (Offered for variable credits, with a maximum of nine (9) credit hours applicable to a graduate degree.)

SPED 642 - Exceptional Child Development

Credit Hours: 3
Lecture Hours: 3

Lab Hours: 0

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 - Seminar in Special Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Independent Study in SPED

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Independent research on critical issues in special education. (May be repeated for credit.)

SPED 646 - Advanced Assessment Practices in Special Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Educational Assessment of Students with Disabilities

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A practical study of both formal and informal diagnostic assessment and observational techniques for identifying and evaluating mild to moderate academic disabilities. This course is cross-level listed with SPED 460.

SPED 648 - Curriculum Development in Special Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - The Consultative Role of the Special Educator

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A study of the theory, methods, and practices relating to the special educator's consultative role in the education of exceptional children.

SPED 650 - Leadership and Supervision of Exceptional Child Programs

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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 - Internship of Gifted Education

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Supervised study and practice in the education of the gifted, requiring a minimum of 75 to 150 contact hours.

SPED 698 - Advanced Applied Product of Learning

Credit Hours: 3

Lecture Hours: 1

Lab Hours: 2

This course has been designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation, and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such

as field experience component, may be required by the area of specialization.) (Offered for variable credits, with a maximum of six credit hours applicable to a graduate degree.)

Statistics

STAT 540 - Foundations of Data Science

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course will introduce students to the foundations of the constantly evolving field of data science. Students will learn concepts, techniques and tools they need to deal with various facets of data science practice, including data collection and integration, exploratory data analysis (EDA), descriptive/predictive modeling, data product development, evaluation, effective communication. R language is used with emphasis on practical application using real-world data from many disciplines.

STAT 550 - Data Science Capstone

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This capstone course provides an opportunity for students in the Data Science graduate certificate program to integrate and apply the statistical and computational tools and knowledge learned in previous courses to a large data analytics program. The course will be mostly self-directed; students will work in teams on carefully selected project, with the instructor providing guidance and suggestions to the teams. To prepare students for job interviews, the instructor will conduct two mock interview sessions, one before the midterm break and another during the last week of class.

Prerequisite: STAT 540 and CSC 510

Corequisite: CSC 520 (may be taken concurrently)

STAT 561 - Probability Theory

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A course including such topics as probability distributions, limit theorems, special functions, and probability models.

Prerequisite: STAT 301 or consent of department.

STAT 562 - Applied Regression Analysis

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A course including such topics as matrix theory, correlation analysis, least squares, curve fitting, simple and multiple regression, response surfaces, and the applications of statistical software packages.

Prerequisite: MATH 251

STAT 563 - Design and Analysis of Experiment

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

The applications of statistics in the design and analysis of experiments. Topics will include: Principles of Design of Experiments, One-way Analysis of Variance, Factorial Designs, Hierarchical or Nested Designs, Linear and Multiple Regression Analysis, Two way Analysis of Variance, and other related topics.

Prerequisite: STAT 561

STAT 564 - Mathematical Statistics

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

Theories of distributions and statistical inference, Point and Interval Estimation, Tests of Hypotheses, Sufficiency, Completeness, and Unbiased Minimum Variance Unbiased Estimation (UMVUE'S) Interval Estimation.

Prerequisite: STAT 561

STAT 571 - Statistical Computing

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A survey of some of the standard statistical software packages, like EXCEL, SAS, and SPSS. These packages will be used to solve statistical problems.

Prerequisite: MATH 561

STAT 572 - Time Series Analysis

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

A discussion of the theoretical and applied aspects of Time Series. Topics include: Introduction to forecasting, Non-Seasonal Box-Jenkins Models and their tentative identification, Seasonal Box-Jenkins Models and their tentative identification, Estimation and diagnostic checking for Box-Jenkins models, Time Series Regression, Exponential Smoothing, Transfer Function Models, Classical Regression Analysis.

Prerequisite: STAT 561

STAT 661 - Advanced Probability Theory

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A course including such topics as probability distributions, characteristic and generating functions, convergence and approximations, asymptotic sampling theory and decision functions.

Prerequisite: STAT 561

STAT 662 - Advanced Mathematical Statistics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

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 - Topics in Statistics

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

A study of special and advanced topics in statistics within the scope of research interests of the instructor.

Prerequisite: STAT 662

Teaching English as a Second Language

TESL 510 - Theories and Principles in Teaching ESL

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

TESL 510 focuses on theoretical and practical approaches to the teaching of English as a second Language. This course demonstrates understanding of teaching ESL theories and skills through reading selections, teaching demonstrations, Computer Assisted Language Learning (CALL) activities, and field experiences. This course will prepare prospective or in-service teachers who will help Limited English proficiency (LEP) students. This course is cross-level listed with TESL 410.

TESL 520 - Second Language Acquisition

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0

The multidisciplinary approach to the ways second languages are learned. Although child language acquisition is discussed, emphasis is on adult second language acquisition. The neurolinguistic, psycholinguistic, and sociolinguistic bases of second languages are explored.

TESL 530 - Lit Dev and Assessment for English Learners

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

This course is designed to introduce and extend fundamental knowledge of theory and research in literacy development and strategies and techniques for effective literacy instruction for English Language Learners including and understanding of process of reading and writing in first and second language, literacy strategies, various assessments and materials available for facilitation the individualized teaching of literacy to help English Language Learners become independent readers and writers of English. This course is cross-level listed with TESL 450.

TESL 541 - Trends and Issues in Teaching ESL

Credit Hours: 3

Lecture Hours: 3

Lab Hours: 0

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. This course is cross-level listed with TESL 441.

Zoology

ZOOL 570 - General Entomology

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

A study of the morphology, life cycles, physiology, ecology, and behavior of hexapods, with course format including two lectures/discussions and two laboratory hours a week, and with laboratory studies devoted to insect identification, insect physiology, ecology, insect behavior, and individual student projects.

ZOOL 585 - Introduction to Parasitology

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

A study of the morphology, life cycles, and classification of parasites of various hosts, with course format

including two lectures and two laboratory hours a week, and with laboratory studies devoted to the methods for the collection, culture, and microscopic preparation of parasitological materials.

ZOOL 610 - Advanced Genetics

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

To study the genomics, genetic analysis, gene expression and regulation, genetic mechanisms of evolutionary change, and genetic technologies.

Prerequisite: ZOOL 410 or equivalent

ZOOL 630 - Advanced Developmental Biology

Credit Hours: 3

Lecture Hours: 2

Lab Hours: 2

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.