2013 – 2015 GRADUATE & PROFESSIONAL SCHOOL CATALOG
SCHOOL OF GRADUATE STUDIES

NORTH CAROLINA CENTRAL UNIVERSITY
Durham, North Carolina

A Constituent Institution of the University of North Carolina

North Carolina Central University is committed to equal educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, sex, age or handicap. Moreover, NCCU is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a culturally and racially diverse student population. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Bulletin of North Carolina Central University (USPS 074-800) is issued every two years by North Carolina Central University, Durham, NC 27701-1912. Periodical Postage Paid at Durham, NC, 27701. Postmaster should send address change to the Bulletin of NCCU, Office of Admissions, McDougald House, Lawson Street, Durham, NC 27701-1912.
Letter from the Chancellor

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Dear NCCU Students:

It is with great Eagle Pride that I greet and welcome you to the 2013-2015 academic years! As we begin our journey toward Eagle Excellence, or E-squared, I know all of you are gearing up for a year filled with new challenges and tremendous opportunities.

There are several expectations I have set for the entire university community to ensure student success remains our No. 1 priority and undergraduate students graduate in four years. Part of Eagle Excellence, or E-squared, means that we have excellence in our classrooms, excellence on our campus and excellence in our service. We promise to deliver a high quality educational experience to each of you so your dreams of becoming entrepreneurs, life scientists, nurses, educators, lawyers and musicians, to name a few, are realized.

At the core of NCCU is Truth and Service, the motto that has guided our institution for more than 103 years. We empower you to become scholars who are among the most engaged citizens in the Triangle region, throughout North Carolina and around the world. The university’s commitment to our community is what makes us distinctive as Eagles.

In the coming year, I invite each of you to become part of the thriving downtown Durham community and the Research Triangle—a global hub for some of the world’s largest high-tech research and development companies. NCCU is located in a city and region that continues to be heralded for their tremendous assets, including our signature programs and offerings.

North Carolina Central University is a premier, first-choice, global institution. Together with our exceptional faculty and staff, we will continue to invest in your success.

In Truth and Service,

Dr. Debra Saunders-White
Dr. Debra Saunders-White
Chancellor
**ACADEMIC CALENDAR**

**Calendar for NORTH CAROLINA CENTRAL UNIVERSITY**

**FALL 2013**

**February 1**  
Graduate School Fall Admission Application – Priority Deadline  
Next business day if date falls on weekend

**March 1**  
Graduate School Fall Admission Application Due – Late Deadline  
Next business day if date falls on weekend

**Graduate International Students**  
Fall Admission Application Deadline  
Next business day if date falls on weekend

**April 1**  
Undergraduate International Students Fall Admission Application Deadline  
Next business day if date falls on weekend

**May 1**  
International students application deadline  
Enrollment deposits due

**July 1**  
Priority date for fall undergraduate admissions, including transfer students

**July 15**  
Electronic Portfolio Development (Fall 2013 T&P only)

**July 29**  
Electronic Portfolio Development (Fall 2013 T&P only)

**August 1**  
Application deadline for freshmen and transfer students. Applications received after this date will be considered on a space available basis

| August 5 | All tuition and fees due |
| August 9 | Financial aid posted |
| August 10 | Residence hall check-in from 9 a.m. – 5 p.m. for all new students |
| August 11 | Advising and registration continues for all students |
| August 11-18 | Week of Welcome (WOW) |
| August 12 | Faculty Professional Development Day/Graduate Assistance Training |
| August 13 | Faculty/Staff Institute and University Conference at 8 a.m. |
| August 17-18 | Residence hall check-in from 9 a.m. – 5 p.m. for continuing students |
| August 18 | Week of Welcome (WOW) |
| | Preliminary class lists available through Banner |
| August 19 | First day of classes |
| | Late registration, schedule adjustment period (drop/add) begins |
| | Late registration fees imposed |
| August 21 | Notification of impending drop for students who have not submitted final immunization records |
| August 23 | Late registration and scheduled adjustment period (drop/add/section changes) ends at 4 p.m. |
| | Course schedules canceled for all students who have not made satisfactory payment arrangements |
| August 26 | First day for a student to initiate a withdrawal from a class (grade of WC) and student to request to be withdrawn from the institution (grade of W) |
| | Residence check for on-campus students not registered or registered less than 12 hours |
| August 30 | Tenth day of class – Census date |

**September 1**  
Graduate School Spring Admission Application Due – Priority Deadline  
Next business day if date falls on weekend

**Graduate International Students**  
Spring Admission Application – Final Deadline  
Next business day if date falls on weekend

**September 2**  
Labor Day, no classes

**September 3**  
Final class rolls available in Banner

**September 5**  
Last day to challenge courses by examination for credit

**September 6**  
Last day for filing applications for the master’s foreign language examinations to be taken this semester

| September 13 | Last day for deans to submit course offerings for spring 2014 |
| September 19 | Early warning progress grades due in Banner by 5 p.m. |

**October 1**
Graduate School Spring Admission Application – Late Deadline
Next business day if date falls on weekend

October 4
Mid-term progress reports due in Banner by 4 p.m.

Last day to apply for December graduation

October 5
Foreign language examinations for master's degree candidates

October 8-11
Law School Mid-term exams

October 11
General Faculty Meeting (Fall)

October 12
Fall Break begins after classes

October 14
Law School Fall Break (No Classes)

October 15
Classes resume at 8 a.m.

Deadline for graduating students to clear ‘I’ grades

October 16
Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester

Early registration for spring 2014 begins

Last day for undergraduates to withdraw from a class with a grade of WC or from the university with a W grade

Last day for graduate students to withdraw from a class with a WC grade

October 18
Founder’s Day

October 23
Last day for filing application for the master's written examination to be taken this semester

October 24
Department Chair Meeting

October 25
Spring admissions priority application deadline

First day for returning students to pay Housing Administrative fees for Fall 2014

First day for Continuing Student to pay housing administrative fee. This fee will be accepted until all spaces are occupied.

First day for New Students to pay housing administrative fee. New Students who pay by May 1, 2014 are guaranteed housing.

November 2
Written examinations for master’s degree candidates

November 26
Last day of class for law school

Last day for law school students to withdraw from a course.

November 27-December 1
Thanksgiving recess

November 21
Early Eagle NSO for Transfer Students

December 1
Spring admissions final application deadline

December 2
Classes resume at 8 a.m.

Last day of classes for graduating students

Last day to submit theses/projects for this semester

Last day of class lecture for non-graduating students.

December 2
Reading day for law school students/Conflict Day for graduating law school students

December 3
Reading day for graduating and non-graduating students

December 3-December 13
Final examination for law school students

December 4
Deadline for submission of undergraduate applications for admission to the spring semester

December 4-5
Final examinations for graduating students

December 4-10
Final examinations for non-graduating students

December 6
Final grades for graduating students due in Banner by 5 p.m.

December 9
Final grades due for graduating law school students by 5 p.m.

December 10
Last day of classes for all students

Last day for final examinations for non-graduating students

NOTE: THE LAST DAY OF CLASSES FOR ALL STUDENTS AND FINAL EXAMS ARE IN FACT THE SAME DAY. THE INSTRUCTIONAL TIME INCLUDES THE REQUIRED EXAMINATION PERIODS.

December 11
Residence halls close at 10 a.m. for non-graduating students

December 12
All grades due in Banner by 5 p.m.

December 13
Commencement rehearsal, 11 a.m.

Chancellor’s Reception for graduating students and their families, 6 p.m., A.E. Student Union

December 14
Commencement, 9 a.m.

Residence halls close at 3 p.m. for graduating students

**SPRING 2014**

**January 1**
FAFSA for 2014-15 should be filed

**January 2**
Financial aid posted

All tuition and fees due

University business resumes for all NCCU employees

**January 3**
HR Training

**January 6**
Spring Semester Faculty Development Day

**January 6**
Residence hall check-in from 9 a.m. – 5 p.m. for all new students

**January 6 – 9**
New Student Welcome Programs

**January 7 – 9**
New Student Orientation

**January 8 – 9**
Residence hall check-in from 9 a.m. – 5 p.m. for continuing students

**January 9**
First day of law school classes

**January 10**
First day of classes

Late registration, schedule adjustment period (drop/add) begins, late fees imposed

Preliminary class rolls available in Banner

**January 14**
Notification of impending drop for students who have not submitted final immunization records

**January 17**
Late registration and schedule adjustment period (drop/add/section changes) conclude at 4 p.m.

Course schedules canceled for all students who have not made satisfactory payment arrangements

Residence check for on-campus students not registered or registered for less than 12 hours

**January 20**
Martin Luther King Jr. Day Observance, no classes

**January 21**
First day for a student to initiate a withdrawal from a class (grade of WC) and student to request to be withdrawn from the institution (grade of W)

**January 24**
Tenth day of class—census date

Course schedules canceled for all students who have not made satisfactory payment arrangements

Last day to challenge courses by examination for credit

**January 27**
Final class rolls available in Banner

**February 1**
Graduate School Fall Admission Application – Priority Deadline
Next Business day if date falls on weekend

**February 5**
Last day for deans to submit course offerings for the summer sessions and fall 2014

**February 7**
Early warning progress reports due in Banner by 5 p.m.

Last day for filing applications for the master’s foreign language examinations to be taken this semester

**February 9**
First Steps Academic Recognition Ceremony

**February 14**
Last day to withdraw from the university with a prorated tuition and fee adjustment

Last day to file for May graduation

**February 22**
Foreign language examinations for master’s candidates

**February 28**
Midterm progress reports due in Banner by 4 p.m.

**March 1**
Graduate School Fall Admission Application Due – Late Deadline. Next business day if date falls on weekend

**March 5**
Last day for undergraduates to withdraw from a class with a grade of WC or from the university with a W grade

Last day for graduate students to withdraw from a class with a grade of WC or from the university with a W grade

**March 8**
Spring Break begins after Saturday classes

Residence halls close at noon

**March 10**
Faculty Professional Development Day (Spring Break)

**March 14**
Deadline for graduating students to clear ‘I’ grades

**March 16**
Residence halls reopen at noon
March 17
Classes resume

Registration opens for summer sessions and fall 2014

FAFSA for 2013-14 must be filed if attending summer school

Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester

March 21
General Faculty Meeting (Spring)

Last day for filing applications for the master’s written examinations to be taken this semester

April 1
Undergraduate International Students Fall Admission Application Deadline. Next business day if date falls on weekend

April 3
Honors Convocation, McDougald–McLendon Gymnasium

April 6
Written examinations for master’s degree candidates

April 15
Graduate School Summer Admission Application— Late Deadline Next business day if date falls on weekend

April 18
Good Friday, no classes

April 28
Last day of class for law school

Last day for law school students to withdraw from a course

Last day to submit thesis/projects for this semester

Last day of class lecture for non-graduating students

April 29
Reading day for graduating and non-graduating students

April 29
Reading day for law school students/Conflict day for graduating law school students

April 30 – May 1
Final examinations for graduating students

April 30 – May 6
Final examinations for non-graduating students

April 30 – May 9
Final examinations for law school students

May 1
International students application deadline Enrollment deposits due

May 2
Final grades for graduating students due in Banner by 5 p.m.

Final grades for law school graduating students due in Banner by 5 p.m.

May 6
Last day of classes for all students

NOTE: THE LAST DAY OF CLASSES FOR ALL STUDENTS AND FINAL EXAMS ARE IN FACT THE SAME DAY. THE INSTRUCTIONAL TIME INCLUDES THE REQUIRED EXAMINATION PERIODS.

May 7
Residence halls close at 10 a.m. for non-graduating students

May 8
All grades due in Banner by 5 p.m.

NOTE: THE LAST DAY OF CLASSES FOR ALL STUDENTS AND FINAL EXAMS ARE IN FACT THE SAME DAY. THE INSTRUCTIONAL TIME INCLUDES THE REQUIRED EXAMINATION PERIODS.

May 9
Alumni Day

Baccalaureate Commencement rehearsal at 11 a.m.

Graduate and Professional

Commencement Ceremony, 3 p.m.

Chancellor’s Reception for graduating students and their families, 6 p.m., A.E. Student Union

May 10
Baccalaureate Commencement Ceremony, 8 a.m.

Residence Halls close at 5 p.m. for graduating students

SUMMER 2014: FIRST SESSION

May 12
Faculty Professional Development Day

May 13
New Student Orientation Transfer Students

May 18
Residence halls open at 9 a.m.

May 19
Registration for all students

First day of classes for law students

May 20
First day of classes for non-law students

Late registration/schedule adjustment period begins

May 21
Schedule adjustment concludes at 4 p.m.

All registration activities for first and dual sessions end at 4 p.m.

Course schedules canceled for students who have not made satisfactory payment arrangements

Last day to withdraw from the university with a tuition adjustment and/or refund

May 26
Memorial Day, no classes
SUMMER 2014: SECOND SESSION

June 26-27
New Student Orientation First-Year Students

June 29
Residence halls open at 9 a.m.

July 1
First day of classes
Late registration/schedule adjustment period begins
Priority date for fall undergraduate admissions, including transfer students

July 2
Schedule Adjustment concludes at 4 p.m.
Course schedules canceled for students who have not made satisfactory payment arrangements
Last day to withdraw from the university with a tuition adjustment and/or refund

July 8
New Student Orientation—Transfer Students

July 10
Last day for filing application for the master’s written examination to be taken this summer
Last day for undergraduates to withdraw from a class with a WC grade
Last day for graduate students to withdraw from a class with a WC grade

July 10 – 11
New Student Orientation First-Year Students

July 15
Equivalent 10th-day census date
New Student Orientation Transfer Students

SUMMER 2014: SECOND SESSION

July 17 – 18
New Student Orientation First-Year Students

July 19
Written examination for master’s degree candidates

July 22
New Student Orientation Transfer Students

July 24 – 25
New Student Orientation First—Year Students

July 29
New Student Orientation Transfer Students

July 31
Last day of classes
Last day to submit theses/projects for this summer session

August 1-2
Final examinations

August 3
Residence Halls close at noon

August 4
Final grades for second summer session due in Banner by 4 p.m.

Fall 2014

February 1
Graduate School Fall Admission Application – Priority Deadline Next business day if date falls on weekend

March 1
Graduate School Fall Admission Application Due – Late Deadline Next business day if date falls on weekend

April 1
Undergraduate International Students
Fall Admission Application Deadline
Next business day of date falls on weekend

May 1
International students application deadline
Enrollment deposits due

July 1
Priority date for fall undergraduate admissions, including transfer students

August 1
Application deadline for freshmen and transfer students. Applications received after this date will be considered on a space available basis

August 4
All tuition and fees due

August 8
Financial aid posted

August 10
Advising and registration continues for all students

August 12
Faculty/Staff Institute and University Conference at 8 a.m.

August 13
Residence hall check-in for New students who did not attend Orientation – 9 a.m. – 11 a.m.
Residence hall check-in for New Students who attended Orientation
9 a.m.–11 a.m.–Last Names A-M
11 a.m.–1 p.m.–Last Names N-Z

August 13-17
Week of Welcome (WOW)

August 14
Residence hall check-in for Continuing students – 9 a.m. – 1 p.m.

August 17
Preliminary class lists available through Banner

August 18
First day of classes
Late registration, schedule adjustment period (drop/add) begins
Late registration fees imposed

August 20
Notification of impending drop for students who have not submitted final immunization records

August 22
Late registration and scheduled adjustment period (drop/add/section changes) ends at 4 p.m.
Course schedules canceled for all students who have not made satisfactory payment arrangements

August 25
First day for a student to initiate a withdrawal from a class (grade of WC) and student to request to be withdrawn from the institution (grade of W)
Residence check for on-campus students not registered or registered less than 12 hours

August 29
Tenth day of class – Census date
Course schedules canceled for all students who have not made satisfactory payment arrangements
Last day to submit application for in-state residency reclassification

September 1
Graduate School Spring Admission Application Due – Priority Deadline
Next business day if date falls on weekend

Graduate International Students
Spring Admission Application – Final Deadline
Next business day if date falls on weekend

Undergraduate International Students
Spring Admission Application – Final Deadline
Next business day if date falls on weekend

September 1
Labor Day, no classes

September 2
Final class rolls available in Banner

September 4
Last day to challenge courses by examination for credit

September 6
Last day for filing applications for master’s foreign language examinations to be taken this semester
Last day for deans to submit course offerings for spring 2015

September 12
Early warning progress grades due in Banner by 5 p.m.

September 17
Students who have not met the state immunization requirements will be dropped from classes

September 18
Last day to withdraw from the university with a prorated tuition and fee adjustment
Fall Convocation in McDougald-McLendon Gymnasium (classes should attend)

October 1
Graduate School Spring Admission Application – Late Deadline
Next business day if date falls on weekend

October 3
Mid-term progress reports due in Banner by 4 p.m.
Last day to apply for December graduation

**October 4**  
Foreign language examinations for master's degree candidates

**October 7-10**  
Law School Mid-term exams

**October 10**  
General Faculty Meeting

**October 11**  
Fall Break begins after classes

**October 13**  
Law School Fall Break (No Classes)

**October 14**  
Classes resume at 8 a.m.

**October 15**  
Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester

Early registration for spring 2015 begins

Last day for undergraduates to withdraw from a class with a grade of WC or from the university with a W grade

Last day for graduate students to withdraw from a class with a WC grade or from the university with a W grade

**October 22**  
Last day for filing application for the master’s written examination to be taken this semester

**November 1**  
Spring admissions priority application deadline

Written examinations for master’s degree candidates

**November 3**  
First day for Continuing Students to pay housing administrative fee. The fee will be accepted until all spaces are occupied

First day for New Students to pay housing administrative fee. New Students who pay by May 1, 2015 are guaranteed housing

**November 7**  
Founder’s Day

**November 20**  
Early Eagle NSO for Transfer Students

**November 26-30**  
Thanksgiving recess

**December 1**  
Spring admissions final application deadline

Classes resume at 8 a.m.

Last day of classes for graduating students

Last day to submit theses/projects for this semester

Last day of class lecture for non-graduating students

**December 2**  
Reading day for graduating and non-graduating students

Reading day for law school students/Conflict day for graduating law school students

**December 3**  
Deadline for submission of undergraduate applications for admission to the spring semester

**December 3-4**  
Final examinations for graduating students

**December 3-9**  
Final examinations for non-graduating students

**December 3-12**  
Final examinations for law students

**December 5**  
Final grades for graduating students due in Banner by 5 p.m.

**December 8**  
Final grades due for graduating law school students by 5 p.m.

**December 9**  
Last day of classes for all students

Last day of final examinations for non-graduating students

NOTE: THE LAST DAY OF CLASSES FOR ALL STUDENTS AND FINAL EXAMS ARE IN FACT THE SAME DAY. THE INSTRUCTIONAL TIME INCLUDES THE REQUIRED EXAMINATION PERIODS.

**December 10**  
Residence halls close at 10 a.m. for non-graduating students

**December 11**  
All grades due in Banner by 5 p.m.

**December 12**  
Commencement rehearsal, 11 a.m.

Chancellor’s Reception for graduating students and their families, 6 p.m., A.E. Student Union

**December 13**  
Commencement, 9 a.m.

Residence Halls close at 3 p.m. for graduating students

**Spring 2015**

**January 1**  
FAFSA for 2015-16 should be filed

**January 2**  
Financial aid posted

All tuition and fees due

University business resumes for all NCCU employees
January 5
Residence hall check-in from 9 a.m. – 5 p.m. for all new students

January 5-8
New Student Welcome Programs

January 6-8
New Student Orientation

January 7-8
Residence hall check-in from 9 a.m. – 5 p.m. for continuing students

January 8
First day of law school classes

January 9
First day of classes

Late registration, schedule adjustment period (drop/add) begins, late fees imposed

Preliminary class rolls available in Banner

January 13
Notification of impending drop for students who have not submitted final immunization records

January 16
Late registration and schedule adjustment period (drop/add/section changes) conclude at 4 p.m.

Course schedules canceled for all students who have not made satisfactory payment arrangements

Residence check for on-campus students not registered or registered for less than 12 hours

January 19
Martin Luther King Jr. Day Observance, no classes

January 20
First day for a student to initiate a withdrawal from a class (grade of WC) and student to request to be withdrawn from the institution (grade of W)

January 23
Tenth day of class – census date

Course schedules canceled for all students who have not made satisfactory payment arrangements

Last day to challenge courses by examination for credit

January 26
Final class rolls available in Banner

February 1
Graduate School Fall Admission Application – Priority Deadline

Next business day if date falls on weekend

February 4
Last day for deans to submit course offerings for the summer sessions and fall 2015

February 6
Early warning progress reports due in Banner by 5 p.m.

Last day for filing applications for the master’s foreign language examinations to be taken this semester

February 8
First Steps Academic Recognition Ceremony

February 20
Last day to withdraw from the university with a prorated tuition and fee adjustment

Last day to file for May graduation

February 21
Foreign language examinations for master’s candidates

February 27
Midterm progress reports due in Banner by 4 p.m.

March 1
Graduate School Fall Admission Application Due – Late Deadline

Next business day if date falls on weekend

March 4
Last day for undergraduates to withdraw from a class with a grade of WC or from the university with a W grade

March 7
Spring Break begins after Saturday classes

Residence halls close at noon.

March 15
Residence halls reopen at noon

March 16
Classes resume

Registration opens for summer sessions and fall 2015

FAFSA for 2014-15 must be filed if attending summer school

Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester

March 20
General Faculty Meeting

Last day for filing applications for the master’s written examinations to be taken this semester

March 26
Honors Convocation, McDougald-McLendon Gymnasium

March 28
Written examinations for master’s degree candidates

April 1
Undergraduate International Students Fall Admission Application Deadline
Next business day if date falls on weekend

April 3
Good Friday, no classes

April 15
Graduate School Summer Admission Application – Late Deadline
Next business day if date falls on weekend of holiday

April 27
Last day of class for law school

April 28
Reading day for graduating and non-graduating students

April 29
Reading day for law school students/Conflict day for graduating law students

April 29-30
Final examinations for graduating students

April 29-May 8
Final examinations for law school students

April 30-May 5
Final examinations for non-graduating students

May 1
Final grades for graduating students due in Banner by 5 p.m.

May 5
Last day of classes for all students

NOTE: THE LAST DAY OF CLASSES FOR ALL STUDENTS AND FINAL EXAMS ARE IN FACT THE SAME DAY. THE INSTRUCTIONAL TIME INCLUDES THE REQUIRED EXAMINATION PERIODS.

May 6
Residence halls close at 10 a.m. for non-graduating students

May 7
All grades due in Banner by 5 p.m.

May 8
Alumni Day

Baccalaureate Commencement rehearsal at 10 a.m.

Graduate and Professional Commencement Ceremony, 3 p.m.

Chancellor’s Reception for graduating students and their families, 6 p.m., A.E. Student Union

May 9
Baccalaureate Commencement Ceremony, 8 a.m.

Residence Halls close at 5 p.m. for graduating students

May 12
New Student Orientation Transfer Students

May 17
Residence halls open at 9 a.m.

May 18
Registration for all students

First day of classes for law students

May 19
First day of classes for non-law students

Late registration/schedule adjustment period begins

May 20
Schedule adjustment concludes at 4 p.m.

All registration activities for first and dual sessions end at 4 p.m.

Course schedules canceled for students who have not made satisfactory payment arrangements

Last day to withdraw from the university with a tuition adjustment and/or refund

May 25
Memorial Day, no classes

June 2
Equivalent 10th-day census date

Last day to submit application for in-state residency reclassification

June 5
Last day to file for Summer graduation

June 8
Last day for undergraduates to withdraw from a class with a WC grade

Last day for graduate students to withdraw from a class with a WC grade

June 10
Last day for filing application for master’s foreign language examination to be taken this summer

June 11-12
New Student Orientation First-Year Students

June 18-19
New Student Orientation First-Year Students

June 20
Foreign language examinations for master’s degree candidates

June 23
New Student Orientation Transfer Students

June 22
Last day of classes

Last day to submit theses/projects for this summer session

June 23-24
Final examinations

June 25
Residence halls close at 10 a.m. (first session only)

Final grades for first summer session due in Banner by 4 p.m.

First day of registration for Second Session

Summer 2015: Second Session

June 25-26
New Student Orientation First-Year Students

June 28
Residence halls open at 9 a.m.

June 30
First day of classes

Late registration/schedule adjustment period begins

New Student Orientation Transfer Students

July 1
Schedule Adjustment concludes at 4 p.m.

Course schedules canceled for students who have not made satisfactory payment arrangements

Last day to withdraw from the university with a tuition adjustment and/or refund

Priority date for all undergraduate admissions, including transfer students

July 7
New Student Orientation Transfer Students

July 9
Last day for filing application for the master’s written examination to be taken this summer

Last day for undergraduates to withdraw from a class with a WC grade

Last day for graduate students to withdraw from a class with a WC grade

July 9-10
New Student Orientation First-Year Students

July 14
Equivalent 10th-day census date

New Student Orientation Transfer Students

July 16-17
New Student Orientation First-Year Students

July 18
Written examination for master’s degree candidates

July 21
New Student Orientation Transfer Students

July 23-24
New Student Orientation First-Year Students

July 28
New Student Orientation Transfer Students

July 30
Last day of classes

Last day to submit theses/projects for this summer session

July 31-August 1
Final examinations
University of North Carolina System
The University of North Carolina Seventeen Constituent Institutions

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*Advancement Services Associate*

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Vice Chancellor for Student Affairs

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Krystal George, Assistant Director
Women’s Center
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<th>Name</th>
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**Student Affairs cont.**

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History of the University of North Carolina

In North Carolina, all public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. North Carolina Central is one of the 16 constituent higher education institutions of the multi-campus 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 18th 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, including NCCU, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One was a training school for performing artists.

