

# Chancellor's Message

Dear Bronco Students,

Welcome to Fayetteville State University! Founded in 1867, FSU is proud to be the second oldest public university and first public HBCU in North Carolina.

Making the decision to attend this great university will be one of the best decisions you will make in your academic career. Our faculty, staff, and advisors are ready to provide you with an awesome educational experience that will help you achieve your goals and prepare you for a robust future.

FSU's motto: Res Non Verba. Deeds Not Words are words that we live by. With the help of your university family, we will provide you with opportunities and resources to fulfill your dreams and become prepared to become change agents for your community and the world we live in.

You will be challenged along the way. I encourage you to meet these challenges with grit and determination, and with the confidence that all Broncos have. Get comfortable asking for help from our team of experts who are ready to assist you.

As you begin this journey, I urge you to meet new friends, join a club or organization, and participate in extracurricular activities so that you can gain new experiences and explore all the possibilities you will have at FSU.

It is my sincere hope that you will enjoy all that FSU has to offer. We are your partner in your bright future. Welcome to the Bronco family!

Sincerely,

Darrell T. Allison, J.D.

Chancellor

## Catalog Home

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

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

*Fayetteville State University is committed to equality of educational opportunity and 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.*

## 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
Dr. Kimberly Jeffries Leonard (Chair) '86	2025**	Dr. Warren McDonald	2027***
Mr. Glenn B. Adams (Vice Chair)	2027**	Mr. John McFadyen	2027**
Mr. Frederick Nelson Jr. '98 (Secretary)	2025***	Dr. Donald Moore '93	2027**
Mrs. Joyce A. Adams	2027**	Dr. Brandon Phillips '04 (Valedictorian)	2025**
Mr. Stuart Augustine	2025**	Mr. Gregory Pinnix	2025**
Mr. Jerry Gregory '84	2025***	Mr. William R. Warner	2025***
Ms. Maya Martin - SGA President (Ex Officio 2023-2024)	2024		
**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., Ed.D.	Provost and Senior Vice Chancellor for Academic Affairs
Juanette Council	B.A., M.S., Ph.D.	Vice Chancellor for Student Affairs
Lilian Wanjagi	B.S., M.B.A., Ed.D.	Vice Chancellor for Business and Finance
Hector M. Molina	B.S., M.B.A., M.A., M.S., D.B.A.	Vice Chancellor for Information Technology
Wanda D. Lessane Jenkins	B.B.A., M.B.A., J.D.	University Legal Counsel

Anthony Bennett	B.S., M.B.A	Director of Athletics
Wesley Fountain	B.A., M.A.	Vice Chancellor for External Affairs and Military Relations
Omar Bell	B.A.	Vice Chancellor for University Advancement
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 (2022-2025)	Reginald Ronald Holley (2021-2025)
Kellie Hunt Blue (2021-2025)	Mark Holton (2023-2027)
Kirk J. Bradley (2021-2025)	Terry Hutchens (2023-2027)
Harry Brown (2023-2027)	J. Alex Mitchell (2023-2027)
C. Philip Byers (2023-2027)	Sonja Phillips Nichols (2021-2025)
Swadesh Chatterjee (2023-2027)	Art Pope (2021-2025)
Jimmy D. Clark (2021-2025)	Temple Sloan (2023-2027)
Carolyn Coward (2021-2025)	Woody White (2023-2027)
Gene Davis (2023-2027)	Michael Williford (2023-2027)
Joel Ford (2023-2027)	

John Fraley (2021-2025)

Estefany Gordillo-Rivas (ex-officio) (2023-2024)

## 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 is located in the Rudolph Jones Student Center Suites 206 and 227. The office provides support and assistance to current students and recent alumni of the university in their preparation for securing meaningful employment. Career Services offers scheduled appointments, walk-in hours, seminars, workshops, job fairs, employer information sessions, and classroom presentations. Career resources and information regarding careers,



internships, the job search process, company literature, as well as graduate schools and fellowship programs are available in person and online. Handshake, our career management data base, allows current students and alumni to research employers, search/apply for available jobs and internships, and communicate with their Career Coaches about resumes, cover letters, interviews, and other career-related topics through an online portal. All students are expected to start the career services process in their freshman year and continue through graduation.

## Job Location and Development Program

The Job Location and Development Program, located within the Office of Career Services, assists currently enrolled students with off-campus part-time job opportunities. The program affords opportunities for students to learn skills while developing work habits and values that will benefit them throughout their careers.

## Experiential Education

Experiential Education includes both internships and cooperative education (CO-OP). Experiential education 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, internship coordinator, and the employing supervisor all share in the intellectual and personal development of the student. The experiential 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 these opportunities. Approval includes the internship coordinator, academic advisor, department chair, dean and the Office of Career Services when CO-OP credit hours are involved.

## 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](http://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 Chesnutt Library, the Curriculum Learning Resource Laboratory is designed to provide educational resources and equipment for pre-service and in service teachers, and faculty. The collections include state adopted textbooks, kits, films, transparencies, North Carolina state competencies, and audio-visual aids. For further information call 910-672-1585 or email [reference@uncfsu.edu](mailto:reference@uncfsu.edu).

## **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](mailto: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 Chesnutt Library is the central research facility for Fayetteville State University and the surrounding community. Named for Charles Waddell Chesnutt, who was the third president of the institution and the

first successful African-American novelist, the library is a four-level contemporary building providing nearly 80,000 square feet of space, seating for approximately 800 patrons. Materials are available in online databases, standard microform, videotape, book, audio tape, electronically, slides, recordings, compact disc, and as part of audio-visual production services. The library has two microfilm/microfiche printers, 124 computers dedicated to the students (72 desktops and over 60 laptops) with access to the Internet, and OCLC's Library Services Platform: World Share Management System.

The Chesnutt Library has 232,574 print and 545,184 eBooks, and access to over 56,051 e-journals. The library provides electronic access to 388 multidisciplinary and subject specific databases. These databases provide access to millions of electronic media in the format of eBooks, newspapers, scholarly articles, films, music scores, and audio recordings. The library resources and services are available to all faculty members and enrolled students, onsite or via remote access.

Virtually all of Chesnutt Library's electronic resources and services are available 24 hours a day, 7 days a week through proxy authentication. The Chesnutt Library's robust online presence extends access to much of the library's collection and many of its services. It provides discovery and searching of the library's collection and proxied access to our subscription databases and collections (ebooks, articles, and streaming media).

The provides collaborative study spaces including, small, medium and large group-study rooms and a seminar room. The large group study rooms and collaborative spaces are outfitted with smart boards. Additionally, the Library has an Immersive Learning Lab with VR software and headsets, as well as a creative space with maker space equipment and a social media room. The library is also home to the J.C. Jones Boardroom. Additionally, the library hosts numerous events and prepares various displays and exhibits featured throughout the building.

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

Professional and support staff are available to assist patrons with the online public access catalog, circulation, reference, and Inter-Library Loan services, and to provide informational tours, lectures, and classroom instruction.

Members of the public may gain access to Chesnutt Library services by joining the "Friends of the Charles W. Chesnutt Library." For information, call 910-672-2421 or email [circulation@uncfsu.edu](mailto:circulation@uncfsu.edu).

## **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 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 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 twice a year, at the end of the fall and spring semester.

Graduates with degrees conferred in December are eligible to participate in the fall commencement immediately following degree completion. Prospective graduates with degree conferral scheduled for the end of Spring or Summer will be permitted to participate in the spring 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.uncfsu.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.uncfsu.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.

**Incomplete Due to Deployment:** Active-duty military students who are preparing to deploy or have deployed (with deployment confirmed by our military-affiliated staff) may request that faculty assign an incomplete grade. This will allow these students to complete necessary assignments upon their return or while away. An active-duty service member who is not able to complete the necessary assignments by the end of the subsequent semester may request a university withdrawal due to extenuating circumstances. An active-duty service member's spouse may be included in this exception with appropriate documentation.

## 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. 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.

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](http://www.studentinsurance.com).

**Documentation of proof of insurance is needed to waive the student medical insurance fee.**

## Orientation

All graduate students should attend a graduate student orientation 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.uncfsu.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.uncfsu.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 Policy

Beginning Fall 2024, all required course materials will be provided as part of the **Follett Digital Equitable Access Program**! Required course materials will not need to be purchased, as they will be prepared upon course registration and will be accessible in Canvas by the first day of class.

