

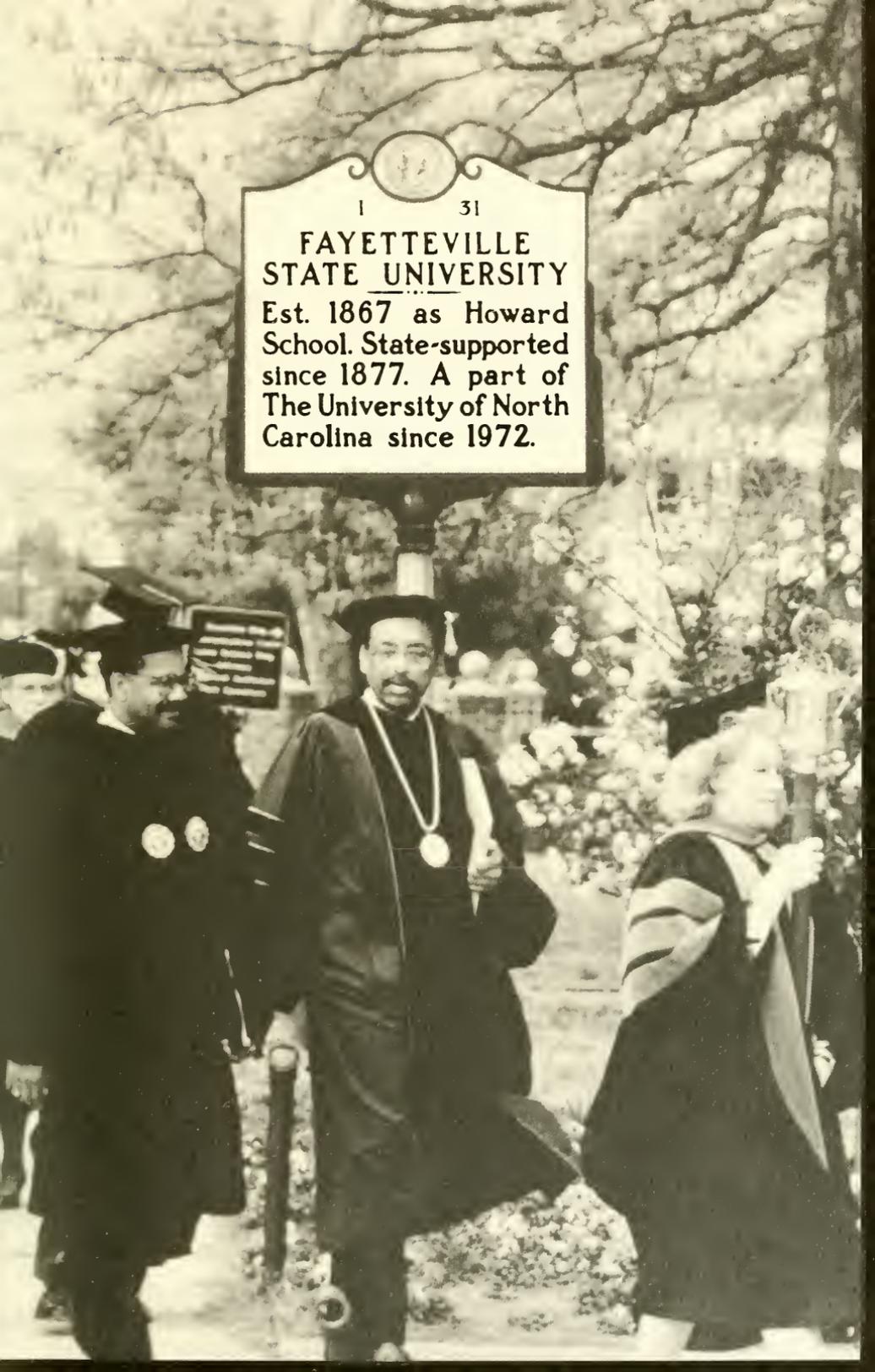


Fayetteville  
State University  

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1992-1994  
Catalogue





1 31

**FAYETTEVILLE  
STATE UNIVERSITY**

Est. 1867 as Howard  
School. State-supported  
since 1877. A part of  
The University of North  
Carolina since 1972.



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FSU ARCHIVES

Undergraduate and Graduate  
Catalogue  
1992 - 1994

Fayetteville State University  
Fayetteville, North Carolina

Established 1867

Fayetteville State University is  
a constituent institution  
of The University of North Carolina

---

Fayetteville State University is accredited by the Commissions on Colleges  
of the Southern Association of Colleges and Schools to award the  
associate, baccalaureate, and master's degrees.

## **Basic Commitments of The University of North Carolina**

Since its establishment in July 1972, The University of North Carolina has sought at all times to ensure compliance with the fourteenth amendment and Title VI. Consistent with that purpose, The University has been committed:

- (1) to increase the participation of black persons in The University;
- (2) to promote the further racial integration of the 16 constituent institutions; and
- (3) to improve the quality of educational opportunities at all constituent institutions and, within the context of a coordinated system of public senior higher education, to give special attention to the strengthening of the predominantly black institutions.

As part of its mission, Fayetteville State University works proactively to fulfill all of the specific components of the original consent decree.

*Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap.  
25,000 copies of this publication were produced at a cost of \$33,000.*

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# FOR INFORMATION ABOUT...

## Academic Programs

University College ..... (919) 486-1681

College of Arts and Sciences ..... (919) 486-1681

Aerospace Studies ..... (919) 486-1464

English and Communications .... (919) 486-1416

Fine Arts ..... (919) 486-1457

Humanities ..... (919) 486-1573

Mathematics and Computer

Science ..... (919) 486-1294

Natural Science ..... (919) 486-1691

Nursing Program ..... (919) 486-1691

Social and Behavioral

Sciences ..... (919) 486-1122

School of Business & Economics . (919) 486-1267

Accounting ..... (919) 486-1591

Business/Marketing Education

and Administrative Services .... (919) 486-1593

Economics and Finance ..... (919) 486-1618

Management and Marketing ..... (919) 486-1820

School of Education ..... (919) 486-1265

Curriculum and Instruction ..... (919) 486-1181

Educational Leadership and

Secondary Education ..... (919) 486-1731

Elementary Education ..... (919) 486-1538

Health, Physical Education and

Human Services ..... (919) 486-1115

Fort Bragg-Pope Air Force Base

Center ..... (919) 497-9111

Graduate Studies ..... (919) 486-1498

Admissions ..... (919) 486-1371

Toll Free—In State ..... 1-800-672-6667

Toll Free—Out of State ..... 1-800-222-2594

Academic Records and

Transcripts ..... (919) 486-1185

Master of Arts in Education

Administration &

Supervision ..... (919) 486-1562

Elementary Education ..... (919) 486-1538

Middle Grades ..... (919) 486-1181

Special Education ..... (919) 486-1181

Master of Arts in History ..... (919) 486-1573

Master of Arts in Political

Science ..... (919) 486-1122

Master of Arts in

Psychology ..... (919) 486-1122

Master of Arts in

Sociology ..... (919) 486-1122

Master of Arts in Teaching

Biology ..... (919) 486-1691

History ..... (919) 486-1573

Mathematics ..... (919) 486-1294

Master of Science in

Biology ..... (919) 486-1691

Master of Science in

Mathematics ..... (919) 486-1294

Master of Business

Administration ..... (919) 486-1197

## Academic Records and

Transcripts ..... (919) 486-1185

Admissions ..... (919) 486-1371

Toll Free—In State ..... 1-800-672-6667

Toll Free—Out of State ..... 1-800-222-2594

Alumni Affairs ..... (919) 486-1473

Athletics ..... (919) 486-1314

Bookstore ..... (919) 486-1277

Career Services and Placement .. (919) 486-1205

Counseling ..... (919) 486-1203

Dining Services ..... (919) 323-0294

Financial Aid ..... (919) 486-1325

Handicapped Students ..... (919) 486-1203

Health Services ..... (919) 486-1454

Library Services ..... (919) 486-1231

Microcomputer Resource

Centers ..... (919) 486-1796

Registration ..... (919) 486-1185

Residence Life ..... (919) 486-1284

Security ..... (919) 486-1341

<b>Student Activities</b> .....	(919) 486-1166	<b>Testing</b> .....	(919) 486-1301
<b>Student Affairs</b> .....	(919) 486-1376	<b>Tuition and Fees</b> .....	(919) 486-1155
<b>Student Government Association</b>	(919) 486-1344	<b>Veteran Affairs</b> .....	(919) 486-1628
<b>Student Support Services</b> .....	(919) 486-1171	<b>Weekend and Evening College ...</b>	(919) 486-1224
<b>Summer School</b> .....	(919) 486-1224		

All written communication should be addressed to the proper University office:

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

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 change to a minimum to provide a smooth transition for students.



**Dr. Lloyd V. Hackley**  
*Chancellor*  
*Fayetteville State University*

# CHANCELLOR'S MESSAGE

To the Students of Fayetteville State University:

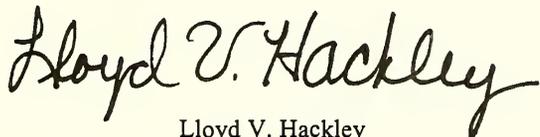
I am delighted to greet you and welcome you to Fayetteville State University. You have chosen an exciting time to enroll at FSU. Not only is the University celebrating its 125th year of excellence, but also it continues to provide the kind of high caliber education that produces successful graduates.

As a new member of the Fayetteville State University family, you are headed for a dynamic and enjoyable learning experience. You will have the opportunity to gain a breadth of knowledge that will prepare you for success in your professional and personal endeavors. Whether you are a recent high school graduate, a business person seeking additional skills, or someone who has made the decision to enter college at a later stage of life, FSU has programs and services tailored to meet your needs. You will also have the opportunity to participate in many activities designed to complement your academic experience.

Fayetteville State University is known for its fine academic programs, honors-level course work, tutorial assistance, individualized education, and training programs. These services are available for all students, full- and part-time, and are offered during the day and in the evenings. We can help you find your place in the exciting world of high technology, business and industry, communications and the arts, health, education, and the sciences, just to name a few.

Our emphasis is you! We are committed to serving the broad educational needs of the people of southeastern North Carolina and the wide spectrum of interests found in our community. We want you to become an integral part of FSU's growth, as well as a successful graduate. We look forward to working closely with you during your college career.

Sincerely,

A handwritten signature in black ink that reads "Lloyd V. Hackley". The signature is written in a cursive style with a large, sweeping "L" and "H".

Lloyd V. Hackley  
Chancellor

**FAYETTEVILLE STATE UNIVERSITY**

Fayetteville, North Carolina 28301-4298

**ACADEMIC CALENDAR**

1992-1994

**FALL SEMESTER, 1992**

August 12-13, Wednesday-Thursday	Pre-School Workshops
August 14, Friday	Transfer Students Arrive
August 15, Saturday	Freshmen Arrive
August 15, Saturday	Registration
August 17-19, Monday-Wednesday	Registration
August 20, Thursday	Classes Begin, Late Registration, Drop/Add Period Begins
August 25, Tuesday	Late Registration Ends, Drop/Add Period Ends
September 7, Monday	LABOR DAY HOLIDAY
September 10, Thursday	FALL CONVOCATION
September 28, Monday	Deadline for Filing Application for May 1993 Graduation
October 1-7, Thursday-Wednesday	Mid-Term Exam Week
October 9, Friday	Deadline for Reporting Mid-Term Grades
October 12-13, Monday-Tuesday	FALL BREAK
October 17, Saturday	HOMECOMING
October 23, Friday	Deadline for Clearance of "I" Grades, Last Day for Withdrawing from Classes
November 9-20, Monday-Friday	Advisement and Pre-Registration for Spring Semester 1993
November 18, Wednesday	Last Day for Withdrawing from University
November 26-29, Thursday-Sunday	THANKSGIVING HOLIDAY
November 30-December 5, Monday-Saturday	Final Examinations for December Graduates
December 7-12, Monday-Saturday	Final Examinations
December 7, Monday	Deadline for Reporting Grades for December Graduates
December 14, Monday	Deadline for Reporting Final Grades
December 15, Tuesday	DECEMBER COMMENCEMENT
December 23-January 3, Wednesday-Sunday	UNIVERSITY CHRISTMAS HOLIDAYS

## SPRING SEMESTER, 1993

January 4, Monday	University Business Resumes
January 5, Tuesday	General Faculty Meeting
January 6, Wednesday	New Students Arrive
January 7-9, Thursday-Saturday	Registration
January 11, Monday	Classes Begin, Late Registration Begins,
	Drop/Add Period Begins
January 13, Wednesday	Drop/Add Period and Late Registration Ends
January 18, Monday	MARTIN LUTHER KING'S JR.'S BIRTHDAY (University Holiday)
January 29, Friday	Last Day for Filing Application for December 1993 Graduation
February	BLACK HISTORY MONTH
February 25-March 3, Thursday-Wednesday	Mid-Term Examination Week
March 5, Friday	Deadline for Reporting Mid-Term Grades
March 8-13, Monday-Saturday	SPRING BREAK
March 19, Friday	Deadline for Removing "I" Grades, Last Day for Withdrawing from Classes
April 8, Thursday	HONORS AND AWARDS DAY
April 18, Sunday	FOUNDERS DAY
April 12-23, Monday-Friday	Advisement and Pre-registration for Fall Semester 1993
April 16, Friday	Last Day for Withdrawing from University
April 21-24, Wednesday-Saturday	Final Examinations for May Graduates
April 27, Tuesday	Deadline for Reporting Grades for Graduating Seniors
May 1-7, Saturday-Friday	Final Examination Week
May 8, Saturday	COMMENCEMENT
May 10, Monday	Deadline for Reporting Final Grades
May 10-11, Monday-Tuesday	Post-School Conferences

## SUMMER SESSIONS, 1993

## Session I

May 14–15, Friday–Saturday	Registration
May 17–18, Monday–Tuesday	Registration
May 19, Wednesday	Classes Begin, Late Registration Begins,
	Drop/Add Period Begins
May 20, Thursday	Late Registration Ends,
	Drop/Add Period Ends
May 28, Friday	Last Day for Filing for December 1993 Graduation
June 9, Wednesday	Last Day for Withdrawing from Classes
June 16, Wednesday	Last Day for Withdrawing from the University
June 22, Tuesday	Classes End for Summer Session I
June 23, Wednesday	Final Examinations for Summer Session I
June 25, Friday	Deadline for Reporting Summer Session I Grades
June 25–26, Friday–Saturday	Mid-Term Examinations for Weekend College

## Session II

July 1, Thursday	Registration
July 2, Friday	Classes Begin, Late Registration Begins
	Drop/Add Period Begins
July 5, Monday	FOURTH OF JULY HOLIDAY
July 6, Tuesday	Late Registration Ends,
	Drop/Add Period Ends
July 19, Monday	Last Day for Withdrawing from Classes
July 26, Monday	Last Day for Withdrawing from the University
August 5, Thursday	Final Examinations
August 4–7, Wednesday–Saturday	Final Examinations for Weekend and Evening College Students
August 9, Monday	Deadline for Reporting Summer Session II and Weekend and Evening College Grades

## FALL SEMESTER, 1993

August 11–13, Wednesday–Thursday	Pre-School Workshops
August 13, Friday	Transfer Students Arrive
August 14, Saturday	Freshmen Arrive
August 14, Saturday	Registration
August 16–18, Monday–Wednesday	Registration
August 19, Thursday	Classes Begin, Late Registration Begins, Drop/Add Period Begins
August 24, Tuesday	Late Registration Ends, Drop/Add Period Ends
September 6, Monday	LABOR DAY HOLIDAY
September 9, Thursday	FALL CONVOCATION
September 27, Monday	Deadline for Filing Application for May 1994 Graduation
September 30–October 6, Thursday–Wednesday	Mid-Term Examination Week
October 8, Friday	Deadline for Reporting Mid-Term Grades
October 11–12, Monday–Tuesday	FALL BREAK
October 22, Friday	Deadline for Clearance of “I” Grades, Last Day for Withdrawing from Classes
October 23, Saturday	HOMEcomings
November 8–19, Monday–Friday	Advisement and Pre-registration for Spring Semester 1994
November 17, Wednesday	Last Day for Withdrawing from University
November 25–28, Thursday–Sunday	THANKSGIVING HOLIDAY
November 29–December 4, Monday–Saturday	Final Examinations for December Graduates
December 6–11, Monday–Saturday	Final Examinations
December 6, Monday	Deadline for Reporting Grades for December Graduates
December 13, Monday	Deadline for Reporting Final Grades
December 14, Tuesday	DECEMBER COMMENCEMENT
December 23–January 2, Thursday–Sunday	UNIVERSITY CHRISTMAS HOLIDAYS

## SPRING SEMESTER, 1994

January 3, Monday	University Business Resumes
January 4, Tuesday	General Faculty Meeting
January 5, Wednesday	New Students Arrive
January 6-8, Thursday-Saturday	Registration
January 10, Monday	Classes Begin, Late Registration Begins, Drop/Add Period Begins
January 12, Wednesday	Drop/Add Period Ends, Late Registration Ends
January 17, Monday	MARTIN LUTHER KING JR.'S BIRTHDAY (University Holiday)
January 28, Friday	Last Day for Filing Application for December 1994 Graduation
February	BLACK HISTORY MONTH
February 25-March 2, Thursday-Wednesday	Mid-Term Exam Week
March 4, Friday	Deadline for Reporting Mid-Term Grades
March 7-12, Monday-Saturday	SPRING BREAK
March 18, Friday	Deadline for Removing "I" Grades, Last Day for Withdrawing from Classes
April 7, Thursday	HONORS AND AWARDS DAY
April 10, Sunday	FOUNDERS DAY
April 11-22, Monday-Friday	Advisement and Pre-registration for Fall Semester 1994
April 15, Friday	Last Day for Withdrawing from University
April 20-23, Wednesday-Saturday	Final Examinations for May Graduates
April 26, Tuesday	Deadline for Reporting Grades for Graduating Seniors
May 2-6, Monday-Friday	Final Examination Week
May 7, Saturday	COMMENCEMENT
May 9, Monday	Deadline for Reporting Final Grades
May 9-10, Monday-Tuesday	Post-School Conferences

## SUMMER SESSIONS, 1994

### Session I

May 13–14, Friday–Saturday	Registration
May 16–17, Monday–Tuesday	Registration
May 18, Wednesday	Classes Begin, Late Registration Begins,
	Drop/Add Period Begins
May 19, Thursday	Late Registration Ends, Drop/Add Period Ends
May 27, Friday	Last Day for Filing for December 1994 Graduation
June 8, Wednesday	Last Day for Withdrawing from Classes
June 15, Wednesday	Last Day for Withdrawing from the University for Summer Session I
June 21, Tuesday	Classes End for Summer Session I
June 22, Wednesday	Final Examinations for Summer Session I
June 24, Friday	Deadline for Reporting Summer Session I Grades
June 24–25, Friday–Saturday	Mid-Term Examinations for Weekend and Evening College

### Session II

July 1, Friday	Registration
July 4, Monday	FOURTH OF JULY HOLIDAY
July 5, Tuesday	Classes Begin, Late Registration Begins,
	Drop/Add Period Begins
July 6, Wednesday	Late Registration Ends, Drop/Add Period Ends
July 18, Monday	Last Day for Withdrawing from Classes
July 25, Monday	Last Day for Withdrawing from the University for Summer Session II
August 4, Thursday	Final Examinations for Summer Session II
August 5–6, Friday–Saturday	Final Examinations for Weekend and Evening College
August 8, Monday	Deadline for Reporting Summer Session II Grades and Weekend and Evening College Grades



# General Information

The University of North Carolina  
Fayetteville State University  
Centers and Programs  
University Library  
Index of Degrees





## HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

C.D. Spangler, Jr., B.S., M.B.A., D.H.L., LL.D. ....	President
W. F. Little, B.S., M.A., Ph.D. ....	Interim Senior Vice President–Academic Affairs
Judith P. Pulley, B.A., M.A., Ph.D. ....	Associate Vice President–Academic Affairs
Wyndham Robertson, A.B. ....	Vice President–Communications
L. Felix Joyner, A.B. ....	Vice President–Finance
Roy Carroll, B.A., M.A., Ph.D. ....	Vice President–Planning
Jay M. Robinson, B.S., M.A., Ed.D. ....	Vice President–Public Affairs
Jasper Memory, B.S., M.S., Ph.D. ....	Vice President–Research and Public Service
Nathan F. Simms, Jr., B.S., M.S., Ph.D. ....	Vice President–Student Services and Special Programs
David G. Martin, Jr., B.A., LLB ....	Secretary of The University
Richard H. Robinson, Jr., A.B., LLB ....	Assistant to the President

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.)

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.

# FAYETTEVILLE STATE UNIVERSITY

## HISTORICAL SKETCH

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

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

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

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

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

In 1969, the institution acquired its present name, "Fayetteville State University," and Dr. Charles "A" Lyons, Jr. was elected president. By a legislative act 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. In addition, the Fort Bragg-Pope Air Force Base Extension Center, in conjunction with the Weekend and Evening College, was established in order to provide military personnel and other persons employed full-time with the opportunity to further their education. The general academic structure took its present configuration in 1985 when the University became a Comprehensive Level I Institution. In addition to expanding program offerings and services, the University added eight buildings to the physical plant during this period.

On January 1, 1988, Dr. Lloyd V. Hackley became the ninth Chief Executive Officer of the University. Since this date, he has actively pursued initiatives that have further expanded program offerings and improved the campus environment in response to the needs and interests of students and the community. FSU currently offers master's level programs in biology, business administration, education, history, mathematics, political science, psychology, sociology, and teaching and also offers baccalaureate programs in 28 disciplines. The \$6.3 million ultra-modern Business and Economics building and the approved \$9.7 million Health and Physical Education Complex underscore the commitment of this administration to continued expansion and growth. The refurbishing of existing structures and essential building renovations that are now underway serve also as notable examples of institutional progress under the leadership of Chancellor Hackley. The institution's facilities now include 156 acres and 40 buildings with a current value of over \$35 million.

A new era of excellence has begun and the University's growth is assured as it continues its endeavors as a full-service university.

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

- The Adult Education Association, U.S.A.
- American Association for Counseling and Development
- The American Association of Colleges and Schools for Teacher Education (AACTE)
- The American Association of State Colleges and Universities (AASCU)
- The American Council on Education (ACE)
- Association for Continuing and Higher Education (ACHE)
- The Central Intercollegiate Athletic Association (CIAA)
- Council for Advancement and Support of Education (CASE)
- The National Alliance of Businessmen
- 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 North Carolina Association of Colleges and Universities
- North Carolina Day Care Association

The North Carolina State Department of Public Instruction (SDPI)  
The Servicemen's Opportunity College (SOC)  
The Southern Association of Colleges and Schools (SACS)

## **PHILOSOPHY AND VALUES**

Fayetteville State University is devoted to educating students in the liberal arts tradition and is committed to the concept that the life of the mind is to be cultivated and nourished for its own sake and for the good of humankind. The University therefore embraces the philosophical and educational beliefs that a strong liberal arts education should foster in students the independence of mind, clarity of thought, and depth of spiritual vision that will inspire them to contribute integrally to the good of society and the quality of life for all of humankind.

In keeping with these beliefs, Fayetteville State University strives to prepare students to think critically, to appreciate the arts, to express themselves creatively, and to make independent and rational judgments. The University also endeavors to cultivate in students a respect for the earth and its peoples, engendering in them both an appreciation of the diverse cultures around the globe and a sense of responsibility for preserving the earth and its treasures.

Through disciplined scholarship and creativity, students are prepared to compete in and contribute to both the artistic world and the world of the marketplace while maintaining high standards in their personal and professional lives.

In short, Fayetteville State University aspires to cultivate intellectual growth and excellence of scholarship, inculcating in students a love of truth, of beauty, and of goodness to attune them to a lifelong pursuit of the ideals of learning, of humane values, and of selfless service to humankind.

## **MISSION STATEMENT**

Fayetteville State University is a public comprehensive university offering degrees at the baccalaureate and masters level. Its primary mission is to provide a basic liberal education, specialized professional training, and selective graduate programs that will help its students and graduates live meaningful and productive lives in a world with increasingly complex global challenges and technological advances.

As part of its broader mission, Fayetteville State provides life-long learning experiences and cultural opportunities for members of the University's immediate and extended communities and serves as a resource center for business, education, and culture in North Carolina.

## CENTERS AND PROGRAMS

### Internships and Practicums

A broad range of full-time and part-time learning opportunities for periods of one or more terms is provided through internships, practicums, field experience courses, and clinical affiliations. These activities allow students to develop mastery of the tasks, skills, and theory applications in career fields pertinent to their majors. The experiences are integrated with the curricula and are frequently included in the requirements for a degree.

### Extension and Public Service

Educational Services are available to meet the special needs of the University's constituent communities by means of the Off-Campus Center, located at Fort Bragg, and the on-campus Weekend and Evening College. Lectures and other educational offerings are available for credit and non-credit activities.

At present, curricula are offered in five programs: (1) The regular four-year program leading to the B.S., B.A., and B.S.M.T. degrees; (2) Two-year programs leading to the Associate of Arts Degree; (3) Summer School; (4) Continuing Education and Community Services; and (5) Master's degree programs.

### Fort Bragg-Pope Air Force Base Center

Fayetteville State University offers a program of higher education to serve the military installations. The proximity of the campus and the flexibility of the University programs offer maximum opportunities for interested and qualified personnel to pursue their education while in service. Degrees are awarded by the University through the Center in the following disciplines: art, biology, business administration, chemistry, computer science, criminal justice, English, general education, geography, history, mathematics, music education, police science, political science, psychology, public administration, sociology and Spanish. There are excellent opportunities for military personnel to complete their educational programs through the Center as part-time or full-time students. Additional information may be obtained by writing to the Director of the Fort Bragg-Pope AFB Center, Box 70156, Fort Bragg, North Carolina 28307.

## **Servicemen's Opportunity College**

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

## **Teaching Certification Opportunities for Transitional Soldiers--TCOTS**

Fayetteville State University, in cooperation with the Fort Bragg Education Center, offers a program of Teacher Certification Opportunities for Transitional Soldiers (TCOTS) through the School of Education. This program allows transitional soldiers and retired soldiers who hold a B.A. or B.S. degree to enroll in a special, accelerated program for teacher certification. For program requirements, contact the School of Education.

## **Weekend and Evening College**

Fayetteville State University's Weekend and Evening College offers working men and women the opportunity to complete a college education by attending classes in the evenings and on weekends. Regular degree programs are offered.

The curriculum is designed to meet the various academic needs of students with an incomplete college education, those who have Associate of Arts degrees, in-service teachers who need renewal or recertification credits, and high school graduates who have not previously attended college. Courses are also available on a non-degree basis for personal enrichment and upgrading occupational skills.

Students enrolled in the Weekend and Evening College may take a minimum of three semester hours or a maximum of eighteen semester hours credit, depending upon personal obligations and program requirements. Classes are held on Monday through Friday evenings and on Saturday. The library and all regular college facilities are available to students.

## **Summer Program**

The Summer 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 Session are equivalent to those offered during regular semesters. The Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, and Associate of Arts degrees are available through the College of Arts and Sciences, the School of Business and Economics, the School of Education, and the Graduate Studies Program.

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

## Center for Continuing Education

Continuing education is a university offering designed to serve adults in their educational efforts to increase their competence and confidence as they strive to cope more successfully with the constant changes and growing complexities of contemporary life. Continuing education at Fayetteville State University may be described as an effort to extend the teaching, consultative, and research resources of the institution 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 continuing education 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 skill 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. Examples of such activities include the following: supervisory development programs for middle management personnel; Small Business Management Institute to upgrade planning and management skills; programs centering on trends in local government; and programs for women requiring skills related to professions or careers.

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.

## Center for Economic Education

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

The objectives of the Center are fourfold:

To improve on and off-campus teaching of economics, with particular emphasis on pre- and in-service teacher training;

To consult with local schools, educational agencies, and community groups on matters relating to curriculum content, materials, and strategies;

To conduct research in economic education and disseminate updated information on economics issues in the community; and,

To develop and/or distribute appropriate materials useful in the economic education effort.

## Mathematics and Science Education Center

FSU is one of ten mathematics and science education centers in the UNC system. These centers are responsible for providing in-service training and continuing education for public school teachers in the fields of mathematics and science. The Center operates on a year-round basis. Activities in mathematics, science (life, earth, and physical sciences), and mathematics and science methods are included. Academic credit and Continuing Education Units (CEU)/Teacher Renewal Credits (TRC) are available through semester courses, one-day workshops, one-week intensive training, seminars, and other formats to fit the needs of teachers and school systems.

The Center's programs are specially aimed at:

Increasing the supply of qualified mathematics and science teachers.

Strengthening instruction in the elementary/middle grades and high school programs in mathematics and science.

Increasing effective use of educational technologies at all levels of instruction.

Encouraging business and industry to cooperate with public schools and institutions of higher learning in assessing math and science needs in order to develop a mathematics and science learning program of excellence.

Tuition waiver scholarships are available to participants in some Center-supported programs. Scholarships range from partial to full tuition, depending upon program implementation costs.

## UNIVERSITY LIBRARY

The Charles Waddell Chesnut Library is the central research facility for Fayetteville State University and the community. Named in honor of the third president of the institution, the first successful African-American novelist, the library is a four-level contemporary building providing nearly 80,000 square feet of space, seating for approximately 800 patrons, and a capacity for 500,000 volumes and over one million items of microforms. The library currently has in its holding in excess of 174,000 volumes, 20,000 reels of microfilm, and over 450,000 items of microfiche, 2,300 periodicals, and 56 newspapers. It is also a partial federal depository.

A variety of services and special features are provided at Chesnut Library. These include electronic ordering in the acquisitions area; on-line cataloging and circulation system; FAX machine; computerized information retrieval; audio-visual production; microform reading and copying facilities; computer terminals; microcomputers for users; media listening, viewing, and videotaping capabilities; and small, medium, and large group-study rooms, seminar rooms, and the FSU boardroom. Provision has also been made for exhibit viewing throughout the building, especially in Archives and Special Collections areas.

Professional and support staff are available to assist patrons with the on-line catalog, circulation, reference, and inter-library loan services, and to provide informational tours, lectures, and classroom instruction. Extensive use is made of computerized information retrieval, using a number of databases (e.g., Dialog, BRS, and NEWSBANK).

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

One of the new services of the Chesnut Library is provided by the Archives and Special Collections areas. This "special service" unit has a dual function: the Archives section is responsible for maintaining a collection of official records, manuscripts, and materials relating to Fayetteville State University. The Special Collection section contains the papers and materials of Charles Waddell Chesnut, of James Ward Seabrook, and of other African-Americans and individuals who have made noteworthy contributions to southeastern North Carolina. The Special Collection section also includes selected materials by and about African-Americans. These materials are available to scholars and researchers from the University and the community.

# INDEX OF DEGREES

## UNDERGRADUATE

### Bachelor of Arts: Non-Teaching Degrees

Chemistry  
 English Language and Literature  
 Geography  
 History  
 Political Science  
 Political Science with Tracks in:  
     Police Science  
     Public Administration  
 Sociology  
 Spanish  
 Speech –Theater  
     Concentration in Speech  
     Concentration in  
       Telecommunications  
     Concentration in Theater  
 Visual Arts  
     Concentration in Graphics  
     Concentration in Sculpture  
     Concentration in Painting  
     Concentration in Ceramics

### Bachelor of Science: Teaching Degrees

Basic Business Education  
 Biology Education  
 Comprehensive Business Education  
 Elementary Education (K-6)  
 English Language and Literature  
 Health Education  
 Marketing Education  
 Mathematics Education  
 Middle Grades Education (6-9)  
 Music Education—Instrumental  
     Brass  
     Percussion  
     Strings  
     Woodwinds  
 Music Education—Keyboard  
     Organ  
     Piano  
 Music Education—Voice  
 Physical Education

Social Science Education  
     Concentration in History  
     Concentration in Political Science  
     Concentration in Sociology  
 Spanish

### Bachelor of Science: Non-Teaching Degrees

Accounting  
 Biology  
 Business Administration with Tracks in:  
     Banking and Finance  
     Management  
     Marketing  
 Chemistry  
 Computer Science  
 Criminal Justice  
 Economics  
 Mathematics  
 Medical Technology (B.S.M.T.)  
 Nursing (B.S.N.)  
 Office Administration  
 Psychology

### Associate of Arts

Biology  
 Business Administration  
 Chemistry  
 Computer Science  
 Criminal Justice  
 English  
 General Studies  
 Geography  
 History  
 Mathematics  
 Music Education  
 Police Science  
 Political Science  
 Psychology  
 Public Administration  
 Sociology  
 Spanish  
 Visual Arts

**GRADUATE****Master of Arts in Education**

Educational Administration and Supervision  
with Tracks in:

School Administration (Level I)  
Curriculum Instructional Specialist  
(Level I)

Elementary Education (K-6)  
Middle Grades Education (6-9)

Special Education with Tracks in:  
Behaviorally-Emotionally  
Handicapped  
Mentally Handicapped  
Specific Learning Disabilities

**Master of Arts in Psychology with  
Tracks in:**

Counseling  
Mental Retardation/Emotionally  
Handicapped

**Master of Arts in Sociology****Master of Arts in Teaching**

Biology  
History  
Mathematics

**Master of Arts in History****Master of Science in Mathematics****Master of Arts in Psychology****Master of Arts in Political Science**

# Admissions





## ADMISSIONS

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

### ADMISSIONS PROCEDURES

Applications may be obtained by writing or calling:

**Director of Admissions  
Fayetteville State University  
1200 Murchison Road  
Newbold Station  
Fayetteville, North Carolina 28301-4298  
(919) 486-1371  
For North Carolina: 1-800-672-6667  
For Out-of-State: 1-800-222-2594**

All prospective students' applications, regardless of classification, must be accompanied by a \$15.00 application fee. **NO PERSONAL OUT-OF-STATE CHECKS ARE ACCEPTED.**

The University accepts applications according to the following guidelines:

### Early Admission Program

The Early Admission Program provides the opportunity for promising high school students to take college-level courses while in high school. Applicants who have completed their junior year must submit a formal application for admission, present combined Scholastic Aptitude Test (SAT) scores of 900 or higher, have above average grades, and submit recommendations from counselors or principals.

### Early Admission With Dual Enrollment

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

1. An applicant must furnish a copy of a high school transcript showing grades earned through the junior year, courses in progress in the senior year, and an overall grade point average based on at least two years of high school study (prospective students currently enrolled in high school).

The transcript must reflect that the applicant upon graduation will have completed the following course units:

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

In addition, it is recommended that prospective students complete at least two course units in one foreign language, and take one foreign language course unit and one mathematics course unit in the twelfth grade.

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

2. A 2.0 average or higher in all courses attempted in the ninth through the eleventh grades.
3. A satisfactory combination of Scholastic Aptitude Test (SAT) or American College Testing (ACT) Program results and high school class rank.
4. A passing score on all areas of the North Carolina Competency Examination (a requirement for all students graduating from secondary schools in North Carolina).
5. A recommendation from the counselor or the principal.
6. A current medical certificate.

Students accepted under this program will be required to take all tests administered to entering freshmen.

Applicants considered for admission will be accepted under the “Acceptance Classification of Conditional.” Unconditional admission is contingent upon fulfilling the stated requirements and graduation from high school or the equivalent.

Students accepted and registered under this program will not receive grades or an official transcript until an official copy of the final high school transcript is received and their admission classification is changed from Conditional to Unconditional.

## Freshman Students

Applications for admission to the freshman class will be considered upon receipt. Other requirements are specified below:

1. Graduation from an accredited high school or its equivalent.
2. Submission of a copy of the high school transcript showing grades earned through the junior year, courses in progress in the senior year, and overall grade point average based on at least two years of high school study (required of prospective students currently enrolled in high school).

For the class of 1990 and beyond, the following course units will be required for admission, in addition to an institution’s own specific requirements:

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

In addition, it is recommended that prospective students complete at least two course units in one foreign language, and take one foreign language course unit and one mathematics course unit in the twelfth grade.

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

3. A 2.0 average or higher in all courses attempted in the ninth through the eleventh grades.
4. A satisfactory combination of SAT or ACT scores and high school class rank.
5. A successful score on all areas of the North Carolina Competency Examination, a requirement for all students graduating from secondary schools in North Carolina beginning 1979.
6. Submission of a copy of the high school transcript upon graduation.
7. Completion of Fayetteville State University’s Report of Medical History form submitted to the Student Health Service, Spaulding Infirmary, by July 1 for a fall semester or within ten (10) days of a late acceptance or the beginning of a spring semester.

## Transfer Students

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

Students considering enrolling at Fayetteville State University must meet the following requirements: (1) eligibility to return to the institution last attended; and (2) attainment of a 2.00 average or higher based on all courses attempted at all institutions.

## Readmission Students

Students who have not attended the University for one or more semesters must file a complete application with a \$15.00 (non-refundable) fee and furnish official transcripts from all institutions attended since their last enrollment.

Subsequent to readmission, former students must receive clearance from the Vice Chancellor for Business and Finance, the Vice Chancellor for Student Affairs, and the University Registrar.

## Special Visiting Students

Visiting Students are defined as those who are taking courses for reasons other than earning a degree.

These applicants are required to submit an application with a \$15.00 (non-refundable) fee and to furnish one of the following kinds of credentials:

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

## Senior Citizens

Residents of North Carolina age 65 or older who meet applicable admission requirements may enroll tuition free *on a space available basis*. The availability of course space is determined by the Registrar at the close of registration for any given semester or summer session.

## Foreign Students

The University welcomes applications from qualified international students.

Prospective foreign students must file an application with the \$15.00 (non-refundable) fee and furnish the following:

1. An official copy of a secondary school transcript and transcripts from any other universities attended. Applicants are responsible for providing documents which have been **officially** translated into English.
2. Results of the Test of English as a Foreign Language (TOEFL) or other English proficiency examinations administered by the Cultural Attache of the American Consulate or Embassy in the country in which they reside.
3. A satisfactory combination of scores for the SAT or ACT.

## Summer School Students

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

## ACCEPTANCE OF TRANSFER CREDITS

The University will accept a maximum of sixty (60) semester hours of transfer credit from an accredited two-year institution.

Transfer students who have completed an Associate of Arts, Associate of Fine Arts, Associate of General Education, or Associate of Science degree program from an accredited junior or community college or from a technical institute will receive full credit for their work. However, students must fulfill all requirements of their selected major, even courses at the freshman and sophomore level. The Associate of Applied Science degree will be evaluated on a course-by-course basis.

Subject examinations offered through the College Level Examination Program (CLEP) will not fulfill course requirements if a student has previously received an "F" grade for a course.

### Transfer from Non-Accredited Institutions

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

### Credits from Military Schools and Experiences

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

### Credit for Basic Health and Physical Educational Requirements

Veterans may receive a total of three (3) credit hours for basic health and physical education requirements at the freshman level and Health Education 112 Health and Wellness (HEED 112), provided a copy of Form DD 214 (Report of Separation) has been submitted to the Director of Admissions.

## RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether students are residents or nonresidents of the State of North Carolina. Students must make a statement as to the length of their residence in North Carolina, with assessment by the institution of that statement to be determined by the following criteria.

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

***Initiative.*** Being classified as residents for tuition purposes is contingent upon the students' seeking such status and providing all information that the institution may require in making the determination.

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

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

***Military Personnel.*** North Carolinians who serve outside the state in the armed forces do not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent.

Active military personnel assigned to North Carolina and their military dependents may be eligible to receive the benefit of the in-state tuition rate under G.S. 116-143.3. Students who qualify for the in-state tuition rate solely under this statute are not considered residents but are merely eligible for the benefit of the in-state tuition rate. Application for eligibility to be charged the in-state tuition rate under G.S. 116-143.3 must be made prior to initial enrollment or re-enrollment for which students claim the benefit. Further, application for such eligibility must similarly be made prior to the outset of each successive academic year of enrollment. Appropriate applications for the benefit of the in-state tuition rate are available in the Office of Admissions, Room 01, Carlton J. Barber Administration Building.

**Grace Period.** If persons (1) have been bona fide legal residents, (2) have consequently been classified as residents for tuition purposes, and (3) have subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, they may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the persons are enrolled at a state institution of higher education, the grace period extends, in addition, to the end of that term. Marriage to one who continues domicile outside North Carolina does not by itself cause loss of legal residence, but the marriage marks the beginning of the grace period.

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

(a) If minors' parents live apart, the minors' domiciles are deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. Minors thus deemed to be legal residents will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if they, (1) upon becoming adults, act "to the extent that their degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) begin "enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

(b) If minors have lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minors will be deemed residents for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration minors are deemed to be residents for tuition purposes immediately prior to their eighteenth birthdays, those persons on achieving majority will be deemed legal residents of North Carolina of at least twelve months' duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, persons deemed residents of twelve months' duration pursuant to this provision continue to be legal residents of the state only so long as they do not abandon North Carolina domicile.

***Lost But Regained Domicile.*** If students cease enrollment at or graduate from institutions of higher education while classified as residents for tuition purposes and then both abandon and reacquire North Carolina domicile within a twelve-month period, those persons, if they continue to maintain the required domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month duration requirement. However, any one person may receive the benefit of this provision only once.

***Change of Status.*** Students admitted to initial enrollment, or permitted to re-enroll following an official withdrawal from the institution, must be classified by the admitting institution either as residents or as nonresidents for tuition purposes prior to actual enrollment. A residence status classification once assigned and finalized following any appeal properly taken may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

***Transfer Students.*** When students transfer from one North Carolina public institution of higher education to another, they are treated as new students by the institution to which they are transferring and must, therefore, be assigned an initial residence status classification for tuition purposes.

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

## GENERAL INFORMATION

Admission to the University does not guarantee admission to a professional teaching curriculum, the nursing program, or any program that has specific requirements.

Students are responsible for ensuring that all requested credentials are forwarded to the Office of Admissions prior to the opening date of the semester for which they desire to enroll.

Transcripts will be evaluated on the basis of Fayetteville State University policies. IF A COURSE CAN FULFILL REQUIREMENTS OR BE USED AS AN ELECTIVE, FULL CREDIT WILL BE AWARDED FOR TRANSFER COURSES FOR WHICH A GRADE OF "C" OR HIGHER WAS RECEIVED OR FOR COURSES INCLUDED UNDER ARTICULATION AGREEMENTS WITH FSU.

Credentials for transfer students will be officially evaluated only if the applicants have been accepted.

Grades transferred from other institution(s) are not considered in computing the grade point average at Fayetteville State University.

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

# Expenses





## 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 tuition and fees include state tuition (in-state and out-of-state rates), activities and service fees, insurance, and bookstore fees. Room and board fees are charged as a separate fee for those students who decide to reside on campus. In addition to these basic fees, other fees and expenses may be charged to students for special services. These fees are listed in the subsequent pages.

The fees for each student will be determined by the following criteria:

- In-State or Out-of-State Resident
- Graduate or Undergraduate
- Number of Credit Hours
- Boarding or Non-Boarding

Since the tuition and fees are subject to change each year, the actual fees are not included in this publication. A copy of the current rates may be obtained by contacting the Cashier's Office. The following rates may be used as estimated annual charges:

	In-State Resident	Out-of-State Resident
Non-Boarding	\$1,300	\$6,400
Boarding	\$3,600	\$8,700

The fees for the Fort Bragg Campus and the Center for Continuing Education are established at rates which differ from those at the Main Campus. A copy of the current rates may be obtained by contacting these centers.

*The University reserves the right to change fees and expenses without prior notice to the student body and general public. However, notification of change will be provided whenever possible.*

## Methods of Payment

Parents and others responsible for the fees of students should make remittances payable to Fayetteville State University. **PAYMENTS MAY BE MADE BY CASH, MONEY ORDERS, CASHIER'S CHECKS, OR IN-STATE PERSONAL CHECKS. MASTERCARD OR VISA CREDIT CARD PAYMENTS ARE ALSO ACCEPTED. NO OUT-OF-STATE PERSONAL CHECKS OR THIRD PARTY CHECKS WILL BE ACCEPTED.** Payments may be mailed directly to the Cashier's Office or paid at registration. **Please do not mail cash.** Money intended for the personal use of a student should not be included in any check or money order drawn to Fayetteville State University since such a remittance must be deposited to the student's account. No part of a remittance made payable to the University will be given to the student except at the written request of the person making the remittance. The written request should be mailed directly to the Cashier's Office.

## REFUNDS

When a student withdraws from the institution, the university will not release any refund of tuition, fees, room or board, until four (4) weeks after the official withdrawal date. All refunds will be made by check. At the end of the official withdrawal period, adjustments can be granted if exceptional circumstances are documented. Within the official withdrawal schedule, students may request an increased withdrawal adjustment also, if exceptional circumstances are documented. These requests must be submitted with the appropriate documentation to the Vice Chancellor for Business and Finance. After an administrative review, the University will notify the student of its decision.

After a semester begins (first day of class), no adjustments are made regarding room charges. At the FSU Fort Bragg Campus, no refunds are made after the last day of registration. Refunds due to change in hours will be issued three (3) weeks after the official close of registration.

Refunds will be made for individual courses dropped during the drop/add period **only**. In the event a class is cancelled by the University, a full refund of tuition and fees is granted. Financial aid in excess of the applicable University tuition is refunded after the **sixth week** of the semester. Students receiving financial aid should not expect to receive refunds any earlier.

## Withdrawals

When a student withdraws from the University, tuition and fees will be adjusted in accordance with the following:

### Withdrawal Refund Schedule—Regular Semester

Within two weeks .....	80%
Within three weeks .....	60%
Within four weeks .....	40%
Within five weeks .....	20%

### Withdrawal Refund Schedule—Summer Session

Prior to second day of class .....	80%
Prior to third day of class .....	60%
Prior to fourth day of class .....	40%
Prior to fifth day of class .....	20%

Calculation is based on the first day classes officially begin, not when students actually attend class. The Registrar's acceptance date is the official date of withdrawal.

Withdrawal refunds are applicable *only* to students who withdraw from *all* classes and leave the University.

No refunds will be made to a student who withdraws unofficially. Mere absence from class does not constitute withdrawal. Any student withdrawing from the University should initiate this process at the University's Counseling Center.

Room and board charges will be reduced to a weekly rate for applicable students who withdraw from the University. The calculation will be based on the actual weeks (partial week will be considered a full week) a student resides in the room. The Housing Office "Check Out" date will be used to determine the number of weeks.

## Financial Aid Refunds

A large percentage of students receive financial aid to assist in their education. Generally, financial aid is deposited directly to a student's account, except in the case of a college work study payment. Financial aid in excess of applicable University tuition and fees is refunded after the sixth week of the semester. Students receiving financial aid should not expect to receive refunds earlier than that time.

## BOOK RENTAL PLAN

The University has implemented a book rental plan that will allow all undergraduate students to be charged a flat-rate rental fee. This plan allows for the use of the hard-back textbooks needed for any course for which the student is registered without the cost of actual purchase. The student will be required to purchase any "soft-back" books and supplies.

The cost of all rental books not returned within five (5) business days from the last day of final exams will be charged to the student.

All books must be purchased by graduate students, Fort Bragg Campus students, and all students during Summer Terms.

## ACCIDENT AND SICKNESS INSURANCE

The University has arranged for accident and sickness insurance for *all undergraduate* students for the Fall and Spring semesters *only*. The plan has been especially designed to supplement the medical care furnished by the University Health Services. A student may reject the University's accident and sickness insurance by completing an *INSURANCE WAIVER FORM* at the beginning of *each semester*. This procedure can be done during regular registration either at the registration location or at the Infirmary).

### OTHER FEES AND EXPENSES

Application Fee .....	\$ 15
Practice Teaching Fee .....	25
Later Registration Fee .....	20
Graduation Fee .....	50
Transcript Fee .....	3
Vehicle Registration Fee .....	20
Breakage Deposit .....	75

**NOTE: ALL FEES ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE**

# Financial Aid





## FINANCIAL AID

Fayetteville State University seeks to assure that no qualified student will be denied the opportunity to attend this University because of a lack of financial resources. The University offers a variety of funds and programs to meet the needs of its students. All students who are enrolled or accepted for enrollment on at least a half-time basis and who are making satisfactory academic progress in a degree or certificate program are eligible to apply for financial assistance. The **Family Financial Statement (FFS)** of the American College Testing Service (ACT) is the primary application used to determine a student's eligibility for funds at Fayetteville State University. The FFS can be obtained from high school guidance counselors, college financial aid offices, or the FSU Financial Aid or Admissions Offices. FSU will accept the **Financial Aid Form (FAF)** of the College Scholarship Service (CSS) in lieu of the FFS.

## DEADLINES

Priority deadlines for the completion of Financial Aid Applications are indicated below:

Priority Deadline for Completion	Expected Award Notification	Award Period
March 1	May 15	Summer School
April 1	July 15	Academic Year or Fall Semester
October 1	November 15	Spring Semester

*All documents required to complete the FSU Financial Aid Application should be on file in the FSU Financial Aid Office by the PRIORITY DEADLINE date indicated to be assured of funding notification prior to the anticipated enrollment period. The Financial Aid Application must be completed with accurate data and documents for the student to be considered for funding during an award period. This documentation includes all material required if the application is selected for verification or documentation by the U.S. Department of Education. All information must be received at least 30 days prior to the end of the award period that the application covers. Applications received or completed after this date will not be considered for funding.*

## FORMS NEEDED TO COMPLETE THE FINANCIAL AID APPLICATION

**Family Financial Statement (FFS)**—For the award year in which you plan to enroll. This form must be submitted to the American College Testing Service (ACT) and should be received in the FSU Financial Aid Office by the deadline indicated. (Allow 2-3 weeks for ACT to process and forward your FFS to the FSU Financial Aid Office). The Financial Aid Form (FAF) of the College Scholarship Service (CSS) can be accepted in lieu of the FFS from ACT.

**Student Aid Report (SAR)**—For Federal Student Aid Programs including Pell Grants. You will receive a Student Aid Report (referred to as an SAR) from ACT or CSS. This document will indicate your eligibility or ineligibility for Pell Grant Funds. *You must forward all parts of your SAR to the FSU Financial Aid Office by the Deadline indicated, regardless of your eligibility for Pell Grant funds. Make sure you forward all three parts: PART 1, Information Summary (with the “Student Use” section completed and signed); PART 2, Information Review; and PART 3, Payment Voucher (if you are eligible to receive Pell Grant Funds).*

**Financial Aid Transcript(s) (FAT).** You must have each postsecondary institution you have previously attended, (all schools attended beyond high school) submit an FAT to the FSU Financial Aid Office by the deadline indicated. This form is available in all financial aid offices and is required whether or not you received financial aid at the other schools you have attended.

**FSU Academic Year Information Sheet.** An FSU Academic Year Information Sheet must be completed and submitted to the FSU Office of Financial Aid if you plan to attend either the Fall or Spring semesters of the academic year or both. This form is available in the Office of Financial Aid and must be returned, completed, correct, and signed by the deadline date indicated.

**Summer School Application.** An FSU Summer School Application must be completed and submitted to the FSU Financial Aid Office if you plan to attend any of the FSU Summer Terms. These applications are available in the FSU Financial Aid Office and must be completed and returned by the Summer deadline indicated.

## VERIFICATION

If your application is selected for verification by the Department of Education, this will be indicated on your SAR and, you will have to prove what you reported on your application is correct. The following documents are required to verify the information you reported in addition to the documents already indicated. All documents should be received in the FSU Financial Aid Office by the deadlines indicated under *deadlines*, but *must be completed a minimum of 30 days prior to the end of the*

*award period to which the application covers.* You must be enrolled and eligible at the time the application is completed, if it is completed after the first day of classes in the award period.

**Verification Worksheet.** This document will be sent to you by your need analysis (application) processor. It must be completed by you and your spouse and/or parents (as applicable) and forwarded to the FSU Financial Aid Office by the deadline indicated under *Deadlines*. You may also secure a verification worksheet directly from the FSU Financial Aid Office if your need analysis processor fails to provide one to you.

**Your (and Your Spouse's) Prior Year Federal Income Tax form 1040, 1040A, or 1040EZ.** A completed, signed copy of your (and your spouse's), if applicable, Federal Income Tax Return must be forwarded to the FSU Financial Aid Office by the deadline indicated under *Deadlines*. If you will not file a Federal Tax Return, you must complete a Non-Tax Filer Statement by the deadline indicated. *Please print your full name and social security number on the top of your tax return or non-filing statement before forwarding it to the Financial Aid Office.*

**Your Parents' Prior Year Federal Income Tax form 1040, 1040A, or 1040EZ (If You Filed as a Dependent Student).** A completed, signed copy of parents' Federal Income Tax Return must be forwarded to the FSU Financial Aid Office by the deadline indicated. *Please print your full name and social security number on the top of your tax return or non-filing statement before forwarding it to the Financial Aid Office.* (The parents' tax return is required for all students who were instructed to have their parents' sections of the FFS or FAF completed, and are selected for verification.) If your parents will not file a Federal Tax Return, please have them complete the Non-Tax Filer Statement by the deadline indicated.

When an application has been selected for verification, the Office of Financial Aid will notify the applicant in writing of the appropriate steps to be taken if corrections to the application data are necessary. Other forms or documentation may be requested after your application has been reviewed and/or completed to verify or document information you have provided. If you provide the requested information promptly, (within two weeks of the request), your eligibility determination should not be unduly delayed. *Please be reminded: Applications received or completed fewer than 30 days prior to the end of the award period which the application covers may not be processed or awarded.*

## WARNING TO ALL FINANCIAL AID APPLICANTS

If you purposely give false or misleading information in support of your financial aid application, you may be subject to a fine of up to \$10,000.00, imprisonment for up to five (5) years or both. The University will refer for investigation, to the Office of Inspector General of the Department of Education, any information indicating that

an applicant for Title IV financial aid program assistance may have engaged in fraud or other criminal misconduct in connection with his/her application (per Section 688.14.g of the Federal Regulations).

## ELIGIBILITY CRITERIA

Eligibility for most financial aid programs administered by the FSU Office of Financial Aid is based on “Financial Need” as demonstrated on the SAR. Need is the difference between what it costs to attend college and what you and your family can reasonably afford to contribute toward these costs:

$$\text{Total Educational Costs} - \text{Expected Family Contribution} = \text{Need}$$

A student’s need for financial aid is determined from information provided on the Family Financial Statement (FFS) or the Financial Aid Form (FAF). These forms are often referred to as “need analysis documents”. A “need analysis” is a systematic method of measuring the ability of you and your family to pay for educational costs and your eligibility to receive funds from federal, state, institutional, and/or other need-based financial aid programs.

The University follows standard need analysis guidelines dictated by the Federal Government and used nationally by schools and other financial aid programs to determine the student’s financial need and eligibility for funds. The information reported on the FFS or FAF provides a detailed description of the family’s financial circumstances and enables the FSU Office of Financial Aid to measure the financial strength of the family as dictated by the Federal Government.

In addition to demonstrating need to be eligible to receive funds administered by the FSU Office of Financial Aid, you must be admitted or be currently enrolled as at least a half-time student and in a degree or certificate program. *[A student taking courses which do not lead directly to a degree or certificate (e.g.: Special/Visiting student) is not eligible for financial aid funds]*. You must also be a U.S. citizen, permanent resident or eligible non-citizen, and be making satisfactory academic progress, as defined herein, toward the completion of your academic program. You may not be in default status on a Title IV loan previously received for educational expenses nor owe a refund on a scholarship or Title IV grant from a previous enrollment period.

## FUNDS AVAILABLE

### Federal Title IV Funds (Need-Based Application Required)

***Pell Grants.*** The Pell Grant Program provides federal grant funds for needy students who have not completed degree requirements for a bachelor's or first professional degree. It is intended to be the "foundation" of an undergraduate student's financial aid package. To be eligible, the student must demonstrate financial need as determined by the U.S. Department of Education and meet the other eligibility criteria previously stated.

***North Carolina Student Incentive Grant (NCSIG).*** This state grant program is administered by the College Foundation Inc., for legal residents of North Carolina attending North Carolina educational institutions. These funds are awarded to students who have not completed degree requirements for a bachelor's or first professional degree and are accepted or enrolled in a degree program on a full-time basis. The student must meet the other eligibility criteria previously stated and demonstrate "substantial financial need" as determined on the FFS or FAF. Students wishing to be considered for these funds should indicate "yes" on the appropriate State Grant question on their ACT/FFS or CSS/FAF and include the additional processing fee, if appropriate, for the information to be forwarded to the State Grant Processor. ***The FFS or FAF must be completed and mailed no later than March 1, for NCSIG consideration.*** Grants range from \$100 to \$1,500.

***Supplemental Educational Opportunity Grants (SEOG).*** These federal grant funds administered by the University are awarded to students enrolled at least half-time who have not completed degree requirements for a bachelor's or first professional degree and demonstrate "exceptional financial need" on the FFS or FAF. The student must also meet the other eligibility criteria previously stated. This grant can range from \$100 - \$2,000 per award year.

***College Work Study Program (CWSP).*** 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 need as demonstrated on the FFS or FAF. The student must be accepted for enrollment or enrolled and meet the other eligibility criteria previously stated. Students normally work eight to twelve hours per week in a University facility. Wages paid are above the minimum wage rate and are used to help the student meet educational expenses.

***Perkins Loan Program (Formerly the National Direct/Defense Student Loan--NDSL).*** The Perkins Loan Program is a federal loan program administered by the University to provide students with "exceptional financial need" long-term, low interest (5%), loan funds for educational expenses. Under this program students may borrow up to \$2,250 per year to finance their education and repay the loan after leaving school. Loans are normally limited to \$2,000 per year except under extreme circumstances. This

limitation is set to help the student keep indebtedness to a minimum since these funds must eventually be repaid. Repayment begins six to nine months after graduation or after the student ceases to be enrolled on at least a half-time basis. The student may take up to ten years to repay the loan. Interest on the loan does not begin to accrue until the end of the six or 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 meet the other eligibility criteria previously stated in addition to demonstrating “exceptional financial need” on the FFS or FAF to qualify for this program.

***Stafford Loan Program (Formerly the Guaranteed Student Loan Program--GSL).*** The Stafford Loan Program is a low interest (8%-10%) loan made to students by lenders such as banks, credit unions or savings and loan associations. These loans are made for the purpose of helping a student meet educational expenses. Loans are insured by the Guarantee Agency in the state and reinsured by the Federal Government. Interest is deferred on the principal of the loan during the student’s continuous enrollment period. Depending on the student’s need or unmet cost of attendance, the student may borrow up to:

- \$2,625 a year during the first and second year of undergraduate study
- \$4,000 a year after the completion of the first two years of undergraduate study providing junior status has been achieved
- \$7,500 a year for graduate study

The Stafford Loan Program is administered by College Foundation, Inc., in the state of North Carolina. If you are not a North Carolina resident, you may contact the Office of Financial Aid for the name and address of the Guarantee Agency in your home state to determine other eligible lenders in your state. To be eligible to receive funds under the Stafford Loan Program, the student must complete the FFS or FAF, provide the other required application documents, provide a Stafford Loan Application from an eligible lender, and meet all other eligibility criteria previously stated.

***Parent Loans for Undergraduate Students (PLUS) & Supplemental Loans for Students (SLS).*** PLUS loans are for parents of dependent students enrolled in college and SLS loans are for self-supporting students enrolled in college. Both loans provide additional funds for educational expenses. The maximum interest for these loans is 12%. Borrowers begin repayment of interest and principle within 60 days of the receipt of the loan funds, unless they are eligible for a deferment. Parents of dependent students and self-supporting students may borrow up to \$4,000 per year, (not to exceed the cost of attendance minus any other financial aid), to help meet educational expenses. To be eligible, the student must submit a properly completed PLUS or SLS application from an eligible lender. In addition, the student must meet the other eligibility criteria previously stated including the submission of a FAF or FFS to determine eligibility or ineligibility for need-based financial aid funds prior to the completion of the PLUS or SLS application by the school. The College Foundation, Inc. administers the PLUS and

SLS programs in North Carolina. If you are not a North Carolina resident, you may contact the Office of Financial Aid for the name and address of your State Guarantee Agency to determine other eligible lenders in your home state.

## INSTITUTIONAL GRANTS

***American Indian Student Legislative Grant.*** Recipients are selected for these grant funds according to the requirements set forth by the Board of Governors for the University of North Carolina system. In addition to meeting the eligibility criteria for need based funds previously stated, the student must also be a legal resident of the State of North Carolina for tuition purposes and be an American Indian who maintains cultural identification as an American Indian through membership in an Indian tribe recognized by the State of North Carolina or by the federal government or through other tribal affiliation or community recognition. The student should be able to supply information to support a determination of the existence of the student's qualifications as an American Indian under the definition set forth above. The maximum full-time grant is worth \$500 and is renewable subject to the student's continuing financial need, maintenance of resident tuition status, and continuing ability to meet the standards of satisfactory academic progress as defined herein.

***Minority Presence Grant.*** Under the Board of Governor's General Minority Presence Grant Program, white students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree-credit course work, and demonstrate financial need. Entering recipients are selected by the Director of Admissions from the entering applicant pool of students for fall and spring enrollment. Eligible entering students will be sent a Minority Presence Grant Application by the Office of Admissions once they have been admitted to the University. Entering students will be informed of their eligibility to receive funding by the Office of Admissions. Continuing and returning white students who meet eligibility criteria are selected by the Director of Financial Aid late during the Spring Semester (for Spring and Summer funding only), from the pool of students who have completed the "Need-Based" financial aid application process. Awards generally cover the student's tuition and fees for enrollment on the main campus (only) at Fayetteville State University.

***North Carolina Sheriffs' Association Undergraduate Criminal Justice Scholarship.*** A Criminal Justice Scholarship will be awarded annually to a North Carolina resident undergraduate who is majoring in criminal justice. Recipients are chosen by the Office of Financial Aid on the basis of academic standing and financial need. First preference is given to a son or daughter of any law enforcement officer killed in the line of duty. Second preference is given to a son or daughter of any sheriff or deputy sheriff who is deceased, retired (regular or disability) or is currently active in North Carolina law enforcement. Third preference is given to any criminal justice student meeting the academic and financial need criteria. Awards are nonrenewable and stipends may vary annually.

## INSTITUTIONAL ACADEMIC SCHOLARSHIPS

There are several scholarships that are administered through the Office of Financial Aid. However, there are basic guidelines that must be maintained to be eligible for *any* type of scholarship. These guidelines are:

1. that the student must maintain satisfactory academic progress as outlined by the University,
2. maintain a course load of at least half time per semester,
3. be in a degree seeking program, and
4. file for financial aid.

Also, there may be additional qualifying criteria needed for specific scholarships. Examples of these criteria are financial need, state or county residency requirements, a full course load, score on the SAT or grade point average. All scholarships are contingent upon the availability of funds whether or not the funds are being supplied by an outside source or the University. You may contact the Office of Financial Aid concerning the criteria for specific scholarship programs.

## PERFORMANCE SCHOLARSHIPS

***Athletic Scholarship.*** Funds are awarded to full-time, undergraduate students participating in one or more of the intercollegiate athletic programs at Fayetteville State University. Awards are based on athletic ability and performance and may be renewed. Recipients are selected by the Athletic Department. ***All students considered for athletic funding (new and renewal applicants) are required to complete a "Need-Based" Financial Aid Application for other federal and/or institutional eligibility BEFORE athletic funds will be awarded.*** The student's Athletic Scholarship (Athletic Grant in Aid) can be made up of a combination of scholarship, grant, and employment funds from federal, state, institutional and local sources. The student must be making satisfactory academic progress as defined herein and as defined by the National Collegiate Athletic Association (NCAA) to receive these funds.

***Band and Choir Scholarships.*** These funds are awarded to full-time, undergraduate students participating in the Music Programs at Fayetteville State University. Awards are made for up to a one-year period and are based on the student's musical talent and/or performance. Recipients are selected by the music faculty of the Department of Fine Arts and Communications. Recipients must also be making satisfactory academic progress in a degree or certificate program to receive these funds. Awards vary according to the funds available and the individual student's abilities and performance. Additional requirements may be established by the appropriate department.

***Special Talent Awards.*** These grant funds are awarded in combination with Athletic, Band and Choir Scholarships to full-time, out-of-state residents to help meet the award offered by the Athletic, Band or Choir Programs.

## EMPLOYMENT

**Campus Work-Aid.** Work in this program is provided by the University to students who demonstrate need as defined by the University. The amount of money earned varies according to the number of hours a student is permitted to work each semester. A student's work is usually limited to an average of 15 hours per week while classes are in session. Wages paid are above the minimum wage rate and are used to help the student meet educational expenses.

**Job Location and Development Program.** This program is coordinated by the Career Planning and Placement Office. The Office publicizes specific job openings and makes individual referrals for off-campus employment. Interested students should apply in the Career Planning and Placement Office. Applicants must be cleared by the Office of Financial Aid before a referral is made.

## FINANCIAL AID REFUND AND REPAYMENT POLICY

### Refunds

Financial Aid recipients who withdraw from the University are eligible to receive only that portion of the institutionally determined refund which exceeds the Financial Aid awarded to that student during the term the student withdrew from the University. Please refer to the "Withdrawal Refund Schedule" in this Catalogue for the percent of direct institutional costs to be refunded as a result of withdrawal from the University.

When a student withdraws from the University, that portion of the refund covered by Financial Aid will be returned to the programs from which the student received funding. The following formula will be used to determine the portion of the refund to be returned to Title IV Federal Student Aid Programs (as cited in the Federal Register: Section 668.21).

$$\frac{\text{Total Title IV Aid (minus CWSP)}}{\text{Total Aid Awarded (minus CWSP)}} = \frac{\text{Percent of Institutional Refund Attributable}}{\text{to Title IV Financial Aid Programs}} **$$

\*\* The remaining portion of the refund due may be attributed to the Non-Title IV funds awarded. The resulting fraction is applied to the institutional refund and the resulting amount (rounded to the nearest whole dollar) is the amount of Title IV funds to be returned to Title IV Financial Aid Programs.

The appropriate refund amounts will be distributed to each program according to the priority scheme listed below. No program shall be refunded with an amount greater than the award received from that program during the term the student withdrew.

- 1st) Perkins Loan
- 2nd) Supplemental Educational Opportunity Grant (SEOG)
- 3rd) Stafford Loan
- 4th) State Student Incentive Grant (including the NCSIG)
- 5th) Pell Grant
- 6th) Institutional Scholarships/Grants
- 7th) Other External Aid Received

## Repayments

If a student has received a cash refund prior to the date of withdrawal and the student's educational expenses (direct and indirect) up to the time of withdrawal exceeded the amount of financial aid disbursed, the student DOES NOT owe a repayment. If cash disbursed to the student exceeds the educational costs (direct and indirect, as determined by the Office of Financial Aid) up to the time of withdrawal, the student DOES owe a repayment. The repayment owed is the difference between expenses incurred and the actual cash refund disbursed to the student.

The Office of Financial Aid must determine reasonable costs incurred during the period to the date of withdrawal (or during the period of enrollment in the event of an overpayment). Reasonable costs are those expenses that may have already occurred that are included in the estimated cost budget used by the Office of Financial Aid. These costs are based on the individual student's residency, classification, housing accommodations, and other related educational expenses. Once it has been determined that a student received an overpayment, that portion which must be returned to the Title IV programs and other aid programs must be calculated. The formula shown below is similar to the "Refund" formula; however, it excludes Stafford Loans (formerly GSL), PLUS and SLS Loans and CWSP earnings from both the Total Title IV Aid Awarded and the Total Aid Awarded amounts.

$$\frac{\text{Total Title IV Aid Awarded (minus CWSP, Stafford, PLUS \& SLS)}}{\text{Total Aid Awarded (minus CWSP, Stafford, PLUS \& SLS)}} = \text{Percent of Repayment Attributable to Title IV Programs**}$$

\*\*The remaining portion of the repayment due may be attributed to the Non-Title IV funds awarded.

The appropriate repayment amounts will be distributed to each program according to the priority scheme listed below. No program shall be repaid with an amount greater than the award received from that program during the term the student withdrew, or during the term in review in the event of an overaward.

- 1st) Perkins Loan
- 2nd) Supplemental Educational Opportunity Grant (SEOG)
- 3rd) State Student Incentive Grant (including the NCSIG)
- 4th) Pell Grant
- 5th) Institutional Scholarships/Grants
- 6th) Other External Aid Received

## SATISFACTORY ACADEMIC PROGRESS

### Continuing Students

Continuing students applying for financial aid will be evaluated at least once each Academic Year (normally at the end of the Spring semester) to determine if they have met the University's Standards of Satisfactory Academic Progress for Financial Aid Eligibility. The following *MINIMUM* progress must be maintained by students for them to be eligible academically to receive financial aid at Fayetteville State University:

At the end of each semester enrolled, students must have earned at least the number of credit hours indicated for that particular semester of enrollment and must have obtained the minimum cumulative grade point average required for the total number of calculated hours they have earned toward their degree.

**PART I:      PART II:**

Number of Semesters Enrolled	Minimum Earned Credit Hours for Semester Enrolled	Calculated Hours Earned Toward Degree	Minimum Cumulative GPA for Total Hours Actual Earned	
			Undergraduate	Graduate
			1.00	3.00
1	6		1.00	3.00
2	12	6-11	1.31	3.00
3	18	12-17	1.31	3.00
4	27	18-26	1.46	3.00
5	39	27-38	1.61	3.00
* 6	51	39-50	1.71	*Graduate
7	63	51-62	1.81	Eligibility
8	75	63-74	1.91	Exhausted
9	87	75-86	2.00	after Six
10	100	87-99	2.00	Semesters
11	115	100-114	Eligibility	of Full-time
12	Eligibility Exhausted	115+	Exhausted	Enrollment

### Part-time Students

The above standards will be prorated according to the level of enrollment for students not enrolled full-time.

	<u>Undergraduate</u>	<u>Graduate</u>
a) Quarter-time enrollment	1 to 5 credit hours	1 to 2 credit hours
b) Half-time enrollment	6 to 8 credit hours	3 to 5 credit hours
c) Three-quarter-time enrollment	9 to 11 credit hours	6 to 8 credit hours
d) Full-time enrollment	12 or more credit hours	9 or more credit hours

### Transfer Students

The maximum period for eligibility will depend upon the number of hours accepted as transferred credits by the University from all previous institutions attended. The length of time needed to complete a degree will be prorated according to the remaining hours to be completed to obtain a degree. Accepted hours must be posted to the academic transcript file prior to the student receiving financial aid for the second semester of enrollment at Fayetteville State University.

### Withdrawals, Incompletes and Repeats

Withdrawals, incompletes and repeats will not be exempt from the calculation of semesters in attendance. Students will be required to **COMPLETE** the number of credits as outlined in the above chart. These guidelines are established to encourage students to complete courses successfully. Successful completion is defined as receiving one of the following grades: A, B, C, or D.

## TERMINATION OF FINANCIAL AID ELIGIBILITY

Students who are **NOT** successfully completing courses at the minimum levels as outlined on these charts are considered to be making **UNSATISFACTORY PROGRESS**, and will be Academically Ineligible to receive Financial Aid Funds. Such students will continue to be ineligible for financial aid until they have regained Satisfactory Academic Progress status. Failure to maintain or regain Satisfactory Academic Progress status will result in the loss and/or denial of all funds administered by the Fayetteville State University Office of Financial Aid and all funds covered under the Federal Title IV Financial Aid Programs.

### Reinstatement of Financial Aid Eligibility

Financial aid applicants whose financial aid has been suspended may regain eligibility once the minimum standards have been met. A reinstatement of eligibility however, does not necessarily guarantee the student will be awarded financial aid for

the following semester. Awards are made on the basis of several factors in addition to satisfactory academic progress, including the availability of funds, individual program requirements, and financial need.

## Review of Eligibility Termination

Students whose financial aid has been terminated (because of failure to meet the Standards of Satisfactory Academic Progress) may, in certain cases, request a formal review (appeal) of the decision to revoke financial aid eligibility. Circumstances which may be considered for this review (appeal) include the following: death in the student's immediate family, medical emergencies, accidents, personal tragedy or other documented circumstances beyond the students' control which prevented him from meeting the minimum standards.

## Appeal Procedures

In order to appeal the decision on the above basis, the following procedures must be followed:

1. A request must be submitted by the student, in writing, to the Director of Financial Aid within five (5) working days of receipt of Denial/Cancellation of Financial Aid on the basis of Unsatisfactory Academic Progress.
2. The circumstances which prevented Satisfactory Academic Progress must be clearly stated and documented.
3. The request must include documentation to support the exceptional circumstances. Examples of acceptable documentation include, but are not limited to: death certificates, statements from physician(s), Parent(s), clergy etc . . . , or other verifiable information.
4. The Director of Financial Aid will review the request and determine whether the financial aid termination is justified. The student will then be advised of the decision, in writing, within five (5) working days of the Director's receipt of such a request.
5. A student wishing to appeal the decision of the Director of Financial Aid may appeal, in writing, within five (5) working days of the receipt of the Director's denial to the Vice Chancellor for Business and Finance. The Vice Chancellor for Business and Finance will respond to the student's written appeal request within five (5) working days of receipt of such a request.
6. A student may appeal, in writing, within five (5) working days of the receipt of the Vice Chancellor for Business and Finance's appeal denial to the Financial Aid Committee. The Committee will respond to the student's written appeal request within five (5) working days of receipt of such a request.



# Student Affairs





## **STUDENT AFFAIRS**

The primary mission of the Division of Student Affairs is to enhance the development of the personal, intellectual, emotional, and social needs of the students. The Division assumes responsibility for providing out-of-classroom services and programs for all students.

The staff of the Division of Student Affairs endeavors to promote an integration of the academic, personal, and social aspects of student life. Services to accomplish this goal are provided in the areas of counseling, career services, student life, student activities, health services, and University Police.

## **CAREER SERVICES AND PLACEMENT CENTER**

The objective of Career Services and Placement Center is to provide support and assistance for all students. Services are available to undergraduates, graduates, and alumni of the University in their preparation for securing meaningful employment. This goal is accomplished by offering career exploration seminars, workshops, and classroom presentations. All seniors are expected to establish a file with the office in order to participate in the interviewing process while in school and after graduation. The Career Library offers materials and information regarding careers and jobs, as well as graduate schools and fellowship programs for students and graduates.

## **Cooperative Education Program**

The Cooperative Education Program integrates on-campus classroom study with off-campus work experience. Students are placed in jobs which relate to their major area of study. They then alternate between periods of study at the University and periods of employment with business, government, and non-profit organizations. The program is designed to assist students in developing self-confidence and in making the transition from campus life to the world of work.

## **Job Location and Development Program**

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

## **COUNSELING CENTER**

The Counseling Center offers any enrolled student an opportunity to work with a professional counselor to discuss concerns that may interfere with academic,

personal, and social progress. Services include individual and group counseling sessions, awareness programming, study skills help, and interpersonal and life skills development.

Counseling sessions are held in private, and the information discussed therein is held in strict confidence to the limits provided by law. No record of counseling is made on academic transcripts or placement files. The Center's main office is in the Collins Administration Building. Office hours are 8:00 a.m. to 5:00 p.m., Mondays through Fridays, with evening hours on Thursdays extended to 9:00 p.m. Other times are available by appointment.

### **Disabled Student Services**

The University provides for the matriculation of all students without regard to sex, race, religion, or physical disability. The University continues to be sensitive to the identification of possible barriers to disabled students and makes the elimination of these barriers a priority.

The University attempts to make reasonable accommodations for the particular limitations of enrolled students or of applicants for admission. Disabled students should report to Mrs. Olivia Chavis, Director of the Counseling Center, Collins Administration Building, Room 114, for assistance. The University also provides disabled students with opportunities to participate in University-sponsored educational, recreational, and social activities.

### **STUDENT ACTIVITIES/STUDENT CENTER**

The Office of Student Activities provides a host of cultural, social, and recreational programs. Each activity is designed to make students' leisure time a positive aspect of educational study. Students are encouraged to become involved in events and programs. This office is responsible for both student activities and the operation of the Student Center. Student Activities staff members are available to assist with the planning and implementation of activities.

The Rudolph Jones Student Center is the community center for all members of the University to include students, faculty, staff, alumni, and guests. The Center provides a place for the University family to meet and know one another through informal association outside the classroom.

The Student Center is equipped with a post office, bowling alley, billiard room, TV lounge, ballroom, canteen, commuter lounge, beauty shop, game room, and meeting rooms. Student organizations housed in the Student Center are the Student Government Association (SGA), *The Broncos' Voice* (student newspaper), and the yearbook staff.

## Student Organizations

The primary purposes of the student organizations are

1. to preserve University customs and traditions
2. to promote school spirit
3. to encourage student initiative
4. to encourage student development through self-expression, self-control, and leadership
5. to cooperate with the students and the administration in the regulation and promotion of student activities.

A complete listing of student organizations is available in the *Student Handbook* from the Office of Student Activities.

## Student Government Association (SGA)

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

## STUDENT HEALTH SERVICES

Student Health Services is located in Spaulding Infirmary and staffed by a physician, pharmacist, and several nurses. These health services are available to currently-enrolled students. The University provides for a group accident and sickness insurance plan for students. Information relative to the insurance plan and services rendered are available at the Center.

Treatment of minor illnesses and injuries is provided at the Spaulding Infirmary. Students with major illnesses and injuries or in need of specialized services are referred to local clinics and hospitals. The student is responsible for charges at these facilities not covered by medical insurance.