In 1931, the N. C. General Assembly redefined the University of North Carolina system to include three state-sponsored 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 system 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.

By 1971, the General Assembly passed legislation bringing into the University of North Carolina the state’s 10 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 system. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the university; and in 1996, Pembroke State was renamed The University of North Carolina at Pembroke through legislative action.)

The UNC Board of Governors is the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president, who is the chief executive officer of the university system. 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 17 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 institutions on delegation from the Board of Governors.

North Carolina Central University Mission Statement

The following mission statement was formally adopted by the Board of Trustees of North Carolina Central University in July of 2004.

North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master’s, and selected professional levels. It is the nation’s first public liberal arts institution founded for African Americans. The university maintains a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual productivity and to enhance the academic and professional skills of its students and faculty.

The mission of the university is to prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. The university will serve its traditional clientele of African-American students; it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic attributes.

Teaching, supported by research, is the primary focus of the university. As a part of that focus, the university encourages the faculty to pursue intellectual development and rewards effective teaching and research. The university recognizes, however, the mutually reinforcing impact of scholarship and service on effective teaching and learning. North Carolina Central University, therefore, encourages and expects faculty and students to engage in scholarly, creative and service activities that benefit the community.

Academic Standing and Accreditation

North Carolina Central University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master’s, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 3003-4097 or call 404-679-4500 for questions about the accreditation of North Carolina Central University.

Specialized accreditation and/or certification in the following areas contribute to the university’s goal of ensuring academic rigor and integrity in all degree programs. The following is a list of accredited and certified academic programs and their respective accrediting organizations.

Athletic Training (Department of Physical Education)
Commission on Accreditation of Athletic Training Education

Business
Association of Collegiate Business Schools and Programs
Association to Advance Collegiate Schools of Business

Chemistry
American Chemical Society
Communication Disorders (School of Education)
Council on Academic Accreditation in Speech-Language Pathology

Counseling (School of Education)
Council for Accreditation of Counseling and Related Educational Programs

Criminal Justice
North Carolina Criminal Justice Education and Training Standards Commission
Academy of Criminal Justice Sciences

Dietetics (Department of Human Sciences)
Commission on Accreditation for Dietetics Education

Education
Council for the Accreditation of Educator Preparation
North Carolina Department of Public Instruction

Environmental, Earth and Geospatial Sciences
National Environmental Health Science & Protection Accreditation Council

Geography and Earth Sciences (Department of Environmental, Earth, and Geospatial Sciences)
University Consortium for Geographic Information Science

Hospitality and Tourism Administration (School of Business)
Accreditation Commission for Programs in Hospitality Administration

Law
American Association of Law Schools
American Bar Association

Library and Information Sciences
American Library Association

Nursing
North Carolina Board of Nursing
Accreditation Commission for Education in Nursing

Parks and Recreation Management (Department of Physical Education and Recreation)
National Recreation and Park Association / American Association for Physical Activity and Recreation

Public Health Education
Society of Public Health Education – American Association for Health Education

Social Work
Council on Social Work Education

Theater
National Association of Schools of Theater

In the School of Education, programs approved by the North Carolina Department of Public Instruction include Elementary Education (K-6); Middle Grades Education in Language Arts, Math, Science, and Social Studies; Communication Disorders; Career Counseling; Mental Health Counseling; School Counseling; Secondary Grades Education in English, Mathematics, Comprehensive Science, and Comprehensive Social Studies; Special Subjects (K-12) in Art, Dance, Music, Theater Arts, Physical Education, French, and Spanish; Educational Technology; School Administration; and Special Education in General Special Education, Visual Impairments, Learning Disabilities and Emotional/Behavioral Disabilities.

History and Background

North Carolina Central University, a state-supported liberal arts institution, was chartered in 1909 as a private institution and opened to
students on July 10, 1910. It was founded by Dr. James E. Shepard, a pharmacist and religious educator. From the beginning, when it was known as the National Religious Training School and Chautauqua, its purpose has been the development of “fine character and sound academic training” to prepare students for service and leadership.

In the early years, private donations and student fees constituted the total financial support of the school, and the heavy burden of collecting funds rested on the founder and president.

In 1915 the school was sold and reorganized as the National Training School. During this period, Mrs. Russell Sage of New York was a generous benefactor of the school. In 1923, the General Assembly of North Carolina appropriated funds for the purchase and maintenance of the school, and it was renamed Durham State Normal School. Two years later, the General Assembly converted the institution into the North Carolina College for Negroes to offer a liberal arts education and to prepare teachers and principals of secondary schools.

At its 1927 session, the General Assembly began an expansion of its college plan to incorporate a larger academic program at the college. The interest of the Honorable Angus W. McLean, then governor of North Carolina, and his belief in the institution aided greatly in the promotion of this program. State appropriations were supplemented by a generous gift from B. N. Duke and by contributions from citizens of Durham in 1929. The 1930’s brought in federal grants and state appropriations for a new program of physical expansion and improvement of educational facilities; this initiative continued until the beginning of World War II.

The college was accredited by the Southern Association of Colleges and Secondary Schools as an Class A institution in 1937 and was admitted to membership in that association in 1957.

The General Assembly of 1939 authorized the establishment of graduate work in liberal arts and the professions and graduate courses in the arts and sciences, which were first offered that same year. The School of Law began operation in 1940, and the School of Library Science was established in 1941.

In 1947 the General Assembly changed the name of the institution to North Carolina College at Durham.

On October 6, 1947, Dr. Shepard, the founder and president, died. The Board of Trustees appointed an interim committee consisting of Dr. Albert E. Manley, dean of the College of Arts and Sciences; Miss Ruth G. Rush, dean of women; and Dr. Albert L. Turner, dean of the School of Law, to administer the affairs of the institution until the election of the second president.

On Jan. 20, 1948, Dr. Alfonso Elder was elected president of the institution. At the time of his election, Dr. Elder was serving as the head of the Graduate Department of Education and had formerly been dean of the College of Arts and Sciences. Dr. Elder retired Sept. 1, 1963.

Dr. Samuel P. Massie was elected as the third president of the college on Aug. 9, 1963. Dr. Massie came to the institution from Washington D. C., where he was associate program director for undergraduate science education at the National Science Foundation and professor and chairman of the Department of Pharmaceutical Chemistry at Howard University. He resigned on Feb. 1, 1966.

The Board of Trustees appointed an interim committee consisting of Mr. William Jones, business manager; Dr. Helen G. Edmonds,
graduate dean; and Dr. William H. Brown, professor of education, to administer the affairs of the institution until the fourth president took office.

On July 20, 1966, Dr. Albert N. Whiting was named as the fourth president of the institution. He came to North Carolina College from Baltimore, Md., where he had been Dean of the Faculty at Morgan State College. Dr. Whiting served as president and chancellor from July 1, 1967, until his retirement June 30, 1983.

In 1969, the General Assembly changed the name of the institution to North Carolina Central University. On July 1, 1972, North Carolina Central University became a constituent institution of the University of North Carolina.

On July 1, 1983, Dr. LeRoy T. Walker became interim chancellor of the university. He had served the institution as chairman of the Department of Physical Education and Recreation, head track coach and vice chancellor for university relations. At its February 1986 meeting, the University of North Carolina Board of Governors, at the request of the university’s Board of Trustees, decreed that Dr. Walker was chancellor of the university and made that action retroactive to the beginning of his term as interim chancellor.

Dr. Tyronza R. Richmond, formerly dean of the School of Business, succeeded Dr. Walker as chancellor on July 1, 1986. Prior to his arrival at North Carolina Central University, Dr. Richmond was associate dean and professor at the School of Business and Public Administration at Howard University.

In Dec. 1991, Dr. Richmond resigned as chancellor to return to the classroom and was succeeded on Jan. 1, 1992, by Dr. Donna J. Benson as interim chancellor. Dr. Benson was succeeded in January 1993 by attorney Julius L. Chambers, former director of the Legal Defense Fund of the National Association for the Advancement of Colored People.

Mr. Chambers led the university for more than eight years, stepping down on June 1, 2001. At that time, Dr. James H. Ammons Jr. became the ninth chief administrator of North Carolina Central University. Prior to his election, Dr. Ammons was the provost and vice president at Florida A & M University in Tallahassee, Florida.

Dr. Charlie Nelms became the 10th chief administrator of North Carolina Central University in August of 2007. The slogan for his tenure was “Destination Graduation.” Prior to joining North Carolina Central University, Dr. Nelms served as vice president for institutional development and student affairs for the Indiana University System. Dr. Nelms left the university in 2012.

Dr. Debra Saunders-White was named as the university’s 11th chancellor in February 2013. She began her work on June 1, 2013 and was formally inaugurated into office on April 4, 2014, as the university’s first permanent female chancellor.

The Faculty

North Carolina Central University seeks to attract and maintain an outstanding faculty of individuals who are capable of contributing to the enrichment of its educational and research programs. The university’s faculty members come from all sections of the United States as well as from several foreign countries, bringing to the campus a rich diversity of training and experience.

In addition to the primary responsibility of instruction, faculty members actively engage in research and other creative pursuits. Research interests are widespread among the various
disciplines, and members of the faculty eagerly compete to bring grants to the university. Their work is frequently published in books and scholarly journals and often is presented at professional conferences. Faculty members are also encouraged to participate in community activities as well as activities on campus. Many also participate in government, business, educational, artistic and other endeavors that enrich the larger community.

The Campus

North Carolina Central University is in the eastern section of the North Carolina Piedmont, part of the world-famous Research Triangle region. The city of Durham, with a population of 218,179, is a part of a larger metropolitan area containing about 1.5 million residents. Durham offers students the advantages of cultural institutions available in an urban environment.

Buildings

Sixty-two buildings of modern and modified Georgian brick construction are situated on North Carolina Central University’s 106-acre campus.

The buildings are functional as well as aesthetically pleasing and have been designed to meet the needs of the students and teachers who use them. Lounges, seminar rooms, auditoriums, and numerous utility services are also available for public access.

The university features attractively landscaped lawns and the geometrically arranged walks and roadways that blend with the natural scenery of the foliage and trees.

A focal point on campus is the Hoey Administration Building, with its statue of the school’s founder, Dr. James E. Shepard, in front. This building houses the institution’s administrative offices as well as registration services, cashier and the student accounting offices. The William Jones Building, formerly the School of Law, now serves as home to the Office of Institutional Advancement and Career Services.

The Alexander-Dunn Building contains the University College offices and services, including Academic Advising, Academic Support, Developmental and Supplemental Learning/Reading Instruction, and Title III Retention and Academic Strategies. These programs have been designed to ensure student success.

Nearby, the B.N. Duke Auditorium seats 650 for theatrical and musical performances as well as other assemblies. It was named after a generous benefactor of the institution.

Facing Fayetteville Street are the Lee Biology Building and the Robinson Science Building.
The Mary M. Townes Science Complex at Concord and Lawson Streets is home to the biology, chemistry, environmental, earth and geospatial sciences, mathematics and computer science and physics departments. These departments make up the College of Science and Technology.

The Helen G. Edmonds Classroom Building houses classrooms and seminar rooms for the departments of history, political science, sociology and social work.

The School of Business is housed in the recently renovated Willis Commerce Building. This building contains up-to-date classroom and seminar facilities, as well as the school’s own computing center for use by its faculty and students and the university as a whole.

The Taylor Education Building contains the Department of Psychology, the Institute for Minority Issues, Graduate Studies Office, office space, and classrooms for the Human Sciences Department.

The offices of the Human Sciences Department are housed in the Dent Building, which contains classroom and laboratories for clothing and textiles, food and nutrition, family relations and child development, family resource management and housing, and interior design. In addition, a biochemistry and a child development laboratory for children ages 3-5 occupy sections of the Dent Building.

The Miller-Morgan Health Sciences Building offers modern classrooms, clinical and laboratory space for the Department of Health, Department of Education and ROTC. This building contains lounges for students and faculty, a learning resources center, and an auditorium which seats 300 and is used extensively for community and university functions.

The Criminal Justice Department and the Public Administration Program are located in the Albert N. Whiting Criminal Justice Building, which was completed in 1984 and named after a former chancellor. This building offers modern classrooms, seminar rooms, and laboratory facilities, including crime and computer labs. The building also contains a library used by these disciplines.

The Turner Law Building, facing the Alston Avenue side of the campus, houses the School of Law. The four-story building contains offices for student activities including the Law Journal, the Legal Clinic and other student activities, as well as classroom space. The Law Library is also in the building and provides a comfortable environment for study and research.

The Leroy T. Walker Physical Education and Recreation Complex, named for a former chancellor, contains 102,000 square feet of offices, classrooms, sports facilities and laboratories. The center is actually four structures joined together by enclosed stairs and walkways. These structures include an aquatics building that houses a 50-meter, Olympic-size swimming pool; an administration building that also contains classrooms, faculty offices, locker rooms, and a student center; a gymnasium building that includes dance studios, training and weight rooms, dressing and storage rooms, offices, two teaching theaters, and practice areas for archery, riflery, and golf; and a gymnastics building that includes a gymnasium and eight handball courts.

The Alfonso Elder Student Union, named for a former president of the university, contains student government offices, lounges for students, meeting rooms, a snack bar and cafeteria, a game room, barber shop, and the campus book store. Facilities are available for receptions, concerts, and other public functions.
The Fine Arts Building houses art studios and classrooms. The adjoining C. Ruth Edwards Building is the home of the Department of Music and includes practice studios and classrooms for music. The Edwards Music Building also contains rehearsal space for the band and a small concert auditorium. Connected to this building is the University’s Art Museum.

The Farrison-Newton Communications Building contains the departments of English and mass communication, modern foreign languages, and theater. The WNCU Radio Station is located in the building. The building also houses a modern 250-seat theater in which the university’s acclaimed dramatic productions are presented.

The Biomedical/Biotechnology Research Institute is a 3,800-square-foot facility containing 12 research laboratories, teleconferencing capabilities, an auditorium, classrooms, and state-of-the-art telecommunications technology. The construction was completed in 1998.

Chidley North Residence Hall opened in August 2011 and houses 517 students. The building is LEED GOLD certified. There are eleven other residence hall on the campus, all coed.

The H.M. Michaux Building is a 103,000-square-foot building that opened in fall 2000 for the School of Education. The building includes state of-the-art telecommunications technology. This facility houses the School of Education, School of Information Technology, Office of Research, Evaluation, and Planning, the University’s Academic Computing Center, and the Extended Studies Program.

The Early College High School is housed in the Robinson Science Building on Fayetteville Street.

The Biomanufacturing Research Institute and Technology Enterprise Building (BRITE) houses the Pharmaceutical Science Department’s bachelor’s and master’s degree programs. It contains scientific, technological, and research equipment used in bio-manufacturing and technology industries. It opened for classes in fall 2006.

The Benjamin Ruffin Residence Hall was opened in 2007. Located off Fayetteville Street, it overlooks University Circle and Hoey Administration Building. It accommodates 344 students.

Martha Street Apartments are off Lincoln and Cecil Streets. Designed for graduate students, these apartments contain 32 units.

W.G. Pearson Cafeteria building includes conference rooms, the Chancellor’s Dining Room, a faculty dining room, a banquet hall, and a spacious open dining area for students with choices of six different cuisines.

Library Facilities

The mission of the libraries at North Carolina Central University is to provide resources and services to support the university’s educational research, cultural, and public service objectives.

The James E. Shepard Memorial Library opened November 1951.

A 2007 renovation reconfigured space on the ground floor once devoted entirely to the circulating book collection to create a Mega Lab that is maintained and staffed by the Information Technology Services Department. Also on the ground floor, areas are set aside for the Reserve Department, staff offices, and a large student study area. The library’s expanded Treasure Room and University Archives moved into what had formerly been the Government Documents department.
A student group-study area was created on the second floor, and a portion of the third floor has become an electronic classroom, with 24 computers and projection screens to create a home base for the library’s information literacy program.

Additional library resources on campus include the Music Library, the library of the School of Library and Information Sciences, the library of the School of Law, the Curriculum Materials Center Library in the Michaux School of Education. These collections contain more than 850,000 volumes, as well as periodicals. Access is available through an integrated online catalog and circulation system.

NCCU is a member of the Triangle Research Libraries Network (TRLN), a cooperative institution comprised of libraries at Duke University, NCCU, UNC at Chapel Hill, and NC State University. The combined collection includes more than 10 million volumes.

NCCU students can borrow directly from any of the TRLN institutions by presenting a valid NCCU student ID card. Borrowing privileges at TRLN libraries are extended to faculty, staff, and administrators who present a current University ID card. Additional library resources are available at the additional 13 institutions in the UNC System. Graduate students and faculty have direct borrowing privileges. Electronic access to these collections is provided via the Search TRLN and UNC Express integrated online catalogs.

The James E. Shepard Memorial Library contains 498,000 volumes and 140,200 federal and state government documents. Microform and an extensive inventory of full-text electronic databases are among the library’s non-print resources. Some of the electronic databases can be accessed off-campus by students and faculty.

An outstanding collection of books and pamphlets on African American life and culture is found in the Treasure Room.

Textbooks, curriculum guides, and non-print items in the field of education, are housed in the Curriculum Materials Center (CMC). Audiovisual materials are also part of the CMC collection. Word processing and internet access are available on library computers for student use.

The Music Library is on the third floor of the Edwards Music Building. It contains an excellent collection of instrumental and vocal music, orchestral scores, and records, in addition to a carefully selected collection of books in the field of music. The Music Library is a branch of the Shepard Library.

The School of Library and Information Sciences (SLIS) is on the third floor of the James E. Shepard Memorial Library. The SLIS Library, part of the School of Library and Information Sciences, houses an outstanding collection of current materials and equipment to support the academic programs in Library Science and Information Systems.

The Law Library has more than 400,000 volumes and volume-equivalents for research. The Law Library participates in the Triangle Research Libraries Network (TRLN), which gives students and faculty access to the holding of other academic research libraries in the Research Triangle. Electronic resources include LexisNexis, Westlaw, Fastcase, Loislaw, BNA and HeinOnline. Students, faculty and staff can access most electronic resources from their homes anytime using the university’s Virtual Private Network. Training is available to ensure meaningful access to the many legal research databases.

The Law Library provides two stories of space for individual and collaborative study. The reading room is light-filled with soft seating as well as
Shaker-styled seating for more intensive study. The library’s second floor contains eight study rooms for collective and carrels that are unassigned and available to individual students. Students have access to the library’s space 100 hours per week.

Institutional Advancement

The Office of Institutional Advancement (IA) is charged with communicating the university’s mission, vision and goals to the public for the purpose of cultivating widespread financial support. In turn, private funds raised by Institutional Advancement help to ensure the university’s excellence in higher education. These contributors are put to use as soon as possible to provide support for need- and merit-based student scholarships, research, fellowships, professorships, new programs and opportunities for students, and special events that would not exist except for the work of Institutional Advancement.

The university has professional gift officers assigned to oversee major gifts, planned giving, corporate and foundation relations and annual giving. These employees plan and implement fund-raising initiatives that identify prospective donors to engage and cultivate giving. The officers look for opportunities to connect potential donors with particular campus programs or initiatives that coincide with the donors’ interests and philanthropic goals. Our donor base of support includes faculty and staff, alumni, parents, friends, corporations and foundations.

The Advancement Services unit is responsible for acknowledging donations, providing tax receipts, preparing and distributing reports, and assisting donors face-to-face, on the phone and online. These staff manage a database of 70,000 constituent records.

Alumni Relations is the unit of IA that fosters the relationship between 30,000 NCCU alumni and their alma mater. Alumni Relations encourages alumni to serve as ambassadors who will promote the university to prospective students and work to enhance the positive public perception of NCCU in their varied communities. Alumni Relations staff develop, coordinate and promote programs to keep alumni informed about and involved in campus life. They plan and implement special events, most notably Homecoming, to help alumni maintain their connection to their academic home.

The Office of Public Relations is part of Institutional Advancement and is charged with enhancing the image of the institution and keeping the public informed about news regarding NCCU’s staff, students, programs and activities.

The office is also responsible for final review and sign-off on the content and design of all university publications for external audiences. It is solely responsible for disseminating information to the news media and holding news conferences on behalf of the university, particularly during crisis situations.

Except for crisis communications, the office delegates all public relations services for the Division of Athletics to the Office of Sports Information.

NCCU Foundation, Inc.

The NCCU Foundation, a 501 (c) 3 organization, works in close collaboration with Institutional Advancement and is housed in IA’s offices. The foundation receives donations on behalf of the university and oversees the investment and financial accounting of donor funds. The foundation has a Board of Directors, with the executive director reporting to the president of
the foundation board who interacts daily with the vice chancellor for Institutional Advancement.

Career Services

The mission of Career Services is to facilitate and ensure growth, expansion and awareness of each student’s career development opportunities through interactive programs, technological initiatives, effective career assessments, and employment opportunities. Career Services is dedicated to helping students hone career and professional development skills needed to stay employable in the current job market.

The office serves students from freshman year through graduation and beyond – whether it’s selecting the right major, exploring career options, looking for a part-time job or internship, or preparing for an interview. Mentoring and coaching from alumni and corporate partners also facilitates career and academic-major decisions. Online services are available at nccucareerservices@nccu.edu that allows students, alumni and employers to access information through the Eagle Career Network.

Numerous representatives from Fortune 500 and other companies throughout the United States visit Career Services each year to conduct employment interviews with prospective candidates. Many graduate and professional schools visit or contact the Career Services seeking candidates for graduate study in areas such as business, law, medicine, social science, and the humanities.

Part-time job resources, on-campus student employment, internships, and cooperative-education opportunities are available through an extensive “experiential learning program” to assist students with obtaining valuable work experience before graduation. Such opportunities are available in the governmental, private, and public sectors. Some of these include serving as White House and Washington Center interns, working in the United States Congressional Offices and working for major corporations, such as GlaxoSmithKline, SAS, Environmental Protection Agency, and PNC Bank.

Career Services programming also provides a variety of professional and developmental workshops on topics such as resume writing, interviewing, job-search training, and experiential education. Brochures, pamphlets, magazines, graduate school catalogs, company annual reports, videos, and other career-related materials are available for students, faculty, and alumni to browse in the Career Center and online. Appointments may be scheduled or students may see a counselor on a walk-in basis.

ACADEMIC COMMUNITY SERVICE LEARNING PROGRAM

Mission Statement
The Academic Community Service Learning Program (ACSLP) contributes to the preparation of local, state, national, and international leadership through public and community service opportunities and service-based intellectual inquiry and research. The ACSLP provides a setting for the convergence of service and scholarship for NCCU students, faculty, staff, and alumni.

GOALS
The Academic Community Service Learning Program provides outstanding service learning and community service activities for NCCU
students, faculty, and staff. The ACSLP facilitates and supports excellence in innovative teaching, learning, and research through the intersection of intellectual theory and community-based practice across the academic spectrum.

The Program

The Academic Community Service Learning Program was established at North Carolina Central University in the 1990’s. It was among the first such programs in the state and HBCUs nationally.

Students at NCCU engage with the community through the ACSLP to gain valuable leadership and intellectual-inquiry skills and to link academic theory to “real world” issues.

The university’s ACSLP program has been a pioneer in expanding the classroom setting to include service to community. The university encourages all undergraduates to embrace the leadership skills, critical thinking skills, and research training developed through service to the community.

All undergraduate students are required to earn 120 community service hours as part of the graduation requirement. NCCU was the first public university in the state to institute community service as a requirement for graduation.

The ACSLP integrates service with the academic mission of NCCU in the following ways:

Faculty - Community Agency Symposium: This forum is offered annually to assist community organizations and faculty in better understanding the link between inquiry and practice. The symposium provides a training and communication forum for faculty and community organizations who partner to provide academic service learning activities.

An Annual Recognition Banquet: This banquet formally recognizes and showcases student, faculty, staff, and community achievements.

Annual Campus Wide-Service Project. Each year a campus-wide service project will be selected to highlight NCCU’s mission “Truth and Service” through the tangible provision of concentrated service given by NCCU’s students, faculty, and staff.
SCHOOL OF GRADUATE STUDIES

Mission of the School of Graduate Studies
The mission of the School of Graduate Studies at North Carolina Central University is to provide world-class education and to produce leaders that are culturally sensitive and engaged in their respective fields of study. The School of Graduate Studies aims to develop independent study, originality, and competence in research and/or in the application of critical thinking to professional problems and this defines student success for the unit.

Responsibilities of the School of Graduate Studies
Graduate study at North Carolina Central University is designed to provide qualified individuals seeking advanced degrees with a broader, deeper, and more thorough acquaintance with scholarship and research in a chosen field. The School of Graduate Studies is the principal academic unit of North Carolina Central University for graduate and professional education. Through the colleges and schools, the School of Graduate Studies provides administration for the development and creation of new graduate degree programs, admissions to graduate school, and assistantship funding.

The Graduate Dean, Graduate Council, and Graduate Faculty provide the organization by which the Office of the School of Graduate Studies discharges its responsibilities for graduate education at North Carolina Central University.

The duties of the Office of the School of Graduate Studies include the following:

• Reviews applications for admission to the Graduate School for compliance with academic standards.
• Upholds academic and admissions standards for graduate programs.
• Admits all graduate students to graduate programs.
• Administers all University policies that affect graduate education.
• Reviews and approves all new graduate programs.
• Establishes qualifications for and approves membership in the Graduate Faculty.
• Establishes qualifications necessary for graduate faculty to serve on and to chair thesis and dissertation examining committees.
• Sets policy that governs the composition of the thesis and dissertation examining committees and the conduct of the examinations.
• Oversees the process of submitting approved theses and dissertations, preservation of and access to the documents via online digital services such as ProQuest.
• Provides leadership in the recruitment and retention of graduate students.
• Provides orientation programs, advising, and other support services that contribute to the successful matriculation, retention, and graduation of graduate students.