## Program Details:

- All students are automatically enrolled in the program for ease.
- Students can save up to 60% on their course materials through the program.
- Convenient, easy access to digital course materials available in Canvas.
- Ensures students are prepared on day one, with no long lines or heavy books.
- Flexibility to not participate and opt-out of the program each term.
- Transparent pricing of \$31 per credit hour, with a 12-hour cap (*max \$372 per term*).

## Digital Required Course Materials:

Through the program, digital materials will automatically be available in Canvas once the course officially begins. If the course is dropped from a student's schedule by the last day of the DROP/ADD period for this term, their account will be fully refunded. Students should check the Academic Calendar for DROP/ADD period.

## Opt-Out of the Follett Digital Equitable Access Program:

While all students are automatically enrolled in the program, students not interested in participating can choose to opt-out each term. Students should check their school email for instructions and information about the program and how to opt out.

More information is available through Follett's **FAQs** webpage.

# 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-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: 910-672-2211

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.

## 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.

<b>Priority Deadlines for Application to Graduate Degree and Certificate Programs*</b>			
<b>College of Humanities and Social Sciences</b>	<b>Admission for Fall Semester</b>	<b>Admission for Spring Semester</b>	<b>Admission for Summer Term</b>
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
<b>Broadwell College of Business and Economics</b>	<b>Admission for Fall Semester</b>	<b>Admission for Spring Semester</b>	<b>Admission for Summer Term</b>
Master of Business Administration (M.B.A.)	See Admission Requirements	See Admission Requirements	See Admission Requirements
<b>College of Education</b>	<b>Admission for Fall Semester</b>	<b>Admission for Spring Semester</b>	<b>Admission for Summer Term</b>
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
<b>Lloyd College of Health, Science and Technology</b>	<b>Admission for Fall Semester</b>	<b>Admission for Spring Semester</b>	<b>Admission for Summer Term</b>
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 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](http://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\* with minimum 2.75 GPA
- Minimum GMAT (or GRE predicted GMAT) score of 400; or a request for GMAT waiver (See Admission Requirements)
- Two letters of recommendations
- Resume

## How to Apply for the MBA Program:

- **Online Application:** Initiate your application process at <https://applymba.uncfsu.edu>.
- **Application Fee:** A non-refundable application fee of \$50 must be submitted within the online portal.
- **Official Transcripts:** Submit official sealed transcripts from all colleges and universities attended to: MBA Program

Broadwell College of Business and Education

Fayetteville State University

1200 Murchison Road Fayetteville, NC 28301

## OR

Electronically submit transcripts to [mba@uncfsu.edu](mailto:mba@uncfsu.edu) (verify availability with your institution). 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.

- **Standardized Test Scores (if applicable):**
  - GMAT (Fayetteville State University code: 4RG-7x-23)
  - GRE (Fayetteville State University code: 7275)
- **Recommendations:** List two professional recommenders (cannot be family members) through the application portal
- **International Students:** If English is not your native language, submit Test of English as a Foreign Language (TOEFL) scores.
- **Resume:** Include your professional resume

## 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
- Resume

## How to Apply:

- **Online Application:** Initiate your application process at <https://applymba.uncfsu.edu>.
- **Application Fee:** A non-refundable application fee of \$50 must be submitted within the online portal.
- **Official Transcripts:** Submit official sealed transcripts from all colleges and universities attended to: MBA Program

Broadwell College of Business and Education

Fayetteville State University

1200 Murchison Road Fayetteville, NC 28301

**OR**

Electronically submit transcripts to [mba@uncfsu.edu](mailto:mba@uncfsu.edu) (verify availability with your institution). 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.

**Additional Information:**

For specific inquiries regarding professional development programs, conditional admission, or international student requirements, please contact the MBA Office at [mba@uncfsu.edu](mailto: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](http://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](http://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](http://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](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 prorated 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](mailto: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.uncfcs.edu/pls/FSUPROD/twbkwbis.P\\_WWWLogin](https://ssbprod-fsu.uncfcs.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
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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](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.uncfsu.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 2024, 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:**

- **Taking courses within the program of study.**
- **Passing all classes with a B or better.**
- **Avoiding withdrawing from a course or courses.**
- **Earning a 3.0 or higher term GPA.**

The student is responsible for meeting the standards of Satisfactory Academic Progress. 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.

#### 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.

#### Close to Max (Timeframe Warning)

As a student is approaching their maximum timeframe, a student may receive a SAP status of being close to their maximum hours. Students placed in this status will still be eligible to receive aid. Students will be flagged in this category when they reach at least 45 attempted hours in a master's program and 75 attempted hours in a doctoral program. During this period, it is recommended that a student meet with their academic advisor to determine the remaining courses for their program.

#### 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.

#### Time Frame Credit Hour Exclusions:

To accommodate students that transfer in credits, we will exclude transfer hours from the calculation that are not applicable to a student's program. This will allow students to not be penalized based on their previous academic efforts.

If a student is returning or a first-time student and is pursuing a second degree, we will exclude hours from the calculation to create a path for a student to complete their program and have aid eligibility. The exclusion breakdown is as follows:

Prior master's degree-Exclusion of 36 credit hours from the calculation.

Prior doctoral degree-Exclusion of 60 credit hours from the calculation.

**\*\*Timeframe calculations will be adjusted accordingly if a program's credit hour requirement is different than the above-mentioned requirements.\*\***

#### 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 timeframe 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](http://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](http://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](http://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](http://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](mailto:TitleIX@uncfsu.edu)

Webpage: [www.uncfsu.edu/title-ix-concerns](http://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.uncfsu.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**

## **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**

[Go to information about this department.](#)



# 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

## MBA Degree and Certificate Completion Requirements

It is important for students to be aware that the MBA Program and the Graduate Certificate Program are two separate credentials that have differentiated requirements that must be completed. Students who are completing the MBA degree concurrent with a certificate program must simultaneously complete all the separate requirements of both the MBA degree program and the certificate program in order to graduate from both programs without delaying graduation.

- If a student is enrolled in the MBA Program and a certificate program at the same time but cannot complete the requirements of the certificate program at the same time as the MBA Program, then the student must detach the certificate program from their MBA Program (see Advisor/Mentor for this process). Students may finish their certificate program after their MBA degree requirements have been completed and their degree has been conferred. In such case the student must apply to the university to complete the certificate program.

### MBA Program

- **Delivery Method:** On-Campus, Online, Hybrid
- **Entrance Exam:** GRE, GMAT

### Graduate Certificate Programs

- **Delivery Method:** Online, Hybrid
- **Entrance Exam:** No

#### **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.

## **College of Education**

## **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 (CAEP) 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.

Effective Summer 2024, all graduate candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of a 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll into Clinical Experience/Student Teaching.

## **Suspension of Programs**

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

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

Go to information about this department.

## **Department of Health, Physical, and Secondary Education**

Go to information about this department.

## **Department of Educational Leadership and School Administration**

Go to information about this department.

## **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.

## **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.

## 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, and comprehensive science,; the Master of Arts in Teaching ("A" level license) 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), science, (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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

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 (9-12) and K-12 Special Subjects Initial Programs (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.

Note: Master of Arts in Teaching [M.A.T.] degrees lead to an "A" Class Initial Level license. "A" Class Level master's degrees are not eligible for master's level pay.

## **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.

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## School of Nursing

[Go to information about this school.](#)

## 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

## 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.

## 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 bachelor's degree program in nursing at Fayetteville State University is accredited by the Commission on Collegiate Nursing Education. (<http://www.ccnaccreditation.org>). The generic and accelerated BSN tracks are fully approved by the North Carolina Board of Nursing.

The master's degree program in nursing at Fayetteville State University is accredited by the Commission on Collegiate Nursing Education. (<http://www.ccnaccreditation.org>).

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.

## **College of Humanities and Social Sciences**

## **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**

Department of Criminal Justice

## **Department of English: Literature, Teaching, Pre-Law, and Creative & Professional Writing**

Department of English: Literature, Teaching, Pre-Law, and Creative & Professional Writing

## **Department of Psychology**

Department of Psychology

## **Department of Sociology and Interdisciplinary Studies**

Department of Sociology and Interdisciplinary Studies

## **School of Social Work**

School of Social Work

## **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.

## **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.

## **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.

## 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, practicum 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 and Services and/or SWRK 602. 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 practicum 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 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 practicum 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**

The MSW can be completed online.

## **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.

## **Programs of Study**

### **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 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript(s). In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- MGMT 650 - Business Policy and Strategy
- 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](http://www.uncfsu.edu/mba).

## **Foundation Courses**

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- MGMT 650 - Business Policy and Strategy
- 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](http://www.uncfsu.edu/mba).

### Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).



## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

### **Foundation Courses**

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- or
- HINF 640 - Business Analytics
- ECON 610 - Managerial Economics

- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- MGMT 650 - Business Policy and Strategy
- 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](http://www.uncfsu.edu/mba).

## **Foundation Courses**

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

### **Foundation Courses**

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management



- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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

## Master

## Birth through Kindergarten, PK-K, 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.

## 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

## 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.

## 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

## **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**

## **K-12 Special Subjects, Art, 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 a 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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

## 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 (Art Education): 15 Credits

- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools
- 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: 5135 Art: Content and Analysis—Score 161

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 6 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

## **K-12 Special Subjects, Health and Physical Education, 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 a 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 and at least 24 hours in the content area they are seeking. 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 the 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. A GPA of 3.0 or higher in graduate courses is required for degree completion.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

### **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**

- PEDU 602 - Motor Learning & Development
- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools
- EDUC 616 - Teaching and Technology in the Middle and Secondary Schools
- PEDU 631 - Adapted Physical Education and Sport
- EDUC 644 - Foundations, Curriculum Development, and Assessment

### **Advanced Clinical Experience: 9 Credits**

- EDUC 692 - Advanced Professional Education Seminar
- EDUC 697 - Advanced Clinical Experience

### **Licensure Requirements**

PRAXIS II Test: 5857 Health and Physical Education: Content Knowledge - Score 160

edTPA Portfolio in the licensure area must be submitted during the clinical experience.

Passing scores are set by the N.C. State Board of Education.

## **Total Credit Hours: 30**

No more than 6 semester hours to be counted toward degree may be completed prior to formal admission to M.A.T. degree program.

## **K-12 Special Subjects, Music, 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 a 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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

## **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 (Music Education): 15 Credits**

- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools
- 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: 5114 Music: Content and Instruction—Score 162

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 6 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

## K-12 Special Subjects, Spanish, 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 a 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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

## 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 (Spanish): 15 Credits

- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools
- 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: 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 6 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

## 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**

## **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: 5164 Middle School Mathematics—Score 157

PRAXIS II Test: 5047 Middle School English Language Arts—Score 164

PRAXIS II Test: 5442 Middle School Science—Score 152

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.

## 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

## 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

## **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 a 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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application,

maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

## 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 6 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**

## **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 - Advanced Social Work Practicum Education I

### **Spring Semester: 13 Credits**

- SWRK 620 - Social Work Practice with Children and Adolescents
- SWRK 635 - Management of Human Services Organizations
- SWRK 657 - Advanced Social Work Practicum Education II
- 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 Practicum Education I
- SWRK 652 - Social Work Practicum Education 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 - Advanced Social Work Practicum Education I
- SWRK 657 - Advanced Social Work Practicum Education II
- 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 Practicum Education I

- SWRK 652 - Social Work Practicum Education 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 - Advanced Social Work Practicum Education I
- SWRK 657 - Advanced Social Work Practicum Education II

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 - Advanced Social Work Practicum Education I

## Spring Semester: 13 Credits

- SWRK 630 - Assessment of Mental Disorders
- SWRK 635 - Management of Human Services Organizations
- SWRK 657 - Advanced Social Work Practicum Education II
- 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 Practicum Education I
- SWRK 652 - Social Work Practicum Education 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 - Advanced Social Work Practicum Education I
- SWRK 657 - Advanced Social Work Practicum Education II
- 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 Practicum Education I
- SWRK 652 - Social Work Practicum Education 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 - Advanced Social Work Practicum Education I
- SWRK 657 - Advanced Social Work Practicum Education II

Total Credit Hours: 61

## Sociology, M.A.

# Admission Requirements

In addition to the completed online graduate application and paid application fee, admission requirements for the MA Sociology program include components below. Please note that meeting the minimum requirements does not guarantee admission to the program. The application portfolio is not reviewed by the admissions committee until all components are uploaded in the graduate admissions portal by the application submission deadline.

### (1) Degree and GPA Requirements

- The applicant must have an undergraduate degree from an accredited institution.
- The applicant must have a minimum undergraduate GPA of 2.75 or higher on a 4.0 scale or a minimum GPA of 2.75 or higher on a 4.0 scale in the last 60 hours of coursework.
- A GRE score is not required for admission.

### (2) Official Undergraduate Transcripts

- All official undergraduate transcripts must be sent directly from the institution to Fayetteville State University.

### (3) Statement of Purpose

- In the statement of purpose, the applicant should focus on the following:
  - an introduction that clearly states the applicant's purpose for applying to the program
  - discussion that outlines why applicant is drawn to studying sociology, including any experiences that shaped the applicant's desire to pursue graduate studies in sociology (e.g., life experiences, professional experiences, academic experiences, volunteer experiences, research experiences, co-curricular experiences)



- discussion about how earning a Master of Arts in Sociology will assist applicant in achieving career goals
- The statement of purpose should not exceed two single-spaced typed pages.

#### **(4) References**

- The applicant must submit two letters of recommendation from professors; however, if it has been two or more years since the applicant has graduated from school, letters from individuals listed below may be considered by the admissions committee:
  - employment manager/supervisor who can speak to applicant's ability to succeed in a graduate program
  - colleague(s) who can speak to applicant's ability to succeed in a graduate program
  - president and/or volunteer coordinator of a community service/civic engagement organization whereby the applicant has engaged in volunteer work
- If the references are not Fayetteville State University professors, then the recommender must complete the recommendation form and submit a recommendation letter.
- If applicant's references do not fall within the aforementioned categories, then the applicant should contact the graduate program coordinator to discuss the matter.
- Please note that references cannot be family members or friends.

**The Master of Arts in Sociology program is a fully online, non-thesis degree program.**

## **Program Course Requirements**

### **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: 12 Credits**

At least one course must be a 600-level course.

### **Free Electives: 6 Credits**

Two 500 level or higher courses in sociology or other disciplines

### **Total Credit Hours: 30**

# **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**

### **Applied Sociology Graduate Certificate**

## **Admission Requirements**

Admission requirements are the same as for the Master of Arts in Sociology Program.

### **Core Courses: 6 Credits**

- SOCI 500 - Sociological Concepts
- SOCI 503 - Social Statistics

### **Sociology Electives: 12 Credits**

Students should complete twelve hours in graduate sociology courses based on their interests and in consultation with the advisor.

### **Total Credit Hours: 18**

## **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**

## **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

## 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

## 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

## 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

## 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:

- BIDA 630 - Data Analytics
- 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

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

## **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 590 - Materials Science Capstone

Total Credit Hours: 12

## **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

## Nursing Patient Safety and Quality Graduate Certificate

### Nursing Patient Safety and Quality Graduate Certificate

The Nursing Patient Safety and Quality Graduate Certificate is intended for individuals who want to gain knowledge in patient safety and quality.

#### Admission Requirements:

1. Current unrestricted licensure as a registered nurse.
2. A bachelor's degree in nursing, or another field, from an accepted accredited institution. Students that have an associate degree in nursing and a bachelor's degree in a field other than nursing must take NURS 609: Special Topics in Graduate Nursing (1 credit) during the first semester of study.
3. Application: Complete an online graduate application to the Certificate in Nursing Patient Safety and Quality.
4. Professional Statement: A professional statement (typed and no more than one page) describing your interest in Nursing Patient Safety and Quality, your long-term goals pertaining to the field of nursing, and what you hope to obtain from the Nursing Patient Safety and Quality Certificate at Fayetteville State University.
5. 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.

6. Recommendations: Submit three recommendation forms from professional references to Admissions.
7. Official TOEFL (Test of English as a Foreign Language) scores for international applicants.