## Medical/Immunizations Requirements

North Carolina State law requires that all students present physician or clinic-certified proof of the required immunizations before they register at FSU. The required immunizations are listed on the medical history/immunization form included in the admission packet sent to new and re-admitted students. The forms are also available at Spaulding Infirmary.

## Medical Transportation

In a non-medical emergency, University Police will provide transportation to the Spaulding Infirmary. The City of Fayetteville Rescue Squad (phone: 484-1111) should be called for students who appear to be seriously ill or injured. The student is responsible for charges or bills for Rescue Squad/ambulance services not covered by medical insurance. Student Health Services is designed to serve students in the Spaulding Infirmary and is not prepared to care for students elsewhere. **The Student Health Services staff does not make building calls.**

## STUDENT LIFE (HOUSING)

The Department of Student Life is responsible for providing the students of Fayetteville State University with services that enable them to enjoy a comfortable domicile on campus. These services include the maintenance and facilitation of eight residence halls, enforcement of University rules and regulations, implementation of residence hall programs which are complementary to the academic environment, student locator services, off-campus student placement, and other student-related services. The FSU Disciplinary System and Procedures is found in the *Student Handbook* (available at Registration or from the Office of the Vice Chancellor for Student Affairs). The entire Department of Student Life staff strives to provide an environment which facilitates personal growth, positive community relationships, and academic excellence.

## 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 Department of Police and Public Safety 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 services to the campus twenty-four hours a day; the Administrative Division provides investigation and Crime Prevention 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 486-1295. Answers to questions regarding parking may be requested 8:00 am to 5:00 pm, Monday through Friday by calling 486-1341.

## DRUG POLICY

Drugs (including alcohol) are strictly prohibited on the campus of Fayetteville State University. This includes the *possession, sale, distribution, and/or consumption* of any alcoholic beverages and illegal drugs.

### Counseling and Rehabilitation

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

1. Information regarding the drug-related services and referral process of the University Counseling Center shall be disseminated to students, faculty, administrators, and staff.
2. Members of the academic community who are aware of individuals with drug problems shall be encouraged to make referrals to the University Counseling Center and/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 of 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 suspension for at least one semester or its equivalent. For a second offense involving the illegal possession of any controlled substance identified in Schedules III through VI, NC General Statutes 90-91, the minimum penalty shall be expulsion from enrollment or dismissal from employment.

When a student, faculty members, 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 person's 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.

# Academic Regulations





## ACADEMIC REGULATIONS

Students will be guided by the catalog that is in effect at the time of their entrance. They continue under that catalog until graduation provided they are continuously enrolled and that they complete the degree requirements within one year beyond the time of expected graduation if they have carried a normal load. Students who fail to graduate within this period will be governed by the catalog that is current at the time of their application for graduation.

Students who fail to maintain continuous enrollment, except for summer sessions or for reasons of a military hiatus or serious illness, will be governed by the catalog that is current at the time of their readmission to the University.

Except in circumstances beyond the institution's control, or in cases provided for in this catalog, curriculum changes that take place during students' continuous enrollment at the University will affect only those courses that are on or above their classification level.

Students may choose to elect a catalog that is current in lieu of the catalog under which they were originally admitted; however, students must then complete all the requirements of the chosen current catalog. The student may not combine the requirements for two or more catalogs.

Students are advised to familiarize themselves thoroughly with the regulations of the University. Further, they are solely responsible for complying with all regulations of the University, of their school or college, and of the departments from which they take courses. They are also responsible for fulfilling all requirements for their particular degree.

## CLASSIFICATION OF STUDENTS

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

Fewer than 24 hours	-	Freshman
24 to 56 hours	-	Sophomore
57 to 89 hours	-	Junior
90 hours to graduation	-	Senior

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

**Full-Time Student.** A full-time student is one who registers for a minimum of 12 or more credit hours during a regular semester or six (6) credit hours during a summer session.

**Part-Time Student.** A part-time student is one who registers for fewer than 12 credit hours during a regular semester or fewer than six (6) credit hours during a summer session.

**Special Visiting Student.** A Special Visiting Student is one who is not pursuing a degree program. Most Special Visiting Students are enrolled in the professional certification program, have permission from a home university or college to enroll in FSU courses, or are non-degree seeking students enrolling for life enrichment.

## **DISHONESTY IN ACADEMIC AFFAIRS**

Students are expected to maintain the highest standards of honorable conduct in academic matters. Reprehensive conduct or failure to comply with University regulations may result in a student's expulsion from a course or from the University at any time.

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

## **ACADEMIC ADVISORS**

All students are assigned a faculty advisor (or mentor) with whom consultation concerning curriculum planning, course registration, and other academic decisions must be made. Although students are urged to make full use of the help their advisors can provide, students are expected to read and understand the catalog and to accept ultimate responsibility for the decisions made.

## **REGISTRATION**

Students will register at the time designated by the Registrar. Students will have the opportunity to pre-register, but final registration is dependent on the payment of fees.

Students who register after the designated final registration dates, either during the semester or during the summer session, must pay a late registration fee.

The courses for which students are registered at the close of the Drop and Add period will constitute their official registration and course load for that semester or term. Students will not receive credit for courses for which they are not properly registered.

Fort Bragg students must register at the beginning of each term whether they attended the previous term or not. The period of late registration extends to the second class meeting.

## Changes in Registration

After registration is complete, a student's registration and schedule may be altered by the following ways:

- a. Adding a course: A student may add a course only during the first week of class.
- b. Dropping a course: A student may drop a course only during the first week of class.
- c. Withdrawal from a course: A student may withdraw from a class through the first class week after mid-term week and receive a grade of "W".
- d. Withdrawal from a course (due to non-attendance): In accordance with the University's Class Attendance Policy, an undergraduate student is subject to withdrawal from a class due to excessive absences and will receive a grade of "WN." (See Undergraduate Class Attendance Policy.)
- e. Withdrawal from the University: A student may withdraw from the University up to two weeks prior to the beginning of final exams. A grade of "WU" will appear on the student's transcript for every course enrolled in that semester or summer session.

Students may not make additions to their registration after the day designated as the last day for Drop and Add.

Fort Bragg Drop and Add: Changes in a student's registration may be made until the last day of late registration.

At the close of late registration, the courses for which a student is registered constitute official registration and course load for that semester or term.

No students will receive credit for any course for which they are not properly registered.

## Course Load

The normal load for a regular student in any semester is twelve (12) to nineteen (19) credit hours as outlined by the departments. The normal load for a summer session is 6-8 credit hours.

Students will be permitted to carry more than nineteen (19) credit hours of work during a semester (or eight (8) credit hours during a summer session) only in rare cases. Students who have a cumulative grade-point average of 3.00 or higher and who wish extra hours above the normal load should file an application with their

department chair. Upon the approval of the department chair the application must be submitted to the Dean of the School or College and to the Vice Chancellor for Academic Affairs for final approval.

Students on academic probation may not register for more than thirteen (13) credit hours during the semester that they are on probation.

Students may not register at another institution when in regular attendance at the University unless proper approval has been secured, in which case the hours taken will be considered a part of the normal load.

The normal load for a Fort Bragg student is six (6) credit hours per term as shown for a particular curriculum in the catalog. Generally, normal load varies from a minimum of three to a maximum of nine credits per term.

## **Class Enrollment**

During any semester or summer session, the University reserves the right to discontinue any class in which the enrollment is not sufficient to make it economically feasible to offer the course.

## **Auditing of Courses**

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

## **Undergraduate Class Attendance Policy**

(Adopted March 10, 1992)

Fayetteville State University recognizes that regular and punctual class attendance is essential to the enhancement of each student's academic performance. Although all learning activities do not take place in the formal classroom atmosphere, the classroom is the primary vehicle for the exchange of knowledge with the student, the evaluation of achievement, the participation in intellectual and academic debate, the acquisition and development of skills, and the encouragement of positive attitudes that affect the attainment of goals inherent in the teaching-learning process. This policy is designed to encourage students to make the best grades they are capable of making by discouraging excessive absences from classes. Therefore, all students, regardless of academic classification, are expected to attend all class meetings.

It is the joint responsibility of each faculty member and student to understand and comply with the university policy on attendance. Each instructor is expected to state

in the syllabus of each course specific attendance requirements including what constitutes tardiness and/or early departure and the consequences thereof.

Attendance will be taken at each class meeting and each student's absence, after the student has enrolled in the course, will be recorded by the instructor. Any student who pre-registers for a course and is absent (without acceptable excuse) from the first two class meetings of the course will be dropped from the roster upon the recommendation of the instructor. A student who registers for a course during the regular registration or late registration periods (including drop/add) and who is absent (without acceptable excuse) for the first two classes after enrolling will be withdrawn due to non-attendance upon the recommendations of the instructor.

Prior to the ninth week of classes, a student will be assigned a grade of "WN," withdrawal due to non-attendance, for any class from which the student has been absent in excess of ten percent (10%) of the number of contact hours scheduled for the class for the semester. For example, for courses meeting sixty (60) hours per semester (4 hours per week), the student is permitted six (6) hours of absences; for courses meeting forty-five (45) hours per semester (3 hours per week), the student is permitted four (4) hours of absences.

Students may submit, under extraordinary circumstances, a documented and valid written justification (to be accepted at the discretion of the instructor) for any absence(s) unavoidably exceeding the established limit.

Students should, whenever possible, inform the instructor in advance of any absences from class. Students are responsible for completing in a timely manner all work missed due to absence.

When a student has exceeded the number of allowed absences, the instructor reports the student on a withdrawal report which is routed to the Office of the Registrar through the chair of the department and the dean of the school or college. The withdrawal report includes the last date of attendance, the number of absences, and a withdrawal grade for the student. A grade of "WN" (withdrawal due to non-attendance) is treated the same as "W" in determining hours and grade points. Withdrawal due to non-attendance does not relieve the student from financial responsibility for the course or housing.

Although faculty members will attempt to warn (either through a conference or by letter) students who are at-risk of administrative withdrawal due to non-attendance, students are responsible for ensuring that they do not exceed the permissible number of absences. Students who believe they are in danger of administrative withdrawal should speak to the instructor. The student may appeal the "WN" grade by making the appeal, in writing, to the instructor. If the appeal to the instructor is unsuccessful, the student may then appeal, in succession, to the department chair, the dean, and the Vice Chancellor for Academic Affairs. Until and unless such an appeal is made, the grade will be recorded by the Office of the Registrar as recommended. Students

appealing a withdrawal due to non-attendance from a class will be allowed to attend the class until the appeal is resolved.

Students who intend to withdraw from a class should submit the appropriate form to the Registrar's Office. By doing so students will earn a "W" grade instead of a "WN."

Withdrawal grades for non-attendance ("WN") may be awarded only during the first nine (9) weeks of the semester. Students who exceed the number of permitted absences after the first nine weeks of the semester will be assigned the appropriate earned letter grade (A, B, C, D, F or R--for academic support classes) in accordance with the evaluation criteria stated in the syllabus.

## GRADING SYSTEM AND GRADE POINTS

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

### 1. Grading Symbols and Numerical Equivalents

A	92-100
B	83-91
C	73-82
D	64-72
F	63 or less (Academic Failure)
I	Incomplete
W	Withdrawal from a Course
WN	Withdrawal from a Course due to non-attendance
WU	Withdrawal from the University
R	Recycle (For academic support courses and students contracted with Student Support Services)
S	Satisfactory (for Non-Credit Course)
U	Unsatisfactory (for Non-Credit Course)
P	Passing; credit allowed; no grade points
AU	Audit

## 2. Calculations

A	4 quality points per credit
B	3 quality points per credit
C	2 quality points per credit
D	1 quality point per credit
F	0 quality point per credit (Included in calculations of credit hours attempted)

R/W/WN/WU                      These grades carry no credits earned and no quality points earned in the computation of the GPA, but are added to the "Credit Hours Attempted."

## Cumulative Grade Point Average

The cumulative grade point average is determined by dividing the total number of grade points by the total number of credits. However, if a course has been repeated, only the higher of the two grades will be used in the computation of the GPA. A "Course Repeat Form" must be filled out when a course is repeated. Each attempt is recorded on the transcript.

Grade point calculations are made at the close of each term or semester.

Grade points are computed by multiplying the number of credit hours by 4 for courses in which a grade of "A" is earned; by 3 for a grade of "B"; by 2 for a grade of "C"; and 1 for a grade of "D." A student who earned the following grades during a semester would earn the grade points and grade point average indicated below:

Course	Grade	Credit	Grade Points
ENGL 110	B	3	9
UNIV 110	C	2	4
MATH 121	D	3	3
PHIL 110	A	3	12
PEDU 101	A	<u>1</u>	<u>4</u>
		12	32

To calculate the cumulative grade point average, divide the total number of grade points by the total number of credits. (Example: 32 divided by 12 equals 2.67)

## Incomplete Grades

The grade of "I" is assigned when students have maintained a passing average but for reasons beyond their control, have not completed some specific course requirement(s) such as a report, field experience, experiment, or exam. An "I" grade must be removed before the expiration of the first nine weeks of a student's next

regular semester of enrollment. Failure to remove the “I” within the stipulated time will result in its being converted to a grade of “F.” Students are responsible for initiating the actions necessary to remove their “I” grades.

At the Fort Bragg Center, an “I” must be removed before the end of the next term in which the student is enrolled or within one year from the end of the term in which the grade was assigned, whichever period is shorter.

## **Changing a Grade**

Once a grade has been assigned and submitted to the Office of the Registrar, only a grade of “I” may be changed without the appropriate recommendations and approval of the department chair, the Dean of the College or School, and the Vice Chancellor for Academic Affairs. Approval to change a grade will be granted only when the instructor requesting the change substantiates and presents in writing supporting evidence for the grade change request. The instructor’s class record and all requirements included in the evaluation of the student’s performance must be presented for review. This process must be completed before the student’s next semester in residence following the assigning of the original grade.

A student wishing to challenge a grade for the purpose of having it changed must do so in writing within the first nine weeks (four weeks at the Fort Bragg Center) of the next semester or term following the semester or term for which the grade was assigned.

## **COURSE SUBSTITUTION**

Only under exceptional circumstances will substitution for or exemption from prescribed courses in a curriculum be permitted. The request for a course substitution or course waiver must be prepared and initiated by the student’s advisor for approval by the chair of the department in which a student is seeking a degree and the Dean of the College or School. The request must provide academically defensible arguments justifying the substitution or waiver.

## **REPEATING COURSES**

Students who have received final grades of “D,” “F,” or “R” in courses may repeat those courses. Courses to be repeated must be taken at Fayetteville State University. The normal registration procedure must be followed when students register for repeat courses and the “Course Repeat” form must be completed in the Registrar’s Office.

Students may repeat only once courses in which they have earned passing grades, unless the courses require a minimum grade of "C." The higher of the two grades will be used in computing the students' grade point averages and only one set of course credit hours will be counted toward graduation. The original course entries and grades will remain on the students' permanent records and will appear on their transcripts.

## **VETERANS AFFAIRS**

The Veterans Affairs Office, under the direction of the Registrar, is located in the Collins Administration Building. The Veterans Office will provide services for those students who receive benefits under the New G.I. Bill, the Dependents Program, V.E.O.P., the Reservist Program, and the Vocational Rehabilitation Program. Services provided include remedial and tutorial assistance for various programs, counseling, and certification for benefits. The primary concerns of the Veterans Office are to assist students, monitor their course work, and ensure that individuals receiving veterans benefits follow their chosen curriculum and complete their objectives. With the assistance of the Vocational Rehabilitation Program, the Veterans Affairs Office will also aid graduates in finding appropriate employment.

All veterans and dependents receiving V.A. Educational Benefits must come to the Veterans Affairs Office and complete a class schedule. Any change in the veteran's or dependent's course of study should be cleared with the veteran's advisor to ensure continuation of benefits. Transfer students are reminded that the office must have copies of all transcripts and other necessary documents before certification can be made to the Veterans Administration for payment.

## **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (The Buckley Amendment)**

Under the Buckley Amendment, Fayetteville State University students may inspect their health and disciplinary records and request in writing that any errors detected be corrected within a reasonable period of time (up to 30 days).

If students are minors, their parents or legal guardians may exercise the same rights to inspect health, academic, and disciplinary records. If a student is not a minor (18 years of age or older), Fayetteville State University will not permit parents or legal guardians to inspect a student's records unless a student has on file, in the Vice Chancellor for Student Affairs Office, a signed consent form for release of confidential information, authorizing access to specific persons or for open inspections.

All educational institutions, public and private agencies, and individual citizens are alerted to the confidential nature of information pertaining to any students, former students, graduates, or prospective students which makes that information subject to the provisions of the Family Educational Rights and Privacy Act of 1974, with the exception that confidential information submitted to Fayetteville State University prior to January 1, 1975, will be protected as agreed to by the University.

## MAJORS AND MINORS

Candidates for a degree are required to select a major field of interest and, when applicable, a minor field of interest. Once a major has been chosen and students have begun courses in their degree program, any change in major will inevitably result in a loss of time in meeting graduation requirements. Therefore, students are advised to take advantage of the educational guidance offered by advisors and administrative officers.

All regular students must officially declare a major and, if applicable, a minor field of study no later than the second semester of their sophomore year. To declare a major, students must secure the necessary form from the University College Office. The form must be completed and returned to that office before officially entering the upper division degree programs.

Students who transfer to the University as sophomores or above (more than 24 credit hours) must declare their majors before registering.

Students wishing to change a major once it has been declared must obtain and process the change of major form bearing the signature of the chair of the department in which a major is to be declared and the signature of the chair of the department in which a major was last declared. After students obtain these signatures, the form is submitted to the office of the Dean of the College or School under which the new major is housed. The Dean will file a copy of the approval form in the Office of the Registrar.

Students desiring to change a minor only should negotiate the change with the department chair of the major field of study. The department chair will file the change with the office of the appropriate dean.

## EXAMINATIONS

During the semester, periodic examinations are administered periodically by instructors. At the mid-term and at the close of each semester, comprehensive course examinations are administered. Since a measure of students' progress in a course is indicated by their performance on these comprehensive examinations, they are required of all students except the following: (1) Students who are auditing courses

or (2) Students who have maintained a 4.0 average in a course and, at the discretion of the instructor, are excused from the final comprehensive examination provided that they have been evaluated substantially during the semester.

Students not present at an officially-scheduled final comprehensive exam fail the course unless a deferred examination is approved. Students who need to defer an examination must furnish valid support for the request to the office of the dean no later than twenty-four hours after the scheduled exam. Students must take the exam within nine weeks of the succeeding semester if a deferral of an examination is granted.

## Credit by Examination

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

- a. Credit will not be awarded for successful passage of any examination previously taken.
- b. Credit will not be awarded when equivalent degree credit has been granted for regular course work.
- c. Duplicate credit will not be awarded for overlapping tests.
- d. The total number of credits earned from externally-developed tests may not exceed thirty (30) semester hours.
- e. Students wishing credit by examination must earn these credits within the first twenty-four (24) semester hours of study at FSU.
- f. Generally, credit by examination may not be attempted if the student has acceptable college credit for more advanced courses, or for courses whose content includes material similar to a course for which college credit has already been received.

**Advanced Placement Program (AP):** Many high schools offer advanced classes to superior students in conjunction with the Advanced Placement Program of the College Entrance Examination Board. FSU awards college credits in most areas for scores of 3 (good), 4 (honors), or 5 (high honors). Credit will not be awarded for both CLEP and AP exams covering the same course material. Official test scores should be mailed directly from the College Board to the Office of Admissions for review.

**College Level Exam Program (CLEP):** The following College Level Exam Program tests may be substituted for college credit, subject to the achievement of specified scores and the fulfillment of conditions stated in the policy on credit by examination outlined above and in the policy brochure available in the Testing and Assessment Resource Center.

### CLEP General Exams

English Composition, Humanities, Mathematics, Natural Sciences, Social Sciences and History

### CLEP Subject Exams

Composition and Literature  
Foreign Languages  
History and Social Sciences  
Business  
Mathematics and Science

***DANTES Subject Standardized Tests:*** Fayetteville State University participates in the DANTES program. (DANTES is an acronym for an agency of the Department of Defense called Defense Activity for Non-Traditional Education Support.) DANTES tests, similar to CLEP tests, offer students opportunities to earn degree credits for work and life experiences. This examination program provides opportunities for students to gain college admission, earn academic credit, and obtain professional certification, as well as to identify their interests and aptitudes for purposes of educational counseling. DANTES tests are administered through the FSU Testing and Assessment Resource Center by appointment only.

***Challenge Examinations:*** The University recognizes that exceptional students, by means of special studies or experiences, may already have achieved the objectives of certain courses in the core curriculum; therefore, students may petition to receive credit in selected courses by special examinations referred to as challenge examinations. Credit will be awarded to those who pass the challenge examinations.

Students wishing credit under the plan must present in writing to the appropriate department chair sufficient evidence to warrant the exam. If the evidence is accepted, the department chair will request approval through the Dean and the Vice Chancellor for Academic Affairs. Students may attempt a challenge examination only once per course.

Candidates for the Associate of Arts degree may earn no more than six credit hours by challenge examinations; candidates for the baccalaureate degree may earn no more than nine credit hours. Students may not apply for challenge examination credits for courses they have audited, or for lower level courses when credit for higher numbered or subsequent courses in the same field has been received. Permission for challenge exams will be given only when students have already gained a fundamental knowledge of the subject through prior preparation or experience (not including a foreign language which is the applicant's native tongue) or when the course is critically needed for graduation.

(For detailed information on Credit by Examination and course equivalencies, call or visit the FSU Testing and Assessment Resource Center, 134 Collins Administration Building, Fayetteville, NC 28301, (919) 486-1301.)

## **STUDY AT ANOTHER INSTITUTION**

Students in residence at the University will be permitted to include study at another institution. The number of hours that may be earned will be individually determined by the department chairs and the students with the approval of the dean of the college or school and the Vice Chancellor for Academic Affairs.

Regular Fayetteville State University students who have accumulated sixty (60) or more credit hours and who wish to take courses at another institution to transfer credits to FSU must pursue study at an accredited senior college. In order for course credits to be accepted, students must earn a grade of 2.0 or higher. Only credits earned will be transferred. Grades will not be transferred or used in the computation of students' cumulative grade point averages. To pursue study at another institution, students should submit a request in writing to the appropriate department chair.

## **ACADEMIC HONORS**

The University rewards student excellence in academic and curricular activities through invitation to membership in a number of honor societies:

### **Alpha Kappa Mu Honor Society**

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

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

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

### **Phi Eta Sigma**

Phi Eta Sigma is a national honor society for college freshmen. Its goal is to encourage and reward academic excellence among freshmen in institutions of higher learning. The oldest and largest freshman honor society, Phi Eta Sigma was founded

at the University of Illinois in 1923. The chapter at Fayetteville State University was established in 1992. To be eligible for membership in Phi Eta Sigma students must:

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

## Who's Who Among Students in American Universities and Colleges

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

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

## Chancellor's List

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

## Dean's List

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

## Honor Societies (Discipline Specific)

Alpha Kappa Delta	Sociology
Beta Kappa Chi	Natural Science and Mathematics
Delta Mu Delta	Business Administration
Kappa Delta Pi	Education
Pi Gamma Mu	Social Studies
Pi Omega Pi	Business Education
Sigma Tau Delta	English

## SCHOLARSHIP STANDARDS

Students are expected to earn a grade point average of 2.0 or higher for each semester or for two consecutive semesters in attendance. Students who fail to make the minimum cumulative average at the close of a semester are placed on Warning, Academic Probation, or Academic Suspension. Students placed on Academic Suspension may apply for readmission to the University after sitting out for one semester. If readmitted, students will be subject to the rules covering Academic Probation permitting them to carry a maximum load of thirteen (13) credit hours per semester or six (6) credit hours per summer term. Students suspended for the second time will be permanently expelled from the University.

## PROBATION AND SUSPENSION STANDARDS

Grade point averages (GPA's) are calculated and issued to students at the end of each semester and at the end of each summer term. At the Fort Bragg Center, this procedure is done at the conclusion of each term. Minimum scholastic requirements for students at FSU are as follows:

Credit Hours	Warning	Probation	Suspension
1-26	1.99	1.00	
27-38	1.99	1.60	1.30
39-50	1.99	1.70	1.45
51-62	1.99	1.85	1.60
63-74	1.99	1.90	1.70
75-86	1.99	1.95	1.80
87-99		1.99	1.90
100+			1.99

## Appeal Procedure

Students who, by virtue of special and/or unusual circumstances, seek exemption from an academic probation, suspension or retention regulation may appeal to the Admissions, Registration and Retention Committee. The appeal must be filed in writing to the Committee through the appropriate dean's office. The Committee's recommendation will be submitted in writing to the Office of the Vice Chancellor for Academic Affairs.

Suspension regulations do not apply to summer sessions. Students in suspension status are advised to attend summer sessions and repeat courses for which unsatisfactory grades were earned during the academic year.

Students who are successful in increasing their grade point averages above the minimum suspension level will be able to return the following semester without going through appeal procedures.

## **WITHDRAWAL FROM THE UNIVERSITY**

Students desiring to withdraw from the University at any time after registration must make a formal application to the Counseling Center located in the Collins Administration Building, Room 114. Students who are under 18 years of age must have the approval of parent or guardian before withdrawing from the University. The withdrawal form, when presented to the cashier, will entitle a student to the appropriate refund of fees. The official date of withdrawal (for purposes of computing charges and grades) will be the date the Registrar receives the request for withdrawal, not the date of the written request. Students who do not comply with the stated withdrawal regulations will not receive a refund of fees. The University reserves the right to wait thirty days before making cash refunds.

Students may withdraw from the University until two weeks prior to the beginning of final exams.

### **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 rules and regulations of the University; (3) the student fails to maintain an acceptable standard of work; or (4) the student's mental or physical health precludes satisfactory academic progress or becomes detrimental to others.

## **COMMENCEMENT**

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

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

## Graduation with Distinction

Baccalaureate graduates may be awarded with the following honors:

Summa Cum Laude:	to those having a scholastic average of 3.80–4.00
Magna Cum Laude:	to those having a scholastic average of 3.50–3.79
Cum Laude:	to those having a scholastic average of 3.20–3.49

To graduate with honors, baccalaureate students must have completed at least fifty percent (50%) of their credit hours at FSU.

## Application for Graduation

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

Candidates failing to file an application for graduation or to meet graduation requirements by the designated dates automatically void their candidacy for that particular graduation.

## Graduation Requirements

The Bachelor of Arts or the Bachelor of Science degree will be conferred upon students who satisfy their curriculum requirements with a minimum of 120 credit hours of course work with a cumulative GPA of 2.0 or higher and a GPA of 2.0 or higher in the major.

Applicants for a baccalaureate degree must complete a minimum of one year of study in residence, including thirty (30) or more credit hours of course work. The senior year of study must be done in residence unless permission is granted for study at another institution by the department chair, the dean of the college or school, and the Vice Chancellor for Academic Affairs.

The Associate of Arts degree will be conferred upon candidates who satisfy their curriculum requirements with a minimum of sixty (60) credit hours of course work and with a cumulative GPA of 2.0 or higher.

## ACADEMIC RESIDENCE REQUIREMENT FOR TRANSFER STUDENTS

Transfer students from a senior institution (four-year college or university) must complete a minimum of thirty (30) credit hours at Fayetteville State University and fulfill all curriculum requirements in order to qualify for a baccalaureate degree. The

senior year of study must be done in residence unless permission is granted for study at another institution by the department chair, the dean of the college or school, and the Vice Chancellor for Academic Affairs.

Transfer students from two-year technical institutes, or from junior or community colleges, will be required to complete a minimum of sixty (60) credit hours with a senior institution. Thirty (30) credit hours must be completed at Fayetteville State University and all curriculum requirements fulfilled in order to qualify for graduation from FSU.

## **REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE**

Students with bachelors' degrees may receive a second baccalaureate degree by fulfilling the following requirements, provided the degree and the concentration sought are different from those of any degree earned previously:

1. Students must meet all requirements for the second degree and concentration.
2. Students must complete a minimum of thirty (30) hours in residence beyond the requirements for the first degree.

## **TRANSCRIPT OF RECORD**

Transcripts are issued only upon the written requests of students or their authorized agents. Requests should be submitted at least ten (10) days prior to the dates transcripts are needed. Forty-eight (48) hours should be allowed for transcript requests made by walk-ins during normal operating periods.

The University will issue one free transcript for each student. A fee of \$3.00 will be charged for each additional transcript. No transcript will be sent until the fee has been paid.

Transcripts are released only when students' accounts are paid in full and the students' loan payments are current.

Requests for transcripts should be sent to:

**Office of the Registrar  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, NC 28301-4298**

## **Indebtedness to the University**

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

## **Change of Name and Address**

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

## **RELEASE OF DIRECTORY INFORMATION**

For the convenience of students, parents, other members of the University community, and the general public, the University will make available, upon request, directory information about its students. In compliance with the Family Educational Rights and Privacy Act (P.L.93-380), the University will continue to release the following types of information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the name of the most recent previous educational agency or institute attended by the student. Students not wishing directory information released without prior consent must make their request to the Office of the Registrar in writing within seven days after the first registration day of the current term of enrollment.



# Undergraduate Courses of Instruction

University College  
College of Arts & Sciences  
School of Business & Economics  
School of Education  
Associate of Arts Degrees





## UNIVERSITY COLLEGE

The University College is organized on the certain knowledge that a broad foundation in the liberal arts enhances the possibility of students' success, regardless of the field in which they choose to specialize. This academic and support unit sets out the preparatory courses necessary for upper division course work, whether in the College of Arts and Sciences, the School of Business and Economics, or the School of Education.

The objectives of the University College are to provide a sound, basic academic program and a stimulating academic environment for students of varied levels of achievement.

The University College Core Curriculum is basic to all the baccalaureate degrees granted at Fayetteville State University. It is designed to promote the academic growth and foster the critical intellectual development of the students admitted to the University. The core curriculum also attempts to cultivate positive human values and encourage a love of learning.

### UNIVERSITY COLLEGE CORE CURRICULUM, 45 CREDITS

(Please consult the degree programs for specific curriculum requirements.)

#### University Studies: (2 credits)

UNIV 110 University Studies

#### Critical Thinking: (3 Credits)

PHIL 110 Critical Thinking

#### English: (6 credits)

ENGL 110 English Composition I

ENGL 120 English Composition II

#### Mathematics: (6 credits)

All students will complete MATH 123, College Algebra with three additional hours of required credits being selected from the following courses:

MATH 121 Introduction to College Algebra

MATH 124 College Trigonometry

MATH 131 Algebra and Trigonometry

MATH 140 Applied Calculus

MATH 142 Calculus with Analytic Geometry I

MATH 150 Discrete Mathematics I

Initial placement into mathematics courses is dependent upon the Profile Examination Scores and course work transferred from other educational institutions. Students will be required to place into MATH 121 only if they do not place into MATH 123. For students whose Profile Examination Score permits placement in MATH 131, this course will substitute for the content of MATH 123 and MATH 124, thus allowing for the selection of three additional hours of core curriculum mathematics electives, in consultation with a University College advisor. A course in Computer Science, selected from CSC 100, BEDU 110, EDUC 210, or another appropriate computer science course, may be substituted for the second course in mathematics in accordance with degree program requirements and the advisor's recommendation. Additional resources, such as computer programs, videos, and graphing calculators, may be incorporated as tools to enhance the presentation of course content.

**Physical Education/Health: (2 credits)**

Two credits selected from the following courses:

- Any 100 level PEDU course
- HEED 112 Health and Wellness

**Speech: (3 credits)**

- SPEE 200 Introduction to Speech

**History/Social Sciences: (3 credits)**

Three credits selected from the following courses:

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

**Humanities/Fine Arts: (3 credits)**

Three credits selected from the following courses:

ART	210	Survey of Art
ART	211	Introduction to Art History
ENGL	211	World Literature I
ENGL	212	World Literature II
ENGL	221	African-American Literature
ENGL	240	Introduction to Literature
HUMN	211	Humanities: Music, Art, and Ideas I
HUMN	212	Humanities: Music, Art, and Ideas II
MUSI	210	Music Appreciation
PHIL	210	Introduction to Philosophy
PHIL	220	Introduction to Logic
THEA	203	Introduction to Theatre

**Natural Sciences: (8 credits)**

Eight credits selected from the following courses:

ASTR	111	Astronomy I
ASTR	112	Astronomy I
CHEM	140	General Chemistry I
CHEM	160	General Chemistry II
BIOL	150	Principles of Biology
BIOL	170	Cellular Biology
NSCI	110*	Comprehensive Physical Science
NSCI	120*	Modern Biology
PHYS	111	General Physics I
PHYS	112	General Physics II
PHYS	121	College Physics I
PHYS	122	College Physics II
ZOOL	110	General Zoology

\*If selected, NSCI 110 and NSCI 120 must be taken as a sequence.

Placement into science courses is dependent upon the Profile Examination Scores, course work transferred from other educational institutions, and according to degree program requirements and completion of pre-requisite courses.

**University College Restricted Electives: (9 credits)**

Six hours must be selected from History/Social Sciences, Humanities/Fine Arts or a foreign language sequence. Three additional hours to be selected from any of the courses listed as part of the University College Core Curriculum. All restricted electives must be selected in consultation with an advisor and intended major area requirements.

**TOTAL: (45 credits)**—University College students must complete the requirements of the core curriculum before advancing to junior and senior level courses.

In order to progress successfully through the University College Core Curriculum within the specifications of a specific degree program, students are dependent on appropriate guidance and advisement by assigned advisors/mentors.

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

If a student transfers in 24 or more credit hours, he/she will be exempt from taking University Studies (UNIV 110).

If a student transfers in at least 57 hours (junior status), he/she will not be required to take Critical Thinking (PHIL 110), unless recommended by the student's advisor or program chair.

Please note the following core curriculum course requirements within specific major programs:

Accounting, Business Administration, and Economics major programs require the following core courses:

MATH	140	Applied Calculus
ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics

Elementary Education, Middle Grades, Physical Education, and Health Education major programs require the following core courses:

NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
HIST	110	World History to 1600
HUMN	211	Humanities: Music, Art, and Ideas I
HUMN	212	Humanities: Music, Art, and Ideas II
PSYC	210	General Psychology

All secondary education major programs require the following core courses:

NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology

All mathematics, computer science, and natural science major programs require the following core courses:

MATH 131\* Algebra and Trigonometry

\* MATH 123 and MATH 124 may be substituted for MATH 131.

## ACADEMIC SERVICE PROGRAMS

***Butler Building Writing Center:*** The Butler Building Writing Center, a unit of the Department of English, provides tutoring in English and writing. The Center admits students across the curriculum by teacher referral or by self-admittance. Students' writing skills are assessed by standardized and personalized diagnostic testing and evaluation. Audio-visual programs, audio-lingual programs, grammar and composition texts, handbooks, readers, and workbooks are available to help the students improve in their courses. The Center also has a lending library, which is a resource center for students and faculty. Students may be assigned to the Center as part of their course requirements, or they may attend voluntarily to refine their writing techniques.

***FSU Mentoring Program:*** The FSU Mentoring Program provides students with further opportunities for success in their academic and educational programs, especially in their freshmen and sophomore years. The program encompasses not only the students' academic needs, but also the students' direct involvement in cultural, social, and personal development activities. The program is designed to provide a supportive and nurturing experience that will help develop self-motivation, independence, and inter-personal skills to help ensure success, retention, and graduation.

***The University Studies Program:*** The purpose of the University Studies Program is to acquaint students with the programs, policies, and resources at Fayetteville State University. Also, this program and its support units assist in the development and enhancement of reading skills through individualized instruction and computerized assistance. Students may be required to participate in support sections of the University Studies Program based on the results of the Profile Examinations, or they themselves may seek assistance for identified difficulties.

***Student Support Services:*** The federally-funded program of Student Support Services provides academic support services and activities to increase the graduation and retention rates of students served. Academic support includes tutoring and collaborative learning strategies. Individuals and groups have opportunities for academic, career, and personal counseling, as well as cultural and academic enrichment activities. The program seeks to enhance the existing educational performance levels of enrolled freshman and sophomore students and to provide follow-up activities. Classes for which tutorial services are available include mathematics, English, biology, physics, and chemistry courses.

***University College Tutoring Program:*** The University College Tutoring Program provides extra recitation sessions for those students who have been identified through the Block Registration and Profile Examination processes as needing academic support in mathematics, English, and reading. These students are enrolled in academic support sections of the University College curriculum and required to participate in the tutoring program and other support activities.

***Microcomputer Learning Centers:*** Microcomputer Learning Centers, located in the Helen Chick Building and the School of Business and Economics Building - Room 214, are modern computer-assisted laboratories designed for providing instruction to large numbers of students in classes throughout the University. Software is currently available for student use in the physical and life sciences, history; critical thinking, psychology, reading, composition, and mathematics courses. Micro-Computer Learning Centers are also available during posted hours for students to work independently on school-related materials.

## HONORS PROGRAM

The Honors Program, initiated in the fall of 1989, is designed for intensive study in English, Critical Thinking, and Humanities, and in major courses during the junior and senior years. These designated courses offer a more comprehensive, enriching coverage of the required material, focus upon library research, and incorporate "writing intensive" activities to increase students' abilities to write sophisticated and scholarly papers in any field or major. To complement the "writing intensive" nature of these courses, honor students are required to maintain comprehensive journals of writings based upon their personal and academic reactions to assigned primary readings, to library research, and to cultural events on and off campus.

To continue their progression through the Honors Program, students continue to focus on extensive readings of classical works in the liberal arts, readings in their respective majors, and readings for a series of courses/seminars based on the theme of "Great Ideas." Through a scholarly focus on such components as interdisciplinary studies, extensive writing assignments, offerings of a wide variety of cultural events (e.g. lectures, concerts, film series), and a senior thesis (with an oral component), the Honors Program is devoted to ensuring for students a strong, academically challenging liberal arts education.

## TESTING AND ASSESSMENT RESOURCE CENTER

The Testing and Assessment Resource Center is responsible for the administration and management of the institutionalized testing needs of the University. Assessment strategies that are administered by this program include the profile

examinations for entering students, pre- and post-test examinations, rising junior examinations, major field testing, and other standardized testing needs. In addition, the Center administers nationally standardized tests, such as the SAT, GMAT, NTE, DANTES, CLEP, NTE, and the GRE examinations. Students may go to the Center for computerized assistance in preparing for these standardized examinations. Faculty members may request assistance with the administration and scoring of tests for their classes.

## REQUIRED EXAMINATIONS

***Profile Examinations (Undergraduate Placement Tests):*** All new students (Freshmen, Transfer, and some Special Visiting students) are required to take profile tests before registering for classes at FSU. These tests are used to determine the classes most appropriate for each student. Profile tests include the following: reading, English, mathematics computation, algebra and critical thinking. Science majors take an additional test, the Toledo Chemistry Test, for placement in chemistry courses.

Transfer students will also take University profile tests. These tests are used in combination with the number and types of courses transferred into FSU to help determine course programs. Students are asked to contact the Testing and Assessment Resource Center for specific dates and times of transfer student profile examinations.

***Rising Junior Examination Requirements:*** Students who enter the University after July 1, 1990, as first-time students with fewer than fifty-seven (57) hours of credit are required to take the rising junior examination before being unconditionally admitted to the upper division.

## UPPER DIVISION ACADEMIC ADMISSIONS REQUIREMENTS

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

### **College of Arts and Sciences: (Please see degree programs for other requirements)**

1. Complete the University College Core Curriculum.
2. Take the rising junior examination. (Secondary education majors must take and pass Core Batteries I and II of the National Teacher Education examination.)
3. Complete the paperwork to be admitted to the College of Arts and Sciences (e.g. declare a major).

**School of Business and Economics: (Please see degree programs for other requirements)**

1. Complete the University College Core Curriculum.
2. Take the rising junior examination. (Business and marketing education majors must take and pass Core Batteries I and II of the National Teacher Education examination.)
3. Complete the paperwork to be admitted to the School of Business and Economics (e.g. declare a major).
4. Have a GPA of 2.0 or higher before registering for an upper division business course. (Business and marketing education majors must have a GPA of 2.5 or higher before registering for an upper division business or education course.)
5. Complete the following lower division courses with a grade of 2.00 or higher before registering for an upper division business course numbered 300 or above: ACCT 211, 212; BADM 211; ECON 211, 212; ENGL 120; \*MATH 140; MGMT 200.

\* Business education and marketing education majors may substitute MATH 123 instead of MATH 140.

**School of Education: (Please see degree programs for other requirements)**

1. Complete the University College Core Curriculum
2. Take the rising junior examination, which for the School of Education is the National Teacher Examination. Students must pass Core Batteries I and II of the National Teacher Examination before being admitted to teacher education.
3. Demonstrate a proficiency in reading.
4. Have a GPA of 2.5 or higher before being admitted to teacher education.
5. Complete EDUC 211, Field Experiences in Area Schools.

## COLLEGE OF ARTS AND SCIENCES

The mission of the College of Arts and Sciences is to provide effective undergraduate and graduate degree programs and courses. In keeping with the mission of the University, the College is committed to promoting the intellectual, emotional, and moral development of all students so that they may assume responsible and meaningful roles in society. The College further seeks to extend its resources for the benefit of the people of Fayetteville and Southeastern North Carolina. Comprised of seven departments and the new Nursing Program, the College of Arts and Sciences is the largest academic unit at Fayetteville State University. The College contributes to the education of all students by having primary responsibility for courses that comprise the University College core curriculum. In these courses, students gain the basic academic skills and general knowledge necessary for success in their respective academic majors and their careers after graduation. The College offers major degree programs in English, the mathematical, natural, social, and behavioral sciences, and in the humanities and fine arts.

### DEGREES OFFERED

On the undergraduate level, the College of Arts and Sciences offers the Bachelor of Arts and Bachelor of Science degrees. Graduate degree programs lead to the Master of Arts degrees in History, Political Science, Psychology, and Sociology; the Master of Science degrees in Biology and Mathematics; and in cooperation with the School of Education, the College also offers the Master of Arts in Teaching with program tracks in Biology, History, and Mathematics.

#### Department of Aerospace Studies

#### Department of English and Communications

Bachelor of Arts: English Language and Literature

Bachelor of Arts: Speech-Theatre

Bachelor of Science: English Language and Literature (Teaching)

See "Associate of Arts"

Associate of Arts: English

#### Department of Fine Arts

Bachelor of Arts: Visual Arts

Bachelor of Science: Music Education (Teaching)

**See “Associate of Arts”**

Associate of Arts: Art  
Associate of Arts: General Education  
Associate of Arts: Music Education

**Department of Humanities**

Bachelor of Arts: History  
Bachelor of Arts: Spanish  
Bachelor of Science: Social Science Education (Teaching)  
Concentration: History  
Bachelor of Science: Spanish (Teaching)

**See “Graduate Studies”**

Master of Arts: History  
Master of Arts in Teaching: History (In cooperation with the  
School of Education)

**See “Associate of Arts”**

Associate of Arts: History  
Associate of Arts: Spanish

**Department of Mathematics and Computer Science**

Pre-Engineering Program  
Bachelor of Science: Computer Science  
Bachelor of Science: Mathematics  
Bachelor of Science: Mathematics (Teaching)

**See “Graduate Studies”**

Master of Science: Mathematics  
Master of Arts in Teaching: Mathematics (In cooperation with the  
School of Education)

**See “Associate of Arts”**

Associate of Arts: Computer Science  
Associate of Arts: Mathematics

**Department of Natural Sciences**

Bachelor of Arts: Chemistry

Bachelor of Arts: Geography  
Bachelor of Science: Biology (Teaching)  
Bachelor of Science: Biology  
Bachelor of Science: Chemistry  
Bachelor of Science: Medical Technology

**See "Graduate Studies"**

Master of Science: Biology  
Master of Arts in Teaching: Biology (In cooperation with the  
School of Education)

**See "Associate of Arts"**

Associate of Arts: Biology  
Associate of Arts: Chemistry  
Associate of Arts: Geography

## **Department of Social and Behavioral Sciences**

Bachelor of Arts: Political Science  
    Police Science Track  
    Public Administration Track  
Bachelor of Arts: Sociology  
Bachelor of Science: Criminal Justice  
Bachelor of Science: Social Science Education (Teaching)  
    Concentration: Political Science  
Bachelor of Science: Psychology  
Bachelor of Science: Social Science Education (Teaching)  
    Concentration: Sociology

**See "Graduate Studies"**

Master of Arts: Political Science  
Master of Arts: Psychology  
Master of Arts: Sociology

**See "Associate of Arts"**

Associate of Arts: Criminal Justice  
Associate of Arts: Police Science  
Associate of Arts: Political Science  
Associate of Arts: Psychology  
Associate of Arts: Public Administration  
Associate of Arts: Sociology

## **Nursing Program**

Bachelor of Science: Nursing  
Completion Degree (R.N. to B.S.N.)

## **COOPERATIVE DEGREE PROGRAMS**

The College of Arts and Sciences offers Cooperative Degree Programs in conjunction with North Carolina State University, The University of North Carolina at Chapel Hill, Pennsylvania College of Podiatric Medicine, Logan College of Chiropractic Medicine, and Howard University, Washington, D.C. They provide alternative college programs that enable students to pursue specific degrees by following a prescribed course of study at Fayetteville State University and completing the clinical or complementary requirements at the cooperating institutions. The inter-campus experience provides a unique blend of foundations, classroom theory, and clinical experience. Details for specific cooperative degree programs can be found under the respective departmental listings.

## **NURSING PROGRAM (R.N. to B.S.N. completion degree)**

The Bachelor of Science in Nursing degree program is open only to students who hold an associate's degree in nursing and are licensed, registered nurses. This completion degree program allows students who meet these eligibility requirements to earn a bachelor's degree. At the time of the printing of this catalogue, further information about the degree program was not available. Eligible students should obtain further information from the Director of Nursing. Please note that the "Pre-Nursing" concentration as outlined in this catalogue does not lead to admission into the B.S. in Nursing program.

## **DEPARTMENT OF AEROSPACE STUDIES**

Air Force Reserve Officer Training Corps (ROTC) at Detachment 607 is a voluntary educational program designed to provide the college students an opportunity to earn an Air Force commission while completing university requirements for a degree. Two routes to an Air Force commission are available to FSU students in the Air Force ROTC. Students may enroll in the Air Force ROTC Four-Year Program or those who have at least two academic years remaining in college (undergraduate, graduate, or any combination) may apply for the Two-Year Program.

### **Four-Year Program**

The General Military Course is the first half of the Four-Year Program and it is taken during the freshman and sophomore years. This program allows a student to “try out” Air Force ROTC for up to two years without incurring any obligation for military service (unless he or she has an Air Force ROTC scholarship). In the General Military Course students learn more about the Air Force and the historical development of airpower. The last half of the Four Year Program, the Professional Officer Course, is competitive. These junior and senior level courses cover leadership skills and national defense policy.

### **Two-Year Program**

The Two-Year Program, also called the Professional Officer Course, is available primarily to junior college transfer students, rising juniors, and veterans who have at least two years of college remaining (undergraduate, graduate or a combination of the two) before entering. This program is highly competitive so it is important to apply early in the sophomore year.

### **Degree Requirements**

In order to be commissioned, a student must earn a Bachelor’s or Master’s degree offered by the University. The Department of Aerospace Studies does not offer a degree, but accepts all university degrees. In a partnership arrangement, the University educates the student and grants them a degree; the department of Aerospace Studies ensures that the student has the knowledge and awareness to put that education and degree to use within the Air Force.

## Commission in the United States Air Force, 16 Credits

### Program Requirements (Four-Year Student Curriculum)

#### General Military Course, 4 Credits

ARSS	111	Air Force Today
ARSS	112	Air Force Today
ARSS	211	The Development of Air Power
ARSS	212	The Development of Air Power

#### Professional Officer Course, 12 Credits

ARSS	311	Air Force Management and Leadership
ARSS	312	Air Force Management and Leadership
ARSS	411	National Security Forces/Issues
ARSS	412	National Security Forces/Issues

### Eligibility Requirements

To be eligible for the General Military Course (GMC), each individual must:

1. Be a full-time student.
2. Be 14 years of age or older.
3. Be a citizen of the United States. (There are provisions for aliens to participate in the GMC program.)
4. Be of good moral character.
5. Meet University standards for admission to the institution, sign up for the appropriate aerospace studies course during registration.
6. Not have been disqualified by dis-enrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

1. Be a full-time student and scheduled to receive a baccalaureate degree.
2. Be a citizen of the United States.
3. Be of good moral character.
4. Be certified medically qualified by appropriate Air Force medical authorities.
5. Be at least 17 years of age.
6. Complete successfully either General Military Course or equivalent training and either a four-week or six-week training course.
7. Attain a minimum qualifying score on the Air Force Officers Qualification Test.
8. Have two academic years remaining when entering the POC.
9. Be in good academic standing.

## Off-Campus Programs

The Air Force ROTC equivalent of a "boot camp" is field training. Field Training offers students a firsthand look at the Air Force environment. Students normally attend Field Training during the summer at selected Air Force bases before you enter the POC. Field Training includes career orientation, junior officer training, aircraft and aircrew indoctrination, survival training, weapons familiarization, physical training, familiarization with the organization and the functions of an Air Force base.

In addition to the mandatory field training program, several motivational programs are available to volunteer to help cadets become familiar with the Air Force "Way of Life." These include:

- Airborne Training
- Professional Development Program
- Strategic Defense Initiative Organization
- Cadet Training Officer
- Combat Survival Training

## Scholarships

Air Force ROTC offers Four-year and Three-year scholarships on a competitive basis to high school seniors who want to major in selected fields of study. These scholarships pay full tuition, laboratory fees, textbooks and incidental fees, plus a \$100.00 nontaxable monthly allowance to students during the academic year.

**NOTE:** Fayetteville State University offers free room and board to Air Force ROTC Four-Year scholarship winners.

Scholarships for three and two years are also available to FSU students on a competitive basis. Inquiries and application submission should be made early during the freshman year for three-year scholarships and early during the sophomore year for two-year scholarships.

## DEPARTMENT OF ENGLISH AND COMMUNICATIONS

The Department of English and Communications strives to contribute to the liberal arts education of all FSU students. Through its English composition and speech courses, the department seeks to ensure the writing effectiveness and the enhancement of oral communication skills of all FSU students. Courses in literature introduce students to different genres, stylistic periods, and methods of interpretation of literature. Degrees offered by the department include baccalaureate programs in English Language and Literature (teaching and non-teaching) and Speech and Theatre, as well as an Associate of Arts degree in English. The B.A. degree program in Speech and Theatre allows students to choose a concentration in Speech, Theatre, or Telecommunications and prepares them for public service careers that require a high level of communicative skills.

Departmental resources include a fully-equipped Writing Center, computer laboratories, the Charles Waddell Chesnutt Library, and several student clubs. The FSU Telecommunication Center, including WFSS and a television studio, provides opportunities for practical experience in radio and television production. Minors in English, Speech, and Telecommunications are also offered by the Department. The liberal arts education provided by the department prepares students for a variety of career options--education, publishing, finance, politics, law, or any field in which effective communications skills are required.

### Degrees Offered

**Bachelor of Arts: English Language and Literature**

**Bachelor of Science: English Language and Literature (Teaching)**

**Bachelor of Arts: Speech-Theatre**

**“See Associate of Arts”**

Associate of Arts: English

### Entrance Requirements

***Speech-Theatre.*** Students desiring to become speech-theatre majors must take a speech screening examination administered by the speech-theatre faculty.

## Bachelor of Arts in English Language and Literature, 120 Credits

### University College Core Curriculum, 45 Credits

### Program Requirements, 75 Credits

#### Major Courses, 39 Credits

ENGL	221*	African-American Literature
ENGL	240*	Introduction to Literature
ENGL	231	Advanced Grammar
ENGL	341	Advanced Composition
ENGL	311	English Literature I
ENGL	312	English Literature II
ENGL	321	American Literature I
ENGL	322	American Literature II
ENGL	370	Junior Seminar
ENGL	411	Shakespeare
ENGL	412	Eighteenth Century
ENGL	431	The American Novel
ENGL	470	Senior Seminar

#### Foreign Languages,\* 6 Credits

#### English Electives, 6 Credits

#### Minor (In any discipline), 18 Credits

#### Free Electives, 6 Credits

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

#### Other Requirements

A student entering the B.A. degree program in English is required to have a grade point average of 2.0 or better in the University College program. Additionally, a grade of "C" or better is required in all major English courses. The English major will also be required to take a senior comprehensive examination.

## Bachelor of Science in English Language and Literature (Teaching), 122 hours

### University College Core Curriculum, 45 Credits

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

NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology

### Program Requirements, 77 Credits

#### Major Courses, 36 Credits

ENGL	221*	African-American Literature
ENGL	222	History of English Language
ENGL	231	Advanced Grammar
ENGL	301	Adolescent Literature
ENGL	341	Advanced Composition
ENGL	311	English Literature I
ENGL	312	English Literature II
ENGL	321	American Literature I
ENGL	322	American Literature II
ENGL	411	Shakespeare
ENGL	431	The American Novel
ENGL	470	Senior Seminar

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

#### Professional Education, 29 Credits

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

\*\* To be taken in the sophomore year.

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

## Foreign Languages\*, 6 Credits

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

## English Electives, 6 Credits

ENGL Elective (3 credits)

Free Elective (3 credits)

## Other Requirements

All teacher education majors must fulfill the appropriate requirements before admission to the teacher education program. (See "School of Education.")

**Bachelor of Arts in Speech-Theater, 120 Credits****University College Core Curriculum, 45 Credits****Program Requirements, 75 Credits**

## Major Courses, 22 Credits

COMM 200 Interpersonal Communication

SPEE 201\* Speech/Theater Activities

SPEE 212 Voice and Diction

SPEE 311 Oral Interpretation

SPEE 420 Senior Seminar

THEA 203 Introduction to Theater

THEA 337 Scene Technology

\* Though students may enroll for no more than 1 credit in a single semester, this course is to be repeated four times.

## Concentrations (Choose one from the following courses:), 12 Credits

## 1. Speech (Choose four from the following courses)

SPEE 211 Phonetics

SPEE 240 Introduction to Communication Disorders

SPEE 310 Public Speaking

SPEE 321 Group Discussion

SPEE 340 Language Development

SPEE 401 Argumentation and Debate

SPEE 402 Basic Speech and Hearing Science

SPEE 413 Anatomy and Physiology of the Speech and Hearing Mechanism

## 2. Theater (Choose four from the following courses)

THEA 221	History of the Theater I
THEA 222	History of the Theater II
THEA 306	Fundamentals of Acting
THEA 316	Introduction to Costume and Make-up
THEA 320	Playwriting
THEA 333	Play Directing
THEA 334	Theater Management
THEA 402	Advanced Acting
THEA 403	Scene Design
THEA 411	Children's Theater
THEA 413	Drama Theory and Criticism I
THEA 414	Drama Theory and Criticism II
THEA 420	Black Theater
THEA 421	Play Production

## 3. Telecommunications (Choose four from the following courses)

COMM 210	Introduction to Mass Communications
COMM 320	Audio Production I
COMM 330	Writing for the Media
COMM 350	Telecommunications Management
COMM 360	Video Production I
COMM 380	Non Broadcast Systems
COMM 390	Cable Communications
COMM 410	Mass Media Internship I
COMM 420	Mass Media Internship II
COMM 430	News and Public Affairs
COMM 440	Audio Production II
COMM 450	Telecommunications Law
COMM 460	Video Production II

Minor Courses, 18 Credits

A minor field of study may be selected from any discipline of the University.

Foreign Language, 6 Credits

Free Electives, 17 Credits

## Minors

### Minor in English, 18 Credits

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

It is recommended that students seeking to earn a minor in English complete ENGL 221 and ENGL 240 in addition to the above courses, which may be used to fulfill University College Core Curriculum requirements.

### Minor in Speech-Theatre, 18 Credits

COMM	200	Interpersonal Communication
SPEE	212	Voice and Diction
SPEE	310	Public Speaking
SPEE	311	Oral Interpretation
THEA	203	Introduction to Theater
THEA	337	Scene Technology

### Minor in Telecommunications, 18 Credits

COMM	200	Interpersonal Communication
COMM	210	Introduction to Mass Comm.
COMM	320	Audio Production I
COMM	330	Writing for the Media
COMM	360	Video Production I
COMM	450	Telecommunications Law

## DEPARTMENT OF FINE ARTS

The Department of Fine Arts seeks to prepare students for success as graduate students, teachers, performers, and creative artists. Programs of study leading to the B.S. in Music Education and the B.A. in Visual Arts are offered by the Department. The B.S. degree program in Music Education allows students to choose a concentration in Instrumental, Keyboard, or Vocal Music and prepares them to teach music in grades K-12 or to pursue graduate study. Students in the B.A. Degree program in Visual Arts are prepared to work as commercial or free-lance artists or to pursue graduate study. Associate of Arts degrees in General Studies, Music Education, and Visual Arts are offered through the Fort Bragg campus for students working to enhance job-related skills or who seek to pursue a baccalaureate degree at a later time.

Students choosing a major in the Department of Fine Arts have many opportunities for learning outside the classroom through participation in the Drama Guild, the University Choir, Marching Band, the Speech Choir and art exhibits on the F.S.U. campus and in the community. Minors in Music and Visual Arts are also offered by the Department.

### Degrees Offered

**Bachelor of Science: Music Education (Teaching)**

**Bachelor of Arts: Visual Arts**

**See "Associate of Arts"**

Associate of Arts: General Studies

Associate of Arts: Music Education

Associate of Arts: Visual Arts

### Entrance Requirements

**Music Education.** Freshmen and transfer students entering the Music Education program will complete placement tests in music theory and performance.

**Visual Arts.** Freshmen and transfer students entering the Visual Arts programs will present to the art faculty a portfolio, photographic slides of art work, or other evidence of artistic ability.

**Bachelor of Science in Music Education, 122-125 Credits****University College Core Curriculum, 45 Credits**

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

NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology

**Program Requirements, 77-80 Credits****Major Courses, 29 Credits**

MUSI	152	Harmony, Sight Singing, and Ear Training I
MUSI	241	Class Strings
MUSI	242	Class Woodwinds
MUSI	281	Harmony, Sight Singing, and Ear Training II
MUSI	292	Harmony, Sight Singing, and Ear Training III
MUSI	341	Class Brass
MUSI	342	Class Percussion
MUSI	351	Music History I
MUSI	352	Music History II
MUSI	354	Form and Analysis
MUSI	381	Harmony, Sight Singing, and Ear Training IV
MUSI	441	Elementary Methods

Concentrations (Choose one of the following concentrations:), 2-5 Credits

**Instrumental Concentration, 5 Credits**

MUSI	102	Class Piano I
MUSI	201	Class Piano II
MUSI	202	Class Piano III
MUSI	251	Class Voice I
MUSI	396	Instrumental Conducting

**Keyboard Concentration, 2 Credits**

MUSI	251	Class Voice I
MUSI	394	Choral Conducting

**Voice Concentration, 4 Credits**

MUSI	102	Class Piano I
MUSI	201	Class Piano II
MUSI	202	Class Piano III
MUSI	394	Choral Conducting

## Applied Music Sequence, 7 Credits

Each music education major must complete one of the following sequences of applied music courses (one credit hour each).

<b>1. Brass</b>	<b>2. Organ</b>	<b>3. Percussion</b>	<b>4. Piano</b>
MUSI 167	MUSI 169	MUSI 173	MUSI 171
MUSI 178	MUSI 180	MUSI 184	MUSI 182
MUSI 267	MUSI 269	MUSI 273	MUSI 271
MUSI 278	MUSI 280	MUSI 284	MUSI 282
MUSI 367	MUSI 369	MUSI 373	MUSI 371
MUSI 378	MUSI 380	MUSI 384	MUSI 382
MUSI 467	MUSI 469	MUSI 473	MUSI 471
<b>5. Strings</b>	<b>6. Voice</b>	<b>7. Woodwinds</b>	
MUSI 175	MUSI 177	MUSI 179	
MUSI 186	MUSI 188	MUSI 190	
MUSI 275	MUSI 277	MUSI 279	
MUSI 286	MUSI 288	MUSI 290	
MUSI 375	MUSI 377	MUSI 379	
MUSI 386	MUSI 388	MUSI 390	
MUSI 475	MUSI 477	MUSI 479	

## Ensemble Performance, 7 Credits

Though students may enroll for no more than one credit in a single semester, this course is to be repeated at least seven times.

MUSI 110	Choir	(Recommended for Voice and Keyboard students)
MUSI 120	Brass Ensemble	(Recommended for Instrumental students)
MUSI 140	Jazz Ensemble	(Recommended for Instrumental students)
MUSI 169	String Ensemble	(Recommended for String students)
MUSI 191	Marching Band	(Recommended for Instrumental students)
MUSI 192	Concert Band	(Recommended for Instrumental students)

## Music Electives, 3 Credits

## Professional Education Core, 29 Credits

EDUC 211*	Laboratory Experiences in Area Schools
EDUC 310	Foundations of Education
EDUC 320	Teaching Reading in Secondary Schools
EDUC 330	Educational Psychology and Measurements
EDUC 340	Human Development
EDUC 421+	Principles of Secondary Education

EDUC	450+	Classroom Management/Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School Subjects
EDUC	480+	Student Teaching
EDUC	490+	Professional Education Seminar

\* Taken during sophomore year

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

### Other Requirements

All teacher education majors must fulfill the appropriate requirements before admission to the teacher education program. (See "School of Education.")

All students earning a degree in Music Education must give a senior recital before graduation.

## **Bachelor of Arts in Visual Arts, 120 Credits** (curriculum pending final approvals)

### **University College Core Curriculum, 45 Credits**

### **Program Requirements, 75 Credits**

#### Major Courses, 28 Credits

ART	110	2D Design
ART	121	Basic Drawing
ART	140	3D Design
ART	212	Introduction to Painting
ART	230	Introduction to Ceramics
ART	321	Ancient to Medieval Art
ART	322	Renaissance to Modern Art
ART	351	Introduction to Graphics
ART	400	Art Thesis
ART	410	Art Criticism

Concentrations (Choose one from the following:), 17 Credits

#### 1. Graphics

ART	330	Computer Imaging
ART	352	Commercial Art
ART	432	Advanced Graphics

ART 461 Basic Photography  
 ART Electives (5 Credits)

## 2. Sculpture

ART 371 Sculpture I (Clay Modeling)  
 ART 372 Sculpture II (Mold Making/Casting)  
 ART 471 Sculpture III (Wood)  
 ART 472 Sculpture IV (Metal)  
 ART Electives (5 Credits)

## 3. Painting

ART 222 Advanced Drawing  
 ART 330 Computer Imaging in Art  
 ART 331 Color Theory and Techniques  
 ART 412 Advanced Painting  
 ART Electives (5 Credits)

## 4. Ceramics

ART 311 Arts and Crafts  
 ART 371 Sculpture I  
 ART 431 Ceramics I  
 ART 452 Ceramics II  
 Art Electives (5 Credits)

General Electives, 30 Credits

Students may fulfill elective requirements by completing (with advisement):

1. A second major
2. A minor in another discipline
3. A variety of free electives

## Minors

### Minor in Music, 23 Credits

MUSI 152 Harmony, Sight Singing, and Ear Training I  
 MUSI 210 Music Appreciation  
 MUSI 281 Harmony, Sight Singing, and Ear Training II  
 MUSI Ensemble (Choir or Band)  
 MUSI \* Applied Music  
 MUSI Electives

\* See Applied Music sequences

**Minor in Visual Arts, 18 Credits**

ART 121 Basic Drawing

Choose one from the following two courses:

ART 110 2D Design

ART 140 3D Design

ART 212 Introduction to Painting

ART 230 Introduction to Ceramics

Choose one from the following two courses:

ART 321 Ancient to Medieval Art History

ART 322 Renaissance to Modern Art History

Art Elective (3 credits)

**DEPARTMENT OF HUMANITIES**

The mission of the Department of Humanities is to provide effective instruction and educational programs in Foreign Languages, History and Philosophy in the University College and upper divisions at the undergraduate level, and in History at the graduate level. To fulfill this mission the department offers the Master's degree in history and the Bachelor's degree in history and in Spanish. It also offers a course in Critical Thinking required of all students, as well as two history sequences, a humanities sequence, and courses in philosophy, religion, and the French and Spanish languages, all of which are optional components of the University College Core Curriculum. The department seeks to foster in students an appreciation and knowledge of the humanities that will guide them throughout their lives in an increasingly multi-cultural society and interdependent world. The department emphasizes a spirit of free and critical inquiry and the development of intellectual independence in the quest for knowledge.

The Department of Humanities, in conjunction with the School of Education, offers three teacher education degree programs: the Bachelor of Science degree in Social Science Education, with a concentration in History, the Bachelor of Science in Spanish, and the Master of Arts in Teaching History. The B.S. degree program in Social Science Education provides students with the training in general education, history, the social sciences, and professional education necessary to work effectively as social studies teachers in grades 9-12. The B.S. degree program in Spanish provides students with the preparation in Spanish, general education, and professional education that is necessary for the effective teaching of Spanish in grades K-12. The Master of Arts in Teaching History is designed for teachers who seek to increase their knowledge of history, methods of historical inquiry, and educational pedagogy. The curricula and instruction in all of these programs are designed to equip students with a broad comprehension of the role of the instructor as a facilitator of learning.

The A.A. degree programs are provided for students who desire to enhance their job-related skills or who plan to transfer to a senior college or university.

Minors in French, History, Philosophy, and Spanish are also offered by the department.

## Degrees Offered

**Bachelor of Arts: History**

**Bachelor of Science: Social Science Education--  
Concentration: History**

**Bachelor of Arts: Spanish**

**Bachelor of Science: Spanish (Teaching)**

**See "Graduate Studies"**

Master of Arts: History

Master of Arts in Teaching: History

**See "Associate of Arts"**

Associate of Arts: Spanish

Associate of Arts: General Education

Associate of Arts: History

## Bachelor of Arts in History, 120 Credits

### University College Core Curriculum, 45 Credits

Including six (6) credit hours of humanities and/or fine arts courses

### Program Requirements, 75 Credits

#### Major Courses, 24 Credits

HIST	110*	World History to 1600
HIST	120*	World History Since 1600
HIST	210*	African-American History
HIST	211*	The United States to 1865
HIST	212*	The United States Since 1865
HIST	311	Modern European History, 1648 - 1815
HIST	312	Modern European History, 1815 - Present
HIST	490	Senior Seminar: Selected Topics

**Restricted Electives, 15 Credits**

Six (6) credits in Asian, African, or Latin American History

Nine (9) credits of history electives in addition to the above requirements

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

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

\* May be completed to fill University College Core curriculum requirements, thus allowing additional credit hours to be used for free electives.

**Minor Course Requirements, 18 Credits**

Students may select, in consultation with their academic advisor, eighteen (18) hours from any discipline in the University.

**Free Electives, 6 Credits****Other Requirements**

A student must have a GPA of 2.0 or higher in history courses, and must have a GPA of 2.0 or higher in all course work to be eligible for graduation.

**Bachelor of Science in Social Science Education  
(Concentration in History - Teaching), 122 Credits****University College Core Curriculum, 45 Credits**

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

NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology

And, a minimum of six (6) credits hours of history courses from the University College Core curriculum.

### Program Requirements, 77 Credits

#### Major Courses, 27 Credits

HIST	110*	World History to 1600
HIST	120*	World History Since 1600
HIST	210*	African-American History
HIST	211*	The United States to 1865
HIST	212*	The United States Since 1865
HIST	311	Modern European History, 1648 - 1815
HIST	312	Modern European History, 1815 - Present
HIST	390	History of North Carolina
HIST	490	Senior Seminar: Selected Topics

\* The total number of credits required as major courses is 27; however, six (6) of these are counted as part of the University College Core Curriculum.

#### Restricted Electives, 6 Credits

Three (3) credits in Asian, African, or Latin American History  
 Three (3) credits (minimum) in history electives

#### Social Science Requirements, 15 Credits

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

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

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

#### Professional Education Courses, 32 Credits

EDUC	210	Computers in Education
EDUC	211**	Laboratory Experience in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Development

EDUC	421+	Principles of Secondary Education
EDUC	450+	Classroom Management/Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School Subjects
EDUC	480+	Student Teaching in Secondary Schools
EDUC	490+	Professional Education Seminar
READ	320	Teaching Reading in Secondary Schools

\*\* To be taken in sophomore year.

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

Free Elective, 3 Credits

Other Requirements

All teacher education majors must fulfill the appropriate requirements before admission to the teacher education program. (See "School of Education.")

## Bachelor of Arts in Spanish, 120 Credits

University College Core Curriculum, 45 Credits

Program Requirements, 75 Credits

Major Courses, 51 Credits

SPAN	110*	Elementary Spanish I
SPAN	120*	Elementary Spanish II
SPAN	211**	Intermediate Spanish I
SPAN	212**	Intermediate Spanish II
SPAN	311**	Spanish Conversation I
SPAN	312**	Spanish Conversation II
SPAN	321	Spanish Civilization and Culture
SPAN	322	Spanish-American Civilization and Culture
SPAN	331	Survey of Spanish Literature I
SPAN	332	Survey of Spanish Literature II
SPAN	341	Survey of Spanish-American Literature I
SPAN	342	Survey of Spanish-American Literature II
SPAN	421	Advanced Grammar, Composition, and Linguistics

Choose one of the following two courses:

SPAN	461	Studies in Latin American Theater and Poetry
SPAN	471	Studies in Latin Prose Fiction

FREN 110\* Elementary French I  
 FREN 120\* Elementary French II  
 SPAN Elective

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

\*\* May be taken by examination, or waived in the case of a native speaker. If waived, the student will need additional Spanish electives.

Electives, 6 Credits

Minor of concentration in any discipline, 18 Credits

## **Bachelor of Science in Spanish (Teaching), 128 Credits**

### **University College Core Curriculum, 45 Credits**

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

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

\* May be taken by examination, or waived in the case of a native speaker. If waived, the student will need additional restricted electives.

### **Program Requirements, 83 Credits**

#### **Major Courses, 48 Credits**

SPAN 211 Intermediate Spanish I  
 SPAN 212 Intermediate Spanish II  
 SPAN 311 Spanish Conversation I  
 SPAN 312 Spanish Conversation and Composition  
 SPAN 321 Spanish Civilization and Culture  
 SPAN 322 Spanish-American Civilization and Culture  
 SPAN 331 Survey of Spanish Literature I  
 SPAN 332 Survey of Spanish Literature II

Choose one of the following two courses:

SPAN 341 Survey of Spanish-American Literature I  
 SPAN 342 Survey of Spanish-American Literature II  
 SPAN 420 Introduction to Spanish Literature and Phonetics  
 SPAN 421 Advanced Grammar, Composition, and Linguistics

Choose one from the following courses:

- SPAN 411 The Nineteenth Century Spanish Novel
- SPAN 431 Drama of the Golden Age
- SPAN 461 Studies in Latin American Theatre and Poetry
- SPAN 471 Studies in Latin American Prose Fiction
- FREN 110 Elementary French I
- FREN 120 Elementary French II
- FREN 211\* Intermediate French I
- FREN 212\* Intermediate French II

\* FREN 211 and FREN 212 may be substituted by other courses with the approval of the student's advisor and the department chair.

### Professional Education Courses, 32 Credits

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

\*\* To be taken in sophomore year.

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

Elective, 3 Credits

### Other Program Requirements

All teacher education majors must fulfill the appropriate requirements before admission into the teacher education program. (See "School of Education.")

Students in the Bachelor of Science degree program in Spanish are advised jointly by faculty members from the Humanities Department and the School of Education.

## Minors

### Minor in History, 24 Credits

Non-History majors may earn a minor in History by completing the following courses. If the student takes six (6) credit hours of history as part of the University College Core Curriculum, the minor requirement is reduced to 18 credits.

HIST	110	World History to 1600
HIST	120	World History Since 1600
HIST	210	African-American History
HIST	211	The United States to 1865
HIST	212	The United States Since 1865
HIST	311	Modern European History, 1648-1815
HIST	312	Modern European History, 1815-Present
Three (3) credits in Asian, African, or Latin American History		

### Minor in Spanish, 24 Credits

Non-Spanish majors may earn a minor in Spanish by completing the following courses. If the student takes six (6) credits of Spanish as part of the University College Core Curriculum, the minor requirement is reduced to 18 credits.

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

\* May be taken by examination, or waived in the case of a native speaker. If waived, the student will need additional electives.

### Minor in French, 24 Credits

Students may earn a minor in French by completing the following courses. If the student takes six (6) credits of French as part of the University College Core Curriculum, the minor requirement is reduced to 18 credits.

FREN	110	Elementary French I
FREN	120	Elementary French II
FREN	211	Intermediate French I
FREN	212	Intermediate French II

FREN 311\* French Conversation I  
 FREN 312\* French Conversation and Composition  
 FREN Electives (6 credits)

\* May be taken by examination, or waived in the case of a native speaker. If waived, the student will need additional electives.

### Minor in Philosophy, 18 Credits

Choose six courses from the following:

PHIL 210 Introduction to Philosophy  
 PHIL 220 Introduction to Logic  
 PHIL 230 Political and Social Philosophy  
 PHIL 320 Introduction to Ethics  
 PHIL 420 Philosophy of Religion  
 PHIL 430 Seminar in Philosophy  
 RELI 311 Introduction to the Bible  
 RELI 410 Religion and Culture

## DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers undergraduate and graduate training leading to the degrees of Bachelor of Science and Master of Science. The baccalaureate degree curricula are designed so that all students take the basic University College Core courses, major courses in Mathematics and Computer Science, and flexible elective choices. The Master of Science degree curriculum is designed so that all students take a core set of mathematics courses, including algebra, analysis and topology, and elective courses in pure and applied mathematics. The Master of Arts in Teaching Mathematics is also offered through the Department of Mathematics and Computer Science in cooperation with the School of Education. The programs of study prepare graduates for careers in teaching, business, industry, and government, or for pursuing further study. The Department also offers minors in Mathematics and Computer Science, a Pre-Engineering Program, and courses in Statistics.

### Degrees Offered

#### Pre-Engineering Program

(In cooperation with North Carolina State University,  
 North Carolina A&T State University, and The University  
 of North Carolina at Charlotte.)

**Bachelor of Science: Computer Science**

**Bachelor of Science: Mathematics**

**Bachelor of Science: Mathematics (Teaching)**

See "Graduate Studies"

Master of Arts in Teaching: Mathematics

Master of Science: Mathematics

See "Associate of Arts"

Associate of Arts: Computer Science

Associate of Arts: Mathematics

## **Pre-Engineering Program, 70 Credits**

The Pre-Engineering program is a cooperative program with North Carolina State University, North Carolina A&T State University, and The University of North Carolina at Charlotte.

### **Program Requirements, 70 Credits**

#### University College Core Curriculum, 17 Credits

UNIV	110*	University Studies
PHIL	110*	Critical Thinking
ENGL	110	English Composition I
ENGL	120	English Composition II
HIST	110	World History of 1600
PHIL	220	Introduction to Logic

#### Physical Sciences and Mathematics, 34 Credits

CHEM	140	General Chemistry I
CHEM	160	General Chemistry II
MATH	142**	Calculus with Analytical Geometry I
MATH	241	Calculus with Analytical Geometry II
MATH	242	Calculus with Analytical Geometry III
MATH	251	Linear Algebra
MATH	331	Differential Equations
PHYS	211+	Mechanics
PHYS	212	Heat

#### Other Courses, 19 Credits

CSC	101	Computer Programming Language (FORTRAN)
ENGL	240	Introduction to Literature

SOCI	210	Principles of Sociology
POLI	210	Principles of American Government
ECON	212	Principles of Economics
Physical Education (4 Credits)		

### Other Program Requirements

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

\* UNIV 110 and PHIL 110 are required of all FSU students.

\*\* Prerequisite MATH 131 is required. Placement into MATH 131 is dependent upon Profile Examination scores; MATH 123 and MATH 124 with a grade of "C" or higher may substitute for MATH 131.

+ Prerequisites PHYS 121 and PHYS 122 are required.

## Bachelor of Science in Computer Science, 122 Credits

### University College Core Curriculum, 45 Credits

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

MATH	131*	Algebra and Trigonometry
MATH	150*	Discrete Mathematics I
PHYS	121	College Physics I
PHYS	122	College Physics II

\* MATH 123 and MATH 124 can be used to replace MATH 131.  
MATH 142 may be taken instead of MATH 150 as part of the University College Core Curriculum.

### Program Requirements, 77 Credits

#### Major Courses, 45 Credits

CSC	120	Introduction to Programming Methodology
CSC	130	Program Design and Implementation
CSC	201	Basic Computer Organization and Assembly Language
CSC	220	Data Structures and Algorithms
CSC	230	Computer Science Lab I
CSC	301	Computer Science Lab III
CSC	302	Computer Science Lab III
CSC	311	Languages and Programs
CSC	321	Principles of Operating Systems

CSC	323	Principles of DataBase Design
CSC	332	Theory of Computation
CSC	334	Artificial Intelligence
CSC	342	Software Tools
CSC	490	Senior Project

CSC Restricted Electives (9 credits)

Six (6) of the 9 credits **MUST** be in a CSC two-course sequence numbered 400 or above.