Graduate Dean
The Dean of the School of Graduate Studies has the responsibility for implementing the policies and actions of the Graduate Council and the Graduate Faculty and for administering the School of Graduate Studies so that it is effective
in implementing and responding to those policies. Additional responsibilities of the Graduate Dean are included in the following:

- Allocates annual assistantship funding to the colleges and schools and monitors the application and academic impact of assistantships.
- Sets policy for and allocates annual graduate tuition remission awards.
- Supports and advises the Graduate Student Association.

Graduate Council
The Graduate Council develops and recommends necessary rules, regulations, policies, and guidelines that govern academic programs leading to advanced degrees. The Graduate Council reviews, evaluates, and provides recommendations to the University on proposals for new graduate programs, and on existing graduate programs; promotes quality in graduate programs; and promotes the general welfare of the graduate students and faculty. The Dean of the School of Graduate Studies serves as chairperson of the Graduate Council.

The Graduate Council membership includes the associate dean and graduate faculty representatives from each college or school that sponsors advanced degree programs, plus one representative from the Graduate Student Association. The Graduate Council membership will include the following:

- College of Arts and Sciences will have its associate dean and two (2) of its graduate faculty members,
- College of Behavioral and Social Sciences will have its associate dean and two (2) of its graduate faculty members,
- School of Business will have its associate dean and one (1) of its graduate faculty members,
- School of Education will have its associate dean and two (2) of its graduate faculty members,
- School of Library and Information Sciences will have its associate dean and one (1) of its graduate faculty members,
- School of Law will have its associate dean and one (1) of its Law faculty members,
- The Ph.D. in Integrated Biosciences (INBS) Program will have the INBS Director as member,
- One representative of the Graduate Student Association,
- Ex-officio member, Provost and Vice Chancellor for Academic Affairs

Graduate Faculty
The Graduate Faculty are responsible for teaching classes restricted to graduate students, designing the academic content of graduate degree programs, and supervising the writing and defense of graduate student research in the form of projects, theses, and dissertations.

Graduate Faculty can have Full or Adjunct Status. In addition, there also are Special Members to the Graduate Faculty who are scholars with no affiliation with the University.

Graduate Faculty with Full Status
Graduate Faculty with Full Status shall consist of tenured or tenure-track faculty members from academic departments which offer graduate degrees. Graduate Faculty with Full Status qualify based on their academic credentials, scholarly achievements, and abilities in graduate education and research.
Recommendation for appointment as Graduate Faculty with Full Status is initiated by the chairperson of the academic department responsible for the particular graduate program and the dean of the college or school, as appropriate. Recommendations for appointments to the Graduate Faculty with Full Status are approved by the Graduate Council. The Dean of the School of Graduate Studies authorizes the Graduate Faculty with Full Status appointment approved by the Graduate Council. The Dean of the School of Graduate Studies may execute exceptions to the procedures described and report such to the Graduate Council.

All Graduate Faculty with Full Status may teach any graduate course designated for them by the department in which they serve; supervise and advise graduate students on Theses or Projects; and serve as the chair or a member of graduate students’ Thesis Committees.

All Graduate Faculty with Full Status appointments will be reviewed annually and continuation of this appointment after a period of five years is subject to re-affirmation by the chairperson of the academic department and/or dean of the college or school, as appropriate, to the Graduate Council. The Graduate Faculty with Full Status appointment is terminated upon resignation or retirement.

**Graduate Faculty with Adjunct Status and Special Members of the Graduate Faculty**

Graduate Faculty with Adjunct Status may come from the ranks specified in the following categories:
- Emeritus faculty
- Visiting faculty
- Adjunct faculty
- Part-time faculty
- Other special categories of qualified faculty such as writers-in-residence or artists-in-residence
- Other qualified non-teaching university professional staff members

Recommendation for appointment as Graduate Faculty with Adjunct Status is made by the chairperson of the academic department responsible for the particular graduate program and/or the dean of the college or school, as appropriate, based on the nomination from Full Members of the Graduate Faculty in the department. Recommendations for appointments to the Graduate Faculty with Adjunct Status are approved by the Graduate Council.

Special Members of the Graduate Faculty are scholars who may come from the following categories:
- Tenured and tenure-track faculty members from other universities
- Qualified professionals external to the university

Nomination for appointment as Special Member to the Graduate Faculty is made by the chairperson of the academic department responsible for the particular graduate program, on the recommendation of the Full Members of the Graduate Faculty in the department. Nominations for appointments as Special Member to the Graduate Faculty are approved by the Graduate Council.

- Research faculty
- Clinical faculty
The Dean of the School of Graduate Studies authorizes the Graduate Faculty with Adjunct Status and the Special Member to the Graduate Faculty appointments approved by the Graduate Council. The Dean of the School of Graduate Studies may execute exceptions to the procedures described and report such to the Graduate Council.

All Graduate Faculty with Adjunct Status and Special Members to the Graduate Faculty may teach graduate courses designated for them by the department in which they were recommended and serve as a member of graduate students Thesis Committees. Graduate Faculty with Adjunct Status and Special Members to the Graduate Faculty may not serve as the chair of graduate students’ Thesis Committees.

All Graduate Faculty with Adjunct Status and Special Member to the Graduate Faculty appointments will be effective for periods of up to five years and may be re-approved for periods of up to five years based on appropriate review and on recommendation of the chairperson of the academic department to the Graduate Council. Both of these types of appointment are terminated upon resignation or retirement.

**Graduate Student Association**

The North Carolina Central University Graduate Student Association (GSA) is an advocacy organization composed of graduate and professional students at North Carolina Central University. GSA representatives exist to provide a voice for North Carolina Central University's entire graduate and professional student body. The organization represents graduate students at formal University sponsored meetings and provides a forum for dialogue between graduate students and other campus units, including University faculty and administrators. NCCU GSA organizes academic, professional, and social events designed to foster intellectual growth and interchange within the graduate community.

**Graduate Degrees Offered at NCCU**

The Graduate School at North Carolina Central University confers graduate and professional degrees through the College of Arts and Sciences, College of Behavioral and Social Sciences and the Schools of Business, Education, Law, and Library and Information Sciences. The graduate and professional degrees awarded by North Carolina Central University are the following:

- MASTER OF ARTS (MA)
- MASTER OF SCIENCE (MS)
- MASTER OF MUSIC (MM)
- MASTER OF PUBLIC ADMINISTRATION (MPA)
- MASTER OF SOCIAL WORK (MSW)
- MASTER OF BUSINESS ADMINISTRATION (MBA)
- MASTER OF EDUCATION (Med)
- MASTER OF ARTS IN TEACHING (M.A.T.)
- MASTER OF LIBRARY SCIENCE (MLS)
- MASTER OF INFORMATION SCIENCE (MIS)
- MASTER OF SCHOOL ADMINISTRATION (MSA)
- DOCTOR OF PHILOSOPHY (Ph.D.)
- JURIS DOCTOR (J.D.)

The Doctor of Philosophy (Ph.D.) degree in Integrated Biosciences is offered through the School of Graduate Studies and the College of Arts and Sciences. The Juris Doctor (J.D.) degree is offered through the School of Law.

**Joint Degrees**
North Carolina Central University offers two four-year programs that lead to the award of joint degrees: J.D./M.B.A. (Master of Business Administration) and J.D. /MLS (Master in Library Science). To participate in the joint degree programs, an applicant must apply and be accepted to both the School of Law and the Master of Business Administration or the Master of Library and Information Science program. Prospective joint-degree students should investigate these options prior to or at the end of their first year of Law School. Students in a joint degree program must successfully complete all their required first year courses of study in the School of Law.

NCCU also offers a joint degree between the School of Business and the School of Library and Information Sciences: M.B.A./M.I.S (Master of Business Administration/Master of Information Science).

**Graduate Programs Offered at NCCU**

Graduate School at North Carolina Central University is organized by subject matter departments which offer graduate education and training leading to advanced degrees. Graduate degree programs at NCCU offered through each College/School are listed in the following:

**College of Arts and Sciences**
- Arts and Humanities
- English (MA)
- English Secondary Education (MEd)
- History (MA)
- Jazz Studies (MM)

**Sciences**
- Biology (MS)
- Chemistry (MS)
- Earth Sciences (MS)
- Mathematics (MS)

**School of Graduate Studies/ College of Arts and Sciences**
- Integrated Biosciences (Ph.D.)

**College of Behavioral and Social Sciences**
- Adapted Physical Education (MS)
- Executive Master of Public Admin (EMPA)
- Family and Consumer Sciences (MS)
- Law Enforcement and Corrections (MS)
- Physical Education (MS)
- Psychology (MA)
- Public Administration (MPA)
- Recreation Administration (MS)
- Social Work (MSW)

**School of Business**
- Business Administration (MBA)
- Joint MBA / Master of Information Science (MBA/MIS)

**School of Education**
- Career Counseling (MA)
- Communications Disorders (MEd)
- Educational Technology (MA)
- Master of Arts in Teaching in Special Education (MAT)
- Mental Health Counseling (MA)
- School Administration (MSA)
- School Counseling (MA)
- Special Education - Blind and Visually Impaired (MEd)

**School of Library & Information Sciences**
- Information Sciences (MIS)
- Library Science (MLS)

**School of Law**
- Law (J.D.)

**Online Graduate Degree Programs**
Currently there are three graduate programs offered online through distance education:
- Master of Information Science
- Master of Library Science
Graduate Program Accreditations
North Carolina Central University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's and master's degrees, the Ph.D. degree, and the first professional degree of Law. NCCU graduate programs also have specialized accreditations which include the following:

- Business: Association of Collegiate Business Schools and Programs (ACBS); Association to Advance Collegiate Schools of Business (AACSBS)
- Chemistry: American Chemical Society (ACS)
- Child Development (Family & Consumer Sciences): National Association for the Education of Young Children (NAEYC)
- Communication Disorders: Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology
- Counseling: Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Criminal Justice: North Carolina Criminal Justice Education and Training Standards Commission (NC CJETSC)
- Dietetics (Family & Consumer Sciences): Commission on Accreditation for Dietetics Education (CADE)
- Education: National Council for Accreditation of Teacher Education (NCATE); North Carolina Department of Public Instruction (NCDPI)
- Law: American Bar Association (ABA); North Carolina State Bar Council (NCBC)
- Library & Information Sciences: American Library Association (ALA)
- Physical Education & Recreation: National Recreation and Park Association (NRPA)
- American Association for Physical Activity and Recreation (AAPAR)
- Social Work: Council on Social Work Education (CSWE)

GRADUATE ADMISSIONS
Admissions Overview
All graduate admission requirements and procedures within and for the School of Graduate Studies at North Carolina Central University were developed to maintain the integrity of NCCU and the University of North Carolina System. These requirements and procedures also were established to meet standards as dictated by the University administration and criteria from accreditation agencies. The School of Graduate Studies manages graduate admission for all graduate and professional programs except Law. Applicants for the Law School apply online through the Law School Admissions Council (LSAC). The School of Graduate Studies accepts applications to Graduate School through the ApplyYourself online application process management system by Hobsons.

Graduate and Professional Admissions Requirements
- Applicants for Graduate and Professional Study must have earned a baccalaureate (bachelor's) degree from an accredited institution, having earned a minimum grade point average of 2.75 or a 3.0 average for the last four semesters of study for the bachelor’s degree.
- Applicants for PhD Study must have earned a bachelor's or a master's degree from an accredited institution in a discipline related to the program with a
minimum grade point average of 3.0 overall.

Applying to Graduate School
Applications for admission to Graduate School at NCCU are submitted online using the ApplyYourself online application system. Applicants should consult the specific graduate program of interest in the individual colleges or schools for more information about their admission requirements. Applications for admission to Graduate School should generally include the following:

- One (1) official transcript from each higher educational institution attended must be submitted. Sealed transcripts should be mailed directly to applicant, and the original sealed transcript should be included as part of the graduate school application package.

- For Graduate and Professional Admission—At least two Application Evaluation and Recommendation Forms completed by persons familiar with applicant’s academic work should be included in the graduate school packet. (In the event applicant has been out of school for a number of years, two work references are appropriate.)

- For PhD Program Admission—Three current letters of recommendation from persons qualified to evaluate your academic and professional qualifications are required.

- International applicants who are graduates of institutions of higher education located outside the U.S.A. in non-English speaking countries are required to demonstrate proficiency in the English language, generally by having official scores from the Test of English as a foreign language (TOEFL) submitted as part of the admission packet. International students must also have a Visa clearance form completed by the International Student Advisor at the school currently attending or recently attended and a photocopy of I-20, I-94 and Visa page of current passport.

- Applicants for Graduate and Professional Study in the Colleges of Arts and Sciences, Behavioral and Social Sciences, School of Library and Information Sciences and the School of Education typically require GRE scores (individual graduate programs should be consulted for any exceptions). The MBA applicants must include a recent score from the GMAT, and a resume. Applicants may contact the particular college/school or program regarding minimum score requirements on these standardized tests.

- School of Education applicants should include a copy of current teaching license if currently certified.

- Applicants for PhD Study must include GRE scores (no more than 5 years old), a Resume, and a Statement of Purpose.

- Applications for the PhD Program and the Graduate and Professional Programs should be received in the School of Graduate Studies in each college and school by the final deadline for each semester. It should be noted that deadlines are earlier for International applicants. Applications received after the appropriate date will be considered for the next entrance.

- Prospective student’s application packet and a forty dollar ($40.00) non-refundable application fee should be mailed to the School of Graduate Studies
or the appropriate admitting office. If credit is not used, the fee must be in the form of a cashier’s check, certified check or money order payable to North Carolina Central University.

Admissions for International Applicants
For admission purposes, all applicants who are both non-citizens of the United States and are graduates of institutions of higher learning located outside the United States are defined as international applicants. In addition to providing academic credentials and letters (or forms) of recommendation, international applicants must fulfill the following requirements:

1. Demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL). An interview may be required. The TOEFL score (minimum of 79 on internet-based test or 550 on paper-based test required for admission) must be submitted directly from ETS-TOEFL iBT, P.O. Box 6153, Princeton, NJ 08541-6153 USA, U.S.A. to the Office of the School of Graduate Studies, North Carolina Central University. Proficiency may also be demonstrated by passing a full academic year of college level freshman English (i.e., The equivalent of ENG 1110, ENG 1210) with a grade of “C” or better at an accredited institution of higher education in the United States, or by successfully completing the English Language Program at one of the many English as Second Language (ESL) Centers in the U.S. Exceptions will be made for those whose native language is English or whose medium of instruction has been English.

2. Generally, international applicants with academic credits from institutions outside the United States should have academic documents submitted directly by the institution to the Office of the School of Graduate Studies, North Carolina Central University. Where original documents are impossible to obtain, properly notarized documents will be considered. The notarization should be done by a proper government official or proper representative of the American Embassy in the country. In addition, students who have attended a college or university outside the United States must submit to the NCCU School of Graduate Studies an official course-by-course evaluation of all courses via one of the following services accredited by the National Association of Credential Evaluation Services:

AACRAO International Education Services, 202-293-9161, ext. 6600
Education Evaluators International, 401-521-5340
Educational Credential Evaluations, 414-289-3400
International Education Research Foundation, 310-258-9451
Josef Silny Inc., 305-273-1616
World Education Services, 800-937-3895

3. International applicants are required to submit documentation certifying their capacity to meet the financial requirements necessary to complete the master’s or Ph.D. degree program.

Types of Graduate Admissions
Unconditional Admission
A student holding the bachelor’s degree from North Carolina Central University or any other accredited institution is eligible for unconditional admission to the Graduate Division under the following provisions:

1. The overall undergraduate grade point average (GPA) of the applicant must be at least 2.7 with degree completion. Also there must be an average of 3.0 GPA (“B”) or better reflected in 30 semester hours
or more of the undergraduate record of the applicant in a major that is in the same or a related area of the proposed graduate program.

2. Applicants must meet any additional minimal requirements for the department offering the proposed graduate program. Additional minimal requirements, if there are any, will be indicated in this catalog under the sections for individual academic departments and programs.

3. Applicants who intend to qualify for graduate secondary school teaching licensure must hold the initial high school licensure or its equivalent.

**Conditional Admission**
Conditional admission may be granted to the applicant if:

- The previous academic record does not satisfy levels for unconditional status; or
- The prerequisite course work in the chosen discipline is insufficient; or
- The applicant has not provided some official information required by the graduate program or the School of Graduate Studies.

Such applicants may be admitted for a trial period as an opportunity to exhibit academic performance equal to or greater than minimum level, to successfully complete prescribed prerequisites; and/or to submit official information missing in the graduate application.

**Deferred Admission**
Applicants who have been admitted to a graduate program at NCCU may defer their admission up to one year with the approval of the academic department. If the applicant wishes to defer admission he/she must notify the department in writing with this request. If the department approves the request to defer, then the department must contact the School of Graduate Studies to initiate notification of the student and modification of the student's admission status.

**Special Graduate Students**
The School of Graduate Studies recognizes the admission classification of special graduate students. This designation is a temporary classification for persons who wish to take courses for licensure renewal, for transfer to another institution, or for personal satisfaction. Students admitted as special graduate students are not candidates for a graduate degree. Special graduate students may take courses for graduate credit. Should the student later complete a graduate application and successfully get admitted to a graduate program, the special graduate student classification terminates. A maximum of nine (9) semester hours of credits earned during special graduate student status may be applied toward the fulfillment of the requirements of the Master’s degree provided:

1. The action is recommended by the chairperson of the academic department and approved by the dean;
2. The academic work is not more than two years old;
3. The academic work is “B” level or better, and
4. The academic work has not been taken to remove admission deficiencies.

**Registration**
Students use the NCCU Eagles Online (EOL) website to access Self Service Banner (SSB) for web registration. SSB is for registration and is available during the period of time regulated by the Academic Calendar for each semester.
Additionally, not only does SSB afford students the opportunity to register, but students can also view their class schedules, institutional (NCCU) transcripts, student account information, financial aid information, and grades as well as track their academic progress.

The Alternate PIN (personal identification number) is used during the registration process. Students must get an Alternate PIN to register for classes. The Alternate PIN is changed each semester to insure security and to encourage students and advisors to meet at least twice each academic year to review the students’ progress. Students are required to meet with their advisors prior to registration to discuss curricula plans and course schedules and to receive their Alternate PIN.

As designated by the Academic Calendar of the University, the registration period officially ends on the day designated as the last day of late registration and schedule adjustments. At this time course schedules will be canceled for students who have not made satisfactory payment arrangements.

Late fees for registration are imposed on the date indicated on the Academic Calendar. Classes may not be added or dropped after the last day for schedule adjustments as indicated in the Academic Calendar.

**Full Time Graduate Enrollment**
Full-time enrollment in Graduate School at NCCU is satisfied at nine (9) semester hours each regular academic semester.

**Half Time Graduate Enrollment**
Half-time enrollment in Graduate School at NCCU is satisfied at four (4) semester hours each regular academic semester.

**Changes in Registration**
During the late registration period student may drop and/or add courses with the approval of the faculty advisor and the dean of their college or school. Student may drop classes using the online Self Service Banner system during the first week of the drop/add period and may add any class that is open. After the fifth class day, student may add classes with a drop/add card signed by the advisor and instructor and presented to the Registrar’s Office before the end of the last day of the drop/add period. Student may still drop classes using the online Self Service Banner system until 5 p.m. of the last day of the drop/add period. After the end of the drop/add period, student may not add a class. Also, they will not receive a refund or adjustment in the amount owed for classes dropped.

**Withdrawing from Courses**
Student may withdraw from individual courses without penalty with the permissions of the academic advisor and the dean by presenting a signed withdrawal form to the Registrar’s office by the last day for students to withdraw from courses; however, there will be no adjustment in tuition bills if courses are withdrawn during this period. The grade received for these courses will be “WC.” Graduate students may not withdraw from courses after the last withdrawal day designated in the Academic Calendar. (This date is the same for undergraduate and graduate students.) Students who “unofficially withdraw” from courses by not attending classes will receive the grade of “NF,” which computes the same as an “F.”

**CAUTION:** Withdrawing from courses may adversely affect financial aid eligibility. Before
withdrawing from a course, students should consult with the NCCU Office of Scholarships and Student Aid or with the entity providing their financial aid.

**Continuous Registration**
Graduate education at NCCU requires continuous enrollment based on a regular academic year, exclusive of the summer sessions. The regular academic year at NCCU begins in August for the fall semester and ends in May for the spring semester. Following admission as a degree-seeking student in a graduate program at NCCU, students are generally required to register each semester until the degree is earned. This continuous enrollment requirement in most graduate programs is exclusive of the summer sessions; however students should check program specific requirements. For instance, the Communications Disorders program requires students to enroll for summer sessions. Students not maintaining continuous enrollment in graduate courses will be required to seek readmission and adhere to prevailing program requirements if readmission is granted.

If a graduate student expects to interrupt his/her continuous enrollment, then he/she should request a leave of absence from the Graduate School before registration ends for the academic term in which the leave is to begin. If the graduate student does not secure a leave of absence and his/her continuous enrollment is interrupted, then the student must apply for readmission should he/she seek to return to Graduate School.

**Leave of Absence**
Graduate students may request a leave of absence from graduate study by completing the Request for Leave of Absence form which is provided by the School of Graduate Studies. Signature approval for a request for leave of absence is given by the chair/academic dean of the graduate program and the dean of the Graduate School. Students on an approved leave of absence will automatically be readmitted effective the semester of return indicated on the Request for Leave of Absence. Time limits for graduate degree programs in the case of approved leaves of absences are paused when the leave begins and restarted when the leave ends.

**Graduate Readmission**
Any new graduate student who does not enroll in courses during the academic term to which he/she was initially admitted must apply for readmission in the next consecutive semester with an updated application.

Any graduate student who skips enrolling in courses for a semester in a regular academic year must apply for readmission in the immediate next regular academic semester before being permitted to resume graduate study. The readmission application should be submitted to the School of Graduate Studies at least two weeks prior to the opening of registration for the academic term in which the student wishes to resume graduate study.

Any graduate student who has not been enrolled in his/her program of study for two or more consecutive regular academic semesters or longer than a regular academic year must apply for readmission and must meet the current admission requirements of the graduate program at the time of the request for readmission.
Time limits for graduate degree programs are still in effect with readmission. Time limits begin on the date of the student’s registration in his or her first course for Master’s degree or PhD degree credit at North Carolina Central University. Therefore, if a student has not been enrolled in Graduate School for two or more consecutive regular academic semesters or longer than a regular academic year the student must consult with his/her academic and/or research advisor before making a formal request for readmission.

If the time limit for the graduate program has not expired for the student seeking readmission, then the request for readmission must include an academic record review and a plan of completion within graduate program time limit.

If the time limit for the graduate program has expired for the student seeking readmission, then the request for readmission must include an academic record review, a plan of completion with a time limit of two years. If readmission to Graduate School is granted for students with expired time limits, then the graduate student must submit a request for extension of time to complete the graduate program to the Graduate School during the first semester he/she is readmitted.

The request for readmission to a graduate program must include

a) An application for readmission

b) An academic record review with chronology of the student’s previous work and academic progress in the respective Program;

c) An itemized statement of the work which remains to be done for completion of the Program and a specific timeline for completion of that work. This includes an itemized plan of action or steps (an academic success plan) that ensures a reasonable probability of success in completing the Program within the set time limit.

d) If the student does not currently have at least a 3.0 GPA, then the student’s academic plan must outline how the student will have acquired a minimum cumulative GPA of 3.0 within one academic year of readmission.

e) If a student has been away from the University for one or more years, then the student’s readmission is contingent on an academic success plan including a residency requirement of at least 12 credit hours in one academic year; and a thesis, or project if required by the Department.

f) The student’s academic success plan must also include any other courses required or specified by the Department.

**Tuition and Fees**

Graduate, PhD, or law students who carry nine or more hours must pay full tuition and fees. Tuition rates and fees are posted on the University’s web site at: [http://www.nccu.edu/admissionsandaid/tuition andfees/](http://www.nccu.edu/admissionsandaid/tuition andfees/)

The basis for determining the appropriate tuition charge rests on whether a student is a North Carolina resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in the state, and the university will use that to determine whether the student qualifies for the in-state rate. The general rule is that to qualify as a resident of North Carolina for tuition purposes, a person must become a
legal resident and remain one for at least 12 months.

Graduate students must have health insurance, and must either provide evidence of credible coverage of their own or enroll in the statewide plan offered by all UNC System campuses. The three criteria that invoke the requirement for the student insurance plan are: enrollment in a degree-seeking program, enrollment in six or more credit hours of on-campus classes, and eligibility to pay the campus student medical fee. Students who do not meet the criteria are eligible to enroll in a voluntary plan.

FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS
Completing the Free Application for Federal Student Aid (FAFSA) is the first step toward getting federal aid for graduate school. FAFSA data is used to determine student’s eligibility for state and school aid, and some private financial aid providers may use FAFSA information to determine whether the student qualifies for their aid. Therefore, the FAFSA should be completed whether the financial aid being sought is scholarships, fellowships, or loans.

FEDERAL FINANCIAL AID
Graduate and professional students who apply, are awarded, and accept a loan from William D. Ford Direct Loan Program will be awarded an Unsubsidized Loan for the maximum amount of $20,500 for the academic year in addition to Graduate Plus Loan up to the cost of attendance.