**Curriculum:** 12 credit hours

## Program Requirements

- NURS 601 - Research Methods and Biostatistics
- NURS 604 - Quality and Safety in Health Care
- NURS 612 - Creating a Culture of Safety and Quality Care
- NURS 613 - Systems Leadership, Collaborative Practice, and System Thinking

## 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

## 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

# **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**

## **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

## **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

## **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**

## **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

## **Course Descriptions**

### **Accounting**

**ACCT 550 - Principles of Accounting**

**ACCT 610 - Managerial Accounting**

**ACCT 650 - International Accounting**

**ACCT 670 - Internal and Operational Audit**

**ACCT 695 - Seminar in Accounting**

### **Biochemistry**

**BICH 610 - Advanced Biochemistry**

### **Biology**

**BIOL 610 - Endocrinology**

**BIOL 620 - Seminar**

**BIOL 630 - Topics in Biology**

**BIOL 640 - Comparative Physiology**

**BIOL 650 - Communities and Ecosystems**

**BIOL 660 - Evolution**

**BIOL 670 - Physiology**

**BIOL 680 - Radiation Biology**

**BIOL 690 - Research and Thesis**

**BIOL 899 - Thesis Non-Credit**

## **Botany**

**BOTN 620 - Advanced Botany**

**BOTN 630 - Plant Development**

**BOTN 640 - Advanced Microbiology**

**BOTN 650 - Plant Genetics and Genomics**

## **Business Administration**

**BADM 530 - Principles of Business Statistics**

**BADM 602 - Directed Research**

**BADM 603 - Special Topics in Business**

**BADM 604 - International Business Law**

**BADM 605 - Business and Society**

**BADM 680 - Capstone Project**

## **Business Intelligence and Data Analytics**

**BIDA 630 - Data Analytics**

**BIDA 640 - Big Data and Web Intelligence**

**BIDA 650 - Business Analytics**

**BIDA 660 - Executive Analytics and Business Intelligence**

**BIDA 670 - Advanced Analytics Project**

## **Computer Science**

**CSC 501 - Special Topics in Computer Science**

**CSC 510 - Machine Learning and Data Science**

**CSC 513 - Natural Language Processing**

**CSC 520 - Big Data and Its Applications**

**CSC 523 - Applied Natural Language Processing**

## **Criminal Justice**

**CRJC 500 - History of Crime Control Policy**

**CRJC 501 - Criminal Justice Systems**

**CRJC 510 - Criminal Justice Administration**

**CRJC 521 - Foundations of Criminological Thought**

**CRJC 531 - Advanced Seminar in Criminological Theory**

**CRJC 540 - Research Methods in Criminal Justice**

**CRJC 550 - Statistical Applications in Criminal Justice**

**CRJC 560 - Teaching at the College Level**

**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**

**CRJC 698 - Thesis I**

**CRJC 699 - Thesis II**

**CRJC 898 - Comprehensive Exam Non-Credit**

**CRJC 899 - Thesis Non-Credit**

## **Cyber Security Management**

**CSM 601 - Cyber Security Plans**

**CSM 602 - Intrusion Protection and Detection**

**CSM 603 - Cyber Incident Analysis and Response**

**CSM 604 - Cyber Security Practices**

## **Digital Enterprise and Cloud Management**

**DECM 610 - Introduction to Cloud Technologies**

**DECM 620 - Fundamentals of Cloud Architecting**

**DECM 630 - Managing Cloud Operations**

**DECM 640 - Cloud Analytics and Machine Learning**

**DECM 660 - Cloud Infrastructure and Development**

## **Economics**

**ECON 540 - Fundamentals of Economics**

**ECON 610 - Managerial Economics**

**ECON 650 - International Trade and Financial Markets**

**ECON 660 - Business and Economic Forecasting**

## **Education**

**EDUC 533 - Home, School and Community Relations**

**EDUC 602 - Foundations of Education**

**EDUC 610 - Instructional Design for Culturally Diverse Learners and Students with Disabilities**

**EDUC 614 - Techniques of Teaching in the K-12 Specialized Subjects**

**EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools**

**EDUC 616 - Teaching and Technology in the Middle and Secondary Schools**

**EDUC 618 - Facilitating STEM and STEAM Constructs for Early Learners**

**EDUC 620 - Adolescent Psychology**

**EDUC 624 - Supporting Literacy Acquisition/Developing the Young Reader**

**EDUC 626 - Applied Strategies for Safe/Peaceful Schools**

**EDUC 630 - Advanced Educational Psychology**

**EDUC 633 - Curriculum and Instruction for the Young Learner**

**EDUC 640 - Principals and Practices of Supervision**

**EDUC 641 - Advanced Studies in Human Development and Learning Communities**

**EDUC 644 - Foundations, Curriculum Development, and Assessment**

**EDUC 645 - Practical Relations with Parents, Families, and Stakeholders**

**EDUC 646 - Trends/Issues in Curriculum and Instruction**

**EDUC 650 - Using Data Analysis for Teaching, Learning and Leadership**

**EDUC 680 - Special Topics in School Administration**

**EDUC 690 - Applied Research in Education**

**EDUC 692 - Advanced Professional Education Seminar**

**EDUC 694 - Introduction for Lateral Entries**

**EDUC 697 - Advanced Clinical Experience**

**EDUC 698 - Advanced Applied Product of Learning and Practicum**

**EDUC 699 - Thesis**

**EDUC 899 - Thesis Non-Credit**

**PEDU 631 - Adapted Physical Education and Sport**

## **Education Administration**

**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**

**EDAM 680 - Internship Part I**

**EDAM 690 - Internship Part II**

**EDAM 691 - Internship Part III**

**EDAM 698 - Computer Usage for Educational Administrators**

**EDAM 699 - Pre-Doctoral Admin Studies**

## **Education Leadership**

**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**

**EDLE 708 - Organizational Theory and Administrative Behavior**

**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**

**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 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**

**EDLE 753 - Advanced Research and Methodology**

**EDLE 799 - Advanced Studies in Educational Leadership and Organizational Change**

**EDLE 999 - Doctoral Dissertation Continuation**

## **Education Management**

**EDMG 614 - Techniques of Teaching in the Middle School**

## **Elementary Education**

**ELEM 505 - Modern Math for Elementary Teachers**

**ELEM 530 - Remediation of Mathematics Difficulties**

**ELEM 533 - Foundations of Arithmetic**

**ELEM 534 - Advanced Social Studies and the Arts in Elementary Education**

**ELEM 540 - Math Education for Gifted Children**

**ELEM 552 - Foundation and Curriculum of Early Childhood Education**

**ELEM 553 - Teaching and Evaluation in Early Childhood Education**

**ELEM 560 - Reading/Language Arts for Gifted Children**

**ELEM 615 - Techniques of Teaching in Elementary School**

**ELEM 616 - Problems Seminar in Lower Elementary Grades**

**ELEM 617 - Problems Seminar in Upper Elementary Grades**

**ELEM 623 - Advanced Language Arts in the Elementary School**

**ELEM 624 - Teaching Writing in the Elementary Schools**

**ELEM 635 - Problems in Science Education**

**ELEM 640 - Issues in Elementary 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**

**ELEM 680 - Advanced Studies in Child Literature**

**ELEM 690 - Advanced Clinical Experience in Elementary Education**

**ELEM 691 - Integrating Technology in the Elementary School Curriculum**

## **Educational Leadership - Higher Education**

**EDLE 741 - Dissertation in Educational Leadership III & IV**

**ELHE 700 - Group Dynamics, Decision Making, and People Management**

**ELHE 701 - Cultural Diversity in American Schools**

**ELHE 702 - Leadership for Diversity and Equity in Higher Education**

**ELHE 703 - Public Policy and Political Issues In Education**

**ELHE 704 - Curriculum and Instructional Leadership**

**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 708 - Organizational Theory and Administrative Behavior**

**ELHE 709 - University College Teaching**

**ELHE 710 - The Adult Learner**

**ELHE 711 - Emerging Issues in Higher Education Leadership**

**ELHE 712 - History of Higher Education**

**ELHE 713 - Academic Programs in Colleges and Universities**

**ELHE 714 - The Administration of Student Services in Higher Education**

**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**

**ELHE 753 - Advanced Research and Methodology for School Improvement**

## **English**

**ENGL 