Mathematics/Statistics Courses, 17 Credits

MATH	142	Calculus with Analytical Geometry I
MATH	241	Calculus with Analytical Geometry II
MATH	250	Discrete Mathematics II
MATH	251	Linear Algebra
STAT	202	Basic Probability and Statistics

Restricted Electives, 6 Credits

Six hours may be taken from the following: MATH 242, courses numbered 300 or above in MATH, CSC, or STAT, or courses numbered 200 or above in PHYS.

Electives, 9 Credits

Other Program Requirements

A student must pass prerequisite courses with a grade of "C" or higher prior to enrolling in subsequent courses.

## Bachelor of Science in Mathematics, 121 Credits

### University College Core Curriculum, 45 Credits

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

MATH	131*	Algebra and Trigonometry
MATH	150*	Discrete Mathematics I
PHYS	121	College Physics I
PHYS	122	College Physics II

\* MATH 123 and MATH 124 can be used to replace MATH 131. MATH 142 may be taken instead of MATH 150 as part of the University College Core Curriculum.

**Program Requirements, 76 Credits****Major Courses, 42 Credits**

MATH	142	Calculus with Analytical Geometry I
MATH	241	Calculus with Analytical Geometry II
MATH	242	Calculus with Analytical Geometry III
MATH	251	Linear Algebra
MATH	331	Differential Equations
MATH	360	Set Theory
MATH	361	Introduction to Modern Algebra
MATH	362	Introduction to Modern Algebra II
MATH	372	Linear Programming
MATH	412	Advanced Calculus
MATH	461	Theory of Real Variables
MATH	472	Theory of Numbers
MATH	481	Introduction to Topology

**Restricted Electives (select from the following disciplines:), 8 Credits**

Business Courses	(200 Level or above)
CHEM	(140 or above)
CSC	(101 or above)
MATH	(300 Level or above)
PHYS	(300 Level or above)
STAT	(400 Level or above)

**Electives, 9 Credits**

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

**Other Program Requirements, 17 Credits**

In addition to the above requirements, PHYS 211, PHYS 212, STAT 301, STAT 302, and CSC 120 are required.

A student must pass prerequisite courses with a grade of "C" or higher prior to enrolling in subsequent courses.

**Bachelor of Science in Mathematics (Teaching), 123 Credits****University College Core Curriculum, 45 Credits**

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

MATH	131*	Algebra and Trigonometry
MATH	150*	Discrete Mathematics I
PHYS	121	College Physics I
PHYS	122	College Physics II

\* MATH 123 and MATH 124 can be used to replace MATH 131. MATH 142 may be taken instead of MATH 150 as part of the University College Core Curriculum.

**Program Requirements, 78 Credits****Major Courses, 36 Credits**

MATH	142	Calculus with Analytical Geometry I
MATH	241	Calculus with Analytical Geometry II
MATH	242	Calculus with Analytical Geometry III
MATH	251	Linear Algebra
MATH	262	Modern Geometry
MATH	312	History of Mathematics
MATH	331	Differential Equations I
MATH	360	Set Theory
MATH	361	Introduction to Modern Algebra I
MATH	412	Advanced Calculus
MATH	472	Theory of Numbers

**Professional Education Courses, 29 Credits**

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

\*\* To be taken in sophomore year.

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

### Electives, 3 Credits

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

### Other Program Requirements, 10 Credits

In addition to the above requirements, CHEM 140, CSC 120, and STAT 202 are required.

All teacher education majors must fulfill the appropriate requirements before admission into the teacher education program. (See "School of Education.")

A student must pass prerequisite courses with a grade of "C" or higher prior to enrolling in subsequent courses.

## Minors

### Minor in Computer Science, 25 Credits

CSC	120	Introduction to Programming Methodology
CSC	130	Program Design and Implementation
CSC	201	Basic Computer Organization with Assembly Language
CSC	220	Data Structures and Algorithms
CSC	230	Computer Science Lab I
CSC	300 or Above	
MATH	150	Discrete Mathematics I
MATH	250	Discrete Mathematics II

### Minor in Mathematics, 21 Credits

A minor in mathematics consists of a minimum of 21 credit hours beginning at a level of MATH 131. These credits must include 12 credit hours of calculus.

MATH	131	Algebra and Trigonometry
MATH	142	Calculus with Analytical Geometry I
MATH	241	Calculus with Analytical Geometry II
MATH	242	Calculus with Analytical Geometry III
MATH	Electives	(200 level and above)

## DEPARTMENT OF NATURAL SCIENCES

The Department of Natural Sciences offers undergraduate and graduate degrees in selected natural sciences to prepare students for careers in government, industry, medically related professions, or education, or for pursuing further study at the graduate level. The Department requires its undergraduate majors to complete successfully the University College Core Curriculum and then to pursue advanced courses in their majors. Students may elect undergraduate majors in biology (choosing either the teaching or the non-teaching program), chemistry, geography, or medical technology. The Department also offers concentration tracks in medical and allied health fields.

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

In addition, the Department of Natural Sciences offers graduate degrees leading to the Master of Science in Biology (the traditional advanced degree requiring a thesis) and the Master of Arts in Teaching Biology.

Associate of Arts degrees in biology, chemistry, and geography are also offered by the Department of Natural Sciences through Fayetteville State University's Fort Bragg-Pope Air Force Base Campus. The Associate of Arts degree programs are provided for students desiring to enhance their job related skills or wishing to complete a baccalaureate degree at a later time.

### Degrees Offered

#### **Bachelor of Science: Biology**

##### *Tracks within B.S. Biology:*

**Pre-medical/Pre-veterinary/Pre-dental**

**Pre-nursing**

**Pre-pharmacy**

**Cooperative Program in Pharmacy with Howard  
University, Washington, D.C.**

**Cooperative Program in Podiatric Medicine with the  
Pennsylvania College of Podiatric Medicine,  
Philadelphia, Pennsylvania**

**Cooperative Program with Logan College of Chiropractic  
Medicine**

**Bachelor of Science: Biology (Teaching)**

**Bachelor of Arts: Chemistry**

**Bachelor of Science: Chemistry**

**Bachelor of Arts: Geography**

**Bachelor of Science: Medical Technology**

*Types of B.S.M.T. Programs:*

**Three Plus One (3 + 1) Program**

**Two Plus Two (2 + 2) Program (In cooperation with  
The University of North Carolina-Chapel Hill)**

See "Graduate Studies"

Master of Arts in Teaching: Biology

Master of Science: Biology

See "Associate of Arts"

Associate of Arts: Biology

Associate of Arts: Chemistry

Associate of Arts: Geography

**Bachelor of Science in Biology, 120 Credits**

**University College Core Curriculum, 45 Credits**

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

MATH	124	College Trigonometry
BIOL	150*	Principles of Biology
BIOL	170	Cellular Biology
ZOOL	110	General Zoology

\* BIOL 110 and BIOL 130 with a grade of "C" or higher may be substituted for BIOL 150.

**Program Requirements, 75 Credits**

## Major Courses, 28 Credits

BOTN	210	General Botany
BIOL	350	Ecology/Evolution
BIOL	320	Seminar
BIOL	330	Microbiology-Immunology
BIOL	430	Special Problems
ZOOL	350	Comparative Anatomy
ZOOL	370	Vertebrate Physiology
ZOOL	410	Principles of Genetics
ZOOL	430	Vertebrate Embryology
ZOOL	450	Histology and Microtechniques

## Correlative Requirements, 14 Credits

CHEM	140*	General Chemistry I
CHEM	160	General Chemistry II
Foreign Language Sequence		

\* Chemistry 120 and 130 may be substituted

## Recommended Electives (Choose from the following courses:), 30 Credits

BIOL	490	Radiation Biology
BICH	411	Biochemistry
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
CSC	100	Introduction to Computer Science
MATH	142	Calculus with Analytical Geometry I
MEDI	200	Medical Terminology
PHYS	111	General Physics I
PHYS	112	General Physics II
STAT	202	Basic Probability and Statistics
ZOOL	470	Introduction to Entomology
ZOOL	485	Introduction to Parasitology
ZOOL	210	Anatomy and Physiology I
ZOOL	230	Anatomy and Physiology II

## Free Electives, 3 Credits

**Bachelor of Science in Biology (Teaching), 120 Credits****University College Core Curriculum, 45 Credits**

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

MATH	124	College Trigonometry
BIOL	150*	Principles of Biology
BIOL	170	Cellular Biology
ZOOL	110	General Zoology

\* BIOL 110 and BIOL 130 with a grade of "C" or higher may be substituted for BIOL 150.

### Program Requirements, 75 Credits

#### Major Courses, 22 Credits

BIOL	350	Ecology/Evolution
BIOL	320	Seminar
BIOL	330	Microbiology/Immunology
BOTN	210	General Botany
ZOOL	370	Vertebrate Physiology
ZOOL	410	Principles of Genetics
ZOOL	430	Vertebrate Embryology
ZOOL	450	Histology and Microtechniques

#### Correlative Requirements, 24 Credits

BICH	411	Biochemistry
CHEM	140*	General Chemistry I
CHEM	160	General Chemistry II
CHEM	221	Organic Chemistry I
Choose one from the following two courses:		
GEOL	311	Introduction to Geology I
GEOL	312	Introduction to Geology II
PHYS	111	General Physics I

\* CHEM 120 and 130 may be substituted

#### Professional Education Courses, 29 Credits

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

\*\* To be taken in sophomore year.

+ These courses may not be taken until the NTE is passed.

### Other Program Requirements

All teacher education majors must fulfill the appropriate requirements before admission into the teacher education program. (See "School of Education.")

## Bachelor of Arts in Chemistry, 120 Credits

### University College Core Curriculum, 45 Credits

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

MATH	124	College Trigonometry
CHEM	140*	General Chemistry I
CHEM	160	General Chemistry II

\* Placement test is required, and CHEM 120 and 130 may be substituted.

### Program Requirements, 75 Credits

#### Major Courses, 24 Credits

CHEM	210	Analytical Chemistry
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
CHEM	321	Thermodynamics and Equilibrium
CHEM	410	Seminar in Chemical Literature
CHEM	Elective (4 credits)	

#### Correlative Requirements, 21 Credits

Choose one from the following sequences:

PHYS	111/112	General Physics I and II
PHYS	121/122	College Physics I and II

MATH	142	Calculus and Analytical Geometry I
MATH	241	Calculus and Analytical Geometry II

Choose one from the following courses:

CSC	101	Computer Programming Language— FORTRAN
CSC	210	Computer Programming Language—Pascal

#### Required Electives, 9 Credits

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

**Minor, 21 Credits**

Selected from any minor in the University.

**Other Program Requirements**

Students admitted into the B.A. program must have a science-mathematics average of 2.0 or higher at the time of admission and must maintain a science-mathematics average of 2.0 or higher.

**Bachelor of Science in Chemistry, 120-121 Credits****University College Core Curriculum, 45 Credits**

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

MATH	124	College Trigonometry
CHEM	140*	General Chemistry I
CHEM	160	General Chemistry II

\* Placement test is required, and CHEM 120 and 130 may be substituted.

**Program Requirements, 75-76 Credits****Major Courses, 41-42 Credits**

CHEM	210	Analytical Chemistry
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
CHEM	321	Thermodynamics and Equilibrium

Choose one from the following two courses:

	CHEM	322	Quantum Mechanics and Spectroscopy
	CHEM	324	Kinetics
CHEM	390	Research Seminar	
CHEM	410	Seminar in Chemical Literature	
CHEM	420	Instrumental Methods of Analysis	
CHEM	421	Inorganic Chemistry	
CHEM	491	Research in Chemistry	
CHEM	492	Research and Thesis	

CHEM Electives selected from:

	CHEM	322	Quantum Mechanics and Spectros
	CHEM	324	Kinetics
	CHEM	430	Special Topics in Chemistry
	CHEM	431	Qualitative Organic Analysis
	BICH	411	Biochemistry I

BICH	412	Biochemistry II
BICH	421	Biochemistry Lab

**Correlative Requirements, 25 Credits**

PHYS	121	College Physics I
PHYS	122	College Physics II
MATH	142	Calculus with Analytic Geometry I
MATH	241	Calculus with Analytic Geometry II
MATH	242	Calculus with Analytic Geometry III

Choose one from the following two courses:

CSC	101	Computer Programming Language— FORTRAN
CSC	210	Computer Programming Language—Pascal

**Required Electives, 9 Credits**

Science or mathematics courses (200 level or above)  
Foreign Language Sequence\*

\* These courses may also satisfy requirements in the University College Core Curriculum.

**Other Program Requirements**

Students admitted into the Bachelor of Science program must have a science-mathematics average of 2.5 or higher and must maintain a minimum science-mathematics average of 2.3 or higher.

## **Bachelor of Arts in Geography, 120 Credits**

### **University College Core Curriculum, 45 Credits**

### **Program Requirements, 75 Credits**

**Major Courses, 30 Credits**

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

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

**Minor, 24 Credits**

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

**Elective, 21 Credits****Other Program Requirements**

Students admitted into the B.A. program must maintain a GPA of 2.5 or higher in all geography courses and a GPA of 2.0 or higher in all other courses to qualify for graduation.

## **Bachelor of Science in Medical Technology, 120-124 Credits (Three-Plus-One Program)**

**University College Core Curriculum, 45 Credits**

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

MATH	124	College Trigonometry
BIOL	150*	Principles of Biology
BIOL	170	Cellular Biology
ZOOL	110	General Zoology

\* BIOL 110 and BIOL 130 with a grade of "C" or higher may be substituted for BIOL 150.

**Program Requirements, 75-79 Credits****Major Courses, 34 Credits**

MEDI	200	Medical Terminology
MEDI	451	Clinical Microscopy
MEDI	452	Serology
MEDI	460	Hematology
MEDI	462	Blood Bank
MEDI	470	Microbiology
MEDI	472	Clinical Chemistry

With the exception of MEDI 200, all of these courses are taught at a hospital-based school of Medical Technology.

## Correlative Requirements, 35 Credits

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

\*\* CHEM 120 and 130 may be substituted.

## Electives, 6-10 Credits

Choose at least two from the following courses:

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

## Other Program Requirements

The following requirements apply to all students who plan to pursue the Bachelor of Science degree in Medical Technology:

1. Students must have completed one year of academic work at the University, including eight (8) hours of science, to be considered for admission to the program.
2. Transfer students must have completed at least one year of academic work (including courses in biology, chemistry and/or physics) to be considered for admission.
3. Applicants with either a GPA below 2.50 or a science cumulative average below 2.50 will not be considered for admission. All "D's" in biology, chemistry, and physics must be removed before final acceptance into the program.
4. Students must file a request for transcript evaluation with the chair of the Department of Natural Sciences to be considered for admission to the Medical Technology Program.

5. Requests for admission to the Medical Technology program will be reviewed by the chair of the Department of Natural Sciences or a designee, who will inform the student of the decision.
6. Students officially enrolled in the Medical Technology Program will be reviewed at the end of each academic year. At the end of the sophomore year, students' records will be reviewed, and students will be appropriately advised about the formal application process for the fourth year clinical phase at a hospital school of medical technology.

Students should apply one year in advance of their anticipated entrance into the hospital training phase. Therefore, applications should be made during the first five weeks of the junior year. At the end of their sophomore year, students who have not achieved a cumulative GPA of 2.8 or higher and a GPA of 3.0 or higher in science courses will be advised not to apply for the clinical phase studies. All "D's" in science courses (biology, chemistry, and physics) must be removed prior to formal application to hospital schools of medical technology for the fourth year clinical training phase.

7. At the end of their junior year, students must have completed approximately 100 semester hours of college credits, including the following course requirements in science and mathematics:

16 Semester Hours—Biology  
16 Semester Hours - Chemistry and Biochemistry  
6 Semester Hours - Mathematics

Students must have completed all science courses with a grade of "C" or higher.

8. Completion of three years of study at Fayetteville State University does not guarantee admission to a hospital school of medical technology for the fourth year clinical training phase. However, those students who have achieved at least a GPA of 2.8 or higher in all course work and a 3.0 or higher in the science courses may be accepted in one of over 600 clinical training programs. Admission to these programs is highly competitive.
9. Students will be accepted by the respective hospital schools following transcript evaluation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), if required, and an interview by the hospital school admissions committee.
10. Students admitted to the hospital training phase are expected to maintain the hospital standards of performance and competency. Following successful completion of the clinical phase, the student is awarded a certificate in medical technology by the hospital.

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

### **Two-Plus-Two Program, 147 Credits**

The Two-Plus-Two Program consists of two years of preclinical studies at Fayetteville State University and two years of clinical studies at UNC Chapel Hill School of Medicine in the Department of Medical Allied Health Sciences.

Admission into the preclinical studies at Fayetteville State University is governed by the policies similar to the Three-Plus-One Program. Applications to the clinical phase should be made by December 1st of the year preceding entry into the program. The clinical program begins during the second summer session after the two years of preclinical studies.

The first year of the clinical phase consists of lectures and student laboratories emphasizing basic theories and procedures. During the summer session following the first year, students participate in a clinical practicum in a laboratory setting. The second year involves advanced course work and clinical laboratory rotations at N.C. Memorial Hospital.

After successful completion of the two-year clinical studies program, students will receive a certificate from the Division of Medical Technology at UNC Chapel Hill and the B.S.M.T. degree from Fayetteville State University.

These concurrent actions of the University of North Carolina, Chapel Hill, and Fayetteville State University will enable students successfully completing the program to be eligible to take the certification examinations given by the Board of Registry of the American Society of Clinical Pathologists and National Credentialing Agency for Clinical Laboratory Personnel.

**Medical Technology Two-Plus-Two Program, 147 Credits****Pre-Clinical Courses, 66 Credits**

University College Core Curriculum, 45 Credits

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

MATH	124	College Trigonometry
BIOL	150*	Principles of Biology
BIOL	170	Cellular Biology
ZOOL	110	General Zoology

\* BIOL 110 and BIOL 130 with a grade of "C" or higher may be substituted for BIOL 150.

**Other Required Courses, 21 Credits**

STAT 202 Basic Probability and Statistics

Choose one of the following two courses:

ZOOL 210 Anatomy and Physiology I

ZOOL 230 Anatomy and Physiology II

CHEM 140\* General Chemistry I

CHEM 160 General Chemistry II

CHEM 210 Analytical Chemistry

MEDI 200 Medical Terminology

\* CHEM 120 and 130 may be substituted

**Clinical Courses, 81 Credits****First (Clinical) Year**

Second Summer Session, 6 Credits

Clinical Laboratory Instrumentation and Mathematics

Clinical Laboratory Computer Science

First Semester, 16 Credits

Clinical Biochemistry

Hematology I

Immunology

Microbiology I

Body Fluids

Second Semester, 16 Credits  
Clinical Chemistry  
Microbiology II  
Immunochemistry  
Hematology II

### **Second (Clinical) Year**

Second Summer Session, 6 Credits  
Clinical Laboratory Practicum

First Semester, 19 Credits  
Clinical Chemistry Practicum  
Clinical Hematology  
Clinical Urinalysis Practicum  
Clinical Coagulation Practicum  
Clinical Correlations I  
Survey of Pathology

Second Semester, 18 Credits  
Clinical Microbiology Practicum  
Clinical Immunology Practicum  
Clinical Immunochemistry Practicum  
Clinical Correlations II  
Survey of Pathology  
Management and Education

## **CONCENTRATION/TRACKS**

### **Pre-Medical/Pre-Dental/Pre-Veterinary Tracks**

The following courses with electives totaling over ninety (90) semester hours are designed to meet the requirements for entrance to most schools of medicine, dentistry, or other health professions; however, there may be some differences in admission requirements. Thus, students are advised to know the requirements of the schools they expect to attend.

**Courses (selected with advisement), Over 90 Credits**

## University College Core Curriculum, 45 Credits

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

MATH 124	College Trigonometry
BIOL 150*	Principles of Biology
BIOL 170	Cellular Biology
ZOOL 110	General Zoology

\* BIOL 110 and BIOL 130 with a grade of "C" or higher may be substituted for BIOL 150.

MATH 142	Calculus with Analytic Geometry I
ZOOL 370	Vertebrate Physiology
BOTN 210	General Botany
CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 221	Organic Chemistry I
CHEM 231	Organic Chemistry II
PHYS 111	General Physics I
PHYS 112	General Physics II
Foreign Language Sequence	
Electives (6 credits)	

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

Pre-veterinary students are required to take six (6) semester hours of animal science, one course in animal husbandry (3-4 semester hours) and another in animal nutrition (3 semester hours). These animal science courses are not offered at present on the Fayetteville State campus. However, they may be taken at N.C. State University, Raleigh, or North Carolina A&T State University, Greensboro.

**Podiatric Medicine**

Fayetteville State University and the Pennsylvanian College of Podiatric Medicine have agreed to cooperate in the recruitment and training of disadvantaged students leading to the degree Doctor of Podiatric Medicine. Requirements for

recruitment are that the prospective candidate must have successfully completed the freshman year at FSU and demonstrate ability and interest in pursuing a career in Podiatry. Once a student is selected, he or she will be provided with an advisor (mentor) to provide assistance and information which would help the applicant compete in the mainstream of matriculants to podiatric medical school.

## Chiropractic Medicine

Fayetteville State University and Logan College of Chiropractic Medicine have entered into an educational assistance agreement to help students from racial/ethnic and disadvantaged background improve their academic competitiveness and facilitate their entry to and graduation from health professional schools.

## Pre-Nursing Concentration

The following courses satisfy the admission requirements of most nursing schools. However, students are advised to know the requirements of schools to which they intend to apply. (Note: This curriculum is designed for students who wish to transfer to another institution for earning a Bachelor's degree in Nursing. This program does not lead to admission into the Bachelor of Science Degree in nursing at Fayetteville State University.)

Courses	Credits
Fine Arts	3
History	6
Social Sciences	6
Natural Sciences	14-33
English	6
Literature	3
Philosophy	3
Mathematics and Statistics	6
Electives	20

## Pre-Pharmacy Concentration

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

<b>Courses</b>	<b>Credits</b>
English	6
Literature	3
Mathematics (Trigonometry and Calculus)	6-8
Biology	8-12
Physics	8-10
General Chemistry	8
Organic Chemistry	8
Speech	3
History	6
Humanities	3
Social Sciences	9

## COOPERATIVE PROGRAM IN PHARMACY

A program of study in pharmacy is offered at Fayetteville State University in cooperation with Howard University's College of Pharmacy and Pharmacal Sciences. The curriculum consists of programs jointly sponsored by the two institutions and qualifies students completing the program for bachelors degrees from both Fayetteville State University and Howard University. Howard University also plans to offer a Doctorate in Pharmacy beginning 1993.

The first three years of the curriculum consist of the basic required courses for a biology major at Fayetteville State University and the pre-pharmacy requirements for Howard University.

The fourth year of the cooperative program is taken at Howard University by those FSU students admitted to the College of Pharmacy and Pharmacal Sciences. Upon successful completion of the first year curriculum in the College of Pharmacy and Pharmacal Sciences and the joint recommendation of Howard University and Fayetteville State University, students are eligible to receive a B.S. degree from Fayetteville State University. Upon their completion of the requirements for the B.S. degree in Pharmacy, students are awarded a B.S. degree in Pharmacy by Howard University.

The pre-pharmacy requirements and the first year pharmacy program courses as specified by Howard University are as follows:

### University College Core Curriculum, 45 Credits

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

MATH	124	College Trigonometry
BIOL	150*	Principles of Biology
BIOL	170	Cellular Biology
ZOOL	110	General Zoology

\* BIOL 110 and BIOL 130 with a grade of "C" or higher may be substituted for BIOL 150.

### Program Requirements, 49 Credits

BIOL	350	Ecology/Evolution
BIOL	320	Seminar
BOTN	210	General Botany
CHEM	140*	General Chemistry I
CHEM	160	General Chemistry II
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
MATH	140	Applied Calculus
PHYS	111	General Physics I
PHYS	112	General Physics II
ZOOL	410	Principles of Genetics
Foreign Languages**		
Computer Science**		
Philosophy**		
Religion**		
Political Science**		
Sociology**		

\* Placement test is required

\*\* As required by the School of Pharmacy, Howard University

## First-Year Pharmacy Program Courses Taken at Howard University College of Pharmacy and Pharmaceutical Sciences and their FSU Equivalents

Howard University Courses		F.S.U. Equivalents	
Microbiology	4	BIOL 330	3
Gross Anatomy/Histology	4	ZOOL 450	3
Physiology	4	ZOOL 370	3
Pharmaceutical Calculus	2	BIOL 430	3
Other Pharmacy Courses	<u>17</u>	General Electives	<u>17</u>
	32 Credits		29 Credits

## Minors

### Minor in Biology, 20 Credits

BIOL 150*	Principles of Biology
BIOL 170	Cell Biology
BIOL 210	General Botany
ZOOL 110	General Zoology
Electives**	

\* BIOL 110 and 130 with a grade of "C" or higher will substitute for this course.

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

### Minor in Chemistry, 22 Credits

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

\* Placement test is required and CHEM 120 and 130 may be substituted.

### Minor in Physics, 22 Credits

Choose one from the following two sequences:

PHYS 111/112	General Physics I and II
PHYS 121/122	College Physics I and II
PHYS Elective	

**Minor in Geography, 18 Credits**

GEOG 210 Principles of Geography  
 GEOG 220 World Regional Geography  
 GEOG Electives

**DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES**

The Department of Social and Behavioral Sciences offers nine (9) undergraduate degrees with the objectives of preparing students for secondary school teaching, engaging in further study at the graduate and professional levels, and pursuing entry-level careers in law enforcement, government, and the private sector. To achieve its objectives, the Department requires students to complete the University College Core Curriculum and thirty (30) or more credit hours in political science, sociology or psychology, or in one of the following semi-professional fields: criminal justice, police science, or public administration. Concentration requirements in political science and sociology are offered for students seeking certification in social science education at the secondary level. A minor or free elective is required to supplement the majors and/or concentrations.

The department also offers degrees leading to the Master of Arts in Political Science, Psychology, and Sociology. The objective of the M.A. in Political Science, Psychology, and Sociology programs is to prepare students for research, for teaching, for careers in government or in the private sector, and for further graduate study.

The Department offers six (6) Associate of Arts (A.A.) degree programs. The A.A. degrees are provided for students who desire to enhance their job-related skills or to transfer to a senior college or university.

**Degrees Offered**

**Bachelor of Science: Criminal Justice**

**Bachelor of Arts: Political Science**

**Bachelor of Arts: Political Science**

**Police Science Track**

**Public Administration Track**

**Bachelor of Science: Psychology****Bachelor of Science: Social Science Education (Teaching)****Concentration: Political Science****Concentration: Sociology****Bachelor of Arts: Sociology****See "Graduate Studies"**

Master of Arts: Political Science

Master of Arts: Psychology

Master of Arts: Sociology

**See "Associate of Arts"**

Associate of Arts: Criminal Justice

Associate of Arts: Police Science

Associate of Arts: Political Science

Associate of Arts: Psychology

Associate of Arts: Public Administration

Associate of Arts: Sociology

**Bachelor of Science in Criminal Justice, 120 Credits****University College Core Curriculum, 45 Credits****Program Requirements, 75 Credits****Major Courses, 30 Credits**

CRJC 200\* Introduction to the Criminal Justice System

CRJC 201\* Introduction to Law Enforcement

CRJC 220\* Introduction to Corrections

CRJC 300 Criminal Law

CRJC 310 Community-Based Corrections

CRJC 320 American Criminal Court System

CRJC 411 Criminal Justice Research

CRJC 430 Internship in the Criminal Justice System I

Choose two from the following courses:

CRJC 202 Legal Aspects of Criminal Justice

CRJC 212 Juvenile Justice System

CRJC 230 Criminal Evidence (POSC 230)

CRJC 262 Police-Community Relations (POSC 262)

CRJC 311 Criminal Justice Management and Organization

CRJC 351 Recent Special Problems in Criminology

CRJC 361 Comparative Criminal Justice

CRJC	430	Internship in the Criminal Justice System II
CRJC	470	Crime Prevention

\* To be taken in the sophomore year

### Social Science Requirements, 24 Credits

Choose one from the following courses:

ECON	200	Basic Economics
ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
HIPO	342	Civil Rights and the Constitution
POLI	210	Principles of American Government
POLI	320	State and Local Government
PSYC	210	General Psychology
SOCI	210	Principles of Sociology
SOCI	331	Social Statistics
SOCI	340	Crime and Delinquency

### Social, Behavioral and Computer Science Electives, 12 Credits

The student must complete one course from each of the following disciplines in consultation with an advisor:

Computer Science (CSC)
Political Science (POLI/HIPO)
Psychology (PSYC)
Sociology (SOCI)

### Free Electives, 9 Credits

## Bachelor of Arts in Political Science, 120 Credits

### University College Core Curriculum, 45 Credits

### Program Requirements, 75 Credits

#### Major Courses, 39 Credits

POLI	210	Principles of American Government
POLI	220	Principles of Public Administration
POLI	450	History of Political Thought I
POLI	460	History of Political Thought II

Choose two from the following courses:

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

Choose one from the following courses:

POLI 471 Research Methodology

POLI 480 Senior Seminar

POLI 490 Advanced Reading and Research

POLI/HIPO Electives (18 credits)

Social Science Requirements, 15 Credits

ECON 200 Basic Economics

GEOG 220 World Regional Geography

HIST 211 The United States to 1865

HIST 212 The United States Since 1865

SOCI 210 Principles of Sociology

Minor Course Credits for Political Science, 18 Credits

It is recommended that political science majors pursue minors in one of the following fields: Public Administration, Police Science, Criminal Justice, Sociology, Psychology, Geography, History, French, Spanish.

Free Electives, 3 Credits

Students may select three (3) credits from any discipline in the University.

Other Program Requirements

A student must maintain a "C" average (2.0) in all political science courses to qualify for graduation. He/she must maintain the same average in the courses that are used for the minor or concentration as well as an overall "C" average for the University in order to graduate.

## **Bachelor of Arts in Political Science (Police Science Track), 120 Credits**

University College Core Curriculum, 45 Credits

Program Requirements, 75 Credits

Major Courses, 12 Credits

POLI 210 Principles of American Government

POLI 320 State and Local Government

POLI 450 History of Political Theory I

POLI 460 History of Political Theory II

## Course Requirements for the Track, 36 Credits

- POSC 101\* Introduction to Law Enforcement  
 POSC 111\* Criminal Law (CRJC 300)  
 POSC 210\* Criminal Investigation  
 POSC 221\* Introduction to Criminalistic  
 POSC 230\* Criminal Evidence  
 SOCI 340 Crime and Delinquency  
 HIPO 341 Constitutional Law and History  
 HIPO 342 Civil Rights and the Constitution  
 POLI 470 Government Internship/Internship Electives  
 Restricted Electives (Choose three courses from the following disciplines:)

POLI/POSC/CRJC/HIPO

\* Most of the POSC courses are the equivalent courses of CRJC courses.

## Social Science Requirements, 18 Credits

Choose one of the following three courses:

- ECON 200 Basic Economics  
 ECON 211 Principles of Macroeconomics  
 ECON 212 Principles of Microeconomics  
 GEOG 220 World Regional Geography  
 HIST 211\*\* The United States to 1865  
 HIST 212\*\* The United States Since 1865  
 PSYC 210 General Psychology  
 SOCI 210 Principles of Sociology

\*\* To be taken in the sophomore year.

## Other Requirements, 6 Credits

- PSYC 331 Developmental Psychology  
 Choose one from the following two courses:  
 SPEE 310 Public Speaking  
 SPEE 401 Argumentation and Debate

## Electives, 3 Credits

## Other Program Requirements

A student must maintain a "C" (2.0) average in all police science courses to qualify for graduation. He/she must maintain the same average in the courses that are used for the minor or concentration as well as an overall "C" average for the University in order to graduate.

## Bachelor of Arts in Political Science (Public Administration Track), 120 Credits

### University College Core Curriculum, 45 Credits

### Program Requirements, 75 Credits

#### Major Courses, 12 Credits

POLI	210	Principles of American Government
POLI	320	State and Local Government
POLI	450	History of Political Theory I
POLI	460	History of Political Theory II

#### Course Requirements for the Track, 36 Credits

POLI	220	Principles of Public Administration
POLI	301	Organization Theory
POLI	312	Public Leadership and Management
POLI	420	Research Methods in Public Management
POLI	442	Public Policy Analysis
POLI	470*	Government Internship/Internship Electives

Choose one from the following courses:

POLI	471	Research Seminar
POLI	480	Senior Seminar
POLI	481	Senior Seminar - Selected Problems in Public Management
POLI	490	Advanced Reading and Research

Choose three from the following courses:

ECON	330**	Public Finance
GEOG	440	Introduction to City and Regional Planning
MGMT	200	Introduction to Management Information Systems
POLI	321	Public Personnel Management
POLI	400	Administration of Urban Government
POLI	401	Federal and Intergovernmental Relations
POLI	402	Public Policy Formulation
POLI	412	Administrative Law
POLI	431	International Organization
SOCI	442	Urban Sociology

POLI/HIPO Electives (6 credits)

\* Government Internship is required of all pre-service students. In-service students can choose another elective in lieu of POLI 470.

\*\* Prerequisite of ECON 211 and ECON 212

## Other Requirements, 18 Credits

CSC 100 Introduction to Computer Science

SOC 331 Social Statistics

Choose one from the following three courses:

ECON 200 Basic Economics

ECON 211 Principles of Macroeconomics

ECON 212 Principles of Microeconomics

HIST 211 The United States to 1865

HIST 212 The United States Since 1865

Choose one from the following two courses:

SOC 210 Principles of Sociology

GEOG 220 World Regional Geography

## Free Electives, 9 Credits

## Other Program Requirements

Government Internship is required of all pre-service students. In-service students can choose another elective in lieu of POLI 470.

A student must maintain a "C" average in all public administration courses as well as an overall "C" average for the University in order to graduate.

**Bachelor of Science in Psychology, 121 Credits**

## University College Core Curriculum, 45 Credits

## Program Requirements, 76 Credits

## Major Courses, 46 Credits

PSYC 210 General Psychology

PSYC 231 Descriptive Statistics

PSYC 232 Inferential Statistics

PSYC 260 Computer Applications for Behavioral Science

PSYC 341 Research Methods

PSYC 352 Experimental Psychology

SOC 210 Principles of Sociology

Choose two from the following five courses:

PSYC 310 Theories of Personality

PSYC 320 Theories of Learning

PSYC 321 Human Learning and Memory

PSYC 360 Social Psychology

PSYC 370 Physiological Psychology

Choose one from the following three courses:

- PSYC 240 Applied Psychology
- PSYC 290 Psychology of Personal Adjustment
- PSYC 350 Industrial Psychology

Choose one from the following four courses:

- PSYC 331 Development Psychology
- PSYC 342 Introduction to Clinical Psychology
- PSYC 390 Psychological Tests and Measurements
- PSYC 422 Abnormal Psychology

PSYC Electives (12 credits)

Minor, 18 Credits

All psychology majors are encouraged to have a minor. The minor may be in any area, but majors are encouraged to minor in the following areas: Sociology, Social Work, Political Science, Mathematics, Criminal Justice, or any of the physical and earth sciences.

Free Electives, 12 Credits

## **Bachelor of Science in Social Science Education (Concentration in Political Science—Teaching), 122 Credits**

### **University College Core Curriculum, 45 Credits**

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

- NSCI 110 Comprehensive Physical Science
- NSCI 120 Modern Biology

### **Program Requirements, 77 Credits**

Major Courses, 27 Credits

- POLI 210 Principles of American Government
- POLI 450 History of Political Theory I
- POLI 460 History of Political Theory II

Choose one from the following three courses:

- POLI 471 Research Seminar
- POLI 480 Senior Seminar
- POLI 490 Advanced Reading and Research

Choose two from the following four courses:

- POLI 350 Government and Politics of Africa
- POLI 351 Government and Politics of Europe

- POLI 352 Government and Politics of Asia  
 HIPO 310 Political History of Contemporary China  
 POLI Electives (9 credits)

Social Science Requirements, 15 Credits

Choose one from the following three courses:

- ECON 200 Basic Economics  
 ECON 211 Principles of Macroeconomics  
 ECON 212 Principles of Microeconomics  
 GEOG 220 World Regional Geography  
 HIST 211 The United States to 1865  
 HIST 212 The United States Since 1865  
 SOCI 210 Principles of Sociology

Professional Education Courses, 32 Credits

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

\*\* To be taken in sophomore year

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

Free Elective, 3 Credits

Other Program Requirements

All teacher education majors must fulfill the appropriate requirements before admission into the teacher education program. (See "School of Education.")

## **Bachelor of Science in Social Science Education (Concentration in Sociology—Teaching), 122 Credits**

### **University College Core Curriculum, 45 Credits**

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

NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
HIST	110	World History to 1600
HIST	120	World History since 1600
POLI	210	Principles of American Government
PSYC	210	General Psychology

### **Program Requirements, 77 Credits**

#### **Major Courses, 27 Credits**

ANTH	210	Introduction to Anthropology
ECON	211	Principles of Economics - Macroeconomics
ECON	212	Principles of Economics - Microeconomics
GEOG	210	Principles of Geography
HIST	211	The United States to 1865
HIST	212	The United States Since 1865
HIST	311	Modern European History, 1648-1815
HIST	312	Modern European History, 1815-Present
SOCI	210	Principles of Sociology

#### **Professional Education Courses, 32 Credits**

EDUC	211**	Laboratory Experience in Area Schools
EDUC	320	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Development
EDUC	421+	Principles of Secondary Education
EDUC	450+	Classroom Management/Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School Subjects
EDUC	480+	Student Teaching in Secondary Schools
EDUC	490+	Professional Education Seminar
READ	320	Teaching Reading in Secondary Schools
Computer Elective (3 credits)		

\*\* To be taken in sophomore year

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

## Concentration Courses, 18 Credits

SOCI 311 Culture and Personality

SOCI 331 Social Statistics

SOCI 332 Social Research Methods

SOCI 340 Crime and Delinquency

Choose one from the following two courses:

SOCI 350 History of Sociological Thought

SOCI 351 Contemporary Social Theory

Choose one from the following two courses:

SOCI 412 Race and Ethnic Relations

SOCI 462 Social Stratification

## Other Program Requirements

All teacher education majors must fulfill the appropriate requirements before admission into the teacher education program. (See "School of Education.")

**Bachelor of Arts in Sociology, 120 Credits****University College Core Curriculum, 45 Credits****Program Requirements, 75 Credits**

## Major Courses, 42 Credits

SOCI 210 Principles of Sociology

SOCI 331 Social Statistics

SOCI 332 Social Research Methods

SOCI 340 Crime and Delinquency

SOCI 350 History of Sociological Thought

SOCI 351 Contemporary Social Theory

SOCI 412 Race and Ethnic Relations

SOCI 462 Social Stratification

SOCI 480 Sociological Seminar

SOCI Electives (12 credits)

SWRK Elective (3 credits)

## Minor Courses or Electives, 18 Credits

Choose one of the following:

## 1. Sociology Majors, 18 Credits

Sociology majors may select a minor from any academic discipline from any department of the University. If the student does not desire to select a minor, eighteen (18) hours of free electives may be selected in consultation with an advisor from courses appropriate to the interests or career plans of the student.

## 2. Concentration in Social Work, 18 Credits

SWRK 320	Principles of Social Work
SWRK 420	Methods of Social Case and Group Work
SWRK 430	Social Work with Families
SWRK 450	Field Practicum

Choose any two from the following courses:

SWRK 220	Introduction to Human Services
SWRK 350	Community Organizations
SWRK 400	Interviewing Skills

(Students taking the social work concentration must take the following courses in sequence: SWRK 320/420/430/450)

Other Program Requirements (Choose four courses from the following:),  
12 Credits

ANTH 210	Introduction to Anthropology
ECON 200	Basic Economics
POLI 210	Principles of American Government
PSYC 210	General Psychology

Two computer science courses or one year of a foreign language

A student must maintain a "C" average in all sociology courses for graduation. The same average must be maintained in the courses that are needed for the minor or concentration. An overall "C" is required by the University in order for the student to graduate.

## Free Electives, 3 Credits

**Minors****Minor in Criminal Justice, 18 Credits**

- CRJC 200 Introduction to Criminal Justice
- CRJC 300 Criminal Law
- CRJC 220 Introduction to Corrections
- CRJC 320 Criminal Court Procedures-American Court Systems
- CRJC/POSC Electives

**Minor in Police Science, 18 Credits**

- POSC 101 Introduction to Law Enforcement
- POSC 102 Highway Traffic Administration
- POSC 210 Criminal Investigation
- POSC 230 Criminal Evidence
- Police Science/Criminal Justice Electives

**Minor in Political Science, 18 Credits**

- POLI 210 Principles of American Government
- POLI 320 State and Local Government
- Choose one from the following courses:
  - POLI 350 Government and Politics of Africa
  - POLI 351 Government and Politics of Europe
  - POLI 352 Government and Politics of Asia
  - HIPO 310 Political History of Contemporary China
- POLI 450 History of Political Theory I
- POLI 460 History of Political Theory II
- Political Science Elective

**Minor in Psychology, 18 Credits**

- PSYC 210 General Psychology
- PSYC 290 Psychology of Personal Adjustments
- PSYC Electives

**Minor in Public Administration, 18 Credits**

- POLI 210 Principles of American Government
- POLI 220 Introduction to Public Administration

- POLI 301 Organization Theory
- POLI 312 Public Leadership and Management
- POLI Electives

### **Minor in Sociology, 18 Credits**

- SOCI 210 Principles of Sociology
- SOCI 340 Crime and Delinquency
- SOCI 350 History of Sociological Thought
- SOCI 412 Race and Ethnic Relations
- SOCI Electives

## **NURSING PROGRAM**

The Bachelor of Science in Nursing (B.S.N.) completion degree program is designed exclusively for individuals who hold an associate degree in nursing and who are already licensed registered nurses (RNs) and who seek to earn a baccalaureate degree. The program will prepare a generalist professional nurse to deliver nursing care in a variety of settings, with a focus on the primary level of prevention of illness and maintenance of health.

The nursing degree program consists of 120-128 credit hours. All course work from the associate degree, with a grade of "C" or higher, may be applied to the B.S.N. degree. More specific information about the curriculum is not available at the time of printing this catalogue. For further information, contact:

**Director of Nursing  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, NC 28301-4298**

## **SCHOOL OF BUSINESS AND ECONOMICS**

The School of Business and Economics is an upper division unit of the University committed to education for business at the baccalaureate and masters level. The mission of the School is to foster quality education for business and management within the context of the University environment. The School pursues this mission through a variety of means, including offering undergraduate programs in accounting, business administration, business teacher education and economics; offering a graduate management program in business administration; helping students with career choices; encouraging students to seek advanced education; and to interact with parties interested in management education.

### **DEGREES OFFERED**

The School of Business and Economics is authorized to offer Bachelor of Science degrees in seven undergraduate programs. They are 1) Accounting, 2) Business Administration, 3) Economics, 4) Office Administration, 5) Basic Business Administration, 6) Comprehensive Business Education, and 7) Marketing Education. In addition, the Bachelor of Science in Business Administration offers track programs in General Business Administration, Management, Marketing, and Banking and Finance. At the graduate level, a Master of Business Administration degree is offered. In addition, an Associate of Arts degree in Business Administration is offered through the University's Fort Bragg campus.

#### **Area of Accounting**

Bachelor of Science: Accounting

Certificate Program in Accounting (Post-baccalaureate Program)

#### **Department of Business/Marketing Education and Administrative Services**

Bachelor of Science: Basic Business Education (Teaching)

Bachelor of Science: Comprehensive Business Education (Teaching)

Bachelor of Science: Marketing Education (Teaching)

Bachelor of Science: Office Administration

#### **Department of Economics and Finance**

Bachelor of Science: Economics

## Department of Management and Marketing

Bachelor of Science: Business Administration

Tracks:

General Business Administration

Management

Marketing

Banking and Finance

See "Graduate Studies"

Master of Business Administration

See "Associate of Arts"

Associate of Arts: Business Administration

## REQUIREMENTS FOR ADVANCEMENT TO UPPER DIVISION

The following lower division courses must be completed with a minimum grade of 2.0 **before** any student may register in the School for an upper division business course numbered 300 or above:

ENGL 120

ACCT 211

BADM 211

ECON 212

MATH 140\*

ACCT 212

ECON 211

MGMT 200

\*Business education and marketing education majors may complete MATH 123 instead of MATH 140, Applied Calculus.

In addition, a student must have a GPA of 2.0 or higher before registering for an upper-division business course.

Students seeking admission to the teacher education programs in business or marketing education must have a GPA of 2.5 or higher before registering for an upper-division business or education course.

## AREA OF ACCOUNTING

The Bachelor of Science degree with a major in Accounting is designed to offer professional education to qualified students who seek careers in the field of accounting. The program emphasizes the learning of the concepts and practices of accounting along with the development of analytical skills in areas of data processing, management, mathematics, and statistics. This program requires a curriculum

with a minimum of 120 hours of approved courses, with a minimum of 24 semester hours in Accounting. The program is carried out through a four-year curriculum involving courses in the University College of the University, courses in the existing business administration and economics curricula, and courses in the accounting area. A student successfully completing the program should qualify for entry-level professional accounting jobs in business, government, and public accounting, as well as for continued advanced study in accounting and business. The Area of Accounting also offers a certificate program in Accounting--post-baccalaureate program for enabling accounting students to meet the North Carolina Board of Accountancy and the American Institute of Certified Public Accountants (AICPA) requirements to sit for the CPA examinations.

## **Bachelor of Science in Accounting, 120 Credits**

### **University College Core Curriculum, 45 Credits**

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

MATH 140 Applied Calculus

### **Program Requirements, 75 Credits**

ACCT	211	Principles of Accounting I
ACCT	212	Principles of Accounting II
ACCT	311	Intermediate Accounting I
ACCT	312	Intermediate Accounting II
ACCT	320	Federal/State Income Tax
ACCT	321	Cost Accounting
ACCT	411	Advanced Accounting
ACCT	422	Auditing
ACCT	432	Accounting Systems
BADM	209	Legal Environment of Business
BADM	211	Statistics for Business and Economics I
BADM	312	Statistics for Business and Economics
BADM	412	Business Law
BEDU	310	Business Communications
ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
FINC	311	Principles of Finance
MGMT	200	Introduction to Management Information Systems
MGMT	311	Principles of Management
MGMT	330	Production Management
MGMT	430	Business Policy
MKTG	311	Principles of Marketing

ACCT Elective (3 credits)  
 CSC Elective (3 credits)  
 ECON Elective (3 credits)

#### Other Requirements

Accounting majors must complete lower division required courses with a GPA of 2.5 or higher before registering for upper-division accounting courses. Accounting majors must have least a GPA of 2.5 in accounting courses for graduation.

### Certificate Program in Accounting

(Post-baccalaureate Program), 30 Credits

ACCT	322	Advanced Cost Accounting
ACCT	412	Governmental & Public Accounting
ACCT	430	Accounting Theory
ACCT	450	Accounting Internship
FINC Electives	(6 credits)	
ECON Elective	(3 credits)	
CSC Elective	(3 credits)	
MGMT Elective	(3 credits)	

## DEPARTMENT OF BUSINESS/MARKETING EDUCATION AND ADMINISTRATIVE SERVICES

Baccalaureate programs are offered in Basic Business Education (teaching), Comprehensive Business Education (teaching), Marketing Education (teaching), and Office Administration.

The objectives of the teacher education program are to provide courses of study for the achievement of competencies in Business/Marketing Education as required by the State Department of Public Instruction; to provide laboratory experiences for the development of competencies in various technical areas of business; to prepare students to pass successfully the National Teacher Examination, as they seek to satisfy requirements for initial certification; to develop an appreciation for the significant function of business in our modern society and in relation to national and international economies; to maintain communications with public schools and community colleges for developing and fostering articulation among programs; and, to develop graduates who understand and are committed to the role of the professional educator as a facilitator of learning.

The objectives of the Office Administration program are to prepare students for positions as administrative assistants or as other executive office personnel, and to equip students for positions of leadership and responsibility in the fields of business, government, and industry.

## **Bachelor of Science in Business Education (Basic), 128 Credits**

### **University College Core Curriculum, 45 Credits**

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

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology

### **Program Requirements, 83 Credits**

#### Major Courses, 54 Credits

ACCT	211	Principles of Accounting I
ACCT	212	Principles of Accounting II
ACCT	311	Intermediate Accounting
BADM	211	Statistics for Business and Economics I
BADM	412	Business Law
BEDU	210	Introduction to Business
BEDU	315	Mathematics for Business
BEDU	250*	Word/Information Processing
BEDU	310	Business Communications
BEDU	450	Administration and Supervision of Vocational Education
BEDU	460	Coordination Techniques in Vocational Education
BEDU	492	Directed Work Experience
CSC	102	Computer Programming Language—COBOL
ECON	320	Money, Banking & Financial Institutions
ECON	350	International Trade Policy
ECON	Elective (3 credits)	
MGMT	200	Introduction to Management Information Systems
MKTG	311	Principles of Marketing

\* BEDU 110 and BEDU 115 are required if the student has no previous word processing.

**Professional Education Courses, 29 Credits**

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

\* To be taken in the sophomore year

+ These courses may not be taken until the NTE Core Batteries I and II are passed.

## **Bachelor of Science in Business Education (Comprehensive), 128 Credits**

### **University College Core Curriculum, 45 Credits**

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

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology

### **Program Requirements, 83 Credits**

#### **Major Courses, 54 Credits**

ACCT	211	Principles of Accounting I
ACCT	212	Principles of Accounting II
BADM	211	Statistics for Business and Economics I
BADM	412	Business Law
BEDU	210	Introduction to Business
BEDU	250*	Word/Information Processing
BEDU	310	Business Communications
BEDU	322**	Intermediate Shorthand
BEDU	405	Advanced Shorthand and Transcription I
BEDU	411	Administrative Secretarial Procedures

BEDU	450	Administration and Supervision of Vocational Education
BEDU	460	Coordination Techniques in Vocational Education
BEDU	492	Directed Work Experience
ECON	320	Money, Banking and Financial Institutions
ECON	350	International Trade Policy
ECON	Elective (3 credits)	
MGMT	200	Introduction to Management Information Systems
MKTG	311	Principles of Marketing

\* BEDU 110 and 115 are required if the student has no previous word processing.

\*\* BEDU 321 is required if the student has had no previous shorthand.

#### Professional Education Courses, 29 Credits

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

\* To be taken in the sophomore year

+ These courses may not be taken until the NTE Core Batteries I and II are passed.

## Bachelor of Science in Business Education (Marketing), 128 Credits

### University College Core Curriculum, 45 Credits

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

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology

**Program Requirements, 83 Credits****Major Courses, 54 Credits**

ACCT	211	Principles of Accounting I
ACCT	212	Principles of Accounting II
BADM	211	Statistics for Business and Economics I
BADM	421	Business Law
BEDU	250*	Word/Information Processing
BEDU	310	Business Communications
BEDU	450	Administration and Supervision of Vocational Education
BEDU	460	Coordination Techniques in Vocational Education
BEDU	470	Advising Vocational Student Organizations
BEDU	492	Directed Work Experience
ECON	320	Money, Banking and Financial Institutions
ECON	350	International Trade Policy
ECON	Elective (3 credits)	
MKTG	311	Principles of Marketing
MKTG	330	Retailing
MKTG	412	Sales Management
MKTG	Elective (3 credits)	
MGMT	200	Introduction to Management Information Systems

\* BEDU 110 and BEDU 115 are required if the student has no previous word processing.

**Professional Education Courses, 29 Credits**

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

\* To be taken in the sophomore year

+ These courses may not be taken until the NTE Core Batteries I and II are passed.

**Bachelor of Science in Office Administration, 120 Credits****University College Core Curriculum, 45 Credits**

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

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology

**Program Requirements, 75 Credits****Major Courses, 66 Credits**

ACCT	211	Principles of Accounting I
ACCT	212	Principles of Accounting II
ACCT	311	Intermediate Accounting I
BADM	209	Legal Environment of Business
BADM	211	Statistics for Business and Economics I
BADM	312	Statistics for Business and Economics II
BADM	412	Business Law
BEDU	210	Introduction to Business
BEDU	250*	Word/Information Processing
BEDU	310	Business Communications
BEDU	315	Mathematics for Business
BEDU	321**	Elementary Shorthand
BEDU	322	Intermediate Shorthand and Transcription I
BEDU	405	Advanced Shorthand and Transcription I
BEDU	406	Advanced Shorthand and Transcription II
BEDU	411	Administrative Secretarial Procedures
BEDU	420	Office Management
BEDU	412	Secretarial Internship
FINC	311	Principles of Finance
MGMT	200	Introduction to Management Information Systems
MGMT	430	Business Policy
MKTG	311	Principles of Marketing

\* BEDU 110 and 115 are required if student has had no previous word processing

\*\* BEDU 321 is required if student has had no previous shorthand.

Electives, 9 Credits

## DEPARTMENT OF ECONOMICS AND FINANCE

Courses in the Economics and Finance are designed to develop in the student the critical and analytical skills which are necessary to understand the operation of the economy and the proper choice of policies by both government and business enterprises. The courses place special emphasis on the quantitative skills necessary for competent analysis and research.

### Bachelor of Science in Economics, 120 Credits

#### University College Core Curriculum, 45 Credits

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

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
MATH	140	Applied Calculus

#### Program Requirements, 75 Credits

##### Major Courses, 42 Credits

ACCT	211	Principles of Accounting I
ACCT	212	Principles of Accounting II
ADMS	210	Computer Applications
BADM	211	Statistics for Business and Economics I
BEDU	310	Business Communications
ECON	231	Quantitative Methods
ECON	311	Intermediate Microeconomics Theory
ECON	312	Intermediate Macroeconomics Theory
ECON	320	Money, Banking and Financial Institutions
ECON	350	International Trade/Policy
ECON	440	Seminar in Economics
FINC	311	Principles of Finance
MGMT	200	Introduction to Management Information Systems
POLI	210	Principles of American Government

##### Electives, 15 Credits

ECON	Electives (9 credits)
	Free electives (6 credits)

##### Concentration/Electives, 18 Credits

A concentration may be selected from: ACCT, FINC, MGMT, MKTG, MATH, or CSC.

Students are encouraged, however, to take the following concentration in Banking and Finance:

ACCT 310 Managerial Accounting

FINC 320 Financial Management

FINC 410 Investments

Electives (Choose three from the following courses):

ECON 330 Public Finance

FINC 332 Business and Economic Forecasting  
(ECON 332)

FINC 340 Risk Management and Insurance

FINC 350 Real Estate

FINC 360 Financial and Economic Modeling  
(ECON 360)

FINC 420 Commercial Bank Management

FINC 430 Financial Problems

FINC 450 Financial Markets (ECON 453)

FINC 453 Internship (ECON 450)

## Minors

### Minor in Economics, 15 Credits

Requirements for a minor in economics for students enrolled in the School of Business and Economics are as follows:

ECON 211 Principles of Macroeconomics

ECON 212 Principles of Microeconomics

ECON 320 Money, Banking and Financial Institutions

ECON Electives (6 credits)

### Minor in Economics (for Non-Business Majors), 18 Credits

Requirements for a minor in economics for students enrolled outside the School of Business and Economics are as follows:

ECON 211 Principles of Macroeconomics

ECON 212 Principles of Microeconomics

ECON 320 Money, Banking and Financial Institutions

ECON Electives (9 credits)

## DEPARTMENT OF MANAGEMENT AND MARKETING

The Department of Management and Marketing offers an undergraduate baccalaureate degree program in Business Administration with tracks in General Business, Management, Marketing, and Banking and Finance. The objectives of the department are to guide students in the mastery of the techniques, specialized skills, and managerial procedures that will enable them to function efficiently as professionals either as workers or entrepreneurs; to provide the educational background necessary for those who wish to pursue graduate or advanced study in the broad field of business; to stimulate research activity among students through class assignments which develop analytical skills and which provide usage of computer science techniques; and, to develop in students an awareness of the responsibilities for good citizenship which will result in active and concerned participation in community projects and programs.

### Bachelor of Science in Business Administration, 120 Credits

#### University College Core Curriculum, 45 Credits

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

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
MATH	140	Applied Calculus
PSYC	210	General Psychology

#### Program Requirements, 75 Credits

##### Major Courses, 36 Credits

ACCT	211	Principles of Accounting I
ACCT	212	Principles of Accounting II
BADM	209	Legal Environment of Business
BADM	211	Statistics for Business & Economics II
MGMT	200	Introduction to Management Information Systems
BADM	312	Statistics for Business & Economics II
BEDU	310	Business Communications
FINC	311	Principles of Finance
MGMT	311	Principles of Management
MGMT	330	Production and Operations Management
MGMT	430	Business Policy
MKTG	311	Principles of Marketing

## Track Requirements (Select from A, B, or C), 18 Credits

## A. General Business Administration Track

ACCT 310 Managerial Accounting  
Business Electives (by advisement)\*

\* Choose from BADM, MGMT, FINC, MKTG

## B. Management Track

ACCT 310 Managerial Accounting  
MGMT 410 Human Resource Management  
MGMT 420 Organizational Behavior  
MGMT 425 International Business Management  
MGMT 450 Small Business Management and  
Entrepreneurial  
Business Elective\* (by advisement)

\* Choose from BADM, MGMT, FINC, MKTG

## C. Marketing Track

ACCT 310 Managerial Accounting  
MKTG 331 Consumer Behavior  
MKTG 410 Marketing Research  
MKTG 412 Sales Management  
MKTG 460 Marketing Research  
Business Elective\* (by advisement)

\* Choose from BADM, MGMT, FINC, MKTG

## D. Banking and Finance Track

ACCT 310 Managerial Accounting  
FINC 320 Financial Management  
ECON 320 Money and Banking (FINC 323)  
FINC 410 Investments

Choose two from the following courses:

FINC 332 Business and Economic Forecasting  
(ECON 332)  
FINC 340 Risk Management and Insurance  
FINC 350 Real Estate  
FINC 360 Financial and Economic Modeling  
(ECON 360)  
FINC 420 Commercial Bank Management  
FINC 430 Financial Problems  
FINC 450 Financial Markets (ECON 453)  
FINC 453 Internship (ECON 450)

Free Electives, 6 Credits

Other Program Requirements, 15 Credits

CSC Elective (3 credits)

ECON Elective (3 credits)

Restricted Electives\*\*

\*\* Nine (9) credit hours may be taken from any of the following: BIOL, BOTN, CSC, ECON, ENGL, GEOG, HIST, HUMN, MATH, THEA, PHIL, PHYS, POLI, PSYC SOCI, SPEE, or ZOOL.

## SCHOOL OF EDUCATION

In support of the mission of Fayetteville State University, the School of Education is committed to educating and preparing individuals at the undergraduate and graduate levels for professions in the fields of education, research, and service. The School of Education seeks to prepare the education professional as a facilitator of learning through the development of cognitive, psychomotor, and affective learning patterns. The School is further committed to providing leadership in teacher education throughout the region, state, and nation.

Assisting in executing the mission of the School of Education are four academic departments: Elementary Education, Curriculum and Instruction, Educational Leadership and Secondary Education, and Health, Physical Education and Human Services; and four support units: the Curriculum Learning Research Center, the Office of Field Experiences, the Office of Testing, and the Early Childhood Learning Center.

## DEGREES OFFERED

### Department of Curriculum and Instruction

**Bachelor of Science (B.S.): Middle Grades (6-9)**

See "Graduate Studies"

Master of Arts: Education

Middle Grades Education (6-9)

Special Education:

Behaviorally-Emotionally Handicapped

Mentally Handicapped

Specific Learning Disabilities

### Certification Only Programs

Classes A and G Level Certification:

Middle Grades Education (6-9)

Special Education

## **Department of Educational Leadership and Secondary Education**

See "Graduate Studies"

Master of Arts in Education  
Educational Administration and Supervision

Master of Arts in Teaching  
Biology  
History  
Mathematics

### **Certification Only Programs**

Class G Level I Certification:  
School Administrator  
Curriculum-Instructional Specialist

## **Department of Elementary Education**

**Bachelor of Science: Elementary Education (K-6)**

See "Graduate Studies"

Master of Arts in Education  
Elementary Education (K-6)

### **Certification Only Programs**

Classes A and G Level Certification:  
Reading Education (k-6)

## **Department of Health, Physical Education, and Human Services**

**Bachelor of Science: Physical Education (Teaching)**  
**Bachelor of Science: Health Education**

## Secondary Education

In conjunction with the College of Arts and Sciences and the School of Business and Economics, teaching degrees may be acquired in Mathematics Education, English Education, Music Education (K-12), Biology, Social Studies, History, Sociology, Political Science, Spanish Education (K-12), Business Education, and Marketing Education.

## Second Major Options

Completion of a second major in one of the basic academic disciplines is required for all undergraduate teacher education students in elementary education, middle grades education, health education, physical education, marketing education, and business education.

Second major options are available in the following areas:

Biology	History	Psychology
Economics	Mathematics	Sociology
English	Political Science	Speech and Theatre
Geography		

## General Education Requirements for Teacher Education Applicants

The successful completion of the University College Core Curriculum requirements is the initial step in the teacher education admission process. A demonstrated proficiency in reading and a GPA of 2.5 or higher are also required.

Transfer students must meet the same standards as first-time freshmen in completing the University College Core Curriculum requirements.

## Admission to the Teacher Education Program

Admission to teacher education is a procedural step for students in teacher education programs. After successfully completing the University College Core Curriculum, EDUC 211 - Laboratory Experiences in Area Schools, and the National Teacher Examination (NTE) General Knowledge and Communication Skills Tests, students are eligible to apply for admission to the Teacher Education Program. An "Application for Admission to Teacher Education Program" form must be filed with the department head by the second semester of the sophomore year. The criteria for admission are listed below:

1. Completion of the University College Core Curriculum and EDUC 211.
2. A GPA of 2.5 or higher.
3. Acceptable scores on the General Knowledge and Communications Skills Tests of the National Teacher Examination as required by the State Board of Education.
4. Verification by the University Physician of the applicant's health status and level of physical fitness.
5. Verification by the Vice Chancellor for Student Affairs of an applicant's acceptable deportment.
6. Personal fitness and the interest suitable to the profession of teaching, verified by the Counseling Center.
7. Verification of speech proficiency by the Humanities Department.
8. Final acceptance for admission to the teacher education program by the Teacher Education Committee, based upon documented recommendations from the major area concerned.

**NOTE:** Prior to admission to Teacher Education, students may not enroll in more than one-half of their program requirements, excluding the University College Core Curriculum requirements and Student Teaching. See each individual program for course listing.

## Secondary Education Programs

The School of Education offers teacher certification in each bachelor's and master's degree program. Teacher certification in secondary education and in special subjects is also offered in conjunction with the following academic departments:

### College of Arts and Sciences

Biology Education	Department of Natural Sciences
English Education	Department of English and Communications
Mathematics Education	Department of Mathematics and Computer Science
Music Education	Department of Fine Arts
Social Studies Education	
History	Department of Humanities
Political Science	Department of Social and Behavioral Sciences
Sociology	Department of Social and Behavioral Sciences
Spanish Education	Department of Humanities

### School of Business and Economics

Business Education  
Basic  
Comprehensive  
Marketing Education

Department of Business Education  
and Administrative Services

### Irregular Route for Teacher Education and School Personnel Certification

Applicants possessing earned baccalaureate and/or masters degree and seeking certification in a teaching area must proceed through the irregular route process. The process is described below:

1. Applicants must be admitted to the University through the regular admission process.
2. After notification of acceptance by the Office of Admissions, students must officially contact the chair of the department through which certification is sought. Together, assigned advisors and students will identify the courses (program) needed for certification. The program agreed upon must be reviewed and approved by the department in which certification is being sought. The requirements for initial certification through the irregular route are the same as those for regular admission.
3. Upon completion of the requirements for entrance to teacher education, applicants should apply for admission to teacher education. Upon completion of the requirements for student teaching, applicants should apply for admission to student teaching.
4. Upon successful completion of approved courses for certification, applicants must apply for teacher certification in the Office of Teacher Education.

### Retention in Teacher Education

Following admission to teacher education, students are required to maintain a GPA of 2.5 or higher and acceptable standards on all other admission criteria. Students failing to maintain acceptable standards will be automatically suspended from the Teacher Education Program and counseled toward alternative career options.

### Admission to Student Teaching

An "Application for Student Teaching" form must be filed during the second semester of the junior year whether the internship is anticipated for the first or the second semester of the following year.

To be eligible for the Student Teaching Internship, the student must:

1. Have been admitted to teacher education and have senior classification.
2. Have completed to the satisfaction of the major area the teaching specialty component requirements that will lead to certification by the State Department of Public Instruction.
3. Have achieved a cumulative GPA of 2.5 or higher and a GPA of 2.0 or higher in all professional education courses.
4. Have only twelve (12) or fewer semester hours remaining after the student teaching experience to complete the degree. (These twelve (12) credit hours should be undesignated electives rather than required courses.)
5. Have been recommended to the Teacher Education Committee by the department head of the area in which certification is sought. The Teacher Education Committee must give approval for the student teaching internship.

**NOTE:** If students have been approved for admission to Student Teaching but do not maintain the standards for admission or internship, their cases will be subject to review and judgment by the Teacher Education Committee.

### Teacher Certification

Students successfully completing all requirements for graduation and passing the Professional Knowledge test and the teaching specialty section of the National Teacher Examination are eligible to be recommended for North Carolina certification prior to graduation. To apply for certification, students should follow the procedures defined below:

1. File an initial Application for Certification of North Carolina Professional School Personnel in the Office of Teacher Education. (Filing fee is charged.)
2. Request that official transcript(s) of all undergraduate and/or graduate course work be forwarded to the Office of Teacher Education.
3. Send NTE Scores to the Office of Teacher Education or request that they be sent.

## DEPARTMENT OF CURRICULUM AND INSTRUCTION

The primary goal of the Department of Curriculum and Instruction is to offer quality programs leading to the Bachelor of Science degree, the Master of Arts degree, and post-baccalaureate certification. The B.S. degree program in Middle Grades Education is designed to prepare facilitators of learning to work with students in grades 6-9. In order to accomplish the objectives of this degree program, the curricular offerings include (a) the 45 hours of the University College Core Curriculum, (b) 23 hours in professional education, (c) 24 hours of Middle Grades (6-9) courses, (d) 24 hours in a second major, (e) 15 hours in a minor area of concentration, (six hours from the University College Core Curriculum may be used in the second major and in the minor area of concentration), and (f) 6 hours of free electives.

### Degrees Offered

#### Bachelor of Science: Middle Grades (6-9)

See "Graduate Studies"

Master of Arts: Education

Middle Grades Education (6-9)

Special Education:

Behaviorally-Emotionally Handicapped

Mentally Handicapped

Specific Learning Disabilities

#### Certification Only Programs

Class A and G Level Certification:

Middle Grades Education

Special Education

### Bachelor of Science in Middle Grades Education (6-9), 125-137 Credits

#### University College Core Curriculum, 45 Credits

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

HEED	112	Health and Wellness
HIST	110	World History to 1600

HUMN	211	Humanities: Music, Art, and Ideas I
HUMN	212	Humanities: Music, Art, and Ideas II
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
POLI	210	Principles of American Government
PSYC	210	General Psychology

### Program Requirements, 80-92 Credits

#### Professional Education Courses, 23 Credits

EDUC	210	Computers in Education
EDUC	211*	Laboratory Experiences in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Growth and Development
EDUC	450+	Classroom Management/Parent Counseling & Guidance
EDUC	470+	Student Teaching
EDUC	490+	Professional Education Seminar

\* To be taken in the sophomore year.

+ These courses may not be taken until the NTE is passed.

A student majoring in Middle Grades Education may take only fifty percent (50%) of the courses that have the EDUC prefix and READ 320 prior to passing the Communications Skills and General Knowledge sections of the National Teacher Examination.

#### Electives, 6 Credits

Any PEDU 100 level course (1 credit)

Free elective (5 credits)

#### Middle Grades Major Core, 24 Credits

EDUC 400+ The Middle School

Choose two from the following four courses, in consultation with a faculty advisor:

EDUC	433*+	Methods & Materials Teaching Math in Middle Grades
EDUC	461*+	Methods and Materials Teaching Language Arts in the Middle Grades
EDUC	462*+	Methods and Materials Teaching Social Studies in the Middle Grades
EDUC	463*+	Methods and Materials Teaching Science in the Middle Grades

ENGL	301	Adolescent Literature
SPED	320	Educating Exceptional Students
READ	320+	Teaching Reading in the Content Area
HIST	211	The U.S. To 1865
HIST	212	The U.S. Since 1865

\* Students must elect two courses, determined by second major and minor.

+ These courses may not be taken until the NTE is passed.

### Second Major Requirements, 24 Credits

Choice of second major may increase the number of credit hours required. Up to 6 hours from the University College Core Curriculum may count toward the second major.

Choose ONE from the following second major requirements:

#### A. Geography

GEOG	210*	Principles of Geography
GEOG	220*	World Regional Geography
GEOG	311	Cartography
GEOG	480	Seminar in Geography

Choose four from the following courses:

GEOG	230	Computer Graphics I
GEOG	310	Economic Geography
GEOG	317	Computer Techniques in Geography
GEOG	340	Cultural Geography
GEOG	350	Physical Geography
GEOG	370	Introduction to Meteorology
GEOG	410	Human Beings and the Environment
GEOG	440	Urban Geography

\* Courses included in University College Core Curriculum

#### B. Language Arts

ENGL	110*	University Letters I
ENGL	120*	University Letters II

Choose one from the following two courses:

ENGL	211	World Literature
ENGL	212	World Literature II

SPEE	340	Language Development
ENGL	231	Advanced Grammar
ENGL	240	Introduction to Literature
ENGL	341	Advanced Composition
Electives		

\* Courses included in University College Core Curriculum

#### C. Mathematics

MATH	121*	Introduction to College Algebra I
Choose one from the following two courses:		
MATH	123*	College Algebra
MATH	124*	College Trigonometry
MATH	142	Calculus with Analytical Geometry I
MATH	262	Modern Geometry
MATH	400	Diagnostic and Prescriptive Math Elective

\* Course included in University College Core Curriculum

#### D. Science

ASTR	111	Astronomy
NSCI	110*	Comprehensive Physical Science
NSCI	120*	Modern Biology
BOTN	210	General Botany
CHEM	120	The Atom and Bonding
CHEM	130	Stoichiometry
BIOL	130	General Biology II

\* Courses included in University College Core Curriculum

#### E. Social Studies

ECON	200	Basic Economics
HIST	110*	World History to 1600
HIST	211	The United States to 1865
HIST	212	The United States since 1865
HIST	390	North Carolina History
Choose one from the following two courses:		
GEOG	210	Principles of Geography
GEOG	220	World Regional Geography
POLI	320	State and Local Government
SOCI	210	Principles of Sociology

\* Course included in University College Core Curriculum

## Minor Concentrations, 15 Credits

Choose one from the following minor concentrations: (Up to 6 hours from the University College Core Curriculum may count toward the second major)

## A. Art

ART	111	Basic Design
ART	112	Lettering and Poster Design
ART	211	Introduction to Art History
ART	212	Elementary Freehand Drawing
ART	311	Arts and Crafts

## B. Economics

ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics

Choose one from the following two courses:

ECON	311	Intermediate Microeconomic Theory
ECON	312	Intermediate Macroeconomic Theory

Choose one from the following two courses:

ECON	320	Money, Banking and Financial Institution
ECON	350	International Trade and Finance
ECON	440	Seminar in Economics

## C. Language Arts

ENGL	110*	University Letters I
ENGL	120*	University Letters II
ENGL	211	World Literature I

Choose one from the three following courses:

ENGL	212	World Literature II
ENGL	230	Introduction to Linguistics
SPEE	340	Language Development
ENGL	231	Advanced Grammar

\* Courses included in University College Core Curriculum

## D. Mathematics

MATH 121\* Introduction to College Algebra I

Choose one from the following two courses:

MATH 123\* College Algebra

MATH 124\* College Trigonometry

Choose one from the following two courses:

MATH 142 Calculus with Analytical Geometry I

MATH 262 Modern Geometry for Teachers

MATH Elective

\* Courses included in University College Core Curriculum

## E. Music

MUSI 102 Class Piano I

Choose one from the following two courses:

MUSI 110 Choir

MUSI 140 Jazz Ensemble

MUSI 191 Marching Band

MUSI 192 Concert Band

MUSI 200 Music Fundamentals for Classroom Teachers

MUSI 201 Class Piano II

MUSI 210 Music Appreciation

MUSI 251 Class Voice I

MUSI 350 Music in the Intermediate/Middle Grades

## F. Reading

READ 112 Foundations of Reading Instruction

Choose one from the following three courses:

READ 211 Field Experiences in Reading

READ 311 Field Experiences in Reading II

READ 312 Field Experiences in Reading III

READ 320 Teaching Reading in Content Area

READ 441 Psychology of Reading

READ 490 Seminar in Reading

## G. Science

ASTR 111 Astronomy

NSCI 110\* Comprehensive Physical Science

NSCI 120\* Modern Biology

Choose one from the following three courses:

CHEM 120 The Atom &amp; Bonding

BOTN 210 General Botany

ZOOL 110 General Zoology

\* Courses included in University College Core Curriculum

## H. Social Studies

- HIST 110\* World History to 1600  
 HIST 211\*\* United States to 1865  
 HIST 212\*\* United States since 1865  
 HIST 390 North Carolina History

Choose one from the following courses:

- GEOG 210 Principles of Geography  
 GEOG 220 World Regional Geography  
 SOCI 210 Principles of Sociology  
 POLI 320 State and Local Government  
 ECON 200 Basic Economics

\* Courses included in University College Core Curriculum

\*\* Courses included in core requirements

## I. Special Education

Choose one from the following two courses:

- SPED 320 Education of the Exceptional Child  
 SPED 350 Mainstreaming Exceptional Students  
 SPED 410 Classroom Management Strategies for  
 Exceptional Children

Choose one from the following three courses:

- SPED 420 Introduction to the Education of the  
 Emotionally Disturbed  
 SPED 430 Introduction to the Education of the  
 Learning Disabled  
 SPED 440 Introduction to the Education of the  
 Educable Mentally Retarded  
 SPED 460 Diagnosis and Evaluation of Exceptional  
 Children  
 SPED 470 Seminar I: The Exceptional Student,  
 Observation

## DEPARTMENT OF EDUCATIONAL LEADERSHIP AND SECONDARY EDUCATION

The Department of Educational Leadership and Secondary Education provides programs designed to prepare administrators and supervisors as facilitators of learning at all levels in our nation's schools. The Department also offers programs for the development of master teachers in biology, history and mathematics. One program leads to the Master of Arts in Administration and Supervision, and the other leads to the Master of Arts in Teaching. Persons who hold the master's degree in an appropriate field may add certification in administration and/or supervision.

## Teaching Certification Opportunities for Transitional Soldiers (TCOTS)

The Department, in cooperation with the Fort Bragg Education Center, offers a program in Teacher Certification Opportunities for Transitional Soldiers (TCOTS). This program allows transitional soldiers and retired soldiers who hold a B.A. or a B.S. degree to enroll in a special accelerated program for teacher certification. For program requirements, applicants are advised to see the Department Chair.

## DEGREES OFFERED

### See "Graduate Studies"

Master of Arts in Educational Administration and Supervision

Master of Arts in Teaching:

Biology  
History  
Mathematics

### Certification-Only Programs

Class G Level I Certification:  
School Administrator  
Curriculum-Instructional Specialist

## DEPARTMENT OF ELEMENTARY EDUCATION

The primary mission of the Department of Elementary Education at Fayetteville State University is to offer programs leading to the Bachelor of Science degree and initial certification in Elementary Education; the Master of Arts degree and graduate certification in Elementary Education; and certification only programs in Reading at the initial and graduate levels. The elementary education degree and certification programs prepare facilitators of learning for grades K-6 and the reading certification programs prepare educational professionals for teaching reading in grades K-12.

**DEGREES OFFERED****Bachelor of Science: Elementary Education (K-6)**

See "Graduate Studies"

Master of Arts in Education:  
Elementary Education (K-6)

Certification-Only Programs  
Class A and G Level Certification in:  
Reading Education (K-6)

**Bachelor of Science in Elementary Education (K-6),  
122-128 Credits****University College Core Curriculum, 45 Credits**

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

HEED	112	Health and Wellness
HIST	110	World History to 1600
HUMN	211	Humanities: Music, Art, and Ideas I
HUMN	212	Humanities: Music, Art, and Ideas II
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
POLI	210	Principles of American Government
PSYC	210	General Psychology

**Program Requirements, 77-83 Credits****Professional Education Courses, 23 Credits**

EDUC	210	Computers in Education
EDUC	211*	Laboratory Experiences in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Growth and Development
EDUC	450+	Classroom Management/Parent Counseling & Guidance
EDUC	470+	Student Teaching
EDUC	490+	Professional Education Seminar

\* To be taken in the sophomore year.

+ These courses may not be taken until admitted to student teaching and teacher education program.