WILLIAM D. FORD FEDERAL DIRECT – UNSUBSIDIZED STAFFORD LOANS
- NCCU does not certify private/alternative loans

WILLIAM D. FORD FEDERAL DIRECT – GRADUATE PLUS LOAN
- NCCU does not certify private/alternative loans
- Direct Loan funds are from federal government
- FAFSA is required annually; Master Promissory Note (MPN) must be completed online at www.studentloans.gov
- Loan Limits (Aggregate)-Graduate & Professional: $138,500 including undergraduate borrowing
- Graduate/Professional students must be enrolled in at least half-time (4.5 hours)

Repayment begins 6 months after cessation of at least half-time enrollment; deferment possible; no interest subsidy on unsubsidized loan

WILLIAM D. FORD FEDERAL DIRECT
- NCCU does not certify private/alternative loans
- Direct Loan funds are from federal government
- FAFSA is required annually; Master Promissory Note (MPN) must be completed online at www.studentloans.gov
- No annual or aggregate amounts.
- Graduate/professional student may not borrow more than difference between cost of attendance and other financial assistance student expects to received
- No adverse credit history approved and must not be in default on a Federal Loan
- Graduate/Professional students must be enrolled at least half-time (4.5 hours)
- Must be a U.S. citizen or eligible noncitizen and borrower is responsible for all the interest
- Repayment begins 60 days after loan is fully disbursed
- Loan is deferrable while enrolled

Special Students Restriction
Students with admittance status of Special Student are not eligible for financial aid which includes all Federal Loans. Students must be admitted to a degree seeking program in order to receive financial aid.
Graduate Licensure Status
A student is admitted into a graduate licensure program, will be awarded as Undergraduate student and will not be eligible for grants. The maximum award will be $12,500. Graduate students in the licensure program must be enrolled in at least half-time (6 hours).

NON-FEDERAL FINANCIAL AID
NCCU offers financial assistance in the form of Graduate Assistantships, Graduate Tuition Awards, Graduate Tuition Remissions, and PhD Fellowships. These are very limited funds at the University. These graduate financial assistance resources at NCCU are administered through the School of Graduate Studies. The School of Graduate Studies makes allocations of these funds to the graduate programs by way of the college and school deans to the graduate program department chairpersons. Assistantships for graduate students may also be supported through faculty research grants as Research Assistantships and through departmental teaching funds as Graduate Teaching Assistantships. Program departments may also have other sources of graduate student aid such as endowed funds from donors, foundations, or corporations. Therefore students should contact their graduate program departments for information on available financial support.

Graduate Assistantships
Eligibility for graduate assistantships administered by the School of Graduate Studies includes the following:
• Unconditional admission to a graduate degree program
• Full-time graduate enrollment (typically a minimum of 6 or 9 credit hours per term)
• Minimum cumulative GPA of 3.0, and

• Good academic standing and a record of clear progress toward completing the degree program.

Graduate assistantships involve providing instructional support, administrative support or supervised teaching or research to the University. A graduate student who receives a graduate assistantship is employed by the university. Graduate students may not work more than 20 hours per week. For continued assistantship support, the graduate student must maintain a grade point average of at least 3.0.

Graduate Tuition Awards
Graduate Tuition Awards are for residents of North Carolina and pays for the cost of in-state graduate tuition. Non-residents may also receive a Graduate Tuition Award to pay the in-state component of tuition. Fees are not covered by these funds. Students must provide some form of service (Federal Work-Study, University Work-Aid or a Graduate Assistantship) of value at least $1,000.00 per semester to qualify for a Graduate Tuition Award. For continued tuition award support, the graduate student must maintain a grade point average of at least 3.0.

Graduate Tuition Remission
Graduate Tuition Remission is for students classified as non-residents and reduces the cost of out-of-state tuition to that of the in-state rate. Fees are not covered by these funds. Students must provide some form of service (Federal Work-Study, University Work-Aid or a Graduate Assistantship) of value at least $1,000.00 per semester to qualify for a Graduate Tuition Remission. For continued tuition remission support, the graduate student
must maintain a grade point average of at least 3.0.

**Graduate and Professional Education at NCCU**

Graduate programs at NCCU at the Master’s degree level may be research-based, project-based, or practicum-based. The Master’s degree programs at NCCU have Thesis or Non-thesis options and generally require from 30 to 36 credits hours to complete. Some professional programs such as Public Administration and in the School of Business and School of Education have higher credit hour requirements ranging from 45 to 62. Graduate students take 5000-level courses in their Master’s degree program. Thesis options require a substantial research component, and Non-thesis options require project, practicum, or coursework. The Master of Music degree has the Performance option and the Composition/Arrangement option. In addition, requirements to complete the Master’s degree program usually include satisfying a foreign language requirement, passing a comprehensive examination, and passing an oral examination. The oral examination is typically the student’s defense of the written thesis, project paper, or practicum portfolio.

The Ph.D. Degree in Integrated Biosciences at NCCU is a research degree. Coursework is at the 8000-level for PhD students. The Ph.D. degree is awarded on the basis of achievement in a wide range of course work; a qualifying examination (written and/or oral) evaluating the breadth and depth of background knowledge; intensive research experience during which the candidate demonstrates ability to initiate, perform, and analyze original academic research; a written dissertation; and defense of the dissertation through a final oral examination.

The Juris Doctor degree is offered through the School of Law at NCCU. The School of Law handles all admissions and academics for Law: [http://law.nccu.edu/](http://law.nccu.edu/)

**Research at NCCU**

**Library Facilities**

Library resources at North Carolina Central University are located in the James E. Shepard Memorial Library, the Music Library, the School of Library and Information Sciences Library, the School of Law Library, and the Curriculum Materials Center located in the School of Education. These libraries contain a total of over 850,000 volumes. They subscribe to a total of 6,165 periodicals.

NCCU is a member of the Triangle Research Libraries Network (TRLN). TRLN is a cooperative comprised of libraries at Duke University, NCCU, UNC at Chapel Hill, and NC State University, with combined collections of over 10 million volumes. NCCU students can borrow directly from any of the TRLN institutions by presenting a valid NCCU student ID card. Borrowing privileges at TRLN libraries are extended to faculty, staff, and administrators who present a current University ID card. Additional library resources are available at the remaining thirteen institutions in the UNC System, where graduate students and faculty have direct borrowing privileges. Electronic access to these collections is provided via Search TRLN and UNC Express, which are integrated online catalogs.

**Human Subjects**

Research involving human subjects is required by federal regulation [45 CFR 46.102] to be reviewed and approved or declared exempt by an Institutional Review Board for the Protection of Human Research Subjects. The NCCU
Institutional Review Board (IRB) for the Protection of Human Subjects in Research reviews and approves all requests to use humans as subjects in research. This includes educational tests, survey procedures, interview procedures or observations of public behavior, as defined by the Department of Health and Human Services (DHHS) regulations. The NCCU Institutional Review Board (IRB) for the Protection of Human Subjects in Research has the authority to review, approve, or disapprove all research endeavors initiated, promoted, and supported by the university. All proposed research involving human subjects conducted under the auspices of a department, school, or research unit within the university requires completion of the Request for Review of Research Involving Human Subjects and the Research Protocol forms and submission to the Office of Sponsored Research and Programs (OSRP) prior to submitting a proposal for extramural funding to support such research.

Animal Subjects
NCCU endorses the Principles for the Care and Use of Laboratory Animals of the National Institutes of Health; has implemented the recommendations of The Guide for the Care and Use of Laboratory Animals (1996); and is complying, and will continue to comply, with the Animal Welfare Act and other applicable statues and regulations concerning the care and use of laboratory animals. NCCU recognizes that laboratory animals are sentient creatures. Their use is a privilege accompanied by an ethical and legal obligation for their humane care and handling. Individuals whose work requires them to use animals in research or instruction must understand and be committed to fulfilling the legal and moral responsibilities of such use. The NCCU Institutional Animal Care and Use Committee (IACUC) reviews and approves all requests to utilize vertebrate animals in research or education, evaluates research protocols and inspects animal laboratory housing facilities.

NCCU Research Institutes
NCCU’s Julius L. Chambers Biomedical Biotechnology Research Institute (JLC-BBRI) is an innovative research and training Institute dedicated to the advancement of fundamental knowledge of human diseases, particularly those that disproportionately affect under-represented minority groups. The JLC-BBRI facility provides 40,000 sq. ft. of basic research space, which includes eleven modern research laboratories. Additional research support facilities include warm and cold rooms, cell culture laboratories, an animal facility, and computing and visualization laboratories. The JLC-BBRI is supported by NCCU and through a variety of other public and private sources. Investigator-initiated RO1 grants, cooperative agreements, and training grants with various federal agencies constitute the major sources of research and training funds for the JLC-BBRI.

The University’s Biomanufacturing Research Institute and Technology Enterprise (BRITE) leads our research and training in biotechnology and biomanufacturing. BRITE has a strong research focus, particularly in the areas of drug discovery and manufacturing technology. BRITE facility features 21,000 square feet of classroom and office space, as well as 31,000 square feet of laboratory space. In addition there are common equipment rooms and industry-inspired core laboratories including the following: Drug Discovery Core Facility; Protein Expression, Purification and Formulation Core Facility; Imaging Core Facility; Monoclonal Antibody Production Core Facility; and Technology Core Facility.
Academic Policies
Transfer of Graduate Credit
A maximum of six semester hours of course work may be transferred from another institution for most graduate programs. Professional programs with the higher credit hour requirements may accept up to twelve semester hours of transfer credit. Transfer of graduate credit from another institution may be considered if
1. The course is graduate level at an accredited university;
2. The student earned at least a grade of “B” or equivalent in each course for which credit is to be transferred;
3. The advisor, department chairperson, and dean of the college approve the course as part of the student’s graduate program; and
4. The courses do not exceed the time limit for completing the Master’s or Ph.D. degree program.

Grading System
The University recognizes the grades that follow in the evaluation of the performance of graduate students.
A Work of superior quality.
B Satisfactory passing work.
C Low passing work.
F Failure.
P Pass
I Incomplete; Work that has not been fully completed. Must be completed within one year or the grade will be replaced with “F” and the course will have to be repeated for credit.
NF Represents a course in which the student stopped attending classes without officially dropping the class; counts as a failing grade.
W Indicates that the student withdrew from the University for the term.
WC Indicates that the student officially withdrew from the class.
NP Denotes that a student registered in a thesis conference, project, research, or internship course has not made satisfactory progress during the semester;
NW Represents a course in which the student stopped attending without officially withdrawing from the class.
PR Denotes that a student registered in a thesis, project, research, or internship course has made satisfactory progress but has not successfully completed the required work, and
AU Represents an audited class; must be declared as an audit before the end of the official drop/add period.

Quality Points
Quality points are assigned for the purpose of determining the cumulative grade point average as follows:
A = 4
B = 3
C = 2
F = 0
NF = 0

Grades of P, I, W, WC, NP, NW, PR, and AU do not compute into the grade point average.

Grade Point Average (GPA) Calculation
The cumulative grade point average is computed by dividing the total number of quality points earned by the total number of hours attempted. Graduate students must maintain a cumulative GPA of at least 3.0 to
continue in the Graduate School and for graduation requirements.

Satisfactory Academic Progress Policy

Class Attendance
Graduate students are expected to meet full class attendance. Conditions on and penalties for class absences will be described in individual graduate course syllabi.

Withdrawal from a Course
All changes in course schedules after the close of registration require the signature of the instructors involved, the student’s advisor, and the Dean of the College. The form for this purpose may be obtained from the major department and it must be delivered to the Office of the University Registrar. Graduate students may withdraw from a course at any time up to the official last day to withdraw from a course for the semester as established by the University Calendar. A graduate student who stops attending a course without notifying the instructor, the dean, and the registrar may receive a grade of “NF” in that course. If a graduate student withdraws from a course or courses before the official last day to withdraw, but remains registered in other courses, the withdrawn course or courses will be assigned a grade of “WC.” The “NF” grade is computed in the GPA the same as an “F” grade. The “WC” grade does not compute in the GPA.

Minimum Grade Point Average (GPA)
Graduate students are required to maintain a GPA of at least 3.0 (“B”) and are expected to complete their degree program requirements within the time limit or the respective Master’s of Ph.D. degree program. The evaluation period for GPA monitoring is each academic term, i.e., fall and spring semesters and summer sessions.

Academic Probation and Dismissal
When the cumulative GPA falls below 3.0, the graduate student is placed on academic probation and has one calendar year to raise the GPA to at least 3.0. Failure to accomplish this is cause for dismissal from Graduate School.

Students who are placed on probation become ineligible for graduate assistantships and may also lose their financial aid eligibility. After graduate assistantship and financial aid have been withdrawn, students may re-establish satisfactory academic progress by attending subsequent semesters at their own expense and improving their hours and/or GPA to meet the required standards.

Three Grades of “C”: A graduate student who receives three grades of “C” will be placed on academic probation even if his/her GPA is 3.0 or better. Failure to improve the grade in one of the courses and maintain at least a 3.0 GPA within one calendar year maybe cause for dismissal from the graduate program.

Repeating Courses
At the discretion of the academic department, a graduate student may repeat no more than two courses in which grades of “C” were earned for the purpose of improving his/her grade point average. The courses may be repeated once, and only once, for a higher grade. Although all grades initially earned or repeated will remain a part of the permanent record, only the highest earned grade will be used in computing the grade point average. The repeating of courses may result in an improved grade point average but credits for only one of the same course can count toward the graduate program degree requirements. Students who repeat courses are
still bound to the time limits of the graduate degree program.

Grade of “F”: A graduate student who receives a grade of “F” may not continue in Graduate School and is dismissed from the program.

Request for Reinstatement After Dismissal for Receiving a Grade of “F”

Before making a formal request for reinstatement following dismissal for receiving grade of “F”, the student must consult with his/her academic and/or research advisor. The student must make his/her request for reinstatement following dismissal for receiving grade of “F” through a prepared request packet to include a cover letter addressed to the Chair of the Department or Director of a Program and a copy of the student’s academic record. The cover letter must include the following information:

- A statement of the request for reinstatement following dismissal for receiving grade of “F”;
- The reasons for failing the course;
- Why the student feels he/she should be permitted to continue in the program; and
- Description of a plan that will ensure success in retaking the course and in re-establishing satisfactory academic progress.

The procedure to request reinstatement following dismissal for receiving grade of “F” is as follows:

1. The student should submit request for reinstatement to the department chairperson.
2. The chairperson will review the request, the student’s record, and consult with the graduate program faculty.
3. The chair will provide a written recommendation to the Dean of the School of Graduate Studies.
4. The Graduate Dean will convey to the student in writing the administrative decision regarding the request for reinstatement.

Time Limitations

The time limit for the completion of graduate degree program requirements in all masters-level graduate degree programs is six years. The time limit for completion of Ph.D. program requirements is eight years. The time limit begins on the date of the student’s registration in his or her first course for graduate degree or PhD degree credit at North Carolina Central University.

Extension of Time

A student whose Master’s or PhD time limit has expired is regarded by the Graduate School is automatically terminated from the program. An extension of the time for completion of the Master’s or Ph.D. degree beyond the respective time limit may be requested in exceptional circumstances and granted with certain conditions. Typically, the time extension should not exceed one calendar year.

Before making a formal request for an extension of time, the student must consult with his/her academic and/or research advisor to agree with the request and to assist in preparing an extension of time request packet. The student must make his/her request for extension of time through a prepared request packet and a cover letter addressed to the Chair of the Department or Director of a Program. The cover letter must include the following information:

- A statement of the request being made;
• The reasons for not completing the degree program requirements within the time limits;
• The proposed length and ending date of the extension requested; and
• A statement about the plan developed by the student and advisor that will ensure success in completing the Program.

The extension of time request packet must include:
1. An academic review report on the student that gives the current status in the Program and the chronology of the progress made to date.
2. A revalidation of courses that are more than five years old at the time of the request or include in the work plan new coursework that provides up-to-date disciplinary content knowledge.
3. A description of what the student has to do to finish the Program, such as complete specific courses, pass the Comprehensive or Qualifying Examination, defend the thesis or dissertation.
4. A work plan that itemizes remaining work to be done and a specific timeline for completion of the itemized work. This work plan should include a detailed plan of action or steps (an academic success plan) that ensures a reasonable probability of success in completing the Program. If the student does not currently have at least a 3.0 GPA, then the student’s academic plan must outline how the student will have acquired a cumulative GPA of 3.0 within 12 months from the date that the extension begins.
5. A letter of support and commitment from the academic and/or research advisor.

6. The following statements endorsed by the student:
• I understand that not following the plan in the request for time extension may result in the Department rescinding any recommendation it has made in support of my request for extension of time.
• I understand that during the approved extension of time, I must be continuously enrolled either in Thesis/Dissertation or in courses required by the program or the terms of the extension. Failure to do so will void the extension.

If the request for extension of time is supported, the Department or Program must submit its recommendation for a time extension to the Graduate School. The Dean of the Graduate School, in consultation with the Graduate Council, will review the unit’s recommendation. He/she will inform the student in writing of the decision regarding the request for extension of time. Any conditions of a granted extension of time will be cited in the Graduate Dean’s letter to the student.

Should there be a second request for extension of time, it must be made prior to the expiration of the first extension and following the same procedure. Consideration of a second request will be subject to a satisfactory progress report submitted by the student’s advisor to the Graduate Committee of the Department. No consideration will be given to a third request for extension of time.

Academic Integrity Policy
As a center of learning, teaching, and research, North Carolina Central University charges its members to maintain patterns of academic
behavior which enable these essential functions.

Academic Dishonesty Defined
Academic dishonesty is defined as any conduct which is intended by the student to obtain for him/her or for others an unfair or false evaluation in connection with any examination or other work for academic credit. Cheating, fabrication, plagiarism and complicity are examples of conduct which is academically dishonest.

Cheating is the unauthorized use of materials in connection with an examination or other work for academic credit, including, but not limited to:
1. The use of books, notes, outlines, etc. during an examination where the instructor has not authorized use of such materials or information;
2. Seeking unauthorized materials or information from others in connection with an examination;
3. Giving or attempting to give unauthorized assistance to another person in connection with an examination;
4. Obtaining or attempting to obtain unauthorized copies of examinations;
5. Bringing to an examination, or attempting to use during an examination, unauthorized answers which have been prepared before the examination period;
6. Copying or attempting to copy from the work of another student during an examination; and,
7. Submitting for evaluation in a course, part or the whole of a work for which credit has been given previously.

Fabrication is the invention, counterfeiting and/or alteration of quoted passages, data, procedures, experiments, sources or other information in connection with any academic exercise.

Plagiarism is the use of the ideas, words, or works of another without attribution when the information provided is not common knowledge either in content or form and includes, but is not limited to:
1. Quoting from the published or unpublished work of another without appropriate attribution;
2. Paraphrasing or summarizing in one’s own work any portion of the published or unpublished materials of another without attribution; and,
3. Borrowing from another’s work, data, and facts which are not in the domain of common knowledge.

Complicity is the giving of assistance or the attempt to give assistance to another for the purpose of perpetrating academic dishonesty.

Sanctions
The penalties for conviction of the first offense of academic dishonesty may include the following and the penalties will be determined by the severity of the offense:
1. Formal warning;
2. Grade of “F” for the assignment;
3. Grade of “F” for the course; or
4. Suspension for a period ranging from one semester to a year.

Conviction of a second academic dishonesty offense will result in expulsion from the University.

Complete rules governing the Academic Integrity Policy and procedures for appealing any part of the policy may be obtained from the
Grade Appeal Procedures
The grade appeal policy is intended to provide a standardized, formal process for undergraduate students to resolve instances of alleged unfair or improper treatment in academic matters. The policy seeks to protect both students and faculty from acts of caprice, while preserving the integrity of the teaching/evaluation process. The policy is written to be consistent with the university’s concern for due process through a system of appeals.

A student is allowed to remain in class during an appeal except in cases where the student’s remaining in class would endanger human life or the integrity of the academic program.

Step 1: A student who believes that he or she has been graded unfairly or improperly must first schedule a conference with the concerned faculty member to attempt to arrive at a mutual understanding and to resolve any differences in an informal, cooperative manner. The student must express the appeal clearly, in writing, and listen to the instructor’s rationale. The meeting should be scheduled within 10 class days of the incident or two weeks after the student could reasonably be expected to be informed of the assigned grade.

Step 2: If consultation with the instructor is impractical or if the student is dissatisfied with the results of the initial conference with the instructor, the student must seek the assistance of the department chair within five class days of meeting with the instructor. If the instructor involved is the department chair or if a satisfactory solution is not reached, the student should seek the assistance of the appeals counselor. This contact should be made within five days of the meeting with the department chair. The appeal counselor’s role is to guide the student through the remaining steps of the appeals process. In no way is the role of the counselor to be construed as that of advocate for either the student or the instructor.

Step 3: A student may choose to file a formal grievance. However, a formal grievance may be filed only after conferring with the appeals counselor. The grievance must include the following: (a) date of incident; (b) date of first meeting with instructor; (c) reasons for which the student contends that the assigned grade is improper or unfair; (d) reasons for which the student believes that the grade should be changed or for why other corrective action should be taken; and (e) copies of any and all pertinent examinations, papers, and other relevant materials.

Step 3a: To file a formal grievance, the student must submit four copies of the formal grievance to the counselor. This formal grievance should be submitted on the form designed for that purpose. The grievance must be filed with the Counselor within 20 class days of the initial meeting with the instructor (Step 1).

(In cases of doubt concerning time limits, the appeals counselor will determine whether proper procedures have been followed.)

Failure to meet these deadlines forfeits the student’s right of appeal under this policy. Further, it is understood that only issues documented in the grievance statement will be considered at the subsequent hearing.

Step 4: After a formal grievance has been filed, the appeals counselor must within two class days forward a copy of the student’s grievance to the instructor, the instructor’s immediate supervisor, and to the chairperson of the unit’s Grade Appeals Board.

Step 5: The chair of the unit’s Grade Appeals Board shall convene a meeting of the board not sooner than five and no later than 10 class days after receipt of the grievance statement. In a closed hearing, the student shall present the grievance, including any additional supporting evidence and pertinent arguments.
Decisions by the Grade Appeals Board shall be determined as follows:

A vote concerning the student’s grade appeal shall be taken by the faculty board members and a separate vote shall be taken by the student board members. If a majority of the faculty group or a majority of the student group vote against the student’s appeal, the student’s appeal is denied. If a majority of either group votes in favor of the student’s appeal, the board shall recommend that the student appeal be granted.

Step 6a: If an appeal is determined to be unfounded at the hearing, the chair of the appeals board shall provide written notification of that fact to the student, the faculty member, and the immediate supervisor. Students appealing grades should contact the appropriate dean of the college or school in which the course is offered.

Step 6b: If an appeal is deemed valid, the appeals board shall forward its recommendation to the appropriate dean, including a written account of its deliberations and its recommendations for redress. The dean shall take whatever action is deemed appropriate.

Step 7: Should either the student or the faculty member be dissatisfied with the decision of the dean, a formal, written appeal may be made to the vice-chancellor for Academic Affairs, who will review all written material and make final disposition of the appeal. This final appeal must be filed within five class days of notification of the decision of the dean.

Exceptions to the procedure

If a student is unable to file an appeal because it is the end of classes for a spring or a summer session, the student must, within 20 days of the end of that session, notify the concerned instructor and department chair in writing of his or her intention to appeal a grade when classes resume in the fall. The timetable described in section C is initiated by the beginning of classes in the fall semester.

In the event that the aggrieved student is a graduating senior, a separate process designed to expedite the matter will be followed. The latter process is described as follows:

Step 1: Conference with instructor

Step 2: Conference with department chair or appeals counselor

Step 3: Meet with appeals board. To expedite the matter, the appeals board will establish a time to hear any grievance for which redress is sought. Such a time for hearings should be set not less than 24 hours before the graduation ceremony is scheduled to begin.

Master’s Degree Policies

The general requirements for Master’s degree programs at NCCU are included in this section. For special departmental or program requirements, the student should consult the program specific requirements in the section for the particular college/school and department or program in this Catalog. The student must assume full responsibility for acquaintance with both the general regulations and the special requirements of the Master’s degree for the departmental program which he/she enrolls.

Academic Advisor

The Graduate Coordinator for the Master’s degree program serves as or assigns an academic advisor to all admitted graduate students. The Academic Advisor is expected to guide the graduate student through all program requirements, advising on such things as the course selection in the program, readiness to take the comprehensive examination, admission to candidacy, and other requirements leading to the master’s degree. Graduate students should meet with the
academic advisor at least once each semester to discuss their program, carefully plan their course sequences and selections, register for courses, and review the progress that he/she is making in meeting program requirements.

Program of Study
All graduate students pursuing the Master's degree should have a Plan of Study by the end of the second semester in the graduate program approved by the student's Academic Advisor, the Program Coordinator, and Department Chair, as appropriate. A minimum of 30 credit hours is required in most master's programs at NCCU and all courses for the Master's degree, including supporting courses, must be taken at the 5000 level. The academic performance of the graduate student in all coursework must meet or exceed the minimum requirements of the Graduate School including maintaining a minimum cumulative GPA of 3.0 with no "F" grade and not more than one "C" grade. Many graduate programs administer a comprehensive written examination to qualify the student for admission to candidacy for the degree. Generally, the Thesis or Non-thesis program option must be selected, and if the Non-thesis option is selected, then project, practicum, or coursework must be chosen as appropriate for the program. If the student chooses thesis, project or practicum, then a Graduate Faculty Advisor is assigned based on area of interest to guide the student to completion of this graduate work.