502 - Forms of Fiction**

**ENGL 503 - Drama**

**ENGL 505 - The Lyric**

**ENGL 507 - Bibliography and Methods of Research**

**ENGL 508 - Introduction to Linguistics**

**ENGL 509 - Sociolinguistics and Pragmatics**

**ENGL 511 - Tragic Vision**

**ENGL 515 - History of Criticism and Literary Theory**

**ENGL 516 - Issues in Composition Instruction**

**ENGL 517 - Issues in Teaching Literature**

**ENGL 518 - Technology in the Teaching of English**

**ENGL 520 - Advanced Digital Writing and Publishing**

**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 544 - Advanced Business Writing**

**ENGL 545 - Advanced Technical Writing**

**ENGL 550 - Practicum**

**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**

**ENGL 638 - Thesis I**

**ENGL 639 - Thesis II**

**ENGL 899 - Thesis Non-Credit**

## **Enterprise Resource Planning**

**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**

## **Finance**

**FINC 560 - Foundations of Finance**

**FINC 620 - Financial Management**

**FINC 655 - International Finance**

**FINC 660 - Financial Institutions**

**FINC 670 - Investment Analysis**

**FINC 675 - Security Analysis**

**FINC 680 - Option and Futures Trading**

**FINC 685 - Entrepreneurial Finance**

**FINC 695 - Seminar in Finance**

## **Geography**

**GEOG 525 - GIS Application in Public Administration**

## **Healthcare Management**

**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**

## **Health Informatics**

**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**

## **History**

**HIST 501 - Historiography**

**HIST 506 - Revolution and American Identity**

**HIST 507 - Soc Strata in the Ante South**

**HIST 508 - Antebellum Reform Movements**

**HIST 510 - Stud in 20th Cent US History**

**HIST 512 - Interpretation of 19th Century US History**

**HIST 519 - History of Medicine and Public Health in US**

**HIST 520 - Studies in United States Foreign Relations from 1771 to the Present**

**HIST 526 - The French Revolution**

**HIST 527 - Europe in the Industrial Age**

**HIST 528 - The Rise of Fascism in Europe**

**HIST 537 - History of Imperial Russia**

**HIST 538 - History in 20th Century Russia**

**HIST 551 - Caribbean History from Columbus to 1838**

**HIST 552 - Caribbean History Post-Slave**

**HIST 555 - The ABC Countries**

**HIST 556 - The Andean Republics**

**HIST 557 - The Harlem Renaissance**

**HIST 558 - African-Americans and World War II**

**HIST 560 - Black Biography**

**HIST 570 - Major Topics in African History**

**HIST 572 - African Liberation Movements**

**HIST 575 - History of Women in Africa**

**HIST 576 - Africa and the Americas**

**HIST 590 - Special Topics in History**

**HIST 591 - Special Topics in History**

**HIST 601 - Directed Readings in 19th Central American History**

**HIST 602 - Directed Readings in 20th Central American History**

**HIST 603 - Directed Readings in African-American History**

**HIST 626 - Directed Readings: 18th Central European History**

**HIST 627 - Directed Readings: 19th Central European History**

**HIST 628 - Directed Readings: 20th Central European History**

**HIST 650 - Directed Readings in Mexican History**

**HIST 651 - Directed Readings in Caribbean History**

**HIST 652 - Directed Readings in Latin American History**

**HIST 691 - Master's Thesis**

**HIST 899 - Thesis Non-Credit**

## **Information Systems and Business Analytics**

**ISBA 620 - Management Information Systems**

**ISBA 630 - Data Analytics**

## **Management**

**MGMT 605 - The Art of Leadership and Communication**

**MGMT 610 - Business Analytics**

**MGMT 615 - Leading Organizations**

**MGMT 645 - Electronic Commerce**

**MGMT 650 - Business Policy and Strategy**

**MGMT 655 - Managing Innovation**

**MGMT 660 - International Business Management**

**MGMT 665 - Total Quality Management**

**MGMT 670 - Supply Chain Management**

**MGMT 675 - New Ventures and Entrepreneurship**

**MGMT 695 - Seminar in Management**

## **Marketing**

**MKTG 570 - Fundamentals of Marketing**

**MKTG 640 - Modern Marketing**

**MKTG 650 - International Marketing**

**MKTG 660 - Marketing Analysis and Research**

**MKTG 675 - Services Marketing**

**MKTG 680 - Marketing Channels**

**MKTG 695 - Seminar in Marketing**

## **Materials Science**

**MATS 510 - Materials Science**

**MATS 520 - Biomaterials Science**

**MATS 530 - Polymer Science**

**MATS 590 - Materials Science Capstone**

## **Math Education**

**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**

## **Mathematics**

**MATH 501 - Teaching Mathematics Using Computers**

**MATH 502 - Topics in Mathematics for Teachers**

**MATH 504 - Current Trends in Mathematics Education**

**MATH 505 - Analysis for Teachers I**

**MATH 506 - Analysis for Teachers II**

**MATH 507 - Linear Algebra I**

**MATH 508 - Numerical Analysis**

**MATH 509 - Linear Programming and Applications**

**MATH 511 - Abstract Algebra I**

**MATH 521 - Real Analysis I**

**MATH 531 - Topology I**

**MATH 533 - Advanced Studies in Teaching Mathematics**

**MATH 541 - Complex Analysis I**

**MATH 571 - Ordinary Differential Equation**

**MATH 581 - Operational Mathematics**

**MATH 607 - Vector Space Methods in System Optimization**

**MATH 611 - Linear Algebra II**

**MATH 612 - Abstract Algebra II**

**MATH 621 - Real Analysis II**

**MATH 622 - Real Analysis III**



**MATH 631 - Topology II**

**MATH 632 - Topology III**

**MATH 641 - Complex Analysis II**

**MATH 642 - Complex Analysis III**

**MATH 651 - Functional Analysis I**

**MATH 652 - Functional Analysis II**

**MATH 671 - Partial Differential Equations**

**MATH 681 - Tensor Analysis**

**MATH 699 - Thesis Research**

**MATH 710 - Topics in Abstract Algebra**

**MATH 720 - Topics in Real Analysis**

**MATH 730 - Topics in Topology**

**MATH 740 - Topics in Complex Analysis**

**MATH 899 - Thesis Non-Credit**

## **Nursing**

**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 609 - Special Topics in Graduate Nursing**

**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**

## **Political Science**

**POLI 510 - American Constitutional Law**

**POLI 530 - Black Politics in the US**

**POLI 531 - Public Policy and Administration**

**POLI 535 - Public Personnel Administration**

**POLI 610 - Problems In Political Behavior**

**POLI 612 - Seminar in American National Government**

**POLI 613 - The Judicial Process**

**POLI 620 - Government and Politics of Europe**

**POLI 621 - Government and Politics of the Far East**

**POLI 622 - Government and Politics of Developing Nations**

**POLI 623 - International Politics**

**POLI 630 - Administrative Law**

**POLI 631 - Financial Administration**

**POLI 632 - Comparative Administration**

**POLI 633 - Problems in State and Inter-government Relations**

**POLI 634 - Politics of the Budgetary Process**

**POLI 641 - Research Methods in Political Science**

**POLI 643 - Currents of American Political Thought**

**POLI 644 - Contemporary Political Ideologies**

**POLI 646 - Advanced Reading Seminar**

**POLI 647 - Thesis I**

**POLI 648 - Thesis II**

**POLI 899 - Thesis Non-Credit**

## **Project Management**

**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**

## **Psychology**

**PSYC 500 - Statistics**

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