#### Elementary Education Major Core, 29 Credits

EDUC	351**	Teaching Language Arts K-6
EDUC	352**	Teaching Social Studies K-6
EDUC	453**	Teaching Mathematics K-6
EDUC	454**	Teaching Science K-6
EDUC	315**	Music and Art for the Classroom K-6
ENGL	300	Children's Literature
PEDU	320**	Methods of Health & Physical Education K-6
HIST	21	The United States to 1865
HIST	212	The United States Since 1865
READ	315**	Teaching Reading in the Elementary Schools
SPED	320	Education of the Exceptional Child

\*\* Not to be taken before being admitted to teacher education

#### Electives, 7 Credits

Any PEDU 100 level course (1 credit)

Free electives (6 credits)

#### Second Major Requirements, 24 Credits

Choice of second major may increase the number of credit hours required. Up to 6 hours from the University College Core Curriculum may count towards the second major.

Choose ONE from the following second major requirements:

##### A. Biology

BIOL	150	Principles of Biology
BIOL	170	Cellular Biology
BIOL	350	Ecology/Evolution
BOTN	210	General Botany
ZOOL	110	General Zoology
ZOOL	370	Vertebrate Physiology
ZOOL	410	Principles of Genetics
CHEM	140*	General Chemistry

\* Placement test is required and CHEM 120 and 130 may be substituted

## B. Economics

BADM	211	Statistics for Business and Economics I
ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
ECON	320	Money, Banking and Financial Institutions
ECON	350	International Trade Policy
ECON Elective		
MGMT	200	Introduction to Management Information Systems
MKTG	311	Principles of Marketing

## C. English

ENGL	211	World Literature I
ENGL	212	World Literature II
ENGL	311	English Literature I
ENGL	312	English Literature II
ENGL	321	American Literature I
ENGL	322	American Literature II
ENGL	341	Advanced Composition
ENGL	411	Shakespeare

## D. Geography

GEOG	210*	Principles of Geography
GEOG	220*	World Regional Geography
GEOG	311	Cartography
GEOG	480	Seminar in Geography
Choose four from the following courses:		
GEOG	230	Computer Graphics I
GEOG	310	Economic Geography
GEOG	317	Computer Techniques in Geography
GEOG	340	Cultural Geography
GEOG	350	Physical Geography
GEOG	370	Introduction to Meteorology
GEOG	410	Human Beings and the Environment
GEOG	440	Urban Geography

\* Courses included in University College Core Curriculum

## E. History

HIST	110*	World History to 1600
HIST	120	World History Since 1600
HIST	210	Afro-American History
HIST	211	The United States to 1865
HIST	212	The United States Since 1865

Choose three from the following seven courses:

HIST	311	Modern European History 1648-1815
HIST	312	Modern European History 1815-Present
HIST	331	History of Modern East Asia
HIST	350	History of Latin America
HIST	370	Africa South of the Sahara
HIST	390**	North Carolina History
HIST	490	Senior Seminar

HIST Elective

\* Courses included in the University College Core Curriculum.

\*\* This course is strongly recommended for students who plan to teach in North Carolina.

#### F. Mathematics

MATH	131	Algebra and Trigonometry
MATH	142	Calculus with Analytical Geometry I
MATH	241	Calculus with Analytical Geometry II
MATH	242	Calculus with Analytical Geometry III
MATH	251	Linear Algebra
MATH	262	Modern Geometry
STAT	202	Basic Probability and Statistics

#### G. Political Science

HIPO	341	Constitutional Law and History
POLI	210*	Principles of American Government
POLI	220	Principles of Public Administration
POLI	320	State and Local Government
POLI	450	History and Political Theory I
POLI	460	History and Political Theory II

Choose two from the following four courses:

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

\* Courses included in the University College Core Curriculum.

#### H. Psychology

PSYC	210*	General Psychology
PSYC	231	Descriptive Statistics

Choose three from the following four courses:

- PSYC 310 Theories of Personality
- PSYC 320 Theories of Learning
- PSYC 321 Human Learning and Memory
- PSYC 370 Physiological Psychology

Choose one from the following three courses:

- PSYC 240 Applied Psychology
- PSYC 290 Psychology of Personal Adjustment
- PSYC 350 Industrial and Organizational Psychology

Choose two from the following three courses:

- PSYC 331 Developmental Psychology
- PSYC 342 Introduction to Clinical Psychology
- PSYC 422 Abnormal Psychology

\* Courses included in the University College Core Curriculum.

#### I. Sociology

- SOCI 210 Principles of Sociology
- SOCI 331 Social Statistics
- SOCI 340 Crime and Delinquency
- SOCI 350 History and Sociological Thought
- SOCI 351 Contemporary Social Theory
- SOCI 412 Race and Ethnic Relations
- SOCI 462 Social Stratification
- SOCI 480 Sociological Seminar

#### J. Speech and Theatre (Speech Concentration)

- SPEE 200\* Introduction to Speech
- THEA 203 Introduction to Theatre
- THEA 204 Introduction to Technical Theatre
- SPEE 211 Phonetics
- SPEE 311 Oral Interpretation

Choose one from the following two courses:

- SPEE 300 Introduction to Communication Disorders
- SPEE 340 Language Development

SPEE 401 Argumentation and Debate

Choose one from the following two courses:

- THEA 411 Children's Theatre
- THEA 412 Dramatic Theory and Criticism

\* Course included in the University College Core Curriculum.

**K. Speech and Theatre (Theatre Concentration)**

SPEE	311	Oral Interpretation
THEA	203	Introduction to Theatre
THEA	204	Introduction to Technical Theatre

Choose one from the following two courses:

THEA	221	History of Theatre I
THEA	222	History of Theatre II
THEA	306	Fundamentals of Acting
THEA	333	Play Directing

Choose two from the following courses:

THEA	316	Introduction to Costume and Make-up
THEA	334	Theatre and Management
THEA	403	Scene Design
THEA	411	Children's Theatre
THEA	412	Dramatic Theory and Criticism
THEA	421	Play Production

## **DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND HUMAN SERVICES**

The Department of Health, Physical Education, and Human Services offers undergraduate degrees with balanced curricula to prepare students for careers in teaching, for advanced study at the graduate level, and for careers in recreation, government, and the private sector.

### **Degrees Offered**

**Bachelor of Science: Health Education**

**Bachelor of Science: Physical Education**

### **Bachelor of Science in Physical Education, 127-133 Credits**

#### **University College Core Curriculum, 45 Credits**

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

HEED	112	Health and Wellness
HIST	110	World History to 1600
HIST	212	The United States Since 1865

HUMN	211	Humanities: Music, Art, and Ideas I
HUMN	212	Humanities: Music, Art, and Ideas II
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
PSYC	210	General Psychology

### Program Requirements, 82-88 Credits

#### Professional Education Courses, 32 Credits

EDUC	210	Computers in Education
EDUC	211*	Laboratory Experiences in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurement
EDUC	340	Human Development
EDUC	421	Principles of Secondary Education
EDUC	450+	Classroom Management and Parental Guidance
EDUC	460+	Methods and Materials in Secondary School Subjects
EDUC	470+	Student Teaching
EDUC	490+	Professional Education Seminar
READ	320	Teaching Reading in Secondary Schools

\* To be in the sophomore year.

+ These courses may not be taken until the NTE is passed.

#### Physical Education Major Core, 32 Credits

PEDU	201	Swimming II
PEDU	204	Individual and Dual Sports
PEDU	212	Gymnastics and Stunts
PEDU	214	Teamsports II
PEDU	290	Modern Dance
PEDU	311	History and Principles of Physical Education
PEDU	331	Kinesiology
PEDU	372	First-Aid and Safety
PEDU	411	Organization and Administration of Physical Education
PEDU	421	Test and Measurement
PEDU	431	Adapted Physical Education
PEDU	462	Physiology of Exercise
ZOOL	210	Anatomy and Physiology

#### Second Major Requirements, 24 Credits

Choice of second major may increase the number of credit hours required) Up to 6 hours from the University College Core Curriculum may count towards the second major.

Choose one from the following second major requirements:

A. Biology

BIOL	150	Principles of Biology
BIOL	170	Cellular Biology
BIOL	350	Ecology/Evolution
BOTN	210	General Botany
ZOOL	110	General Zoology
ZOOL	370	Vertebrate Physiology
ZOOL	410	Principles of Genetics
CHEM	140*	General Chemistry

\* Placement test is required and CHEM 120 and 130 may be substituted

B. Economics

BADM	211	Statistics for Business and Economics I
ECON	211*	Principles of Macroeconomics
ECON	212*	Principles of Microeconomics
ECON	320	Money, Banking and Financial Institutions
ECON	350	International Trade Policy
ECON		Elective
MGMT	200	Introduction to Management Information Systems
MKTG	311	Principles of Marketing

\* Prerequisite MATH 123 is required

C. English

ENGL	211	World Literature I
ENGL	212	World Literature II
ENGL	311	English Literature I
ENGL	312	English Literature II
ENGL	321	American Literature I
ENGL	322	American Literature II
ENGL	341	Advanced Composition
ENGL	411	Shakespeare

D. Geography

GEOG	210*	Principles of Geography
GEOG	220*	World Regional Geography
GEOG	311	Cartography
GEOG	480	Seminar in Geography

Choose four from the following courses:

GEOG	230	Computer Graphics I
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GEOG	310	Economic Geography
GEOG	317	Computer Techniques in Geography
GEOG	340	Cultural Geography
GEOG	350	Physical Geography
GEOG	370	Introduction to Meteorology
GEOG	410	Human Beings and the Environment
GEOG	440	Urban Geography

\* Courses included in University College Core Curriculum

#### E. History

HIST	110*	World History to 1600
HIST	120	World History Since 1600
HIST	210	Afro-American History
HIST	211	The United States to 1865
HIST	212	The United States Since 1865

Choose three from the following courses:

HIST	311	Modern European History 1648-1815
HIST	312	Modern European History 1815- Present
HIST	331	History of Modern East Asia
HIST	350	History of Latin America
HIST	370	Africa South of the Sahara
HIST	390**	North Carolina History
HIST	490	Senior Seminar
HIST Elective		

\* This course is included in the University College Core Curriculum.

\*\* This course is strongly recommended for students who plan to teach in North Carolina.

#### F. Mathematics

MATH	131	Algebra and Trigonometry
MATH	142	Calculus with Analytical Geometry I
MATH	241	Calculus with Analytical Geometry II
MATH	242	Calculus with Analytical Geometry III
MATH	251	Linear Algebra
MATH	262	Modern Geometry
STAT	202	Basic Probability and Statistics

#### G. Political Science

HIPO	341	Constitutional Law and History
POLI	210*	Principles of American Government
POLI	220	Principles of Public Administration
POLI	320	State and Local Government

POLI 450 History and Political Theory I

POLI 460 History and Political Theory II

Choose two from the following four courses:

HIPO 310 Political History of Contemporary  
China

POLI 350 Government and Politics of Africa

POLI 351 Government and Politics of Europe

POLI 352 Government and Politics of Asia

\* This course is included in the University College Core Curriculum.

#### H. Psychology

PSYC 210\* General Psychology

PSYC 231 Descriptive Statistics

Choose three from the following four courses:

PSYC 310 Theories of Personality

PSYC 320 Theories of Learning

PSYC 321 Human Learning and Memory

PSYC 370 Physiological Psychology

Choose one from the following three courses:

PSYC 240 Applied Psychology

PSYC 290 Psychology of Personal Adjustment

PSYC 350 Industrial and Organizational  
Psychology

Choose two from the following three courses:

PSYC 331 Developmental Psychology

PSYC 342 Introduction to Clinical Psychology

PSYC 422 Abnormal Psychology

\* This course is included in the University College Core Curriculum.

#### I. Sociology

SOCI 210 Principles of Sociology

SOCI 331 Social Statistics

SOCI 340 Crime and Delinquency

SOCI 350 History and Sociological Thought

SOCI 351 Contemporary Social Theory

SOCI 412 Race and Ethnic Relations

SOCI 462 Social Stratification

SOCI 480 Sociological Seminar

\* This course is included in the University College Core Curriculum.

## J. Speech and Theatre (Speech Concentration)

- SPEE 200\* Introduction to Speech
- THEA 203 Introduction to Theatre
- THEA 204 Introduction to Technical Theatre
- SPEE 211 Phonetics
- SPEE 311 Oral Interpretation

Choose one from the following two courses:

- SPEE 300 Introduction to Communication Disorders
- SPEE 340 Language Development
- SPEE 401 Argumentation and Debate

Choose one from the following two courses:

- THEA 411 Children's Theatre
- THEA 412 Dramatic Theory and Criticism

\* This course is included in the University College Core Curriculum.

## K. Speech and Theatre (Theatre Concentration)

- SPEE 311 Oral Interpretation
  - THEA 203 Introduction to Theatre
  - THEA 204 Introduction to Technical Theatre
- Choose one from the following two courses:

- THEA 221 History of Theatre I
- THEA 222 History of Theatre II
- THEA 306 Fundamentals of Acting
- THEA 333 Play Directing

Choose two from the following courses:

- THEA 316 Introduction to Costume and Make-up
- THEA 334 Theatre and Management
- THEA 403 Scene Design
- THEA 411 Children's Theatre
- THEA 412 Dramatic Theory and Criticism
- THEA 421 Play Production

## Other Program Requirements

1. Students enrolled in physical education and recreation activity classes are required to purchase and wear uniforms prescribed by the department. Physical education majors and recreation minors are required to purchase and wear the prescribed uniforms, including swimming suits, shorts and shirts or blouses, and warm-up suits.

2. Entering physical education majors and recreation minors will be given a classification test in swimming at the advanced beginner level of the American Red Cross Program. Those students who are unable to pass the test may be required to participate in a non-credit swimming program to upgrade their swimming skills.
3. Physical education majors are encouraged to become active members of the Physical Education Majors (P.E.M.) Club.

## Bachelor of Science in Health Education, 122-128 Credits

### University College Core Curriculum, 45 Credits

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

HEED	112	Health and Wellness
HIST	110	World History to 1600
HIST	212	The United States Since 1865
HUMN	211	Humanities: Music, Art, and Ideas I
HUMN	212	Humanities: Music, Art, and Ideas II
NSCI	110	Comprehensive Physical Science
NSCI	120	Modern Biology
PSYC	210	General Psychology

### Program Requirements, 77-83 Credits

#### Professional Education Program, 32 Credits

EDUC	210	Computers in Education
EDUC	211*	Lab Experiences in Area Schools
EDUC	310	Foundations of Education
EDUC	330	Educational Psychology and Measurements
EDUC	340	Human Development
EDUC	421	Principles of Secondary Education
EDUC	450+	Classroom Management/Parent Counseling and Guidance
EDUC	460+	Methods and Materials in Secondary School Subjects
EDUC	470+	Student Teaching
EDUC	490+	Professional Education Seminar
READ	320	Teaching Reading in Secondary Schools

\* This course must be taken in the sophomore year.

+ These courses may not be taken until the NTE is passed.

## Health Education Major Core, 27 Credits

HEED	300	Human Sexuality
HEED	310	Drug Education
HEED	372	First Aid and Safety Education
HEED	410	Introduction to Epidemiology
HEED	411	Public Health Problems
HEED	420	Nutrition
HEED	421	Methods and Materials of Teaching Elementary Health Education
HEED	441	Measurement and Evaluation in Health Education
ZOOL	210	Anatomy and Physiology I

## Second Major Requirements, 24 Credits

Choice of second major may increase the number of credit hours required) Up to 6 hours from the University College Core Curriculum may count towards the second major.

Choose one from the following second major requirements:

## A. Biology

BIOL	150	Principles of Biology
BIOL	170	Cellular Biology
BIOL	350	Ecology/Evolution
BOTN	210	General Botany
ZOOL	110	General Zoology
ZOOL	370	Vertebrate Physiology
ZOOL	410	Principles of Genetics
CHEM	140*	General Chemistry

\* Placement test is required and CHEM 120 and 130 may be substituted

## B. Economics

BADM	211	Statistics for Business and Economics I
ECON	211*	Principles of Macroeconomics
ECON	212*	Principles of Microeconomics
ECON	320	Money, Banking and Financial Institutions
ECON	350	International Trade Policy
ECON	Elective	
MGMT	200	Introduction to Management Information Systems
MKTG	311	Principles of Marketing

\* Prerequisite MATH 123 is required

## C. English

ENGL	211	World Literature I
ENGL	212	World Literature II
ENGL	311	English Literature I
ENGL	312	English Literature II
ENGL	321	American Literature I
ENGL	322	American Literature II
ENGL	341	Advanced Composition
ENGL	411	Shakespeare

## D. Geography

GEOG	210*	Principles of Geography
GEOG	220*	World Regional Geography
GEOG	311	Cartography
GEOG	480	Seminar in Geography
Choose four from the following courses:		
GEOG	230	Computer Graphics I
GEOG	310	Economic Geography
GEOG	317	Computer Techniques in Geography
GEOG	340	Cultural Geography
GEOG	350	Physical Geography
GEOG	370	Introduction to Meteorology
GEOG	410	Human Beings and the Environment
GEOG	440	Urban Geography

\* Courses included in University College Core Curriculum

## E. History

HIST	110*	World History to 1600
HIST	120	World History Since 1600
HIST	210	Afro-American History
HIST	211	The United States to 1865
HIST	212	The United States Since 1865
Choose three from the following courses:		
HIST	311	Modern European History 1648-1815
HIST	312	Modern European History 1815- Present
HIST	331	History of Modern East Asia
HIST	350	History of Latin America
HIST	370	Africa South of the Sahara
HIST	390**	North Carolina History
HIST	490	Senior Seminar
HIST		Elective

\* This course is included in the University College Core Curriculum.

\*\* This course is strongly recommended for students who plan to teach in North Carolina.

#### F. Mathematics

MATH 131	Algebra and Trigonometry
MATH 142	Calculus with Analytical Geometry I
MATH 241	Calculus with Analytical Geometry II
MATH 242	Calculus with Analytical Geometry III
MATH 251	Linear Algebra
MATH 262	Modern Geometry
STAT 202	Basic Probability and Statistics

#### G. Political Science

HIPO 341	Constitutional Law and History
POLI 210*	Principles of American Government
POLI 220	Principles of Public Administration
POLI 320	State and Local Government
POLI 450	History and Political Theory I
POLI 460	History and Political Theory II

Choose two from the following courses:

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

\* This course is included in the University College Core Curriculum.

#### H. Psychology

PSYC 210*	General Psychology
PSYC 231	Descriptive Statistics

Choose three from the following four courses:

PSYC 310	Theories of Personality
PSYC 320	Theories of Learning
PSYC 321	Human Learning and Memory
PSYC 370	Physiological Psychology

Choose one from the following three courses:

PSYC 240	Applied Psychology
PSYC 290	Psychology of Personal Adjustment
PSYC 350	Industrial and Organizational Psychology

Choose two from the following three courses:

PSYC	331	Developmental Psychology
PSYC	342	Introduction to Clinical Psychology
PSYC	422	Abnormal Psychology

\* This course is included in the University College Core Curriculum.

#### I. Sociology

SOCI	210	Principles of Sociology
SOCI	331	Social Statistics
SOCI	340	Crime and Delinquency
SOCI	350	History and Sociological Thought
SOCI	351	Contemporary Social Theory
SOCI	412	Race and Ethnic Relations
SOCI	462	Social Stratification
SOCI	480	Sociological Seminar

#### J. Speech and Theatre (Speech Concentration)

SPEE	200*	Introduction to Speech
THEA	203	Introduction to Theatre
THEA	204	Introduction to Technical Theatre
SPEE	211	Phonetics
SPEE	311	Oral Interpretation

Choose one from the following two courses:

SPEE	300	Introduction to Communication Disorders
SPEE	340	Language Development
SPEE	401	Argumentation and Debate

Choose one from the following two courses:

THEA	411	Children's Theatre
THEA	412	Dramatic Theory and Criticism

\* This course is included in the University College Core Curriculum.

#### K. Speech and Theatre (Theatre Concentration)

SPEE	311	Oral Interpretation
THEA	203	Introduction to Theatre
THEA	204	Introduction to Technical Theatre

Choose one from the following two courses:

THEA	221	History of Theatre I
THEA	222	History of Theatre II
THEA	306	Fundamentals of Acting
THEA	333	Play Directing

Choose two from the following courses:

THEA	316	Introduction to Costume and Make-up
THEA	334	Theatre and Management
THEA	403	Scene Design
THEA	411	Children's Theatre
THEA	412	Dramatic Theory and Criticism
THEA	421	Play Production

#### Other Program Requirements

All students enrolled in physical education and recreation activity classes are required to purchase and wear uniforms prescribed by the department.

## ASSOCIATE OF ARTS DEGREES

The Associate of Arts degree programs are offered only at the Fort Bragg-Pope Air Force Base Center. They are designed to meet the educational needs of active duty military personnel, dependents, Department of Defense employees, military retirees, and other civilians in the area. Through the Center, the University offers credit and degree programs commensurate with qualified, on-campus instruction. Offerings are scheduled in coordination with military activities so that participation in the various programs will be compatible with training and missions requirements and can be actively supported by military commanders.

Students who wish to pursue an Associate of Arts degree should apply through the:

**Director of Admissions  
Fort Bragg-Pope Air Force Base Center  
Fayetteville State University  
P.O. Box 70156  
Fort Bragg, North Carolina 28307**

## DEGREES OFFERED

**Associate of Arts: Biology  
Associate of Arts: Business Administration  
Associate of Arts: Chemistry  
Associate of Arts: Computer Science  
Associate of Arts: Criminal Justice  
Associate of Arts: English  
Associate of Arts: General Studies  
Associate of Arts: Geography  
Associate of Arts: History  
Associate of Arts: Mathematics  
Associate of Arts: Music Education  
Associate of Arts: Police Science  
Associate of Arts: Political Science  
Associate of Arts: Psychology  
Associate of Arts: Public Administration  
Associate of Arts: Sociology  
Associate of Arts: Spanish  
Associate of Arts: Visual Arts**

**Associate of Arts in Biology, 60 credits****University College Core Curriculum, 45 credits**

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

MATH	124	College Trigonometry
BIOL	150*	Principles of Biology
BIOL	170	Cellular Biology
ZOOL	110	General Zoology

\* BIOL 110 and BIOL 130 with a grade of "C" or higher may be substituted for BIOL 150.

**Program Requirements, 15 credits**

## Major Courses

BIOL	350	Ecology/Evolution
BOTN	210	General Botany
CHEM	140*	General Chemistry I
CHEM	160	General Chemistry II

\* CHEM 120 and CHEM 130 with a grade of "C" or higher may be substituted for CHEM 140.

**Associate of Arts in Business Administration, 69 credits****University College Core Curriculum, 45 credits**

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

MATH	140	Applied Calculus
ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
PSYC	210	General Psychology

**Program Requirements, 24 credits**

## Major Courses

ACCT	211	Principles of Accounting I
ACCT	212	Principles of Accounting II
BADM	209	Legal Environment of Business
BADM	211	Statistics for Business and Economics I

BEDU	210	Introduction to Business
BEDU	215	Mathematics for Business
MGMT	200	Management Information Systems
Elective (3 credits)		

## Associate of Arts in Chemistry, 67 credits

### University College Core Curriculum, 45 credits

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

Choose one of the following two courses:

	MATH	124	College Trigonometry
	MATH	131	Algebra and Trigonometry
CHEM	140*	General Chemistry I	
CHEM	160	General Chemistry II	

\*CHEM 120 and CHEM 130 with a grade of "C" or higher may be substituted for CHEM 140.

### Program Requirements, 22 credits

#### Major Courses

CHEM	210	Analytical Chemistry
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
MATH	142	Calculus and Analytical Geometry I
MATH	241	Calculus and Analytical Geometry II

## Associate of Arts in Computer Science, 64 credits

### University College Core Curriculum, 45 credits

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

MATH	131	Algebra and Trigonometry
MATH	150	Discrete Mathematics I
PHYS	121	College Physics I
PHYS	122	College Physics II

\*MATH 123 and MATH 124 with a grade of "C" or higher may be substituted for MATH 131.

**Program Requirements, 19 Credits**

## Major Courses

CSC	120	Introduction to Programming Methodology
CSC	130	Program Design and Implementation
CSC	201	Basic Organization with Assembly Language
CSC	220	Data Structures and Algorithms
MATH	142	Calculus with Analytical Geometry I
MATH	251	Linear Algebra

## Other Program Requirements

Students must pass prerequisite courses with a grade of 2.0 or higher prior to enrolling in subsequent courses.

**Associate of Arts in Criminal Justice, 63 credits****University College Core Curriculum, 45 credits****Program Requirements, 18 credits**

## Major Courses

CRJC	200	Introduction to the Criminal Justice System
CRJC	220	Introduction to Corrections
CRJC	300	Criminal Law
CRJC	Electives (9 credits)	

**Associate of Arts in English, 63 credits****University College Core Curriculum, 45 credits****Program Requirements, 18 credits**

## Major Courses

ENGL	222	History of the English Language
ENGL	311	English Literature I
ENGL	312	English Literature II
ENGL	321	American Literature I
ENGL	322	American Literature II
ENGL	411	Shakespeare

**Associate of Arts in General Studies, 60 credits****University College Core Curriculum, 45 credits****Program Requirements, 15 credits**

Electives (15 credits)

Electives may be selected from any department within the University.

**Associate of Arts in Geography, 60 credits****University College Core Curriculum, 45 credits****Program Requirements, 15 credits**

Major Courses

GEOG 210\* Principles of Geography  
GEOG 220\* World Regional Geography  
GEOG Electives (9 credits)

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

**Associate of Arts in History, 63 credits****University College Core Curriculum, 45 credits****Program Requirements, 18 credits**

Major Courses

HIST 110\* World History to 1600  
HIST 120\* World History since 1600  
HIST 210\* African-American History  
HIST 211\* The United States to 1865  
HIST 212\* The United States Since 1865  
HIST Electives (3 credits)

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

**Associate of Arts in Mathematics, 63 credits****University College Core Curriculum, 45 credits**

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

MATH	131*	Algebra and Trigonometry
MATH	150	Discrete Mathematics I
PHYS	121	College Physics I
PHYS	122	College Physics II

\*MATH 123 and MATH 124 with a grade of "C" or higher may be substituted for MATH 131.

**Program Requirements, 18 credits**

## Major Courses

MATH	142	Calculus with Analytical Geometry I
MATH	241	Calculus with Analytical Geometry II
MATH	242	Calculus with Analytical Geometry III
MATH	251	Linear Algebra
STAT	202	Basic Probability and Statistics

Students must pass prerequisite courses with a grade of "C" or higher prior to enrolling in subsequent courses.

**Associate of Arts in Music Education, 65 credits****University College Core Curriculum, 45 credits****Program Requirements, 20 Credits**

## Major Courses

MUSI	152	Harmony, Sight Singing, and Ear Training I
MUSI	210	Music Appreciation
MUSI	281	Harmony, Sight Singing, and Ear Training II
MUSI	Elective (3 credits)	

## Applied Music Sequence, 4 Credits

Each music education major must complete one of the following sequences of applied music courses (one credit hour each).

<b>1. Brass</b>	<b>2. Organ</b>	<b>3. Percussion</b>	<b>4. Piano</b>
MUSI 167	MUSI 169	MUSI 173	MUSI 171
MUSI 178	MUSI 180	MUSI 184	MUSI 182
MUSI 267	MUSI 269	MUSI 273	MUSI 271
MUSI 278	MUSI 280	MUSI 284	MUSI 282
<b>5. Strings</b>	<b>6. Voice</b>	<b>7. Woodwinds</b>	
MUSI 175	MUSI 177	MUSI 179	
MUSI 186	MUSI 188	MUSI 190	
MUSI 275	MUSI 277	MUSI 279	
MUSI 286	MUSI 288	MUSI 290	

## Ensemble Performance, 4 Credits

Although students may enroll for no more than one credit in a single semester, this course is to be repeated at least seven times.

MUSI 110	Choir	(Recommended for Voice and Keyboard students)
MUSI 120	Brass Ensemble	(Recommended for Instrumental students)
MUSI 140	Jazz Ensemble	(Recommended for Instrumental students)
MUSI 169	String Ensemble	(Recommended for String students)
MUSI 191	Marching Band	(Recommended for Instrumental students)
MUSI 192	Concert Band	(Recommended for Instrumental students)

## Other Program Requirements

1. Students must obtain the consent of their instructor in applied music before performing in public programs.
2. Students are normally expected to own the instrument that is their principal medium of performance.
3. Students are encouraged to become active members of the FSU chapter of the National Conference of Music Educators.

**Associate of Arts in Police Science, 63 credits****University College Core Curriculum, 45 credits****Program Requirements, 18 credits**

## Major Courses

POSC 101 Introduction to Law Enforcement  
POSC Electives (15 credits)

**Associate of Arts in Political Science, 63 credits****University College Core Curriculum, 45 credits****Program Requirements, 18 credits**

## Major Courses

Choose two from the following four courses:

POLI 350 Government and Politics of Africa  
POLI 351 Government and Politics of Europe  
POLI 352 Government and Politics of Asia  
HIPO 310 Political History of Contemporary China  
POLI Electives (12 credits)

**Associate of Arts in Psychology, 63 credits****University College Core Curriculum, 45 credits****Program Requirements, 18 credits**

## Major Courses

PSYC 331 Developmental Psychology  
PSYC 231 Descriptive Statistics  
PSYC 341 Research Methods  
PSYC Electives (9 credits)

**Associate of Arts in Public Administration, 63 credits**

University College Core Curriculum, 45 credits

Program Requirements, 18 credits

## Major Courses

POLI	220	Principles of Public Administration
POLI	320	State and Local Government
POLI	301	Organizational Theory
POLI	312	Public Leadership Management
POLI Electives (6 credits)		

**Associate of Arts in Sociology, 63 credits**

University College Core Curriculum, 45 credits

Program Requirements, 18 credits

## Major Courses

SOCI	311	Culture and Personality
SOCI	331	Social Statistics
SOCI	340	Crime and Delinquency
SOCI	342	Minorities
SOCI	360	Sociology of Deviant Behavior
SOCI Electives (3 credits)		

**Associate of Arts in Spanish, 63 credits**

University College Core Curriculum, 45 credits

Program Requirements, 18 credits

## Major Courses

SPAN	110*	Elementary Spanish I
SPAN	120*	Elementary Spanish II
SPAN	211	Intermediate Spanish I
SPAN	212	Intermediate Spanish II
SPAN	311	Spanish Conversation
SPAN	321	Spanish Civilization and Culture

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

**Associate of Arts in Visual Arts, 63 credits****University College Core Curriculum, 45 credits****Program Requirements, 18 credits**

## Major Courses

ART 121 Basic Drawing

Choose one from the following two courses:

ART 110 2D Design

ART 140 3D Design

ART 212 Introduction to Painting

ART 230 Introduction to Ceramics

Choose one from the following two courses:

ART 321 Ancient to Medieval Art History

ART 322 Renaissance to Modern Art History

Art Elective (3 credits)

# Undergraduate Course Descriptions





## UNDERGRADUATE COURSE DESCRIPTIONS

All course descriptions carry behind the name and number a parenthesis ( ) indicating the credit hours, the lecture hours, and the lab hours per week. For example: ACCT 410 (3-3-0). The first number in the parenthesis indicates the credit value (3) for the course; the second number indicates the number of lecture periods (3) per week; and the third number indicates the number of lab periods (0) per week.

### ACCOUNTING (ACCT)

#### ACCT 211 (3-3-0) Principles of Accounting I

A study of the basic concepts of accounting: the accounting cycle and preparation of financial statements, including adjusting entries; accounting for current assets, current liabilities, plant and intangible assets; simple treatment of accounting system. *Prerequisite: MATH 121 or 123.*

#### ACCT 212 (3-3-0) Principles of Accounting II

A study of corporations, assets, liabilities, stockholders' equity, income statements, statements of cash flow, and financial statement analysis; the study of manufacturing operations, planning and control procedures, and the use of accounting data by management. *Prerequisite: ACCT 211.*

#### ACCT 310 (3-3-0) Managerial Accounting

A study of cost terms, cost behavior, and systems design; the analysis, interpretation, and use of accounting data by management for planning and controlling business operations and for decision-making purposes. *Prerequisite: Lower division core.*

#### ACCT 311 (3-3-0) Intermediate Accounting I

An in-depth study of the broad theoretical foundation of accounting, including the assumptions and principles; a review of the accounting cycle, the income statement, and the classified balance sheet; concepts of present and future values; accounting for current assets, current liabilities, fixed and intangible assets. *Prerequisite: Lower division core.*

#### ACCT 312 (3-3-0) Intermediate Accounting II

A continuation of Intermediate Accounting I: discussion of corporate equity, including contraction and expansion of corporate capital; earnings per share; accounting for bonds, leases, and pension and error corrections; financial ratios; and inflation accounting. *Prerequisite: ACCT 311.*

#### ACCT 320 (3-3-0) Federal and State Income Taxes

A survey of basic tax laws and determination of taxable income with special attention to individuals; introduction to tax research. *Prerequisite: ACCT 212.*

**ACCT 321 (3-3-0) Cost Accounting**

A study of the various cost concepts: accumulation of product costs, joint costs in job order and process cost systems, including analysis of variances for managerial control and decision making, direct and variable costing, cost-volume-profit analysis; the buy or make decision. *Prerequisite: Lower division core.*

**ACCT 322 (3-3-0) Advanced Cost Accounting**

A continuation of ACCT 321: budgets and analyses of costs and other variances for management action; capital budgeting, and operations management and yield variances. *Prerequisite: ACCT 321.*

**ACCT 411 (3-3-0) Advanced Accounting**

A study of advanced topics, including accounting for consolidated financial statement; income tax allocation; formation, operation, and dissolution of partnerships; and installment sales. *Prerequisite: ACCT 312.*

**ACCT 412 (3-3-0) Governmental and Public Accounting**

A study of accounting for not-for-profit entities, such as local, state, and federal units of government, and educational institutions, hospitals, health care, and welfare organizations; the classification and use of funds in such entities, including budgeting, purchasing and financial activities, presentation of financial reports by these types of organizations. *Prerequisite: Lower division core.*

**ACCT 420 (3-3-0) Advanced Federal Income Taxes**

A continuation of ACCT 320: tax laws applicable to corporations, partnerships, trusts, estates, gift tax, and tax planning; substantive research work resulting in formal reports. *Prerequisite: ACCT 320.*

**ACCT 421 (3-3-0) Accounting Systems**

A study of the establishment and operation of a complete accounting system and of the relevance of the accounting system to the total business organization, with special emphasis on cost control, and computer applications. *Prerequisite: Senior standing.*

**ACCT 422 (3-3-0) Auditing**

A study of conceptual and practical aspects of an independent auditor's examination of financial statements, the generally accepted auditing standards, various forms of audit reports, professional liability of auditors, audit evidence, and procedures. *Prerequisite: Senior standing in accounting.*

**ACCT 430 (3-3-0) Accounting Theory**

A critical study of the AICPA research bulletins, Accounting Principles Board opinions and FASB statements as they relate to the conceptual foundation of accounting practice and relevant pronouncements by IRS and SEC. *Prerequisite: Senior standing in accounting.*

**ACCT 450 (3-3-0) Accounting Internship**

This course provides students with practical experience in the field of Accounting in the private and public organizations including industry. Formal class meetings before and after internship are required to evaluate the work experience of students. Program must be arranged in advance and approved by the department chairperson. Course is not open to students with credit from any similar program in the institution. *Prerequisite: Consent of instructor and senior standing.*

## ADMINISTRATIVE SERVICES (ADMS)

### **ADMS 210 (3-3-0) Microcomputer Applications in Business**

This course is designed to develop an understanding of the computer as a business and personal tool. Students will get a working knowledge of a variety of software programs such as spreadsheets, word processors, data bases, and graphics programs. Students will be given projects to complete that simulate applications in business.

### **ADMS 320 (3-3-0) Desktop Publishing**

This course is designed to provide for the development of basic desktop publishing concepts and skills which include the essentials of production and design, painting and drawing, type and layout, and graphics and text for business and technical applications. *Prerequisite: BEDU 110 or the equivalent (knowledge of word processing and basic keyboarding skills).*

## ANTHROPOLOGY (ANTH)

### **ANTH 210 (3-3-0) Introduction to Anthropology**

An introduction to the history and methods of anthropology, with special emphasis on the evolution of human beings and their culture, including fossils of early human beings, human evolution, and genetic variations.

### **ANTH 340 (3-3-0) Cultural Anthropology**

An introduction to the history and methods of cultural anthropology with special emphasis on the comparative study of social institutions and the nature of cultural differences as they exist in both traditional and modern societies.

## AEROSPACE STUDIES (ARSS)

### **ARSS 111 (1-1-1) The Air Force Today: Air Force Organization and Mission**

An initial course of study in the four-year Air Force ROTC curriculum, designed to familiarize students with the mission, organization, and doctrine of the U.S. Air Force and U.S. Strategic Offensive Forces and to provide the cadets in Corps training with experience in drill movements, knowledge of customs and courtesies expected of Air Force members, career opportunities in the Air Force, and the life of an Air Force Officer.

### **ARSS 112 (1-1-1) The Air Force Today: Strategic Defensive Forces**

A study of U.S. Strategic Defensive Forces and U.S. General Purpose and Aerospace Support Forces, including those of the Army, Navy, and Marines, with emphasis in Corps training on the fundamentals needed for the cadets to be capable of assuming and discharging responsibilities in Air Force ROTC functions as professional officers.

### **ARSS 211 (1-1-1) The Development of Air Power: Ascension to Prominence**

A study of the history of flight to the time that an independent Air Force was formed, with emphasis on the development of concepts and doctrines governing the employment of air power. Corps Training places the student in leadership and teaching roles as a cadet noncommissioned officer and includes further study of the junior officer environment.

**ARSS 212 (1-1-1) The Development of Air Power: Key to Deterrence**

A study of the major events involving air power from the Berlin airlift to the present, with emphasis on the development of air power technology and its importance to supporting the nation's objectives. Preparation for field training is the objective of the course's Corps Training, with freshman and sophomore LLAB consisting of studies of customs and courtesies, drills and ceremonies, the environment of an Air Force officer, and the Air Force as a career.

**ARSS 311 (3-3-1) Air Force Management and Leadership**

An integrated management and leadership course emphasizing the individual as a manager in an Air Force environment, including coverage of the following: individual motivational and behavioral processes, leadership, communication, and group dynamics basic to providing a foundation for development of the junior officer's professional skills as an Air Force Officer; basic managerial processes, decision-making, utilization of analytical aids in planning, organizing, communicating, and controlling in a changing environment.

**ARSS 312 (3-3-1) Air Force Management and Leadership**

An integrated management and leadership course emphasizing the individual as a leader in an Air Force environment through presentations of multidimensional approaches to the leadership process and discussions of organizational power, politics, managerial strategy and tactics, military justice, and administrative law within the context of the military organization, using Air Force cases to enhance the learning and communication process.

**ARSS 411 (3-3-1) National Security Force in Contemporary American Society**

A course composed of academic and military training, with the academic portion including an examination of military professionalism, civil-military interaction, the international and domestic environment affecting U.S. defense policy, and a survey of the evaluation of defense strategy. Continuing attention is given to developing the communicative skills required by junior officers and to training for leadership in military drill and command.

**ARSS 412 (3-3-1) National Security Forces in Contemporary American Society**

A study of Air Force Officer classifications and assignments, strategies, and the management of conflicts, including deterrence, arms limitation, limited wars and insurgency, the formulation and implementation of U.S. defense policy, organizational policymaking, and case studies in policymaking. Particular attention is given to refining communicative skills and to providing advanced military leadership and management experiences in the junior and senior LLAB.

**ART (ART)****ART 110 (3-0-6) 2D Design**

An introductory course in two-dimensional design. It provides a basic understanding of elements and principles of design as they relate to drawing, painting and the graphics arts.

**ART 111 (3-0-6) Basic Design**

An introduction to basic designs for art productions, such as ceramics, sculpture, weaving, jewelry, block printing, and textile design.

**ART 112 (3-0-6) Calligraphy and Typography**

A course emphasizing the fundamentals of lettering and poster designing, including displays such as bulletin boards, charts, and advertising lay-outs.

**ART 121 (3-0-6) Basic Drawing**

The study of basic principle of freehand drawing emphasizing the elements and principles of art through self expression utilizing a variety of drawing media.

**ART 140 (3-0-6) 3D Design**

An introductory course in three-dimensional design. The course is intended to help in the development of spatial thinking and fundamental concepts and principles.

**ART 210 (3-3-0) Survey of Art**

A general study of the visual arts and their use in business and industry, education, leisure activities, and culture.

**ART 211 (3-3-0) Introduction to Art History**

A study of the history of architecture, sculpture, painting, and the minor arts, with an historical summary of art form developments in various cultures.

**ART 212 (3-0-6) Introduction to Painting**

The study of theories, methods and painting techniques for landscapes, still-life and varied compositions with special emphasis on the elements and principles of art in painting.  
*Prerequisite: ART 121.*

**ART 222 (3-0-6) Advanced Drawing**

The study of compositional development through experimental drawing emphasizing the technical expansion of drawing techniques with varied drawing media and subjects.  
*Prerequisite: ART 121.*

**ART 230 (3-0-6) Introduction to Ceramics**

The study and use of ceramic process and techniques: hand forming, molding, introduction to wheel throwing, glaze utilization, kiln operation.

**ART 310 (3-1-5) Creative Art Experiences for Young Children**

A study of the planning and organization of creative art activities for children from kindergarten through the third grade.

**ART 311 (3-0-6) Arts and Crafts**

An introduction to simple sculptured forms, construction, printing, carving, weaving, modeling, and lettering, and to the handling of such materials as wood, metal, clay, fabrics, and paper.

**ART 312 (3-0-6) Drawing and Painting**

An introduction to the fundamentals of landscape, still life, and portrait drawing and painting, with special emphasis on line, form, texture, and color in objective and non-objective art. *Prerequisite: ART 212.*

**ART 321 (3-3-0) Ancient to Medieval Art**

A course that delves in depth, the visual art work that emanated from ancient to medieval times. The course provides an in depth study of the architecture, sculpture and painting, background history, traditions and cultural attributes of art forms. Museum and gallery visits, photographic slide presentations and lectures will be integral elements in the course.

**ART 322 (3-3-0) Renaissance to Modern Art**

A course that delves in depth, the visual art work that emanated from Renaissance to Modern times. The course provides an in depth study of the architecture, sculpture and painting, background history, traditions and cultural attributes of art forms. Museum and gallery visits, photographic slide presentations and lectures will be integral elements in the course.

**ART 330 (3-0-6) Computer Imaging in Visual Arts**

This course acquaints the student with draw and paint software computer programs. Instructions will be provided on how to use the Mackintosh, Apple and IBM computers in generating desktop publishing from creative graphics. Learning how to use Page Maker, MacDraw, MacPaint and MacDraft software programs will be included. *Prerequisite: ART 110.*

**ART 331 (3-0-6) Color Theory and Techniques**

The study of color theories, color harmonies and the orchestration of colors in design composition and nature as symbolic, psychological and aesthetic. *Prerequisite: ART 110.*

**ART 341 (3-0-5) Leathercraft**

A course in the design and production of craft projects fashioned in leather or with leather decoration.

**ART 342 (3-0-5) Sculpture**

The study and production of sculpture, applying techniques to such materials as wood, clay, plexiglass, concrete, and plaster. *Prerequisites: ART 110 and ART 121.*

**ART 351 (3-0-6) Introduction to Graphics**

A course exploring the art of the print by using techniques in serigraphy, woodcut, and wood engraving, with special emphasis on design and a variety of printing techniques to expand options for creative expression. *Prerequisites: ART 110 and ART 121.*

**ART 352 (3-0-6) Commercial Art**

A study of working theories and practical applications of design-making for selling a product or commodity, with skills to be learned including fashion design, cartooning, illustrating, lettering, package design, photographic and airbrush techniques. *Prerequisites: ART 110 and ART 121.*

**ART 361 (3-3-0) African Negro Art**

An introduction to the regional art of Africa, with attention given to historical, sociological, and theological backgrounds.

**ART 362 (3-3-0) African-American Art from 1800**

A survey of the works of art by black American artists, including an investigation of the historical and environmental influences on subject matter choices of artists in contemporary black art.

**ART 371 (3-0-6) Sculpture I**

A course in clay modeling where the student works from the figure in understanding form and technique. *Prerequisite: ART 140.*

**ART 372 (3-0-6) Sculpture II**

A course that instructs the student in the process of mold-making and the preparation for casting a metal. *Prerequisites: ART 140 and ART 371.*

**ART 400 (1-0-1) Art Thesis**

A course that involves individual projects relating to an investigation of survival strategies, materials and techniques, theory of art, methods of criticism, exhibition and presentation in the selected area for specialized studies in painting, ceramics, sculpture, graphics and art history.

**ART 410 (3-3-0) Art Criticism**

A course aimed at the evaluation of art concepts, the philosophy of aesthetics, and an analytical approach to discussing art forms. *Prerequisites: ART 321 and ART 322.*

**ART 411 (3-2-1) Art in Childhood Education**

An investigation into the problems in children's art, the nature of art for children, art for creative expression, and the correlation of art with other subjects, with practical experience in the making and the teaching of simple art projects and activities appropriate to elementary school children.

**ART 412 (3-0-6) Advanced Painting**

The study of painting techniques and composition, emphasizing a variety of painting media and the treatments of surface and subject matter to the development of styles. *Prerequisite: ART 212*

**ART 422 (3-2-1) Art in the Intermediate Grades (4-9)**

A developmental study of creative expression facilitated through art in the intermediate grades, with students required to participate in activities involving a variety of art media such as drawing, painting, graphics, ceramics, etc., to develop a background for teaching art and to refine personal skills for artistic expression. *Prerequisite: ART 311.*

**ART 430 (3-0-6) Ceramics**

The study and use of ceramic processes and techniques: hand forming, molding and wheel throwing, glaze utilization, and kiln operation. *Prerequisite: ART 111.*

**ART 431 (3-0-6) Ceramics I**

A practical course focusing on advanced techniques in wheel throwing, clay formulation, glaze mixing, and glaze application, with students learning "how to," and gathering experience in loading and firing gas and electric kilns. *Variable credit may be earned in this course. Prerequisite: ART 430.*

**ART 432 (3-0-6) Advanced Graphics**

A course that moves the student into technical areas of printmaking to include: photo-silkscreening, creative techniques in screening and other advanced techniques. *Prerequisite: ART 351.*

**ART 440 (3-2-4) Basic Photography**

A course including activities such as camera operation, picture taking, darkroom techniques and procedures, and photo printing. (Students must have access to a camera.)

**ART 441 (3-0-6) Weaving**

A study of cloth making, with emphasis on design and on the use of hand, floor, and table looms.

**ART 442 (3-3-0) Contemporary Art**

A study of the visual arts in modern times: nature and trends of art; the contributions of art to individuals and to civilization.

**ART 450 (3-0-6) Studio Problems**

A course designed for independent work in the student's area of concentration. Advanced studio problems will be investigated. *Variable credit may be earned.*

**ART 452 (3-0-6) Ceramics II**

A studio course in advanced ceramics emphasizing formulations of clay bodies and glazes. Advanced wheel throwing, sculpturing and combing materials. Instruction in kiln repair will be covered. *Prerequisite: ART 431.*

**ART 461 (3-0-6) Advanced Photography**

A course providing additional and advanced experiences in photographic production through the mastery of photo materials and equipment, with emphasis on visual literacy and aesthetic manipulation of compositional elements and on successful photographic production. *Variable credit may be earned in this course. Prerequisite: ART 440.*

**ART 462 (3-3-0) American Art**

A course that covers the history of painting, graphics, sculpture and architecture in American history.

**ART 471 (3-0-6) Sculpture III**

A course that emphasizes the fabrication and carving the medium of wood. *Prerequisite: ART 140.*

**ART 472 (3-0-6) Sculpture IV**

A course that emphasizes metal fabrication using torches and connectors. *Prerequisite: ART 140.*

## ASTRONOMY (ASTR)

### **ASTR 111 (4-3-2) Astronomy I**

An introductory course in the science of astronomy, with emphasis on the investigation of nearby space - the sun, moon, and planets - and with laboratory exercises illustrating the scientific methods and techniques used in gathering information about the planets, moons, and other objects in the Solar System.

### **ASTR 112 (4-3-2) Astronomy II**

A continuation of ASTR I with the emphasis shifted to distant space - the physical nature of stars, galaxies, black holes, and quasars - and to techniques used to gather information about these objects, with laboratory activities illustrating data gathering and interpretation techniques related to stars and galaxies. *Prerequisite: ASTR 111.*

## BUSINESS ADMINISTRATION (BADM)

### **BADM 209 (3-3-0) Legal Environment of Business**

An overview of law and the legal environment of business, emphasizing those parts of law necessary to understand and appreciate the regulatory role of government and including such topics as constitutional law, contracts, torts, business ethics, business organizations, and government regulations.

### **BADM 211 (3-3-0) Statistics for Business and Economics I**

A standard approach to statistical analysis primarily for students of business and economics: descriptive statistics, elementary probability, sampling distributions, normal theory estimation and hypothesis testing, regression and correlation, with training in statistical analysis on the personal computer an integral part of the course. *Prerequisite: MATH 121 or 123.*

### **BADM 312 (3-3-0) Statistics for Business and Economics II**

A study of multiple regression methods, analysis of variance, chi-square tests, elements of sampling, quality control, and index numbers, with training in statistical analysis on the mainframe computer. *Prerequisite: lower division core.*

### **BADM 352 (3-3-0) Blacks in Contemporary Capitalistic Society**

A study of blacks' contemporary problems in American capitalism, emphasizing innovative techniques and procedures for greater unfolding of their objectives and focusing on such topics as finance, business ownership, internal operations, salesmanship, banking, and managerial techniques.

### **BADM 412 (3-3-0) Business Law**

A study of the basic concepts of law applicable to the business profession and business endeavors, covering such topics as contracts, torts, commercial paper, agency, property, business organizations and constitutional protection. *Prerequisite: BADM 209.*

**BADM 430 (3-1-15) Business Internship**

A course providing students with practical experience in approved business positions, including a seminar for formal evaluation of their work experience. (Program must be arranged in advance and approved by the department chairperson; course is not open to students with credit from any similar program in the institution.) *Prerequisite: Consent of instructor and senior standing.*

**BADM 490 (3-3-0) Seminar in Business Administration**

This course involves such varying subject matter as the business faculty deems appropriate for the needs of the student in meeting the objectives of the business degree program. *Prerequisite: Senior standing.*

**BUSINESS EDUCATION (BEDU)****BEDU 110 (2-0-2) Basic Word Processing**

A course to develop manipulative mastery of the keyboard and basic skills in using the computer for word processing, with special emphasis on sequencing activities and procedures for keyboarding mastery.

**BEDU 115 (2-1-2) Intermediate Word Processing**

A course building on the concepts and skills developed in BEDU 110, including the knowledge base required for the practical use of a microcomputer for professional and personal use, with applications such as the production of business correspondence, forms, manuscripts, reports, and tables. *Prerequisite: BEDU 110 or placement test.*

**BEDU 210 (3-3-0) Introduction to Business**

A course providing an overall picture of business operations and the role of business in the free enterprise system, including the knowledge base for management and organization, the human resource, marketing and consumer-buying behavior, finance and investment, the business environment, the American legal system, and career opportunities in business.

**BEDU 250 (3-0-3) Word/Information Processing**

A course providing for the development of production competencies in word/information processing and a high level of decision-making skills in the operation of microcomputers and electronic typewriters, with emphasis on the development of advanced-level capabilities on the microcomputer. *Prerequisite: BEDU 115 or a comprehensive test and keying in ability of 50 wpm on five-minute writings.*

**BEDU 310 (3-3-0) Business Communications**

A course that presents a scientific approach to the analysis and resolution of business problems through business letters, memos, and research analytical reports. Nonverbal communication, business ethics, office automation, employment procedures, international business, oral and listening skills are studied. *Prerequisite: BEDU 110 or ability to use WordPerfect and ENGL 120.*

**BEDU 315 (3-3-0) Mathematics for Business**

A study of advanced problems related to mathematics, with attention to topics such as compound interest, annuities, discounting notes, inventory, depreciation, payrolls, stocks and bonds, ratio analysis, and graphs.

**BEDU 321 (3-2-3) Elementary Shorthand**

A study of the basic principles of Gregg Shorthand, Centennial Series, with emphasis on the development of the ability to apply these principles to the reading and writing of shorthand.

**BEDU 322 (3-2-3) Intermediate Shorthand**

A continuation of BEDU, with attention given to gaining proficiency with basic elements of transcription using microcomputers, to constructing outlines for unfamiliar words, and to building higher dictation speeds. *Prerequisites: BEDU 321 or placement test and BEDU 250.*

**BEDU 405 (3-3-1) Advanced Shorthand and Transcription I**

A course broadening the knowledge base of BEDU 322, emphasizing the development of high-level skill and proficiency in taking dictation and transcribing at advanced rates of speed and providing continued practice in producing mailable, typewritten transcripts. *Prerequisite: BEDU 322.*

**BEDU 406 (3-3-1) Advanced Shorthand and Transcription II**

A course concentrating on the development of high-level skill and proficiency in taking dictation and transcribing at advanced rates of speed, with emphasis on the production of mailable transcripts and on office-style dictation. *Prerequisite: BEDU 405.*

**BEDU 411 (3-3-0) Administrative Secretarial Procedures**

An expansion of the secretarial knowledge base through presentations of practical problems encountered by the secretarial worker, with emphasis on developing competency in office skills and procedures, including computer applications, reprographics, filing, dictation and transcription, communication techniques, and administrative support services.

**BEDU 412 (3-0-15) Secretarial Internship**

A course providing supervised secretarial work experience in a business setting. *Prerequisite: Senior standing.*

**BEDU 420 (3-3-0) Office Management**

A study of principles and practices for managing the business office, including an overview of administrative office management, managing human resources, and managing administrative services. *Prerequisite: Senior standing.*

**BEDU 450 (3-3-0) Administration and Supervision of Vocational Education**

A course addressing present and future problems relating to administering and supervising vocational education programs at the secondary and post-secondary school levels, with the knowledge base emphasizing leadership roles at the local, state, and national levels; advisory committees; vocational student organizations; planning; budgeting; public relations; and evaluation of students and programs. *Prerequisite: Senior standing.*

**BEDU 460 (3-3-0) Coordination Techniques in Vocational Education**

A course designed to provide students with an in-depth exploration of the total role of the teacher-coordinator of a vocational program using the cooperative method of instruction, with special attention given to the planning and management procedures needed to integrate effectively classroom instruction with on-the-job learning needs.

**BEDU 470 (3-3-0) Advising Vocational Student Organizations**

A course presenting philosophies, goals, and procedures for organizing and advising vocational student organizations and examining the relationships to their parent vocational programs. *Prerequisite: Senior standing.*

**BEDU 490 (3-3-0) Seminar in Business Education**

A seminar providing analyses of problem areas (local, state, and national) of major concern in business education. *Prerequisite: Senior standing.*

**BEDU 492 (1-3,0,15) Directed Work Experience**

A supervised work experience for business education and marketing education majors seeking vocational teacher certification, with students working in a business setting to gain the experiences of employment in a regular business. Individually designed for part-time and/or summer experience. *Prerequisite: Instructor's approval. One to three hours credit.*

**BIOCHEMISTRY (BICH)****BICH 411 (3-3-0) Biochemistry I**

An introductory course that includes a study of carbohydrates, lipids, proteins, and nucleic acids, and metabolic pathways in animals, plants, and microbia *Prerequisites: one year of general chemistry and preferably one semester of organic chemistry.*

**BICH 412 (3-3-0) Biochemistry II**

A study of the chemistry of nutrition, body fluids, tissues and glands. *Prerequisite: BICH 411.*

**BICH 421 (1-0-2) Biochemistry Lab**

The application of biochemical principles to the major biological substances and metabolism. *Prerequisite: BICH 411.*

**BIOLOGICAL SCIENCE (BIOL)****BIOL 110 (4-3-2) General Biology I**

An introductory study of concepts relating to the origin of organisms: cell history, reproduction, structure and function; atomic and molecular structure of the cell; energy relations; structure, composition and systematics of major organic compounds; sexual and asexual reproduction; and genetics and evolution, with an additional two (2) hours of lab consisting of qualitative experiments illustrating biological principles and basic laboratory techniques.

**BIOL 130 (4-3-2) General Biology II**

A study of ecology and of systems regulating and supporting the metabolism of organisms, with an additional two (2) hours of lab consisting of qualitative experiments in ecology, classification, and the physiology of organisms. *Prerequisite: BIOL 110.*

**BIOL 150 (3-2-2) Principles of Biology**

A study of the major principles relating to the nature of organisms, with emphasis on molecular, cellular, organismic, developmental, and evolutionary concepts, and with two (2) hours of lab consisting of experiments on the analysis of the chemistry of cellular and related materials.

**BIOL 170 (3-3-0) Cellular Biology**

An examination of cell structure in relation to function, including studies of biochemistry, cytogenetics, physiology, reproduction, and the evolution of animal, plant, and bacterial cells. *Prerequisite: BIOL 150.*

**BIOL 320 (1-0-2) Biology Seminar**

A course including discussions of modern biological concepts and current topics, with presentations of papers by students on special problems in biology. *Prerequisite: Consent of the instructor.*

**BIOL 330 (3-2-2) Microbiology and Immunology**

An introduction to the structure, physiology, ecology and immunological host relationships of procaryotes and other microorganisms, with two (2) hours of lab consisting of applications of microbiological and immunological techniques. *Prerequisites: BIOL 170; one (1) year of Chemistry.*

**BIOL 350 (3-2-2) Ecology/Evolution**

A study of mechanisms governing the process of organic evolution, evolutionary relationships among living and extinct organisms, and the interactions between organisms and their environment, with two (2) hours of lab consisting of an observational/experimental study of the concepts of evolution and ecology. *Prerequisite: BIOL 170.*

**BIOL 430 (3-3-0) Special Problems**

A course involving guided scientific research, field studies, or other special projects. *Prerequisite: Consent of the instructor.*

**BIOL 490 (4-3-2) Radiation Biology**

An introductory course for science majors on the nature and use of radioisotopes, with two (2) hours of lab consisting of basic experiments with radioisotopes using the latest instrumentation. *Prerequisites: BIOL 150, MATH 241, CHEM 210, and one (1) year of physics.*

## BOTANY (BOTN)

### **BOTN 210 (3-2-2) General Botany**

An introduction to the morphology, anatomy, physiology, reproduction, taxonomy, and ecology of higher plants, fungi, and algae, with two (2) hours of lab consisting of observation and interpretation of the morphology and structure relating to the function, identification, and adaptation of higher plants, fungi, and algae.

## CHEMISTRY (CHEM)

### **CHEM 101 (4-3-2) Introduction to Chemical Principles**

An introduction to the atom and bonding, the three states of matter, and stoichiometry (for students desiring one year of training in chemistry), with laboratory activities investigating mole-mass relationships, gas laws, and measurement of thermochemical phenomena.

**NOTE:** This course does not satisfy any prerequisites for courses above CHEM 150.  
*Prerequisite: MATH 123.*

### **CHEM 102 (4-3-2) Introduction to Organic and Biochemistry**

An introduction to organic and biochemistry applications of chemical principles (for students desiring one year of training in chemistry), with laboratory activities investigating the techniques of organic and biochemistry. **NOTE:** This course does not satisfy prerequisites for courses above CHEM 150. *Prerequisite: MATH 123.*

### **CHEM 120 (3-3-0) The Atom and Bonding**

A non-mathematical study of atomic structure, elementary nuclear theory, the periodic table, bonding, valence, hybridization, and molecular and crystal structure. *Corequisite: MATH 123.*

### **CHEM 130 (4-3-3) Stoichiometry**

The study of stoichiometry, gas laws, thermochemistry, and the balancing of chemical equations, with laboratory activities investigating mole-mass relationships, gas laws, and measurement of thermochemical phenomena. *Prerequisites: CHEM 120, MATH 123.*

### **CHEM 140 (4-3-3) General Chemistry I**

A study of atomic theory, bonding, molecular structure and geometry, stoichiometry, thermochemistry and the three states of matter, with laboratory activities investigating mole-mass relationships, gas laws, and measurement of thermochemical phenomena. *Prerequisites: MATH 123 and chemistry placement examination.*

### **CHEM 160 (4-3-3) General Chemistry II**

A course investigating kinetics, acid-base equilibria, reduction and oxidation, and qualitative and elementary quantitative analyses, with laboratory activities examining reaction rates, acid-base and reduction-oxidation titrations, and qualitative and elementary quantitative analyses. *Prerequisites: CHEM 130 or CHEM 140 with a grade of 2.0 or higher in the course. Prerequisite or Corequisite: MATH 124.*

**CHEM 210 (5-3-6) Analytical Chemistry**

A course investigating traditional methods of wet-analytical chemistry, consisting of gravimetric, volumetric, and chromatographic analyses, pH, pK, and the application of the Nernst equation. *Prerequisites: CHEM 160, with a grade of 2.0 or higher in the course.*

**CHEM 221 (4-3-3) Organic Chemistry I**

A study of the nomenclature, synthesis, reactions and reaction mechanisms, and spectroscopy of hydrocarbons, alkylhalides and alcohols, with laboratory exercises introducing techniques of isolation, purification, characterization, and synthetic methods in organic chemistry. *Prerequisites: CHEM 160 or permission of the instructor and department chair.*

**CHEM 222 (5-4-3) Organic Chemistry II**

A course investigating the nomenclature, synthesis, reactions and reaction mechanisms, and methods for analysis of functionally substituted organic compounds, with laboratory activities extending the topics started in CHEM 221 and emphasizing syntheses and technical writing. *Prerequisites: CHEM 221 with a grade of 2.0 or higher in the course.*

**CHEM 321 (5-4-3) Thermodynamics and Equilibrium**

A calculus-based study of the three laws of thermodynamics with derivation of equilibrium constants from chemical potential, with laboratory investigations involving the determination of enthalpies of reaction, equilibrium constants, molecular weights, and electromotive force. *Prerequisites: CHEM 210, MATH 241, 242, PHYS 121.*

**CHEM 322 (4-3-3) Quantum Mechanics and Spectroscopy**

A course investigating the wave-particle dilemma as resolved by the Bohr atom, Debye wave mechanics, and Eigen values of the Schroedinger equation, with applications to atomic and molecular vibrational, rotational, and electronic spectra, and with laboratory investigations into reaction rates, solution phenomena, and quantitative interpretation of data derived from spectroscopy with respect to quantum mechanical considerations. *Prerequisites: CHEM 210, MATH 242, PHYS 122.*

**CHEM 324 (4-3-3) Kinetics**

A study of electrolytes and non-electrolytes in solution, the phase rule, Raoult's Law, Debye-Huckel Theory, kinetics mechanisms, and the collision theory, with laboratory activities investigating reaction rates and solution phenomena from a kinetic viewpoint. *Prerequisites: CHEM 210, MATH 242, PHYS 122.*

**CHEM 390 (1-0-3) Research Seminar**

A detailed examination of topics and studies in chemistry in preparation for beginning a formal research project (CHEM 491, 492) culminating in a written and an oral report. *Prerequisites: Adoption of a research area, a research advisor, and a chemistry GPA of 2.3 or higher or permission of the instructor and department chairperson.*

**CHEM 410 (1-0-3) Seminar in Chemical Literature**

A detailed examination of the chemical literature on a relatively narrow topic for presentation of written and oral reports. *Prerequisites: CHEM 210, CHEM 222, CHEM 321, 322, or 324.*

**CHEM 420 (4-2-4) Instrumental Methods of Analysis**

The application of electrochemical, spectroscopic, and chromatographic methods to qualitative and quantitative analysis. *Prerequisites: CHEM 210, 321 with a grade of 2.0 or higher.*

**CHEM 421 (3-3-0) Inorganic Chemistry**

An advanced study of descriptive and synthetic inorganic chemistry, structure, and bonding. *Prerequisites: CHEM 222, 321, with 322 encouraged.*

**CHEM 430 (3-3-0) Special Topics in Chemistry**

An advanced, structured investigation in one of the specialty areas of chemistry. *Prerequisite: Permission of instructor.*

**CHEM 431 (3-1-4) Qualitative Organic Analysis**

An advanced introduction to the principles of classification and identification of organic compounds by traditional and modern analytic techniques. *Prerequisite: CHEM 222.*

**CHEM 491 (2-0-6) Research in Chemistry**

Active, original research under one or more of the chemistry faculty. *Prerequisite: CHEM 390.*

**CHEM 492 (4-0-12) Research and Thesis**

A continuation of research culminating in a written thesis and an oral presentation. *Prerequisite: CHEM 491.*

**COMMUNICATIONS (COMM)****COMM 200 (3-3-0) Interpersonal Communications**

An introduction to the process of dyadic communication including functions, models, and theories. Variables affecting interpersonal relationships will be explored along with the effects of intrapersonal variables on communication. *Prerequisite: SPEE 200.*

**COMM 210 (3-3-0) Introduction to Mass Communications**

A survey of the role of mass media in modern society. The process, functions, responsibility and effects of various forms of mass communication will be analyzed. *Prerequisite: COMM 200.*

**COMM 320 (3-3-0) Audio Production I**

An introduction to the planning and production of audio in mass media, including practical studies of the uses of sound and the planning, scripting, rehearsing and directing process of audio production. *Prerequisite: COMM 210.*

**COMM 330 (3-1-2) Writing for Mass Media**

A survey of the various forms of written expression in mass media. *Prerequisite: COMM 200, ENGL 120.*

**COMM 350 (3-3-0) Telecommunications Management**

A course exploring management functions in a telecommunications environment. Economic support patterns, programming, promotion, advertising, determination of community needs and facility operations will be covered. *Prerequisite: COMM 210.*

**COMM 360 (3-1-2) Video Production I**

An introduction to the elements of television production, including cameras, audio, staging, lighting, graphics, recording, and special effects. *Prerequisite: COMM 210.*

**COMM 370 (1-0-3) Communication Practicum**

A practical study of an area of communications, with reading assignments supplementing course activities.

**COMM 380 (3-3-0) Non-Broadcast Telecommunications Systems**

An introduction to the use of telecommunications media in corporate, industrial, medical, educational, military, governmental and public service institutions. *Prerequisite: COMM 210.*

**COMM 390 (3-3-0) Cable Communications**

An examination of the cable television industry including technical aspects, franchising, programming, and government regulation. *Prerequisite: COMM 210.*

**COMM 410 (3-0-5) Mass Media Internship I**

A course providing students with opportunities for combining theory and practice by their arranging, outlining, and engaging in a program of practical experiences under the joint supervision of a communications organization or agency and the course instructor. *Prerequisite: 12 credits in COMM courses.*

**COMM 420 (3-0-5) Mass Media Internship II**

A second course for students to further their experiences in communications media by continuing their program from COMM 410 or arranging a new program under the joint supervision of a communications agency and the course instructor. *Prerequisite: 12 credits in COMM courses.*

**COMM 430 (3-3-0) News and Public Affairs**

A study of the principles, techniques, and forms of journalism, with students gaining experience in preparing, editing, and delivering news and public affairs materials for a variety of media. *Prerequisite: COMM 330.*

**COMM 440 (3-1-2) Audio Production II**

An advanced course in audio production techniques including remote setups, studio operations and multitrack recording. *Prerequisite: COMM 320.*

**COMM 450 (3-3-0) Telecommunications Law**

Principles and case studies in communications law including constitutional guarantees, libel, privacy, contempt, privilege, copyright, and governmental regulatory agencies. *Prerequisite: COMM 210.*

**COMM 460 (3-1-2) Video Production II**

An advanced course in video production techniques providing a laboratory experience in production and direction of video projects. *Prerequisite: COMM 360.*

**COOPERATIVE EDUCATION (COOP)****COOP 431 (3-3-0) Cooperative Education I**

A program combining alternate semesters of course work with full-time in-service professional work, with students ordinarily beginning their first in-service work period at the end of the sophomore year. (Three hours of academic credit for each work period satisfactorily completed.)

**COOP 432 (3-3-0) Cooperative Education I**

A continuation of the cooperative work experience program. *Prerequisite: COOP 431.*

**CRIMINAL JUSTICE (CRJC)****CRJC 200 (3-3-0) Introduction to the Criminal Justice System**

A survey course acquainting students with the processes and agencies involved in the administration of criminal justice - the legislature, police, prosecutor, public defender, the courts and corrections systems.

**CRJC 201 (3-3-0) Introduction to Law Enforcement (POSC 101)**

A study of the history and philosophy of law enforcement functions, with emphasis on the interdependence of law enforcement with other components of the criminal justice system, the functions of law enforcement, contemporary issues related to law enforcement, and the appropriate functions of law enforcement personnel in modern society. Students who have completed POSC 101 may not schedule this course.

**CRJC 202 (3-3-0) Legal Aspects of Criminal Justice**

A study of criminal procedures and procedural aspects of the legal process; criminal constitutional limitations from arrest to release in the administration of criminal justice; legal restraints on police; relations between state and federal criminal authority and jurisdictional problems.

**CRJC 212 (3-3-0) Juvenile Justice System**

A survey course designed to provide an overview of the juvenile justice system with particular emphasis placed on the institutions, processes, laws, programs, and philosophies that comprise the juvenile system.

**CRJC 220 (3-3-0) Introduction to Corrections**

A general overview of the development of corrections systems, with special focus on the U.S. system, on recent innovations, and on future correctional systems, structures, and programs.

**CRJC 230 (3-3-0) Criminal Evidence (POSC 230)**

A study of the kinds and degrees of evidence and the rules governing the admissibility of evidence in court. Students who have completed POSC 230 may not schedule this course. Course offered as needed.

**CRJC 262 (3-3-0) Police-Community Relations (POSC 262)**

A course in the development and use of community relations programs to aid and support the police, corrections programs, and the criminal justice system as a whole in their promotion of an orderly society. Students who have completed POSC 262 may not schedule this course. Course offered as needed.

**CRJC 300 (3-3-0) Criminal Law (POSC 111)**

A presentation of the basic concepts of criminal law and of rules of law and order in our system of government. Students who have completed POSC 111 may not schedule this course.

**CRJC 310 (3-3-0) Community Based Corrections**

A general survey of methods and techniques for maintaining the offender in the community, including community-based correctional facilities, probation, and parole.

**CRJC 311 (3-3-0) Criminal Justice Management and Organization**

A course focusing on the management and organization of local, state, and federal criminal justice systems, with special emphasis on contemporary issues related to criminal justice management and organization.

**CRJC 320 (3-3-0) American Criminal Court System**

A general overview of the criminal court system, with special focus on its development, on the roles of the judge, prosecutor, jury, defense attorney, on the trial process and presentencing procedures, and on contemporary issues facing the criminal court.

**CRJC 351 (3-3-0) Recent Special Problems in Criminology**

A course focusing on interdisciplinary perspectives of contemporary problems and issues in criminology, such as prison overcrowding, computer crime, status offenders, the insanity defense, and alcohol and crime.

**CRJC 361 (3-3-0) Comparative Criminal Justice**

A study of the criminal justice systems of various Eastern and Western societies, focusing on the function of the police, the courts, and the correctional systems within each society to understand better by comparison the functioning of these systems in U.S. society. Course offered as needed.

**CRJC 411 (3-3-0) Criminal Justice Research**

An introduction to criminal justice research, including a survey of available sources of data, consideration of research designs, and a study of methods of collecting and analyzing data.

**CRJC 430 (3-6;0;3-6) Internship in the Criminal Justice System**

A course providing students with opportunities to synthesize theory and practice in a supervised work experience in a criminal justice agency, with students' programs and performance being supervised jointly by the agency head and the course instructor. *Variable credit may be earned.*

**CRJC 470 (3-3-0) Crime Prevention**

A survey of contemporary approaches to crime prevention from the perspectives of environmental design and psychobiology, with special attention to environmental influences and methods of rehabilitation in analyses of the causes and treatment of criminal behavior. Course offered as needed.

**COMPUTER SCIENCE (CSC)****CSC 100 (3-3-0) Introduction to Computers**

A course covering fundamental concepts of computers and their applications, using micro/mini computers in stand-alone and networked environments and software for word processing, spreadsheet and data base. (Majors in computer science will not receive credit for this course.) *Prerequisites: Satisfactory placement scores in mathematics, reading, and writing.*

**CSC 101 (3-3-0) Computer Programming Language (FORTRAN)**

An introduction to FORTRAN IV: A problem-oriented computer language for scientific and mathematics problem-solving with the aid of digital computers. *Prerequisites: MATH 123 or consent of department.*

**CSC 102 (3-3-0) Computer Programming Language (COBOL)**

An introduction to COBOL: A problem-oriented computer language for business problem-solving with the aid of digital computers. *Prerequisites: MATH 120 or consent of department.*

**CSC 120 (3-3-0) Introduction to Programming Methodology**

The first course of a two-semester sequence that provides an overview of programming methodology and writing programs, with topics including basic concepts of computer systems, problem solving and algorithm development, program structures, data types, program development, method and style, coding, debugging, testing and documentation. *Corequisite: MATH 131 or equivalent.*

**CSC 130 (3-3-0) Program Design and Implementation**

The second course of a two-semester sequence that continues to develop a disciplined approach to designing, coding, and testing of programs, with topics including data abstraction; data structures such as linked lists, stacks, queues, and trees; implementations of data structures, searching and sorting algorithms, and their analysis. *Prerequisite: CSC 120 and corequisite MATH 150.*

**CSC 200 (3-3-0) Computer Design**

A hands-on course in handling and operating the mainframe/minicomputer and maintaining normal operation of computing facilities.

**CSC 201 (3-3-0) Basic Computer Organization and Assembly Language**

A course including such topics as the logic basis of computer structure, machine representation of numbers and characters, flow of control, instruction codes (symbolic), arithmetic and logical operation, indexing, I/O subroutine linkages, macros, number systems as related to computer operation, and operating systems for large machines. *Prerequisite: CSC 130.*

**CSC 202 (3-3-0) C Programming in a Unix Environment**

A course using the C programming language in a Unix environment. Basic topics include the use of the shell, the vi text editor, compiling and running C programs, dealing with files, and controlling multiple jobs. Also covered are the C preprocessor, separate compilation, recursive programming, dynamic-storage management, use of standard libraries, input/output functions and system calls, error handling, and debugging. Examples help illustrate C constructs and how they are applied together rather than in isolation. Modern software concepts are introduced and practiced. *Prerequisites: CSC 101 or CSC 120 or CSC 210.*

**CSC 210 (3-3-0) Computer Programming Language (Pascal)**

An introduction to methodical programming in Pascal, including programming principles and good style suitable for scientific and mathematical problem-solving with the use of digital computers. *Prerequisite: CSC 100 or CSC 101 or consent of instructor.*

**CSC 220 (3-3-0) Data Structures and Algorithms**

An exploration of data structures from various viewpoints: data structure design in response to a specific need, the expression of an algorithm in terms of the operations of the data structure, and complexity of operations; a reinforcement and extension of the knowledge of data structures gained in CSC 130 particularly with regard to complexity; an introduction to knowledge representation (e.g. semantic nets and frames) and to AI search algorithms. *Prerequisites: CSC 130 and MATH 150. Corequisites: CSC 230, MATH 250.*

**CSC 230 (1-0-1) Computer Science Lab I**

A laboratory course linked to CSC 201 and CSC 220 enhancing the students' programming skills and illustrating the relevance of theory and practice by studying and working with problems such as the linkage of subprograms written in a number of different languages compiled into a main program, the use of assembly-language features for various forms of data compression, the time requirements of various algorithms discussed in CSC 220, and the design and implementation of a comprehensive package for the use of binary trees to include routines that convert digraphs to binary trees and manipulate AVL trees. *Corequisites: CSC 201, 220.*

**CSC 301 (1-0-1) Computer Science Laboratory II**

A laboratory course linked to CSC 311, 321, and 322, with topics including a simulation study of the effectiveness of different memory allocation strategies, formal verification of some of the binary tree packages of CSC 200, and the design and implementation of a lexical analyzer and syntax-directed parser for a small programming language. *Corequisites: CSC 311, 321, 323.*

**CSC 302 (1-0-1) Computer Science Lab III**

A laboratory component linked to CSC 334 and CSC 342, with activities including the implementation of a small text editor, the design of a (small and primitive) knowledge-based system, and the completion of assigned computer graphics tasks.