Foreign Language Proficiency
Graduate students seeking the Master's degree will be required to demonstrate reading proficiency in a foreign language approved by the department or to successfully complete a course in either statistics or a computer language. The foreign language requirement, or the appropriate substitute, must be satisfied prior to admission to candidacy.

The student who takes the foreign language examination in French, German or Spanish should arrange a conference with the chairperson of the Department of Modern Foreign Languages who will give advice on how to prepare for the examination.

International students whose native language is not English, who are seeking a master's degree in which a reading knowledge of a modern foreign language is required, may not offer their native language in satisfaction of this requirement. They may offer a reading knowledge of what is to them a modern foreign language. They are eligible to undertake an examination in English composition and reading comprehension in satisfaction of the requirement of a reading knowledge of a modern foreign language.

Comprehensive Written Qualifying Examination
In addition to the examinations that occur in individual courses, most graduate programs require students to pass a comprehensive written examination to qualify for admission to Candidacy for the Master's Degree. This comprehensive written examination covers subjects from courses within the major. The graduate student should have successfully completed at least nine (9) credit hours in his/her program of study and maintained a minimum cumulative GPA of 3.0 before taking the comprehensive written examination. No qualifying written comprehensive examination is required in the MBA, MIS, and MLS programs.

The Graduate Program Coordinator establishes a committee of examiners, representing both major and minor areas, and administers
comprehensive written examination. A student failing to pass this examination may, after the lapse of a semester, apply for and secure reexamination. Should a second failure occur, approval for a third examination must be granted by the department chair or academic dean, as appropriate. In the event of a third failure, the student has no recourse and he/she is dismissed from the graduate program and admissions to Graduate School terminated.

The academic department determines the date when it will administer the comprehensive written examination for its graduate program. This examination can be scheduled any time before the due date to report the results to the School of Graduate Studies. The due date to report the results of the comprehensive written examination to the School of Graduate Studies is five business days before the University Registrar’s deadline as posted in the academic calendar. The Dean of the School of Graduate Studies reports the results of the comprehensive written examination to the University Registrar for posting on the student’s transcript.

Upon successfully passing the comprehensive written qualifying examination the student is qualified to proceed to admission to candidacy and to thesis, project or portfolio work in the graduate program and to complete any remaining graduate coursework requirements in the Plan of Study. A Graduate Faculty Advisor is then appointed to guide the student in research or other professional work that leads to a thesis, project or portfolio.

Admission to Candidacy for the Master’s degree when the thesis option is selected usually follows successful completion of a minimum number of credit hours of graduate course work in the program; satisfying a foreign language requirement; and passing a comprehensive written examination. Once the graduate student has met eligibility requirements, the student’s Graduate Faculty Advisor starts the recommendation for admission to candidacy by preparing application forms provided by the School of Graduate Studies.

The student in consultation with his/her Graduate Faculty Advisor identifies two other graduate faculty members to serve on the student’s Graduate Committee for the thesis, project or portfolio. The Graduate Faculty Advisor serves as the chairperson of the student’s Graduate Committee. The student with his/her Graduate Committee develops a plan for the thesis, project or portfolio and the Title and Plan for the Thesis or Project or Portfolio is approved by the academic department for the graduate program.

After department and college/school approval, the application for Admission to Candidacy for the Master's Degree is submitted to the Dean of the School of Graduate Studies for review and approval by the Graduate Council of the Graduate School. The Dean of the School of Graduate Studies reports the admission to candidacy to the University Registrar for posting on the student’s transcript and notifies the graduate student that he/she is approved as a Candidate for the Master’s Degree.

Admission to candidacy should be met no later than one semester before the student wishes to apply for graduation. Students should refer to program specific eligibility requirements for
Admission to Candidacy for the Master’s Degree (Non-Thesis Option)

When the non-thesis option is selected, students should consult their specific graduate program as admission to candidacy for non-thesis Master’s degree programs requirements, if any, varies.

Master's Thesis

Candidates for the master's degree must produce an acceptable Thesis when this is the chosen option in the graduate program. The preparation of the thesis should show the capacity of the student under guidance to accomplish independent investigation, and it must demonstrate mastery of the methodology of research. It is not expected or required that the thesis in every case be an original contribution to knowledge. The student, in the preparation of the thesis, is concerned with knowledge and the evidential bases on which the knowledge rests. Credit equal to that of one full course (3 semester hours) will be granted when a thesis is successfully defended. A maximum of six credit hours can be awarded for a thesis. The student’s Graduate Committee chaired by the Faculty Advisor serves as the student’s graduate examining committee for the thesis and oral defense. Review and approval of the thesis is the responsibility student’s graduate examining committee and the academic department for the graduate program.

An electronic copy of an acceptable thesis must be inspected in the Graduate Office for compliance with the Graduate School’s requirements of form and style. Final approved documents must be recorded in the Office of Graduate Studies-Enrolled Student Services not later than the date specified in the academic calendar. A copy of the regulations regarding form, style, and physical requirements for theses and procedures for electronic submission may be obtained from the Office of Graduate Studies-Enrolled Student Services.

Project

Candidates for the master’s degree produce an acceptable project when this is the chosen option in the graduate program. The Non-thesis Project Option varies in form depending on the specific graduate program requirement. Typically, students have specific course requirements associated with the project option; carry out a research investigation under graduate faculty supervision; write and submit a scholarly document on the research; and defend the research project in an oral examination. Credit equal to that of one full course (3 semester hours) will be granted when a project is successfully defended. A maximum of six credit hours can be awarded for a project. The student’s Graduate Committee chaired by the Faculty Advisor serves as the student’s graduate examining committee for the project and oral defense. Review and approval of the project is the responsibility student’s graduate examining committee and the academic department for the graduate program.

Portfolio

Candidates for the master's degree must submit an acceptable Portfolio when this is the chosen option in the graduate program. There is no course credit granted for the portfolio requirement. The purpose of the portfolio is to demonstrate competency in knowledge and skills in the proposed area of study. Various types of portfolios are required by different program areas, therefore students must consult...
with his/her Graduate Faculty Advisor or the Graduate Coordinator about specific program portfolio requirements. Students should keep a written log of the projects and papers that they plan to submit as part of their portfolio. Student projects should be reviewed each semester with the student’s advisor.

**PR to P Grade**
The PR grade denotes that a student registered in a thesis, project, research, or internship course has made satisfactory progress but has not successfully completed the required work. Upon successfully defense of the written thesis or project, the PR grade in the previously registered thesis or project course may be changed to a P (PASS) grade.

**Final Master's Examinations**
The final examination for the Master's degree is the evaluation of the written thesis or project and is the oral examination covering the thesis or project and its application in the major and minor subjects, or may be the oral or written defense of the culminating portfolio. For the School of Education, a Comprehensive Written Final Examination covering the courses within the major is required. A student failing to pass the final examination(s) may, after the lapse of a semester, apply for and secure reexamination. Should a second failure occur, approval for a third examination must be granted by the department chair or academic dean, as appropriate. In the event of a third failure, the student has no recourse and he/she is dismissed from the graduate program and admissions to Graduate School terminated. The Graduate Faculty Advisor serves as the chair of the student’s Graduate Committee and the student’s Graduate Committee serves as the examining body for the thesis, project or portfolio and for the oral final examination.

**Electronic Submission of Theses and Dissertations**
Once the student has successfully defended his/her thesis or dissertation and the content of the thesis or dissertation has been approved by the student’s committee, the student must submit the thesis or dissertation document electronically to the ProQuest ETD (electronic theses & dissertations) site for publishing. (ProQuest Dissertation Publishing, formerly University Microfilms (UMI) and now part of ProQuest, is a business in Ann Arbor, Michigan, that has created Dissertation Abstracts, an index of over 2 million dissertations.)

The ProQuest electronic submission tool is called UMI ETD Administrator. If the ProQuest/UMI Traditional Publishing option is chosen, submission is free. Supplementary materials, such as audio, video, and spreadsheets, are integral to the thesis or dissertation, they can submitted as supplementary files during the online submission process. A copyright of the work can be registered for an additional fee.

The student must complete, secure Committee signatures, and submit to the School of Graduate Studies a Thesis/Dissertation Submission Request and Document Approval Form before ETD access is given. The deadline for to submit the Thesis/Dissertation Submission Request and Document Approval Form to the School of Graduate Studies is ten business days before the University Registrar’s deadline for theses/projects as posted in the academic calendar. The Dean of the School of Graduate Studies issues to the student a log-in and password to the ProQuest ETD and reports the results of the oral defense of the
theses/projects to the University Registrar for posting on the student’s transcript.

ETD submissions are reviewed for formatting by an Administrator in the NCCU School of Graduate Studies. If the Administrator requires corrections to be made, an email is sent to the student requesting revisions. The student must make a new ETD submission of the revised version of the document with the corrections. When the submission has been accepted by the Administrator, the student will receive email confirmation. The approved ETDs will be released to ProQuest/UMI after the end of the term the student applied to graduate. It can take 8-12 weeks before the ETD is available online by ProQuest/UMI Dissertation Publishing.

The Second Master’s Degree
The program of graduate study of a student who wishes to earn a second master’s degree must conform to the following policy:

1. Each candidate must satisfy all requirements for admission to the Graduate Division as detailed in this catalog.
2. Each candidate must complete a minimum of 18 semester hours in addition to those completed for the first master’s degree. After having completed nine semester hours, each student’s performance will be evaluated by the department awarding the second master’s degree.
3. In addition to the minimum 18 semester hour requirement, each candidate must complete a research thesis or project or portfolio in the area in which he or she wishes to earn the second master’s degree.
4. The department chairperson or department representative has the responsibility for recommending a program of study for each prospective candidate to the Dean of the School of Graduate Studies.
5. The Graduate School Dean has the responsibility for reviewing and approving each proposed program for a second master’s degree.
6. The Graduate Council of the Graduate School shall review all programs of study for second master’s degrees so that the graduate faculty will know the nature of the clientele being served.

Graduation
All requirements--including the coursework; comprehensive written examination; foreign language requirement; thesis, project or portfolio; and the oral final examination--must be completed by the dates listed in the academic calendar in order for a student to receive his/her Master’s degree during the desired semester.

Students must apply for graduation at the beginning of the semester of the intended graduation date. Applications, which are available through the Registrar’s Office, must be submitted by the deadline announced in the University Calendar. In addition to this requirement, students must complete a Request for Degree Checkout with their Graduate Coordinator. If requirements are not met for graduation during the semester of graduation, students must apply again in the Registrar's Office.

Eligibility for graduation with honors by graduate students usually requires the following cumulative grade point averages:
• Summa Cum Laude: 3.92 - 4.00;
• Magna Cum Laude: 3.85 - 3.919;
• Cum Laude: 3.77 - 3.849.

Students should consult their specific graduate program on eligibility requirements for honors as there may be differences in some cases.
GRADUATE PROGRAM IN BIOLOGY

Dr. Gregory Cole, Chair
Room 2242 Mary M. Townes Science Building
Department Telephone: (919) 530-6407
E-mail: gcole@nccu.edu

Overview

The mission of the graduate program in biology is to provide students greater depth and breadth in course work and to introduce them to the nature of creative and productive inquiry for careers in teaching, research in governmental, industrial and academic organizations, and entrance into doctoral programs. The Master of Science in Biology requires the completion of two semesters of residence and at least 30 or 36 credits of graduate-level courses for the thesis and non-thesis project options, respectively. Graduate courses at NCCU are numbered above 5000.

There are two options for obtaining the M.S. degree in Biology: thesis and non-thesis project options. The two options require a minor, the internal minor is Biomedical Sciences and there are arrays of courses that can be used to fulfill this minor. Some students choose an external minor which can be done in areas such as Pharmaceutical Sciences and Education. Masters students in Biology must successfully complete, as a graduate student, an approved graduate course in biostatistics, bioinformatics, computer science or computational science. The master's degree also requires successful completion of a written Comprehensive Examination.

Option 1: M.S. in Biology with Thesis: For this option, laboratory research and writing of a master’s thesis are required. Students must present a seminar on the research and pass a final oral examination in defense of the thesis.
The total credits required for the master’s with thesis option is 30.

Option 2: M.S. in Biology with Non-thesis Project: This program of study is designed primarily for individuals using non-laboratory-based projects as scholarly research. The total credits required for the non-thesis project master’s program is 36.

Admission Requirements

Students seeking unconditional admission to the graduate program in Biology must present a "B" average for a minimum of 30 credits of undergraduate biology, credit for four semesters of chemistry, two semesters of physics, and mathematics through Calculus I.

Requirements for the Masters of Science in Biology Degree

1. A cumulative grade point average of 3.0 or higher is required. A grade of "B" or better must be earned in the required graduate core courses for both thesis and project options.

2. At least 30 credits of biology courses including the thesis for the M.S. with thesis option and at least 36 credits including a project for the M.S. with project option is required. When an approved cognate minor, e.g., pharmaceutical sciences, education etc., is selected, 9 to 12 approved graduate credits from the minor department may be included in the required total of 30 and 36 credits for the thesis and project options, respectively.

3. Successful completion of an approved graduate biostatistics, or bioinformatics or computer science course is required.

4. Successful completion of a written Comprehensive Examination is required.

5. Successful completion of a three-credit thesis (BIOG 5900) or project (BIOG 5810), including passing an oral examination for the M.S. degree.

Core Courses in the Biology Graduate Program

M.S. with Thesis Option

BIOG 5120 - Genetics (3 hours)
BIOG 5310 - Cell Biology (3 hours)
CHEG 5000 - Biochemistry (3 hours)
BIOG 5700 - Graduate Seminar (2 hours taken over two semesters)
BIOG 5800 - Research in Biology (6 hours)
BIOG 5900 - Thesis (3 hours)

Total credits in the core courses: 20 hours
Total credits in the thesis option: 30 hours

M.S. Non-thesis (Project) Option

BIOG 5120 - Genetics (3 hours)
BIOG 5310 - Cell Biology (3 hours)
CHEG 5000 - Biochemistry (3 hours)
BIOG 5700 - Graduate Seminar (2 hours taken over two semesters)
BIOG 5550 - Techniques in Molecular Biology & Biochemistry (3 hours)
BIOG 5800 - Research in Biology (3 hours)
BIOG 5810 - Graduate Project (3 hours)

Total credits in the core courses: 20 hours
Total credits in the thesis option: 36 hours

Elective Courses in the Biology Graduate Program Curriculum

Course electives can be selected from the following list of courses:

Note that some of these courses are offered only Fall or Spring semester each year, and some are offered upon request by the students. Students should check with the Biology Chair or the Director of the Graduate Program to assess availability of these approved courses.
BIOG 5130 – Critical Analysis of Research Literature in Biology (3 hours)
BIOG 5140 - Toxicology (3 hours)
BIOG 5300 - Bacteriology (4 hours)
BIOG 5330 – Fundamentals of Neuroscience (3 hours)
BIOG 5400 - Physiology & Pharmacology I (3 hours)
BIOG 5401 - Physiology & Pharmacology II (3 hours)
BIOG 5410 - Bioinformatics (3 hours)
BIOG 5420 - Immunology (3 hours)
BIOG 5550 - Techniques in Molecular Biology and Biochemistry (3 hours)
BIOG 5800 - Research in Biology (1-6 hours)
Graduate Curriculum Guide for DEPARTMENT OF BIOLOGY
Masters in BIOLOGY

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<thead>
<tr>
<th>YEAR 1</th>
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<td>FALL SEMESTER</td>
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<tr>
<td>BIOG 5120 Genetics 3</td>
<td>BIOG 5310 Cell Biology 3</td>
<td>BIOG 5XXX Elective 3</td>
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<td>CHEG 5000 Biochemistry 3</td>
<td>BIOG 5410 Bioinformatics 3</td>
<td>BIOG 5700 Seminar 1</td>
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<td>BIOG 5810 Research Rotations 2</td>
<td>(or similar course for language Requirement)</td>
<td>BIOG XXXX Elective 3</td>
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<td>BIOG XXXX Elective 3</td>
<td>BIOG 5800 Research (with thesis research advisor) 1-2</td>
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SUMMER Year 1:
BIOG 5800/5810 Graduate Research/Project 1-3
OR
BIOG 5410 Bioinformatics (to satisfy language requirement if not already satisfied)
Approval of Thesis Plan or Project Plan, Hold first Thesis Committee Meeting
Qualifying Examination/Admission to Candidacy

SUMMER Year 2 (As Needed)
BIOG 5900 Graduate Thesis 3
or
BIOG 5910 Graduate Project 3
Thesis Defense or Project Defense

YEAR 3 (As Needed)

Biology Graduate Course Descriptions

BIOG 5120. Genetics (3)
An investigation of molecular structure and function of genetic material, mechanics and control of gene action, and experimental evidence on the mechanism of inheritance, linkage, mapping mutation, and related principles. (Three lecture hours per week.)

BIOG 5130. Critical Analysis of Research Literature in Biology (3)
Prerequisites: Graduate standing in biological or chemical disciplines. This course is designed
for biology or pharmaceutical science majors. The course is intended to be inter-disciplinary in its attraction, it will train students to critically examine the latest publications on special topics and to design experiments for hypothesis-driven research. (Three lecture hours per week.)

BIOG 5140. Toxicology (3)  
Prerequisite: Graduate standing or consent of the instructor. A course that follows a system-based approach to study the toxic effects of chemicals with emphasis on human systems. The anatomy, physiology, pharmacology, and special toxicological considerations of organ systems are covered as well as risk assessment and evaluation of toxicity data. (3 lecture hours per week.)

BIOG 5300. Bacteriology (4)  
Prerequisite: BIOL 3200 or consent of instructor. A mechanistic approach to bacterial physiology, the disease process, and related subjects. Laboratory includes current procedures used in a diagnostic laboratory. (Four lecture hours per week.)

BIOG 5310. Cell Biology (3)  
Prerequisite: Graduate standing or consent of instructor. Analysis of cell structure at the molecular and cellular levels and the physiological consequences of these structures. Emphasis on the physico-chemical properties and biological attributes of cells, organelles, and biomolecules including proteins and nucleic acids. Analysis of cell regulation at the molecular level. (Three lecture hours per week.)

BIOG 5330. Fundamentals of Neuroscience. (3)  
This course will provide an overview of fundamentals of neuroscience, exploring the anatomical organization of the nervous system, cell biology of the nervous system, developmental neurobiology, and function of sensory, motor and autonomic nervous systems. (Three lecture hours per week.)

BIOG 5400. Physiology and Pharmacology I (3)  
Prerequisite: Graduate standing or consent of the instructor. A course that covers 1) autonomic nervous system, 2) pharmacokinetics and pharmacodynamics, 3) neuro- and muscle physiology, 4) cardiovascular physiology and pharmacology. (Three lecture hours per week.)

BIOG 5401. Physiology and Pharmacology II (3)  
Pre-requisite: BIOG 5400. Continuation of BIOG 5400, covering renal, pulmonary and endocrine physiology and pharmacology. (Three lecture hours per week.)

BIOG 5410. Selected Topics In Bioinformatics (3)  
Prerequisite: Graduate standing or consent of the instructor. The course is designed for biology and other science majors, who are interested in acquiring the principles of computational biology or bioinformatics, training in the analysis of biological sequences and structures, employing statistical techniques, and learning about the expanding databases in the areas of toxicology, health informatics, and medical genomics (Three lecture hours per week.)

BIOG 5420. Immunology (3)  
Prerequisite: BIOL 5300 or consent of instructor. A consideration of the basic concepts of the immunity mechanisms and their applications to problems in genetics, embryology, physiology, and evolution. (Three lecture hours per week.)

BIOG 5550. Techniques in Biochemistry and Molecular Biology (3)  
Prerequisite: Graduate standing or consent of the instructor. This is an advanced research, hands-on laboratory course designed to provide a detailed and thorough understanding of common laboratory techniques. This interdisciplinary course is designed for graduate students who have an interest in understanding theory and application of techniques in
biochemistry and molecular biology.

BIOG 5700. Seminar in Biology  (2 hours over 2 semesters)
Prerequisite: Graduate classification. Each student majoring in biology will be enrolled in a seminar for 2 semesters. (One discussion-presentation hour per week)

BIOG 5800. Research in Biology       (1-6)
Prerequisite: Enrollment as a full-time graduate student; consent of advisor. Research on appropriate problems in biology under the direction of the individual advisor. The course can be repeated; however a maximum of 6 credit hours can be applied to meet graduation requirements.

BIOG 5810. Graduate Project        (3)
Prerequisite: Enrollment in the non-thesis graduate program option. Graduate project based on review and analysis of information obtained from the various databases on genomics and proteomics and/or library research on a focused area of interest. The quality of research projects is expected to be comparable to published review articles in academic journals. The student will register for BIOG 5810 the semester the work is to be completed and defended.

BIOG 5820. Introduction To Graduate Research (2)
Prerequisite: Graduate classification. This course is a recommended, but not required, graduate course designed as a laboratory rotation to introduce first-year Master’s Degree biology students to the various research areas and techniques employed in the laboratories of faculty who can serve as thesis advisors. Students rotate through three research laboratories during the semester. This course may be repeated once for credit, in three different research laboratories, for a total of 4 credit hours.

BIOG 5900. Thesis        (3)
The student must write an acceptable thesis based on original research. The student will register for BIOG 5900 the semester the work is to be completed and defended.

**Biology Graduate Faculty**

Abu-Shakra, Amal (Professor)
B.S., American University of Beirut, Lebanon
M.Sc., University of London, United Kingdom
Ph.D., University of Surrey, United Kingdom

Awumey, Emmanuel (Assistant Professor)
B.S. University of Ghana
M.S. University of Ghana and Univ. of Alberta, Canada
Ph.D. University of Alberta, Canada

Baines, Antonio T. (Assistant Professor)
B.S., Norfolk State University
Ph.D., University of Arizona

Chen, Xiaoxin Luke (Associate Professor)
B.S. Med. Beijing Medical University
Ph.D. Rutgers University

Clamp, John C. (Professor)
B.S., Methodist University
M.S., North Carolina State University
Ph.D., North Carolina State University

Cole, Gregory J. (Professor)
B.A., State University of New York
Ph.D., Florida State University

Fleming, Jodie (Assistant Professor)
B.S., University of Delaware
Ph.D., Rutgers University

Grant, Delores J. (Associate Professor)
B.S., South Carolina State College
M.S., Bowling Green State University
Ph.D., University of North Carolina at Chapel Hill

Grillo, Wendy Heck (Assistant Professor)
B.A., Bellarmine College (now Bellarmine University)
Ph.D., University of Louisville
Hollowell, Gail P. (Assistant Professor)
B.S., North Carolina Central University
M.S., Howard University
Ph.D., Howard University

Horvath, Julie E. (Research Associate Professor)
B.S., Michigan State University
Ph.D., Case Western Reserve University

Key, S. Catherine Silver (Assistant Professor)
B.S., University of Missouri (St. Louis)
Ph.D., University of North Carolina at Chapel Hill

Kimbro, Sean (Associate Professor)
B.A., Washington University at St. Louis
Ph.D., Indiana University

Ladapo, Jonathan A. (Assistant Professor)
B.S. (AIMLT), School of Medical Technology,
University College Hospital, Nigeria
M.S., University of Southwestern Louisiana
Ph.D., University of Georgia

Lee, Ju-Ahng (Assistant Professor)
B.S., Yonsei University, South Korea
Ph.D., The Ohio State University

Leung, TinChung (Assistant Professor)
B.S., The Chinese University of Hong Kong
M.S., The Chinese University of Hong Kong
Ph.D., Wayne State University

Nwosu, Veronica C. (Professor)
B.S., University of Illinois
M.S., Roosevelt University
Ph.D., Wayne State University

Pointer, Mildred A. (Associate Professor)
B.S., North Carolina Central University
Ph.D., Wake Forest University School of Medicine

Richardson, Micheler Ricardo (Professor)
B.Sc., Universitat Autonoma de Barcelona (Spain)
M.Sc, Universitat Autonoma de Barcelona (Spain)

Williams, Daniel (Associate Professor)
B.S., North Carolina Central University
M.S., North Carolina Central University
Ph.D., North Carolina State University

Williams-Devane, ClarLynda (Assistant Professor)
B.S., North Carolina Central University
Ph.D., North Carolina State University

White, Sandra L. (Professor)
B.S., Hampton Institute, Hampton Virginia
M.S., University of Michigan, Ann Arbor, MI
Ph.D., University of Michigan, Ann Arbor, MI

Yang, Xiaohe, (Associate Professor)
M.S., Academy of Military Medical Sciences,
Beijing China
Ph.D., Rosalind Franklin University of Medicine and Science/The Chicago Medical School
(former name: Finch University of Health Sciences/The Chicago Medical School)

GRADUATE PROGRAM IN CHEMISTRY
Kizhanipuram Vinodgopal, Chairperson
Room 3202 Mary M. Townes Science Building
Department Telephone: 919-530-6462
E-mail: kvinodg@nccu.edu

Overview
The mission of the Department of Chemistry is to provide students with an educational environment that will stimulate their intellectual curiosities, enhance and develop academic and professional skills in Chemistry and Chemistry-related disciplines, promote a
sense of self-assurance and discipline, and instill a dedication to the advancement of science and scientific knowledge for the benefit of all peoples. Students will receive specific training in the use of state-of-the-art scientific instrumentation, enhance their laboratory skills, and develop knowledge of the creativity, methods, and processes involved in designing, carrying out, and reporting results of scientific research while participating in faculty-directed research projects on campus or in off-campus cooperative education or internship opportunities.