**PSYC 505 - Research Methods**

**PSYC 509 - Advanced Designs and Analysis**

**PSYC 510 - Statistics and Design Issues in Research**

**PSYC 511 - Applied Research Design and Implementation**

**PSYC 515 - Psychology of Diversity**

**PSYC 516 - Developmental Psychology**

**PSYC 520 - Behavior Therapies**

**PSYC 525 - Ethical and Professional Issues**

**PSYC 530 - Theories of Personality**

**PSYC 540 - Seminar in Health Psychology**

**PSYC 550 - Psychopathology**

**PSYC 555 - Cognitive Aspects of Behavior**

**PSYC 570 - Clinical Neuropsychology**

**PSYC 575 - Biological Aspects of Behavior**

**PSYC 601 - Biofeedback Techniques**

**PSYC 603 - Psychopharmacology**

**PSYC 610 - Psychology of Social and Interpersonal Communication**

**PSYC 611 - Theories of Counseling**

**PSYC 612 - Techniques and Process in Counseling**

**PSYC 613 - Counseling in Community Settings**

**PSYC 614 - Addiction and Substance Abuse Counseling**

**PSYC 619 - Cognitive and Intellect Assessment**

**PSYC 620 - Psychological Assessment and Testing**

**PSYC 623 - Theories and Assessment of Personality**

**PSYC 630 - Techniques in Crisis Intervention**

**PSYC 631 - Career Counseling**

**PSYC 632 - Theory and Practices of Family Counseling**

**PSYC 633 - Techniques and Processes in Family Counseling**

**PSYC 634 - Group Counseling**

**PSYC 635 - Psychological Consultation and Supervision**

**PSYC 638 - Perceptual and Cognitive Development**

**PSYC 640 - Social Aspects of Behavior**

**PSYC 641 - Advanced Developmental Psychology**

**PSYC 642 - Psychology of Aging**

**PSYC 652 - Principles and Techniques of Teaching Psychology**

**PSYC 660 - Genetic Aspects of Behavior**

**PSYC 671 - Seminar in Selected Topics in Psychology**

**PSYC 672 - Seminar in Current Issues in Psychology**

**PSYC 680 - Clinical Practicum I**

**PSYC 681 - Clinical Practicum II**

**PSYC 683 - Group Supervision in Counseling Internship**

**PSYC 685 - Independent Study**

**PSYC 690 - Capstone Seminar**

**PSYC 691 - Directed Study**

**PSYC 692 - Tests and Measurements**

**PSYC 693 - Thesis Research**

**PSYC 899 - Thesis Non-Credit**

## **Public Administration**

**PADM 511 - Foundations in Public Administration**

**PADM 512 - Ethics in Public Administration**

**PADM 513 - Public Personnel Administration**

**PADM 514 - Financial Administration**

**PADM 515 - Politics of the Budgetary Process**

**PADM 521 - Research Methods for Public Administration**

**PADM 531 - Sustainable Management and Leadership**

**PADM 541 - Public Policy and Administration**

**PADM 542 - Intergovernmental Relations**

**PADM 543 - Comparative Administration**

**PADM 580 - Internship**

**PADM 590 - MPA Capstone Project**

## **Reading**

**READ 512 - Improvement of Reading Instruction**

**READ 513 - Read Remediation and Practicum**

**READ 516 - Applied Phonics**

**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**

**READ 550 - Reading in Junior and Senior High School**

**READ 551 - Teaching Reading in the Content Area**

**READ 552 - Teaching Literacy Across Content Areas**

**READ 601 - Special Topics in Reading**

**READ 605 - Investigations in the Teaching of Reading**

**READ 610 - Foundations of Literacy**

**READ 611 - Foundations of Reading**

**READ 612 - Principles and Practices in Emergent Literacy**

**READ 618 - Reading: The Learning Bases**

**READ 620 - Assessment and Evaluation of Reading Problems**

**READ 621 - Clinical Procedures in the Identification and Evaluation of Reading Disabilities**

**READ 622 - Remediation of Reading Disabilities**

**READ 623 - Correction of Reading Problems**

**READ 644 - Organization and Management of Reading Programs**

**READ 698 - Advanced Applied Product of Learning**

**READ 699 - Seminar - Thesis**

## **Science Education**

**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**

## **Social Work**

**SWRK 501 - Professional Writing for Social Work**

**SWRK 515 - Forensic Social Work**

**SWRK 516 - Social Work Practice with Black Families**

**SWRK 517 - International Social Work**

**SWRK 519 - School Social Work**

**SWRK 521 - Gerontology**

**SWRK 601 - Social Welfare Policy and Services**

**SWRK 602 - Human Behavior and the Social Environment I**

**SWRK 602 - Independent Study**

**SWRK 603 - Human Behavior and the Social Environment II**

**SWRK 604 - Applied Social Work Research Methods**

**SWRK 606 - Social Work Practice Seminar**

**SWRK 607 - Social Work Statistical and Data Analysis**

**SWRK 608 - Statistics and Research Seminar**

**SWRK 609 - Advanced Social Work Practice with Groups**

**SWRK 610 - Social Work Practice with Families**

**SWRK 611 - Social Work Intervention with Individuals and Families**

**SWRK 612 - Social Work Intervention with Groups, Communities, and Organizations**

**SWRK 613 - Multicultural Practice with Diverse Populations**

**SWRK 615 - Social Work Practice in Mental Health**

**SWRK 620 - Social Work Practice with Children and Adolescents**

**SWRK 621 - Social Work Practice with Military Families I**

**SWRK 622 - Social Work Practice with Military Families II**

**SWRK 625 - Social Work Practice with Chemically Dependent Families**

**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**

**SWRK 630 - Assessment of Mental Disorders**

**SWRK 631 - Alcohol, Tobacco, & Other Drugs: Biomedical Basis**

**SWRK 632 - Alcohol, Tobacco, & Other Drugs (ATOD): Social Work Practice with Culturally Diverse Populations**



**SWRK 633 - Advanced Clinical Social Work Practice in Integrated Healthcare**

**SWRK 635 - Management of Human Services Organizations**

**SWRK 643 - Health and Social Issues of Children and Adolescents**

**SWRK 645 - Psychopharmacology**

**SWRK 651 - Social Work Practicum Education I**

**SWRK 652 - Social Work Practicum Education II**

**SWRK 656 - Advanced Social Work Practicum Education I**

**SWRK 657 - Advanced Social Work Practicum Education II**

**SWRK 660 - Clinical Supervision**

**SWRK 662 - Ethics in Social Work Practice**

**SWRK 690 - Special Topics**

**SWRK 696 - Thesis I**

**SWRK 698 - Thesis II**

**SWRK 899 - Thesis Noncredit**

## **Sociology**

**SOCI 500 - Sociological Concepts**

**SOCI 501 - Death and Dying**

**SOCI 502 - Special Topics in Sociology**

**SOCI 503 - Social Statistics**

**SOCI 505 - Applied Multivariate Statistic**

**SOCI 520 - Demographic Tech and Analysis**

**SOCI 531 - Aging and Social Policy**

**SOCI 550 - Modernization and Social Change**

**SOCI 555 - The Sociology of Juvenile Delinquency**

**SOCI 560 - Advanced Sociological Theory**

**SOCI 561 - Feminist Sociology**

**SOCI 563 - Race, Class, and Gender**

**SOCI 570 - Comparative Family Systems**

**SOCI 580 - Sociological Social Psychology**

**SOCI 590 - Advanced Social Science Research**

**SOCI 591 - Family Analysis and Research**

**SOCI 595 - Formal Organization**

**SOCI 602 - Independent Study**

**SOCI 605 - Seminar on Population Processes**

**SOCI 608 - Seminar in the Sociology of Health**

**SOCI 610 - Sociology of Education**

**SOCI 614 - Sociology of Aging**

**SOCI 618 - Social Inequalities**

**SOCI 620 - Seminar in Race and Ethnic Relations**

**SOCI 624 - Seminar on the Family**

**SOCI 638 - Seminar on Criminology and Deviance**

**SOCI 640 - Seminar on the Black Family**

**SOCI 660 - Sociology of Occupations and Professions**

**SOCI 685 - Seminar on Teaching Sociology**

## **Special Education**

**SPED 515 - Teach Reading to Students with Disabilities**

**SPED 518 - Teach Mathematics and Writing to Student with Disabilities**

**SPED 522 - Seminar in Learning Disabilities**

**SPED 523 - Advanced Studies in Specific Learning Disabilities**

**SPED 524 - Working with Parents/Family of Handicapped Child**

**SPED 525 - Characteristics of Children with Autism Spectrum Disorders**

**SPED 528 - Mainstreaming the Exceptional Child**

**SPED 530 - Introduction to Exceptional Children**

**SPED 532 - The Gifted Child**

**SPED 535 - Psychology of Mental Retardation**

**SPED 536 - Advanced Studies in Mental Disabilities**

**SPED 537 - Introduction to Education of Emotionally Disturbed Children**

**SPED 538 - Advanced Studies in Behavioral/Emotional Disabilities**

**SPED 560 - Reading and Language Arts for Gifted Children**

**SPED 579 - Management of Learning Environments**

**SPED 580 - Advanced Management of Learning Environments**

**SPED 600 - Practicum in Special Education**

**SPED 610 - Curriculum Development for the Gifted**

**SPED 615 - Issues and Trends in Special Education**

**SPED 620 - Teaching the Gifted Child**

**SPED 630 - Consultative Internship in Special Education**

**SPED 631 - Teaching Students with Mild to Moderate Disabilities: Academic Methods**

**SPED 632 - Teach the Hand Child-Dev Level**

**SPED 633 - Teaching Adolescents with Disabilities**

**SPED 634 - Curriculum and Effective Practices for Teaching Students with Mental Disabilities**

**SPED 635 - Curriculum and Effective Practices for Teaching Students with Specific Learning Disabilities**

**SPED 638 - Teaching the Emotionally Disturbed Child**

**SPED 639 - Curriculum and Effective Practices for Teaching Students with Behavioral/Emotional Disabilities**

**SPED 640 - Master's Internship in Special Education**

**SPED 641 - Advanced Internship in Special Education (Mentally Disabled; Behaviorally-Emotionally Disabled; Specific Learning Disabled)**