**CSC 310 (3-3-0) Introduction to Numerical Methods**

An introduction to computer techniques used to translate certain known computational algorithms into computer programs and practice in the use of routines already available in the University program library, with areas of interest including the linear system of

equations, curve-fitting and interpolation algorithms for differentiation, solution of nonlinear equations, solution of ordinary differential equations, and elementary discussion of errors. *Prerequisites: CSC 101, MATH 251.*

**CSC 311 (3-3-0) Languages and Programs**

A course dealing with programming languages and programming, considering the constructs of conventional (procedural) programming languages and introducing the principles of program verification and compilation, with topics including language syntax, language processors, language representatives, and language styles. *Prerequisites: CSC 201, 220, and MATH 250. Corequisite: CSC 301.*

**CSC 321 (3-3-0) Principles of Operating Systems**

A course developing an understanding of the organization and architecture of computer systems at the register-transfer and programming levels of system description and dealing with major concepts of operating systems principles and the interrelationships between the operating systems and the architecture of computer systems. Topics include dynamic procedure activation, system structure, memory management, process management, I/O management, file management, and recovery procedures. *Prerequisites: CSC 201 and 220. Corequisite: CSC 301.*

**CSC 323 (3-3-0) Principles of Data Base Design**

A course emphasizing the concepts and structures necessary to design and implement a data base management system, acquainting students with current literature on the subject and providing them with opportunities to use a data base management system. Topics include data base concepts, hierarchical, network and relational data models, data normalization, data description languages, query facilities, file organization, file security, data integrity, and reliability. *Prerequisite: CSC 220. Corequisite: CSC 301.*

**CSC 332 (3-3-0) Theory of Computation**

A study of basic theoretical principles embodied in formal languages, automata, computability, and computational complexity, with topics including finite automata, pushdown automata, non-determinism, regular expressions, context-free grammar, Turing machines, Godel numbering, Church's thesis, the halting problem, unsolvability, and computational complexity. *Prerequisites: CSC 130 and MATH 250.*

**CSC 334 (3-3-0) Artificial Intelligence**

An introduction to basic concepts and techniques of artificial intelligence or intelligent systems, providing insights into active research areas and applications and emphasizing representation as a central and necessary concept for work in intelligent systems. Topics include representation, constraints and capabilities of notational systems, notational structures, strategies for choosing representation, tree and graph search, characteristics of production and procedural oriented systems, parallel versus serial processing, concepts related to current research in natural language and vision systems, samplings of current work in such areas as psychology, medicine, the natural sciences, and architecture, and developments in robotics. *Prerequisites: CSC 311, 323. Corequisite: CSC 302.*

**CSC 342 (3-3-0) Software Tools**

A course dealing with those kinds of programs known as software tools, providing some exposure to computer graphics and to such topics as fitters, files, sorting, text patterns, editing, formatting, macro processing. *Prerequisite: CSC 220. Corequisite: CSC 302.*

**CSC 350 The Teaching of Computer Science**  
**(variable credit, 1 to 3 hours per semester)**

A discussion of introductory computer science courses, with students under the supervision of the Computer Science faculty serving as tutors and assistants in the laboratories and attending a weekly lecture section to become familiar with course materials, problem-solving skills and approaches to aid them in tutoring and assisting introductory students in completing assignments. (One credit hour will be awarded for each four (4) hours per week of laboratory assistance. Course may be repeated; a maximum of six (6) credit hours may be accumulated. Grading: Pass (P) or Not Passing (NP).) *Prerequisites: Eighteen (18) hours of CSC credit and permission of the department.*

**CSC 390 (3-3-0) Topics in Computer Science**

A course covering contemporary topics of current interest, including the demands in computer and information science at the junior and senior levels. (May be repeated for credit with approval of department.) *Prerequisites: CSC 201, 220, or consent of instructor.*

**CSC 400 (3-3-0) Business Computer Systems and Applications**

A course providing a study of current methods of processing business data to produce various accounting statements and managerial reports and including detailed procedures for collecting, organizing, and evaluating information within an organization with the objective of improving the operations of the organization and designing a business system from the standpoint of management, the system analyst, and the programmer. (Course requirements include the design and presentation of a business system as a semester project). *Prerequisite: CSC 102.*

**CSC 410 (3-3-0) Introduction to Compiler Design Theory I**

An introduction to basic mathematical theory underlying the design of compilers and other language processors and the implementation of theory in practical design situations. *Prerequisites: CSC 201, CSC 220, and CSC 332.*

**CSC 411 (3-3-0) Introduction to Compiler Design Theory II**

A continuation of CSC 410, with emphasis on advanced theory of designing compilers and other language processors and implementing practical design situations. *Prerequisite: CSC 410.*

**CSC 413 (3-3-0) Introduction to Numerical Methods 11**

A continuation of CSC 310, with topics including interactive techniques in matrix algebra, numerical solutions of nonlinear systems of equations, initial-value problems for ordinary differential equations, boundary-value problems for ordinary differential equations, and numerical solutions to partial-differential equations. *Prerequisites: CSC 310, MATH 331.*

**CSC 420 (3-3-0) Systems Programming**

An introduction to procedures for the design and implementation of some system programs, such as assemblers, macro processors, and loaders. *Prerequisite: CSC 201.*

**CSC 430 (3-3-0) Operating System Design/Implementation**

The study of advanced software techniques, focusing on operating systems and presenting materials for enabling students to design, use, and analyze current and future operating

systems. Topics include I/O programming, interrupt programming, memory management, processor management, device management, design and implementation of operating systems. *Prerequisite: CSC 321.*

### **CSC 451 (3-2-2) Computer Graphics I**

A course introducing hardware and software components of graphics systems and graphics application programming, and providing practice in writing programs that demonstrate the integration of inter-active graphics, picture plotting, and input handling. Topics include geometrical transformation, three-dimensional concepts, windowing, clipping, segmentation, logical interaction input methods, raster algorithms, algorithms for hidden surface and hidden line removal, and shading and color. *Prerequisite: CSC 321.*

### **CSC 452 Computer Graphics II**

The second course in a sequence devoted to computer graphics, with students applying fundamental techniques and using raster graphics techniques for representing realistic pictures of three-dimensional objects. *Prerequisite: CSC 451.*

### **CSC 460 (3-3-0) Introduction to Computer Simulation**

An introduction to the simulation and modeling of systems, concentrating on discrete stochastic systems and requiring the development, completion, and presentation of a simulation project. Topics include modeling and simulation techniques and Monte Carlo methods, queuing models, and exercises in the development of computer simulation languages (e.g. GPSS, SIMSCRIPT). *Prerequisites: Proficiency in a programming language and STAT 301.*

### **CSC 470 (3-3-0) Software Engineering with Ada**

An intensive study of Ada's features, good Ada design and programming style, and object-oriented development methods that exploit the power of Ada and help students manage large, complex software systems. Topics include principles of software engineering, object-oriented development, data structure, data base system, concurrent real-time processing, system development, the Ada programming support environment, and software life cycle. *Prerequisites: CSC 323, 342.*

### **CSC 473 (3-3-0) Computer Architecture and Parallel Processing I**

A study of computer architectures that features parallel processing, includes topics such as computer architectures, theories of parallel computing, optimal resource allocation, fast algorithms, efficient programming languages, application requirements of cost-effective computer systems, and requires programming assignments that illustrate applications on uniprocessor and multiprocessor systems. *Prerequisite: CSC 321.*

### **CSC 474 (3-3-0) Computer Architecture and Parallel Processing II**

A continuation of CSC 473, with topics from the first course studied from an advanced standpoint. *Prerequisite: CSC 473.*

### **CSC 490 (3-1-3) Senior Project**

A course presenting a formal approach to state-of-the-art techniques in software design and development and providing opportunities for students to apply the techniques by working in teams in the organization, management, and development of a large software project. Topics include formal models of structured programming, demonstrations of code reading

and correctness, step-wise refinement and reorganization, segmentation, top-down design and development, information hiding, iterative enhancement, structured design, strength and coupling measures, milestone and estimating, chief programmer teams, program libraries, walkthroughs, and documentation. *Prerequisites: CSC 321, 323, 342.*

## ECONOMICS (ECON)

### **ECON 200 (3-3-0) Basic Economics**

A survey course in economics designed for non-business and non-economics majors. Coverage includes a discussion of macro-economics and micro-economics principles applicable to contemporary domestic and international economic problems.

### **ECON 211 (3-4-0) Principles of Macroeconomics**

An examination of the basic concepts and principles of macroeconomics and the application of theory to current domestic and international problems. *Prerequisite: MATH 123.*

### **ECON 212 (3-4-0) Principles of Microeconomics**

An introduction to the subject of economics, with emphasis on microeconomics and its relevance to policy issues of the domestic and global economy. *Prerequisite: MATH 123.* *Student may begin sequence with either ECON 211 or ECON 212.*

### **ECON 231 (3-3-0) Quantitative Methods**

A survey of matrix algebra, mathematical programming, regression, and correlation analysis, with applications to business and economics. *Prerequisite: MATH 140.*

### **ECON 310 (3-3-0) Managerial Economics**

An in-depth study of the managerial decision-making process and its tools, including such topics as forecasting demand, cost analysis, pricing, capital budgeting, and risk and uncertainty. *Prerequisite: ECON 211, 212 and MATH 140.*

### **ECON 311 (3-3-0) Intermediate Microeconomic Theory**

An in-depth study of the working of price mechanism within the framework of a free enterprise economy; a detailed discussion of the behavior of a firm, the theory of distribution, and welfare economics, with applications to international trade and personal income distribution. *Prerequisite: ECON 212.*

### **ECON 312 (3-3-0) Intermediate Macroeconomic Theory**

An in-depth study of theories of national income determination, employment, interest, inflation, balance of payments, exchange rate, and fluctuations in the aggregate economic activity. *Prerequisite: ECON 211 and 212.*

### **ECON 320 (3-3-0) Money and Banking (FINC 323)**

An analysis of monetary mechanisms in the United States: historical development of money and banking, flow of funds among financial institutions, and the role of money in domestic and global economy. *Prerequisite: ECON 211, 212.*

**ECON 330 (3-3-0) Public Finance**

A microeconomic analysis of the effects of public spending, borrowing, and taxation on the economic system and an evaluation of the economic role of government. *Prerequisite: ECON 211, 212.*

**ECON 331 (3-3-0) Business and Economic Forecasting**

Foundation course in the formulation and use of quantitative models. Applications of regression and correlation, time series, and other computer software packages for the purposes of economic and business forecasting and policy analysis. *Prerequisite: BADM 211, ECON 231 or permission of the instructor.*

**ECON 332 (3-3-0) Business and Economic Forecasting (FINC 332)**

The course focuses on practical applications of simple regression and multiple regression analysis of business and economic data with the help of computer software. Topics in applied statistics such as testing hypotheses and Box-Jenkins time series analysis are used with the emphasis on practical applications.

**ECON 340 (3-3-0) Economic Development**

An examination of the leading issues and theories of economic development and their relevance to the developing countries. *Prerequisite: ECON 211, 212.*

**ECON 350 (3-3-0) International Economics and Finance (FINC 353)**

A survey of the theories of international trade, balance of payment, exchange rate determination and international capital flows, multinational enterprises, and the transfer of technology; problems and policies and related issues of international monetary economics. *Prerequisite: ECON 211, 212.*

**ECON 363 (3-3-0) Financial and Economic Modelling**

Application and programming of micro-computer spreadsheet software to a broad range of business-related problems. Students learn how to use spreadsheets, to apply them to solve problems and develop models in the areas of finance, economics and statistics. *Prerequisites: FINC 311, ECON 211, ECON 212, and BADM 211.*

**ECON 430 (3-3-0) Economic Problems**

An in-depth study of some of the current domestic and international economic problems. *Prerequisite: ECON 211, 212.*

**ECON 432 (3-3-0) Industrial Organization and Public Policy**

An analysis of industrial organization, vertical and horizontal relationships between firms, pricing, output, and advertising policies of firms in a variety of market structures, including a detailed study of the content, success, and failure of anti-trust legislation. *Prerequisites: ECON 231, 311.*

**ECON 440 (3-3-0) Seminar in Economics**

The culmination of the undergraduate study of economics providing opportunities for students to apply knowledge and training to the analysis of current economic problems. Students select projects of their choice and work under the supervision of the instructor. *Prerequisites: Senior standing and consent of the instructor.*

**ECON 450 (3-0-0) Economics Internship (FINC 453)**

A practical course enabling students to apply their theoretical knowledge of economics/finance to real situations and to gain practical experience in business, financial industry, and government institutions. *Prerequisite: Consent of instructor.*

**ECON 453 (3-3-0) Financial Markets (FINC 450)**

A course in macrofinance which focuses on financial markets and financial institutions. Money and capital markets and their role in the savings--investments process are considered. Such topics such as the market for loanable funds, flow-of-funds accounts and securitization are covered. *Prerequisite: FINC 323 (ECON 320).*

**EDUCATION (EDUC)****EDUC 210 (3-3-0) Computers in Education**

An introduction to the computer and its use in facilitating learning, including applications, elementary programming procedures, and available software.

**EDUC 211 (2-1-2) Laboratory Experiences in Area Schools**

An introduction to laboratory experiences in area elementary, middle, and secondary schools, providing facilitation opportunities for education professionals to observe student-teacher interactions and to develop an understanding of learning in the school setting. A weekly seminar and thirty-six (36) hours of field experiences are required.

**EDUC 291 (1-3-0) Educational Simulations**

A course designed to enhance professional education competencies of traditional and non-traditional students through the use of lectures, class discussions, simulations, computers, and interactive videos. Topics will include: test-taking skills, critical thinking skills, and related course content.

**EDUC 310 (3-3-0) Foundations of Education**

A study of the origins, evolution, and interrelatedness of the principles and practices of disciplinary foundations of education and their influence on the education institution. *Field experience required.*

**EDUC 315 (3-3-0) Music and Art in the Elementary School**

An introduction of elementary school professionals to the rudiments of music and art in the classroom, including methods, materials and activities in music and art that can be incorporated by the classroom teacher.

**EDUC 330 (3-3-0) Educational Psychology and Measurement**

An exploration of psychological principles and their applications to the problems of teaching and learning, including characteristics of stages in human development, theories

of motivation and learning, classroom management strategies, individual differences, exceptional children, and the measurement and evaluation of student achievement and teaching strategies. *Field experience required.*

**EDUC 340 (3-3-0) Human Development**

A study of human development from conception to young adulthood, with emphasis on the early and middle childhood years (2-12) for elementary and middle grades education majors and on the early and late adolescent years (13-21) for secondary education majors. *Field experience required.*

**EDUC 350 (3-3-0) Curriculum and Activities in Early Childhood Education**

An overview of the organization, nature, and scope of early childhood education programs in the areas of language arts, social studies, mathematics, science, music, art, drama, and constructive play, with emphasis on social learning and development and the influence of social factors upon curriculum content. *Field experience required.*

**EDUC 351 (2-2-0) Teaching Language Arts in the Elementary School (K-6)**

A critical study of the current practices, teaching methodologies and strategies, and resources for teaching the language arts (including reading, writing, listening, speaking, and spelling) and the visual arts in the elementary school. *Prerequisite: Admission to teacher education. Field experience required.*

**EDUC 352 (2-2-0) Teaching Social Studies in the Elementary School (K-6)**

An introduction to current trends, practices, methods, and resources for facilitating social studies education, with particular emphasis on multicultural education, curriculum planning, and the impact of cultural influences on learning and values clarification. *Prerequisite: Admission to teacher education.*

**EDUC 400 (3-3-0) The Middle School**

An introduction to the basic principles, policies, and philosophies that undergird middle school education in the United States.

**EDUC 421 (3-3-0) Principles of Secondary Education**

A comprehensive overview of the history and development of secondary education, the philosophy undergirding the knowledge base of the curriculum, and the influence of contemporary social forces in shaping the curriculum. *Corequisite: EDUC 480.*

**EDUC 428 (3-3-0) Methods of Teaching Science K-6**

A critical analysis of the content and teaching strategies in the biological, physical, environmental, and earth sciences applicable to the elementary grades (K-6). *Prerequisite: Admission to teacher education.*

**EDUC 429 (3-2-1) Modern Practices, Elementary Education K-6**

An introduction to current trends and to practices expected from teaching practitioners, with attention to observation experiences and classroom activities that provide direct knowledge of effective teaching. *Prerequisite: Admission to teacher education.*

**EDUC 431 (3-3-0) Principles of Guidance**

A study of the principles, purposes, techniques, and anticipated behavioral results relating to the guidance and counseling of students. *Students who have taken PSYC 431 may not take this course.*

**EDUC 432 (3-3-0) Principles of Counseling**

An introduction to the theories and practice of guidance and counseling. *Students who have taken PSYC 432 may not take this class.*

**EDUC 433 (3-0-2) Methods and Materials of Teaching Mathematics in the Middle Grades**

An introduction to the knowledge base, teaching strategies, materials, and resources basic to middle grades mathematics education.

**EDUC 440 (3-3-0) Guidance and Counseling Practicum**

A practicum providing supervised counseling experiences in a true-to-life setting, with emphasis given to practical and applied aspects of counseling and various guidance activities. *Same as PSYC 440*

**EDUC 442 (3-3-0) The Elementary School Curriculum**

A study of the elementary school program for levels K-6, focusing on the study of the interrelationships between content, method, and child development. *Required of all students who pursue study in the K-6 Reading Education track.*

**EDUC 450 (2-2-0) Classroom Management/Parent Counseling and Guidance**

An introduction to strategies for facilitating learning through better classroom management, with emphasis on the role of parents in classroom management and on counseling techniques related to management strategies and parenting. *Prerequisite: Admission to teacher education. Field experience required.*

**EDUC 453 (2-2-0) Teaching Mathematics in the Elementary School (K-6)**

A concentrated view of basic mathematics, mathematical concepts, and algorithms applicable to the elementary grades, with emphasis on content and activities related to various approaches and strategies for teaching mathematics in the elementary grades (K-6). *Prerequisite: Admission to teacher education.*

**EDUC 454 (2-2-0) Teaching Science in the Elementary School (K-6)**

A review of scientific principles, laws, and concepts related to the natural sciences, as well as process-oriented inquiry methods appropriate to a child-centered environment. *Prerequisite: Admission to teacher education.*

**EDUC 460 (3-3-0) Methods and Materials in Secondary School Subjects**

A study of the objectives, materials, and teaching procedures designed to facilitate students' learning of secondary school subjects.

**EDUC 461 (3-3-0) Methods & Materials of Teaching Language Arts in the Middle Grades**

An introduction to the teaching strategies, resources, and materials basic to middle grades (6-9) education. *Prerequisite: Admission to teacher education. Field experience required.*

**EDUC 462 (3-3-0) Methods & Materials of Teaching Social Science in the Middle Grades**

An introduction to the knowledge base, teaching strategies, resources and materials basic to middle grades social studies education. *Prerequisite: Admission to teacher education. Field experience required.*

**EDUC 463 (3-3-0) Methods and Materials of Teaching Science in the Middle Grades**

A brief review of the scientific principles, laws, and concepts prescribed in the knowledge base for teachers of science in the middle grades (6-9), with emphasis on science unit and lesson planning, laboratory demonstrations, experimental replication, and simulated teaching experiences. *Prerequisite: Admission to teacher education. Field experience required.*

**EDUC 464 (3-3-0) Methods and Materials in Physical Education (K-12)**

An introduction to activities, teaching strategies, materials, and resources applicable to the physical education of students in grades K-12.

**EDUC 470 (6-0-6) Student Teaching in the Elementary School**

An internship in the public schools providing prospective education professionals with opportunities to observe professionals in the classroom, to practice teaching under supervision, and to participate in other activities expected of regular in-service teachers in their role as facilitators of learning. *Prerequisites: All required methods courses.*

**EDUC 480 (6-0-6) Student Teaching**

An internship in the public secondary school providing prospective education professionals with opportunities to observe professionals in the classroom, to practice teaching under supervision, and to participate in other activities expected of regular in-service teachers. *Prerequisites: All required methods courses.*

**EDUC 490 (1-1-0) Professional Education Seminar**

A forum for discussions of teaching strategies, methodologies, materials, and experiences observed during the student-teaching experience and of such issues as mainstreaming, multicultural education, use of computers, new trends to facilitate learning in educational settings, and effective resume writing and interviewing techniques. *Corequisite: Admission to student teaching.*

**ENGLISH (ENGL)****ENGL 110 (3-3-0) English Composition I**

A course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing.

**ENGL 120 (3-3-0) English Composition II**

A course that continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources.

**ENGL 211 (3-3-0) World Literature I**

A study of major works of the Ancient World, the Middle Ages, and the Renaissance, focusing on representative genres. *Prerequisites: ENGL 110, 120.*

**ENGL 212 (3-3-0) World Literature II**

A comparative study of major works of the Enlightenment, the Romantic Age, the period of Realism and Naturalism, and the Modern World. *Prerequisites: ENGL 110, 120.*

**ENGL 221 (3-3-0) African-American Literature**

An historical and critical exploration of black writers' contributions to American fiction, poetry, drama, and non-fiction. *Prerequisites: ENGL 110, 120. Requirement for English majors.*

**ENGL 222 (3-3-0) A History of the English Language**

An historical study of the nature of the language from its beginnings to the present. *Prerequisites: ENGL 110, 120. Course offered during Spring Semester.*

**ENGL 230 (3-3-0) An Introduction to Linguistics**

An introduction to the inductive method of studying language, exploring the phonological, morphological, and syntactical aspects of language, dialectical variations, graphemics, sound, spelling, linguistic changes, bilingualism, field linguistics, psycholinguistics, sociolinguistics, uses of linguistics, and related topics. *Prerequisites: ENGL 110, 120. Elective offered as needed.*

**ENGL 231 (3-3-0) Advanced Grammar**

A reinforcement of students' skills in grammatical analysis, focusing on the major theories of grammar and on the study of language acquisition in light of current research. *Prerequisites: ENGL 110, 120. Course offered during Fall Semester.*

**ENGL 240 (3-3-0) Introduction to Literature**

An introduction to the major genres of literature, with intensive work in developing the critical skills of reading, evaluating, and interpreting literary works and in writing critical papers about literature. *Available as a humanities option to students not majoring in English. Requirement for English major.*

**ENGL 300 (3-3-0) Children's Literature**

An introduction to works of children's literature from a variety of ethnic origins and genres including folklore, myths, epics, biographies, fiction, poetry, and informational books. *Prerequisites: ENGL 110, 120.*

**ENGL 301 (3-3-0) Adolescent Literature**

A study of literature for and about the adolescent, examining reading programs and approaches to literature for the adolescent, genres and modes characteristic of the literature, and essential elements of literary works for the adolescent. *Prerequisites: ENGL 110, 120.*

**ENGL 310 (3-3-0) Introduction to Folklore**

An introduction to the forms, aesthetic characteristics, and social contents of oral literatures and folk traditions, folktales, legends, myths, folksongs, proverbs, riddles, customs and beliefs. *Prerequisites: Any one of the following: ENGL 211, 221, or 240. Course offered as needed.*

**ENGL 311 (3-3-0) English Literature I**

A survey of the literature of England from the Anglo-Saxon period through the eighteenth century. Requirement for English majors. Requirement for students electing a concentration in English: either ENGL 311 or 312. *Prerequisites: ENGL 211, 240. Course offered during Fall Semester.*

**ENGL 312 (3-3-0) English Literature II**

A continuation of the survey of English literature, extending from the Romantic period to the present. Requirement for English majors. Requirement for students electing a concentration in English: either ENGL 211, 212, or 240. *Prerequisites: ENGL 211, 212, or 240. Course offered during Spring Semester.*

**ENGL 320 (3-3-0) The Renaissance**

A study of the prose and poetry of representative authors of the Renaissance, including dramatists other than Shakespeare. *Prerequisite: ENGL 311. Elective offered as needed.*

**ENGL 321 (3-3-0) American Literature I**

A survey of the major writers of America from the earliest efforts at colonization through the Civil War. Requirement for English majors. Requirement for students electing a concentration in English: either ENGL 321 or 322. *Prerequisites: ENGL 211, 240. Course offered during Fall Semester.*

**ENGL 322 (3-3-0) American Literature II**

A survey of the major writers of America from the Civil War to the present. Requirement for English majors. *Requirement for students electing a concentration in English: either ENGL 321 or 322. Course offered during Spring Semester.*

**ENGL 323 (3-3-0) Literature of the Bible**

A literary overview of the Bible, with major emphases on the stylistic and formal influences of the Bible in world literature. *Prerequisites: ENGL 110 and 120. Course offered as needed.*

**ENGL 330 (3-3-0) The Seventeenth Century**

A survey of the metaphysical poets. *Prerequisite: ENGL 311. Course offered as needed.*

**ENGL 331 (3-3-0) American English Dialects**

A study of dialectical variations in American English, emphasizing the reasons for historical, regional, and social variations in American English. *Prerequisite: ENGL 231 or consent of the Chairman of English. Course offered as needed.*

**ENGL 340 (3-3-0) Short Prose Fiction**

A study of representative modern British, American, and continental writers of the short story and the short novel, with emphasis upon the techniques of the genre. *Course offered as needed.*

**ENGL 341 (3-3-0) Advanced Composition**

A study of rhetorical strategies, sentence combining, editing, logic and persuasion, diction, usage, and research methods, with a series of themes and a research paper required. *Prerequisites: ENGL 110, 120. Course offered during Fall Semester.*

**ENGL 342 (3-3-0) Creative Writing**

An introduction to various forms of modern fiction and poetry, with opportunities for the creation of original poetry and fiction. *Prerequisites: ENGL 110, 120. Course offered as needed.*

**ENGL 350 (3-3-0) Modern Poetry**

A study of British and American poetry from Whitman, Dickinson, and Hardy to the present, with emphasis on the major poets of the twentieth century. *Prerequisite: ENGL 212. Course offered as needed.*

**ENGL 360 (3-3-0) Modern Drama**

A survey of works of major playwrights from Ibsen and Strindberg to contemporaries such as Pinter and Stoppard. *Prerequisite: ENGL 212. Course offered as needed.*

**ENGL 370 (3-3-0) Junior Seminar**

Directed study on special topics in English conducted by members of the Department. *Prerequisite: Junior standing. Course offered during Fall Semester.*

**ENGL 401 (3-3-0) Chaucer**

A course on *The Canterbury Tales* and on other works selected from the Chaucer canon, with consideration of literary, social, religious and philosophical backgrounds of the time. *Prerequisite: ENGL 311. Course offered as needed.*

**ENGL 411 (3-3-0) Shakespeare**

A study of selected major Shakespearean dramas, including comedies, histories, and tragedies, and of Shakespeare's development as a dramatist. *Requirement for English majors. Prerequisite: ENGL 311. Course offered during Fall Semester.*

**ENGL 412 (3-3-0) The Eighteenth Century**

A survey of the major English writers from the Restoration - the age of Dryden, of Pope, and of Johnson - to the beginning of Romanticism and a study of the rise of the English novel in the eighteenth century. *Requirement for English majors. Prerequisite: ENGL 311. Course offered during Spring Semester.*

**ENGL 431 (3-3-0) The American Novel**

A study of the development of the American novel to the 1970's, with emphasis on selected major writers. *Prerequisites: ENGL 321, 322. Course offered during Fall Semester.*

**ENGL 432 (3-3-0) Romantic Poetry and Prose**

A study of the major British Romantics, with an examination of representative works by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats in their cultural and critical contexts. *Requirement for English majors. Prerequisite: ENGL 312. Course offered during Spring Semester.*

**ENGL 470 (3-3-0) Senior Seminar**

Directed study on special topics in English conducted by members of the Department. *Prerequisite: Senior standing. Requirement for all English majors. Course offered during Fall Semester.*

**ENGL 480 (3-1-3) Internship**

Supervised practical experience in a professional setting. *Prerequisite: Senior standing. Optional for those seeking the Bachelor of Arts degree.*

**FINANCE (FINC)****FINC 230 (3-3-0) Personal Finance**

A study of problems of money management, with special attention to credit borrowing, saving and funds allocation among stocks, bonds, insurance, property, and mutual investment companies.

**FINC 311 (3-3-0) Principles of Finance**

A course in basic financial management, including the study of the nature of financial management, financial analysis, working capital management, financial institutions, and long-term investment decisions. *Prerequisite: lower division core.*

**FINC 320 (3-3-0) Financial Management**

A continuation of FINC 311 emphasizing the use of analytical tools, with attention to case studies dealing with capital budgeting, capital structure, return on investment, and cost of capital, and with consideration of long-term financing, expansion, and problems of small businesses in connection with decision-making techniques. *Prerequisite: FINC 311.*

**FINC 323 (3-3-0) Money and Banking (ECON 320)**

An analysis of monetary mechanisms in the United States: historical development of money and banking, flow of funds among financial institutions, and the role of money in domestic and global economy. *Prerequisite: ECON 211, 212.*

**FINC 332 (3-3-0) Business and Economic Forecasting (ECON 332)**

A course focussing on practical applications of simple regression and multiple regression analysis of business and economic data with the help of computer software. Topics in applied statistics such as testing hypotheses and Box-Jenkins time series analysis are used with the emphasis on practical applications.

**FINC 340 (3-3-0) Risk Management and Insurance**

A focus on the identification, analysis, and measurement of potential losses and on the alternative methods of managing them, with risk management being treated broadly and insurance treated in depth as a method of risk transfer. *Prerequisite: FINC 320.*

**FINC 350 (3-3-0) Real Estate**

A presentation of the fundamental economic aspects of real property, with special attention to the changing character of the urban economy and its effect on land values and land utilization.

**FINC 353 (3-3-0) International Economics and Finance (ECON 350)**

A survey of the theories of international trade, balance of payment, exchange rate determination and international capital flows, multinational enterprises, and the transfer of technology; problems and policies and related issues of international monetary economics. *Prerequisite: ECON 211, 212.*

**FINC 360 (3-3-0) Financial and Economic Modeling (ECON 363)**

Application and programming of micro-computer spreadsheet software to a broad range of business-related problems. Students learn how to use spreadsheets, to apply them to solve problems and develop models in the areas of finance, economics and statistics. *Prerequisites: FINC 311, ECON 211, 212 and BADM 211.*

**FINC 410 (3-3-0) Investments**

A survey of portfolio models and theories; factors affecting corporate and other securities as portfolio choices; the organization of capital markets and the analysis and evaluation of securities. *Prerequisite: FINC 320.*

**FINC 420 (3-3-0) Commercial Bank Management**

A study of the fundamental principles underlying the management of a commercial bank; capital funds; assets and liability management; value maximization; legal and operational constraints. *Prerequisite: FINC 320.*

**FINC 430 (3-3-0) Financial Problems**

Study and analysis of contemporary issues in Finance. Issues drawn from corporate finance, investments and financial markets and institutions. *Prerequisites: FINC 320, FINC 410 and ECON 320.*

**FINC 450 (3-3-0) Financial Markets (ECON 453)**

A course in macro-finance which focuses on financial markets and the financial institutions that serve them. Money and capital markets and their role in the savings--investment process are considered. Topics such as the market for loanable funds, flow-of-funds accounts, and securitization are covered. *Prerequisite: FINC 323 (ECON 320).*

**FINC 453 (3-0-0) Economics Internship (ECON 450)**

A practical course enabling students to apply their theoretical knowledge of economics/finance to real situations and to gain practical experience in business, financial industry, and government institutions. *Prerequisite: Consent of instructor.*

**FRENCH (FREN)****FREN 110 (3-3-0) Elementary French I**

An introduction to the language, literature, and culture of French-speaking peoples, with emphasis on the basic language skills. Laboratory practice required.

**FREN 111 (3-3-0) Elementary French (Honors)**

An introduction to the language, literature, and culture of French-speaking peoples, with treatment in greater breadth and depth than in French I 10. Laboratory practice required. Admission based upon an entrance examination, previous study, and other relevant experiences.

**FREN 120 (3-3-0) Elementary French 11**

A continuation of studies in the language, literature, and culture of French-speaking peoples begun in FREN 110, including further development of the basic language skills, with special attention to improving oral language skills. Laboratory practice required. *Prerequisite: FREN 110 or placement examination.*

**FREN 121 (3-3-0) Elementary French II (Honors)**

An continuation of honors studies in the language, literature, and culture of French-speaking peoples begun in FREN 111, including further development of the basic language skills, with special emphasis on increasing proficiency in oral language skills. Laboratory practice required. Admission based upon an entrance examination, previous study, and other relevant experiences.

**FREN 211 (3-3-0) Intermediate French I**

Intermediate level studies of the language, literature, and culture of French-speaking peoples, including further development of the basic language skills, with increased emphasis on reading comprehension and writing in French. Laboratory practice required. *Prerequisite: FREN 120 or placement examination.*

**FREN 212 (3-3-0) Intermediate French II**

A continuation of intermediate level studies of the language, literature, and culture of French-speaking peoples, including further development of the basic language skills, with special emphasis on idiomatic usages and complex grammatical structures. Laboratory experience required. *Prerequisite: FREN 211 or placement examination.*

**FREN 311 (3-3-0) French Conversation I**

A course focusing on increasing fluency in conversational French. Laboratory practice required. *Prerequisite: FREN 212 or placement examination.*

**FREN 312 (3-3-0) French Conversation and Composition**

A course focusing on developing the level of proficiency in the basic language skills necessary to complete advanced courses taught exclusively in French. *Prerequisite: FREN 311 or placement examination.*

**FREN 321 (3-3-0) French Civilization and Culture**

A study of the civilization, culture, and history of French-speaking peoples, with attention given to the life, customs, philosophy, art, music, and general patterns of culture. Taught exclusively in French. *Prerequisite: FREN 212 or consent of instructor.*

**FREN 322 (3-3-0) Survey of French Literature I**

A study of representative French literary works from earliest times to 1800. Taught exclusively in French. *Prerequisite: FREN 321 or consent of instructor.*

**FREN 331 (3-3-0) Survey of French Literature II**

A study of representative French literary works of the nineteenth and twentieth centuries. Taught exclusively in French. *Prerequisite: FREN 321 or consent of instructor.*

**GEOGRAPHY (GEOG)****GEOG 210 (3-3-0) Principles of Geography**

An introductory study of the physical and cultural elements of the surface of the earth, emphasizing the geographic relationships and surveying the interaction between human beings and their physical environment.

**GEOG 220 (3-3-0) World Regional Geography**

A geographical study of the world by realms or regions and of the basic relationship between the physical and cultural elements within the major realms of the world, with a detailed study of some selected regions.

**GEOG 230 (3-1-2) Computer Graphics I**

An introductory computer graphics course emphasizing the Low Resolution computer graphics utilized in geography.

**GEOG 240 (3-1-2) Computer Graphics II**

An introductory computer graphics course emphasizing the High Resolution computer graphics utilized in geography.

**GEOG 250 (3-1-2) Basic Map Reading**

An introductory map-reading course, with emphasis on map interpretation techniques and on the most commonly used types of maps and their interpretations.

**GEOG 260 (3-3-0) Population Geography**

A study of the patterns of population distribution on the surface of the earth, emphasizing patterns of population growth, density, and movement and alterations related to changes in selected socioeconomic and cultural phenomena.

**GEOG 300 (3-3-0) Medical Geography**

The geographic study of human ecology and health on the surface of the earth, with an analytical study of the world patterns of disease distribution and their cultural/environmental interactions, as well as alterations of disease patterns because of developments in various cultures.

**GEOG 310 (3-3-0) Economic Geography**

A geographic analysis of the distribution of economic activities on the surface of the earth, with emphasis on present-day patterns and trends of production, distribution, and utilization of the world's major commodities.

**GEOG 311 (3-1-2) Cartography**

A study of principles and techniques of constructing maps and other graphic devices, emphasizing the construction of map projections and their uses, problems of scales, the

interpretation of contour maps, lettering and sketching techniques, and graphic presentation of statistical materials.

**GEOG 312 (3-3-0) Advanced Cartography**

A study of advanced principles and techniques of map and graphic construction and interpretation.

**GEOG 313 (3-1-2) Aerial Photo Interpretation**

A study of the basic principles of aerial photographic mapping and the interpretation of aerial photos in terms of both physical and cultural/human geography, with emphasis on detecting and identifying the natural/physical and human/cultural elements of the geographic complex on the surface of the earth from the perspective of space.

**GEOG 314 (3-1-2) Introduction to Remote Sensing**

An introductory study of remote sensing, emphasizing its application to environmental and land use analyses of the earth.

**GEOG 316 (3-1-2) Computer Cartography**

An introduction to the cartographical uses of computers and computer graphics, with emphasis on applications of computer mapping to geographic phenomena and problems.

**GEOG 317 (3-1-2) Computer Techniques in Geography**

A course emphasizing computer usage and techniques applicable to studies of the geographical phenomena on the surface of the earth and to the study of geography as an academic subject.

**GEOG 321 (3-3-0) Geography of the Soviet Union**

A study of the physical features, natural resources, population distribution, and human/cultural geography of the Soviet Union across time.

**GEOG 322 (3-3-0) Geography of Latin America**

A regional study of the physical environmental conditions, natural resources, economic development, and social and political conditions of Latin American countries.

**GEOG 330 (3-3-0) Geography of Africa**

A geographic study of the continent of Africa, with differentiating descriptions of its countries and regions, its distinctive character in comparison with other continents, and its current problems and developments.

**GEOG 340 (3-3-0) Cultural Geography**

An examination of human experience as it occurs in different natural settings, with analyses of symbolic and material elements of culture, focusing on those areas with landscape and environment manifestations and using specific case studies to determine how processes such as innovation, diffusion, and cultural change function.

**GEOG 350 (3-3-0) Physical Geography**

An examination of the physical systems and features of the earth, with emphasis on detailed analyses of systematic functions and interrelations of the geophysical processes of the earth's physical/natural environment.

**GEOG 360 (3-3-0) Climates**

A study of world climatic patterns with emphasis on the classification and distribution of various types of climates on the surface of the earth and their influence on human beings.

**GEOG 370 (3-3-0) Introduction to Meteorology**

An introductory study of the atmospheric phenomena of weather, emphasizing analyses of the weather elements, weather production processes, and techniques of weather forecasting.

**GEOG 400 (3-3-0) Introduction to City and Regional Planning**

A study of the principles, concepts, and reality of city and regional planning from the past to the present, with emphasis on urbanization and planning, and on analyses of current urban problems and forces responsible for urban and regional growth.

**GEOG 410 (3-3-0) Human Beings and the Environment**

An examination of the interaction between human beings and the environment on the surface of the earth, with attention to specific types of ecosystem degradation and to solutions of resulting problems.

**GEOG 411 (3-3-0) Industrial Geography**

A study of manufacturing regions and major industries of leading industrial nations of the world, with attention to factors relating to the nature, location, and development of manufacturing industries.

**GEOG 412 (3-3-0) Ecology**

A geographic study of the ecological system of the earth and the relationship of earth's organisms to their environment, with special attention to the effects of human activities on the ecosystem.

**GEOG 420 (3-3-0) Conservation of Natural Resources**

A study of conservation practices related to natural resources of the earth, emphasizing techniques for preserving the earth's waters, soils, forests, grasslands, animals, and human resources.

**GEOG 421 (3-3-0) Geography of the South**

An analytical study of the physical, historical, economic, social and cultural environment of the present day southern United States, acquainting students with the geography of the South and with the distinctive and changing character of the South.

**GEOG 430 (3-3-0) Geomorphology**

An examination of the geomorphological processes and factors creating and affecting the development of the natural landscape of the earth.

**GEOG 431 (3-3-0) Political Geography**

A study of the geographical nature of political states, emphasizing their organization, power, and boundaries, and the geographic influences on their internal and external relations, with additional attention to concepts of geopolitics and associated contemporary problems.

**GEOG 440 (3-3-0) Urban Geography**

A geographical survey of the internal and external spatial relationships of cities and city systems, with special emphasis on patterns of growth, distribution, and functioning within and among cities in various parts of the world, particularly in the United States.

**GEOG 480 (3-3-0) Seminar in Geography**

Research in geographic thought and concepts and their practical applications, with emphasis on quantitative and empirical analyses of some specific problems of physical and cultural/human elements of the earth's environment from perspectives of geographic research.

**GEOLOGY (GEOL)****GEOL 311 (3-3-0) Introduction to Geology I**

An introductory course in physical geology concerned principally with the composition of the earth's crust and the processes that act to change its upper surface.

**GEOL 312 (3-3-0) Introduction to Geology II**

A continuation of GEOL 311, including studies of the active internal processes of the earth, such as plate tectonics and earthquakes, and of the earth's interior composition and structure, with introductions to historical geology and the succession of life forms that formerly lived on the earth. *Prerequisite: GEOL 311.*

**GERMAN (GERM)****GERM 110 (3-3-0) Elementary German I**

An introduction to the language, literature, and culture of German-speaking peoples, with emphasis on the basic language skills. Laboratory practice required.

**GERM 120 (3-3-0) Elementary German II**

A continuation of studies in the language, literature, and culture of German-speaking peoples begun in GERM II 0, including further development of the basic language skills, with special attention to improving oral language skills. Laboratory practice required. *Prerequisite: GERM 110 or placement examination.*

**GERM 211 (3-3-0) Intermediate German I**

Intermediate level studies of the language, literature, and culture of German-speaking peoples, including further development of the basic language skills, with increased emphasis on reading comprehension and writing in German. Laboratory practice required. *Prerequisite: GERM 120 or placement examination.*

**GERM 212 (3-3-0) Intermediate German II**

A continuation of intermediate level studies of the language, literature, and culture of German-speaking peoples, including further development of the basic language skills with special emphasis on idiomatic usages and complex grammatical structures. Laboratory experience required. *Prerequisites: GERM 211 or placement examination.*

**GERM 310 (3-3-0) Advanced Conversation and Phonetics**

A course focusing on developing the level of proficiency in the basic language skills necessary to complete advanced courses taught exclusively in German. *Prerequisite.-GERM 212 or placement examination.*

**GERM 321 (3-3-0) German Civilization**

A study of the civilization, culture, and history of German-speaking peoples, with attention to the life, customs, philosophy, art, music, and general patterns of culture. Taught exclusively in German. *Prerequisite: GERM 310 or consent of instructor.*

**HEALTH EDUCATION (HEED)****HEED 112 (2-2-0) Health and Wellness**

An introduction to basic concepts of personal and community health, including sexuality, population planning, mental health, nutrition, fitness, health care delivery systems, and information relating to infectious and non-infectious diseases.

**HEED 212 (3-3-0) Health Promotion and Wellness**

An introduction to health concepts as they relate to the individual, family, and community. Designed to acquaint students with behaviors that promote health and reduce risks to diseases.

**HEED 300 (3-3-0) Human Sexuality**

A study of concepts and methods for sex education programs, including physiological, social and educational aspects of human sexuality, and emphasizing preparation for teaching about human sexuality in K-12 programs.

**HEED 301 (3-3-0) Drug Education**

An in-depth study of the use and abuse of legal and illegal drugs, alcohol and tobacco, the psychological and sociological factors associated with drug experimentation and abuse, and the psychosocial and physiological effects of drugs on health and behavior.

**HEED 310 (3-3-0) Mental and Emotional Health**

A study of the fundamental principles underlying emotional health, including personality, social-learning adjustments, life styles, human relationships, and stress.

**HEED 311 (3-3-0) Environmental Health**

A study of major areas of environmental health, including the health concerns, problems, and diseases arising from environmental pollutants.

**HEED 320 (2-2-0) Methods and Materials of Teaching Physical Education and Health Education K-6**

An introduction to the content, methods, and materials basic to the health, and physical education of students K-6. *Prerequisite: Admission to teacher education.*

**HEED 321 (3-3-0) Health in Early Childhood Education**

An introduction to the principles, content, practices, and procedures basic to health education in early childhood, K-6.

**HEED 322 (3-3-0) Health in the Intermediate Grades**

An introduction to the principles, content, practices, and procedures basic to health education at the intermediate level.

**HEED 340 (3-3-0) Organization and Administration of School/Community Health Education**

A study of modern theories and guiding principles in the organization and administration of school-community health education programs, including coverage of such topics as program planning, fiscal management, vital statistics, and laws pertaining to school-community health.

**HEED 372 (3-3-0) First Aid and Safety Education**

A study of the principles and practices of first aid and safety techniques, with emphasis on emergency procedures and safety-related agencies and their services.

**HEED 401 (3-3-0) School Health Program**

A study of the roles of the classroom teacher, the school nurse-teacher, and other related personnel in the development and implementation of a total school health curriculum, including content, methods, and materials appropriate to elementary, intermediate, and secondary levels.

**HEED 410 (3-3-0) Introduction to Epidemiology**

A study of the principles and practices of disease control.

**HEED 411 (3-3-0) Public Health Problems**

An in-depth study of major public health problems, with emphasis on the K-12 classroom teacher as the change agent for a healthier society through health education.

**HEED 420 (3-3-0) Nutrition**

An introduction to the principles and concepts of nutrition, with emphasis on the importance of nutrition education for the development of healthy eating habits.

**HEED 421 (3-3-0) Principles, Practices and Procedures in Health Education**

An introduction to the content, principles, practices, and procedures in health education at the elementary level, with special focus on the role of the teacher in the elementary school health program.

**HEED 431 (3-3-0) Adapted Physical Education**

A study of principles and methods for adapting physical education programs to handicapping conditions.

**HEED 441 (3-3-0) Measurement and Evaluation in Health Education**

An introduction of fundamental statistics for measuring and evaluating the effectiveness of health education and community health programs.

## HISTORY AND POLITICAL SCIENCE (HIPO)

### **HIPO 300 (3-3-0) Contemporary African-American Politics**

A study of selected issues related to African-Americans living in America, with emphasis on contemporary political organizations and activities of African-Americans.

### **HIPO 310 (3-3-0) Political History of Contemporary China**

A study of political development in China from the Revolution of 1911 through the consolidation of power by Mao Tse-tung in the postwar period and continued through successive leaders to the present.

### **HIPO 341 (3-3-0) Constitutional Law and History**

A study of basic principles of the constitutional system, with particular emphasis upon cases that deal with the framework of the American federal system.

### **HIPO 342 (3-3-0) Civil Rights and the Constitution**

A study of constitutional principles and their applications as they affect individual civil rights.

### **HIPO 440 (3-3-0) Modern Ideologies**

A study of the principal modern political ideologies: capitalism, communism, fascism, and socialism.

## HISTORY (HIST)

### **HIST 100 (3-3-0) Social Institutions**

An historical survey of the development of the basic social institutions such as family, religion, politics, economics, the arts, and education presented as a case study of the African-American experience from past civilizations in Africa to contemporary American society.

### **HIST 110 (3-3-0) World History to 1600**

An historical survey of the development of civilizations in Asia, Europe, Africa, and the Americas from their beginnings to 1600, with attention to the governmental, social, religious, economic, political, intellectual, and aesthetic movements and activities that contributed to their development. *Offered every semester.*

### **HIST 120 (3-3-0) World History since 1600**

An historical survey tracing the continuing development of civilization from the beginning of the seventeenth century to the present day, with attention to the governmental, social, religious, economic, political, intellectual, and aesthetic movements and activities that contributed to their development, with special consideration of the movements, ideologies, revolutions, and wars that helped to shape modern history. *Offered every semester.*

**HIST 210 (3-3-0) African-American History**

A study of African-American social, economic, cultural, and political history, with emphasis on the contributions of African-Americans to the social, cultural, economic, and intellectual life of American society and with attention to the role of African-Americans in the exploration, settlement, and development of America, the experience of slavery, and the struggle for civil rights. *Offered every semester.*

**HIST 211 (3-3-0) The United States to 1865**

A survey of American history from the colonial period through the Civil War. *Offered every semester.*

**HIST 212 (3-3-0) The United States since 1865**

A survey of American history from the era of Reconstruction to the present. *Offered every semester.*

**HIST 301 (3-3-0) The Era of Civil War and Reconstruction**

A study of the War Between the States, with an examination of the forces that led to the outbreak of the conflict between North and South, the ramifications of the Union victory, and the problems of reconstruction following the war. *Prerequisites: HIST 211-212 or consent of the instructor. Offered every other year.*

**HIST 302 (3-3-0) The Rise of Modern America, 1914 to the Present**

A study of the United States as a modern industrial nation and as a world power, particularly since 1945. *Prerequisites: HIST 211-212 or consent of the instructor.*

**HIST 311 (3-3-0) Modern European History, 1648-1815**

A survey of the political, economic, social, and cultural developments in Europe from the Treaty of Westphalia through the Congress of Vienna. *Prerequisites: HIST 110-120 or consent of the instructor. Offered every fall.*

**HIST 312 (3-3-0) Modern European History, 1815-present**

A survey of European history covering the nineteenth and twentieth centuries, including the political, economic, and intellectual movements, as well as the revolutions and wars, that contributed to the shaping of the new Europe. *Prerequisite: HIST 311 or consent of the instructor. Offered every spring.*

**HIST 321 (3-3-0) American Social History**

A study of the daily life, institutions, intellectual developments, and artistic achievements in America from the Agrarian Era, 1607-1861, through the Urban Industrial Era, 1861 to the present. *Prerequisites: HIST 211-212 or consent of the instructor.*

**HIST 322 (3-3-0) Ethnic Minorities in American Urban History**

A study of the impact of urban life on the history of minority groups in the United States, with special emphasis on the relationships between the urban social order, the condition of minority groups since 1900, and the contributions of minority groups to the American city. *Prerequisites: HIST 211-212 or consent of the instructor.*

**HIST 323 (3-3-0) Oral History**

A study of basic oral history techniques, including interviewing, transcribing, and writing a narrative based on the materials produced.

**HIST 331 (3-3-0) History of Modern East Asia**

A study of modern China from the decline of the Manchu Dynasty in the mid-nineteenth century through the events of Tienanmen Square, and of modern Japan from the Meiji Restoration through its post-World War II development as a leading industrial nation.

*Prerequisites: HIST 110-120 or consent of the instructor.*

**HIST 340 (3-3-0) American Diplomatic History**

A study of American diplomacy from the colonial period to the present, with emphasis on U.S. foreign relations in the twentieth century. Offered on request. *Prerequisites: HIST 211-212 or consent of the instructor.*

**HIST 350 (3-3-0) History of Latin America**

A study of the political, economic, and social institutions and problems of contemporary Latin American nations. *Prerequisites: HIST 110-120 or consent of the instructor.*

**HIST 351 (3-3-0) Ancient History**

A study of the origins, development, and contributions of the ancient Near Eastern, Greek, and Roman civilizations, through the fall of the Roman Empire. *Prerequisites: HIST 110-120 or consent of the instructor. Offered every third year.*

**HIST 352 (3-3-0) North Africa and the Middle East**

A study of Islamic civilization and culture in areas of the southern and eastern rims of the Mediterranean Sea spanning the time period from the seventeenth century to the present day. *Prerequisites: HIST 110-120 or consent of the instructor. Offered every other year.*

**HIST 362 (3-3-0) The American Military Experience**

The evolution of the American military profession from colonial times to the post-World War II era, with attention to such topics as American military concepts, strategies, tactics, doctrines, and technology, and the influence of military experience on American society. *Prerequisites: HIST 211-212 or consent of the instructor. Offered every other year.*

**HIST 370 (3-3-0) Africa South of the Sahara**

A study of ancient, medieval, colonial, and modern civilizations and nations in sub-Saharan Africa, with attention to issues relating to African heritage and to the rise of contemporary African nations and cultures. *Prerequisites: HIST 110-120 or consent of the instructor.*

**HIST 371 (3-3-0) The Renaissance and the Reformation, 1300-1648**

A study of the rise of individualism and humanistic thought after 1300, the fragmentation of religious and political authority in Europe, the Reformation, and the religious wars through the Treaty of Westphalia. *Prerequisites: HIST 110-120 or consent of the instructor.*

**HIST 372 (3-3-0) History of Women in the Western World**

A survey of the changes in the status of women in Western society from ancient to contemporary times, with special attention given to intergroup differences and to minority women. *Prerequisites: HIST 110-120 or consent of the instructor.*

**HIST 380 (3-3-0) Medieval Europe**

A study of Europe from the fourth through the fourteenth centuries, with special emphasis on the characteristics of medieval political organization and socioeconomic life, the formative influence of the Church, and the cultural legacy of the Middle Ages. *Prerequisites: HIST 110-120 or consent of the instructor.*

**HIST 390 (3-3-0) North Carolina History**

A study of the history of the Tar Heel state from its origins to the present. *Offered every year.*

**HIST 400 (3-3-0) History of the South**

A study of the development of the southern United States since 1820, with special emphasis on race relations and on industrial growth in the region in the mid-twentieth century. *Prerequisites: HIST 211-212 or consent of the instructor.*

**HIST 410 (3-3-0) Survey of American Urban History**

A study of the forces that have shaped the development of the American city from the colonial era to the present time, with special attention given to the social, economic, political, and cultural effects of urban life on city dwellers. *Prerequisites: HIST 211-212 or consent of the instructor.*

**HIST 430 (3-3-0) Twentieth Century Europe**

A study of contemporary European issues originating from the two world wars, including the social and political upheavals of the twentieth century, with emphasis on the role of eastern Europe in the decade of the 1990's. *Prerequisites: HIST 311-312 or consent of the instructor.*

**HIST 431 (3-3-0) Russia to 1917**

A study of politics and society in Imperial Russia and the collapse of the empire in the Revolution of 1917. *Prerequisites: HIST 311-312 or consent of the instructor.*

**HIST 432 (3-3-0) History of the Soviet Union**

A study of the Soviet system and Soviet foreign policy since the Revolution of 1917. *Prerequisites: HIST 311-312 or consent of the instructor.*

**HIST 441 (3-3-0) History of England**

A study of the development of modern England from the English Revolution to the present, with emphasis on the rise and fall of the British empire and the evolution of the Parliamentary system. *Prerequisites: HIST 311-312 or consent of the instructor.*

**HIST 442 (3-3-0) History of Modern Germany**

A study of German history through five periods: before unification (1815-1870), under Bismarck, under Wilhelm II, between the wars, and since 1945. *Prerequisites: HIST 311-312 or consent of the instructor.*

**HIST 451 (3-3-0) The French Revolution and Napoleon**

A study of the collapse of the Ancient Regime, including an examination of the causes and effects of its demise; Napoleon's attempt to establish a new order in Europe under French hegemony; the Congress of Vienna. *Prerequisite: HIST 311 or consent of the instructor.*

**HIST 460 (3-3-0) Problems in American History**

A study of selected issues in American history. *Prerequisites: HIST 211-212 or consent of the instructor.*

**HIST 470 (3-3-0) Colonialism and Neo-Colonialism**

A study of the political, economic, and strategic interests of the Great Powers in colonies and former colonial possessions during the nineteenth and twentieth centuries. *Prerequisites: HIST 311-312, and 331 or 370 or consent of the instructor.*

**HIST 480 (3-3-0) Problems in European History**

A study of selected problems and issues in the history of Europe. *Prerequisites: HIST 311-312 or consent of the instructor.*

**HIST 490 (3-3-0) Senior Seminar: Selected Topics**

In-depth studies in selected areas of special interest, with supervised research and directed readings required. (For History or Social Science majors and minors.) *Prerequisite: senior standing or consent of the instructor. Offered each fall.*

**HIST 491 (3-3-0) Methods of Historical Research**

An introduction to conventional methods of historical research and to new techniques in oral history, family history, and quantitative history. *For History or Social Science majors and minors.*

**HUMANITIES (HUMN)****HUMN 211 (3-3-0) Humanities: Music, Art, and Ideas I**

An interdisciplinary survey course examining works of art, literature, music, philosophy, and religious thought, and focusing on major stylistic developments and intellectual movements of the ancient world, the Middle Ages, and the Renaissance as well as on the cultural achievements of some traditional African Societies. *Completion of HUMN 211 recommended before enrollment in HUMN 212.*

**HUMN 212 (3-3-0) Humanities: Music, Art, and Ideas II**

The second part of an interdisciplinary survey course examining works of art, literature, music, philosophy, and religious thought, and focusing on major stylistic developments from the Renaissance to the present day. *Completion of HUMN 211 recommended before enrollment in HUMN 212.*

**MATHEMATICS (MATH)****MATH 120 (3-3-0) Finite Mathematics**

An introduction to mathematical sets, logic, probability, statistics, and the metric system.

**MATH 121 (3-3-0) Introduction to College Algebra I**

A study of equations, inequalities, functions, graphs, and matrices.

**MATH 123 (3-3-0) College Algebra**

An algebra course containing the following topics: sets, the real number system, exponents, radicals, polynomials, equations, inequalities, relations and functions, graphing, conic sections, exponential and logarithmic functions, systems of equations, complex numbers, mathematical induction, and the binomial theorem. *Prerequisites: High School Algebra I, II, and Plane Geometry or equivalent, and satisfactory placement score.*

**MATH 124 (3-3-0) College Trigonometry**

A trigonometry course containing the following topics: trigonometric functions defined on angles, circular functions, graphs, inverse trigonometric functions, identities, trigonometric equations, law of cosines, law of sines, and complex numbers. *Prerequisites: High School Algebra I, II and Plane Geometry, or MATH 123 or equivalent, and satisfactory placement score.*

**MATH 131 (3-3-0) Algebra and Trigonometry (Honors)**

An in-depth study of the topics covered in MATH 123 and MATH 124.

**MATH 140 (4-4-0) Applied Calculus**

A course in calculus applicable to business and the social sciences incorporating a review of college algebra and studies of linear equations, functions and their limits, derivations, applications of the derivatives, exponential and logarithmic functions, antiderivatives, definite integrals and applications, and numerical techniques and applications. *Prerequisites: MATH 123 or MATH 131. Designed mainly for business and social science majors.*

**MATH 142 (4-4-0) Calculus with Analytic Geometry I**

The first course of a three-semester sequence in calculus with analytic geometry, including studies of graphs, functions, limits, differentiation, applications of differentiation, integration, and applications of the definite integral. *Prerequisite: MATH 131 or equivalent.*

**MATH 150 (3-3-0) Discrete Mathematics I**

The first course of a two-semester sequence in discrete mathematics, providing the theoretical base and support for computer science and including operations on sets, Cartesian products and tuples, combinatorial objects, Venn diagrams, event spaces and basic probability, number systems, the statement calculus, rules of inference and validity of arguments, inductive proofs, the concept of an algorithm, equivalence relations, partial ordering relations, graphs and digraphs as relations, including trees and shortest paths in digraphs, basic definitions and notations of functions, recurrences for the analysis of algorithms, semigroup and Abelian group, matrix operations, invertibility, and solutions of systems of linear equations. *Prerequisite: MATH 131 or equivalent.*

**MATH 241 (4-4-0) Calculus with Analytic Geometry II**

The second course of a three-semester sequence in calculus with analytic geometry, including studies of differentiation and integration of exponential, logarithmic, inverse, trigonometric and hyperbolic functions; techniques of integration, improper integrals, infinite series, and analytic geometry. *Prerequisite: MATH 142.*

**MATH 242 (4-4-0) Calculus with Analytic Geometry III**

The third course of a three-semester sequence in calculus with analytic geometry, including studies of vectors, vector-valued functions, partial differentiation, multiple integrals, and vector calculus. *Prerequisite: MATH 241.*

**MATH 250 (3-3-0) Discrete Mathematics II**

A continuation of MATH 150, including qualification and further rules of inference; formal and informal proofs, machine proofs, with attention to unification and the resolution principle, algebra of sets as an axiomatic theory, the equivalence relation as a partitioning device, further applications of graphs and digraphs, inverses and composition of functions, recursive functions and inductive proofs, group codes as an application of group theory, lattices and Boolean algebra, and models of Boolean algebra. *Prerequisite: MATH 150.*

**MATH 251 (3-3-0) Linear Algebra**

A course in linear algebra including such topics as systems of equations, matrix theory, vector spaces, bases and linear transformations. *Prerequisite: MATH 142 or consent of the department.*

**MATH 262 (3-3-0) Modern Geometry**

A course in modern geometry including studies of incidence geometry in planes and space, distance and congruence, separation in planes and space, angular measure, congruences between triangles, similarities between triangles, and parallel postulates. *Prerequisites: MATH 123 and MATH 124, or MATH 131.*

**MATH 312 (3-3-0) History of Mathematics**

A survey of mathematics incorporating biographical accounts of persons who have contributed significantly to the development of mathematics, descriptions of their achievements, and discussions of other major topics of interest in mathematics. *Prerequisite: MATH 142.*

**MATH 331 (3-3-0) Differential Equations I**

The first course of a two-semester sequence in differential equations, emphasizing applications to science and engineering and including the following topics: first order differential equations, second order linear differential equations, partial differential equations, higher order linear equations, the Laplace Transform, and series solutions of second order linear equations. *Prerequisite: MATH 242.*

**MATH 332 (3-3-0) Differential Equations II**

A continuation of MATH 331, including the following topics: numerical methods, nonlinear differential equations and stability, the Fourier Series, boundary value problems and the Sturm-Liouville Theory, system of linear differential equations, and the existence theory. *Prerequisites: MATH 251 and MATH 331.*

**MATH 340 (1-6-0) Topics in Mathematics**

A study of major topics of current interest in mathematics not covered in existing courses.

**MATH 360 (3-3-0) Set Theory**

A rigorous study of axiomatic set theory, including the following elements: logic, sets, operations on sets, ordinal numbers, induction, cardinal numbers, cardinal arithmetic, and the Axiom of Choice. *Prerequisite: MATH 241.*

**MATH 361 (3-3-0) Introduction to Modern Algebra I**

The first course of a two-semester sequence introducing fundamental concepts and proof techniques used in abstract algebra and including studies of groups, normal subgroups, quotient groups, homomorphisms, rings, ideals, quotient rings, integral domains, fields, vector spaces, linear transformations, and related topics. *Prerequisite: MATH 360.*

**MATH 362 (3-3-0) Introduction to Modern Algebra II**

A continuation of MATH 361 presenting a deeper and more extended study of groups, rings, finitely generated Abelian groups, extension fields, the introductory Galois theory, and related topics. *Prerequisite: MATH 361.*

**MATH 372 (3-3-0) Linear Programming**

A study of methods and applications of optimizing a linear function subject to linear constraints, the theory of the simplex method and duality; parametric linear programs; sensitivity analysis; modeling and computer implementation. *Prerequisite: MATH 251.*

**MATH 400 (3-3-0) Diagnostic and Prescriptive Mathematics**

A course examining diagnostic teaching in the context of a general approach to mathematics instruction, with emphasis on strengthening students' knowledge of mathematics and instructional psychology. *Prerequisite: Consent of the department.*

**MATH 412 (3-3-0) Advanced Calculus**

A comprehensive and rigorous study of the concepts of limit, continuity, topology on the real line, properties of continuous functions, Mean Value Theorem and Taylor's Formula, and calculus of several variables. *Prerequisites: MATH 242 and MATH 360.*

**MATH 432 (2-6-0) Reading and Honors in Mathematics**

An introduction to methods of research and independent study in mathematics. *For seniors and/or honors students.*

**MATH 433 (1-6-0) Mathematical Concepts for Intermediate School Teachers**

A course for pre-service and in-service teachers at the intermediate level, emphasizing sets and the set theory, the development of the real number system, measurements, the use of manipulative materials, elements of geometry, computer utilization, and problem solving. *Prerequisite: Consent of the department.*

**MATH 450 (3-3-0) Selected Topics in Mathematics**

Advanced study of major topics in mathematics from such fields as topology, advanced calculus, complex analysis, or modern algebra. *Course may be repeated for credit with approval of department.*

**MATH 461 (3-3-0) Theory of Real Variables**

A study of the theory of real variables, incorporating a rigorous treatment of limits, functions, continuity, differentiability, and infinite series, and introducing the Riemann-Stieltjes integral and Lebesgue integral. *Prerequisites: MATH 360 and MATH 412.*

**MATH 472 (3-3-0) Theory of Numbers**

A study of the elementary properties of integers, divisibility, Euclid's Algorithm, prime numbers, and congruences. *Prerequisite: Junior standing.*

**MATH 481 (3-3-0) Introduction to Topology**

A study of topics in the field of point set topology, including general topological spaces, metric spaces, and various topological properties. *Prerequisite: MATH 412.*

**MATH 492 (3-3-0) Complex Variables**

A rigorous study of elementary functions, differentiation and integration of analytic functions, Taylor and McLaurin series, Residue Theorem, and contour integration. *Prerequisites: MATH 412.*

**MEDICAL TECHNOLOGY (MEDI)****MEDI 200 (2-2-0) Medical Terminology**

A comprehensive study of the language of medicine, including the use of the terms in the various areas of medical science. *Prerequisites: One year of college level science and permission of instructor.*

**MEDI 451\* (3-2-2) Clinical Microscopy**

A study of techniques used in the chemical and microscopic evaluation of urine.

**MEDI 452\* (3-2-2) Serology**

A practical study of serological diagnostic tests.

**MEDI 460\* (6-1-5) Hematology**

A clinical laboratory evaluation of the normal and pathologic morphology of blood and blood forming organs.

**MEDI 462\* (4-3-3) Blood Bank**

A study of basic principles of blood coagulation, with laboratory practice in type and cross-matching of blood.

**MEDI 470\* (8-3-5) Microbiology**

An examination of the morphology and physiology of bacteria, fungi and parasites, including a study of defense mechanisms and the preparation of culture media and techniques for identification.

**MEDI 472\* (8-3-5) Clinical Chemistry**

A study in the diagnostic analysis of blood and other body fluids.

\*Offered and taught at hospital-based and NAACLS and AMA accredited Schools of Medical Technology. Successful completion of preclinical studies and admission to the clinical phase are required to register for these courses.

## MANAGEMENT (MGMT)

### **MGMT 200 (3-3-0) Introduction to Management Information Systems**

An introduction to business information systems, programming, systems analysis, techniques and goals for data processing, and information retrieval. *Prerequisite: MATH 121 or 123.*

### **MGMT 311 (3-3-0) Principles of Management**

An emphasis on the bases and principles of management, including planning, organizing, staffing, directing, and controlling, as well as on the role of the manager in a changing environment. *Prerequisite: Lower division core.*

### **MGMT 320 (3-3-0) Management of Data Communications**

An emphasis on managerial issues, especially on gaining competitive advantages using management of data communications, voice communications, configurations, common carrier services, network management, and network security.

### **MGMT 330 (3-3-0) Production and Operations Management**

An introduction to the process of producing goods and services, with class work oriented toward the analysis and solution of practical problems using quantitative techniques, and discussions dealing with such topics as systems design, location and layout, forecasting, aggregate planning, inventory control, material requirement planning, project management, and quality assurance. *Prerequisite: BADM 312 & MGMT 311.*

### **MGMT 410 (3-3-0) Human Resource Management**

A study of personnel administration, including the objectives, organization, functions and role of personnel management in the operation of business enterprises, with attention to key problems in the area of employee selection, hiring, and placement; training; wage and salary administration; promotion, transfer, and separation; personnel services; and labor relations. *Prerequisite: MGMT 311.*

### **MGMT 420 (3-3-0) Organizational Behavior**

The study of human behavior at the individual, group and organizational level including discussion and case studies related to motivation, perception, job design, group behavior, communication, interpersonal conflict and leadership. *Prerequisite: MGMT 311.*

### **MGMT 425 (3-3-0) International Business Management**

A survey of the theoretical and institutional complexities of international business operations, with emphasis on the special knowledge and skills essential to personnel engaged in the planning and administration of business enterprises and governmental organizations with overseas relationships. *Prerequisite: MGMT 311.*

### **MGMT 430 (3-3-0) Business Policy**

A capstone course focusing on the theoretical and practical knowledge acquired in previous undergraduate business administration courses, with students required to appraise and analyze the process of strategic planning, implementation, and control using case method, and with class work oriented toward an understanding of a company's relative skills,

existing operations, competitive environment, marketing, finance, management, organizational structure, control systems, and corporate strategy. *Prerequisite: MGMT 311, FINC 311, MKTG 311.*

**MGMT 450 (3-3-0) Small Business Management**

The process of managing a small business including planning, marketing, production, finance, organization, personnel, and pragmatic issues in real situations. *Prerequisite: MGMT 311.*

## **MARKETING (MKTG)**

**MKTG 311 (3-3-0) Principles of Marketing**

A study of the principles of marketing; current practices and structures of the market; analyses of marketing functions, institutions, costs, and marketing legislations. *Prerequisite: Lower division core.*

**MKTG 322 (3-3-0) Advertising**

A study of the principles of advertising, advertising media, and special problems of small business concerns, including appropriations and planning related to the development of advertising and the economic significance of advertising to both the consumer and the advertiser. *Prerequisite: MKTG 311.*

**MKTG 330 (3-3-0) Retailing**

A survey of retailing and its role in distribution, focusing on problems of administrative organization, store location, layout, buying, pricing, merchandising, sales promotions, and current trends in retailing. *Prerequisite: MKTG 311.*

**MKTG 331 (3-3-0) Consumer Behavior**

A survey of the theories of consumer behavior, with contributions from the social sciences and their applications to the marketing discipline. *Prerequisite: MKTG 311.*

**MKTG 410 (3-3-0) Marketing Management**

A study of the organization and coordination of the total marketing program; sales, advertising, credit, marketing and consumer research; materials management; planning and policy determination, including distribution policies, cost analyses, pricing, sales forecasting and demand analyses, governmental regulations affecting marketing, and adjustment to competitive trends, changing trends, and changing market conditions. *Prerequisite: MKTG 311.*

**MKTG 412 (3-3-0) Sales Management**

A study of the functions of a sales department within the marketing organization, including the recruiting, selecting, training, motivating, supervising, compensating, and evaluating sales personnel. *Prerequisite: MKTG 311.*

**MKTG 421 (3-3-0) International Marketing**

A survey of the structure, techniques, problems, and general environment of marketing abroad, including the organization, promotion, financing, legal aspects, and operations of the multinational corporation. *Prerequisite: MKTG 311.*

**MKTG 460 (3-3-0) Marketing Research**

The application of scientific methods of obtaining information to structuring marketing policies and techniques, with emphasis on the role of research in the solution of marketing problems. *Prerequisites: BADM 312, MKTG 311.*

**MKTG 490 (3-3-0) Seminar in Marketing**

A capstone course for seniors in marketing, with course content and activities centering on special topics that may include management or marketing activities, special research topics, or other marketing issues relevant to the business environment. *Prerequisite: Senior standing in Marketing.*

**MUSIC (MUSI)****MUSI 100 (1-2-0) Basic Musicianship**

A study of the rudiments of music, including major and minor scales, intervals, simple chords, and rhythmic drills.

**MUSI 102 (1-2-0) Class Piano I**

A class piano course giving the non-piano major a basic understanding of keyboard harmony and technique, with the first year of instruction devoted to becoming familiar with the five-finger major hand positions, memorizing several short compositions, sightreading, and combining staccato and legato playing.

**MUSI 110 (1-5-0) Choir**

A course focusing on selections from all periods and styles of music including pop, spiritual, and gospel music, with a study of vocal techniques, choral diction, and performance styles and practice. Includes choral performances at various University and community activities, with tours planned to many areas in North Carolina and other states. *Open to all students who enjoy singing.*

**MUSI 120 (1-0-2) Brass Ensemble**

A course in the performance of small ensemble compositions written for various combinations of brass and wind instruments. *Open to all students following audition and permission of instructor.*

**MUSI 130 (1-0-2) Woodwind Ensemble**

A course in the performance of small ensemble compositions written for various combinations of woodwind instruments. *Open to all students following audition and permission of instructor.*

**MUSI 140 (1-0-2) Jazz Ensemble**

A major performing organization of the University, with practice including instruction in improvisation and arranging, and with repertoire varied to include a wide array of music from jazz to fusion and popular styles. *Open to all students following audition and permission of instructor.*

**MUSI 152 (3-5-0) Harmony, Sight Singing, and Ear Training I**

A study of the basic elements of harmony: triads and seventh chords in root position and all inversions; major, minor, and chromatic scales; rhythm; meter; and intervals; practice in sight singing, ear training, and melodic dictation, with stress on keyboard harmony. *Prerequisite: MUSI 100 or advanced placement by exam.*

**MUSI 167 (1-0-1) Applied Brass****MUSI 178**

A sequence of courses focusing on diagnoses and recommendations for proper brass/wind playing habits, with emphasis on embouchure development, tonal studies, scales, arpeggios. Minimum of five hours practice per week required. *Freshman year sequence.*

**MUSI 169 (1-0-1) Applied Organ****MUSI 180**

A sequenced study of organ manual and pedal techniques, with practice works including easy preludes and offertories, studies by Gelason, Nilsen, etc.; Bach Little Preludes and Fugues; hymn playing and service playing. *Freshman year sequence.*

**MUSI 171 (1-0-1) Applied Piano****MUSI 182**

A first-year sequence of courses in piano devoted to acquiring a firm technical foundation through the use of various drills and exercises, with beginning repertoire including pieces on the level of Clementi Sonatinas, Op. 36; the Notebook for Anna Magdalena Bach; or the easier Bach Two-part Inventions; and major and minor scales in contrary and parallel motion. *Freshman year sequence.*

**MUSI 173 (1-0-1) Applied Percussion****MUSI 184**

A sequence of courses focusing on diagnoses and recommendations for proper playing habits for mallet percussion instruments. Minimum of five hours practice per week required. *Freshman year sequence.*

**MUSI 175 (1-0-1) Applied Strings****MUSI 186**

A sequence of courses featuring diagnoses and recommendations for proper string playing habits, with practice emphasis on bowing and fingering methods, positions, scales, arpeggios, tone, and vibrato. Minimum of five hours practice per week required. *Freshman year sequence.*

**MUSI 177 (1-0-1) Applied Voice****MUSI 188**

A sequence of courses in voice focusing on the study of vowels and the fundamentals of tone production, on correct breathing and posture, and on the singing of vocalises and early secular and sacred songs. *Freshman year sequence.*

**MUSI 179 (1-0-1) Applied Woodwinds****MUSI 190**

A sequence of courses focusing on diagnoses and recommendations for proper woodwind playing habits, with emphasis on embouchure development, tonal studies, scales, and arpeggios. Minimum of five hours practice per week required. *Freshman year sequence.*

**MUSI 191 (1-0-5) Marching Band**

A major performing organization of the University, playing in parades, at miscellaneous events, and at football games both at home and in other states. *Open to all students following audition and permission of instructor.*

**MUSI 192 (1-0-5) Concert Band**

A major performing organization of the University, playing varied styles and genres of music in concerts, both locally and in other cities. *Open to all students following audition and permission of instructor.*

**MUSI 201 (1-0-2) Class Piano II**

A continuation of MUSI 102. *Prerequisite: MUSI 102.*

**MUSI 202 (1-0-2) Class Piano III**

A study of primary chords in all keys; the major and harmonic minor scales and major and minor arpeggios in two octaves; four-part chordal textures; and sight reading using chord symbols. *Prerequisite: MUSI 201.*

**MUSI 210 (3-3-0) Music Appreciation**

An introduction to the basic materials and ideas of music, stressing the relationship of music to society, culture, and philosophy; introducing musical instruments and the contributions of important composers; and studying characteristics of style and form in various types of music. *Recital attendance required.*

**MUSI 241 (1-0-2) Class Strings**

A study of the basic concepts of playing and teaching the bowed string instruments, focusing on basic performance skills on each of the instruments (violin, viola, violoncello, and bass viol), as well as on information about techniques for organizing, recruiting, and teaching string classes and orchestras in the public schools.

**MUSI 242 (1-0-2) Class Woodwinds**

A practical introduction to the woodwind family, with emphasis on techniques for playing the flute, clarinet, oboe, bassoon, and saxophone, as well as on the characteristics and functions of each woodwind instrument and on the basic skills needed to offer instruction on woodwind instruments in the public schools.

**MUSI 251 (1-2-0) Class Voice I**

A course featuring group instruction in the fundamentals of singing, with emphasis on breath control, posture, and tone production, and with additional attention to developing a beginning vocal repertoire.

**MUSI 252 (1-0-2) Class Voice II**

A continuation of techniques started in MUSI 251, including new material such as basic diction, consonant and vowel production, and the extension of vocal and dynamic range through exercises and repertoire. *Prerequisite: MUSI 251.*

**MUSI 262 (1-2-0) Diction**

A study of the enunciation, pronunciation, and articulation of languages applicable to performances of vocal literature written in English, French, Italian, German, and Latin.

**MUSI 267 (1-0-1) Applied Brass****MUSI 278**

A sequence of courses in technical studies of brass/wind instruments, with additional emphasis on the development of a recital repertoire. Student recitals and a minimum of ten hours practice per week required. *Sophomore year sequence.*

**MUSI 269 (1-0-1) Applied Organ****MUSI 280**

A sequence of courses in organ technique and repertoire, including the Bach Little Preludes and Fugues, Orgelbuechlein; Brahms Choral Preludes; Vierne and Widor; hymns; and other standard works. *Sophomore year sequence.*

**MUSI 271 (1-0-1) Applied Piano****MUSI 282**

A sequence of courses in piano technique and repertoire on the level of Beethoven Sonatas Op. 49, Nos. 1, 2; Bach Two and Three-part Inventions; Chopin Mazurkas, and Waltzes; and Bartok Mikrokosmos, Volumes III and IV; major scales and minor scales in contrary and parallel motion. *Sophomore year sequence.*

**MUSI 273 (1-0-1) Applied Percussion****MUSI 284**

A sequence of courses focusing on technical studies and the development of a recital repertoire on mallet percussion instruments, including timpani. Performance in student recitals and a minimum of ten hours practice per week required. *Sophomore year sequence.*

**MUSI 275 (1-0-1) Applied Strings****MUSI 286**

A sequence of courses in technical studies and the development of a recital repertoire for strings. Performance in student recitals and a minimum of ten hours practice per week required. *Sophomore year sequence.*

**MUSI 277 (1-0-1) Applied Voice****MUSI 288**

A continuation of studies in tone production and other principles of singing, with emphasis on various vocalises and on English, Italian, and French songs. *Sophomore year sequence.*

**MUSI 279 (1-0-1) Applied Woodwinds****MUSI 290**

A sequence of courses in technical studies and the development of a recital repertoire for woodwinds. Performance in student recitals and a minimum ten hours practice per week required. *Sophomore year sequence.*

**MUSI 281 (3-5-0) Harmony, Sight Singing, and Ear Training II**

A study in advanced harmony, including 2nd inversion triads, seventh chords, nonharmonic tones, cadences, modulation, and four-part writing, with class sight singing, ear training, and keyboard work continued. *Prerequisite: MUSI 152. Class meets Monday through Friday.*

**MUSI 292 (3-5-0) Harmony, Sight Singing, and Ear Training III**

A further study of harmonic materials of previous theory courses, including secondary dominant progressions, modulation, binary and ternary forms, and borrowed chords, with applications of theoretical concepts to written work, keyboard harmony, sight singing and ear training, analysis, and creative work. *Prerequisite: MUSI 281.*

**MUSI 341 (1-0-2) Class Brass**

A study of basic concepts, techniques, and information related to offering instruction on the brass instruments - trumpet, French horn, trombone, euphonium, tuba - in the public schools.