The graduate program in chemistry is designed to prepare students for careers in teaching, research, industry, and for entrance to Ph.D. or professional degree programs. The M.S. degree offered in Chemistry is thesis-based. Research opportunities are available in organic, physical, analytical, inorganic, biochemistry, and computational chemistry. A student will normally select one of the above areas as their major research focus, along with a second area of specialization for their minor. A student may elect to complete minor requirements in another suitable department with permission of the department chairperson.

Admission Requirements

For unconditional admission to the graduate program, the student must present at least 30 semester hours of "B" work in chemistry, including two semesters of physical chemistry, and credit for two semesters each of calculus and general physics. Students who do not meet these requirements may gain conditional admission and can complete a course of study to rectify any deficiencies. These courses include Physical Chemistry 4010 and/or 4020, Advanced Organic Chemistry 4200, Advanced Inorganic Chemistry 4300, Instrumental Analysis 4400, and Biochemistry 4500.

Requirements for the Master of Science in Chemistry Degree

1. A cumulative grade point average of 3.0 or higher for a minimum of 30 credit hours.

2. Completion of the following courses required of all students (17 total credit hours):
   a. CHEG 5120/5100 – Spectroscopic Methods of Analysis (4/3 hours)
   b. CHEG 5300 - Chemical Bonding and Stereochemistry (3 hours)
   c. CHEG 5600 – Graduate Seminar (1 hour)
   d. CHEG 5700 – Research (6 hours will count towards the degree)
   e. CHEG 5900 – Thesis (3 hours)

3. Completion of a course from at least four of the following five areas of chemistry (9 credit hours). Students will need to consult with their advisor.
   a. Biochemistry: CHEG 5000 (3), CHEG 5030 (3), CHEG 5210 (3)
   b. Inorganic: CHEG 5010 (3), 5020 (3)
   c. Organic: CHEG 5400 (3), CHEG 5500 (3)
   d. Physical Chemistry: CHEG 5710 (3), CHEG 5720 (3), CHEG 5730 (3)
   e. Analytical chemistry: CHEG 5130 (3)

4. Completion of at least two additional 5000-level courses in Chemistry or a related area (6 credit hours).

5. Successful completion of one of the following:
   a. Reading proficiency exam in a foreign language
   b. An approved graduate statistics course
   c. An approved computer science course
   d. An approved computational science course, such as Computational Chemistry (CHEG 5350)
Graduate Curriculum Guide for Chemistry  
Masters in CHEMISTRY

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**SUMMER Year 1:** 
Qualifying Examination/Admission to Candidacy

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**Note:** Not all courses are offered every semester. This is only a guide. Please consult with your advisor about specific requirements.

All students are required to complete the following courses (16 total credit hours):

a. CHEG 5110 – Spectroscopic Methods of Analysis (3 hours)
b. CHEG 5300 - Chemical Bonding and Stereochemistry (3 hours)
c. CHEG 5600 – Graduate Seminar (1 hour)
d. CHEG 5700 – Research (6 hours will count towards the degree)
e. CHEG 5900 – Thesis (3 hours)

All students are required to complete a course from at least three of the five areas of chemistry (9 credit hours, Biochemistry, analytical, physical, inorganic and organic) and two additional 5000-level courses in Chemistry or a related area (6 credit hours).

All students are required to successfully complete one of the following:

a. Reading proficiency exam in a foreign language
b. An approved graduate statistics course
c. An approved computer science course
d. An approved computational science course, such as Computational Chemistry (CHEG 5350)
Chemistry Graduate Course Descriptions

CHEG 5000. Biochemistry (3)
Prerequisite: Two semesters of organic chemistry and the successful completion of an undergraduate course in biochemistry equivalent to CHEM 4500. The chemistry, bioenergetics, and metabolic roles of prime representatives of the essential groups of compounds in living organisms are emphasized. Sequences, controls, and catalysts involved in major biochemical pathways are included.

CHEG 5010. Bioinorganic Chemistry (3)
Prerequisite: One year of physical chemistry or consent of instructor. A study of the biological processes, which require metal ions such as: respiration, nitrogen fixation, photosynthesis, nerve transmission, muscle contraction, metabolism, and protection against toxic and mutagenic agents. Metal-containing agents, which have been used as diagnostic probes, and drugs will also be discussed.

CHEG 5020. Organometallic Chemistry (3)
Prerequisite: One year of physical chemistry or consent of instructor. A study of the class of substances, which have an organic group directly, bound to a metal ion. This course will focus primarily on the synthesis, structure, reactivity, and characterization of organo-transition metal compounds. Applications in industrial catalysis and organic synthesis will also be discussed.

CHEG 5030. Principles of Protein and Enzyme Biochemistry (3)
Co-requisite: CHEG 5000. This course will focus on protein structure and dynamics, methods of protein structure determination, principles of enzyme catalysis, protein biosynthesis and post-translational modification.

CHEG 5120/5100. Spectroscopic Methods of Analysis (4/3)
Theory and application of spectroscopy including mass spectroscopy, nuclear magnetic resonance spectroscopy, and electron spin resonance spectroscopy to the analysis of organic and inorganic compounds.

CHEG 5130. Fundamentals of Separation Science (3)
The course covers important chromatographic methods of analysis that are used extensively in chemistry, environmental science and biochemistry. The methods covered in the course include gas, liquid, ion, size-exclusion and supercritical fluid chromatography and capillary electrophoresis. Additional material covered as part of these methods will include hyphenated methods including GC-MS, LC-MS and MS-MS techniques.

CHEG 5200. Selected Topics in Chemistry (1-3)
Prerequisite: Consent of the Department Chair and faculty member teaching the course. The selected topic for each offering will provide majors opportunities for detailed exploration at the graduate level of recent and actively developing areas of chemistry. (Course may be repeated for credit with a maximum of six (6) credit hours counting towards graduation requirements.)

CHEG 5210. Principles of Pharmacology, Toxicology, and Drug Development (3)
This course will cover basic principles of 1) membranes, transporters and cell excitability; 2) principles of neurotransmitter and hormone synthesis and metabolism; 3) autonomic nervous system; 4) mechanisms of receptors and cellular signaling; 5) drug metabolism; 6) pharmacokinetics; 7) Drug Toxicology; 8) Drug development & regulation.

CHEG 5300. Chemical Bonding and Stereochemistry (3)
Prerequisites: One year of physical chemistry or consent of instructor. The course will cover group theory and chemical bonding using valence bond and molecular orbital theory. The course will be team taught by members of the faculty from physical, inorganic, and organic chemistry.
CHEG 5350. Computational Chemistry (3)
This course introduces the background and theory required for the use and understanding of a number of software tools that can assist in solving problems of chemical significance including chemical kinetics, Molecular orbital Theory, molecular modeling, Hartree-Fock methods, and density functional theory.

CHEG 5400. Organic Reaction Mechanisms (3)
Prerequisite: CHEG 5300 or consent of instructor. The basic theme of this course is organic reaction mechanisms with emphasis on substitution, addition, elimination, and rearrangement reactions. The course will also cover stereochemistry and conformation analysis of organic molecules.

CHEG 5500. Organic Synthesis (3)
Prerequisite: Consent of instructor. The course will cover the strategies and methods used in organic syntheses.

CHEG 5600. Graduate Seminar in Chemistry (1)
Presentations by graduate students and by resident or guest professors on important chemical research topics.

CHEG 5700. Research (1-6)
Organic, inorganic, physical, analytical or biochemistry research. (Three research hours per week for each hour of credit enrollment.)

CHEG 5710, 5720. Advanced Physical Chemistry I, II (3, 3)
Prerequisite: One year of physical chemistry. A study of the fundamentals of quantum mechanics, approximate methods, molecular spectroscopy, atomic and molecular structures, molecular orbital theory, molecular symmetry, group theory and their applications in chemistry.

CHEG 5730. Chemical Thermodynamics (3)
Prerequisite: CHEM 4020. An intensive study of the laws of chemical thermodynamics and statistical mechanics. Topics include the first, second and third laws of thermodynamics, thermochemistry, physical and chemical equilibria, and properties of solutions, ideal and non-ideal systems, and a thorough treatment of statistical mechanics as it relates to thermodynamics. (Three lectures per week.)

CHEG 5900. Thesis (3)
The student must write an acceptable thesis based in part on original research. The student will register for CHEG 5900 the semester the work is to be completed and defended.

Chemistry Graduate Faculty
Aggrey, Kwesi E. (Professor)
B.S., Kwame Nkrumah University of Science in Ghana
Ph.D., University of Hawaii

Chatterjee, Pradeep K. (Associate Professor)
B.Sc. Indian Institute of Technology, Kharagpur, India
M.Sc. Indian Institute of Technology, Kanpur, India
Ph.D. Columbia University, New York.

Gerald, Tonya (Assistant Professor)
B.S., North Carolina Central University
Ph.D., University of Maryland - Baltimore

Mohammed. Abdul (Professor)
B.S., University of Benin, Benin-City, Nigeria
Ph.D., Louisiana State University, Baton Rouge

Mukhopadhyay, Somnath (Associate Professor)
B.S., University of Calcutta
M.S., University of Calcutta
Ph.D., University of Calcutta

Myers, John (Professor)
B.S., Carson-Newman College
M.S., Carson-Newman College
Ph.D., Miami University, Ohio

Sendlinger, Shawn C., (Associate Professor)
B.S., Oregon State University
M.S., Cornell University
GRADUATE PROGRAM IN EARTH SCIENCES

John Bang, Chairperson (Interim)
Room 2202 Mary M. Townes Science Building
Department Telephone: 919-530-5296
E-mail: jjbang@nccu.edu

Overview

The mission of the Department of Environmental, Earth, and Geospatial Sciences is to promote intellectual, professional, and personal excellence through the highest quality instruction, research, and service. Its vision is to be recognized as a regional, statewide, and national resource for students and society as well as professionals who work in the many fields that are encompassed by the environmental, earth, and geospatial sciences.

The Master of Science in Earth Sciences curriculum requires satisfactory completion of a minimum of 36 semester-hours of approved graduate credit. There are two concentrations in the graduate program: applied earth sciences and general earth sciences. The program is designed to develop master’s level competence in applied earth sciences, with an emphasis on geographic information systems and remote sensing of the physical environment, or general earth sciences, which is designed to enhance the knowledge of earth science teachers and other professionals who wish to pursue additional graduate work.

The program requirements are met through the following components: (1) a core curriculum consisting of 12 credit hours, (2) a concentration of 9 credit hours in applied earth sciences or a concentration of 9 credit hours in general earth sciences, (3) 12 credit hours of electives with or without teacher certification, and (4) a thesis or internship project (at least 3 credit hours) coupled with a systematic program of guidance, advisement, and evaluation that involve students from entry through graduation. Students must maintain a cumulative grade point average of 3.0 or higher to remain in the program.

Admission Requirements

For unconditional admission to the Master of Science in Earth Science graduate program, the student must present at least 30 semester hours of "B" work in environmental, earth or geospatial sciences. Students who do not meet this requirement may gain conditional admission and can complete a course of study to rectify any deficiencies. Conditional admissions will be handled on a case by case basis. Depending on the selected concentration, possible courses which the student can take to better prepare for the graduate program include GEOG 4010-Applied Geographic Information Systems, GEOG 4920 Theory & Methods, GEOG 4110-Quantitative Techniques in Geography, GEOG-4130 Geospatial Statistics, GEOG 4220-Conservation of Natural Resources, or GEOG-4230 Minerals, Energy and
Environment. These courses do not count towards the requirements for the degree.

The GRE is required for admission. A student with a GRE score of less than 1000 may be required to retake the GRE within the first semester of study.

Requirements for the Master of Science in Earth Sciences Degree

All students must complete the following curriculum requirements for the degree: 12 hours of core courses, 9 hours on concentration courses, 12 hours of elective courses, and either 3 hours of thesis or a project. Students must maintain a cumulative grade point average of 3.0 or higher to remain in the program.

Core Courses
All students are required to complete twelve (12) semester hours of core courses selected from those listed below.

- EASC 5000- Geomorphic Processes (3 hours)
- EASC 5010- Climatology and Meteorology (3 hours)
- EASC 5020- Water and Mineral Resources (3 hours)
- EASC 5030- Methods and Techniques of Earth Science (3 hours)
- EASC 5031- Astronomy (3 hours)

Applied Earth Sciences Concentration
Students electing the applied earth sciences concentration will be required to complete three specific courses designed to prepare students to conduct applied research in organizational settings.

- EASC 5100- Earth Science Field Methods and Techniques (3 hours)
- EASC 5110- Remote Sensing of Natural Resources (3 hours)
- EASC 5120- Digital Geographic Information Systems (3 hours)

General Earth Sciences Concentration
Students electing the general earth sciences concentration will be required to complete three specific courses designed to prepare students to continue their graduate level studies or pursue careers in teaching or consulting.

- EASC 5200- Atmospheric Dynamics (3 hours)
- EASC 5210- Lithospheric Movements (3 hours)
- EASC 5220- Hydrospheric Processes (3 hours)

Thesis Option
Candidates for the thesis option must complete thirty-three (33) credit hours of course work plus at least three (3) credit hours of thesis (EASC 5900: 1-6 credit hours) or internship (EASC 5800: 3 credit hours).

Project Option
Students may elect to complete a project in lieu of a thesis, in which case three elective hours must then be substituted for EASC 5900.

Foreign Language Requirement
Students need to satisfy graduate the foreign language requirement by either passing a foreign language exam or by successfully completing a graduate level course in statistics or selected computer programming language.

Master’s Comprehensive Examination
The comprehensive examination is conducted on the day set each semester by the university and it consists of comprehensive questions from core and concentration courses as well as questions relevant to elective courses and thesis research.
Graduate Curriculum Guide for Environmental, Earth and Geospatial Sciences
Masters in Earth Science

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<thead>
<tr>
<th>YEAR 1</th>
<th>FALL SEMESTER</th>
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<tr>
<td>EASC 5020 Water and Mineral Resources</td>
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<td>EDGR 5910 Intro to Statistical Methods*</td>
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<td>EASC 5030 Methods &amp; Tech Earth Science</td>
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<td>EASC 5900 Thesis</td>
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<td>Approval of Thesis or Project Plan</td>
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<td>EASC 5800 Internship</td>
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<td>Qualifying Examination</td>
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</table>

SUMMER Year 2 (as Needed)

| EASC 5900 | Graduate Thesis | 3 |
| Thesis Defense or Project Defense |

Note: Courses are not necessarily offered in the semester in which they are listed in the curriculum guide. They are offered in a sequence which ensures that students will complete all courses within 2 years.

* Fulfills graduate foreign language requirement

** Students are free to take elective graduate courses in areas of their interest, subject to the approval of their thesis or project mentor. ENGG 5115 (Advanced Professional and Technical Writing) is highly suggested as an elective course.
EASC 5000. Geomorphic Processes (3)
This course examines the latest research findings on the following topics: composition of the earth, plate tectonics and diastrophism, tectonics and volcanoes, igneous, sedimentary and metamorphic processes, variations and characteristics of landforms, weathering, soil formation, geologic history and uniformitarianism, and the geologic time scale.

EASC 5010. Climatology and Meteorology (3)
This course provides recent research results on cyclones and anticyclones, severe weather conditions, weather patterns and short-range forecasting, the nature and physical factors of climate, geographic patterns of climate, air pollution and climate, structure of the atmosphere, energy and climate, heat transfer processes, atmospheric circulation, causes of clouds and precipitation, and types of climates.

EASC 5020. Water and Mineral Resources (3)
After a review of the basics of the hydrologic cycle, climate, surface and groundwater hydrology, this course will focus on how water management decision-making processes have been undertaken at local, regional, state and federal level in the US as well as in selected basins of the world. The course will also discuss objectively and in depth some of the current issues related to mineral and oil exploration and water quality in North Carolina such as, among others, natural gas extraction by hydrofracking, regulation of coal combustion waste, offshore drilling and possible lifting of ban on uranium mining in Virginia. After completing this course, students will be able to demonstrate understanding of interdependence of energy, mineral and water issues and present alternative energy sources such as hydroelectric and wind projects.

EASC 5030. Methods and Techniques of Earth Science (3)
This course provides an understanding of earth science research frameworks and the manner in which geodata are collected and analyzed. The following topics are covered: (1) THE SCIENTIFIC METHOD -- identification, formulation, and testing of hypotheses, theories, and models in geology, meteorology, climatology, and oceanography; (2) STATISTICAL ANALYSES -- uses of multivariate statistical techniques in the geosciences; (3) COMPUTER MAPPING -- computers and algorithms, raster symbols and surface mapping, raster-mode measurement and analysis, vector symbols, cartometry and map projections, cartographic data structures, computer-assisted map design; (4) GEOGRAPHIC INFORMATION SYSTEMS -- data capture, structuring editing, structure conversion, geometric correction, projection conversion, spatial definition, generalization, enhancement, classification, statistical generation, retrieval, overlaying, display, analytical technique support, and data management; (5) REMOTE SENSING -- scope of remote sensing, the electromagnetic spectrum and basic matter and energy relations, atmospheric windows, power spectra, transmission and interference, sensors and platforms, the variable meaning of resolution, history of satellite sensing, multispectral scanning, spectral analysis.

EASC 5031. Astronomy (3)
The overall objective of this course is to increase students' knowledge of the universe by examining the findings of recent research on physical principles governing the universe, the structures of the planets and their atmospheres, the solar system, the Milky Way, and remote galaxies. Some of the key topics to be discussed are: Solar System, Stars and Stellar Evolution, Stellar Systems and Motions, Galactic and Extragalactic Astronomy, Astronomical Instrumentation and Development, Radio Spectrum Management. 3 credit hours

EASC 5100. Earth Sciences Field Methods and
Techniques (3)
This course is aimed at providing students with skills needed to systematically acquire new or raw data within a specific research area. This includes an organized recording of observations made in the field within a defined spatial matrix or research area and the utilization of systems of data classification subject to subsequent processing, presentation, and analysis. The term “methods” describes the overall research framework or design, and “techniques” refers to the manner in which field data are collected.

EASC 5110. Remote Sensing of Natural Resources (3)
This course is designed to help students obtain advanced proficiency in geographic information processing by learning how information is obtained about objects without being in direct contact with them. They will learn about specific sensors, such as cameras and multispectral scanning systems that are flown on aircraft or spacecraft and how the imagery obtained by those sensors is analyzed optically or digitally to yield valuable information of the earth's resources.

EASC 5120. Digital Geographic Information Systems (3)
This course will teach students about the most recent improvements in computer processing of geographic information. Some of those improvements include algorithm development for converting geographic data into computer readable formats, their subsequent storage for modeling, and statistical analysis and the display of maps and models. Students will also learn about the latest methods of research and data symbolization and will become familiar with the practical and theoretical aspects of cartographic communication, design, and construction.

EASC 5200. Atmospheric Dynamics (3)
This course is designed to increase students' knowledge of the earth's upper and lower atmosphere, including its general circulation and the physical bases of climate, and the smaller-scale, shorter-term phenomena that describe weather processes. Recent research on natural global chemical cycles of gases and particulates in the earth's atmosphere are considered, as well as the composition, energetics, and the dynamics of the coupled upper atmospheric system. The course also discusses state-of-the-art knowledge of the sun as it relates to the earth's upper atmosphere and space environment.

EASC 5210. Lithospheric Movements (3)
The goal of this course is to present the structure and dynamics of the Earth's lithosphere. After a presentation of the radial structure of the solid Earth as it can be inferred from seismological and mineralogical data, the course will focus on the physical processes involved in lithosphere dynamics and evolution in the framework of plate tectonics. After completing this course students should be able to explain which observations led to the elaboration of plate tectonics theory, describe the differences between oceanic and continental lithospheres, demonstrate an understanding of the physics of the heat transfers within the Earth, and demonstrate the understanding of the concept of isostatic equilibrium and how it can be applied in Earth Sciences.

EASC 5220. Hydrospheric Processes (3)
This course is designed to improve the students' understanding of hydrologic processes on the Earth and some of the scientific methods used in the analysis and design of systems involving surface and groundwater flow. Concepts include the characterization of watersheds, precipitation events, frequency analysis, subsurface hydrology, discharge and runoff estimation, and water quality. The course will be primarily taught as a series of guided investigations and laboratories intended not only to expose
students to specific methodologies, but also to hone the ability to learn new techniques, vocabulary and physical concepts in a realistic analytical context.

EASC 5600. Independent Study (1-6)
This being an independent study course, the students are expected to work on individual projects as directed. Students should have a clear understanding of the concepts and issues and should be willing and able to work independently. This course will cover advanced topics or topics related to specific research interests. Regular contact with the instructor is required. The course can be repeated; however a maximum of 6 credit hours can be applied to meet graduation requirements.

EASC 5700. Directed Research (1-6)
This being a directed research course, the students are expected to work on individual projects as directed. Students should have a clear understanding of the concepts and issues and should be willing and able to work independently under research mentor’s guidance. This course will cover topics related to individual students’ thesis. Regular contact with the instructor is required. The course can be repeated; however a maximum of 6 credit hours can be applied to meet graduation requirements.

EASC 5800. Internship (3)
Students must complete a supervised internship in an agency approved by the department. A written analysis demonstrating a mastery of the skills learned must be presented to a faculty committee for approval. The format of this document must meet with standards prescribed by the department.

EASC 5900. Thesis (1-6)
Students will develop a research design on an acceptable topic approved by an adviser. The format of the resulting original research must meet the standards set by the department and the Graduate School. The thesis must be successfully defended before a faculty committee. Only 3 credit hours of thesis can be counted towards the degree.

EEGS Graduate Faculty

Anderson, Yolanda Banks (Professor)
B.S., University of North Carolina at Greensboro
M.S., Harvard School of Public Health
Ph.D., University of North Carolina at Chapel Hill

Bang, John (Associate Professor)
B.S., University of Illinois at Urbana-Champaign
M.D., Central America Health Science University – Belize/University of Illinois at Chicago
Ph.D., University of Texas at El Paso

Love, Garrett (Assistant Professor)
B.S., Massachusetts Institute of Technology
M.S., Ph.D., Duke University

Mulrooney, Timothy (Assistant Professor)
B.A., Columbia University in the City of New York
M.E.S., Loyola University Maryland
M.S., University of Idaho
Ph.D., University of North Carolina at Greensboro

Vlahovic, Gordana (Associate Professor)
B.S., University of Zagreb
M.S., Ph.D., University of North Carolina at Chapel Hill

Williams, Harris E. (Associate Professor)
B.S., North Carolina Central University
M.A., Ph.D., Arizona State University

Yang, Zhiming (Assistant Professor)
B.S., Jiling University, China
M.S., Ohio State University
Ph.D., Oklahoma State University
GRADUATE PROGRAM IN ENGLISH

Dr. Michele S. Ware, Chairperson
Room 305 Farrison-Newton Communication Building
Department Telephone: (919) 530-6221
E-mail: mware@nccu.edu

The Department of Language and Literature offers the Master of Arts in English. In providing a comprehensive education in literary study, the program is designed to foster thorough scholarship and to develop the student’s ability to pursue independent research.

Requirements for the Master of Arts in English Degree

General English Program Requirements
1. A cumulative grade point average of 3.0 or higher.
2. At least 30 semester hours of graduate level courses including the thesis. Course details are provided below.
3. Successful completion of a reading proficiency examination in a foreign language.
4. Successful completion of a comprehensive written examination.
5. Successful completion of an oral examination associated with the thesis.

Course Requirements:

Required Research Credits:
- ENGG 5000 Literary Research, Bibliography, and Critical Theory (3)
- ENGG 5900 Thesis (3) (Earned only when there is a letter grade given for the course; grades of PR or NP are not earned hours)

Course Requirements:

One course from each of the following three areas (a total of nine credit hours)

1. American Literature:
   - ENGG 5510 The American Novel in the Nineteenth Century
   - ENGG 5520 American Authors in the Nineteenth Century
   - ENGG 5605 African American Literature I
   - ENGG 5615 African American Literature II
   - ENGG 5620 Modern American Literature

2. British Literature:
   - ENGG 5020 Chaucer
   - ENGG 5120 English Literature of the Sixteenth and Seventeenth Centuries
   - ENGG 5210 Milton
   - ENGG 5220 Major British Authors of the Eighteenth Century
   - ENGG 5230 English Drama
   - ENGG 5300 Shakespeare
   - ENGG 5310 English Romantic Poets
   - ENGG 5410 Victorian Literature
   - ENGG 5415 The Victorian Novel
   - ENGG 5420 Modern British Literature

3. Specialty/Multicultural Topics:
   - ENGG 5005 Composition Theory and Pedagogy
   - ENGG 5015 Approaches to the Teaching of Literature
   - ENGG 5110 Seminar in Language or Literature
   - ENGG 5430 Major Novels of the Nineteenth Century
   - ENGG 5700 Seminar in Modern African Literature
   - ENGG 5710 Postmodern Narrative
   - ENGG 5720 Contemporary Multi-Ethnic Literature
   - ENGG 5740 Major Novels of the Twentieth Century
- ENGG 5750 Modern British and American Drama

**Additional Course Requirements:**

Five courses (15 credit hours) are required from the courses not taken above, as approved by the student’s academic advisor. Three of those courses (9 hours) may be a minor drawn from another graduate level program at NCCU (subject to approval by the English program coordinator or Department chair.)
Graduate Curriculum Guide for the MA in English
Masters in English Literature

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<td>ENGG 5XXX</td>
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**SUMMER Year 1:**
Qualifying Examination/Admission to Candidacy
Approval of Thesis Plan

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<th>FALL SEMESTER</th>
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<tr>
<td>ENGG 5XXX</td>
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<td>ENGG 5XXX</td>
<td>Any graduate seminar or elective course</td>
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**SUMMER Year 2 (As Needed)**
ENGG 5900 Graduate Thesis 3 or 6
Thesis Defense

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<thead>
<tr>
<th>YEAR 3 (As Needed)</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
</table>
**English Course Descriptions**

**ENGG 5000. Literary Research, Bibliography, and Critical Theory (3)**
An introduction to graduate study. Focus on literary resources and critical theory, including a unit on African American literary theory. (Fall)

**ENGG 5005. Composition Theory and Pedagogy (3)**
Pre- or co-requisite: ENGG 5000 or permission of instructor.
An overview of contemporary theory and research in composition with an emphasis on writing instruction.