**SPED 642 - Exceptional Child Development**

**SPED 643 - Seminar in Special Education**

**SPED 645 - Independent Study in SPED**

**SPED 646 - Advanced Assessment Practices in Special Education**

**SPED 647 - Educational Assessment of Students with Disabilities**

**SPED 648 - Curriculum Development in Special Education**

**SPED 649 - The Consultative Role of the Special Educator**

**SPED 650 - Leadership and Supervision of Exceptional Child Programs**

**SPED 660 - Internship of Gifted Education**

**SPED 698 - Advanced Applied Product of Learning**

## **Statistics**

**STAT 540 - Foundations of Data Science**

**STAT 550 - Data Science Capstone**

**STAT 561 - Probability Theory**

**STAT 562 - Applied Regression Analysis**

**STAT 563 - Design and Analysis of Experiment**

**STAT 564 - Mathematical Statistics**

**STAT 571 - Statistical Computing**

**STAT 572 - Time Series Analysis**

**STAT 661 - Advanced Probability Theory**

**STAT 662 - Advanced Mathematical Statistics**

**STAT 750 - Topics in Statistics**

## **Teaching English as a Second Language**

**TESL 510 - Theories and Principles in Teaching ESL**

**TESL 520 - Second Language Acquisition**

**TESL 530 - Lit Dev and Assessment for English Learners**

**TESL 541 - Trends and Issues in Teaching ESL**

## **Zoology**

**ZOOL 570 - General Entomology**

**ZOOL 585 - Introduction to Parasitology**

**ZOOL 610 - Advanced Genetics**

**ZOOL 630 - Advanced Developmental Biology**

## **Other Courses**

**PEDU 602 - Motor Learning & Development**

## **Catalog Archive**

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- 2020-2021 Undergraduate Catalog
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- 2008-2009 Undergraduate Catalog [Addendum]
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- 2009-2010 Graduate Catalog [Addendum]
- 2008-2009 Graduate Catalog
- 2006-2008 Graduate Catalog
- 2002-2004 Graduate Catalog

## **Current Catalogs (PDF)**

2023-2024 Undergraduate Catalog

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## **Colleges**

# **Fayetteville State University**

## **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.

## **School of Nursing**

[Go to information about this school.](#)

## **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 590 - 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 bachelor's degree program in nursing at Fayetteville State University is accredited by the Commission on Collegiate Nursing Education. (<http://www.ccnaccreditation.org>). The generic and accelerated BSN tracks are fully approved by the North Carolina Board of Nursing.

The master's degree program in nursing at Fayetteville State University is accredited by the Commission on Collegiate Nursing Education. (<http://www.ccnaccreditation.org>).

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**

## **Certificate**

### **Nursing Patient Safety and Quality Graduate Certificate**

#### **Nursing Patient Safety and Quality Graduate Certificate**

The Nursing Patient Safety and Quality Graduate Certificate is intended for individuals who want to gain knowledge in patient safety and quality.

#### **Admission Requirements:**

1. Current unrestricted licensure as a registered nurse.
2. A bachelor's degree in nursing, or another field, from an accepted accredited institution. Students that have an associate degree in nursing and a bachelor's degree in a field other than nursing must take NURS 609: Special Topics in Graduate Nursing (1 credit) during the first semester of study.
3. Application: Complete an online graduate application to the Certificate in Nursing Patient Safety and Quality.
4. Professional Statement: A professional statement (typed and no more than one page) describing your interest in Nursing Patient Safety and Quality, your long-term goals pertaining to the field of nursing, and what you hope to obtain from the Nursing Patient Safety and Quality Certificate at Fayetteville State University.
5. 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.
6. Recommendations: Submit three recommendation forms from professional references to Admissions.
7. Official TOEFL (Test of English as a Foreign Language) scores for international applicants.

**Curriculum:** 12 credit hours

#### **Program Requirements**

- NURS 601 - Research Methods and Biostatistics
- NURS 604 - Quality and Safety in Health Care
- NURS 612 - Creating a Culture of Safety and Quality Care
- NURS 613 - Systems Leadership, Collaborative Practice, and System Thinking

## **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**

Department of Criminal Justice

# **Department of English: Literature, Teaching, Pre-Law, and Creative & Professional Writing**

Department of English: Literature, Teaching, Pre-Law, and Creative & Professional Writing

## **Department of Psychology**

Department of Psychology

## **Department of Sociology and Interdisciplinary Studies**

Department of Sociology and Interdisciplinary Studies

## **School of Social Work**

School of Social Work

## **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, practicum 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 and Services and/or SWRK 602. 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 practicum 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 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 practicum 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**

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 - Advanced Social Work Practicum Education I

## Spring Semester: 13 Credits

- SWRK 620 - Social Work Practice with Children and Adolescents
- SWRK 635 - Management of Human Services Organizations
- SWRK 657 - Advanced Social Work Practicum Education II
- 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 Practicum Education I
- SWRK 652 - Social Work Practicum Education 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 - Advanced Social Work Practicum Education I
- SWRK 657 - Advanced Social Work Practicum Education II
- 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 Practicum Education I
- SWRK 652 - Social Work Practicum Education 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 - Advanced Social Work Practicum Education I
- SWRK 657 - Advanced Social Work Practicum Education II

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 - Advanced Social Work Practicum Education I

## Spring Semester: 13 Credits

- SWRK 630 - Assessment of Mental Disorders
- SWRK 635 - Management of Human Services Organizations
- SWRK 657 - Advanced Social Work Practicum Education II
- 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 Practicum Education I
- SWRK 652 - Social Work Practicum Education 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 - Advanced Social Work Practicum Education I
- SWRK 657 - Advanced Social Work Practicum Education II
- 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 Practicum Education I
- SWRK 652 - Social Work Practicum Education 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 - Advanced Social Work Practicum Education I
- SWRK 657 - Advanced Social Work Practicum Education II

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**

In addition to the completed online graduate application and paid application fee, admission requirements for the MA Sociology program include components below. Please note that meeting the minimum requirements does not guarantee admission to the program. The application portfolio is not reviewed by the admissions committee until all components are uploaded in the graduate admissions portal by the application submission deadline.

### **(1) Degree and GPA Requirements**

- The applicant must have an undergraduate degree from an accredited institution.
- The applicant must have a minimum undergraduate GPA of 2.75 or higher on a 4.0 scale or a minimum GPA of 2.75 or higher on a 4.0 scale in the last 60 hours of coursework.
- A GRE score is not required for admission.

### **(2) Official Undergraduate Transcripts**

- All official undergraduate transcripts must be sent directly from the institution to Fayetteville State University.

### **(3) Statement of Purpose**

- In the statement of purpose, the applicant should focus on the following:
  - an introduction that clearly states the applicant's purpose for applying to the program
  - discussion that outlines why applicant is drawn to studying sociology, including any experiences that shaped the applicant's desire to pursue graduate studies in sociology (e.g., life experiences, professional experiences, academic experiences, volunteer experiences, research experiences, co-curricular experiences)
  - discussion about how earning a Master of Arts in Sociology will assist applicant in achieving career goals
- The statement of purpose should not exceed two single-spaced typed pages.

### **(4) References**

- The applicant must submit two letters of recommendation from professors; however, if it has been two or more years since the applicant has graduated from school, letters from individuals listed below may be considered by the admissions committee:
  - employment manager/supervisor who can speak to applicant's ability to succeed in a graduate program
  - colleague(s) who can speak to applicant's ability to succeed in a graduate program
  - president and/or volunteer coordinator of a community service/civic engagement organization whereby the applicant has engaged in volunteer work
- If the references are not Fayetteville State University professors, then the recommender must complete the recommendation form and submit a recommendation letter.
- If applicant's references do not fall within the aforementioned categories, then the applicant should contact the graduate program coordinator to discuss the matter.
- Please note that references cannot be family members or friends.

**The Master of Arts in Sociology program is a fully online, non-thesis degree program.**

## **Program Course Requirements**



## 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: 12 Credits

At least one course must be a 600-level course.

## Free Electives: 6 Credits

Two 500 level or higher courses in sociology or other disciplines

Total Credit Hours: 30

## Certificate

### Applied Sociology Graduate Certificate

## Admission Requirements

Admission requirements are the same as for the Master of Arts in Sociology Program.

## Core Courses: 6 Credits

- SOCI 500 - Sociological Concepts
- SOCI 503 - Social Statistics

## Sociology Electives: 12 Credits

Students should complete twelve hours in graduate sociology courses based on their interests and in consultation with the advisor.

Total Credit Hours: 18

## 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**

[Go to information about this department.](#)

## **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

#### **MBA Degree and Certificate Completion Requirements**

It is important for students to be aware that the MBA Program and the Graduate Certificate Program are two separate credentials that have differentiated requirements that must be completed. Students who are completing the MBA degree concurrent with a certificate program must simultaneously complete all the separate requirements of both the MBA degree program and the certificate program in order to graduate from both programs without delaying graduation.