**MUSI 342 (1-0-1) Class Percussion**

A study of basic concepts, techniques, and information related to offering instruction tuned and untuned mallet and keyboard percussion instruments and drums in the public schools.

**MUSI 351 (3-3-0) Music History I**

A survey of the development of music from antiquity through the seventeenth century.

**MUSI 352 (3-3-0) Music History II**

A survey of the development of music from the culmination of the Baroque era in the early eighteenth century to the present day, with emphasis on performance practices and on works of major composers of the late Baroque and Rococo periods, the Viennese Classical School, the Romantic, Post-Romantic, and Impressionist periods, and the twentieth century.

**MUSI 354 (2-2-0) Form and Analysis**

A study of the basic musical forms and structures as well as of related materials, such as key relationships, modulations, and cadence formulae. *Prerequisites: MUSI 381 and MUSI 352.*

**MUSI 367 (2-0-1) Applied Brass****MUSI 368**

A sequence of courses in technical studies and the development of a recital repertoire. Student recital and a minimum of ten hours practice per week required. *Junior year sequence.*

**MUSI 369 (2-0-1) Applied Organ****MUSI 380**

A sequence of advanced courses in organ literature, including works of Bach, Buxtehude, Handel, Mendelssohn, Franck, Widor, etc., and incorporating elements of church service playing, hymn playing, and anthem accompaniment, as well as orders of liturgical services and other special services. Performance from memory. *Junior year sequence.*

**MUSI 371 (2-0-1) Applied Piano****MUSI 382**

A continuation of technical piano studies, focusing on compositional form and performance style in works from the various historical periods, including the Bach Preludes and Fugues from the Well-Tempered Clavier, Haydn Sonatas, Chopin Nocturnes, Brahms Intermezzos, and Bartok Mikrokosmos, Vol. V, or Bartok Sonata. *Junior year sequence.*

**MUSI 373 (2-0-1) Applied Percussion****MUSI 384**

A sequence of courses in technical studies and recital repertoire development for percussion instruments, especially the marimba and the tympani. Performance in student recitals and a minimum of ten hours practice per week required. *Junior year sequence.*

**MUSI 375 (2-0-1) Applied Strings****MUSI 386**

A sequence of courses in technical studies and recital repertoire development for strings. Performance in student recitals and a minimum of ten hours practice per week required. *Junior year sequence.*

**MUSI 377 (2-1-0) Applied Voice****MUSI 388**

A comprehensive study of English, Italian, French, and German songs, to build a repertoire for the senior recital. *Junior year sequence.*

**MUSI 379 (2-0-1) Applied Woodwinds****MUSI 390**

A sequence of courses in technical studies and recital repertoire development for woodwinds. Performance in student recitals and a minimum of ten hours practice per week required. *Junior year sequence.*

**MUSI 381 (3-5-0) Harmony, Sight Singing, and Ear Training IV**

A study in advanced harmonic materials, including diminished seventh, Neapolitan sixth, and augmented sixth chords, with applications of theory to part-writing, original compositions, analyses, and keyboard harmonies. Continuation of sight singing and ear training activities. *Prerequisite: MUSI 292.*

**MUSI 391 (2-2-0) Conducting (Elementary)**

The development of manual techniques, score studies, and listening skills related to the conducting of instrumental and vocal ensembles.

**MUSI 394 (1-1-2) Choral Conducting**

A course developing the oral, visual, and aural skills necessary to conduct vocal ensembles - mixed choirs, female choirs, and male choirs - as well as the skills and proficiency to read scores of compositions such as madrigals, motets, anthems, oratorios, and cantatas.

**MUSI 396 (1-1-2) Instrumental Conducting**

A course developing the aural, visual, and oral skills necessary to conduct instrumental ensembles - marching bands, concert bands, and jazz ensembles - and to increase proficiency in score reading.

**MUSI 420 (1-2-0) Choral Literature**

A study of choral literature from 1450 through the twentieth century, including such activities as listening to and analyzing works.

**MUSI 430 (1-2-0) Keyboard Literature**

A study of keyboard pieces from various musical eras and of the composers, styles, and structures of the compositions.

**MUSI 431 (2-2-0) Orchestration**

A study of methods and techniques for arranging compositions for band and orchestral ensembles, with special attention to transposition techniques and to basic compositional principles. *Prerequisite: MUSI 381.*

**MUSI 440 (1-2-0) Woodwind Literature**

A study in the listening, analysis, and evaluation of woodwind solo and ensemble music, in the evaluation of materials for technique development, and in the evaluation and selection of musical scores for band and symphonic performances.

**MUSI 441 (3-3-0) Methods and Materials (Elementary)**

A study of curriculum, materials, and procedures for music instruction in elementary and intermediate grades.

**MUSI 460 (3-3-0) African-American Music**

A study of traditional African music and its interaction with western musical styles, with emphasis on the development of the blues, spirituals, gospel music, jazz idioms, and more recent African-American styles, and with attention to the work of major black composers and performers in both the concert and commercial areas.

**MUSI 461 (2-1-0) Class Guitar**

A study in tuning, basic chords, music reading, right-hand techniques, and improvisational accompaniments for the guitar.

**MUSI 462 (2-2-0) Music Composition**

A study in musical composition that includes writing pieces in basic binary and ternary song forms, variations, and sonata-allegro and rondo forms, with emphasis on integrating materials learned in harmony, counterpoint, and orchestration. *Prerequisite: MUSI 381.*

**MUSI 465 (2-2-0) Instrument Repair and Maintenance**

A study of basic techniques for the maintenance and repair of musical instruments.

**MUSI 467 (2-0-1) Applied Brass****MUSI 478**

Senior recital preparation, with emphasis on the development of advanced techniques for brass performance. Senior recital repertoire approval by instructor and music faculty committee required in second semester course. *Senior year sequence.*

**MUSI 469 (2-0-1) Applied Organ****MUSI 480**

Continued study and practice of repertoire works, with emphasis on larger and more difficult compositions from the general literature and on the satisfactory public performance of a memorized composition in larger form. *Senior year sequence.*

**MUSI 471 (2-0-1) Applied Piano****MUSI 482**

A sequence of courses in piano study to develop and refine performance techniques and to begin preparations and repertoire practice for the senior recital, with selections chosen from such works as the Bach Well-Tempered Clavier (selections), the Bach French Suites, Mozart or Beethoven Sonatas, Chopin Preludes or Nocturnes, Bartok Mikrokosmos, Vol. VI, Allegro Barbara or Suite, Op. 14, or other works. *Senior year sequence.*

**MUSI 473 (2-0-1) Applied Percussion****MUSI 484**

Senior recital preparation, with emphasis on the development of advanced techniques for percussion. Senior recital repertoire approval by instructor required in second semester. *Senior year sequence.*

**MUSI 475 (2-0-1) Applied Strings****MUSI 486**

Senior recital preparation, with emphasis on the development of advanced techniques for strings. Senior recital repertoire approval by instructor required in second semester. *Senior year sequence.*

**MUSI 477 (2-0-1) Applied Voice****MUSI 488**

In-depth studies of vocal techniques and the literature from Baroque to Contemporary periods, with emphasis on preparations for the senior recital. *Senior year sequence.*

**MUSI 479 (2-0-1) Applied Woodwinds****MUSI 490**

Senior recital preparation, with emphasis on the development of advanced techniques for woodwinds. Senior recital repertoire approval by instructor required in second semester. *Senior year sequence.*

**MUSI 491 (2-2-0) Vocal Literature**

A survey of vocal music from the Renaissance to the 20th century, including listening, singing, and analyzing music.

**MUSI 499 (1-0-1) Senior Recital**

A performance program of at least thirty minutes, consisting of works representing various styles and periods. *Prerequisite: 7 hours of applied music in the major field. Faculty committee approval required for senior recital.*

## NATURAL SCIENCE (NSCI)

### **NSCI 110 (4-3-2) Comprehensive Physical Science**

A course that presents the ideas, concepts and laws of physics, chemistry, meteorology, geology, and astronomy at an introductory level for non-science majors. A series of laboratory/recitation sessions will be used to illustrate the fundamental concepts.

### **NSCI 120 (4-3-2) Modern Biology**

An introductory course covering basic biological concepts that provides the student with a comprehensive survey of both the physical and biological sciences. Some important areas which will be investigated are: cell structure and reproduction, energy relationships at the cellular level, genetics, DNA, evolution, ecology, bacteria, protists, fungi, plants, animals, organ systems, human anatomy, and human physiology. *Prerequisite: NSCI 110.*

## PHYSICAL EDUCATION (PEDU)

### **PEDU 000 (0-2-0) Swimming**

An introduction to the fundamentals of swimming designed for students scoring below the minimum on the swimming classification test to assist them in developing the prerequisite skills necessary to enroll in PEDU 201 - Swimming II (required of all Physical Education majors).

### **PEDU 100 (1-1-0) Individual Physical Education Activities**

Special activities designed for students with physical disabilities or verified health problems that prevent their participation in vigorous physical education.

### **PEDU 101 (1-2-0) Swimming (Coed)**

An introductory course in the fundamentals of swimming, with instruction provided at the beginning swimmers level of the Red Cross Program.

### **PEDU 102 (1-2-0) Dance**

A course for beginning dancers, emphasizing movement as a medium of expression in the development of dance technique, locomotor skills, and creativity.

### **PEDU 103 (1-2-0) Jogging**

This activity course is designed to improve student understanding of the component parts of fitness (muscular strength and endurance, cardiovascular endurance, flexibility and body composition) and their relationship to his/her individual needs.

### **PEDU 106 (1-2-0) Beginning Soccer**

This course is designed to teach students the fundamental skills and strategies of soccer. The students will understand and become familiar with the rules and regulations, consequently enhancing self-confidence and satisfaction in teaching and participating in soccer.

### **PEDU 107 (1-2-0) Weight Training**

This course is designed to familiarize students with weight training and body conditioning. Emphasis will be placed on proper lifting techniques, weight training for conditioning, body building and power lifting.

**PEDU 110 (1-2-0) Softball**

The study and practice of the fundamentals of softball, including rules, playing strategies, team offense and defense, and techniques of base running, catching, throwing, and batting.

**PEDU 111 (1-2-0) Stunts, Tumbling and Trampoline**

The study and practice of fundamentals for performing beginning stunts and tumbling exercises safely and skillfully.

**PEDU 112 (1-2-0) Golf**

The study and practice of beginning golf, with emphasis on terminology, rules, customary courtesies, and appropriate use of the following clubs: mid-irons, short-irons, putter, and woods.

**PEDU 120 (1-2-0) Tennis and Badminton**

The study and practice of fundamentals involved in singles and doubles play in tennis and badminton, including rules, techniques, and skills.

**PEDU 121 (1-2-0) Archery and Table Tennis**

A practical study of the historical development, rules, techniques, and basic skills of archery and table tennis.

**PEDU 122 (1-2-0) Volleyball**

A practical study of the fundamentals of volleyball, including the historical development of the game and the rules and techniques of serving, setting, volleying, and scoring basic to playing the game.

**PEDU 130 (1-2-0) Basketball**

A practical study of the fundamentals of basketball, including the rules and historical development of the game, techniques of passing, dribbling, shooting, and conditioning, playing strategies, and team offense and defense.

**PEDU 131 (3-3-0) Theory of Physical Education**

A study of the philosophical, historical, biological, sociological, and psychological foundations of physical education.

**PEDU 132 (1-2-0) Bowling**

A practical study of the rules, performance skills, and techniques for beginning bowling.

**PEDU 140 (1-2-0) Conditioning Exercise**

A practical study of conditioning exercises, individual and group, for improving health and fitness, posture, and appearance.

**PEDU 200 (1-2-0) Swimming I**

A course for physical education majors who already swim, emphasizing the following skills: a fully-coordinated crawl stroke, back stroke, open turn, treading water, surface turns, underwater swimming, back float, and standing front dive. (For physical education majors.) *Prerequisite: Passing the classification test.*

**PEDU 201 (1-2-0) Swimming II**

A course in swimming emphasizing the following swimming strokes and skills: Breast stroke, inverted breast stroke, trudgen crawl, side stroke, American crawl, butterfly, and fundamental diving skills.

**PEDU 202 (2-2-0) Individual and Dual Sports 1: Tennis and Badminton**

A practical study of methods and materials for teaching tennis and badminton, with emphasis on developing materials and adapting strategies to the level of the learner. (For physical education majors.)

**PEDU 204 (2-2-0) Methods and Materials in Individual and Dual Sports**

A practical introduction to the individual and dual sports of archery, badminton, golf, tennis, and camping, with emphasis on the knowledge base of each sport, the methods and techniques of teaching each, playing strategies, mechanical analyses, and skill development.

**PEDU 210 (2-2-0) Team Sports 1: Soccer and Volleyball**

A course to assist physical education majors in their development of soccer and volleyball techniques, with additional emphasis on developing teaching materials and strategies appropriate to various age levels.

**PEDU 212 (1-2-0) Gymnastics and Stunts**

A course in the development of physical coordination, strength, and related teaching techniques through practice sessions on the trampoline, parallel bars, side horse, and mats.

**PEDU 214 (2-3-0) Team Sports 11**

A course in team sports, focusing on the development of sport skills in track and field, basketball, volleyball, soccer, and softball, and on the learning of techniques for the acquisition and retention of neuromuscular skills.

**PEDU 290 (2-3-0) Modern Dance**

A course focusing on the development of kinetic awareness in sequences and movements, with emphasis on a practical knowledge of locomotor and non-locomotor movements related to modern dance basic to enhancing dance techniques, locomotor skills, and creativity.

**PEDU 300 (1-2-0) Practicum in Physical Education**

A practical course in physical education incorporating supervised experience in the development of teaching skills and leadership abilities appropriate to classroom settings, with emphasis on arranging equipment, organizing groups for skills practice, measuring and marking play areas, and selecting and administering skills tests.

**PEDU 302 (2-2-0) Motor Learning**

A study of the physiological and psychological variables associated with motor performance and skill acquisition and retention, with special attention to theories and principles of psychomotor skills learning, research studies and relevant issues related to motor learning, and the role of physical movement in the acquisition of knowledge and skills in non-motor subject matter areas.

**PEDU 310 (2-2-0) Rhythms**

A practical study of the rhythmic structures of dance movements and their relation to the promotion of motor skill development in rhythm.

**PEDU 311 (3-3-0) History and Principles**

An introduction to the philosophical, historical, biological, sociological, and psychological foundations of physical education and sports, sports curriculum development, and motor learning theories.

**PEDU 320 (2-2-0) Methods and Materials of Teaching Health Education and Physical Education**

An introduction to methods and materials basic to elementary school health and physical education programs. *Prerequisite: Admission to the Teacher Education Program.*

**PEDU 321 (3-3-0) Early Childhood Physical Education K-6**

An in-depth experience in the teaching of physical education activities to preschool and primary children.

**PEDU 322 (3-3-0) Physical Education in Middle Grades 6-9**

An introduction to methods and materials basic to developing programs and teaching physical education activities appropriate to children in the Middle grades.

**PEDU 331 (3-3-0) Kinesiology**

A study of the musculature and bone structure of the human body and their relationship to physical movement, joint mechanisms, leverage, and muscle actions.

**PEDU 341 (3-2-0) Basketball Theory**

An exploration of theories of basketball, with additional emphasis on organization and supervision of programs, motivation, evaluation, ethics, philosophy, planning, drills, and offensive and defensive skills.

**PEDU 342 (3-2-0) Track Theory**

An introduction to the theories and practices of teaching and coaching specific track events, with emphasis on research and performance techniques, track and field meet administration, and rules of the sport.

**PEDU 351 (3-2-0) Football Theory**

An exploration of theories of football, with additional emphasis on organization and supervision of programs, motivation, evaluation, ethics, philosophy, planning, drills, and offensive and defensive skills.

**PEDU 360 (3-3-0) Theory and Practice in Elementary Physical Education**

A practical study of the place of physical activities in the total development of elementary age students (K-6), with emphasis on methods and materials for incorporating in the curriculum such activities as movement education, rhythms, mimetics, relays, combatives, self-testing, games of low organization, and singing games.

**PEDU 361 (2-2-0) Sport Officiating**

A study of the rules and mechanics for officiating at various seasonal sports, with practical experience in officiating at FSU intramural programs and in observing and evaluating officials in regularly scheduled contests.

**PEDU 362 (3-3-0) Lifesaving and Water Instruction**

A course in the fundamentals of water safety and life-saving techniques.

**PEDU 411 (3-3-0) Organization and Administration of Health, Physical Education**

A study of the organization and administration of programs in health and physical education, including such topics as philosophy, program planning, course evaluation, staffing, facilities and equipment management, athletic activities, budgeting and finance, and public relations.

**PEDU 421 (3-3-0) Measurement and Evaluation**

A study of measurement and evaluation in health and physical education, including the selection and administration of appropriate tests and the use of fundamental statistical procedures to calculate and interpret results.

**PEDU 431 (3-3-0) Adapted Physical Education**

A practical study of the adaptation of physical education to exceptional individuals.

**PEDU 442 (3-3-0) Modern Dance Theory**

A course incorporating the analysis and practice of skills, the exercise of creative processes, and the acquisition of knowledge involved in modern dance.

**PEDU 452 (3-3-0) The Intramural Sports Program**

A practical study of the organization and administration of public and collegiate sports programs.

**PEDU 460 (3-3-0) Methods and Materials in Physical Education K-12**

A course for physical education majors emphasizing the importance of physical activity in the total development of the elementary and secondary student, with attention to the methods and materials, objectives and characteristics of activities appropriate to students in grades K-12, and to techniques for evaluating movement, locomotor, and non-locomotor skills.

**PEDU 462 (3-3-0) Physiology of Exercise**

A study of the physiological effects of exercise on the various body systems, with emphasis on the musculoskeletal, cardiovascular, and respiratory systems, and on laboratory techniques for monitoring physiological parameters.

**PEDU 463 (3-3-0) Athletic Injuries**

A practical study of the principles and applications basic to the prevention, treatment, and rehabilitation of athletic injuries.

**PEDU 471 (3-3-0) Research Methodology**

A critical analysis and investigation of the current research methods applicable to health and physical education and the changing academic climate.

**PEDU 472 (3-3-0) Sports in Contemporary American Society**

An interdisciplinary course introducing the social, economic, ethical, moral, and recreational aspects of sports in contemporary society, with special examination of such topics as aggression in sports, the roles of blacks and women in sports, exploitation in sports, and the entertainment value of sports.

**PEDU 482 (3-3-0) Psychology of Coaching**

A practical study of problems specifically related to coaching, such as recruiting, acquiring a thorough grounding in game rules and playing techniques, organizing practices, and sideline coaching.

**PEDU 483 (3-3-0) Supervision of Health and Physical Education**

An analysis of current supervisory practices relative to physical education programs in city, county, and state school systems, with emphasis on program planning, fiscal management, and laws pertaining to the conduct of health and physical education programs.

**PEDU 492 (3-3-0) Wrestling**

A course focusing on the basic skills, tactics, strategies, rules and regulations involved in wrestling.

**PHILOSOPHY (PHIL)****PHIL 110 (3-3-0) Critical Thinking**

An introduction to the basic elements of argumentation, focusing on the analysis, evaluation, and development of claims and arguments in the sciences, the humanities, the social sciences, the applied sciences, and everyday life experiences.

**PHIL 210 (3-3-0) Introduction to Philosophy**

An analytical study of ancient and modern philosophical problems in metaphysics, the philosophy of religion, epistemology, ethics, and political philosophy, with emphasis on encouraging critical approaches to theoretical and practical issues. *Pre- or Corequisite: PHIL 110.*

**PHIL 220 (3-3-0) Introduction to Logic**

An introduction to techniques of correct reasoning in informal contexts, to Aristotelian and mathematical logic, and to practical applications of logic, for example, in addressing contemporary issues and in completing logic sections of national examinations such as the GRE, GMAT, LSAT, NTE, MCAT, etc. *Prerequisite: PHIL 110.*

**PHIL 230 (3-3-0) Political and Social Philosophy**

An introduction to traditional and contemporary social-political thought and its relationship to practice, with emphasis on the interdependence of economic and sociopolitical issues and on the African viewpoint and its relationship to other world views. *Prerequisite: PHIL 110.*

**PHIL 320 (3-3-0) Introduction to Ethics**

A philosophical exploration of the basis of the good life, involving approaches to the problems of moral belief and practices. *Prerequisite: PHIL 110.*

**PHIL 420 (3-3-0) Philosophy of Religion**

A course examining the claims of religion from a logical point of view and covering such topics as traditional arguments for the existence of God, the problem of evil, evolution, knowledge and belief, religion and morality, religious experience and verification, and existentialism. *Prerequisite: PHIL 110.*

**PHIL 430 (3-3-0) Seminar in Philosophy**

Individual or group study and critical discussion of selected philosophical issues. *Prerequisite: PHIL 110.*

**PHYSICS (PHYS)****PHYS 110 (2-2-0) Basic Physics**

An introduction to fundamental concepts of measurements, dimensions and units, scalars and vectors, forces and free-body diagrams, work and energy, with attention to the improvement of problem-solving and computational skills. *Pre-corequisite: MATH 123 or higher.*

**PHYS 111 (5-4-2) General Physics I**

An introductory study of the phenomena and concepts of classical and modern physics, emphasizing mechanics, heat, wave motion, and sound, with laboratory exercises providing practical knowledge in handling laboratory apparatus, data collection, and data interpretation related to topics discussed in the lectures. *Prerequisite: MATH 124 or 131.*

**PHYS 112 (5-4-2) General Physics 11**

A continuation of PHYS 111, emphasizing the principles of electricity, magnetism, light, and optics, with laboratory exercises providing practical knowledge in handling laboratory apparatus, data collection, and data interpretation related to the topics discussed in the lectures. *Prerequisites: PHYS 111.*

**PHYS 121 (5-4-2) College Physics I**

A calculus-based introductory study of Newtonian mechanics, wave motion, thermodynamics, and related concepts, with special emphasis on problem-solving and with laboratory experiences providing practical knowledge in handling laboratory apparatus, data collection, and data interpretation related to topics discussed in the lectures. *Prerequisite: MATH 142. Corequisite: MATH 241.*

**PHYS 122 (5-4-2) College Physics II**

A calculus-based introductory study of the fundamental concepts of electricity, magnetism, and classical optics, with special emphasis on problem-solving and with laboratory exercises providing practical knowledge in handling laboratory apparatus, data collection, and data interpretation related to topics discussed in lectures. *Prerequisites: PHYS 121, MATH 241.*

**PHYS 211 (4-3-2) Mechanics**

An intermediate-level concentration in mechanics dealing with vector analysis, central force problems, rotational motion, and time, position, and velocity dependent forces, with laboratory exercises complementing theory. *Prerequisites: PHYS 121, MATH 242.* *Corequisite: MATH 331.*

**PHYS 212 (4-3-2) Heat**

An intermediate-level concentration in thermodynamics dealing with the laws of thermodynamics, open and closed systems, kinetic theory of gases, heat engines, and air conditioning systems, with laboratory exercises complementing theory. *Prerequisites: PHYS 122, MATH 241.*

**PHYS 311 (4-3-2) Electricity and Magnetism I**

An intermediate-level presentation of the principles and theories of electricity and magnetism, with applications of Maxwell equations and boundary value problems and with laboratory exercises complementing theory. *Prerequisites: PHYS 122, 211, MATH 331.*

**PHYS 312 (4-3-2) Electricity and Magnetism II**

An intermediate-level presentation of the principles and theories of electricity and magnetism, with emphasis on boundary value problems, collision processes, radiation, and relativity. *Prerequisite: PHYS 311.*

**PHYS 411 (4-3-2) Electronics**

An introduction to the foundations of electronics, with consideration of the properties of semiconducting elements, with emphasis on amplifiers, communications circuits, and linear and digital circuits. *Prerequisites: PHYS 112 or 122.*

**PHYS 412 (4-3-2) Biophysics**

An introduction to the basic principles of electricity, electronics, mechanics, thermodynamics, optics, and acoustics relative to living organisms. *Prerequisites: PHYS 112 or 122, MATH 142.*

**POLITICAL SCIENCE (POLI)****POLI 210 (3-3-0) Principles of American Government**

An introduction to the historical background, purposes and functions of political institutions, especially the structures and activities of the American system - federal, state, and local.

**POLI 220 (3-3-0) Principles of Public Administration**

A study of basic concepts of administration including the following topics: the growth of administration as an art and a science; the relationship of administration to the political process; administrative organization and processes; the political power of bureaucracies; and the responsibility of public servants.

**POLI 301 (3-3-0) Organizational Theory**

An analysis of organizational theories, incorporating the traditional political, environmental, behavioral, bureaucratic, and decision-making approaches and applying them to studies of modern organizations, with additional attention to current research on contemporary issues demonstrating the continuing development of organizational theory. Course offered during Fall Semester.

**POLI 311 (3-3-0) Political Parties and Pressure Groups**

A study of the history, structure, and functions of American political parties and pressure groups, their relationship to democratic government, and their techniques of political action. Course offered as needed.

**POLI 312 (3-3-0) Public Leadership and Management**

A course focusing on leadership styles, human motivations, and basic problems of management, including decision-making, communications, and public relations. Course offered during Spring Semester.

**POLI 320 (3-3-0) State and Local Government**

An examination of the framework of state and local governments in the United States and an evaluation of their contributions to federal systems, with special attention to North Carolina's governmental structure and contributions.

**POLI 321 (3-3-0) Public Personnel Management**

A study of the theory, practice, and organization of the public personnel system in the United States, including the essentials of personnel training, classification, compensation, promotion, testing, employee relations, and employee organizations. Course offered as needed.

**POLI 330 (3-3-0) Public Financial Management**

A study of the practices and problems of modern fiscal management, with special emphasis on budgeting concerns and techniques, budget management for planning and control, and budget review as an analytical tool at the national, state, and local levels of government. Course offered as needed.

**POLI 331 (3-3-0) Politics and Urban Planning**

A study of approaches to urban planning in the light of political realities in the nation, the state, and the community. Course offered as needed.

**POLI 332 (3-3-0) The Legislative Process**

A study of the evolution, structure, functioning processes, and dynamics of American legislative institutions, with emphasis on the interrelationships among the legislative, executive, and judiciary branches and outside groups in the law-making process. Course offered as needed.

**POLI 350 (3-3-0) Government and Politics of Africa**

A course examining characteristics of governments and politics in the developing nations of Africa, with attention to such concerns as colonialism, independence movements, and the problems of nation building. Course offered during Fall Semester.

**POLI 351 (3-3-0) Government and Politics of Europe**

A comparative analysis of the organization, functioning, and processes of governments and politics in the Soviet Union and selected European countries. Course offered during Fall Semester.

**POLI 352 (3-3-0) Government and Politics of Asia**

A course analyzing the organization, functioning, and processes of governments and politics in China, Japan, and other Asian nations. Course offered during Spring Semester.

**POLI 400 (3-3-0) Administration of Urban Government**

A study of the organization and management characteristics of various types of government entities in urban areas, including municipal government, county government, and governmental structures for other special districts. Course offered as needed.

**POLI 401 (3-3-0) Federalism and Intergovernmental Relations**

A course focusing on changing relationships of local, state, and federal agencies, the expanding role of regional planning boards, and recent developments in the sharing of federal tax revenue with non-national governments. Course offered during Fall Semester.

**POLI 402 (3-3-0) Public Policy Formulation**

A course covering approaches to decision-making in government and administration, including policy formulation within administrative agencies and departments and within the larger context of the overall political process. Course offered during Spring Semester.

**POLI 410 (3-3-0) The American Chief Executive**

A study of the origin, background, and evolution of the Office of the President of the United States, with a review of the president's powers in the areas of politics, administration, legislation, and foreign affairs. Course offered as needed.

**POLI 411 (3-3-0) Public Opinion and Propaganda**

A study of the development of attitudes and beliefs, the nature of public opinion and propaganda, the methodology of public opinion polling, and the strategies and techniques for influencing public opinion through the uses of propaganda, mass media, and communications. Course offered as needed.

**POLI 412 (3-3-0) Administrative Law**

An investigation of administrative law, its powers and procedures, the liabilities of administrative agencies and officers, and governmental activities in the regulation of agriculture, industry, and labor. Course offered during Fall Semester.

**POLI 420 (3-3-0) Research Methods in Public Management**

A review of basic concepts, ideas, approaches, methods, and materials used to study administrative institutions, including simulation techniques, surveys, mathematical statistics, cybernetics, content analysis, and computers.

**POLI 422 (3-3-0) American Foreign Policy**

A study of American foreign policy decision-making, with assessments of the effectiveness of foreign policies. Course offered as needed.

**POLI 430 (3-3-0) International Politics**

A study of the interplay of political forces in the international community, with emphasis on war-time diplomacy, peace treaties, and alignments of nations in times of peace and conflict during the postwar period. Course offered as needed.

**POLI 431 (3-3-0) International Organization**

A study of the basic concepts, historical backgrounds, evolution, and functioning of international governmental and administrative systems, with primary emphasis on the United Nations. Course offered as needed.

**POLI 432 (3-3-0) International Law**

A review of the rules and practices governing nations in peace and war; the nature, sources, evolution, and functioning of various schools of international law; principal law-making and adjudicatory agencies; international personalities; treaties; jurisdictions over person and place; diplomatic and consular interactions; peace settlements; war and neutrality. Course offered as needed.

**POLI 440 (3-3-0) Introduction to Government Planning**

A study of concepts, fundamentals, and methods of planning, focusing on the significance of planning to public administration and public policy, with special consideration of Program Planning Budgeting Systems (PPBS), Management by Objectives (MBO), Program Evaluation and Review Technique (PERT), Planning, Management, and Evaluation (PME), and Zero Base Budgeting (ZBB). Course offered as needed.

**POLI 441 (3-3-0) Citizen Participation in Policy-Making**

A study of citizens' involvement in political activities and in government policymaking, with analyses of citizen-initiated and government-sponsored efforts to increase popular input, and assessments of the effects of citizen participation on policymaking related to specific issues and to the performance of governments. Course offered as needed.

**POLI 442 (3-3-0) Public Policy Analysis**

A study of the methods and techniques used in determining the effectiveness of public programs, with emphasis on the development of appropriate systems for conducting evaluations and with the use of case studies for practical exercises in policy analysis. Course offered during Spring Semester.

**POLI 450 (3-3-0) History of Political Theory I**

A survey of political theories and their practical applications from the days of ancient Greece to the sixteenth century Jean Bodin. Course offered during Fall Semester.

**POLI 460 (3-3-0) History of Political Theory II**

A continuation of the study of political theories from Thomas Hobbes to the present. Course offered during Spring Semester.

**POLI 461 (3-3-0) American Political Ideas**

A study of the political ideas of leading American political leaders and public officials, with particular attention to the influences of these ideas upon American governmental systems. Course offered as needed.

**POLI 470 (3-3-0) Government Internship**

Supervised experience in the application of principles and techniques to various areas of public service, with supervision and evaluation under the direction of the instructor in cooperation with administrators of selected public agencies in the state, and with requirements including one-hour a week in lectures and conferences and at least nine hours a week on assignment at public agencies. Course offered during Fall Semester.

**POLI 471 (3-3-0) Research Seminar**

Practical experience in applying the research methods introduced in POLI 420 to indepth studies of selected topics, incorporating computer technology for data gathering, analyses, and interpretation. Course offered during Fall Semester.

**POLI 480 (3-3-0) Senior Seminar**

Intensive independent studies of selected topics, requiring the preparation and presentation of assigned topics for critical review.

**POLI 481 (3-3-0) Senior Seminar - Selected Problems in Public Management**

An analysis of problems in public management created by or associated with technological advancements, environmental changes, urbanism, the civil rights movement, ethics and values, private rights, and changing expectations. Course offered during Spring Semester.

**POLI 490 (3-3-0) Advanced Reading and Research**

Supervised reading and research in areas of special interest. *Prerequisite: Permission of the department chair.* Course offered during Fall Semester.

**POLICE SCIENCE (POSC)****POSC 101 (3-3-0) Introduction to Law Enforcement (CRJC 201)**

A study of the philosophy and history of law enforcement, including its legal limitations in a democratic republic; a survey of the primary duties and responsibilities of the various law enforcement agencies; a delineation of the basic processes of justice; an evaluation of law enforcement's current position; and an orientation relative to law enforcement as a vocation. *Students who have completed CRJC 201 may not schedule this course.*

**POSC 102 (3-3-0) Highway Traffic Administration**

An examination of the U.S. transportation system, including a study of complementary agencies that contribute to the effectiveness of operations within the system through the organization and administration of traffic flow regulations, traffic laws, traffic control, accident investigations, traffic courts, and regular operational analyses, with additional attention to the social, economic, and political impacts of the transportation system, including the complementary agencies in their contributory roles.

**POSC 111 (3-3-0) Criminal Law (CRJC 300)**

A presentation of the basic concepts of criminal law and an evaluation of the merits of rules of law and order in our system of government. *Students who have completed CRJC 300 may not schedule this course.*

**POSC 210 (3-3-0) Criminal Investigation**

An introduction to the fundamentals of investigation, including procedures and techniques for conducting crime scene searches; recording, collecting and preserving evidence; identifying, using, and protecting sources of information; conducting interviews and interrogations; preparing cases and making court presentations; and investigating specific criminal offenses. *Students who have completed CRJC 210 may not schedule this course.*

**POSC 221 (3-3-0) Introduction to Criminalistics**

A general survey of the methods and techniques used in modern scientific investigations of crimes, with emphasis on practical applications of demonstrated laboratory techniques and the use of available scientific equipment. *Students who have completed CRJC 221 may not schedule this course.*

**POSC 230 (3-3-0) Criminal Evidence (CRJC 230)**

A study of the kinds and degrees of evidence and the rules governing the admissibility of evidence in court. *Students who have completed CRJC 230 may not schedule this course.*

**POSC 232 (3-3-0) Police Organization and Administration**

An introduction to the principles of police organization and administration, with special attention to the service functions; e.g., personnel management, police management, training, communications, records, property maintenance, and miscellaneous services.

**POSC 241 (3-3-0) Crime Scene Technology**

A review of processes governing the search for physical evidence, with emphasis on the location, reproduction, identification, collection, and preservation of evidence, and of the transportation of evidence to the crime laboratory, with laboratory situations providing practical experiences in applications of techniques and procedures studied.

**POSC 251 (3-3-0) Criminal Procedures**

A review of criminal procedures from incident to final disposition and a survey of the principles of constitutional, federal, state, and civil laws relative to law enforcement.

**POSC 262 (3-3-0) Police Community Relations (CRJC 262)**

A course in the development and use of community relations programs to aid and support the police, corrections programs, and the criminal justice system as a whole in their promotion of an orderly society. *Students who have completed CRJC 262 may not schedule this course.*

**POSC 400 (3-3-0) Seminar in Criminal Interrogation and Confessions**

A study of criminal interrogations and confessions, including such aspects as warning the subject, the Fourth Amendment Right of Privacy, the attitude of the interrogator, the classification of suspects for interrogation, tactics at interrogations, the interrogation of witnesses who may later become suspects, psychological tools to be used in extracting a confession from an unwilling suspect, procedures for reading suspects their rights and for informing them of those rights, the laws governing the admissibility of confessions in court, the use of trickery and deceit, and the latest laws- both federal and state-regarding confessions and interrogations. *Prerequisites: POSC 101, or CRJC 201, 300.*

## PHYSICAL SCIENCE (PSCI)

### **PSCI 111 (4-3-2) Physical Science I**

An introduction to the principles, concepts, and ideas of the physical sciences (physics, chemistry, astronomy, geology, meteorology, and oceanography), including lectures, discussions, and laboratory sessions devoted to physics and chemistry, with opportunities for making observations, developing problem-solving techniques, and using reasoning skills in guided applications of the scientific method. *Prerequisite: MATH 121 or higher.*

### **PSCI 112 (4-3-2) Physical Science II**

A continuation of the principles, concepts, and ideas begun in Physical Science 1, including lectures, discussions, and laboratory sessions devoted to astronomy, geology, meteorology, and oceanography, with opportunities for making observations, developing problem-solving techniques, and using reasoning skills in guided applications of the scientific method. *Prerequisite: PSCI 111.*

## PSYCHOLOGY (PSYC)

### **PSYC 210 (3-3-0) General Psychology**

An introduction to the study of psychology as a science and the application of the scientific method in the understanding of behavior, with emphasis on such behavioral phenomena as learning, motivation, emotions, memory and problem solving, personality and development, behavior disorders, and psychotherapy.

### **PSYC 231 (3-3-0) Descriptive Statistics**

A study and application of descriptive and sampling statistics, emphasizing measures of central tendency, variability, correlation, linear regression, and probability. *Prerequisites: PSYC 210, MATH 111 and 112, or MATH 123 and 124, or consent of the instructor.* Course offered during Fall Semester.

### **PSYC 232 (3-3-0) Inferential Statistics**

A study of inferential statistics, emphasizing the F test, chi square and other nonparametric statistics, incorporating the use of computer programs for statistical analyses. *Prerequisite: PSYC 231.* Course offered during Spring Semester.

### **PSYC 240 (3-3-0) Applied Psychology**

A study of applications of psychological knowledge and skills to complex and practical problems in everyday life, with consideration of such topics as industrial and organizational behavior, the nature and measurement of intelligence, community mental health, the psychology of mass communications, consumer psychology, and environmental psychology. *Prerequisite: PSYC 210 or consent of the instructor.*

**PSYC 250 (3-3-0) Current Topics in Psychology**

A study of current topics of interest in psychology, such as programmed instruction, transactional analysis, the psychology of sex-role identity, the psychology of overpopulation, and the use of computers in clinical and research settings. (May be repeated once for credit with different topics.) *Prerequisite: PSYC 210 or consent of the instructor.* Course offered as needed.

**PSYC 260 (3-1-2) Computer Applications for Behavioral Science**

A practical study of the capabilities of the microcomputer for assisting in a variety of applications in the behavioral sciences, with course topics including spreadsheets, word processors, data bases, statistics, and the BASIC language.

**PSYC 270 (3-3-0) Ethnic Psychology**

A study of the development of ethnic psychology, with emphasis on related theories and research and on the interactions of ethnic Americans with educational, political, religious, and social institutions. Course offered as needed.

**PSYC 290 (3-3-0) Psychology of Personal Adjustment**

A study of coping mechanisms and adjustment strategies for meeting the everyday demands of life and dealing with special psychological problems, such as stress, depression, anxiety, deviant sexual behavior, sexual dysfunction, and other everyday problems. *Prerequisite: PSYC 210.* Course offered during Fall Semester.

**PSYC 310 (3-3-0) Theories of Personality**

An investigation of theories concerning the development and functioning of the normal personality, with attention to empirical findings related to individual adjustment or maladjustment. *Prerequisite: PSYC 210 or consent of the instructor.* Course offered during Fall Semester.

**PSYC 320 (3-3-0) Theories of Learning**

A review of major theories of human and animal learning and motivation, with emphasis on individual and environmental factors affecting learning and performance in various contexts, including experimental and educational settings. *Prerequisite: PSYC 210.* Course offered during Fall Semester.

**PSYC 321 (3-3-0) Human Learning and Memory**

An introduction to human learning, information processing, and memory, focusing on theories of human learning, verbal learning, motor learning, and memory processes. *Prerequisite: PSYC 320.* Course offered as needed.

**PSYC 331 (3-3-0) Developmental Psychology**

An introduction to developmental psychology, focusing on the period from conception through adolescence, with emphasis on developmental principles and theories in the areas of cognitive, emotional, social, personality, and physical development. *Prerequisite: PSYC 210.* Course offered during Fall Semester.

**PSYC 332 (3-3-0) Adult Development and Aging**

An introduction to adult development and human aging, including a survey of major developmental principles, theories, and current research in the areas of biological, cognitive, social, personality, and emotional development. *Prerequisite: PSYC 210.* Course offered during Spring Semester.

**PSYC 341 (3-3-0) Research Methods**

A comprehensive introduction to research methodologies, strategies, and designs used in psychological research, with study including experimental and nonexperimental methods used to collect, analyze, and interpret data. *Prerequisite: PSYC 232.* Course offered during Fall Semester.

**PSYC 342 (3-3-0) Introduction to Clinical Psychology**

A survey of the history, theories, and applications of clinical psychology, with emphasis on analyses of the various approaches to therapy prevalent today. *Prerequisite: PSYC 210.* Course offered as needed.

**PSYC 350 (3-3-0) Industrial and Organizational Psychology**

A study of psychological factors influencing performance in work settings, especially group processes, employee motivation, leadership, selection, and training, with additional emphasis on the analysis and design of jobs and organizations. *Prerequisite: PSYC 210.* Course offered during Spring Semester.

**PSYC 352 (4-3-1) Experimental Psychology**

A lecture and laboratory course covering the design, analysis, implementation, and interpretation of experimental research in areas of general psychology, such as learning, memory, and perception, and in social psychology. *Prerequisites: PSYC 232, 341, or consent of the instructor.* Course offered during Spring Semester.

**PSYC 360 (3-3-0) Social Psychology**

A study of individual behavior influenced and affected by social factors, with emphasis on socialization, attitude formation, and change, with additional attention to interpersonal attraction, leadership, and other behaviors in group settings. *Prerequisite: PSYC 210.* Course offered during Spring Semester.

**PSYC 370 (3-3-0) Physiological Psychology**

A study of the structure and function of the nervous system relative to learning and to sensory-motor processes, with course discussions including reviews of contemporary research on such topics as biofeedback control, electrical stimulation of the brain, and bioelectric recording techniques. *Prerequisite: PSYC 210 or consent of the instructor.* Course offered during Fall Semester.

**PSYC 380 (3-3-0) Behavior Modification**

A study of applications of learning theories and laboratory findings to behavior problems in educational, clinical, and social settings, with emphasis on empirical research demonstrating the effectiveness of behavior modification techniques. *Prerequisite: PSYC 210 or consent of the instructor.* Course offered during Fall Semester.

**PSYC 381 (3-3-0) Child Psychopathology**

A survey of factors affecting psychological development from infancy through adolescence, with emphasis on conceptual models, assessment approaches, and treatment of abnormalities. *Prerequisite: PSYC 210.* Course offered during Fall Semester.

**PSYC 390 (3-3-0) Psychological Tests and Measurements**

A survey of the major methods of evaluating and comparing psychological and physical abilities, including methods of measurement, basic statistical concepts relative to evaluation, and applications of psychological testing. *Prerequisite: PSYC 210 or consent of the instructor.* Course offered during Spring Semester.

**PSYC 400 (3-3-0) Historical and Conceptual Foundations**

A survey of the development of psychology in historical and socio-cultural perspective. A review of the major historical and contemporary systems of psychology, and their relation to the philosophy of science and to the selection of problems and methodologies. *Prerequisites: 210.* Course offered as needed.

**PSYC 410 (3-3-0) Clinical Methods**

An integration of the theoretical and applied aspects of therapy, including the administration of psychological tests and practice in supervised sessions, videotaped for later review and analysis. *Prerequisite.- PSYC 342.* Course offered as needed.

**PSYC 420 (3-3-0) Sensation and Perception**

A study of the structures and functions of the sensory systems, with particular attention to perceptual processes influenced and affected by physical factors in the environment and by psychological aspects of the perceiving organism. *Prerequisite: PSYC 210 or consent of the instructor.* Course offered as needed.

**PSYC 421 (3-3-0) Cognitive Psychology**

A study of theoretical approaches and research findings relevant to the complex processes of thinking, linguistic expression, problem solving, and decision making, with attention to the relation of these processes to intelligence and creativity. *Prerequisite: PSYC 210 or consent of the instructor.* Course offered during Spring Semester.

**PSYC 422 (3-3-0) Abnormal Psychology**

A survey of disturbances of personality and behavior and of the major viewpoints regarding causes, prevention, and treatment. *Prerequisite: PSYC 212 or consent of the instructor.* Course offered during Spring Semester.

**PSYC 460 (3-3-0) Senior Seminar**

A study of selected contemporary topics examining the functional interrelationships of research, theory, and/or application within the various areas of psychology. *Prerequisite: Senior psychology major.*

**PSYC 480 (4-1-3) Psychology Practicum**

Supervised experience in community agencies dealing with psychological problems, requiring eight hours a week on assignment at the internship and one hour a week in class discussing aspects of the internship. *Prerequisite: Twenty-one (21) hours in psychology and permission of the instructor.*

**PSYC 490 (3-3-0) Individual Topics in Psychology I**

Supervised library, laboratory, and/or field research in psychology on a topic of choice, selected by the mutual agreement of student and instructor. *Prerequisite: Permission of the instructor.*

**PSYC 491 (3-3-0) Individual Topics in Psychology II**

Supervised library, laboratory, and/or field research in psychology on a topic of choice, as in PSYC 490, except that the topic of research will be different.

**READING (READ)****READ 112 (3-3-0) Foundations of Reading Instruction**

An introduction to reading from perspectives of history, sociology, and psychology, emphasizing factors involved in facilitating learning to read as a developmental process.

**READ 211 (1-1-0) Field Experiences in Reading I**

Observational experience in the public school related to the teaching of reading, the management of reading groups, the assessment of oral and silent reading habits of children, the evaluation and selection of reading materials, and the development of reading centers.

**READ 311 (1-1-0) Field Experiences in Reading II**

Practical experience in the public school including limited teaching of reading, tutoring, and working with reading materials and resources. In conjunction with READ 315: Teaching of Reading in the Elementary School.

**READ 312 (1-1-0) Field Experiences in Reading III**

Practical experience in working with skills deficient readers in a public school setting and/or in the College Reading Laboratory.

**READ 315 (3-3-0) Teaching Reading in the Elementary School**

An introduction to the basics of reading instruction, with emphasis on reading readiness, the initial stages of reading development, and primary and intermediate reading programs. *Prerequisite: Admission to teacher education.*

**READ 316 (3-3-0) Corrective and Remedial Reading**

A course in the prevention, diagnosis, and correction of reading difficulties. *Prerequisite: READ 315.*

**READ 320 (3-3-0) Teaching Reading in the Content Areas**

A study of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools.

**READ 350 (3-3-0) Teaching of Reading in Content Area (K-6)**

A study of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools.

**READ 362 (3-3-0) Evaluation and Selection of Textbooks**

A study of criteria for the evaluation and selection of textbooks for elementary and secondary school levels.

**READ 370 (3-3-0) Linguistics and Reading**

An examination of linguistic applications to the teaching of reading, with attention to language meanings and language signals in relation to reading elements: phonics, phonetics, phonemics, and the alphabet.

**READ 380 (3-3-0) Practicum in Teaching Reading to Adult Non-Readers**

A practical course in assessing the reading needs of adult non-readers and in designing remedial programs to address reading deficiencies.

**READ 390 (3-3-0) Methods and Materials in Teaching Reading**

A study of reading problems, materials, methods, and instructional media basic to the effective teaching of reading.

**READ 400 (3-3-0) Practicum in the Correction of Reading and Related Disorders**

A clinical experience in diagnosing reading problems and deficiencies of disabled readers, with emphasis on methods of assessing disabled readers, writing reports and lesson plans according to assessed needs, and tutoring. *Prerequisite: READ 390.*

**READ 420 (3-3-0) Strategies for Teaching Reading to Slow Learners**

A course examining the characteristics of slow learners, identifying their common reading problems, considering the factors affecting them, and exploring appropriate strategies for teaching the slow learner effective reading skills.

**READ 421 (3-3-0) Teaching Reading to Reluctant Adolescents**

A course examining ways to motivate and teach adolescents lacking an interest in learning to read, with attention to developing basic vocabulary, comprehension, and study skills through the use of reading in the content areas.

**READ 422 (3-3-0) Teaching Reading to Culturally Diverse Children**

An examination of materials and approaches for teaching reading effectively in a multicultural setting.

**READ 440 (3-3-0) Review of Research in Reading**

A survey of contemporary reading research and its relation to practical classroom situations. *Prerequisites: READ 315 and/or READ 320.*

**READ 441 (3-3-0) The Psychology of Reading**

A study of learning theories related to the process of reading, with emphasis on language development, including linguistic, cognitive, perceptual, and sensory aspects, and the relationship of language development to reading growth and development. *Prerequisites: READ 315 or READ 320.*

**READ 490 (3-3-0) Seminar in Reading**

Analyses of problems, issues, and trends in reading education. *Prerequisites: READ 315 and 320.*

## RECREATION (RECR)

### **RECR 200 (3-3-0) Program Planning in Urban Recreation**

A course in the development of recreation program activities for all age groups, including consideration of facilities and equipment, group composition, community resources, and leadership techniques, as well as the role of the supervisor in personnel selection, motivation, and evaluation, and in the planning, organization and operation of a comprehensive program.

### **RECR 203 (3-3-0) Introduction to Community Recreation**

A study of the historical, physiological, social, economic, and philosophical foundations of recreation, with emphasis on the theories, objectives, and principles of public, private and commercial recreation programs.

### **RECR 300 (3-1-2) Leadership in Supervised Recreation**

Observation of and practical experience in effective supervision of recreation activities and recreation personnel, both professional and volunteer.

### **RECR 312 (3-3-0) Organization and Administration in Community Recreation**

A study of the administrative practices, organizational structures, principles, and philosophy of community recreation. *Prerequisite: RECR 203.*

### **RECR 411 (3-3-0) Recreational Practice (Internship)**

An internship experience in recreational practice with public and private agencies. *Prerequisite: RECR 200.*

### **RECR 422 (3-3-0) Camping**

An introduction to fundamentals of planning, organizing, and administering camping programs.

### **RECR 430 (3-3-0) Therapeutic Recreational Services**

A study of recreational activities designed to meet the limitations imposed by handicaps or illnesses.

### **RECR 431 (3-3-0) Physical Recreation for the Emotionally Handicapped**

An examination of individual and group approaches to physical education for the emotionally disturbed and mentally ill.

## RELIGION (RELI)

### **RELI 311 (3-3-0) Introduction to the Bible**

A study of important Biblical writings, with special emphasis on the diverse forms of writings in the Bible, the historical contexts in which specific books were produced, and the religious beliefs and values expressed.

**RELI 410 (3-3-0) Religion and Culture**

A study of the relationship between religious beliefs and diverse cultural forms, including art, literature, music, politics, and society, with examinations of non-western as well as of western religious traditions.

**SOCIOLOGY (SOCI)****SOCI 210 (3-3-0) Principles of Sociology**

An examination of the basic concepts and principles of sociology, with emphasis on a scientific analysis of culture, personality, social groups and social institutions, social organizations, population trends, and social processes. (For sociology majors, SOCI 210 is a prerequisite for all sociology courses.)

**SOCI 220 (3-3-0) Contemporary Social Problems**

An analysis of the causes and consequences of current social problems in the United States: poverty, slums, wars, mental illness, alcoholism, drug addiction, crime and delinquency, environmental concerns, and problems of social institutions.

**SOCI 300 (3-3-0) Introduction to SPSS**

An introduction to the Statistical Package for the Social Sciences, a computer program for data processing and statistical analysis, enabling students without knowledge of programming or without programming aspirations to utilize the computer for scientific research.

**SOCI 311 (3-3-0) Culture and Personality**

A study of the nature of culture, of the factors of difference in human behavior and personality, and of comparisons of selected preliterate and modern groups with regard to social situations.

**SOCI 330 (3-3-0) Marriage and Family Relations**

An analysis of the forms and functions of the family, including changing sex roles, marital choice, procreation, and socialization, with emphasis on the history of American family patterns and the effects of contemporary social changes on the family.

**SOCI 331 (3-3-0) Social Statistics**

An introduction to techniques for the analysis and interpretation of research data, including descriptive statistics (frequency distributions, centrality, variability and correlation measures) and inferential statistics (sampling theories, chi square tests of statistical hypotheses, and T-tests of analysis of variance). *Prerequisites: MATH 121.*

**SOCI 332 (3-3-0) Sociological Research Methods**

An introduction to the various sociological research methods, with emphasis on research design, questionnaire construction, the construction and use of surveys, uses of available data, methods of collecting and analyzing data, the testing of hypotheses, the drawing of inferences, and the writing of the research report.

**SOCI 340 (3-3-0) Crime and Delinquency**

A study of the nature of crime and delinquency as forms of deviant behavior, including theories of causation relating to both, with considerations of the justice system for each.

**SOCI 350 (3-3-0) History of Sociological Thought**

A selective and systematic study of major writings in the development of modern sociological thought, with critical examination of the sociological theories of selected writers.

**SOCI 351 (3-3-0) Contemporary Social Theory**

A study of the major contemporary sociological theories, with critical analyses of the writings of American social theorists. *Prerequisite: SOCI 350.*

**SOCI 360 (3-3-0) Sociology of Deviant Behavior**

A study of the major theories and types of deviant behavior, with critical analyses of society's reactions to such behavior.

**SOCI 362 (3-3-0) The Sociology of Religion**

A study of the nature of religion, including the societal and cultural dimensions of religion, the role of religion in social change, and the status of religion in contemporary society.

**SOCI 370 (3-3-0) The Sociology of The Black Community**

A sociological analysis and description of the black community, its socio-historical characteristics, the life styles and socio-cultural patterns within the black community, and the structures and functions of specific social institutions within the black community.

**SOCI 372 (3-3-0) Sociology of Education**

An examination of education as a social institution, the school as a social system, the teacher as an agent of social change, and social programs as complements of programs in education, with additional attention to current social trends, special problems in teaching today, social factors that influence learning, and the role of education in the status attainment process.

**SOCI 380 (3-3-0) Sociology of Work**

A sociological analysis of the division of labor, labor force trends, career patterns and mobility, and occupational cultures and lifestyles.

**SOCI 400 (3-3-0) The Sociology of Sex Roles**

A course examining the social determinants of sex role identity, with emphasis on the relationship between sex role identity and personality, personal and professional relationships, work, religion, and general culture, particularly the culture of the United States.

**SOCI 410 (3-3-0) Introduction to Gerontology**

An introduction to the field of gerontology, with emphasis on the psychological, biological, and sociological processes of aging.

**SOCI 412 (3-3-0) Race and Ethnic Relations**

A study of the theories and principles of intergrouping relations, with attention to the status and problems of selected racial, ethnic, and religious minority groups and minority movements.

**SOCI 422 (3-3-0) Collective Behavior and Social Movements**

A study of human behavior as expressed through group behavior, with analyses of the forces that precipitate change in the social order, such as crowds, mobs, mass behavior, public opinion, social movements, revolutions, and reform.

**SOCI 430 (3-3-0) Demography**

A study of the distribution, growth, and characteristics of human populations and their relationship to social organization.

**SOCI 440 (3-3-0) Medical Sociology**

An analysis of the social facets of health and illness, the social functions of health institutions and organizations, the relationship of systems of health care delivery to other social systems, and the social behavior of health personnel and the consumers of health care.

**SOCI 442 (3-3-0) Urban Sociology**

A study of urbanism as a way of life; the growth and development of urban areas; urban social organization; change and problems of contemporary urban life; ecological patterning; urban planning; and problems of control.

**SOCI 462 (3-3-0) Social Stratification**

A study of classes, castes, estates, status groups, and social mobility, with an examination of theories of social mobility and a comparison of modes of stratification in selected societies.

**SOCI 470 (3-3-0) Social Change**

A study of the dynamics and processes by which social change takes place; major theories of social change; industrialization and modernization; planned change; and the social impact of change.

**SOCI 480 (3-3-0) Sociological Seminar**

Readings and discussions on selected problems and issues in sociology, including the various subdivisions within sociology, with particular attention to the relationship of theory and research to sociology as a profession. *Prerequisite: Senior Sociology majors.*

**SPANISH (SPAN)****SPAN 110 (3-3-0) Elementary Spanish I**

An introduction to the language, literature, and culture of Spanish-speaking peoples, with emphasis on the basic language skills. Laboratory practice required.

**SPAN 111 (3-3-0) Elementary Spanish I (Honors)**

An introduction to the language, literature, and culture of Spanish-speaking peoples, with treatment in greater breadth and depth than in Spanish I 10. Laboratory practice required. Admission based upon an entrance examination, previous study, and other relevant experiences.

**SPAN 120 (3-3-0) Elementary Spanish II**

A continuation of studies in the language, literature, and culture of Spanish-speaking peoples begun in SPAN 110, including further development of the basic language skills, with special attention to improving oral language skills. Laboratory practice required. *Prerequisite: SPAN 110 or placement examination.*

**SPAN 121 (3-3-0) Elementary Spanish II (Honors)**

A continuation of honors studies in the language, literature, and culture of Spanish-speaking peoples begun in SPAN 111, including further development of the basic language skills, with special emphasis on increasing proficiency in oral language skills. Laboratory practice required. Admission based upon an entrance examination, previous study, and other relevant experience.

**SPAN 211 (3-3-0) Intermediate Spanish I**

Intermediate level studies of the language, literature, and culture of Spanish-speaking peoples, including further development of the basic language skills, with increased emphasis on reading comprehension and writing in Spanish. Laboratory practice required. *Prerequisite: SPAN 120 or placement examination.*

**SPAN 212 (3-3-0) Intermediate Spanish II**

A continuation of intermediate level studies of the language, literature, and culture of Spanish-speaking peoples, including further development of the basic language skills, with special emphasis on idiomatic usages and complex grammatical structures. Laboratory experience required. *Prerequisite: SPAN 211 or placement examination.*

**SPAN 311 (3-3-0) Spanish Conversation I**

A course focusing on increasing fluency in conversational Spanish. Laboratory practice required. *Prerequisite: SPAN 212 or placement examination.*

**SPAN 312 (3-3-0) Spanish Conversation and Composition**

A course focusing on developing the level of proficiency in the basic language skills necessary to complete advanced courses taught exclusively in Spanish. *Prerequisite: SPAN 311 or placement examination.*

**SPAN 321 (3-3-0) Spanish Civilization and Culture**

A study of the civilization, culture, and history of Spain, with attention to the life, customs, philosophy, art, music, and general patterns of culture of the Spanish people. Taught exclusively in Spanish. *Prerequisite: SPAN 312 or consent of instructor.*

**SPAN 322 (3-3-0) Spanish-American Civilization and Culture**

A study of the civilization, culture, and history of Spanish-America, with attention to the life, customs, philosophy, art, music, and general patterns of culture of Spanish American peoples. *Prerequisite: SPAN 312 or consent of instructor.*

**SPAN 331 (3-3-0) Survey of Spanish Literature I**

A study of representative Spanish literary works from earliest times to 1700. Taught exclusively in Spanish. *Prerequisite: SPAN 321 or consent of instructor.*

**SPAN 332 (3-3-0) Survey of Spanish Literature II**

A study of representative Spanish literary works of the nineteenth and twentieth centuries. Taught exclusively in Spanish. *Prerequisite: SPAN 321 or consent of instructor.*

**SPAN 341 (3-3-0) Survey of Spanish-American Literature I**

A survey of Spanish-American literature in the context of historical and social backgrounds, covering the period from colonialization to independence. Taught exclusively in Spanish. *Prerequisite: SPAN 322 or consent of instructor.*

**SPAN 342 (3-3-0) Survey of Spanish-American Literature II**

A continuation of the survey of Spanish-American literature in the context of historical and social backgrounds, spanning the period from independence to the present. Taught exclusively in Spanish. *Prerequisite: SPAN 322 or consent of instructor.*

**SPAN 411 (3-3-0) The Nineteenth Century Spanish Novel**

A study of Spanish novels from the nineteenth and early twentieth centuries, including works by Galdos, Pereda, Blasco-Ibanez, and Pedro de Alarcon, with attention to the historical and cultural contexts of the readings. Taught exclusively in Spanish. *Prerequisite: SPAN 331 or SPAN 332 or consent of instructor.*

**SPAN 420 (3-3-0) Introduction to Spanish Literature and Phonetics**

A study of the development of the Spanish language and its variations in Latin America, with emphasis on phonetics in the study and the teaching of the language. Taught exclusively in Spanish. *Prerequisite: SPAN 312 or consent of instructor.*

**SPAN 421 (3-3-0) Advanced Grammar, Composition, and Linguistics**

A study of the grammar, syntax, and linguistic patterns of the Spanish language, with composition practice in Spanish. Taught exclusively in Spanish. *Prerequisite: SPAN 312 or consent of instructor.*

**SPAN 431 (3-3-0) Drama of the Golden Age**

A study of the works of Spain's leading dramatists of the Golden Age: Lope de Vega, Calderon, Tirso de Molina, and Juan Ruiz de Alarcon. Taught exclusively in Spanish. *Prerequisite: SPAN 331 or SPAN 332 or consent of instructor.*

**SPAN 441 (3-3-0) Cervantes**

A study of Cervantes, with analytical reading of *Don Quixote* and of selected *Novelas Ejemplares*. Taught exclusively in Spanish. *Prerequisites: SPAN 331 or 332 or consent of instructor.*

**SPAN 451 (3-3-0) Contemporary Spanish Literature**

A study of major literary works in Spanish, from the Generation of 1898 to the present, with attention to literary trends and cultural influences that contributed to the shaping of the literature. Taught exclusively in Spanish. *Prerequisite: SPAN 331 or 332 or consent of the instructor.*

**SPAN 461 (3-3-0) Studies in Latin American Theater and Poetry**

A study of the developments in Latin American drama and poetry, with emphasis on changes occurring in the literature during the twentieth century. Taught exclusively in Spanish. *Prerequisite: SPAN 341 or 342 or consent of instructor.*

**SPAN 471 (3-3-0) Studies in Latin American Prose Fiction**

A study of representative twentieth century novels and short stories by Latin American writers. Taught exclusively in Spanish. *Prerequisite: SPAN 341 or 342 or consent of instructor.*

**SPAN 481 (3-3-0) Seminar**

Critical analyses and interpretations of literary works in Spanish from designated periods. Taught exclusively in Spanish. *Prerequisite: Consent of instructor.*

**SPECIAL EDUCATION (SPED)****SPED 320 (3-3-0) Education of the Exceptional Child**

A survey of the abilities and disabilities and the inter- and intra-individual differences of exceptional children, with emphasis on the impact of educational and psychological handicaps and needs of exceptional children as well as on plans and education programs to facilitate the learning of the exceptional child.

**SPED 350 (3-3-0) Mainstreaming Exceptional Students**

A comprehensive introduction to mainstreaming exceptional students, with emphasis on the components and regulations involved in designing an Individual Education Program (IEP) for exceptional students, with opportunities for supervised experiences in the Curriculum Laboratory, and with attention to the development of annual goals, short term objectives, and evaluation methods.

**SPED 370 (3-2-1) Curriculum Development, Methods, and Materials for Exceptional Students**

A comprehensive methods course directed to the needs of exceptional students, providing training and experience in teaching methods and materials best suited for each area of mild/moderate exceptionality, with emphasis on the implementation of innovative techniques and materials modifications.

**SPED 410 (3-3-0) Classroom Management Strategies for Exceptional Children**

A practical course in the theories and applications of disciplinary practice suitable to exceptional children, with emphasis on the developmental stages of discipline, on the development of the teacher as an effective communicator and problem-solver, and on the implementation of appropriate strategies of classroom management.

**SPED 420 (3-3-0) Introduction to the Education of the Emotionally Disturbed**

An overview of the education of emotionally disturbed students, with emphasis on the psychological, sociological, and educational implications of their education.

**SPED 430 (3-3-0) Introduction to the Education of the Learning Disabled**

An introductory course analyzing the inter- and intra- individual differences of the learning disabled, with consideration of theories, identification, procedures, teaching strategies and materials, and developmental processes relative to the education of the learning disabled.

**SPED 440 (3-3-0) Introduction to the Education of the Educable Mentally Retarded**

An introduction to the study of retarded individuals, including characteristics, behavior, general nature, and needs in the home, the community, and the learning environment, with emphasis on identification procedures, teaching and organizational practices, educational methodology and materials, and prevention, as well as on the psychological, sociological, educational, and medical aspects of mental retardation.

**SPED 450 (3-3-0) Introduction to the Education of the Gifted and Talented**

An overview of teaching methods and materials used with gifted and talented students, with attention to the inter- and intra-individual differences, methods of identification, cognitive and affective development, special abilities, and differentiated curricula of academically gifted and talented students.

**SPED 460 (3-2-1) Diagnosis and Evaluation of Exceptional Children**

A survey of the major tests and inventories used in evaluating exceptional children, focusing on broad developmental and interactional types of measurement, basic statistical concepts, the interpretation of scores, and the relationship between information gained from tests and inventories and classroom diagnostic-prescriptive procedures.

**SPED 470 (3-6,0,3-6) Student Teaching in Exceptional Education**

This is a supervised basic field experience course requiring a concentrated significant teaching experience in an exceptional children's educational setting with one or more types of Specialty Area students. *Offered for variable credits (3-6 credits). For most students, the course is six semester-hour credits and requires ten weeks, 300 clock hours of field experience. Student who are already certified in exceptional children may take a three semester-hour field experience.*

**SPED 480 (2-0-2) Seminar II: The Exceptional Student - Field Experience**

A clinical field experience with an accompanying seminar for teachers of exceptional students, including observations and tutoring as well as discussions of current issues, problems, and questions related to exceptional students.

**SPEECH (SPEE)****SPEE 200 (3-3-0) Introduction to Speech**

An introduction to language and speech development, with study and practice in the basic elements of speech applicable to daily life, such as voice projection and modulation, articulation, habituation of good usage, and practice in adapting elements and skills to common types of speaking situations.

**SPEE 201 (1-0-3) Speech/Theater Activities**

Performance laboratories in practical training through participation in departmental activities. Though students may enroll for no more than one (1) credit in a single semester, this course is to be repeated four times.

**SPEE 211 (3-3-0) Phonetics**

A study of the production and transcription of phonetic symbols used in the International Phonetic Alphabet, with attention to general American speech and to southern and eastern dialects. *Prerequisite: SPEE 200 or consent of the instructor.*

**SPEE 212 (3-3-0) Voice and Diction**

A study of proper breathing for good voice production, pause, stress, intonation, and control of resonance, with emphasis on improving both phonation and enunciation. *Prerequisite: SPEE 200 or consent of the instructor.*

**SPEE 240 (3-3-0) Introduction to Communicative Disorders**

A survey of communicative disorders, their manifestations, and the strategies used by professionals in working with persons with communicative disorders. *Prerequisite: SPEE 200.*

**SPEE 310 (3-3-0) Public Speaking**

A study of the principles of speech composition and delivery, with practice in preparing and presenting various types of speeches. *Prerequisite: SPEE 200 or consent of the instructor.*

**SPEE 311 (3-3-0) Oral Interpretation**

A study of the principles and techniques basic to becoming proficient as an interpretative artist, with special emphasis on interpretations of prose, poetry, and drama, and on preparations for interpretative reading contests and other events.

**SPEE 321 (3-3-0) Group Discussion**

Training and practice in the effective exchange of opinions on selected topics, with emphasis on studying group interactions during the process of discussion and observing the effects of parliamentary procedures on the conduct of groups in discussion. *Prerequisite: SPEE 200 or consent of the instructor.*

**SPEE 340 (3-3-0) Language Development**

A study of the development of speech and language in young children, with emphasis on theories of speech and language development and on the acquisition and refinement of speech patterns.

**SPEE 401 (3-3-0) Argumentation and Debate**

A study of the principles of effective argument, with special attention to reasoning, evidence, and motivation, organization, persuasion, and refutation. *Prerequisite: SPEE 310 or consent of the instructor.*

**SPEE 402 (3-3-0) Basic Speech and Hearing Science**

A study of sound and speech production, transmission, interference, and reception, with emphasis on the physical attributes of sound - duration, intensity, and frequency - and on psychological auditory phenomena. *Prerequisite: SPEE 211 or permission of the instructor.*

**SPEE 413 (3-3-0) Anatomy and Physiology of the Speech and Hearing Mechanism**

A study of the anatomical structures and the physiological processes required in the production and reception of speech. *Prerequisites: SPEE 211 and SPEE 300 or permission of the instructor.*

**SPEE 420 (3-3-0) Senior Seminar**

A study of selected topics in speech and theater, with completion of a major research project required. *Prerequisite: Senior Standing.*

**STATISTICS (STAT)****STAT 202 (3-3-0) Basic Probability and Statistics**

An introduction to the study of probability and statistical inference. *Prerequisite: MATH 123 or consent of the department*

**STAT 301 (3-3-0) Introduction to Probability**

An introduction to the mathematical theory of probability, including such topics as random variables, distributions (normal, binomial, Poisson, and related ones), moment generating functions, and applications of statistics. *Prerequisite: MATH 241.*

**STAT 302 (3-3-0) Mathematical Statistics**

A study of probability distributions of random samples, the theory of point and interval estimation, hypothesis testing, and decision theory concepts. *Prerequisite: STAT 301.*

**STAT 400 (3-3-0) Applied Statistics**

A course incorporating the use of statistical software packages and including discussions of such topics as descriptive statistics, statistical inference, inference from a single sample, samples from two populations, one-way analysis of variance, linear regression and correlation, multiple regression, two-way analysis of variance, fixed effects models, factorial designs, and hierarchical or nested design. *Prerequisite: Junior standing or consent of instructor.*

**STAT 401 (3-3-0) Intermediate Probability**

An intermediate-level study of such topics as conditional probability, basic classical theorems, methods of convergence, central limit theorem, and characteristic functions. *Prerequisite: STAT 301 or permission of the department*

**STAT 402 (3-3-0) Intermediate Statistics**

An intermediate-level course including such topics as the axiomatic treatment of the fundamentals of probability and distribution theory, characteristic functions (random variables, convergence, and approximation), and common distributions. *Prerequisites: MATH 412 and STAT 301.*

**STAT 412 (3-3-0) Operations Research**

A review of topics pertaining to deterministic and probabilistic models of operations research, including linear programming, queuing theory, inventory models, and Markov chains. *Prerequisite: STAT 301.*

**STAT 421 (3-3-0) Quality Control**

A study of the construction of control charts for variables, attributes, and tolerances; sampling techniques; and current techniques in quality control methodology. *Prerequisite: Junior standing or consent of instructor.*

**STAT 422 (3-3-0) Statistical Methods for Research**

A course incorporating the use of statistical software packages for the study of probability distributions, measurements of precision and accuracy, control charts, confidence intervals, tests of significance, analyses of variance, multiple correlation and regression, design and analysis of experiments. *Prerequisite: STAT 400 or equivalent.*

**SOCIAL WORK (SWRK)****SWRK 220 (3-3-0) Introduction to Human Services**

An introduction to the history, concepts, goals, and range of human service professions, with emphasis on human relations skills fundamental to social work, characteristics of quality social services to clients, and realistic portrayals of the work and job settings of human service workers.

**SWRK 320 (3-3-0) Principles of Social Work**

A study of various areas, processes, and functions of social work services provided by the community for the social welfare of its citizens.

**SWRK 350 (3-3-0) Community Organizations**

An introduction to theories and practices of community organizations concerned with social change, with emphasis on the organizational process.

**SWRK 400 (3-3-0) Interviewing Skills**

An introduction to the interviewing process as a basic tool in social work practice, with emphasis on understanding and using a variety of techniques, methods, and skills in conducting social work interviews, understanding one's self as the interviewer, understanding attitudes in the interview process, and understanding the implications of cultural backgrounds in the interview results.

**SWRK 420 (3-3-0) Methods of Social Case and Group Work**

A study of the fundamentals of case work, group work, and community organization, with special attention to approaches and methods.

**SWRK 425 (3-3-0) Social Work with Families**

A study of problems and concerns faced by social workers in assisting families, including the integration of social policy and social work in professional practice; stresses, functions and changes in the individual family unit; the family as individual unit and as a social system; the individual within the family; and dysfunctional families.

**SWRK 450 (3-1-6) Field Practicum**

Supervised experience in the application of principles and techniques to various areas of social service, with supervision and evaluation under the direction of the instructor in cooperation with administrators of selected social agencies in the community. *Prerequisite: Consent of the instructor.*

**THEATER (THEA)****THEA 201 (1-0-3) Theater Practice I**

A performance laboratory in practical theater training through participation in the University dramatic productions. *May be repeated seven times, once each semester.*

**THEA 202 (1-0-3) Theater Practice II**

A technical laboratory in practical theater training through participation in the University dramatic productions. *May be repeated seven times, once each semester.*

**THEA 203 (3-3-0) Introduction to Theater**

An introduction to the study of drama and to the art and craft of the theater, with special attention to the role of the theater in modern society. *Work with Drama Guild productions.*

**THEA 204 (3-1-2) Introduction to Technical Theater**

An introduction to the study of technical theater production, with emphasis on theatrical equipment, scenery, lighting, sound and make-up. *Work with Drama Guild productions.*

**THEA 221 (3-3-0) History of the Theater I**

An historical survey of the development of the theater from its origins to 1650, including studies of representative dramas in their cultural contexts, with analyses of the audiences, actors, and patrons; physical conditions and architecture; and the relationship of the theater to the others arts.

**THEA 222 (3-3-0) History of the Theater II**

A continuation of the history of theater from 1650 to the present.

**THEA 306 (3-2-2) Fundamentals of Acting**

A study of the fundamentals and techniques of acting, including creative techniques in scene study from representative plays of the past and present. *Work with Drama Guild productions.*

**THEA 316 (3-2-2) Introduction to Costume and Make-up**

An introduction to the study of historical costumes and theatrical make-up, with applications to stage productions. *Work with Drama Guild productions.*

**THEA 320 (3-2-2) Playwriting**

Writing for the stage, including plot construction and character development, and the adaptation of playwriting to other media, with particular attention to television. *Prerequisite: THEA 203.*

**THEA 333 (3-2-2) Play Directing**

A comprehensive study of the fundamentals of play directing, including composition, picturization, movement, rhythm, and pantomimic dramatization, with additional attention to script analysis, casting, rehearsing, and relationships of the director to other theater practitioners. *Work with Drama Guild productions.*

**THEA 334 (3-3-0) Theater Management**

A study of the tools of theater management, with emphasis on box office management, promotion costs, and the responsibilities of production staff. *Promotion work with Drama Guild productions.*

**THEA 336 (3-1-4) Stagecraft**

A study of the theory and practice of stage production and design, scene construction and painting, and including lectures, demonstrations and practical experience by involvement with the Drama Guild.

**THEA 337 (3-1-4) Scene Technology**

For stage and studio. Basic theory and practice of scenery and lighting technology for both stage and film/video studio. Lectures and demonstrations are supplemented with practical experience by involvement with the Drama Guild and the Telecom Center. *Prerequisite: Junior status or consent of instructor.*

**THEA 402 (3-1-4) Advanced Acting**

A study of the styles of acting, with special emphasis on acting in Greek, Shakespearean, and Restoration dramas. Completion of THEA 306, Fundamentals of Acting, and ENGL 411, Shakespeare, recommended before taking THEA 402. *Work with the Drama Guild productions.*

**THEA 403 (3-2-2) Scene Design**

History and principles of designing the environment for stage and studio productions. Work with Drama Guild and TV studio productions where applicable. *Prerequisite: THEA 337.*

**THEA 411 (3-3-0) Children's Theater for School and Community**

A study of materials and procedures for creative dramatics, choral speaking, puppetry, and formal dramatics, recommended for prospective and in-service teachers on the elementary level and for community workers with children.

**THEA 412 (3-3-0) Dramatic Theory and Criticism**

A survey of the traditional European and American theories of the drama, with attention to the effects of these theories both on criticism and on the writing of drama during each period covered. *Prerequisite: Junior or senior status or consent of the instructor.*

**THEA 413 (3-3-0) Drama Theory and Criticism I**

A survey of European theories of the drama and the effect of these theories on criticism, dramaturgy and production from the classical Greek period through the French Academy. *Prerequisite: Junior status or consent of instructor.*

**THEA 414 (3-3-0) Drama Theory and Criticism II**

A continuation of THEA 413, beginning with the eighteenth century. Study of the impact these theories have on criticism, dramaturgy and production and acting. *Prerequisite: Junior standing or consent of instructor.*

**THEA 420 (3-3-0) Black Theater**

Theory and practice of Black Theater. Its evolution will be studied, while focusing on contemporary Black Theater and the Black theatrical experience.

**THEA 421 (3-0-6) Play Production**

A seminar and laboratory in directing plays, with special emphasis on each student's directing a one-act play for public presentation. *Prerequisite: THEA 204 or THEA 333.*

**UNIVERSITY STUDIES (UNIV)****UNIV 110 (2-2-0) University Studies**

An interdisciplinary introduction to the university experience with primary emphasis on reading, and including discussions and critical assessments of selected topics in literature, science, business, education, politics, economics, and philosophy.