**ENGG 5015. Approaches to the Teaching of Literature (3)**
Prerequisite: English 5000 or permission of instructor.
A study of critical theory and research in the teaching of literature, with the aim of developing and demonstrating effective instructional strategies in the teaching of literature.

**ENGG 5020. Chaucer (3)**
The reading and interpretation of the Canterbury Tales and other works.

**ENGG 5110. Seminar in Language or Literature (3)**
An investigation of special topics and problems in language or literature. May be taken more than once in a student’s program since the topic changes but for no more than a total of six credit hours.

**ENGG 5115. Advanced Professional and Technical Writing (3)**
A study of professional communication with an emphasis on achieving an effective style for a variety of document types. Requires a culminating long formal report which solves a problem from the student’s workplace.

**ENGG 5120. English Literature of the Sixteenth and Seventeenth Centuries (3)**
A study of authors of the English Renaissance, excluding Milton and Shakespeare.

**ENGG 5210. Milton (3)**
A study of Milton’s prose and poetry, with emphasis on the major poems.

**ENGG 5220. Major British Authors of the Eighteenth Century (3)**
A study of selected poets, essayists, novelists, and dramatists of the eighteenth century.

**ENGG 5310. English Romantic Poets (3)**
A study of selected major Romantic poets, including Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

**ENGG 5230. English Drama (3)**
An intensive study of English drama from the beginning to the end of the nineteenth century, excluding Shakespeare. The course approaches dramatic literature historically, thematically, and technically with concentration on analysis, comparison, and synthesis. (Fall)

**ENGG 5300. Shakespeare (3)**
An intensive study of selected comedies, histories, tragedies, and sonnets by William Shakespeare. The seminar requires research, applications of critical theories, and related writing assignments. (Fall)

**ENGG 5410. Victorian Literature (3)**
A study of major Victorian authors, excluding the novelists.

**ENGG 5415. The Victorian Novel (3)**
A study of selected Victorian novels.

**ENGG 5420. Modern British Literature (3)**
A study of selected major British authors of the 20th century.

**ENGG 5430. Major Novels of the Nineteenth Century (3)**
A detailed study of representative nineteenth-century novels which reflect the complexity and the transformation of the era in which they were written, including increased technological sophistication, the consolidation of global
powers, the rise in religious uncertainty and skepticism, the growth of the middle class, and the cultural strictures of patriarchal hierarchy. (Fall)

ENGG 5510. The American Novel in the Nineteenth Century (3)
A study of the American novel from its beginning to Henry James.
ENGG 5520. American Authors in the Nineteenth Century (3)
A study of selected essays, short fiction, and poetry.

ENGG 5605. African American Literature I (3)
A study of selected African American authors of the eighteenth century through the Harlem Renaissance.

ENGG 5615. African American Literature II (3)
A study of selected African American authors since the Harlem Renaissance.

ENGG 5620. Modern American Literature (3)
A study of the prose and poetry of selected major authors of the 20th century.

ENGG 5700. Seminar in Modern African Literature (3)
A study of the emergence and development of Anglophone African writing emphasizing the three main genres of literature – drama, prose fiction, and poetry – from the 1930s to the present. The course focuses on canonical figures such as Achebe, Soyinka, Ngugi, Nwapa, p’Bitek, Okigbo, Osundare, Clark and others. (Fall, even years)

ENGG 5710. Postmodern Narrative (3)
A study of post-World War II fiction, drama, and film using criticism and theory from psychoanalysis, feminism, and cultural studies.

ENGG 5720. Contemporary Multi-Ethnic Literature (3)
A study of selected contemporary authors from a variety of cultures, typically including the Caribbean, Native American, Asian American, Indian, African American, and/or African authors.

ENGG 5740. The Twentieth-Century Novel (3)
An in-depth study of major novels by significant twentieth century writers with an emphasis on British and American works and a critical examination of the major movements and theoretical ideas that shaped the development of the novel as a genre. The course provides advanced study of the themes, techniques, and strategies common to modern and postmodern twentieth-century novels. (Spring)

ENGG 5750. Modern British and American Drama (3)
An intensive study of the major movements and theoretical ideas which informed and shaped modern British and American drama. The course approaches dramatic literature historically, thematically, theoretically and technically with concentration on analysis, comparison, and synthesis.

ENGG 5800. Independent Study (3) By permission of the Instructor and/or Department Chairperson.
A detailed study of selected topics in language or literature in English. Although the course may be taken more than once, it may not count more than twice (a limit of six credit hours) within the total number of credit hours required for the degree.

ENGG 5900 Thesis (1-6)
Graduation requirement: a minimum of 3 earned credit hours. The research, writing, and defense of an acceptable thesis on an approved topic. Students register for the course in consultation with their advisors to determine the appropriate number of credit hours to be granted in a given semester. The course may be taken more than once but for no more than a total of six earned credit hours. Students must be enrolled in the course for three credit hours during the semester in which the thesis is completed.
**English Graduate Faculty**

Bockting, Margaret (Assistant Professor)
English
B.A., Connecticut College
M.A., Ph.D., University of North Carolina at Chapel Hill

Evans, Thomas (Associate Professor)
English
B.A., University of Michigan
M.A.C.T., Ph.D., University of North Carolina at Chapel Hill

Fulford, Carolyn (Assistant Professor)
B.A., Keene State University
M.A., Ph.D., University of North Carolina at Chapel Hill

Gold, Rachelle (Assistant Professor)
English
B.A., San Jose State University
M.A., (English) Indiana University-Bloomington
M.A., (Education) University of California at Berkeley
Ph.D., University of North Carolina at Chapel Hill

Harrington-Austin, Eleanor (Associate Professor)
English
B.A., Duke University
M.A., Ph.D., Tulane University

Jackson, Karen Keaton (Associate Professor)
Education
B.S., Hampton University
English
M.A., Ph.D., Wayne State University

Kuwahara, Kuldip K. (Professor)
English
B.A., Lucknow University
M.A., Panjab University
Ph.D., University of North Carolina at Greensboro

Mathew, Mary T. (Professor)
English
B.Sc., Union Christian College; M.A., University of Madras
M.A., North Carolina Central University
Ph.D., University of North Carolina at Chapel Hill

Nessly, Laurence D., Jr. (Assistant Professor)
English
B.A., Reed College
Linguistics
M.A., Ph.D., University of Michigan

Ogede, Ode S. (Professor)
English
B.A., M.A., Ph.D., Ahmadu Bello University

Pearce, James (Associate Professor)
English
B.A., M.A., Ph.D., Stanford University

Rountree, Wendy (Associate Professor)
English
B.A., M.A., East Carolina University
Ph.D., University of Cincinnati

Vavra, Sandra A. (Professor)
English
B.A., State University of New York at Binghamton
English Education
M.A.T., Ph.D., University of North Carolina at Chapel Hill

Ware, Michele S. (Associate Professor)
English
B.A., University of New Orleans
M.A., Ph.D., University of North Carolina at Chapel Hill

Williams, Andrew P. (Professor)
English
B.S. Ed., M. Ed., Slippery Rock University
Ph.D., Indiana University of Pennsylvania

Wymer, Kathryn (Assistant Professor)
B.A., University of Virginia
M.A., Ph.D., University of North Carolina at Chapel Hill
GRADUATE PROGRAM IN HISTORY

Dr. Jim Harper, Chairperson
Room 206-A/204 Edmonds Classroom Building
Department Telephone: (919) 530-6271
E-mail: jcharper@nccu.edu

The Department of History offers the Master of Arts degree in African, African Diaspora, African American, American, and European history; and a minor (9 semester hours) in African, African Diaspora, African American, American, European, Latin American, and Public history.

The Department of History requires a GRE Score and a writing sample with every application for admission.

Requirements for the Master of Arts in History Degree

1. Completion of 30 semester hours of course work with a cumulative grade point average of 3.0 or higher.

2. Required major courses:
   a) HISG 5000 (must be taken in first year of graduate study)
   b) At least one seminar courses chosen from HISG 5010, 5020, 5040, 5050 or 5070, 5050.

3. Completion of the following:
   a) A minimum of 21 hours of history in a major area and a minimum of 9 hours in an internal minor area.
   b) A minimum of 21 hours of history in a major area and 9 hours of an external minor in any department that offers a graduate degree.

4. Successful completion of a reading proficiency examination in a foreign language or completion of a computer language course.

5. Successful completion of a comprehensive written examination.

6. Successful completion of a research thesis with up to 6 hours credit (HISG 5900), including passing an oral examination.
# Graduate Curriculum Guide for History

## Masters in History

### YEAR 1

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**SUMMER Year 1:**

- **PROG 5RRR/5PPP** Graduate Research/Project 3
- **Qualifying Examination/Admission to Candidacy**

### YEAR 2

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<td>HISG 5900 Graduate Project</td>
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**SUMMER Year 2 (As Needed)**

- HISG 5900 Graduate Thesis 6
  - or
  - HISG 5900 Graduate Project 6

**Thesis Defense or Project Defense**

### YEAR 3 (As Needed)

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### History Course Descriptions for Graduate Students

**HISG 5000. Historical Method and Bibliography (3)** An examination of the methods of research used by historians and schools of historical interpretation.

**HISG 5010. Seminar in European History (3)** An investigation of the main trends in the economic and social history of Europe since 1750. Emphasis on the new approaches in the field and current innovative research developments.

**HISG 5020. Seminar in United States History (3)** An investigation of special topics in American history with emphasis on research and dialogue with peers.

**HISG 5040. Seminar in African History (3)** An investigation of special topics in African history with concentration on the research and writing of a peer-critiqued research paper.

**HISG 5050. Seminar in African American History**
(3) An investigation of special topics in African American history with emphasis on research and dialogue with peers.

HISG 5070. Seminar in the African Diaspora (3) An investigation of special topics in African Diaspora history with emphasis on the research and writing of a peer-critiqued research paper.

HISG 5072. Women in the African Diaspora (3) This course is a comparative study of women in the African Diaspora. The course explores the sociocultural constructions of race and the processes of acculturation and resistance among people of African descent in the ‘New World’ and the ‘Old World’. Readings will focus on women in Africa and its Diaspora communities in the Caribbean, Latin America, and North America. Part of this course pays close attention to the leadership strategies of women in the African Diaspora providing opportunities for students to adapt these models for their personal development.

HISG 5100. Independent Readings in European History (3) An examination through individuals and independent in-depth readings on some topic in European history.

HISG 5130. European History, 1815-1914 (3) An intensive study of the period, 1815-1914. Equal emphasis is placed on economic, political, cultural, and social developments.

HISG 5140. European History Since 1914 (3) An intensive study of the political, economic, social, and intellectual developments in Europe since 1914.

HISG 5155. Topics in European History, 1750-1870 (3) An analysis of central topics in European history. Particular attention is placed on polemical issues that are the subject of changing historiographical interpretations.

HISG 5160. Topics in the Expansion of Europe (3) An examination of the extension of European culture overseas. Special emphasis will be placed on the case studies of Africa, Asia, the Caribbean, the Americas, and the Pacific.

HISG 5170. The New Europeans: Race and Ethnic Minorities in Contemporary Europe (3) This course is an examination of the status and experiences of racial and ethnic immigrants in contemporary Europe. The course analyzes the various patterns of movement and settlement of ethnic minorities in Europe during the twentieth century. It also examines how societies responded to their presence and the formation of public policy. Finally, the course addresses significant issues related to Transnational Migration and global race relations.

HISG 5200. Independent Readings in American History (3) An examination through individual and independent in-depth readings on topics in American history.

HISG 5210. U.S. History: Colonial Period to the Age of Jackson (3) An in-depth study of different interpretations of the many facets of United States history from colonial times to the "Age of Jackson."

HISG 5220. U.S. History: Age of Jackson to 1900 (3) An analysis of varying interpretations and studies of American history

HISG 5230. United States Since 1900 (3) An analysis of selected topics dealing with big business; American imperialism; the Progressive Movement; the quest for social justice among American minorities; economic, political, and social patterns in the aftermath of World War I and World War II; internationalism; and the contemporary scene.
HISG 5260. American Labor History (3) The course traces the history of American workers and organized labor unions from the colonial era to the present. Emphasis will be placed on the interaction between workers and the unions and political and economic developments.

HISG 5320. History of North Carolina (3) An intensive study of the historical, political, economic, cultural, and social developments of North Carolina from its colonial beginnings to the present day.

HISG 5400. Independent Readings in African History (3) An examination through individual and independent in-depths readings on topics in African history.


HISG 5420. History of West Africa (3) A study of West African history, including a discussion of the rise of West African states, the effects of the Atlantic slave trade on these states, the history of West Africa during the period of European colonialism, and West African independence.

HISG 5440. History of Southern Africa (3) A survey of the peoples and states of southern Africa from the earliest times to the present. Includes a discussion of southern African resistance to the partitioning and colonial rule, white-black conflict, and problems in modern southern Africa.

HISG 5460. Independent Africa (3) An examination of some of the problems facing Africa today. Includes a discussion of underdevelopment, urbanization, elitism, Christianity and Islam vs. traditional religion, and education as they affect social change on the continent.

HISG 5490. Independent Readings in African History (3) An examination through individual and independent in-depth readings topics in African history.

HISG 5500. Independent Readings in African American History (3) An examination through individual in-depth readings on some topic in Afro-American history.

HISG 5510. Topics in African American History to 1865 (3) An intensive study of selected topics in African American history to 1865.

HISG 5520. Topics in African American History Since 1865 (3) An intensive study of selected topics in African American history since 1865.

HISG 5522. The Black Female Body in American Culture (3) This course examines the constructions, representations, forms of appropriation and liberation of the Black female body in cross-cultural, historical and contemporary perspective. Particular attention will be given to examining ways that the intersecting hierarchies of gender, race, class, sexuality and culture shape the treatment of the Black female body.

HISG 5530. Black Americans in the Twentieth Century (3) An in-depth study of selected topics in 20th century African American history.

HISG 5534. Black Feminist Thought and Feminist Thought (3) The purpose of this course is to examine the history of Black feminist theory and scholarship. The course will explore topical areas in Black feminist and feminist scholarship. It pays particular attention to theoretical perspectives that examine local, national, and international topics that include: the social construction of gender and sexuality; definitions of womanhood; the female body and the politics of representation; comparative feminisms; women’s culture; political and economic expressions; and women’s activism and participation in social transformation will be included.
HISG 5536. Black Women and Activism (3)
The purpose of this course is to highlight the multiple ways black women activists have shaped United States History. Through this course, students will explore and examine the struggles and accomplishments of Black women activists. The course also examines black women's clubs, groups, and organizations in the hopes of creating a more accurate portrayal of the impact these individuals and groups have had on society. The second half of the course will enable students to see more clearly how black women served as critical agents in uplifting their communities, particularly during tremendous periods of interracial turmoil and heightened group tensions.

HISG 5610. Topics in Latin American History (3)
An in-depth study of the Latin American struggle for social integration, nationhood, economic independence, democracy, political stability, and diplomatic identity within the Inter-American system.

HISG 5625. Caribbean Women in Slavery and Freedom (3) The course will focus on how women's enslavement differed from that of men, examining labor, economics, and sexuality. It also analyzes the ways in which women helped to craft and defend new Caribbean identities and carve out niches for themselves through autonomous economic activities.

HISG 5630. Modern Mexico (3) An examination of Mexico's social, political, and economic history since the time of its independence from Spain to the present, with an emphasis on Mexico's revolution and Mexican-U.S. relations.

HISG 5700. Introduction to Oral History (3) The course is designed to encourage students to research, write, and critically think about the components of oral history methodology and documentary techniques.

HISG 5710. Introduction to Public History (3) An introduction to the three main features of Public History: people’s history, cultural resource management, and applied history. Emphasis will be placed upon making history usable, accessible, and service-oriented to a broad general public.

HISG 5712. Internship in Public History (3) This course explores the essential question of, “What are the opportunities and challenges in the growing field of Public History?” In addition to studying the literature in the field students will find that internships are excellent opportunities to gain hands on experience and identify careers they would like to pursue.

HISG 5720. Introduction to Archives and Manuscripts (3) An introduction to the theory and practice of managing archives documents, such as personal papers, institutional records, photographs, electronic records, and other unpublished materials. Topics covered include manuscript and records acquisitions and appraisal, arrangement and description, conservation and preservation, reference, and access.

HISG 5722. Archives and Records Management (3) An examination of the responsibilities of archivists and records managers. The course will provide students with an historical foundation for understanding contemporary record-keeping practices.

HISG 5724. Archives and the African American Community (3) An examination of the documentation of the African American community; both men and women, family roles, class identities, political conflicts, and gender, racial and ethnic relations. The course will also address legal, policy, and ethical issues surrounding archives and the collection of African American historical materials.

HISG 5726. Archives Appraisal: Themes, Issues, Scholarship (3) An examination of the theory, policies, and procedures archivists use to identify, evaluate, acquire, and authenticate records and papers, in all formats, which have
enduring value to records creators, institutions, researchers, and society.

HISG 5728. Archival Arrangement and Description (3) An in-depth analysis of contemporary theories, methodologies, and models for arranging, describing, and providing access to archival documents.

HISG 5730. Seminar in Race and Public History: A View from the Diaspora (3) An examination of different ways in which individuals and institutions within indigenous cultures are attempting to understand and reconcile the contested terrains of their historical past within the sensitivity of their own time and culture. Part of the course will examine African American efforts in the United States. A second part is reserved for exploration of historical agency in Africa and the Caribbean.

HISG 5736. Collection Management (3) The course is designed to provide students with the necessary skills to develop a collection management plan based on a museum’s institutional mission. The course explores the basic principles of accessioning and deaccessioning artifacts for museum collections; the technical aspects of handling, storing and exhibiting a variety of materials, including registration and cataloging procedures, writing condition reports, and crating and shipping artifacts.

HISG5738. Museum Interpretation (3) An examination of the principles of interpreting history to the public through and analysis of the professional practices of exhibition development for museums and historic sites.

HISG5740. Education and Public Programs (3) An examination of the methods by which museums and historic sites, both public and private, identify and serve their respective communities through educational programming.

HISG 5742 Leadership in Museums: Administration and Historic Site Management (3) An in-depth study of the basic principles in the administration of museums, historic sites, cultural centers and other cultural institutions. The course will incorporate case studies of museum administrative programs on the local, state, and national level.

HISG 5744 History Museum Curators hip: African American Material Culture (3) An examination of the broad areas of historical research as they relate to the collection, preservation and interpretation of African American material culture. The course will provide the necessary skills to employ learned historical methodology within a museum context, especially in the area of object/artifact research and exhibition development.

HISG 5891. Thesis Conference/Resident (0) For students who have in-state tuition residency and are completing preliminary steps toward the development of a thesis. The student must enroll in this course every semester from the approval of the thesis topic until the final semester the thesis is completed.

HISG 5892. Thesis Conference/Non-Resident (0) For students who have out-of-state tuition residency and are completing preliminary steps toward the development of a thesis. The student must enroll in this course every semester from the approval of the thesis topic until the final semester the thesis is completed.

HISG 5900. Thesis (1-3) Thesis hours are for the completion of extensive research and writing of an acceptable thesis on an approved topic. Students should register for this course only during the semester that they plan to finish their thesis work.

**History Graduate Faculty**

Dr. Jerry Gershenhorn, Professor,
B.A., B.S. State University of New York at Binghamton;
M.A., North Carolina Central University; Ph.D., The University of North Carolina at Chapel Hill

Dr. Jarvis Hargrove, Assistant Professor
B.A., North Carolina Central University
M.A., North Carolina Central University
Ph.D., Howard University

Dr. Jim Harper, II, Associate Professor
B.A., North Carolina Central University
M.A., North Carolina Central University
Ph.D., Howard University

Dr. Rhonda Jones, Assistant Professor
B.A., Howard University
M.A., Howard University
Ph.D., Howard University

Dr. Lydia Lindsey, Associate Professor
B.A., Howard University
M.A., Howard University
Ph.D., The University of North Carolina at Chapel Hill

Dr. Baiyiana Muhammad, Assistant Professor
B.A., Bennett College for Women
M.A., North Carolina Central University
Ph.D., Morgan State University

Dr. Joshua Nadel, Assistant Professor
B.A., Tufts University
M.A., Tufts University
Ph.D., The University of North Carolina at Chapel Hill

Dr. Freddie L. Parker, Professor
B.A., North Carolina Central University
M.A., North Carolina Central University
Ph.D., The University of North Carolina at Chapel Hill

Dr. Carlton E. Wilson, Associate Professor
B.A., North Carolina Central University
M.A., The Ohio State University
Ph.D., The University of North Carolina at Chapel Hill

MASTER OF MUSIC IN JAZZ STUDIES

Ralph Barrett, Chair
212 C. Ruth Edwards Music Hall
Department Telephone: (919) 530-7213
Fax: (919) 530-7540
Email: rbarrett5@nccu.edu

Ira Wiggins, Ph.D., Director of Jazz Studies
Department Telephone: (919) 530-7214
Fax: (919) 530-7979
Email: iwiggins@nccu.edu

The Master of Music in Jazz Studies degree program is designed to prepare students for excellence in musical performance, composition and teaching. This is achieved through a comprehensive program that focuses on performance and compositional skills, while developing cognitive skills that enhance one’s critical thinking and creativity. Completion of the program will enhance career opportunities in teaching at the secondary and post secondary levels, as well as professional performance and composition in the jazz and contemporary music fields. Currently, the Master of Music in Jazz Studies is recognized as the terminal degree and requires 33 credit hours of study beyond the bachelor’s degree.

Prerequisites

Bachelor of Music in Jazz Performance or a Bachelor of Arts in Music with extensive experience in jazz performance and/or teaching

Students entering the Master of Music in Jazz Studies program must have a 2.7 cumulative grade point average and a 3.0 average in their undergraduate major.

Completion of undergraduate courses in Jazz Theory and Improvisation (Performance Majors)
Completion of undergraduate courses in Jazz Arranging and Composition (Composition Majors)

Extensive jazz big band and or small combo experience (Vocal or Instrumental)

Application Process

Graduate Application Form (Graduate Admissions)
Two official undergraduate transcripts
Two letters of Recommendation
GRE Examination

Audition Procedures

Students auditioning for the program must be proficient in improvisation on the following three song forms: (1) the blues, (2) rhythm changes, and (3) select standards, including ballads, and Latin compositions.

A performance of each of the sub-styles listed above will be required to provide evidence of the applicant’s improvisational skill.

Additionally, applicants may submit recordings (small or large ensemble) that provide evidence of applicant’s musical development.

Students seeking the Composition track must provide written scores and recordings as evidence of successful writing ability.

A successful performance audition and a written and oral theory exam are required for acceptance into the program.

Curriculum

- APPL 5000 - Applied Instrumental/Voice
- JAZZ 5010 - Jazz Vocal Ear-training
- JAZZ 5020 - Jazz Combo
- JAZZ 5030 - Jazz Pedagogy
- JAZZ 5071 - Jazz Ensemble
- JAZZ 5081 - Vocal Jazz Ensemble
- JAZZ 5100 - Jazz Improvisation I
- JAZZ 5150 - Jazz Improvisation II
- JAZZ 5200 - Jazz Styles and Analysis
- MUSL 5300 - Technology in Music
- MUSL 5400 - Multimedia Applications
- JAZZ 5700 - Jazz Arranging I
- JAZZ 5750 - Jazz Arranging II
- JAZZ 5760 - Jazz Composition
- MUSL 5800 - Recital
- MUSL 5900 - Graduate Research Seminar

General Standards and Course Requirements for the Master of Music in Jazz Studies Degree

Placement tests will be administered to entering graduate students in the areas of Jazz Theory, Jazz Arranging and Jazz Improvisation. Students with deficiencies in these disciplines will be required to complete undergraduate review courses. Credits for the review courses are a part of the 33-hour Master of Music degree requirements.

1. A maximum of twelve hours of undergraduate courses can be taken by students who have deficiencies in the following areas: Jazz Theory, Jazz Arranging, or Jazz Improvisation.

2. Successful completion of a major jazz composition and arrangement for large and small ensembles for the Master of Music in Jazz Studies (Composition Track)

3. Successful completion of the lecture/recital for the Master of Music in Jazz Studies (Performance Track)

4. Students must complete a minimum of 33 semester hours (Graduate Courses) with a cumulative grade point average of 3.0 or higher.

5. Completion of the following core courses (16 total hours): APPL 5000 Applied Music (2 credit hours), JAZZ 5030 Jazz Pedagogy (2
credit hours), JAZZ 5071 Jazz Ensemble or JAZZ 5081 Vocal Jazz 5200 Jazz Ensemble (1 credit hour), JAZZ 5100 Jazz Improvisation I (2 credit hours), JAZZ 5200 Jazz Styles and Analysis (3 credit hours), JAZZ 5700 Jazz Arranging I (3 credit hours), and MUSL 5900 Graduate Research Seminar (3 credit hours)

6. Demonstrated reading proficiency in foreign language approved by the department or demonstrated competency in computer music technology application. Competency in computer music technology applications may be demonstrated either by examination or the completion of MUSL 5300 (Technology in Music) with at grade of B or above.