- If a student is enrolled in the MBA Program and a certificate program at the same time but cannot complete the requirements of the certificate program at the same time as the MBA Program, then the student must detach the certificate program from their MBA Program (see Advisor/Mentor for this process). Students may finish their certificate program after their MBA degree requirements have been completed and their degree has been conferred. In such case the student must apply to the university to complete the certificate program.

#### **MBA Program**

- **Delivery Method:** On-Campus, Online, Hybrid
- **Entrance Exam:** GRE, GMAT

#### **Graduate Certificate Programs**

- **Delivery Method:** Online, Hybrid
- **Entrance Exam:** No

#### **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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript(s). In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- MGMT 650 - Business Policy and Strategy
- 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](http://www.uncfsu.edu/mba).

## **Foundation Courses**

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- MGMT 650 - Business Policy and Strategy
- 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](http://www.uncfsu.edu/mba).

### Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).



## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

### **Foundation Courses**

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- or
- HINF 640 - Business Analytics
- ECON 610 - Managerial Economics

- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- MGMT 650 - Business Policy and Strategy
- 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](http://www.uncfsu.edu/mba).

## **Foundation Courses**

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

### **Foundation Courses**

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management



- MGMT 615 - Leading Organizations
- 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](http://www.uncfsu.edu/mba).

## Foundation Courses

The MBA program requires 12 to 18 courses. It consists of a foundation and core curriculum. The foundation courses provide non-business undergraduates with the same business knowledge as business undergraduates.

Students may be exempt from some or all foundation courses if they have completed comparable undergraduate courses with satisfactory academic achievement. Waiver determinations are made on a course-by-course basis following a review of the student's academic transcript. In addition to course grades, other relevant academic accomplishments, such as research or publications, may be considered for waiver eligibility.

Exceptions to these waiver policies may be granted under special circumstances at the sole 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
- BIDA 630 - Data Analytics
- BIDA 650 - Business Analytics
- ECON 610 - Managerial Economics
- FINC 620 - Financial Management
- MGMT 615 - Leading Organizations
- 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:

- BIDA 630 - Data Analytics
- 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

**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 (CAEP) 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.

Effective Summer 2024, all graduate candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of a 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll into Clinical Experience/Student Teaching.

## **Suspension of Programs**

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

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

Go to information about this department.

## **Department of Health, Physical, and Secondary Education**

Go to information about this department.

## **Department of Educational Leadership and School Administration**

Go to information about this department.

## **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.**

## **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.

### **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**

## **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, 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: 5164 Middle School Mathematics—Score 157



PRAXIS II Test: 5047 Middle School English Language Arts—Score 164

PRAXIS II Test: 5442 Middle School Science—Score 152

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, and comprehensive science,; the Master of Arts in Teaching ("A" level license) 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), science, (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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

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 (9-12) and K-12 Special Subjects Initial Programs (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.

Note: Master of Arts in Teaching [M.A.T.] degrees lead to an "A" Class Initial Level license. "A" Class Level master's degrees are not eligible for master's level pay.

## **Master**

## **K-12 Special Subjects, Art, 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 a 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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

## 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 (Art Education): 15 Credits

- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools
- 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: 5135 Art: Content and Analysis—Score 161

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 6 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

## K-12 Special Subjects, Health and Physical Education, 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 a 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 and at least 24 hours in the content area they are seeking. 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 the 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. A GPA of 3.0 or higher in graduate courses is required for degree completion.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

## **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**

- PEDU 602 - Motor Learning & Development
- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools
- EDUC 616 - Teaching and Technology in the Middle and Secondary Schools
- PEDU 631 - Adapted Physical Education and Sport
- EDUC 644 - Foundations, Curriculum Development, and Assessment

## **Advanced Clinical Experience: 9 Credits**

- EDUC 692 - Advanced Professional Education Seminar
- EDUC 697 - Advanced Clinical Experience

## **Licensure Requirements**

PRAXIS II Test: 5857 Health and Physical Education: Content Knowledge - Score 160

edTPA Portfolio in the licensure area must be submitted during the clinical experience.

Passing scores are set by the N.C. State Board of Education.

## **Total Credit Hours: 30**

No more than 6 semester hours to be counted toward degree may be completed prior to formal admission to M.A.T. degree program.

## **K-12 Special Subjects, Music, 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 a 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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

## 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 (Music Education): 15 Credits

- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools
- 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: 5114 Music: Content and Instruction—Score 162

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 6 semester hours to be counted toward degree may be completed prior to formal admission to MAT degree program.

# **K-12 Special Subjects, Spanish, 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 a 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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

### **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 (Spanish): 15 Credits**

- EDUC 615 - Techniques of Teaching in the Middle and Secondary Schools
- 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: 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 6 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 a 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.

Effective Summer 2024, candidates applying for the MAT program must adhere to new Clinical Experience admission requirements. To be admitted into Clinical Experience, candidates must complete the Clinical Experience application, maintain a GPA of 2.7 or higher (a 3.0 GPA to graduate), and pass (scores are set by the NC Board of Education) all required licensure examinations for the area in which they are seeking their initial teaching license. Candidates who do not meet these requirements will not be permitted to enroll in their Clinical Experience.

### **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 6 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**

## For More Information

<b>Academic Records and Transcripts</b>	<b>910-672-1185</b>
<b>Admissions</b>	<b>910-672-1371</b>
<b>Admissions - Toll Free</b>	<b>800-222-2594</b>
<b>Alumni Affairs</b>	<b>910-672-1473</b>
<b>Athletics</b>	<b>910-672-1314</b>
<b>Bookstore</b>	<b>910-672-1277</b>
<b>Center for Personal Development</b>	<b>910-672-1203</b>
<b>Chancellor's Scholars</b>	<b>910-672-1814</b>



<b>Dining Services</b>	<b>910-323-0294</b>
<b>Financial Aid</b>	<b>910-672-1325</b>
<b>Fort Bragg Center</b>	<b>910-672-2961</b>
<b>Handicapped Students</b>	<b>910-672-1222</b>
<b>Health Services</b>	<b>910-672-1454</b>

#### **Information Technology and Telecommunications**

<b>Services</b>	<b>910-672-2085</b>
<b>Library Services</b>	<b>910-672-1231</b>

<b>Online Degree Completion Programs</b>	<b>910-672-2571</b>
<b>Office of School Services</b>	<b>910-672-1265</b>
<b>Public Education Outreach</b>	<b>910-672-1814</b>
<b>Registrar</b>	<b>910-672-1185</b>
<b>Security</b>	<b>910-672-1341</b>
<b>Student Academic Services Center</b>	<b>910-672-1205</b>
<b>Student Activities</b>	<b>910-672-1166</b>
<b>Student Affairs</b>	<b>910-672-1201</b>
<b>Student Support Services</b>	<b>910-672-1172</b>
<b>Summer School</b>	<b>910-672-1229</b>
<b>Testing</b>	<b>910-672-1301</b>
<b>Tuition and Fees</b>	<b>910-672-1155</b>
<b>Veterans' Affairs</b>	<b>910-672-1628</b>

<b>University College</b>	<b>910-672-1060</b>
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<b>College of Arts and Sciences</b>	<b>910-672-1659</b>
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Aerospace Studies	910-672-1464
Biological Sciences	910-672-1691
Chemistry and Physics	910-672-2441
Communication, Languages, and Cultures	910-672-1381
Criminal Justice	910-672-1478
English	910-672-1416
Government and History	910-672-1573
Mathematics and Computer Science	910-672-1294
Military Science (Army)	910-672-1942
Natural Sciences	910-672-1691
Nursing	910-672-1924
Performing and Fine Arts	910-672-1571
Psychology	910-672-1413
Sociology	910-672-1122
Social Work	910-672-1210

**College of Business and Economics      910-672-1267**

Accounting, Finance, Healthcare Administration, and Information Systems	910-672-1591
Management, Marketing, and Entrepreneurship	910-672-1480

**College of Education      910-672-1265**

Educational Leadership	910-672-1731
Elementary Education	910-672-1538
Middle Grades, Secondary, and Specialized Subjects	910-672-1181

**Graduate Programs**

Doctor of Education	910-672-1810
Graduate Certificates in English	910-672-1416
Master of Business Administration	910-672-1197
Master of School Administration	910-672-1810
Master of Education	910-672-1257
Elementary Education	910-672-1257
Middle Grades Education	910-672-1182
Reading Education	910-672-1257
Secondary Education	910-672-1182
Special Education	910-672-1182
Master of Arts in Psychology	910-672-1413
Master of Arts in Sociology	910-672-1122
Master of Social Work	910-672-1210
Master of Science and Certificate in Criminal Justice	910-672-1478