**ZOOLOGY (ZOO)****ZOOL 110 (3-2-2) General Zoology**

A study of concepts of animal biology relative to structure, function, ecology, heredity, and embryogenesis, with emphasis on the evolution and characteristics of major animal phyla, and with two (2) hours of laboratory studies relative to basic concepts of animal biology. *Prerequisite: BIOL 170.*

**ZOOL 210 (3-2-2) Anatomy and Physiology I**

A systematic study of the structures and functions of musculoskeletal, neural, and integumentary systems of the human body, with two (2) hours of laboratory studies on the structures and functions of the human body's composite systems. *Prerequisites: BIOL 110/130 and BIOL 150.*

**ZOOL 230 (3-2-2) Anatomy and Physiology II**

A systematic study of the structures and functions of the endocrine, circulatory, digestive, respiratory, excretory, and reproductive systems of the human body, with two (2) hours of laboratory studies on the structure and function of the human body's composite systems.

*Prerequisite: ZOOL 210.*

**ZOOL 350 (3-2-2) Comparative Anatomy**

A comprehensive study of the anatomy of chordates, with, two (2) hours of laboratory studies consisting of anatomical systems of representative chordates. *Prerequisite: ZOOL 110.*

**ZOOL 370 (3-2-2) Vertebrate Physiology**

A study of the functions and functional relationships of organs and organ systems of vertebrates, especially humans, with two (2) hours of laboratory studies consisting of an introduction to laboratory techniques used for studying the physiology of vertebrates.

*Prerequisite: ZOOL 110.*

**ZOOL 410 (3-2-2) Principles of Genetics**

A study of the fundamental concepts of heredity common to living organisms, with two (2) hours of laboratory studies consisting of experiments and exercises on biological inheritance, chromosome structure, and detection of gene products. *Prerequisites: BOTN 210 and ZOOL 110.*

**ZOOL 430 (3-2-2) Vertebrate Embryology**

A study of principles of animal development, including cellular and tissue assembly, embryogenesis, and reconstitutive development, with, two (2) hours of laboratory studies consisting of descriptive and experimental studies of the development of representative vertebrate embryos. *Prerequisite: ZOOL 370.*

**ZOOL 450 (3-2-2) Histology and Microtechniques**

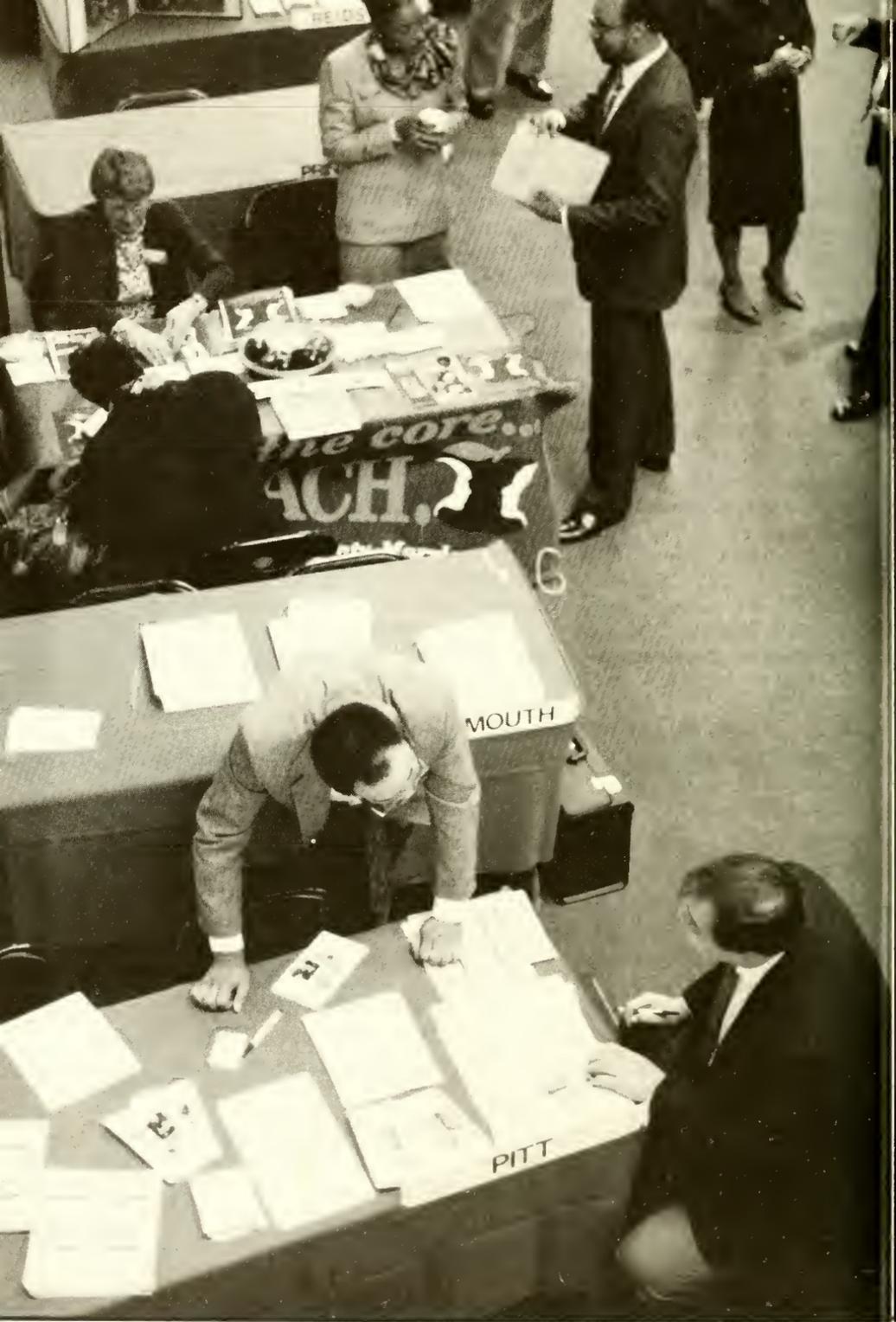
A study of the microscopic anatomy of cells, tissues, and organs, embracing both morphological and physiological aspects of normal human structures, with two (2) hours of laboratory studies consisting of an introduction to histological techniques employing the use of permanently fixed and stained slides and to the preparation of tissues in a manner suitable for viewing with a compound microscope. *Prerequisite: ZOOL 370.*

**ZOOL 470 (3-2-2) Introduction to Entomology**

A study of the evolution, anatomy, development, ecology, and systematics of insects, arachnids, and myriapods; the role of insects as vectors of diseases; and the influences of insects on history and culture, with two (2) hours of laboratory studies in insect physiology, morphology, ecology, and behavior, and with an assigned project on the identification of local insects. *Prerequisite: ZOOL 110.*

**ZOOL 485 (3-2-2) Introduction to Parasitology**

A study of the biology of parasites, their host relationships, and their importance to humankind, unicellular and multicellular parasites of human being and other animals, with, two (2) hours of laboratory studies involving including both unicellular and multicellular parasites of human beings and other animals. *Prerequisite: ZOOL 110.*



# Graduate Studies

Admissions  
Expenses  
Academic Regulations  
Courses of Instruction





## GRADUATE STUDIES

The primary purpose of graduate studies is to provide qualified students with a quality education required for the full development of scholarly and professional capacities. 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 and to exercise critical analysis, to engage in scholarly inquiry, and to exhibit 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.

## APPLICATION PROCEDURE

The Dean of Graduate Studies is responsible for the admission of all graduate students. Students taking graduate courses, whether for a degree, certification, or professional development, must make formal application to the Office of Admissions prior to enrolling in any graduate class. Applications and inquiries for programs in the School of Education and College of Arts and Sciences should be addressed to:

**Director of Admissions  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, North Carolina 28301-4298**

Applications and inquiries for the Master of Business Administration (MBA) should be addressed to:

**Director of the MBA Program  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, North Carolina 28301-4298**

All applicants for admission to Graduate Studies must submit (1) a completed application with the \$15.00 non-refundable application fee, (2) one official baccalaureate transcript and any transcript(s) of previous graduate study, (3) official test scores, as required for the program selected, (4) two letters of recommendation from persons qualified to evaluate the applicant's abilities to pursue graduate work, as required for the program selected.

The completed application and all credentials should be received by the Office of Admissions at least thirty (30) days prior to the semester or summer session in which the student proposes to begin graduate study. Effort will be made to process applications received after this deadline; however, consideration for the desired term will not be assured.

## GENERAL INFORMATION

### Graduate Student Responsibility

Rules and policies governing graduate students may change as new legislation is approved. Graduate students have the responsibility to be aware of current regulations. Changes are published in the *Graduate Bulletin* and the *Graduate Studies Policies and Procedures Manual*.

### Testing

Official test scores must be sent directly to the Director of Admissions from the testing agency or be recorded on an official transcript. Official transcripts, embossed with the school seal, must be sent directly from the university or college to the Director of Admissions, or come in a sealed envelope with the seal impression. Test scores more than five (5) years old at the time of application will not be considered.

**Miller Analogies Test (MAT).** The Miller Analogies Test may be taken to qualify for admission to graduate programs in education at Fayetteville State University. Taking the test places one under no obligation. Test results are confidential and will be sent only to the person tested unless other distribution is requested in writing by that person.

Fayetteville State University administers the MAT; preregistration is required because of limited space. A study guide is available at cost, in the Testing Office, Collins Administration Building.

**Graduate Record Examination (GRE).** The GRE may also be used to qualify for admission to graduate programs. Applicants should consult with the School or College for specific test requirements. Fayetteville State University administers the GRE and provides literature and application forms for the test. A free guide is available in the Testing Office, Collins Administration Building.

**Graduate Management Admission Test (GMAT).** The GMAT is required for admission into the MBA program and is designed to assess the qualifications of applicants for advanced study in business and management. Fayetteville State Univer-

sity administers the GMAT and provides literature and application forms for the test. Applicants are advised to consult the Testing Center, Collins Administration Building, for further information.

## Advisors

Advisors are assigned through the department or area in which the student is enrolled. Each student's program of study is planned by the department or area advisor in consultation with the student. All students should have a program of study, and it is the student's responsibility to follow the program of study.

## Immunization Requirements

*New students* (and those who have not been enrolled at Fayetteville State University within the past academic year) are required to show documented proof of the following immunizations:

1. Tetanus-Diphtheria—proof of 3 doses required, one of which must have been received within the last 10 years.
2. Polio (Oral)—proof of 3 doses required if under age 18.
3. Rubeola (Measles)—required if born after December 31, 1956. Must have been received on or after first birthday.
4. Rubella (German Measles)—required if under age 50. Vaccine (after June 9, 1969) or proof of immunity by blood test.
5. Tuberculin Skin Test—must be dated within 1 year prior to registration.

Students enrolled for fewer than four credit hours and residing off campus do not have to comply with immunization requirements. The same exemption also applies to students attending evening (starting at 5:00 p.m.) and weekend classes only.

## University Health Services

Student health insurance is available for graduate students. The premium for coverage is established annually. Application forms and information regarding the insurance coverage and limitations may be secured from the Spaulding Health Center.

## Books

Graduate students must purchase all textbooks. Textbooks may be purchased in the University Book Store located on the ground floor of the Helen T. Chick Building.

## **Certification Requirements**

Application for North Carolina Class "G" Level certification must be filed by the student in the Office of Field Experiences. An application fee is required. Checks should be made to the North Carolina State Board of Education.

**CERTIFICATION IS NOT AUTOMATIC. STUDENTS MUST APPLY FOR CERTIFICATION UPON COMPLETION OF THE PROGRAM OF STUDY.**

## **Transcript of Academic Records**

Only upon the student's written request will the University release a transcript or any other information from an academic record. The first transcript will be released free of charge. A fee of \$3.00 will be charged for each additional transcript. Requests for transcripts should be sent to:

**Office of the Registrar  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, North Carolina 28301-4298**

## **Change of Name and Address**

It is the obligation of the student to notify the Office of Admissions or the Office of the Registrar immediately of any change in name or mailing address for grades and bills.

## **THE GRADUATE COUNCIL**

The Graduate Council is charged with the responsibility for developing university graduate policy and approving new graduate programs or revising current graduate programs. All new programs and program revisions are submitted to the University Senate for Senate action and are subject to the review and final approval of the Vice Chancellor for Academic Affairs and the Chancellor. Statements of policy are reviewed by the Vice Chancellor for Academic Affairs and approved by the Chancellor.

## **Composition**

The Graduate Council consists of one representative from each department having a graduate degree program and a student from each School or College. Members are appointed by the Chancellor, with input from the Vice Chancellor for Academic Affairs, Dean of Graduate Studies, Dean of the School or College, and departments.

The Graduate Council also includes the following persons:

1. Chancellor of the University - Ex-officio
2. Vice Chancellor for Academic Affairs - Ex-officio
3. Director of the Library - Ex-officio
4. Director of MBA - Ex-officio
5. Director of the Center for Continuing Education - Ex-officio
6. Dean, Graduate Studies
7. Dean, College of Arts and Sciences
8. Dean, School of Business and Economics
9. Dean, School of Education

**DEGREES OFFERED****COLLEGE OF ARTS AND SCIENCES****Department of Humanities****Master of Arts in History****Master of Arts in Teaching:****History (In Cooperation with the School of Education)****Department of Mathematics and Computer Science****Master of Science in Mathematics****Master of Arts in Teaching:****Mathematics (In Cooperation with the School of Education)****Department of Natural Sciences****Master of Science in Biology****Master of Arts in Teaching:****Biology (In Cooperation with the School of Education)****Department of Social and Behavioral Sciences****Master of Arts in Political Science****Master of Arts in Psychology****Master of Arts in Sociology****SCHOOL OF BUSINESS AND ECONOMICS****Master of Business Administration**

## SCHOOL OF EDUCATION

### Department of Curriculum and Instruction

#### Masters of Arts in Education:

Middle Grades Education (6-9)

#### Special Education:

Behaviorally-Emotionally Handicapped

Mentally Handicapped

Specific Learning Disabilities

### Department of Elementary Education

#### Master of Arts in Education:

Elementary Education (K-6)

### Department of Educational Leadership and Secondary Education

#### Master of Arts in Education:

Administration and Supervision

#### Master of Arts in Teaching:

Biology

History

Mathematics

## ADMISSIONS

All applicants for admission to Graduate Studies must hold a baccalaureate degree from an accredited college or university. Applicants intending to apply for a graduate certificate must hold or be eligible to hold a North Carolina "A" teaching certificate in the chosen field. Applicants should consult departmental or program listings for prerequisites in academic fields.

Criteria used for admission decisions vary according to departments and programs and reflect an evaluation of the applicant's potential to engage in graduate work. Each application must be approved by the department or program in which the student proposes to major. The department or program may require a writing sample, an interview, and consider other information in making an admission decision. Specific requirements for the various degree programs are described in the departmental or program listings. Departments and programs have different schedules for receiving and evaluating applications. Applications are considered by the School/College admissions committees, which forward their recommendations to the respective Dean for review. The Dean subsequently recommends admission action to the Director of Admissions and the Dean of Graduate Studies.

## Admission Status

Students are admitted to unconditional status in a specific degree program. Students with special educational objectives may be admitted as Special Visiting students in one of two categories: Teacher Certification or Transient.

## Admission Requirements

To be considered for unconditional admission, an applicant must hold a baccalaureate degree from an accredited university or college. Applicants intending to apply for graduate certification must hold or be eligible to hold and submit a North Carolina "A/G" teaching certificate in the chosen field or the comparable certificate in another state. For prerequisites in academic fields, applicants should consult the appropriate department or program.

Applicants must have a strong overall academic record. GPA's required by programs range from 2.5 to 3.0 for all undergraduate study. Applicants may also be considered for unconditional status if they have a minimum 2.75 to 3.0 in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants should consult their department(s) or program(s) for specific GPA requirements.

Applicants must provide a satisfactory official score from either the Graduate Record Examination (GRE) General Section, the Miller Analogies Test (MAT), or the Graduate Management Admission Test (GMAT) as required by the particular program. Scores for the GRE or MAT should be sent to the Office of Admissions; GMAT scores to the Director of the MBA Program. Test scores more than five years old at the time of application will not be considered.

Applicants whose native language is other than English must provide an acceptable proficiency level as indicated by attainment of scores of 550 on the Test of English as a Foreign Language (TOEFL), or 85 on the Michigan Test of English Language Proficiency (MTELP), or completion of Level 8 at an ESL Language Center with a positive recommendation on readiness to pursue university work. Results must be forwarded to the Office of Admissions before consideration can be given to applicants for admission.

Applicants must submit two letters of recommendation from professors or others qualified to evaluate the applicant's abilities to pursue graduate work in the chosen field. Recommendation forms may be secured from the Office of Admissions for the School of Education and the College of Arts and Sciences. MBA applicants may secure their recommendation forms from the MBA Office. Applicants must also submit a health form and proof of immunization. If applicable, applicants must submit a copy of their North Carolina Teaching Certificate.

## Special Visiting (Transient)

Students who are taking courses for reasons such as personal enrichment or transferable purposes may be permitted to take graduate courses by submitting the following to the Director of Admissions or the Director of the MBA program:

1. A completed admission application and a \$15.00 non-refundable fee.
2. An official baccalaureate degree transcript or an official transcript depicting graduate studies.

**No more than twelve (12) hours of graduate credit, taken as a special visiting student and approved by the advisor and department chair, may be applied toward a graduate degree at FSU.** Graduate students who are interested in pursuing an MBA degree may take no more than six (6) hours as a special visiting student. Authority to allow special visiting students to enroll in two courses will be the responsibility of the MBA Director. Permission to take graduate courses as a special student does not constitute admission to a graduate degree program.

**Special visiting students who decide to pursue a degree must complete another application.**

## Special Visiting (Certification)

Applicants who desire resident course work for certification may be permitted to take courses by submitting the following information to the Director of Admissions:

1. A completed admission application and a \$15.00 non-refundable fee.
2. An official baccalaureate degree transcript and official transcripts from any former institution(s) depicting graduate studies.
3. Two letters of recommendation from persons qualified to evaluate the applicant's abilities.
4. A copy of certification held.

**No more than twelve (12) hours of graduate credit earned while in this status may be applied toward a graduate degree, and that only upon the approval of the advisor and department chair.**

If an applicant decides to pursue a degree, he/she must complete another application.

Permission to take courses for certification does not constitute admission to a graduate degree program.

## Senior Enrollment for Graduate Level Courses

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

1. Students must have a GPA of 3.0 or higher.
2. Students must be eligible for graduation during the academic year in which they are registered for graduate courses.
3. Senior students' admission to courses for graduate credit must be approved by the Department Chair and the Dean of the School or College in which the students are pursuing a major, as well as by the Dean of Graduate Studies.
4. Graduate courses taken by students to fulfill undergraduate degree requirements will not be recognized by the University for graduate credit. However, graduate courses taken by the student for graduate credit may be used to fulfill graduate degree requirements.
5. Undergraduate students registered for graduate courses may not take more than fifteen (15) hours per semester during the regular academic year or more than nine (9) hours per semester during a Summer Session.

## Residential Status and Tuition Assessment

Fayetteville State University adheres to the University of North Carolina's administrative policy governing residential status as outlined in the publication: **A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes**. Copies of the manual are available at the Office of Admissions, the Student Government Office, and the Office of the Vice Chancellor for Student Affairs.

Students are responsible for being familiar with the contents of the manual and for informing the Office of Admissions of any changes in their residency status.

## North Carolina Public Higher Education Residence and Tuition Status Application

Students wishing to register a change in their residency status or to appeal a classification may file the appropriate application form (North Carolina Public Higher Education Residence and Tuition Status Application) with the Office of Admissions.

Appeals will be considered on the basis of information written by the student on the application.

Questions concerning residential status for purposes of tuition assessment may be discussed with the Director of Admissions during regular office hours.

### **Fundamental Requirements of Law G.S. (116.143.1)**

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

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

### **Readmission**

Students who have discontinued their attendance at the University for one or more semesters must file with the Office of Admissions a Readmission Application with a \$15 (non-refundable) fee and furnish official transcripts from all previous institutions attended since their last enrollment at FSU.

As part of the readmission process, students must receive a verification from the Vice Chancellor for Business and Finance that all previous financial obligations to the University have been paid.

## EXPENSES

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.

Since the tuition and fees are subject to change each year, the actual fees are not included in this publication. A copy of current rates may be obtained from the Cashier's Office.

### Other Fees and Expenses

Application Fee .....	\$15.00
Late Registration Fee .....	20.00
Graduation Fee .....	50.00
Transcript Fee .....	3.00
Vehicle Registration Fee .....	20.00

### Required Payment Schedule

Registration fees and expenses are payable in full on or before September 30 for the fall semester and February 15 for the spring semester of each academic year. Summer School fees, Fort Bragg course fees, and Continuing Education fees are all due and payable in full on the day of registration.

THE UNIVERSITY RESERVES THE RIGHT TO CHANGE FEES AND EXPENSES WITHOUT PRIOR NOTICE TO THE STUDENT BODY AND GENERAL PUBLIC. HOWEVER, NOTIFICATION OF CHANGE WILL BE PUBLISHED WHENEVER POSSIBLE.

### Method of Payment

Students should make remittances payable to Fayetteville State University. PAYMENTS MAY BE MADE BY CASH, MONEY ORDERS, CASHIERS CHECKS, OR IN-STATE PERSONAL CHECKS. NO OUT-OF-STATE PERSONAL CHECKS OR THIRD PARTY CHECKS WILL BE ACCEPTED. Payments may be mailed directly to the Cashier's Office or paid at registration. Students are advised not to mail cash.

## Withdrawal from the University

Students who desire to withdraw from the University at any time following the completion of registration must make a formal application for withdrawal to the Office of Graduate Studies. Approved withdrawal forms, when presented to the cashier, will entitle students to the appropriate refund of fees. The official date of withdrawal (for purposes of computing charges and grades) will be the date the Registrar receives the request for withdrawal, not the date the withdrawal was initiated. Fees will not be refunded to students who do not comply with stated withdrawal regulations. The University reserves the right to wait thirty days before refunding tuition and room and board fees.

After the close of the official drop/add period, withdrawals without penalty may be granted only when exceptional circumstances exist, such as documented medical or hardship situations. A written request for withdrawal due to exceptional circumstances must be accompanied by adequate documentation and submitted to the Vice Chancellor for Business and Finance.

### Withdrawal Refund Schedule—Regular Semester

Within two weeks after the beginning of the semester .....	80%
Within three weeks after the beginning of the semester .....	60%
Within four weeks after the beginning of the semester .....	40%
Within five weeks after the beginning of the semester .....	20%

### Withdrawal Refund Schedule—Summer Session

Prior to second scheduled class .....	80%
3rd day of class .....	60%
4th day of class .....	40%
5th day of class .....	20%

NO REFUNDS WILL BE MADE AFTER THE FIFTH CLASS MEETING OF THE SUMMER SESSION.

NO TUITION REFUNDS WILL BE MADE FOR INDIVIDUAL COURSES DROPPED AFTER THE DROP/ADD PERIOD.

Students will receive a refund of all tuition and fees paid for a class canceled by the University.

No refunds will be made to students who fail to comply with stated regulations for withdrawing from the University. MERE ABSENCE FROM CLASS DOES NOT CONSTITUTE WITHDRAWAL. ANY STUDENT DESIRING TO WITHDRAW TOTALLY FROM THE UNIVERSITY SHOULD INITIATE THE PROCESS AT THE OFFICE OF GRADUATE STUDIES.

### **Indebtedness to the University**

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

## **FINANCIAL AID**

Students unable to meet University expenses without assistance should determine the appropriate amount needed per semester and seek information from the Director of Financial Aid.

## **GRADUATE ASSISTANTSHIPS**

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

Students wishing to apply for an assistantship should contact the Dean of Graduate Studies for additional information.

## **ACADEMIC REGULATIONS**

### **Grading System**

A grade of "A" indicates excellent or superior work; "B" indicates work that is good or acceptable; "C" means that, though work is marginal, credit will be given for the course. A grade of "I" indicates work that is incomplete but is otherwise satisfactory. No credit will be given for grades of "F" or "W" (withdrawal).

## Grades Required

Graduate students who receive one course grade of "F" or more than two course grades of "C" will be withdrawn from the graduate program. When special circumstances warrant, students may appeal withdrawal by petitioning the Graduate Council.

## Appeal for Program Transfer

Students who desire to transfer to another program but who have earned an "F" grade in a previous graduate program must make a written appeal to the Dean of Graduate Studies, who will refer the appeal to the Admissions Committee of the appropriate school or college. The Admissions Committee will make its recommendation to the dean of that school or college, who will submit a recommendation to the Dean of Graduate Studies. The Dean of Graduate Studies will make the final decision and notify students accordingly.

## Incomplete Grades

A grade of "I" is assigned when students have maintained a passing average but for reasons beyond their control have not completed some specific course requirement(s), such as a report, field experience, experiment, or final examination. The "I" grade must be removed within one year, or it is converted to a grade of "F." STUDENTS MUST COMPLETE THE SPECIFIED COURSE REQUIREMENTS TO REMOVE THE "I." Additionally, an "I" Grade Justification Form must be completed before an "I" grade can be given. Forms are available in the offices of the department chair and Graduate Studies.

## Grade Appeal

Students who contest a course grade should attempt to resolve the matter with the instructor involved. If a satisfactory resolution cannot be reached, students should attempt to resolve the matter with the department chair. If a satisfactory resolution is still not reached, students may appeal the grade in accordance with established procedures not later than the last day of the next regular semester.

To initiate appeals, students must apply in writing to the dean of the college or school within which the contested grade was awarded. By conferring with the student and the instructor, the dean will seek resolution by mutual agreement. Failing such resolution, the dean will transmit the written appeal to the Dean of Graduate Studies, who will convene the Student Affairs and Appeals Committee consisting of the Dean of Graduate Studies as chair and five members of the graduate faculty

appointed by the Dean of Graduate Studies. If the committee affirms the instructor's decision, the Dean of Graduate Studies will notify in writing the faculty member, the student, the department chair, and the appropriate dean. If the Committee supports the student's appeal, it will prescribe the method by which the student will be re-evaluated. If the re-evaluation results in a grade change, the established Course Grade Change procedure will be followed. The grade resulting from the re-evaluation is final and may not be appealed further.

## Course Load

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

## Course Substitutions and Waivers

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

## Transfer Credits

A maximum of six (6) semester hours of transfer credits for graduate courses with a grade of 3.0 or higher may be accepted toward completion of a graduate degree at Fayetteville State University. The remaining hours must be earned in residence. **Only courses that counted toward a degree at an accredited institution will be considered for transfer credit. Credits gained in correspondence courses at any institution will not be accepted.** Students wishing to transfer credits must submit official transcripts and other appropriate course identification information to the advisor for initial approval. The recommendations of the advisor are forwarded to the department chair, the dean of that school or college, and the Dean of Graduate Studies for final approval. Course work may be transferred upon the student's unconditional admission into a graduate studies program. Course work transferred must not be older than six (6) years at the time the degree is awarded.

## Degree Requirements

### Admission to Degree Candidacy

Admission to Fayetteville State University in a degree program does not carry with it admission to candidacy for the graduate degree. Approval of degree candidacy by the Office of Graduate Studies certifies that the student's academic performance has been reviewed and that permission to pursue the program of study to completion has been granted. Admission to candidacy, granted by the Dean of Graduate Studies when students have completed a minimum of twelve (12) credit hours, requires the following:

1. Unconditional Admission.
2. Completion of not fewer than twelve (12) credit hours (600 level courses in the MBA program) nor more than eighteen (18) credit hours of graduate study at Fayetteville State University, with a GPA of 3.0 or higher, at the time of application for admission to candidacy.
3. Departmental or area assignment of an advisor.
4. Departmental or area approval of the program of study.
5. Satisfaction of other conditions affecting admission.

Failure to meet the requirements will result in denial of admission to degree candidacy and dismissal from the stated degree program.

The following is the procedure for requesting admission to degree candidacy:

1. The student submits to the Office of Graduate Studies an application for admission to degree candidacy after completing twelve (12) hours of graduate study at Fayetteville State University.
2. The Office of Graduate Studies processes the application and notifies the student of the action taken. Copies of the letter are sent to the student, advisor, department chair, and registrar.

### Degree Time Limit

The master's curriculum, including the thesis, must be completed within six (6) calendar years from the date the first course(s) carrying graduate degree credits applicable to the student's program is (are) begun.

### Comprehensive Examination

In addition to regular examinations, a **final Comprehensive Examination on the content of a degree program is required of all candidates for the master's degree.** Master of Business Administration candidates are not required to take a comprehensive examination. Students writing a thesis must pass a comprehensive examination before the thesis is defended.

The Comprehensive Examination will cover topics as outlined by the department. The written examination will be constructed by the faculty and administered by the department chair. The examination must be administered at least eight (8) weeks before the end of the semester in which the candidate expects to receive the degree. A candidate is eligible to take the examination after completion of all course work or after the final courses are in progress. Candidates may take the written examination twice, but they must wait at least one semester to retake the examination. Candidates who fail to pass the written examination on the second attempt will be terminated from the program.

If oral examinations of the written comprehensives are required, they will be administered by a committee of three graduate faculty recommended by the department chair and approved by the Dean of Graduate Studies.

A unanimous vote by the committee is required to pass the oral comprehensives. Passing of the examination may be conditional and dependent upon the completion of additional work to the satisfaction of the committee. A formal re-examination will not be required in this case. Candidates may submit an application to the Dean of Graduate Studies to appeal the committee's decision.

Graduate faculty are invited to attend the oral comprehensive examination sessions for master's degree candidates. Discussions and decisions of the examination committee are confidential.

Applications for the Comprehensive Examination are available in Graduate Studies, Continuing Education Building. Please note that it is the student's responsibility to apply for the Comprehensive Examination.

## **Thesis**

A written thesis and its defense are required for some Master of Arts and Master of Science degrees at Fayetteville State University. 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 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 student must choose a thesis committee which will consist of three (3) graduate faculty, one of whom must be the chair of the Thesis Advisory Committee and one from outside the student's major department. The committee must be approved by the chair of the department and the Dean of Graduate Studies.

Theses prepared by candidates for the Master of Science or the Master of Arts degree must represent an original investigation into a subject which has been

approved by the Thesis Advisory Committee and the Dean of Graduate Studies. Application for the examination must be filed with the Dean of Graduate Studies by the chairman of the Thesis Advisory Committee at least two (2) weeks prior to when the examination is to be held and must be accompanied by certification that the thesis is complete except for revisions which may be necessary as a result of the oral examination.

A written notice of the time and place of the defense of the thesis will be sent by the Dean of Graduate Studies to the candidate and each member of the committee. During the defense, the thesis committee may ask the candidate questions regarding subject matter in the student's major field. The examination must be given at least four (4) weeks before graduation and the results must be sent within three (3) days of the examination to the Dean of Graduate Studies. A student may defend the thesis a maximum of two times.

Three (3) unbound copies of the thesis in final form must be submitted to Graduate Studies prior to graduation. Detailed information on form and organization is presented in the *Guide for the Preparation and Submission of Theses*.

## **Change of Major/Degree**

To change a major/degree, a student must file a petition on a form obtained from Graduate Studies. The form must be signed by the student, previous department chair/director, new department chair/director, and the Dean of Graduate Studies. The student will be notified by Graduate Studies concerning the outcome of the petition.

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

To change a graduate degree program of study, a student must file a petition on a form obtained from Graduate Studies. The form must be signed by the student, advisor, department chair/director, and the Dean of Graduate Studies. The student will be notified by Graduate Studies concerning the outcome of the petition.

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

A student registered in a degree program at Fayetteville State University may not enroll concurrently in any other graduate program without permission secured in advanced from the departmental chair/director, Dean of the School/College, and the Dean of Graduate Studies.

## A Second Master's Degree

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

## Auditing of Courses

A graduate student may audit a course if space is available and if approved by the instructor, department chair/director, dean of school or college and the Dean of Graduate Studies. The student must pay the required fees. Classes audited shall count as part of the student's load; however, no grade or credit will be assigned. Class attendance is required, but the level of participation in class assignments shall be mutually agreed upon by the instructor and student. *An instructor will administratively withdraw a student who fails to fulfill the stipulated requirements.* Students auditing classes will not be permitted to change to credit after the last date courses can be added. Further, students registered for credit will not be permitted to change to audit after the last date courses can be added.

## Academic Misconduct

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, fabrication of information, misrepresentation, and abetting any of the above. Actions outlined in the Fayetteville State University Student Handbook under "Disciplinary System and Procedures" will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs, located in the Collins Administration Building.

## Independent Study

With the approval of the instructor, department chair/director, the dean of the school or college, and the Dean of Graduate Studies, 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 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.

## Graduation Requirements

A grade point average of 3.0 or higher is required for graduation.

## Application for Graduation

To become a candidate for graduation, a student must submit an application with the Office of the Registrar no later than the date set forth in the University Calendar. The University assumes no responsibility for making adjustments for students who fail to file an application by the designated date. A candidate who fails to file an application for graduation or to meet graduation requirements by the designated dates automatically voids his candidacy for that particular graduation.

### Completion Date

### Filing Deadlines

May .....	September (Previous Year)
Summer .....	February
December .....	May

## Commencement

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

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

# COLLEGE OF ARTS AND SCIENCES

## DEPARTMENT OF HUMANITIES

### DEGREES OFFERED

**Master of Arts (M.A.): History**

**Master of Arts in Teaching (M.A.T.): History**  
(In Cooperation with the School of Education)

The Master of Arts degree in History requires 36 semester hours of credit. Two options are available: thesis and non-thesis. Thesis candidates must complete 30 semester hours of course credits; non-thesis candidates must earn a total of 36 semester hours of course credits. Each candidate for an M.A. in History will choose a major in either United States History or Latin American and Caribbean History. Students must demonstrate proficiency in an appropriate foreign language or in computer techniques. A written comprehensive examination and an oral defense of the thesis are required.

The Master of Arts in Teaching degree with a specialty in history is offered in cooperation with the School of Education. The degree is designed primarily for secondary school teachers. The 36 hour program requires a minimum of 24 semester hours in history and 12 semester hours in education.

### Admission Requirements

Applicants for the M.A. in History program must have earned a baccalaureate degree from an accredited institution with an undergraduate major in history or another appropriate field. Applicants must have earned either an overall minimum 2.6 average on a 4.0 scale for all undergraduate work, or a minimum of 2.8 average in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants must provide an appropriate GRE score on the general section and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate work in history. Please refer to application procedures under Graduate Studies for additional requirements.

Applicants for the M.A.T. in History program must have a baccalaureate degree from an accredited college or university, with an undergraduate major in history or another appropriate field, and hold a North Carolina Class A teaching certificate or another state teaching certificate. (Persons with a degree in history or an appropriate field but having no certification may obtain initial undergraduate certification while taking some graduate courses.) The applicant must have earned either an overall 2.5

grade point average on a 4.0 scale for all undergraduate work or a 2.75 grade point average in the last 60 hours of study, which may include no more than 12 hours of graduate study.

Applicants to the M.A.T. program in history must provide an appropriate score on the general section of the GRE or the Miller Analogies Test and submit two letters of recommendation from professors or others qualified to evaluate their ability to pursue graduate work in history. Please refer to the Department of Educational Leadership and Secondary Education for additional requirements.

## Master of Arts in History, 36 Credits

### Required Course, 3 Credits

HIST 500 Historiography

### Major Courses (minimum), 18 Credits

Students must earn a major in either United States History or Latin American and Caribbean History by completing a minimum of 18 credits in the major field.

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

#### A. Latin American and Caribbean History

HIST	551	Caribbean History from Columbus to 1838
HIST	552	Caribbean History from the Post-Slavery Period Through the 20th Century
HIST	555	The ABC Countries
HIST	556	The Andean Republics
HIST	650	Directed Readings in Mexican History
HIST	651	Directed Readings in Caribbean History
HIST	652	Directed Readings in Latin American History

#### B. United States History

HIST	507	Social Strata in the Antebellum South
HIST	508	Antebellum Reform Movements
HIST	510	Studies in Twentieth Century U.S. History
HIST	520	Studies in United States Foreign Relations
HIST	557	The Harlem Renaissance
HIST	558	African-Americans and World War II
HIST	601	Directed Readings in 19th Century American History
HIST	602	Directed Readings in 20th Century American History
HIST	603	Directed Readings in African-American History

### Other Requirements, 15 Credits

A student must complete a minimum of 15 credits in other graduate history courses. Six (6) of these credits may be earned by taking the thesis option.

Courses in Directed Reading may be taken only after a student has earned 15 or more credit hours in other graduate courses.

## Master of Arts in Teaching: History, 36 Credits

### Education Courses, 12 Credits

Choose one from the following two courses:

ELEM	614	Techniques of Teaching in the Middle Grades
EDAD	615	Techniques of Teaching in the High School
EDUC	620	Adolescent Psychology
EDUC	644	Foundations and Curriculum Development
EDUC	680	Introduction to Research in Education

### Required Specialty Area, 3 Credits

HIST	500	Historiography
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### Specialty Area, 21 Credits

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

HIST	507	Social Strata in Antebellum South
HIST	508	Antebellum Reform Movements
HIST	510	Studies in Twentieth Century U.S. History
HIST	520	Studies in U.S. Foreign Relations
HIST	526	The French Revolution
HIST	528	The Rise of Fascism in Europe
HIST	551	Caribbean History from Columbus to 1838
HIST	552	Caribbean History from Post-Slavery Through Twentieth Century
HIST	555	The ABC Countries
HIST	556	The Andean Republics
HIST	557	The Harlem Renaissance
HIST	558	African-Americans and World War
HIST	601	Directed Readings in 19th Century American History
HIST	602	Directed Readings in 20th Century American History
HIST	603	Directed Readings in Afro-American History
HIST	626	Directed Readings in 18th Century European History
HIST	627	Directed Readings in 19th Century European History
HIST	628	Directed Readings in 20th Century European History
HIST	650	Directed Readings in Mexican History
HIST	651	Directed Readings in Caribbean History
HIST	652	Directed Readings in Latin American History

Courses in Directed Readings may be taken only after a student has earned 15 or more credit hours in other graduate history courses.

## DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

### DEGREES OFFERED

**Master of Science (M.S.): Mathematics**

**Master of Arts in Teaching (M.A.T.): Mathematics**  
(In cooperation with the School of Education)

The Master of Science degree in Mathematics requires 36 semester hours of credit of which a minimum of 18 hours must be taken at the 600 level. An alternate thesis option requires 30 hours of course credits and 6 hours for thesis research and writing. A written comprehensive examination in two areas from among algebra, real analysis, topology and complex analysis, and an oral defense of the thesis are required.

The Master of Arts in Teaching degree with a specialty in mathematics is offered in cooperation with the School of Education. Students must complete a minimum of 24 semester hours in mathematics and 12 semester hours in education.

### Admission Requirements

Applicants for the Master of Science in Mathematics program must have earned a baccalaureate degree in mathematics from an accredited institution and have an overall minimum 2.5 average on a 4.0 scale for all undergraduate work or a minimum 2.75 average in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants must provide a satisfactory score on the general section of the Graduate Record Examination and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in mathematics. Please refer to application procedures under Graduate Studies for additional requirements.

Applicants for the Master of Arts in Teaching Mathematics must have a degree in mathematics and hold a North Carolina Class "A" teaching certificate or another state teaching certificate. (Persons with a degree in mathematics but with no certification may obtain initial undergraduate certification by taking some graduate courses.) Please refer to the Department of Educational Leadership and Secondary Education for additional requirements.

**Master of Science in Mathematics, 36 Credits****Core Curriculum, 24 Credits**

MATH 511	Abstract Algebra I
MATH 521	Real Analysis I
MATH 531	Topology I
MATH 541	Complex Analysis I
MATH 612	Abstract Algebra II
MATH 621	Real Analysis II
MATH 631	Topology II
MATH 641	Complex Analysis II

**Electives, 12 Credits****Master of Arts in Teaching: Mathematics, 36 Credits****Education Courses, 12 Credits**

Choose one from the following two courses:

ELEM 614	Techniques of Teaching in the Middle Grades
EDAD 615	Techniques of Teaching in the High School
EDUC 620	Adolescent Psychology
EDUC 644	Foundations and Curriculum Development
EDUC 680	Introduction to Research in Education

**Required Specialty Area, 24 Credits**

MATH 511	Abstract Algebra I
MATH 612	Abstract Algebra II
MATH 521	Real Analysis I
MATH 621	Real Analysis II
MATH Electives	(with advisement)

**DEPARTMENT OF NATURAL SCIENCES****DEGREES OFFERED**

**Master of Science (M.S.): Biology**

**Master of Arts in Teaching (M.A.T.): Biology**  
 (In cooperation with the School of Education)

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

The Master of Arts in Teaching degree with a specialty in biology is offered in cooperation with the School of Education. The degree is designed primarily for secondary school teachers. The program requires 36 semester hours consisting of a minimum of 24 hours in biology and 12 hours in education.

### **Admission Requirements**

Applicants for the Master of Science in Biology program must have an undergraduate major in biology with an overall minimum 2.5 average for all undergraduate work or a minimum 2.75 average in the last 60 hours of study. No more than 12 hours of graduate study may be considered for admissions. Applicants must provide an appropriate GRE score on the general section and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in biology. Please refer to application procedures under Graduate Studies for additional requirements.

Applicants for the Master of Arts in Teaching Biology program must have a degree in biology and a North Carolina Class "A" teaching certificate or another state teaching certificate. (Persons with a degree in Biology but with no certification may obtain initial undergraduate certification by taking some graduate courses.) Applicants must also provide an appropriate score on the Miller Analogies Test (MAT). Please refer to the Department of Educational Leadership and Secondary Education for additional requirements.

### **Course Load**

Students' programs of graduate study will be composed of graduate courses at the 500 and 600 level. Students with deficiencies in their background may be required to take additional undergraduate courses without credit toward the master's degree.

### **Master of Science in Biology, 34 Credits**

Based on an applicant's academic background, an individualized course of study will be planned by an assigned advisor in consultation with the student. The following courses are part of the inventory from which selections may be made for a master's degree program in biology.

#### **Core Courses, 10 Credits**

BIOL 620 Seminar

BIOL	630	Topics in Biology
BIOL	690	Research

### Other Discipline Courses, 24 Credits

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

BICH	610	Advanced Biochemistry
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
BOTN	620	Advanced Botany
BOTN	630	Plant Development
BOTN	640	Advanced Microbiology
ZOOL	570	General Entomology
ZOOL	585	Introduction to Parasitology
ZOOL	610	Advanced Genetics
ZOOL	630	Embryology

### Other Requirements

An undergraduate course in computer science is strongly recommended and a course in statistics is required of those who do not have an adequate background in statistics.

Language: Reading knowledge of French or German is required

Thesis: Required

Comprehensive Evaluation: A written comprehensive examination and an oral defense of thesis are required.

Research activities should begin as early as spring semester of the first year. Literature searches relative to the proposed research should be started during the first semester of the initial year of graduate study.

### Master of Arts in Teaching: Biology, 36 Credits

#### Education Courses, 12 Credits

Choose one from the following two courses:

ELEM	614	Techniques of Teaching in the Middle Grades
EDAD	615	Techniques of Teaching in the High School

EDUC	620	Adolescent Psychology
EDUC	644	Foundations and Curriculum Development
EDUC	680	Introduction to Research in Education

### Required Specialty Area, 24 Credits

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

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
BOTN	620	Advanced Botany
BOTN	630	Plant Development
BOTN	640	Advanced Microbiology
ZOOL	570	General Entomology
ZOOL	585	Introduction to Parasitology
ZOOL	610	Advanced Genetics
ZOOL	630	Embryology

### Other Requirements

A student must hold a North Carolina Class "A" certificate or another state teaching certificate. (Persons with a degree in biology but having no certification may obtain initial undergraduate certification by taking some graduate courses).

## DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

### DEGREES OFFERED

**Master of Arts in Political Science**

**Master of Arts in Psychology:**

**Counseling**

**Mental Retardation/Emotionally Handicapped**

**Master of Arts in Sociology**

## Master of Arts in Political Science, 36 Credits

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

The Master of Arts in Teaching degree, with a specialty in Political Science, is offered in cooperation with the School of Education. Designed primarily for secondary school teachers, the degree program requires a minimum of 24 semester hours in political science and 12 semester hours in education.

## Unconditional Admission Requirements

Applicants to the Master of Arts in Political Science program must have an earned baccalaureate degree from an accredited institution which shows an overall minimum 2.70 average on a 4.00 scale for all undergraduate study. Applicants may also be considered for unconditional status if they have a minimum 3.00 average on a 4.00 scale in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants who have deficiencies in political science may be required to complete additional courses in political science.

## Program Requirements, 36 Credits

### Core Curriculum

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

Choose one of the following options in consultation with an advisor

#### A. Non-Thesis Option

POLI	646	Advanced Readings Seminar
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#### B. Thesis Option

POLI	647	Thesis I
POLI	648	Thesis II

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

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

## Master of Arts in Psychology, 42 Credits

The Department of Social and Behavioral Sciences offers a graduate program leading to the degree of Master of Arts in Psychology in two concentrations: counseling and mental retardation/emotionally handicapped. The program requires a minimum of 42 semester hours of graduate study in standard psychology courses.

## Unconditional Admission Requirements

Applicants for the Master of Arts in Psychology program must have a broad undergraduate preparation and must have completed the following undergraduate courses: General Psychology, Statistics through ANOVA, Experimental Psychology, and Psychological Tests and Measurements. Applicants who have not completed the basic undergraduate courses may be admitted as special students according to the terms defined in the general section under Graduate Studies.

Applicants for the Master of Arts in Psychology program must have an earned baccalaureate degree from an accredited institution an overall minimum 2.70 average on a 4.00 scale for all undergraduate work or a minimum 3.00 average in the last 60 hours of study, which may include no more than 12 hours of graduate study. Please refer to the general section on Graduate Studies for additional information.

**Program Requirements, 42 Credits****Core Curriculum, 15 Credits**

- PSYC 500 Statistics
- PSYC 510 Research Design and Methodology
- PSYC 520 Behavior Modification
- PSYC 680 Clinical Practicum I

Choose one from the following two courses:

- PSYC 691 Directed Study
- PSYC 693 Thesis Research

**Specialty Area, 27 Credits**

Choose one option from the following areas:

**A. Counseling**

- PSYC 530 Theories of Personality
- PSYC 611 Theories of Counseling
- PSYC 612 Counseling Techniques
- PSYC 620 Assessment and Testing in Counseling
- PSYC 635 Child and Adolescent Development
- PSYC 680 Clinical Practicum II

Electives (Choose three from the following courses:)

- PSYC 601 Biofeedback Techniques
- PSYC 631 Career Counseling
- PSYC 632 Family and Group Counseling
- PSYC 640 Social Psychology
- PSYC 642 Adult Development and Aging

**B. Mental Retardation/Emotionally Handicapped**

- PSYC 600 Physiological Psychology
- PSYC 621 Psychological Assessment and Testing in  
Mental Retardation/Emotionally Handicapped
- PSYC 610 Child and Adolescent Psychopathology
- SPED 535 Psychology of Mental Retardation
- SPED 537 Introduction to the Education of Emotionally  
Disturbed Children

Electives (Choose four from the following courses:)

- PSYC 601 Biofeedback Techniques
- PSYC 631 Career Counseling
- PSYC 632 Family and Group Counseling
- PSYC 640 Social Psychology
- PSYC 642 Adult Development and Aging

## Master of Arts in Sociology, 36 Credits

The Master of Arts degree in Sociology requires 36 semester hours of credit. Two options are available: thesis and non-thesis. Thesis candidates must complete 30 semester hours of course credits and 6 semester hours of thesis credit. Non-thesis candidates must earn a total of 30 semester hours of course credits and 6 semesters hours of Practicum. Students must demonstrate proficiency in statistics and computer applications in Social Research. A written comprehensive examination and an oral defense of the thesis are required for students who choose the thesis option.

The Master of Arts in Teaching degree, with a specialty in Sociology, is offered in cooperation with the School of Education. Designed primarily for secondary school teachers, the degree program requires a minimum of 24 semester hours in sociology and 12 semester hours in education.

## Unconditional Admission Requirements

Applicants to the Master of Arts in Sociology program must have an earned baccalaureate degree from an accredited institution which shows an overall minimum 2.70 average on a 4.00 scale for all undergraduate study. Applicants may also be considered for unconditional status if they have a minimum 3.00 average on a 4.00 scale in the last 60 hours of study, which may include no more than 12 hours of graduate study. Applicants who have deficiencies in sociology may be required to complete additional courses in sociology

## Program Requirements, 36 Credits

### Core Curriculum, 15-18 Credits

SOCI	500*	Sociological Concepts
SOCI	505	Advanced Social Statistics
SOCI	630	Advanced Social Research
SOCI	650	Advanced Sociological Theory

Choose one from the following courses:

SOCI	690	Practicum
SOCI	695	Thesis

\*Required courses for students who do not have background in Sociology.

### Specialty Area, 18-21 Credits

Choose one from the following options:

A. General Sociology (Selected from the following courses in consultation with an advisor:)

SOCI	502	Special Problems in Sociology
SOCI	525	Population Studies

SOCI	535	Demographic Analysis
SOCI	550	Modernization and Social Change
SOCI	570	Comparative Family Systems
SOCI	602	Independent Study
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
EDUC	620	Adolescent Psychology
HIST	519	History of Medicine and Public Health in the United States
PSYC	611	Theories of Counseling
PSYC	612	Counseling Techniques
PSYC	632	Family and Group Counseling
PSYC	635	Child and Adolescent Development
PSYC	640	Social Psychology
PSYC	642	Adult Development and Aging
SPED	524	Working with Parents and Families of Handicapped Children
POLI	531	Public Policy and Administration

#### B. Family Sociology

##### Required

SOCI	570	Comparative Family Systems
SOCI	624	Seminar on the Family
PSYC	632	Family and Group Counseling

##### Electives (with advisement)

EDUC	620	Adolescent Psychology
HIST	519	History of Medicine and Public Health in the United States
POLI	531	Public Policy and Administration
PSYC	611	Theories of Counseling
PSYC	612	Counseling Techniques
PSYC	635	Child and Adolescent Development
PSYC	640	Social Psychology
PSYC	642	Adult Development and Aging

SPED	524	Working with Parents and Families of Handicapped Children
SOCI	502	Special Problems in Sociology
SOCI	525	Population Studies
SOCI	535	Demographic Analysis
SOCI	550	Modernization and Social Change
SOCI	602	Independent Study
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	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

### C. Population and Health Sociology

#### Required

SOCI	525	Population Studies
SOCI	535	Demographic Analysis
SOCI	608	Seminar in the Sociology of Health
SOCI	614	Sociology of Aging

#### Electives (with advisement)

EDUC	620	Adolescent Psychology
HIST	519	History of Medicine and Public Health in the United States
POLI	531	Public Policy and Administration
PSYC	611	Theories of Counseling
PSYC	612	Counseling Techniques
PSYC	632	Family and Group Counseling
PSYC	635	Child and Adolescent Development
PSYC	640	Social Psychology
PSYC	642	Adult Development and Aging
SPED	524	Working with Parents and Families of Handicapped Children
SOCI	535	Demographic Analysis
SOCI	550	Modernization and Social Change
SOCI	570	Comparative Family Systems
SOCI	602	Independent Study
SOCI	610	Sociology of Education
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

## SCHOOL OF BUSINESS AND ECONOMICS

### DEGREE OFFERED

#### Master of Business Administration (M.B.A.)

The Master of Business Administration degree program is designed for qualified holders of a bachelor's degree, regardless of previous undergraduate or other graduate fields of study. The program's objective is the development of the broadly-educated professional manager.

1. A minimum of 36 semester hours of graduate study will be required in the M.B.A. program. For those students with undergraduate degrees in areas other than business, an additional 23 hours of approved courses may be required as a "common body of knowledge" embracing the fundamentals of the business curriculum.
2. Students who do not have minimum competency in spreadsheet analysis and/or data base management are required to attend two intensive computer workshops in the first two semesters of their studies.

### Unconditional Admission Requirements

Graduate admission for the M.B.A. program is for degree or non-degree students. A minimum score derived from either of the following formulae is required for degree admission.

$$\begin{aligned} (200 \times \text{Upper Division GPA}) + (\text{GMAT Score}) &= 1000 \\ (200 \times \text{Overall GPA}) + (\text{GMAT Score}) &= 950 \end{aligned}$$

Other factors are considered in admission to the degree program; therefore, individuals who fall below the established criteria stated above may still be considered for admission.

Non-degree applicants enrolling for graduate courses in business must complete an admissions application form and submit official transcripts and other related documents.

## Master of Business Administration (M.B.A.), 36-59 Credits

### Common Body of Knowledge For Non-Business Undergraduate Majors, 23 credits

ACCT	590	Foundations of Accounting
BADM	590	Foundations of Quantitative Methods
ECON	590	Economics for Manager
FINC	590	Foundations of Financial Management
MGMT	590	Management of Organizations
MKTG	590	Foundations of Marketing Management
BADM	596	Legal Environment of Business

### Major Courses, 27 Credits

ACCT	610	Advanced Management Accounting
ECON	610	Managerial Economics
FINC	610	Advanced Financial Management
MGMT	610	Administration of the Firm
MGMT	620	Quantitative Methods for Business
MGMT	630	Business and Society
MGMT	640	Management Information System
MGMT	650	Business Policy and Strategy
MKTG	610	Marketing Planning and Strategy

### Electives, 9 Credits

Choose three from the following courses:

ACCT	660	Federal Taxes for Management Decisions
ACCT	670	Internal and Operational Auditing
ACCT	695	Seminar in Accounting
BADM	602	Directed Research
BADM	603	Special Problems in Business and Economics
ECON	660	Business and Economics Forecasting
FINC	660	Financial Institutions
FINC	670	Investment Analysis
FINC	695	Seminar in Finance
MGMT	660	International Business Management
MGMT	670	Production and Operations Management
MGMT	675	Organizational Behavior

MGMT 680	Human Resource Management
MGMT 685	Leadership in Organization
MGMT 695	Seminar in Management

## SCHOOL OF EDUCATION

Applicants to graduate programs in the School of Education must have a baccalaureate degree from an accredited institution. Applicants must have a overall minimum 2.5 average on a 4.00 scale for all undergraduate study or a minimum 2.75 average on a 4.0 scale for the last sixty (60) hours of study, which may include no more than 12 hours of graduate study. Applicants must provide an appropriate score on the general section of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) and submit two letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in education. Master of Arts in Teaching Mathematics applicants must also take the subject area test of the GRE. Please refer to application procedures under Graduate Studies for additional requirements or to the appropriate department for additional information.

## DEPARTMENT OF CURRICULUM AND INSTRUCTION

### DEGREES OFFERED

#### Master of Arts in Education:

Middle Grades Education (6-9)

#### Special Education:

Behaviorally-Emotionally Handicapped

Mentally Handicapped

Specific Learning Disabilities

#### Certification-Only Programs

##### Class A Level Certification:

Middle Grades (6-9)

Special Education

##### Class G Level Certification:

Middle Grades (6-9)

Special Education

The principal goal of the Department of Curriculum and Instruction is to provide a quality education for prospective facilitators of learning in middle grades or special education. In keeping with this principle goal, the Department offers programs leading to the Master of Arts degree in Middle Grades (6-9) and Special Education. Each of the programs requires thirty-six (36) semester hours of study. Students seeking a master's degree in middle grades education must select an area of concentration from reading/language arts, social science, mathematics, or science. Those students seeking the M.A. in special education may choose two of the following three specialty areas: specific learning disabilities, mentally handicapped, and/or behaviorally-emotionally handicapped. In addition, A and G level certification in both programs is available.

### **Master of Arts in Education (Middle Grades Education 6-9), 36 Credits**

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

#### **Core Curriculum, 15 Credits**

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

EDUC 600	History & Philosophy of Education
EDUC 602	Foundations of Education
EDUC 620	Adolescent Psychology
EDUC 680	Introduction to Research in Education
ELEM 614*	Techniques of Teaching in the Middle School
READ 551	Teaching Reading in the Content Area

\* Field experience is required.

#### **Minor Concentration, 15 Credits**

A concentrated study in one instructional area such as Reading/Language Arts, Mathematics, Social Science, and Science is required, with advisor approval. Six (6) hours of methods in the concentration area are required along with 9 hours in the instructional area.

Choose one from the following options:

##### **A. Language Arts**

ELEM 560	Reading/Language Arts for the Gifted
ELEM 623	Advanced Language Arts in the Elementary Grades
ELEM 624	Teaching Writing in the Elementary School
ELEM 680	Advanced Studies in Children's Literature
READ 512	Improvement in Reading Instruction

READ	513	Reading Remediation and Practicum
READ	516	Applied Phonics
READ	551	Teaching Reading in the Content Area
READ	605	Investigations in the Teaching of Reading
READ	611	Foundations of Reading
READ	618	Reading: The Learning Bases
READ	621	Clinical Procedures in the Identification and Evaluation of Reading Disabilities
READ	622	Remediation of Reading Disabilities

#### B. Social Science

ELEM	534	Social Studies in Elementary School
ECON	500	Applied Economics
Social Science Electives (By approval of advisor)		

#### C. Mathematics

ELEM	505	Modern Math for Elementary Teachers
ELEM	530	Remediation of Math Difficulties
ELEM	533	Foundations of Arithmetic
ELEM	540	Math Education for Gifted Children
MATH	501	Teaching Mathematics with Computers
MATH	505	Analysis for Teachers I
Others by approval of advisor		

#### D. Science

ELEM	635	Problems in Science Education
ELEM	652	Selected Topics in Biological Science for Teachers
ELEM	653	Selected Topics in Physical Science for Teachers
ELEM	654	Selected Topics in Earth Science for Teachers
Science Electives (By approval of advisor)		

#### Restricted Electives, 6 Credits

1. Practicum experiences in their areas of specialization may be required of students without acceptable prior experience.
2. All students are required to take at least two courses in reading prior to graduation. These courses may be part of the concentration or of the electives.

## CERTIFICATION-ONLY PROGRAMS

### Middle Grades Education (6-9)

Class A Level and Class G Level Certification-Only Programs are available for persons who hold baccalaureate or masters degrees and who wish to be certified in middle grades education. These certifications are available both for previously certified and for non-certified persons. Requirements for these programs are developed with program advisors in conjunction with the department chair.

### Master of Arts in Education (Special Education), 36 Credits

The curriculum for the Master of Arts in Education degree in Special Education offers tracks leading to certification in at least two of three available specialization areas: Specific Learning Disabilities, Mentally Handicapped, and Behaviorally-Emotionally Handicapped.

Programs are also available for degree-seeking students who do not wish to pursue certification. These programs may differ from the certification-oriented programs. (Students are requested to see their advisor for further information.)

### Core Curriculum, 18 Credits

SPED	579	Management of Learning Environments
SPED	631	Teaching the Handicapped Child (Academic Methods)
SPED	642	Exceptional Child Development
SPED	647	Educational Evaluation of Handicapped Children
SPED	648	Curriculum Development in Special Education
EDUC	680	Introduction to Research in Education

### Track, 18 Credits

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

- A. Specific Learning Disabilities & Mentally Handicapped Specialty
- |      |     |                                     |
|------|-----|-------------------------------------|
| SPED | 522 | Seminar in Learning Disabilities    |
| SPED | 535 | Psychology of Mental Retardation    |
| SPED | 633 | Teaching the Handicapped Adolescent |

Choose one of the following two options:

Option A.

SPED	640	Master's Internship in Special Education (6 credits)
------	-----	--

Option B.

SPED	640	Master's Internship in Special Education (3 credits)
------	-----	--

SPED 630 Consultative Internship in Special  
Education Elective (3 credits)

**B. Specific Learning Disabilities & Behaviorally-Emotionally Handicapped  
Specialty**

SPED 522 Seminar in Learning Disabilities

SPED 537 Introduction to the Education of the Emotionally  
Disturbed Child

SPED 638 Teaching the Emotionally Disturbed Child

Choose one of the following two options:

Option A.

SPED 640 Master's Internship in Special  
Education (6 credits)

Option B.

SPED 640 Master's Internship in Special  
Education (3 credits)

SPED 630 Consultative Internship in Special  
Education

Elective (3 credits)

**C. Behaviorally-Emotionally Handicapped and Mentally Handicapped  
Specialty**

SPED 537 Introduction to the Education of the Emotionally  
Disturbed Child

SPED 638 Teaching the Emotionally Disturbed Child

SPED 535 Psychology of Mental Retardation

Choose one of the following two options:

Option A.

SPED 640 Master's Internship in Special  
Education (6 credits)

Option B.

SPED 640 Master's Internship in Special  
Education  
(3 credits)

SPED 630 Consultative Internship in Special  
Education Elective (3 credits)

## **Additional Requirements for Persons NOT Certified in Special Education**

Students pursuing certification in Special Education through the master's degree who do not have prior certification in Special Education must meet basic certification requirements in consultation with an advisor.

## Certification-Only Programs in Special Education

Post-baccalaureate, certification-only programs at the A (undergraduate) or G (graduate) levels (in Specific Learning Disabilities, Mentally Handicapped and Behaviorally-Emotionally Handicapped) are planned for individual students by their advisor and the Office of Field Experiences in accordance with state-approved certification guidelines and program requirements. These programs take into account the academic credentials and the professional experience of students and are approved by the Teacher Education Committee through the irregular route certification procedure. Students entering these programs must meet the admissions requirements for irregular route programs.

### Behaviorally-Emotionally Handicapped (A-Level Course Requirements), 36-41 Credits

#### Specialty Area Requirements, 22-23 Credits

SPED	320	Education of the Exceptional Child
SPED	370	Curriculum Development, Methods and Materials for Exceptional Students
SPED	410	Classroom Management Strategies for Exceptional Students (or EDUC 450 Classroom Management/Parent Counseling and Guidance)
SPED	460	Diagnosis and Evaluation of Exceptional Students
SPED	480	Seminar II: Exception Student/Field Experience (or experience waiver)
SPED	537	Introduction to Education of Emotionally Disturbed Child
SPED	638	Teaching the Emotionally Disturbed Child
Elective (3 credits)		

#### Professional Educational Requirements, 14-18 Credits

EDUC	310	Foundations of Education
READ	315	Teaching Reading in the Elementary School
EDUC	330	Educational Psychology and Measurement
EDUC	453	Methods of Teaching Math (K-6) (or EDUC 433 Methods of Teaching Math (6-9))
SPED	470	Student Teaching in Exceptional Education

## Mentally Handicapped (A-Level Course Requirements), 36-41 Credits

### Specialty Area Requirements, 22-23 Credits

SPED	320	Education of the Exceptional Child
SPED	370	Curriculum Development, Methods, and Materials for Exceptional Students
SPED	410	Classroom Management Strategies for Exceptional Students (or EDUC 450 Classroom Management/Parent Counseling and Guidance)
SPED	460	Diagnosis and Evaluation of Exceptional Students
SPED	535	Psychology of Mental Retardation
SPED	633	Teaching of Handicapped Adolescent
		Elective (3 credits)

### Professional Education Requirements, 14-18 Credits

EDUC	310	Foundations of Education
READ	315	Teaching Reading in the Elementary School
EDUC	330	Educational Psychology and Measurement
EDUC	453	Methods of Teaching Math (K-6) (or EDUC 433 Methods of Teaching Math (6-9))
SPED	470	Student Teaching in Exceptional Education

## Specific Learning Disabilities (A-Level Course Requirements), 36-41 Credits

### Specialty Area Requirements, 22-23 Credits

SPED	320	Education of the Exceptional Child
SPED	370	Curriculum Development, Methods and Materials for Exceptional Students
SPED	410	Classroom Management Strategies for Exceptional Students (or EDUC 450 Classroom Management/Parent Counseling Guidance)
SPED	460	Diagnosis and Evaluation of Exceptional Students
SPED	480	Seminar II: Exception Student/Field Experience (or experience waiver)
SPED	522	Seminar in Learning Disabilities
SPED	633	Teaching the Handicapped Adolescent
		Elective (3 credits)

**Professional Educational Requirements, 14-18 Credits**

EDUC	310	Foundations of Education
READ	315	Teaching Reading in the Elementary School
EDUC	330	Educational Psychology and Measurement
EDUC	453	Methods of Teaching Math (K-6) (or EDUC 433 Methods of Teaching Math (6-9))
SPED	470	Student Teaching in Exceptional Education

**Behaviorally-Emotionally Handicapped (G-Level Certification Only Program)****Requirement Hours, 21 Credits**

SPED	537	Introduction to the Education of Emotionally Disturbed Child
SPED	579	Management of Learning Environments
SPED	631	Teaching the Handicapped Child
SPED	638	Teaching the Emotionally Disturbed Child
SPED	640	Master's Internship in Special Education
SPED	647	Educational Evaluation of Handicapped Children
SPED	648	Curriculum Development in Special Education

**Mentally Handicapped (G-Level Certification Only Program)****Requirement Hours, 18-21 Credits**

SPED	535	Psychology of Mental Retardation
SPED	579	Management of Learning Environment
SPED	631	Teaching the Handicapped Child
SPED	633*	Teaching the Handicapped Adolescent
SPED	640	Master's Internship in Special Education
SPED	647	Educational Evaluation of Handicapped Children
SPED	648	Curriculum Development in Special Education

\* Required if no experience or course work with adolescents

## Specific Learning Disabilities (G-Level Certification Only Program)

### Requirement Hours, 18-21 Credits

SPED	522	Seminar in Learning Disabilities
SPED	579	Management of Learning Environment
SPED	631	Teaching the Handicapped Child
SPED	633*	Teaching the Handicapped Adolescent
SPED	640	Master's Internship in Special Education
SPED	647	Educational Evaluation of Handicapped Children
SPED	648	Curriculum Development in Special Education

\* Required if no experience or course work with adolescents

Students seeking G-Level Certificate Only Programs in Special Education who have master's degrees in other areas, must meet basic certification requirements in consultation with an advisor.

## DEPARTMENT OF EDUCATIONAL LEADERSHIP AND SECONDARY EDUCATION

The primary goal of the Department of Educational Leadership and Secondary Education is to provide a quality education for prospective teachers, administrators, and supervisors. The Department offers core courses for teacher education programs in the School of Education as well as degree and certificate programs at the master's level. Core courses provide both breadth and depth in the foundations, history, philosophy, and sociology of education, in learning theory and child development, in computer applications and technology, and in cultural studies.

The Master of Arts degree is granted in educational administration and supervision, which leads to the School Administrator, Level 1, and/or Curriculum-Instructional Specialist, Level 1, certification. A minimum of thirty (30) credit hours is required for the degree; a minimum of thirty-six (36) credit hours is required for the degree with certification. The program is competency-based and individualized to meet students' educational goals. To exit the program, students must pass a comprehensive examination. Persons desiring certification must also pass the NTE in Educational Leadership.

**DEGREES OFFERED**

**Master of Arts (M.A.) in Education:  
Administration and Supervision**

**Master of Arts in Teaching (M.A.T.):  
Biology  
History  
Mathematics**

**Certification Programs**

**Class G Level I Certification:  
School Administrator, Level I  
Curriculum-Instructional Specialist, Level I**

**Teaching Certification Opportunities for Transitional Soldiers (TCOTS)**

In cooperation with the Fort Bragg Education Center, the Department offers a program of Teacher Certification Opportunities for Transitional Soldiers (TCOTS). The program allows transitional soldiers and retired soldiers who hold a B.A. or a B.S. degree to enroll in a special accelerated program for teacher certification. For program requirements, applicants are advised to see the department chair.

**Master of Arts in Education  
(Administration and Supervision), 30 Credits****Core Courses, 9 Credits**

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

- |          |                                       |
|----------|---------------------------------------|
| EDUC 600 | History and Philosophy of Education   |
| EDUC 602 | Foundations of Education              |
| EDUC 630 | Advanced Educational Psychology       |
| EDUC 680 | Introduction to Research in Education |

**Specialization, 18 Credits**

- |          |   |
|----------|---|
| EDAD 639 | Educational Leadership                  |
| EDAD 640 | Principles and Practices of Supervision |
| EDAD 647 | Public School Finance                   |
| EDAD 648 | School Law                              |

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

- |           |                                  |
|-----------|----------------------------------|
| EDAD 642* | Elementary School Administration |
| EDAD 649* | Secondary School Administration  |

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

- EDAD 644\* Foundations and Curriculum Development  
 ELEM 642\* Elementary School Curriculum

### **Elective, 3 Credits**

Choose one from the following courses:

- EDAD 533 Home, School, Community Relations  
 EDAD 641 Seminar in Supervision  
 EDAD 645 Curriculum Planning and Evaluation  
 EDAD 646 Trends & Issues in Curriculum and Instruction  
 EDAD 680 Topics in Administration  
 EDAD 699 Thesis (Optional)

\* Persons with a documented background in elementary preparation will take EDAD 644 and EDAD 649; and persons with a documented background in secondary education will take ELEM 642 and EDAD 642.

## **CERTIFICATION-ONLY PROGRAMS**

### **School Administration**

#### **(Level I - Class G Certification Program), 36 Credits**

These programs are designed for students having no prior graduate work.

### **Core Courses, 9 Credits**

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

- EDUC 600 History and Philosophy of Education  
 EDUC 602 Foundations of Education  
 EDUC 630 Advanced Educational Psychology  
 EDUC 680 Introduction to Research in Education

### **Specialization, 24 Credits**

- EDAD 639 Educational Leadership  
 EDAD 640 Principles and Practices of Supervision  
 EDAD 647 Public School Finance  
 EDAD 648 School Law  
 EDAD 691 Practicum in Administration  
 EDAD 692 Practicum in Administration, Phase II

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

- EDAD 642\* Elementary School Administration  
 EDAD 649\* Secondary School Administration

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

- EDAD 644\* Foundations and Curriculum Development  
 ELEM 642\* Elementary School Curriculum

**Elective, 3 Credits**

Choose one from the following courses:

EDAD 533	Home, School, Community Relations
EDAD 641	Seminar in Supervision
EDAD 645	Curriculum Planning and Evaluation
EDAD 646	Trends and Issues in Curriculum and Instruction
EDAD 680	Topics in Administration

\* Persons with a documented background in elementary preparation will take EDAD 644 and EDAD 649; and persons with a documented background in secondary education will take EDAD 642 and ELEM 642.

**Other Program Requirements**

Candidates for the certificate programs must have a valid North Carolina Class A or G certificate and/or must complete requirements for the Master of Arts degree.

Candidates for the degree must apply for and pass a comprehensive examination covering course work. Course work must have been completed or final course work must be in progress before students are eligible to take the comprehensive examination. Applications are available in the Office of Graduate Studies.

## **Curriculum-Instructional Specialist (Level I - Class G Certification Program), 33 Credits**

**Core Courses, 9 Credits**

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

EDUC 600	History and Philosophy of Education
EDUC 602	Foundations of Education
EDUC 630	Advanced Educational Psychology
EDUC 680	Introduction to Research in Education

**Specialization, 21 Credits**

EDAD 639	Educational Leadership
EDAD 640	Principles and Practices of Supervision
EDAD 641	Seminar in Supervision
EDAD 693	Supervisory Internship - Level I

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

EDAD 615	Techniques of Teaching in Secondary School
ELEM 614	Techniques of Teaching in Middle School

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

EDAD 644*	Foundations and Curriculum Development
ELEM 642*	Elementary School Curriculum

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

- EDAD 642\* Elementary School Administration  
 EDAD 649\* Secondary School Administration

### **Elective, 3 Credits**

Choose one from the following courses:

- EDAD 553 Home, School, Community Relations  
 EDAD 645 Curriculum Planning and Evaluation  
 EDAD 646 Trends and Issues in Curriculum and Instruction  
 EDAD 647 Public School Finance  
 EDAD 648 School Law  
 EDAD 680 Topics in Administration

\* Persons with a documented background in elementary preparation will take EDAD 644 and EDAD 649; and persons with a documented background in secondary education will take EDAD 642 and ELEM 642.

### **Other Program Requirements**

Candidates for the certificate programs must have a valid North Carolina Class A or G certificate and/or must complete requirements for the Master of Arts degree.

Candidates for the degree must apply for and pass a comprehensive examination covering course work. Course work must have been completed or final course work must be in progress before students are eligible to take the comprehensive examination. Applications are available in the Office of Graduate Studies.

## **Master of Arts in Teaching (M.A.T.) (G-Level Certification), 36 Credits**

### **Tracks: Biology, History, Mathematics**

The M.A.T. degree program consists of courses and experiences that lead to a graduate degree with a specialty track in biology, history, mathematics, political science or sociology. The degree is primarily for secondary school teachers. The 36-hour program consists of a minimum of 24 hours in biology, history, mathematics, political science, or sociology and 12 hours in education.

## Admission Requirements

Degree-seeking applicants must satisfy the following general admission requirements:

1. Applicants must have a baccalaureate degree in biology, history (or another appropriate field), mathematics, political science or sociology from an accredited college or university.
2. Applicants must have a valid North Carolina Class A teaching certificate or a teaching certificate from another state. Persons with a degree in biology, history (or another appropriate field), mathematics, political science or sociology but without certification must obtain initial undergraduate certification.

## Program Requirements, 36 Credits

### Education Courses, 12 Credits

- EDUC 620 Adolescent Psychology  
 EDUC 644 Foundations and Curriculum Development  
 EDUC 680 Introduction to Research in Education

Choose one from the following courses:

- ELEM 614 Techniques of Teaching in the Middle Grades  
 EDAD 615 Techniques of Teaching in the High School

## Specialization, 24 Credits

Choose one from the following options:

### A. History

Required

- HIST 500 Historiography

Specialty Area (Choose seven from the following courses in consultation with an advisor):

- HIST 507 Social Strata in the Antebellum South  
 HIST 508 Antebellum Reform Movement  
 HIST 510 Twentieth Century United States History  
 HIST 520 United States Foreign Relations from 1775-Present  
 HIST 526 The French Revolution  
 HIST 527 Revolutionary Europe  
 HIST 551 Caribbean History from Columbus to 1838  
 HIST 552 Caribbean History from Post-Slavery Through Twentieth Century

HIST	555	The ABC Countries
HIST	556	The Andean Republics
HIST	557	The Harlem Renaissance
HIST	558	African-Americans and World War II
HIST	601	Directed Readings in 19th Century American History
HIST	602	Directed Readings in 19th Century American History
HIST	603	Directed Readings in Afro-American History
HIST	626	Directed Readings in 18th Century European History
HIST	627	Directed Readings in 19th Century European History
HIST	628	Directed Readings in 20th Century European History
HIST	650	Directed Readings in Mexican History
HIST	651	Directed Readings in Caribbean History

### B. Biology

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

BIOL	620	Seminar
BIOL	630	Topics in Biology
BIOL	640	Comparative Physiology
BIOL	650	Ecology/Field Lab
BIOL	660	Evolution
BIOL	670	Physiology
BIOL	680	Radiation Biology
BIOL	690	Research
BOTN	620	Advanced Botany
BOTN	630	Plant Development
BOTN	640	Advanced Microbiology
ZOOL	570	General Entomology
ZOOL	585	Introduction to Parasitology
ZOOL	610	Advanced Genetics
ZOOL	630	Embryology

### C. Mathematics

MATH	511	Algebra I
MATH	611	Algebra II
MATH	521	Real Analysis I
MATH	621	Real Analysis II
MATH	Electives (with advisement)	

## DEPARTMENT OF ELEMENTARY EDUCATION

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

### DEGREES OFFERED

**Master of Arts in Education:  
Elementary Education (K-6)**

**Certification-Only Programs:**

**Class G Level Certification:  
Reading Education (K-6)**

**Class A Level Certification:  
Reading Education (K-6)**

### Master of Arts in Education (Elementary Education K-6), 36 Credits

#### Core Curriculum, 9 Credits

Required

EDUC 630 Advanced Educational Psychology

EDUC 680 Introduction to Research in Education

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

EDUC 600 History and Philosophy

EDUC 602 Foundations of Education

#### Required Specialty Studies, 27 Credits

Instructional Areas, 6 Credits

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

Option A. (Choose one from the following courses:)

ELEM 623 Advanced Language Arts

ELEM 624 Teaching Writing in the Elementary School

ELEM 680 Advanced Studies in Children's Literature

Option B. (Choose one from the following courses:)

ELEM 534 Social Studies in the Elementary School

ECON 500 Applied Economics

Option C. (Choose one from the following courses:)

ELEM 533 Foundations of Arithmetic

ELEM 530 Remediation of Math Difficulties

Option D.

ELEM 635 Science Education

#### Concentrated Study Instructional Areas, 12 Credits

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

READ 512 Improvement of Reading Instruction

READ 513 Reading Remediation Practicum

READ 516 Applied Phonics

READ 605 Investigations in the Teaching of Reading

READ 611 Foundations of Reading

READ 618 Reading: The Learning Bases

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

READ 622 Remediation of Reading Disabilities

#### Instructional Area Options

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

A. Science (Choose two from the following courses:)

ELEM 652 Selected Topics in Biological Science

ELEM 653 Selected Topics in Physical Science

ELEM 654 Selected Topics in Earth Science

B. Mathematics (Choose two from the following courses:)

MATH 500 Diagnostic & Prescriptive Mathematics

MATH 501 Teaching Mathematics with Minicomputers

ELEM 540 Mathematics for Gifted Children

C. Social Science (Choose two from the following courses:)

ECON 500 Applied Economics

HIST 510 Studies in 20th Century United States History

PSYC 640 Social Psychology

## Developmentally Appropriate Practices, 9 Credits

Choose three from the following courses:

- ELEM 552 Foundations & Curriculum in Early Childhood Education
- ELEM 553 Teaching and Evaluation in Early Childhood Education
- ELEM 642 Elementary School Curriculum
- ELEM 690\* Practicum in the Elementary School Elective (with advisement)

\* Three (3) hours of practicum may be required of students without acceptable experience in their respective areas of specialization. If a practicum is not required, another course—to be used as an elective—**must** be approved by the advisor.

Other Requirements:

A student may elect to complete:

1. A thesis (may be substituted for three to six (3-6) semester hours of course work)
2. The Problems Project course—ELEM 616 (may be substituted for three (3) semester hours)

**CERTIFICATION-ONLY PROGRAMS****Class G Certification in Reading Education, 27 Credits****Program Requirements**

The Department of Elementary Education offers Class G Level Certification in Reading. Students applying for Class G level certification only must satisfy the following requirements:

1. Hold a Master's Degree and a North Carolina Graduate Teaching Certificate.
2. Complete twenty-seven (27) graduate semester hours in the field of reading and related areas; eighteen (18) semester hours if applicants have Class A Level reading certification.
3. Demonstrate the competencies for teaching reading specified in the State Guidelines for Graduate Reading Certification.

The following courses are required for the Class G Level Certification non-degree program:

Choose one of the following two courses:

- READ 550 Reading in the Junior and Senior High Schools
- READ 551 Teaching Reading in the Content Areas
- READ 605 Investigations in the Teaching of Reading
- READ 611 Foundations of Reading
- READ 618 Reading: The Learning Bases
- READ 621 Clinical Procedures in the Identification and Evaluation of Reading Disabilities
- READ 622 Remediation of Reading Disabilities
- ELEM 623 Advanced Language Arts
- ELEM 624 Teaching Writing in the Elementary School

Choose one of the following two courses:

- ELEM 680 Advanced Studies in Children's Literature
- READ 516 Applied Phonics

### **Class A Certification in Reading Education, 18 Credits**

This program is available for persons who hold an undergraduate education degree and who want Class A Level Certification in Reading Education. The following 500 or 600 level courses may be taken to fulfill the certification requirements:

- READ 512 Improvement of Reading Instruction
- READ 513 Reading Remediation and Practicum
- READ 516 Applied Phonics

Choose one of the following two courses:

- READ 550 Reading in the Junior and Senior High School
- READ 551 Teaching Reading in the Content Area

Choose one of the following three courses:

- READ 618 Reading: The Learning Base
- ELEM 623 Advanced Language Arts
- ELEM 680 Advanced Studies in Children's Literature
- READ 611 Foundations of Reading

# Graduate Course Descriptions





## GRADUATE COURSE DESCRIPTIONS

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

### ACCOUNTING (ACCT)

#### ACCT 590 (4-4-0) Foundations of Accounting

An accelerated course surveying the principles of accounting, with emphasis on the accounting cycle, accounting for different types of accounts, analyses of financial statements, and managerial uses of accounting data. (For students who have not taken a standard undergraduate two-course sequence in accounting principles.)

#### ACCT 610 (3-3-0) Advanced Managerial Accounting

A managerial approach to the detailed analysis of cost statements, financial statements, and budgets for facilitating the financial decision-making process, with attention to quantitative techniques commonly used in management accounting. *Prerequisite: ACCT 590.*

#### ACCT 660 (3-3-0) Federal Taxes for Management Decisions

A detailed and critical analysis of a selected number of federal income taxation statutes, with emphasis on the latest developments in tax laws, on taxation characteristics of corporations, partnerships, estates, and trusts, and on analyses of court cases demonstrating diverse interpretations of affecting statutes. *Prerequisite: Consent of instructor.*

#### ACCT 670 (3-3-0) Internal and Operational Auditing

An exploration of internal and operational auditing principles and current practices. *Prerequisite: Consent of instructor.*

#### ACCT 695 (3-3-0) Seminar in Accounting

A discussion of selected contemporary topics in accounting, applying intensive individual research to accounting issues facing management. *Prerequisite: Consent of instructor.*

### BUSINESS ADMINISTRATION (BADM)

#### BADM 590 (3-3-0) Foundations of Quantitative Methods

A survey of calculus and statistics with applications to managerial decision-making, emphasizing the following topics: derivatives, integration, functions of several variables, probability and decision theory, estimation, tests of a hypothesis, the analysis of variance, simple and multiple regression, and correlation.

**BADM 596 (3-3-0) Legal Environment of Business**

An introduction to the legal contexts of business, with emphasis on the judicial system as it relates to business and with attention to torts and contracts.

**BADM 602 (3-3-0) Directed Research**

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

**BADM 603 (3-3-0) Special Problems in Business Administration and Economics**

Individual study under the supervision of a member of the MBA faculty for the purpose of directed study for a research project not covered in another course in the MBA curriculum. *Prerequisites: Consent of the Instructor, MBA Director, Department Chair, Dean of School of Business and Economics, and Dean of Graduate Studies.*

**BIOCHEMISTRY (BICH)****BICH 610 (3-3-0) Advanced Biochemistry**

A study of the intermediary metabolism of amino acids, nucleic acids, carbohydrates and lipids, with emphasis on metabolic pathways and their associated enzymes. *Prerequisite: A course in biochemistry or consent of instructor.*

**BIOLOGY (BIOL)****BIOL 610 (3-3-0) Endocrinology**

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

**BIOL 620 (1-0-2) Seminar**

Presentations by faculty, students, and visiting scientists on current research in various specialty areas of biology. *Prerequisite: Consent of instructor.*

**BIOL 630 (3-3-0) Topics in Biology**

Studies of current topics in various areas of biology, with emphasis on significant advancements. *Prerequisite: Consent of the instructor.*

**BIOL 640 (3-3-0) Comparative Physiology**

A comparative study of the organ systems of vertebrates and the physiological processes involved in maintaining the homeostasis. *Prerequisite: Consent of instructor or previous course in physiology.*

**BIOL 650 (3-2-2) Communities and Ecosystems**

A study of interactions between species, community structures, the nutrient and energy flow in ecosystems, and geographical ecology. *Prerequisite: A course in ecology or consent of instructor.*

**BIOL 660 (3-3-0) Evolution**

A study of the history of life, evolutionary relationships among organisms, mechanisms of evolution, and speciation. *Prerequisite: A course in ecology/evolution or consent of instructor.*

**BIOL 670 (3-2-2) Physiology**

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

**BIOL 680 (3-2-2) Radiation Biology**

A study of the procedures and applications of the principles of atoms radiation, including methods, means of detection, measurement, and utilization in research. *Prerequisite: One year of physics, calculus with analytical geometry, and analytical chemistry.*

**BIOL 690 (6) Research and Thesis**

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

**BOTANY (BOTN)****BOTN 620 (3-2-2) Advanced Botany**

A study of the metabolism of plant growth and morphogenesis with special emphasis on such aspects as plant hormones, trophisms, water relations, circadian rhythm, and phytochrome, as well as on the field characteristics, collection, and identification of vascular plants, with intensive study of selected families and genera. *Prerequisite: A course in botany or consent of instructor.*

**BOTN 630 (3-2-2) Plant Development**

A study of the developmental anatomy of seed plants, including examinations of the seed structure, seedling development, ontogeny and structure of the primary body, secondary body, flowers and fruits. *Prerequisite: A course in botany or consent of instructor.*

**BOTN 640 (3-2-2) Advanced Microbiology**

A study of the taxonomic, morphological, cultural, and physiological characteristics of important groups of heterotrophic microorganisms, such as the sporeforming group, the pseudomonades, the staphylococcus-micrococcus group, and the enteric forms, with emphasis on the isolation, characterization, and study of groups of heterotrophic microorganisms. *Prerequisite: A course in microbiology or consent of instructor.*

## COMPUTER SCIENCE (CSC)

### **CSC 501 (3-3-0) Special Topics in Computer Science**

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

## ECONOMICS (ECON)

### **ECON 500 (3-3-0) Applied Economics**

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

### **ECON 590 (4-4-0) Economics for Managers**

A survey of principles of microeconomic and macroeconomics, with special applications to managerial decision-making.

### **ECON 610 (3-3-0) Managerial Economics**

Applications of theory and quantitative methods to analyses of managerial decisionmaking in national and international settings, with emphasis on forecasting, capital budgeting, pricing, production, and resource allocation. *Prerequisites: ECON 590 and MGMT 620.*

### **ECON 660 (3-3-0) Business and Economic Forecasting**

Advanced studies of the science and art of model building for purposes of forecasting and policy analysis, including critical examinations of forecasting models and their practical applications to problems of managerial decision-making and incorporating the use of standard computer programs. *Prerequisites: ECON 610 and MGMT 620.*

## EDUCATIONAL ADMINISTRATION (EDAD)

### **EDAD 533 (3-3-0) Home, School and Community Relations**

A course on the planning and marketing of public relations strategies for the betterment of education and school support.

### **EDAD 615 (3-3-0) Techniques of Teaching in the High Schools**

A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development, and materials selection for secondary school education.

**EDAD 639 (3-3-0) Educational Leadership**

The course focuses upon the process of effective leadership development with attendant activities designed to develop and enhance the administrative skills of planning, organizing, communicating, decision-making, and evaluating. Research on leadership provides an integral component of this course.

**EDAD 640 (3-3-0) Principles and Practices of Supervision**

An introduction to educational administration and supervision, including such topics as the multifaceted role of the supervisor, administrative organization, decisionmaking, instructional leadership, curriculum planning, staff development and evaluation, group dynamics, effective school and classroom research, teacher-learner dynamics, motivation, behavior, leadership styles, interpersonal relations, cultural pluralism, and contemporary trends in education.

**EDAD 641 (3-3-0) Seminar in Supervision**

An advanced study of effective administration and supervision, including such topics as curriculum trends, administrative functions of supervisors, designs for staff development, and program evaluation techniques.

**EDAD 642 (3-3-0) Elementary School Administration**

An exploration of the problems and practices of elementary school administration, with emphasis on the role of the elementary principal as instructional leader and facilitator of learning.

**EDAD 644 (3-3-3) Foundations and Curriculum Development**

A study of educational foundations and curriculum development in secondary schools, including discussions of the development, implementation, and evaluation of educational goals and objectives in the secondary curriculum.

**EDAD 645 (3-3-3) Curriculum Planning and Evaluation**

A practical study of the planning, organization, implementation, and assessment of curricula for instructional improvement.

**EDAD 646 (3-3-3) Trends and Issues in Curriculum and Instruction (Seminar)**

An exploration of the current issues, trends, and research in curriculum and instruction, and the sociological, psychological, and political factors influencing educational trends and innovations.

**EDAD 647 (3-3-3) Public School Finance**

Studies of taxation and other sources of school revenue, including local, state, and federal monies; preparation and administration of the school budget; debt service; general control and capital outlay differences among the states in financing public education.

**EDAD 648 (3-3-3) School Law**

A review of laws that pertain to public schools, including constitutional laws, state laws, and landmark court decisions that have helped to shape school law.

**EDAD 649 (3-3-0) Secondary School Administration**

An exploration of practical theories of leadership and organizational models appropriate to secondary school administration.

**EDAD 680 (3-3-0) Topics in Administration**

A study of problems, trends, and issues relating to school administration.

**EDAD 691 (3-0-3) Practicum in School Administration (Phase I)**

This course is the first phase of a two-part practicum for advanced students in school administration. The intern will work under the supervision of an experienced principal in a school setting. A minimum of ninety (90) hours of the field-based experience must be completed. The practicum will include monthly seminars and the initiation of an action research Study/Project. *Prerequisites: EDAD 639, EDAD 640, EDAD 644 or ELEM 642, EDAD 642 or EDAD 649, EDUC 680.*

**EDAD 692 (3-0-3) Practicum in School Administration (Phase II)**

The course is a continuation of EDAD 691 and the final phase of the field experience for the interns. This course requires the completion of a minimum of ninety (90) clock hours, seminars, and the Action Research Study/Project initiated in EDAD 691. *Prerequisite: EDAD 691*

**EDAD 693 (3-3-0) Supervisory Internship - Level I**

A field-based experience correlating the theories and practice of effective educational supervision. *Prerequisites: EDAD 639, EDAD 640, EDUC 680, EDAD 644 or ELEM 642, and consent of instructor.*

**EDUCATION (EDUC)****EDUC 560 (3-3-0) Educational Communications Methods and Materials**

A survey of types of visual materials used in education, including slides, prints, filmstrips, films, transparencies, and television, with emphasis on the selection, integration, and evaluation of communications materials appropriate to school programs.

**EDUC 600 (3-3-0) History and Philosophy of Education**

A survey of the development of principles and practices of education from earliest times to the 18th century, emphasizing the evolution of educational philosophies.

**EDUC 602 (3-3-0) Foundations of Education**

A study of the origins, development, and contemporary status of education and schools in the United States, with emphasis on issues related to the control of public education and to the organization of school programs and curricula.

**EDUC 620 (3-3-0) Adolescent Psychology**

A study of the adolescent in contemporary society, theories of adolescence, and the physical, emotional, social, familial, moral, educational, vocational, and ethnic influences on adolescent behavioral development.

**EDUC 630 (3-3-0) Advanced Educational Psychology**

A study of teaching as a process, emphasizing educational objectives, characteristics of students, theories of learning and motivation, teaching styles and techniques, and evaluation processes.

**EDUC 680 (3-3-0) Introduction to Research in Education**

An introduction to research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, applications of statistical methods, and report organization and presentation.

**EDUC 699 (6) Thesis**

A supervised empirical study in a selected area of concentration.

**ELEMENTARY EDUCATION (ELEM)****ELEM 505 (3-3-0) Modern Mathematics for Elementary Teachers**

A study of numeration systems and the real numbers as a basis for teaching mathematics in the elementary school. *Prerequisite: Consent of instructor.*

**ELEM 530 (3-3-0) Remediation of Math Difficulties**

An exploration of factors that contribute to mathematics difficulties in the elementary and middle school, tests that aid in the diagnosis of difficulties, and techniques for preparing and evaluating individualized educational plans and strategies for remedial instruction.

**ELEM 533 (3-3-0) Foundations of Arithmetic**

A study of the elements of modern mathematics basic to understanding the mathematical system.

**ELEM 534 (3-3-0) Social Studies in Elementary School**

An analysis and evaluation of programs, strategies, and materials for achieving the social studies objectives outlined in the North Carolina course of study.

**ELEM 540 (3-3-0) Math Education for Gifted Children**

An in-depth study of curricula, methods, and materials for teaching mathematics to gifted children.

**ELEM 552 (3-3-0) Foundations and Curriculum of Early Childhood Education**

An in-depth study of the historical, psychological, and sociological foundations of early childhood education and an exploration of current trends and programs in the field.

**ELEM 553 (3-3-0) Teaching and Evaluation in Early Childhood Education**

An exploration of teaching strategies and evaluation processes in early childhood education. (Field experience required.) *Prerequisite: ELEM 552.*

**ELEM 560 (3-3-0) Reading/Language Arts for the Gifted (SPED 560)**

An in-depth study of curricula, methods, and materials for teaching reading and the language arts to gifted children, with attention to examining characteristics of the gifted, assessing their unique learning needs, and investigating aspects of creativity.

**ELEM 614 (3-3-0) Techniques of Teaching in the Middle Grades**

An exploration of effective teaching techniques, and innovative forms of organization and interaction in middle grades education. (Field experience required.)

**ELEM 615 (3-3-0) Techniques of Teaching in the Elementary Schools**

An exploration of effective teaching techniques and innovative forms of organization and instruction in elementary education.

**ELEM 616 (3-3-0) Problems Seminar in the Lower Elementary Grades**

An application of research techniques to the study of problems in education at the lower elementary grade level. *Prerequisite: EDUC 680.*

**ELEM 617 (3-3-0) Problems Seminar in the Upper Elementary Grades**

An application of research techniques to the study of problems in education at the upper elementary grade level. *Prerequisite: EDUC 680.*

**ELEM 623 (3-3-0) Advanced Language Arts in the Elementary School**

An exploration of basic ideas and techniques in the teaching of language arts in the elementary school, with emphasis on approaches for facilitating communication.

**ELEM 624 (3-3-0) Teaching Writing in the Elementary Schools**

A study of the writing process and the teaching of composition.

**ELEM 635 (3-3-0) Problems in Science Education**

A practical course in the basic content of the pure and applied sciences, with attention to acquiring techniques for teaching science in the elementary and middle grades and to developing learning activities and instructional units for classroom use.

**ELEM 642 (3-3-0) Elementary School Curriculum**

A close examination of the scope and sequence of the elementary school curriculum. (Field experience required.)

**ELEM 652 (3-3-0) Selected Topics in Biological Science for Elementary Teachers**

A study of selected topics in the biological sciences, with applications to the teaching of the biological sciences in the elementary and middle schools.

**ELEM 653 (3-3-0) Selected Topics in Physical Science for Teachers**

A study of selected topics in the physical sciences, with applications to the teaching of the physical sciences in the elementary and middle schools.

**ELEM 654 (3-3-0) Selected Topics in Earth Science for Teachers**

A study of selected topics in the earth sciences, with applications to the teaching of earth sciences in the elementary and middle schools.

**ELEM 680 (3-3-0) Advanced Studies in Children's Literature**

An in-depth study of literature for children, with emphasis on the history of children's literature, criteria for the selection of quality books, major authors of children's literature, and current trends and issues in the field.

**ELEM 690 (3-0-3) Practicum in the Elementary School**

A supervised practicum in grades K-6, primarily for students without acceptable prior teaching experience.

**FINANCE (FINC)****FINC 590 (3-3-0) Foundations of Finance**

An introductory course combining both a description of the structure of business financing and an analysis of functional finance from a managerial viewpoint.

**FINC 610 (3-3-0) Advanced Financial Management**

An evaluation of selected financial policies connected with the acquisition and disposition of funds by firms, with emphasis on quantitative solutions to related problems. *Prerequisite: FINC 590.*

**FINC 660 (3-3-0) Financial Institutions**

A study of the principal financial institutions and markets in terms of their contributions to the efficient operation of the individual enterprise and the total company. *Prerequisite: FINC 610.*

**FINC 670 (3-3-0) Investment Analysis**

A study of fixed return and variable return securities, investment services, industry and issue analysis, empirical studies, and group and individual stock price movements. *Prerequisite: FINC 610.*

**FINC 695 (3-3-0) Seminar in Finance**

In-depth explorations of current issues and practices in finance. *Prerequisite: FINC 610.*

**HISTORY (HIST)****HIST 500 (3-3-0) Historiography**

An exploration of theories of historical interpretation, with applications to the histories of the United States, Latin America, and Europe.

**HIST 507 (3-3-0) Social Strata in the Antebellum South**

An exploration of social delineations in the Old South, with attention to the rationale for and the distinguishing features of these groupings.

**HIST 508 (3-3-0) Antebellum Reform Movements**

A developmental study of the origins and progress of American reform efforts from their inception in the Great Revivalism of the 1820's to the culmination of the controversial reform movement, Abolitionism, in the 1860's, with particular attention to the polemical and cognitive aspects of antebellum reformism.

**HIST 510 (3-3-0) Studies in Twentieth Century United State History**

An exploration of social, cultural, political, economic, and military issues in U.S. history from the beginning of World War I to the present, including such topics as the development of a mass society, changing role of women, and other relevant issues.

**HIST 519 (3-3-0) History of Medicine and Public Health in the United States**

An examination of the major health problems confronting Americans from colonial times through the twentieth century, as well as the policies and measures adopted by state and federal authorities to deal with these problems.

**HIST 520 (3-3-0) Studies in United States Foreign Relations from 1771 to the Present**

A study of domestic factors that contributed to the shaping of U.S. foreign policy from the revolutionary period through post-war conflicts with England and France, including such aspects as expansionism, the Spanish-American War, relations with Latin America, World War I and Wilsonian ideals, the Spanish Civil War, World War II, NATO and the Cold War, and the current issues of nuclear proliferation and U.S. and Soviet relations in the post-vietnam era.

**HIST 526 (3-3-0) The French Revolution**

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

**HIST 527 (3-3-0) Revolutionary Europe**

This course will investigate the political, social, economic, and intellectual dimensions of the major European revolutions of the modern era, starting with the French Revolution, and dealing with the Industrial Revolution, the Revolutions of 1848, the Russian Revolution, and the Fascist revolusitons in Italy and Germany.

**HIST 528 (3-3-0) The Rise of Fascism in Europe**

An investigation of the political, social, intellectual, and economic factors making possible the rise of fascism in Europe in the period between the world wars, with attention to the influence and operations of major fascist parties through the beginning of World War II.

**HIST 551 (3-3-0) Caribbean History from Columbus to 1838**

A survey of Caribbean history to 1838, with emphasis on the impact of European conquests and the Catholic influence, plantation slavery, African socio-economic development, nation-state rivalries in the Caribbean, local governments, and the impact of the abolitionist movement.

**HIST 552 (3-3-0) Caribbean History from the Post-Slavery Period Through the 20th Century**

A continuation of the history of the Caribbean, with study of such topics as black peasantry, the influence of missionaries, value formation, Asian contract workers, labor unions, the plantation economy, the independence movement, and relations with the metropolitan countries and the United States.

**HIST 555 (3-3-0) The ABC Countries**

A study of the cultural, economic, and political development of Argentina, Brazil, and Chile.

**HIST 556 (3-3-0) The Andean Republics**

A study of the social, economic, and political development of the continent of South America north of the Southern Cone.

**HIST 557 (3-3-0) The Harlem Renaissance**

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

**HIST 558 (3-3-0) African-American and World War II**

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

**HIST 601 (3-3-0) Directed Readings in 19th Century American History**

A directed readings course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 602 (3-3-0) Directed Readings in 20th Century American History**

A directed readings course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 603 (3-3-0) Directed Readings in African-American History**

A directed readings course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 626 (3-3-0) Directed Readings in 18th Century European History**

A directed readings course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 627 (3-3-0) Directed Readings in 19th Century European History**

A directed readings course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 628 (3-3-0) Directed Readings in 20th Century European History**

A directed readings course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 650 (3-3-0) Directed Readings in Mexican History**

A directed readings course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 651 (3-3-0) Directed Readings in Caribbean History**

A directed readings course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 652 (3-3-0) Directed Readings in Latin American History**

A directed readings course for those history students who are making their final preparations for the comprehensive examinations.

**HIST 691 (6-6-0) Master's Thesis**

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

**MATHEMATICS (MATH)****MATH 501 (3-3-0) Teaching Mathematics Using Computers**

A study of the use of computers in mathematics teaching and research, incorporating evaluations of instructional software and examining integrative techniques for applications of microcomputers in middle grades math, consumer math, general math, geometry, advanced mathematics, trigonometry, and calculus.

**MATH 502 (1-3, 0, 1-3) Topics in Mathematics for Teachers**

An intensive study of current topics in mathematics of interest to public school teachers including but not limited to such topics as algebra, geometry, trigonometry, functions, statistics, probability, and use of technology. *Prerequisite: Consent of department. Students in Mathematics (MAT) degree program may receive elective credit for the course with consent of the chair of Mathematics and Computer Science, and Educational Leadership and Secondary Education.*

**MATH 505 (3-3-0) Analysis for Teachers I**

An exploration of proofs of functions, limits, continuity, derivatives, and definite integrals.

**MATH 506 (3-3-0) Analysis for Teachers II**

A continuation of MATH 505, emphasizing proofs and covering such topics as the integral, applications of the integral, L'Hospital's Rule, infinite series, and multiple integrals.

**MATH 507 (3-3-0) Linear Algebra I**

The first course in a two semester sequence in linear algebra, including such topics as systems of linear equations, matrices, vector spaces, linear transformations, determinants, canonical forms of matrices, and inner product spaces. *Prerequisite: MATH 251 and MATH 361.*

**MATH 508 (3-3-0) Numerical Analysis**

A practical survey of numerical analysis, with topics included from iterative methods of nonlinear equations, the approximation theory, numerical solutions of ordinary and partial differential equations, and numerical linear algebra. *Prerequisite: MATH 251 or MATH 507, MATH 331 and MATH 332.*

**MATH 509 (3-3-0) Linear Programming and Applications**

An applications-oriented course developing some of the theories and computational techniques of linear programming - the simplex method, the concept of duality, and the Duality Theorem, matrix representation of the Simplex Algorithm, sensitivity analysis, integer programming - and applying them to transportation problems. *Prerequisite: MATH 372.*

**MATH 511 (3-3-0) Abstract Algebra I**

The first course of a two-semester sequence in abstract algebra, including such topics as groups, normal subgroups, quotient groups, homomorphisms, Cayley's Theorem, Cauchy's Theorem, permutation groups, Sylow's Theorem, direct products, finite abelian groups, rings, ring homomorphisms, ideals, quotient rings, Euclidean rings, and polynomial rings. *Prerequisite: MATH 362, or consent of department.*

**MATH 521 (3-3-0) Real Analysis I**

The first course of a three-semester sequence in real analysis, including such topics as real number systems, elements of point-set topology and metric spaces, sequences and series of real numbers, continuity, differentiation, integration, the Riemann-Stieltjes Integral, sequences, and series of functions, pointwise and uniform convergence, functions of several variables, implicit function and inverse function theorems. *Prerequisite: MATH 412 or MATH 461 or consent of department.*

**MATH 531 (3-3-0) Topology I**

The first course in a three-semester sequence in topology, presenting an axiomatic development of topological spaces and including such topics as continuity, compactness, connectedness, separation axioms, metric spaces, and convergence. *Prerequisite: MATH 412 or consent of the department.*

**MATH 541 (3-3-0) Complex Analysis I**

The first course of a three-semester sequence in complex variables, including such topics as complex numbers and their geometrical representation, point sets, sequences and mappings in the complex plane, single-valued analytic functions of a complex variable, elementary functions, and integration. *Prerequisite: MATH 412 or consent of department.*

**MATH 571 (3-3-0) Ordinary Differential Equations**

A course including such topics as existence and uniqueness theorems, linear systems, autonomous systems, periodicity, boundedness and stability of solutions, nonlinear equations, perturbation theory, Sturm-Liouville systems, etc. *Prerequisite: MATH 331 and MATH 521.*

**MATH 581 (3-3-0) Operational Mathematics**

A study of the theories of Laplace and Fourier transforms and their applications both to ordinary and partial differential equations (including integral equations) and to problems in engineering and the physical sciences. *Prerequisite: MATH 331 and MATH 332.*

**MATH 607 (3-3-0) Vector Space Methods in System Optimization**

An introduction to algebraic and functional analysis concepts used in systems modeling and optimization: vector spaces, linear mappings, spectral decompositions, adjoints, orthogonal

projections, duality, fixed points and differentials, with additional emphasis on least squares estimations, minimum norm problems in Banach spaces, linearization in Hilbert space, iterative solutions of systems of equations, and optimization problems. *Prerequisite: MATH 241 and MATH 521.*

### **MATH 611 (3-3-0) Linear Algebra II**

The second course of a two-semester sequence, including such topics as vector spaces, linear independence and bases, dual spaces, inner product spaces, modules, extension fields, roots of polynomials, elements of Galois theory, solvability by radicals, Galois groups over the rationals, algebra of linear transformations, matrices, canonical forms; triangular form, Nilpotent transformation, Jordan form, rational canonical form, Hermitian, unitary, and Normal transformations real quadratic forms. *Prerequisite: MATH 507.*

### **MATH 612 (3-3-0) Abstract Algebra II**

A presentation of advanced topics in abstract algebra, including categories and functions, rect sums and free abelian groups, finitely generated abelian groups, commutative rings, localization, principal rings, direct products and sums of modules, homology sequence, Euler characteristic, Jordan-Holder Theorem, free algebras, tensor products, Noetherian rings and modules, extensions of rings, extension of homomorphisms, transcendental extension of homomorphisms, Hilbert's Nullstellensatz, algebraic sets, representations of finite groups, and semi-simplicity of group algebra. *Prerequisite: MATH 511.*

### **MATH 621 (3-3-0) Real Analysis II**

A study of such topics as the Lebesgue measure, the Lebesgue integral, differentiation and integration theory, the classical Banach spaces, metric spaces, elements of topological spaces, compact spaces, abstract measure and integration theory, the Daniell integral, mappings of measure spaces, and elements of functional analysis. *Prerequisite: MATH 521.*

### **MATH 622 (3-3-0) Real Analysis III**

A continuation of MATH 621, including such topics as extension of a linear function, construction of measure, the space of  $L_p(X)$ , ( $1 \leq p \leq \infty$ ), integration on a product space, complex measures, the Haar integral, bounded functions, and almost periodic functions. *Prerequisite: MATH 621.*

### **MATH 631 (3-3-0) Topology II**

A continuation of MATH 531, including the following additional topics: embedding and metrication, function and quotient spaces, and complete metric spaces. *Prerequisite: MATH 531.*

### **MATH 632 (3-3-0) Topology III**

A study of advanced topics such as homotopy and the fundamental group, homology theory, exactness, the excision theorem, Mayer-Vietoris sequences, the Eilenbert-Steenrod axioms, cohomology and duality, and higher homotopy groups. *Prerequisite: MATH 631.*

### **MATH 641 (3-3-0) Complex Analysis II**

The second course of a two-semester sequence in complex analysis, including metric spaces and the topology in  $\mathbb{C}$ , elementary properties and examples of analytic functions, complex integration, singularities, the maximum modulus theorem, compactness and convergence in the space of analytic functions. *Prerequisite: MATH 541 or consent of the department.*

**MATH 642 (3-3-0) Complex Analysis III**

A continuation of MATH 641, including such advanced topics as Runge's Theorem, analytic continuity and Riemann surfaces, harmonic functions, entire functions, and the range of an analytic function. *Prerequisite: MATH 641.*

**MATH 651 (3-3-0) Functional Analysis I**

The first course of a two-semester sequence, including such topics as normed spaces, Banach spaces, the dual space, continuous linear mappings (spaces), topological vector spaces, the open mapping and closed graph theorems, equicontinuous mappings, and theorems of Banach and Banach-Steinhaus, convex sets, separation of convex sets, and the Hahn-Banach Theorem. *Prerequisite: MATH 621.*

**MATH 652 (3-3-0) Functional Analysis II**

The second course of a two-semester sequence, including such topics as locally convex spaces, metrizable locally convex spaces, the determination of various dual spaces and their topologies, compact convex sets, weakly compact sets, semireflexivity, reflexivity, extreme points, Kriem Milman Theorem, Eberlein's Theorem, and metric properties of normed spaces. *Prerequisite: MATH 651.*

**MATH 671 (3-3-0) Partial Differential Equations**

A study of topics such as Cauchy-Kowalewsky theorem, existence and regularity of the solutions, Dirichlet problem for linear elliptic equations, Cauchy problems, hyperbolic equations, and fundamental solutions of linear equations with constant coefficients. *Prerequisites: MATH 332 and MATH 571.*

**MATH 681 (3-3-0) Tensor Analysis**

A study of such topics as tensor algebra, covariant and contravariant components, christoffel symbols, and applications of tensor analysis. *Prerequisite: Consent of the Department.*

**MATH 699 (6-6-0) Thesis Research**

An extensive research experience in an approved topic of choice.

**MATH 710 (3-3-0) Topics in Algebra**

Discussions of special and advanced topics, forming an axiomatic and rigorous study of algebra within the scope of research interests of the instructor. *Prerequisite: MATH 612 and the consent of the instructor.*

**MATH 720 (3-3-0) Topics in Real Analysis**

Discussions of special and advanced topics, forming an axiomatic and rigorous study of topology within the scope of research interests of the instructor. *Prerequisite: MATH 632 and consent of the instructor.*

**MATH 730 (3-3-0) Topics in Topology**

Discussions of special and advanced topics, forming an axiomatic and rigorous study of topology within the scope of research interests of the instructor. *Prerequisite: MATH 632 and the consent of the instructor.*

**MATH 740 (3-3-0) Topics in Complex Analysis**

Discussions of special and advanced topics, forming an axiomatic and rigorous study of complex analysis within the scope of research interests of the instructor. *Prerequisite: MATH 642 and the consent of the instructor.*

**MANAGEMENT (MGMT)****MGMT 590 (3-3-0) Management of Organizations**

A study of fundamental principles associated with managing organizations, with attention to the planning, organizing, staffing, directing, and controlling of an organization's human and economic resources, and with an examination of the historical development of organizations.

**MGMT 610 (3-3-0) Administration of the Firm**

An exploration of the basic process of management, including organization, the structuring of plans and decisions, personal leadership, appraisal and control, and management skills, all combined to present an integrated picture of the executive job. *Prerequisite: MGMT 590.*

**MGMT 620 (3-3-0) Quantitative Methods for Business**

A survey of modern quantitative methods of decision-making, covering linear programming, multiple objectives and goal programming, integer and quadratic programming, project management, decision theory, inventory models, forecasting, simulation, and queuing models. *Prerequisite: BADM 590.*

**MGMT 630 (3-3-0) Business and Society**

An exploration of the relationship of business to the social system and to the total environment in a global economy, with examinations of criteria for appraising the social responsibility of management decisions and business strategies for fulfilling social responsibilities. *Prerequisite: MGMT 590.*

**MGMT 640 (3-3-0) Management Information Systems**

A computer-based approach to planning, design, implementation, and evaluation of information systems in complex organizations, with emphasis on manufacturing and service systems. *Prerequisite: MGMT 610.*

**MGMT 650 (3-3-0) Business Policy and Strategy**

The final core course in the management program, developing a framework of analysis for long-term policy formulation in a global economy, with case materials illustrating applications of concepts and techniques learned in earlier courses on marketing, finance, management, and production. *Prerequisite: 30 hours at the 600 level.*

**MGMT 660 (3-3-0) International Business Management**

An introduction to management concepts and practices of multinational and foreign firms, exploring objectives, strategies, policies, and organizational structures of corporations operating in various social, economic, political, and cultural environments. *Prerequisite: MGMT 610.*

**MGMT 670 (3-3-0) Production and Operations Management**

A focus on the design and management of systems for producing and distributing goods and services efficiently, with discussions of topics relative to the planning, maintaining, and controlling of both manufacturing and service operations, and with applications of quantitative methods to practical situations demonstrated by means of cases and computer applications. *Prerequisite: MGMT 620.*

**MGMT 675 (3-3-0) Organizational Behavior**

An examination of the relationship between the individual and the organization, including such aspects as leadership styles, motivation, communication, group dynamics, decision-making, interpersonal relations, and change, with emphasis on the development of effective work groups in business and on the effects of change and informal organization. *Prerequisite: MGMT 610.*

**MGMT 680 (3-3-0) Human Resource Management**

An exploration of the dilemmas, conflicts, and challenges associated with employment relationships, including an examination of the functions of recruiting, selecting, training, and evaluating personnel; remuneration, discipline, promotion, and development; job design, quality of work life, and job security. *Prerequisite: MGMT 610.*

**MGMT 685 (3-3-0) Leadership in Organizations**

A study incorporating the analysis and development of leadership theory, thought, and practice, including the identification and evaluation of leaders in formal and informal organizations and involving case materials and business games to develop and enhance leadership. *Prerequisite: MGMT 610.*

**MGMT 695 (3-3-0) Seminar in Management**

An exploration of current issues and practices in the management of organizations, focusing on individual and group research leading to class discussions and debates. *Prerequisite: Consent of instructor.*

**MARKETING (MKTG)****MKTG 590 (3-3-0) Foundations of Marketing Management**

An exploration of the organization and coordination of the total marketing program, including sales, advertising, marketing and consumer research; materials management, planning and policy determination; distribution policies, cost analysis, pricing, sales forecasting, and demand analysis; governmental regulations affecting marketing; and competitive trends and changing market conditions that require strategic adjustments.

**MKTG 610 (3-3-0) Marketing Planning & Strategy**

An examination of implications for the development, planning, and evaluation of marketing strategies for products and services at various life cycle stages, with emphasis on the development and evaluation of marketing programs. *Prerequisite: MKTG 590.*

**MKTG 660 (3-3-0) Marketing Analysis and Research**

An intensive study of market structure and demand analysis for consumer and industrial goods, including buyer and consumer behavior and distribution systems. *Prerequisite: Consent of instructor.*

**MKTG 670 (3-3-0) International Marketing Strategy**

An examination of methods applicable to estimating market potential and to serving markets outside the United States; an exploration of means of serving these markets through branches, warehousing operations, international brokers and traders and foreign affiliates, adaptations to markets in countries with diverse cultural, political, and economic characteristics; and a review of marketing and distribution methods of selected U.S. and foreign companies. *Prerequisite: Consent of the instructor.*

**MKTG 695 (3-3-0) Seminar in Marketing**

A discussion of current topics and problems in marketing, with intensive individual and group research on marketing issues confronting management. *Prerequisite: Consent of the instructor.*

**POLITICAL SCIENCE (POLI)****POLI 510 (3-3-0) American Constitutional Law**

This course will provide with the ability to examine and analyze the role of the United States Supreme Court in the development of the American constitutional system. Particular attention will be paid to the development of the relative legal status of the branches of the federal government to deal with major domestic and foreign issues as well as the legal relationship between the national government and the states, and the development of legal guidelines and principles as precedents for future courts.

**POLI 530 (3-3-0) Black Politics In The United States**

This course is an examination of the ideology, interest group organizations and electoral arrangements affecting black involvement in the political system. Both traditional and nontraditional strategies are treated and assessments are made of the positive and negative aspects resulting from each. The present status of blacks and their continued quest for political empowerment will be analyzed.

**POLI 531 (3-3-0) Public Policy and Administration**

This course is a study of public policy processing terms of its major stages, the choice behavior of public and private interest groups and of public officials. The major resources utilized in policy-making, policy implementation, and policy evaluation are examined. Case studies are used to illustrate the realities of policy-making and policy implementation.

**POLI 535 (3-3-0) Public Personnel Administration**

This course examines modern theory and practice personnel administration. The application of these theories and practices in the areas of recruitment, placement, career development, and in other phases of human resources management is covered. Recent issues arising from notions of comparable worth; implementation of affirmative action initiatives and from collective bargaining in the public sector represent topics for close analysis.

**POLI 610 (3-3-0) Problems in Political Behavior**

This course will provide the students with the ability to survey and analyze some of the major problems that citizens and political leaders encounter as they engage in the political process. Emphasis is placed on the process and role of political socialization, group dynamics, the activities and role of parties, the significance of movements, the frequency and importance of elections, the creation of public opinion and polling and the prevalence of the media.

**POLI 612 (3-3-0) Seminar in American National Government**

This course will provide students with the ability to examine critically, major and recurring problems in American national government. Special attention will be placed on government plans and reactions in dealing with domestic and international problems, such as wars, other international crises and plans, depression and other economic aberrations, labor disputes, unemployment, budgetary crises and official abuse of power.

**POLI 613 (3-3-0) The Judicial Process**

This course will provide students with the ability to examine and analyze the procedures and politics involved in the judicial process. Emphasis will be placed on all levels of the federal judiciary with special emphasis on the judicial process involving the Supreme Court. The process involving judicial selection, group litigation, internal procedure, precedent development, enforcement and impact will be utilized as the means for examining the judicial process.

**POLI 620 (3-3-0) Government and Politics of Europe**

This course will examine the political and governmental structures, decision-making processes, cultural backgrounds, and ideological differences of some European nations with emphasis on the liberal-democratic system of Great Britain and the authoritarian communist system of the Soviet Union. In addition to the British and the Soviet systems, the course will also cover some other European political systems selected for study.

**POLI 621 (3-3-0) Government and Politics of the Far East**

This course is designed to examine political and governmental structure, decision-making process, cultural background, and ideological difference of some nations in the Far East selected for study. Special attention will be paid to the roles played by the ruling elite of these nations in promoting economic development and prosperity. Concepts such as socialist guided market economy in China and North Korea and capitalist guided market economy in Taiwan and South Korea will also be examined in contrast to the free market economy in Japan.

**POLI 622 (3-3-0) Government and Politics of Developing Nations**

This course will examine the political and governmental structures, decision-making processes, cultural backgrounds and ideological differences of some developing nations selected for study. The course will also take into account such considerations as political, social and cultural underdevelopment, various types of economic dependency, and crisis of political and economic decay, with emphasis on problems and difficulties in developing democratic institutions in these developing nations.

**POLI 623 (3-3-0) International Politics**

This course is designed for students to explore some fundamental and persistent forces which mold the foreign policies of a nation state, and institutions and manner of a nation state in which such foreign policies are carried out in terms of its relations with other nation states in the international community. The course will also assist students to examine various approaches to the study of international relations and the utilities of each of such approaches.

**POLI 630 (3-3-0) Administrative Law**

This course is specifically designed to introduce students to important issues in Administrative Law. Through the use of the case method, the course is aimed at making the administrator more aware of the kinds of legal problems he or she is likely to be confronted. The emphasis will be on legislative adjutory and general policy-making process of administrative agencies. The nature of bureaucracy and procedural requirements for administrative policy-making and administrative regulation and deregulation are also examined.

**POLI 631 (3-3-0) Financial Administration**

This course is to introduce the student to financial management. Government exists to provide valuable goods and service that individuals or business are not willing to provide. As the government operates with limited resources, whether the commitment of governmental resources really improves the conditions of the community is subject to speculation and evaluation. Nevertheless, financial management impacts on all segments of community including acquisition and allocation of resources. Focus will be on governmental financial resources and management, budgetary theories and intergovernmental financial relations, and debt financing.

**POLI 632 (3-3-0) Comparative Administration**

This course focuses on exposing students to various types of governments, their structures, processes and policies using a comparative analysis approach. Such studies provide intellectual excitement in the study of foreign systems and in the discovery of different political factors in the management and administration of governmental functions and operations.

**POLI 633 (3-3-0) Problems in State and Intergovernmental Relations**

This course is to examine some of the problems involved in the development, change and status of the powers, organization, functions, and interrelationships of federal, state, and local governments. The concept of "new federalism" and the impact of these new ideas on governmental relationship will be explored.

**POLI 634 (3-3-0) Politics of the Budgetary Process**

This course is a study of the political, economic and social influence on the budgetary process. Analysis of politics and role of various actors and institutions involved in the process, historical changes in the concept of budgeting. Focus will also be on how and why individuals or groups respond in budgeting and financial setting as well the impact of the budget on the economy and how budgetary decisions, in general, become an instrument for setting governmental priorities.

**POLI 641 (3-3-0) Research Methods in Political Science**

This course covers basic procedures for conducting research in political science. Special emphasis is placed upon research design, research strategies, approaches and techniques. The selection and utilization of appropriate techniques for collecting, reporting, and analyzing data will be covered.

**POLI 643 (3-3-0) Currents of American Political Thought**

This course is an examination and evaluation of major currents of American political thought, their different viewpoints on the significant issues and problems at different times, their various interpretations of the Constitution, revolution, civil and natural rights. Emphasis on the contemporary liberal, conservative, radical debate on selected issues. While the respective historical, sociological and philosophical background and justification of the different schools of thought will be examined, the practical impact of these schools of thought upon politics and public policies in general at different times will also be analyzed.

**POLI 644 (3-3-0) Contemporary Political Ideologies**

This course is to examine the theory and practice of capitalism, socialism, democracy, anarchism, elitism, fascism, communism, and the welfare state will be examined. Focus on comparison and contrast of significant philosophical and theoretical differences among different political ideologies as well as upon various schools of theory within any given ideology. The practical influence and impact of various ideologies as well as their historical and philosophical justifications will also be analyzed.

**POLI 646 (3-3-0) Advanced Reading Seminar**

Under the supervision of a designated professor, this course will provide students with the ability to select readings and conduct research in areas of special interests. Reading materials appropriate to each student's interest will be selected by the students. Selected bibliography outlining criteria for analysis of political literature and political research materials will also be required for examination and analysis.

**POLI 647 (3-3-0) Thesis I**

An original investigation in a subject approved by the student's Advisor and Thesis Committee. Detailed information on the preparation, form, organization and the defense of the thesis is presented in the Guide for the Preparation and Submission of Theses.

**POLI 648 (3-3-0) Thesis II**

Continued preparation of thesis under the direction of the advisor and Thesis Committee.

**PSYCHOLOGY (PSYC)****PSYC 500 (3-3-0) Statistics**

An advanced statistics course including such topics as probability, the binomial and Poisson distribution, linear regression and multiple correlation techniques, analysis, and several non-parametric tests of significance. *Prerequisite: PSYC 231 or any other descriptive statistics course.*

**PSYC 510 (3-3-0) Research Design and Methods**

A course covering the rationale, design, and methods of conducting psychological research.  
*Prerequisite: PSYC 500.*

**PSYC 520 (3-3-0) Behavior Modification**

A study of principles of behavior modification and their applications to behavior problems in various settings.

**PSYC 530 (3-3-0) Theories of Personality**

An in-depth study of the major theories of personality, including comparative analyses of the research support for the various theories.

**PSYC 600 (3-3-0) Physiological Psychology**

A study of brain functions in relation to intelligence, speech, memory, emotions, and visual-spatial abilities, with attention to individual differences in both normal and brain-damaged persons.

**PSYC 601 (3-3-0) Biofeedback Techniques**

A study of biofeedback training related to psychology, focusing on theories, significant research, and applications of biofeedback techniques.

**PSYC 602 (3-3-0) Techniques in Crisis Intervention**

A study of the theory, skills, and techniques of emergency psychological intervention and counseling with persons experiencing intense situational and emotional distress.

**PSYC 610 (3-3-0) Child Psychopathology**

An advanced course stressing the development, etiology, prevention, and treatment of children's psychological disorders.

**PSYC 611 (3-3-0) Theories of Counseling**

An exploration of the philosophy and theories of counseling, the roles and responsibilities of counselors, practical ethics, and current issues in counseling.

**PSYC 612 (3-3-0) Counseling Techniques**

A study of the essentials of the counseling and therapeutic process, therapeutic attitudes, and techniques applicable to counseling relationships.

**PSYC 620 (3-3-0) Testing in Counseling**

A study of the evaluation, selection, use, and interpretation of psychometric data in counseling.

**PSYC 621 (3-3-0) Testing in Mental Retardation/Emotionally Handicapped**

A study of the evaluation, selection, use, and interpretation of psychometric and physiological data in work with special populations.

**PSYC 622 (3-3-0) Psychopathology**

A study of the symptoms and dynamics of psychological disorders, with emphasis on the development, etiology, prevention, and treatment of such disorders.

**PSYC 631 (3-3-0) Career Counseling**

A survey of theories of vocational development, methods of developing a career information program, and procedures for providing interrelated personal, social, educational and vocational counseling.

**PSYC 632 (3-3-0) Family Counseling**

A study of the interviewing and counseling processes fundamental to family assistance work, with emphasis on the basic concepts, principles, and skills applicable to counseling families with special problems.

**PSYC 635 (3-3-0) Child and Adolescent Development**

A study of the theories, principles and concepts of cognitive, social, emotional and physical development of children and adolescents, with special emphases on how they function in the family, school and groups.

**PSYC 638 (3-3-0) Perceptual and Cognitive Development**

A study of the theories, principles, and research in cognitive and perceptual development. Special emphasis is placed on the interaction of perception and cognition and how they influence behavior, thinking and decision making processes in children and adults.

**PSYC 640 (3-3-0) Social Psychology**

A focus on current research and theory in selected topics related to social psychology, such as attitudes, dehumanization, conformity, aggression, and effective group functioning and change.

**PSYC 641 (3-3-0) Advanced Child Psychology**

A survey and evaluation of the basic philosophies, recognized theories, and supportive research related to the growth and development of children. *Prerequisite: Undergraduate child psychology course or the equivalent.*

**PSYC 642 (3-3-0) Adult Development and Aging**

An in-depth study of the theories and research related to the processes in adult development and aging.

**PSYC 650 (3-3-0) Seminar in Selected Topics in Psychology**

Special areas of psychological research and theory that are not traditionally offered in other graduate courses in psychology will be offered in a seminar forum. These offerings will be based on both student interest and need, and faculty experience and proficiencies.

**PSYC 651 (3-3-0) Seminar in Current Issues in Psychology**

Intensive study of current topics in various areas of psychology. Focusing on recent advances in major psychological theories, major methodological problems involved in utilizing various theories for experimental and applied research, ethical issues, and public policies.

**PSYC 680 (3-3-0) Practicum**

A supervised experience in the student's area of specialization. *Prerequisites: 30 semester hours in area of specialization or permission of the instructor. May be repeated by students with a counseling concentration.*

**PSYC 691 (3-3-0) Directed Study**

Supervised research on a topic of choice approved by a committee of three faculty members, with an oral examination required. *Prerequisites: PSYC 500, PSYC 510, and the completion of 24 semester hours.*

**PSYC 692 (3-3-0) Tests and Measurements**

An introductory course in the applications of measurement techniques to classroom problems, including discussions on preparing classroom tests, applying statistical techniques, and using standardized tests. *Prerequisite: PSYC 500.*

**PSYC 693 (3-3-0) Thesis Research**

An extensive research experience in an approved topic of choice. *Prerequisite: PSYC 691.*

**READING (READ)****READ 512 (3-3-0) Improvement of Reading Instruction**

An introduction to fundamentals of reading instruction and remediation, including the skills essential to the early detection and treatment of reading problems. (Closed to students with equivalent undergraduate course work.)

**READ 513 (3-3-0) Reading Remediation and Practicum**

A practical course in the design of reading programs appropriate to individual and group needs, with a practicum experience in the facilitation of individual and group reading activities. (Closed to students with equivalent undergraduate course work.)

**READ 516 (3-3-0) Applied Phonics**

An introduction to the essentials of phonics, with emphasis on applications to word identification and pronunciation in teaching children to read.

**READ 550 (3-3-0) Reading in the Junior and Senior High School**

A lecture and laboratory course in the principles and practices of teaching reading at the junior and senior high school levels, with emphasis on means of assessing students' reading skills and on methods and materials for enhancing their reading abilities in the content areas.

**READ 551 (3-0-3) Teaching Reading in the Content Area**

A practical course in the principles and methods of reading instruction in content areas of the K-12 curricula.

**READ 605 (3-0-3) Investigations in the Teaching of Reading**

Investigations of research studies on the reading process, including analyses and critical evaluations of the research, with particular emphasis on psychological principles and educational implications. *Prerequisite: EDUC 630.*

**READ 611 (3-3-0) Foundations of Reading**

A study of the fundamentals of the reading process, including instructional strategies, methods and materials for teaching reading, techniques for diagnosing reading problems, and methods of remediation. *Prerequisites: Admittance to graduate study; a B.S. degree in Early Childhood Education, Elementary Education, or related areas; permission of the instructor*

**READ 618 (3-3-0) Reading: The Learning Bases**

An exploration of educational and psychological studies on the reading-learning process, with particular emphasis on applications to the teaching of reading and to remediation of reading-related problems. *Prerequisites: Admittance to graduate study, - a B.S. degree in Early Childhood Education, Elementary Education, or related area; permission of the instructor, and competencies in foundations of reading.*

**READ 621 (3-3-0) Clinical Procedures in the Identification and Evaluation of Reading Disabilities**

A practical lecture and laboratory study of the nature, causes, and characteristics of reading disabilities, with additional emphasis on clinical skills basic to the diagnosis and evaluation of reading difficulties. *Prerequisites: EDUC 680, PSYC 692, READ 611, or READ 605 or permission of the instructor.*

**READ 622 (3-3-0) Remediation of Reading Disabilities**

A study of the principles and practices of remedial instruction in reading, with practical experience in applications of clinical procedures. *Prerequisite: READ 621.*

**READ 644 (3-3-0) Organization and Management of Reading Programs**

An examination of the organizational planning and educational leadership basic to designing and implementing a district-wide developmental reading program for grades K-12.

**READ 699 (3-0-3) Seminar—Thesis**

In-depth studies of issues in various fields of education, with conferences and discussions under the guidance of a major professor.

**SOCIOLOGY (SOCD)****SOCI 500 (3-3-0) Sociological Concepts**

An advanced course in general Sociology designed to give basic principles and interpretation of society, groups, institutions, and the basic social processes. The course is intended to provide a comprehensive overview of the scope, theory, and methods of the discipline of Sociology. It is intended primarily for those with limited experience in Sociology.

**SOCI 502 (3-3-0) Special Problems in Sociology**

Independent study or research of special interest by advanced students under the supervision of a member of the Sociology faculty. Work may represent either an intensive investigation of a particular problem in sociological theory or research or a survey of a field of sociology not otherwise addressed in the curriculum.

**SOCI 505 (3-3-0) Advanced Social Statistics**

An introduction to parametric, nonparametric and multivariate statistical techniques for the analysis of social research data and applications of such statistical techniques and sociological problems. *Prerequisite: An introductory statistics course.*

**SOCI 525 (3-3-0) Population Studies**

An examination of the determinants and consequences of population growth, overpopulation and population policies, and the social aspects of fertility, mortality, and migration.

**SOCI 535 (3-3-0) Demographic Analysis**

Sources of data and the techniques and methods of demographic research; the use of the Life Table and the analysis of fertility, mortality, and migration; and population growth models, forecasts, projections; measurement of population compositions and its changes.

**SOCI 550 (3-3-0) Modernization and Social Change**

Examines the structural, institutional, and behavioral factors and processes affecting modernization in societies. Regional and comparative perspective would be emphasized. Classical and contemporary theories and social changes will be examined.

**SOCI 570 (3-3-0) Comparative Family Systems**

A systematic study of family patterns in selected cultures from around the world including ethnic and minority families in the United States. The course emphasizes the theory and method of studying families cross culturally. Family systems will be analyzed by looking at features such as structure, gender roles, kinship patterns, and marital and family interaction.

**SOCI 602 (3-3-0) Independent Study**

Individual study under the supervision of a member of the Sociology faculty. *Prerequisite: Consent of the Department Chairperson, Dean of Arts and Sciences, and Dean of Graduate Studies.*

**SOCI 608 (3-3-0) Seminar in the Medical Sociology**

A sociological analysis of health and the health care delivery system. The course is structured to help enhance understanding of the social and psychological dimensions of health and health care and the growing dominance of the medical profession. Contemporary issues and social policy implications will be examined as well.

**SOCI 610 (3-3-0) Sociology of Education**

Examines the American public school as a social organization. It focuses on the interrelations among social stratification, community power structure, school personnel, and the school. The course also analyzes the classroom as a social system and examines the emergence and nature of student culture.

**SOCI 614 (3-3-0) Sociology of Aging**

An analysis of the major theories, conceptual frameworks, social issues, and empirical research on aging the aged. The course is intended to show how the theory and methodology of sociology can be utilized to explain and predict social phenomena related to the aging process and the aged. Emphasis will be placed on the link between theory and research on aging to policy concerns of the aged.

**SOCI 618 (3-3-0) Social Inequalities**

This course will explore the various explanations of the origin, nature, and persistence of racial, ethnic, social class, and gender inequalities. Various theoretical perspectives (e.g., functionalist, conflict, Marxist, sociobiological), will be discussed. The concepts of class, power, social status, and social honor and their interconnectness will be examined. Social mobility will also be studied. Discussions will focus on capitalist societies and with the more recent changes in these societies.

**SOCI 620 (3-3-0) Seminar in Race and Ethnic Relations**

This course will examine the theoretical perspectives on majority-minority relations. The status and problems of various racial and ethnic minority groups will be studied. Patterns of majority-minority interaction will be covered. Particular attention will be paid to the socio-historical experiences of various minority groups.

**SOCI 624 (3-3-0) Seminar on the Family**

An advanced study of the family institution. Emphasis is on theoretical and conceptual frameworks as well as the major literature in the area. The course will provide students with a comprehensive survey of the substantive areas and methods used in the study of the family. Emphasis will be placed on the integration of theory, research, and policy concerns.

**SOCI 630 (3-3-0) Advanced Social Science Research**

A study of social science research methodology. The course covers survey research, sampling, techniques, questionnaire construction, data analysis, computer applications, and proposal writing. *Prerequisite: SOCI 331, SOCI 332, SOCI 505 or equivalents.*

**SOCI 638 (3-3-0) Seminar on Criminology and Deviance**

A survey of the theoretical, methodological, and substantive issues in the study of crime and deviance. This seminar is designed to provide graduate students with a comprehensive survey of the substance and method of deviance and criminology; theoretical explanations of deviant and criminal behavior; major issues in the control and prevention of deviant and criminal behavior; and public policy issues and the criminal justice system. A general objective of the course is to locate the study of deviance and crime within the general sociological approach to social behavior.

**SOCI 640 (3-3-0) Seminar on the Black Family**

An examination of the black family as one of the basic social units in the structure of the black community. The diversity in black families as well as the socio-historical development of family patterns, attitudes, and customs will be examined. Special emphasis will be placed on theoretical and methodological issues in the study of the black family. The course will also include an examination of the impact of public policies on black family functioning.

**SOCI 650 (3-3-0) Advanced Sociological Theory**

The purpose of this course is to expose students to the major theorists and theoretical orientations of the "Mid Twentieth Century" period. A major theme in the course will be the role played by ideology in the development of theory; and the assumptions underlying the various theoretical positions to be studied. Primary reading sources will be critically evaluated. The directions in which theory is moving today will be examined.

**SOCI 660 (3-3-0) Sociology of Occupations and Professions**

Analysis of various aspects of occupations and professions in American society, such as division of labor, status and ranking of occupations, occupational choice and career patterns, occupational socialization, and professional organizations.

**SOCI 685 (3-3-0) Seminar on Teaching Sociology**

The course is designed to prepare sociology majors for the teaching of sociology at the junior and community college level and as teaching assistants. The course involves syllabus preparation, selection of instructional materials, testing and evaluation, and demonstration lectures. A major objective of the course is the development of a "sociology toolbox" for the future. Special attention will be paid to issues on curriculum and course development in Sociology.

**SOCI 690 (3-6,0,3-6) Practicum**

Involves the planning, implementation, and evaluation of individual projects in Applied Sociology, including field work. Based on student interest, career plans, and available placements, students will be placed in a variety of settings for at least 10 weeks during the semester in which they are enrolled. A minimum of 12 contact hours per week will be required for a total of 120 hours. Consideration will be given to full-time work experience in appropriate settings.

**SOCI 695 (3-0-3) Thesis I**

An original investigation in a subject approved by the student's Thesis Committee. Detailed information on the preparation, form, organization, and defense of the thesis is presented in the Guide for the preparation and submission of theses.

**SOCI 696 (3-3-0) Thesis II**

Continued preparation of the thesis under the direction of the advisor and the Thesis Committee.

**SPECIAL EDUCATION (SPED)****SPED 522 (3-3-0) Seminar in Learning Disabilities**

A course exploring the etiology of learning disabilities, with emphasis on classroom manifestations of and treatment programs for children with learning disabilities, and with additional consideration of test patterns, differential functioning program planning and placement, and related research.

**SPED 524 (3-3-0) Working with Parents and Families of Handicapped Children**

A study of theories and practices related to parent/family involvement in the education of the handicapped.

**SPED 528 (3-3-0) Mainstreaming the Exceptional Child**

A study of the theory, history, and practices associated with mainstreaming exceptional children, with emphasis on efforts toward overcoming problems related to educating exceptional children in a regular classroom setting.

**SPED 530 (3-3-0) Introduction to Exceptional Children**

A comprehensive survey of the various exceptionalities affecting learning: giftedness, mental retardation, emotional disturbance, learning disabilities, speech impairment, sight impairment, orthopedic impairment, autism, neurological and physical impairment, and cultural differences.

**SPED 532 (3-3-0) The Gifted Child**

An exploration of the nature of giftedness and creativity, including characteristics of gifted and creative children and approaches to encouraging the use and development of their abilities.

**SPED 535 (3-3-0) Psychology of Mental Retardation**

An intensive study of the psychological and sociological aspects of educationally handicapping conditions and of the children who manifest those conditions, with emphasis on integrating theory, research, and practice in effective program planning and implementation.

**SPED 537 (3-3-0) Introduction to the Education of Emotionally Disturbed Children**

An overview of the education of emotionally and behaviorally disturbed children, including history, philosophical issues, kinds of emotional disturbance, management of educational programming, types of programs, and professional roles for teachers.

**SPED 560 (3-3-0) Reading/Language Arts for the Gifted (ELEM 560)**

An in-depth study of curricula, methods and materials for teaching the language arts to gifted children, with attention to examining characteristics of the gifted, assessing their unique learning needs, and investigating aspects of creativity.

**SPED 579 (3-3-0) Management of Learning Environments**

A study of effective behavior analysis techniques for intervening in the environments of exceptional children to facilitate learning.

**SPED 600 (6-0-6) Practicum in Special Education**

A ten-week supervised field experience in teaching exceptional children in an educational setting.

**SPED 610 (3-3-0) Curriculum Development for the Gifted**

A comprehensive view of the gifted learner and the implications of advanced learning ability for curriculum development, teaching/ learning models, and current educational environments.

**SPED 620 (3-3-0) Teaching the Gifted Child**

An overview of the features and procedures essential to designing, implementing, and facilitating an instructional program for gifted learners, with attention to strategies for counseling the gifted, issues-related topics in gifted education, and techniques for working effectively with parents, the community, and other advocates as resources for the gifted program.

**SPED 630 (3-0-3) Consultative Internship in Special Education**

A supervised experience in planning, implementing, and evaluating consultation projects involving exceptional and potentially exceptional students, educators of regular students, administrators, and parents. *Corequisite or prerequisite: SPED 649.*

**SPED 631 (3-3-0) Teaching the Handicapped Child (Academic Methods)**

A study of classroom educational procedures, including methods, curriculum and materials, for teaching students with developmental or academic/learning handicaps, with emphasis on problems related to learning disabilities, mental retardation, and emotional disturbances.

**SPED 632 (3-3-0) Teaching the Handicapped Child (Developmental Level)**

A study of classroom educational procedures including methods, curricula, and materials for teaching birth-to-school-age students handicapped by developmental problems and for teaching older students with a mental age in the preschool range.

**SPED 633 (3-3-0) Teaching the Handicapped Adolescent**

A study of classroom educational procedures, including curricula, methods, and materials for teaching adolescent (junior high through young adult) handicapped students.

**SPED 638 (3-3-0) Teaching the Emotionally Disturbed Child**

An examination of management techniques and educational planning and programming for emotionally disturbed children, with emphasis on the roles of the teacher and on the development of programs.

**SPED 640 (3-0-3) Master's Internship in Special Education**

A supervised experience in basic and advanced teaching skills in special education. (Offered for variable credits, with a maximum of nine credit hours applicable to a graduate degree.)

**SPED 642 (3-3-0) Exceptional Child Development**

An examination of the relationship between human development and education, with emphasis on deviations exhibited by exceptional children in cognitive, linguistic, social, affective, perceptual, and neurological development.

**SPED 643 (3-3-0) Seminar in Special Education**

A graduate level seminar drawing from both theory and research for advanced study and discussions of critical issues in special education. (May be repeated for credit.)

**SPED 645 (3-3-0) Independent Study in Special Education**

Independent research on critical issues in special education. (May be repeated for credit.)

**SPED 647 (3-3-0) Educational Evaluation of Handicapped Children**

A practical study of both formal and informal diagnostic assessment and observational techniques for identifying and evaluating handicapping learning problems, with emphasis on learning disabilities, mental retardation, and various types of emotional disturbances.

**SPED 648 (3-3-0) Curriculum Development in Special Education**

A practical course in the development and implementation of curricula for learning disabled, mentally handicapped, and behaviorally-emotionally handicapped students, with attention to the development of I.E.P.'s, the understanding and application of legislative directives regarding special education students, and applications of evaluation techniques for accountability.

**SPED 649 (3-3-0) The Consultative Role of the Special Educator**

A study of the theory, methods, and practices relating to the special educator's consultative role in the education of exceptional children.

**SPED 650 (3-3-0) Leadership and Supervision of Exceptional Child Programs**

A study of major issues in the supervision and leadership of educational programs for exceptional children, with emphasis on appropriate leadership styles, child advocacy roles, applicable state and federal legislation, due process and confidentiality requirements, personnel conflict management, qualifications and roles of special education staff, data-based decision-making, and provisions for least restrictive educational environments for exceptional children.

**SPED 660 (3-3-0) Internship in Gifted Education**

Supervised study and practice in the education of the gifted, requiring a minimum of 75 to 150 contact hours. *Prerequisite: Completion of at least nine semester hours in gifted education.*

**SPEECH (SPEE)****SPEE 500 (3-3-0) Communication Disorders**

An examination of communication disorders common to handicapped populations, with a study of the etiology, epidemiology, and manifestations of communication disorders, as well as remediation strategies appropriate to the disorders.

**SPEE 550 (3-3-0) Language Development and Remediation in Handicapped Children**

An examination of the developmental language process and language disorders common to handicapped populations, with attention to remediation strategies for teachers.

**STATISTICS (STAT)****STAT 561 (3-3-0) Probability Theory**

A course including such topics as probability distributions, limit theorems, special functions, and probability models. *Prerequisite: STAT 301 or consent of the department.*

**STAT 562 (3-3-0) Applied Regression Analysis**

A course including such topics as matrix theory, least squares, curve fitting, stepwise and multiple regression, response surfaces, correlation analysis, and statistical software packages. *Prerequisite: MATH 251 or consent of the department.*

**STAT 661 (3-3-0) Advanced Probability Theorem**

A course including such topics as probability distributions, characteristic and generating functions, convergence and approximations, asymptotic sampling theory, decision functions, and sequential analysis. *Prerequisite: STAT 561.*

**STAT 662 (3-3-0) Advanced Mathematical Statistics**

A course including such topics as parametric estimation, tests of hypotheses, linear models and nonparametric estimation, sufficiency, unbiased estimation, Bayes estimators, and the multivariate normal theory. *Prerequisite: STAT 661.*

**STAT 750 (3-3-0) Topics in Statistics**

A study of special and advanced topics in statistics within the scope of research interests of the instructor. *Prerequisite: STAT 662 and consent of the instructor.*

**ZOOLOGY (ZOO)****ZOOL 570 (3-2-2) General Entomology**

A study of the morphology, life cycles, physiology, ecology, and behavior of hexapods, with course format including two lectures/discussions and two laboratory hours a week, and with laboratory studies devoted to insect identification, insect physiology, ecology, insect behavior, and individual student projects. *Prerequisite: A course in zoology or general biology or consent of instructor.*

**ZOOL 585 (3-2-2) Introduction to Parasitology**

A study of the morphology, life cycles, and classification of parasites of various hosts, with course format including two lectures and two laboratory hours a week, and with laboratory studies devoted to the methods for the collection, culture, and microscopic preparation of parasitological materials. *Prerequisite: A course in zoology or general biology or consent of instructor.*

**ZOOL 610 (3-2-2) Advanced Genetics**

An advanced study of the physical and chemical organization of prokaryotic and eukaryotic genomes, gene expression and its regulation, genetic mechanisms of evolutionary change, and genetic engineering. *Prerequisites: Basic genetics and organic chemistry or permission of the instructor. Prior courses in biochemistry, evolution, and statistics strongly recommended.*

**ZOOL 630 (3-2-2) Embryology**

An advanced study of animal development, with emphasis on physiological and biochemical aspects, and with laboratory periods devoted to experimental work, literature reviews, and discussions. *Prerequisites: Vertebrate embryology, cellular or molecular biology, organic chemistry and/or biochemistry.*

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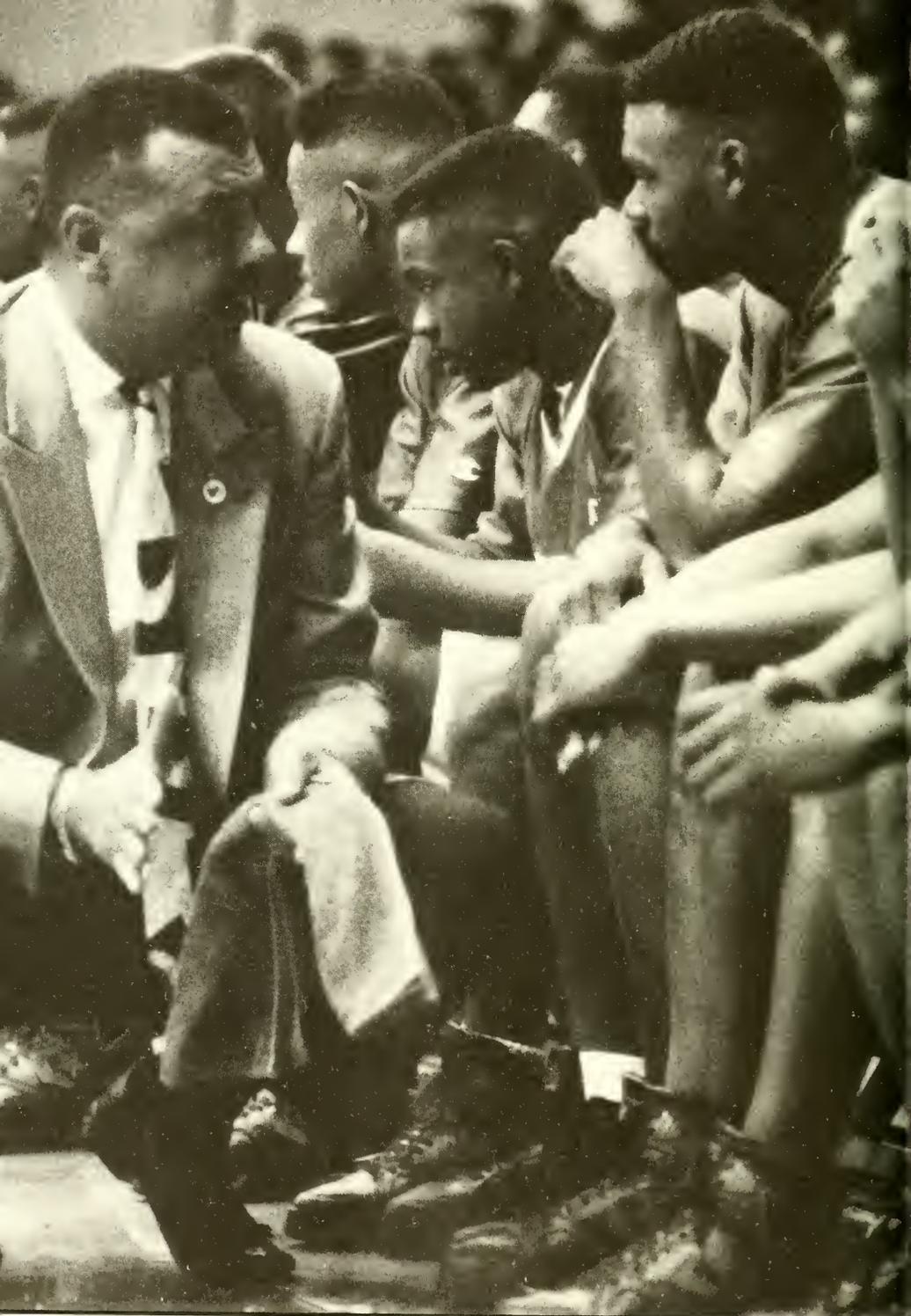
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**NOTES**

## Parking Lots

### East Campus Lots

- A** E.E. Smith Administration Complex  
**A-1** E.E. Smith Administration Complex  
Visitors Only  
**B** N.E. End of E.E. Smith Building &  
Extending along S. End of G.L. Butler  
School of Education  
**C** Rudolph Jones Student Center  
**C-1** Rudolph Jones Student Center  
**D** Continuing Education  
**E** E. Side of New Residence Hall  
**E-1** E. Side of New Residence Hall  
**F** N.E. Side of Police Building  
**G** S. Side of Vance Residence Building  
**W** N.W. Side of Continuing Education  
**H** N.W. Of Williams Residence Hall  
**I** N. End of Lilly Gymnasium  
**II** N. End of Lilly Gymnasium  
**J** N. End of Women's Phys. Ed. Building  
**K** N. End of Science Annex Building  
**L** E. Side of Taylor Social Science Building  
**N** Auditorium/Fringe Area Parking  
**P** Visitors to Plant Operations  
**Q** Rear of Bryant Residence Hall  
**R** S. End of Lyons Science Building  
**U** N.W. Corner of Mitchell Pre-School  
Lab

## Campus Building Directory

### West Campus Buildings

- 1 J.W. Seabrook Auditorium  
2 Smith Residence Hall  
3 Faculty Commons  
4 Spaulding Infirmary  
5 Rosenthal Building  
6 H.T. Chick Building  
7 Communications Center  
8 Taylor Social Sciences Building  
9 Science Annex  
10 Newbold Pre-School Lab  
11 Women's Physical Education Building  
12 Lilly Gymnasium  
13 (Cottage E)  
14 Williams Residence Hall  
15 Mitchell Pre-School Lab  
16 (Cottage D)  
17 Hood Residence Hall  
18 Lyons Science Building  
19 Joyner Residence Hall  
20 H.L. Cook Dining Hall  
21 Physical Plant Building  
22 Physical Plant Warehouse  
23 Physical Plant Storage Shed  
24 Physical Plant Warehouse (New)  
25 Bryant Residence Hall  
26 Harris Residence Hall  
27 (Cottage B)

### East Campus Buildings

- 28 Vance Residence Hall  
29 New Residence Hall  
30 Police Building  
31 Business & Economics Building  
32 G.L. Butler School of Education  
33 E.E. Smith Administration Complex  
34 Rudolph Jones Student Center  
35 Charles W. Chestnut Library  
36 Continuing Education

BOOTH 1 (EAST CAMPUS)  
 BOOTH 2, 3 (WEST CAMPUS)

CAMPUS BUILDINGS

PARKING LOTS

SERVICE DELIVERY &  
 STATE VEHICLES ONLY

CROSS CREEK RIVER

SEABROOK COAST LINE R/R

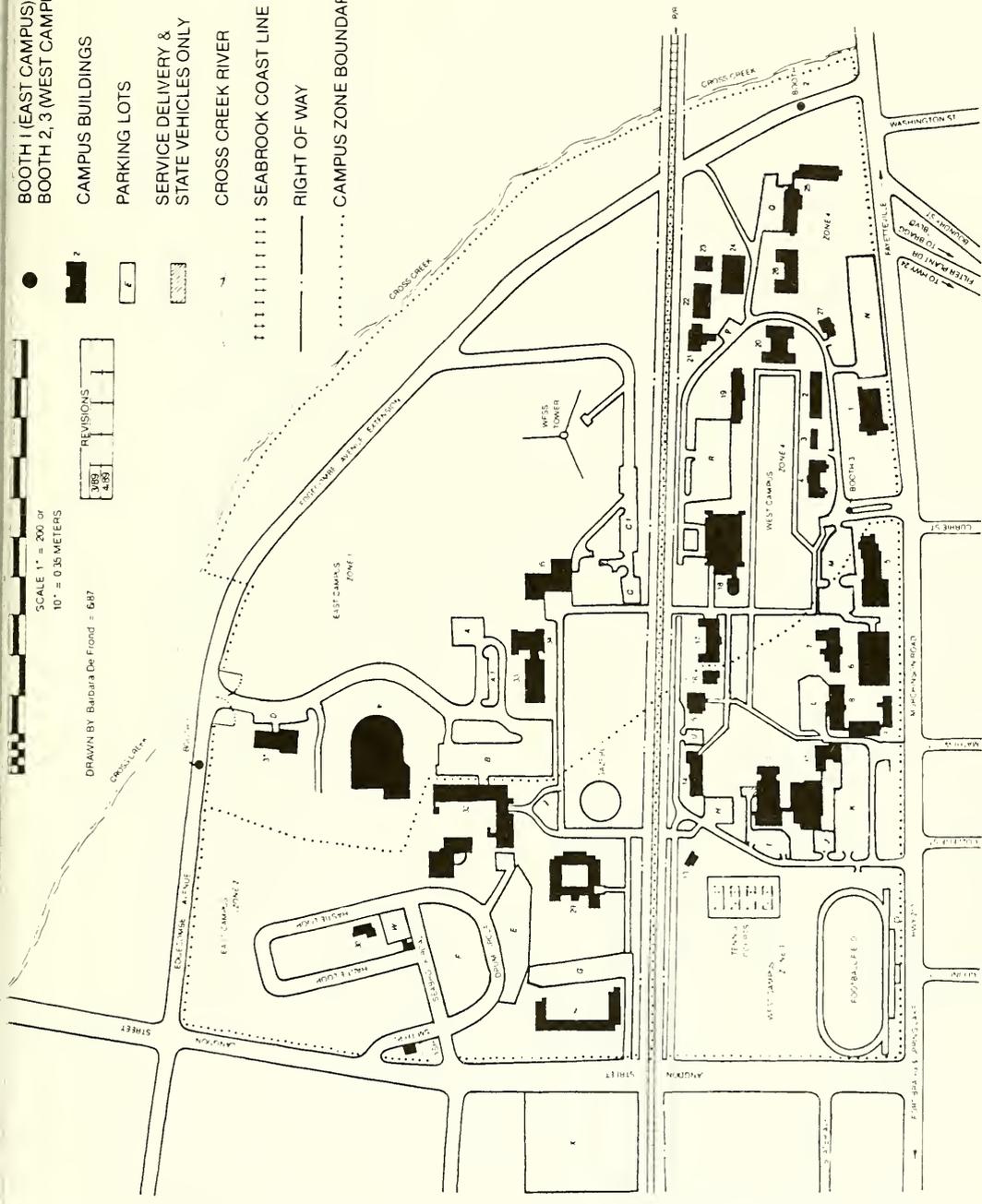
RIGHT OF WAY

CAMPUS ZONE BOUNDARIES



SCALE 1" = 200' OR  
 10" = 0.35 METERS

DRAWN BY Barbara De Froid - 6/87





FSU ARCHIVES



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