7. Successful completion of the performance and analysis of selected jazz standard literature orchestrated for small ensembles presented in the lecture/recital format. Performance and Composition majors must meet the minimum standard of jazz improvisation based on the following forms, (blues, “Rhythm” changes, and standard song form. (Performance Track)

8. Students must pass their orals (Recital Hearings – Performance and Lecture) to complete the requirements for MUSL 5800 before proceeding with their final thesis/recital project. Students will have a maximum of two opportunities to pass these hearings. Those students failing to satisfy this requirement will have to postpone their lecture/recital until the next semester. This requires the student to retake MUSL 5800 and repeat the orals during the following semester.
### Graduate Curriculum Guide for Jazz Studies, Performance Track
#### Master of Music

#### YEAR 1

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<tr>
<td>JAZZ 5071 Jazz Ensemble</td>
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</table>

Graduate Comprehensive Examination

*Vocal Performance majors are required to take JAZZ 5010, Jazz Vocal Ear Training*

### Graduate Curriculum Guide for Jazz Studies, Composition Track
#### Master of Music

#### YEAR 1

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>MUSL 5900 Grad Research Seminar</td>
<td>3</td>
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<tr>
<td>APPL 5000 Applied</td>
<td>2</td>
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<tr>
<td>JAZZ 5000 Jazz Ensemble</td>
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Graduate Comprehensive Examination

#### YEAR 2

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<th>FALL SEMESTER</th>
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<tr>
<td>JAZZ 5000 Technology</td>
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<td>APPL 5000 Applied</td>
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<tr>
<td>JAZZ 5700 Graduate Arranging I</td>
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Graduate Comprehensive Examination

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<tr>
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<tr>
<td>JAZZ 5760 Graduate Jazz Composition</td>
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<tr>
<td>MUSL 5300 Technology</td>
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<tr>
<td>JAZZ 5100 Improvisation I</td>
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</table>

Graduate Comprehensive Examination
Music Graduate Course Descriptions

APPL 5000. Applied Instrumental/Vocal (2). The applied lessons (private study) for instrumental and vocal majors involve one on one instruction for in depth and comprehensive study of the technical, theoretical, and stylistic concepts of their major instrument.

JAZZ 5010. Jazz Vocal Ear Training (2). This course continues the foundation from MUSL 3110 with particular emphasis on the needs of the student at an advanced level. Aural skills will be developed with the student demonstrating the ability to sing melodic lines, improvise, and analyze chord progressions that will include music through the 1960s and beyond. Students will study advanced transcriptions of major figures such as Ella Fitzgerald, Clifford Brown, Herbie Hancock and others. Atonal sight-singing and analysis of the chord voicings of Ellington and other modern jazz composers and arrangers will be examined.

JAZZ 5020. Jazz Combo (2). A course designed to examine the various aspects of jazz performance in a small group setting (5-7 members). This course will provide students with the proper laboratory experience that will enable them to refine theoretical and performance practices studied in JAZZ 5100 (Improvisation) and JAZZ 5700 (Arranging). Major emphasis will be placed upon the study of stylistic and improvisational trends by select small group performers from Louis Armstrong, Charlie Parker, and Miles Davis through John Coltrane, Wayne Shorter, Wynton Marsalis and beyond.

JAZZ 5071. Jazz Ensemble (1). This course is designed to provided instrumentalists with the opportunity to study advanced concepts in the performance of classic, standard, and contemporary big band jazz literature. Emphasis will be placed on effective section work as well as an understanding of the performance practices of the major composers and arrangers in the jazz idiom. Additionally, this course will serve as a laboratory for the composition and arranging courses (JAZZ 5730 and JAZZ 5700).

JAZZ 5081. Vocal Jazz Ensemble (1). This course is designed to provided vocalists with the opportunity to study advanced concepts in the performance of classic, standard, and contemporary vocal ensemble jazz literature for small and large vocal jazz choirs. Emphasis will be place on effective section work as well as and understanding of the performance practices of the major composers and arrangers in the vocal jazz idiom. Additionally, this course will serve as a laboratory for the composition and arranging courses (JAZZ 5730 and JAZZ 5700).

JAZZ 5100/5150 – Jazz Improvisation (2 credits each). This sequence of courses examines advanced principles of jazz improvisation based on the theory and performance of improvised jazz solos with an emphasis on functional harmony, modal harmony, non-tonal structures, modes, scales and their application. Special emphasis will be placed upon solo transcription and analysis with memorization of selected solos from major jazz artists within a historical context.

JAZZ 5200. Jazz Styles and Analysis (3). This course will present an overview of the stylistic element of jazz from ragtime through the present. A theoretical analysis of key developments in jazz will be examined relative to their influence on the perpetuation of the jazz art form. Special attention will be paid to pre-World War II and post-1970 developments.

MUSL 5300. Technology In Music (2). This course will build upon the basic knowledge of MIDI and notation software, such as Finale and Sibelius. The course will incorporate elements of digital recording, editing, looping and cross-platform file sharing.

MUSL 5400. MULTIMEDIA APPLICATIONS (2). This course will utilize concepts and skills
obtained in the composition and technology courses to teach students to compose for film, video, spoken word and other media applications.

**JAZZ 5530. Jazz Pedagogy (2).** This course examines the principles and concepts involving the teaching of jazz in the public schools and in higher education. Emphasis will be placed upon developing jazz curricula, staffing, and identifying the proper resources and teaching aids that foster a successful learning environment.

**JAZZ 5700/5750. Jazz Arranging (3 cr each).** This sequence of courses is designed for the study of advanced concepts of arranging in the jazz idiom. Emphasis will be placed on writing the standard jazz big band, small combos, and vocal jazz ensembles. This course will examine the basic principles of writing for strings, and the use of non-traditional instruments in the context of jazz.

**JAZZ 5730. Jazz Composition (3).** This course examines advanced techniques of jazz composition based upon the models of the master composers in jazz. Special emphasis will be placed on composing for traditional and non-traditional jazz ensembles. An examination of string writing and the use of non-traditional jazz instrumentation will be incorporated into this approach to jazz composition.

**MUSL 5800. Recital /Thesis (2).** This represents the major performance requirement for the completion of the Master of Music in Jazz Performance. The recital will be comprised of ninety minutes of music performance and lecture based on an approved thesis topic relative to the Master of Music in Performance or the Master in Music in Composition. Each instrumentalist or vocalist will be required to arrange, transpose and/or transcribe all music for the recital. The format for this presentation will be the lecture/recital.

**MUSL 5900. Research Seminar (3).** A course is designed to provide the student with the proper research and writing skills necessary to conduct and present research in higher education. An examination of the appropriate writing styles for publications and the various research types will be explored. This course will provide the basic foundation for the research project that is a part of the requirements for the fulfillment of the Master of Music.

**Music Graduate Faculty**

Ira Wiggins (Associate Professor)
B. A., North Carolina Central University
M.M., Virginia Commonwealth University
Ph.D., University of North Carolina at Greensboro

Candace Bailey (Professor)
B.M., University of North Carolina at Greensboro
M.A., Duke University
Ph.D., Duke University

Baron Tymas (Associate Professor)
B.A., Howard University
M.M., Howard University

Edmund Paolantonio (Assistant Professor)
B.S., State University of New York
M.M., University of North Carolina at Chapel Hill

Jonathan Horton (Lecturer)
B.M., North Carolina Central University
M.M., Queens College New York

Robert Trowers (Visiting Assistant Professor)
B.A., City College of New York
M.S., Mercy College, Dobbs Ferry, New York

Arnold George (Visiting Assistant Professor)
B. A., North Carolina Central University
M.A., University of Miami, Coral Gables

Lenora Helm Hammonds (Adjunct Faculty)
B. M., Berklee College of Music
M.M., East Carolina University, Greenville
The Department of Mathematics and Physics has Graduate Programs in Mathematics and Physics. The Department has a Graduate Program in Computer and Information Sciences (under Teach-out Plan). All three programs lead to the Master of Science Degrees.

Requirements for the Master of Science in Mathematics Degree

General Mathematics Program, Concentration in Pure Mathematics

1. A minimum of 30 semester hours of graduate mathematics courses with a cumulative grade point average of 3.0 or higher.

2. Required mathematics courses:
   a. MATG 5010, 5510, 5520.
   b. Either MATG 5040 or 5210.
   c. MATG 5900, Thesis (3-6 hrs).

3. Mathematics elective courses: 12 semester hours chosen from any MATG offering, except MATG 5900.
4. Successful completion of a reading proficiency examination in a foreign language or an examination in statistical concepts, or demonstration of proficiency in a modern computer programming language, or completion of an approved graduate statistics course.
5. Successful completion of a comprehensive written examination.
6. Successful completion of an oral examination associated with the thesis.

General Mathematics Program, Concentration in Applied Mathematics

1. A minimum of 30 semester hours of graduate mathematics courses with a cumulative grade point average of 3.0 or higher.
2. Required mathematics courses:
   a. MATG 5210, MATG 5060, and MATG 5520.
   b. Either MATG 5510 or 5080.
   c. MATG 5900, Thesis (3-6 hrs).
3. Mathematics elective courses: 15 semester hours chosen from any MATG offering, except MATG 5900.
4. Successful completion of a reading proficiency examination in a foreign language or an examination in statistical concepts, or demonstration of proficiency in a modern computer programming language, or completion of an approved graduate statistics course.
5. Successful completion of a comprehensive written examination.
6. Successful completion of an oral examination associated with the thesis.
### Graduate Curriculum Guide for Master of Science in Mathematics

#### YEAR 1

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<tr>
<th>FALL SEMESTER</th>
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<tr>
<td>* MATG 5010 Modern Algebra 1</td>
<td>*†MATG 5520 Thy of Func of a Cmplx Var</td>
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<td>*†MATG 5510 Thy of Func of a Real Var</td>
<td>† MATG 5410 Numerical Analysis</td>
</tr>
<tr>
<td>*†MATG 5060 Applied Mathematics</td>
<td>* MATG 5020 Modern Algebra II</td>
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SUMMER Year 1 (as needed):
- MATG 5890 Supervised Research/Project 3
- Qualifying Examination/Admission to Candidacy

#### YEAR 2

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<tr>
<th>FALL SEMESTER</th>
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<tr>
<td>* MATG 5040 Advanced Topics in Geom</td>
<td>†MATG 5080 Operations Research</td>
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<tr>
<td>†MATG 5210 Theory of Numbers</td>
<td>††MATG 5900 Thesis 3-6</td>
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<tr>
<td>MATG Elective</td>
<td>MATG Elective 3</td>
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</tbody>
</table>

- Approval of Thesis Plan or Project Plan
- Thesis Defense or Project Defense

SUMMER Year 2 (as needed):
- MATG Graduate Thesis 3

* Pure Mathematics
† Applied Mathematics
Mathematics Graduate Course Descriptions

MATG 5010, 5020. Modern Algebra I and II (3,3)
A two course study of algebraic systems including groups, rings and fields, vector spaces, and linear algebras, and other algebraic systems.

MATG 5040. Advanced Topics in Geometry (3)
A study of topics chosen from Euclidean and non-Euclidean geometries using analytic and synthetic approaches. Studies may include topics from finite, projective, algebraic and differential geometries.

MATG 5060. Applied Mathematics (3)
A study of advanced mathematical techniques as needed in the solution of mathematical models and application problems. Various models and problems will be studied, including those based on differential equations and requiring techniques for solving differential equations. Model formulation, solution evaluation, and interpretation of results will also be incorporated.

MATG 5080. Operations Research (3)
Prerequisites: MATH 4410. A study of mathematical models and methods for optimal decision-making regarding the usage of constrained analysis, transportation and transshipment problems, assignment models and game theory, dynamic programming, activity networks, Markov chains, queuing theory, and an introduction to simulation.

MATG 5210. Theory of Numbers (3)
A study of congruences, non-linear congruences, number theoretic functions, primitive roots, quadratic residue, Legendre symbol, Gauss's lemma, quadratic reciprocity law, and the theory of binary forms.

MATG 5240. Theory of Groups (3)
A study of group properties, subgroups and cyclic groups, normal subgroups, homomorphism and isomorphism theorems, Abelian groups, Sylow's theorems, composition series, and Jordan-Holder Theorem.

MATG 5310. Point Set Topology (3)
A study of elementary point set theory of the line and the plane, topological spaces and properties, product separation, compactness, connectedness and path connectedness, metrication and compactification, continuous mappings and topological algebra.

MATG 5400. Foundations of Mathematics (3)
A study of axiomatic set theory, operations on sets, relations and functions, axiom of choice, well ordering, maximal principles, cardinal and ordinal numbers, and the generalized continuum hypothesis.

MATG 5410. Numerical Analysis (3)
An analysis of errors in approximate calculation, solutions of nonlinear equations, finite differences and interpolating polynomials, numerical differentiation and integration, quadrature in n dimensions, computational methods and error analysis of matrix inversion, eigenvalues, and eigenvectors.

MATG 5510. Theory of Functions of a Real Variable (3)
A study of the real number system, linear point sets, theory of limits, continuity and differentiability properties of functions of one or more variables, sequences and series of functions, Reimann, Lesbesgue, and Stieltjes integrals, implicit function theorem, and existence theorems for differential equations.

MATG 5520. Theory of Functions of a Complex Variable (3)
A study of complex numbers and their geometric representation, analytic functions, elementary functions, complex integration, Taylor and Laurent series, the calculus of residues, conformal mapping, series and product expansion, power series with finite radius of convergence, Abel's theorem and its consequences, and an introduction to transforms.
Prerequisites: MATH 3020 and MATH 4410 or equivalent. An in-depth study of numerical methods for solving parabolic, elliptic, and hyperbolic partial differential equations. Topics include finite difference schemes in one, two, and three dimensions including explicit and implicit methods, as well as variational methods. A detailed discussion of consistency, convergence and stability is covered for each method introduced.

MATG 5790/CISG 5790. Nonlinear Optimization (3)
Prerequisites: COMP 1520, MATH 2030 and MATH 4410. A study of theory and algorithms of finite dimensional nonlinear programming. Topics include first and second order optimality conditions, convergence, rate of convergence, convexity, and duality; unconstrained optimization algorithms including line search, conjugate gradient, Newton, and quasi-Newton methods; constrained optimization algorithms including quadratic programming, sequential quadratic programming, penalty, Lagrangian, and augmented Lagrangian methods.

MATG 5810. Special Topics in Mathematics (3)
Approval, by the department chairman, is required prior to registering. A course in which content varies from semester to semester. Possible topics include actuarial mathematics, partial differential equations, mathematical logic, and analysis of variance. Repeatable for a maximum of 9 credits.

MATG 5820. Independent Study (1-3)
Approval, by the department chairman, is required prior to registering. Independent research under the direction of a professor. The faculty mentor directs the study and assesses the student’s knowledge through oral and written reports. Repeatable for a maximum of 6 credits.

MATG 5890. Supervised Research (1-3)
Before registering, the student must submit an outline of the proposed research for approval by the faculty member who will supervise the work and by the department chairman. An advanced study, using the research facilities of the department, under the supervision of a professor in the department. Repeatable for a maximum of 6 credits.

MATG 5900. Thesis (1-6)
Before registering, the student must submit an outline of the proposed research for approval of the faculty member who will supervise the thesis, approval by the student’s thesis committee, and by the department chairman. Students should register for this course during the semester in which they intend to complete thesis research and writing. A minimum of 3 credits in MATG 5900 is required for graduation.

GRADUATE PROGRAM IN PHYSICS
The goal of the M.S. program in Physics is to provide innovative and high quality education and training opportunities to students interested in continuing their education beyond the undergraduate level. The program aims at providing a strong foundation for further study at the Ph. D. level in Physics or related fields, for acquiring positions in industry, and for teaching at secondary and post-secondary institutions. Physics has an active research program with modern on-campus experimental facilities, and with access to regional and national research facilities including the nuclear and free electron laser labs located on the nearby Duke University campus. The program strives to extend its research capabilities with strong student participation through significant and valuable contributions to science and technology.

Research Specialization (Major)
The Department of Physics offers research opportunities with specializations in Nuclear
Physics, Solid State Physics, Theoretical Physics, Computational Physics, Nanotechnology, and Spectroscopy. Theoretical and experimental research activities are available in most areas. A student may select one of the areas of specialization for research towards fulfillment of the requirement of a thesis or non-thesis research project.

Research subfields include:
• Experimental low-energy nuclear physics
• Experimental intermediate-energy nuclear physics
• Experimental Neutrino physics
• Experimental studies of X-ray pumped nuclear isomer states
• Theoretical high/low-energy nuclear physics
• Nanotechnology/nanoscale materials – theoretical studies of the optoelectronic and sensory properties
• Semiconductors – material formation and characterization, optoelectronics (experiment & theory)
• Renewable energy – photovoltaic solar cells (experiment & theory)
• Gigahertz to terahertz radiation (experiment)

Regional collaborative projects include:

Duke University, North Carolina
• Triangle Universities Nuclear Laboratory: Experimental low-energy nuclear physics
• Physics Department: Neutrino physics, Nanotechnology
• Chemistry Department: Nanoscale materials
• Free Electron Laser Laboratory: Materials research
• Fitzpatrick Institute for Photonics: Metamaterials, Nanophotonics

Jefferson National Accelerator Facility, Virginia
• Hyper-nucleon physics research
• Nuclear and nucleon structures and strong interactions
• Polarimeter for linearly polarized protons

National Institute of Science and Technology, Maryland
• Fundamental neutron physics experimental collaboration with Neutron Interactions and Radiation group

Active national and international collaborations exists between department faculty and scientists at Cornell University, State University of new York (Albany), University of South Florida, Ohio University (Athens), Oak Ridge National Laboratory in Tennessee, NASA - Glenn research laboratory in Ohio, National Renewable Energy Laboratory in Colorado, research centers in Japan, Korea, Russia, Croatia, and Western Europe.

Admission Requirements
A minimum of 30 credits in Physics at the undergraduate level, with a cumulative GPA of 3.0 in the Physics courses, is required for unconditional admission to the graduate program. A conditional admission may involve correcting physics topic deficiencies by taking undergraduate courses which are prerequisites to graduate courses. Undergraduate physics course deficiencies need to be removed within one semester of admission into the program.

Requirements for the Master of Science in Physics Degree
A minimum of 30 credits, including 6 research credits, are needed to satisfy the requirements of the M.S program in Physics. Of these, 15 credits are from “core” graduate courses in Physics. The remaining 9 credits may be chosen from the “elective” graduate courses or 5000 level courses in Physics, or from course offerings in Biology, Chemistry, Mathematics and Computer Science, that have been approved by the Physics Department. Students planning to continue their studies for a PhD degree are strongly advised to complete
add additional credit hours. Students must maintain a cumulative grade point average of 3.0 or higher to remain in the program.

Core Courses
PHYS 5060 Electromagnetic Theory I (3 hours)
PHYS 5110 Advanced Classical Mechanics (3 hours)
PHYS 5210 Statistical Mechanics (3 hours)
PHYS 5260 Advanced Mathematical Methods in Physics (3 hours)
PHYS 5300 Advanced Quantum Mechanics I (3 hours)

Total Core 15 hours

Electives Courses
PHYS 5070 Electromagnetic Theory II (3 hours)
PHYS 5220 Statistical Mechanics II (3 hours)
PHYS 5310 Advanced Quantum Mechanics II (3 hours)
PHYS 5330 Advanced Solid State Physics (3 hours)
PHYS 5360 Nuclear Physics I (3 hours)
PHYS 5370 Nuclear Physics II (3 hours)
PHYS 5410 Advanced Computational Physics I (3 hours)
PHYS 5420 Advanced Computational Physics II (3 hours)
PHYS 5460 Particle Physics I (3 hours)
PHYS 5470 Particle Physics II (3 hours)
PHYS 5500 Biophysics (3 hours)
PHYS 5520 Applied Spectroscopy (3 hours)
PHYS 5610 Advanced Nanotechnology (3 hours)
PHYS 5650 Special Topics (3 hours)
PHYS 5700 Graduate Seminar (1-3 hours)
PHYS 5800 Graduate Research (1-3 hours), one credit per semester
PHYS 5900 Thesis (3 hours), to be taken in the final semester

Thesis Option
Students are normally expected to perform research under supervision by the Physics faculty and bring their work to a successful conclusion as a thesis. The research for the thesis must be chosen at the time of applying for admission to candidacy. Upon completion of the written thesis, the student will defend the work orally before the departmental graduate committee.

Non-thesis Research Project Option
Students may elect to complete a project in lieu of a thesis, in which case three elective hours must then be substituted for PHYS 5900. The student however must select this option at the time of applying for admission to candidacy. Upon completion of the research project, the student must make a written and oral presentation of the work to the departmental graduate committee.

Minor
Minor credits, up to 9 credit hours, may be chosen from the “elective” graduate or 5000 level courses in Physics or from courses in Biology, Chemistry, Mathematics and Computer Science that have been approved by the Physics Department (e.g. Biotechnology, Advanced Physical Chemistry CHEG 5710, and CHEG 5720).

Foreign Language Requirement
In addition to the 30 credits, the students are required to pass either a foreign language proficiency examination, or complete an approved course in a Computer Science programming language or a course in Statistics.

Master’s Comprehensive Examination
Students must successfully complete a written Comprehensive Examination to include three areas of physics, including Electricity and Magnetism, Analytical Mechanics, and Quantum Mechanics.
## Graduate Curriculum Guide for Master of Science in Physics

### YEAR 1

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<tr>
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<td>PHYS 5700 Graduate Seminar</td>
<td>PHYS 5300 Advanced Quantum Mech I</td>
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**SUMMER Year 1 (as needed):**

- PHYS Graduate Research/Project 3
- Qualifying Examination/Admission to Candidacy

### YEAR 2

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<td>Thesis Defense or Project Defense</td>
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**SUMMER Year 2 (as needed):**

- PHYS Graduate Thesis 6
- Thesis Defense or Project Defense

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Physics Graduate Course Descriptions

PHYS 5060. Electromagnetic Theory I (3)
Prerequisite: PHYS 4070. This course, the first of a two semester sequence, is a graduate level course covering the theory and application of Maxwell's equations. Topics to be covered in this course include: electric potentials and electric fields arising from static charge distributions, effects of conducting surfaces on electric fields; electrostatics of polarizable media, magnetic fields from steady currents, magnetic fields in permeable media, energy and momentum of electromagnetic fields and gauge transformations of electromagnetic fields. Mastery of these topics will result in a clear understanding of the nature and calculation of electromagnetic fields in realistic physical systems. (Three hours lecture per week.)

PHYS 5070. Electromagnetic Theory II (3)
Prerequisite: PHYS 5060. This course, the second of a two semester sequence intended for graduate students, covers the theory of time dependent electromagnetic fields. Topics covered include: propagation of plane electromagnetic waves in dielectric media, waveguides and resonant cavities, fields emitted from simple radiating systems, scattering and diffraction of electromagnetic waves, application of special relativity to the theory of electromagnetic fields, dynamics of relativistic particles and fields, collisions between moving charged particles, radiation from moving charges. Understanding of these topics is of critical importance to the study of high energy, nuclear and solid state physics. (Three hours lecture per week.)

PHYS 5110. Advanced Classical Mechanics (3)
Prerequisite: PHYS 3110. This course is an advanced theoretical mechanics taken by graduate students which treats formalisms used in classical mechanics, including Newtonian, Lagrangian, and Hamiltonian methods, and classic problems in mechanics. Formal topics covered include variational principles, generalized coordinates, symmetry and conservation laws, integrability, stability, canonical transformations, Poisson Brackets, Hamilton-Jacobi Theory, and chaos in Hamiltonian and dissipative systems. (Three hours lecture per week.)

PHYS 5210. Statistical Mechanics (3)
Prerequisite: PHYS 4110, Co-requisite: PHYS 5300. This course is a graduate level course that develops the methods of statistical mechanics and uses them to calculate observable properties of systems in thermodynamic equilibrium. Topics covered are the principles of classical thermodynamics, canonical and grand conical ensembles for classical and quantum mechanical systems, partition functions and statistical thermodynamics, ideal gases of quanta, atoms and polyatomic molecules, degeneracy of Fermi and Bose gases, chemical equilibrium, ideal paramagnetics and an introduction to simple interacting systems. (Three lecture hours per week)

PHYS 5220. Statistical Mechanics II (3)
Prerequisite: PHYS 5210. The purpose of the course is not only to give the students a deeper understanding of thermodynamics and the principles of equilibrium and nonequilibrium statistical mechanics, but also to introduce them to the modern topics of Monte Carlo sampling, the renormalization group theory, and the fluctuation-dissipation theorem. The ideas surrounding these topics have revolutionized the subject of statistical mechanics, and it is largely due to them that the practitioners of statistical mechanics now play a significant role in the current research and discoveries of fields ranging from molecular biology to materials science and engineering, to chemical structure and dynamics, and even to high energy physics. (Three lecture hours per week)

PHYS 5260. Advanced Mathematical Methods in Physics (3)
Prerequisite: PHYS 5110 and MATH 4410. This graduate level course on mathematical methods focuses on the formulation and
solution of equations necessary to describe physical systems. Application of these methods to specific areas of physics will be emphasized. Topics covered in this course include vector analysis and calculus, tensor analysis, linear and matrix algebra, group theory, infinite series, functions of complex variables, (including contour integration and the residue theorem) differential equations and boundary value problems. (Three hours lecture per week.)

PHYS 5300. Advanced Quantum Mechanics I (3)
Prerequisite: PHYS 4310. A study of the principles of quantum physics with an emphasis on selected applications to atoms, molecules, solids, nuclei and elementary particles. This is the first course of a two-semester sequence. Topics include the development of the Schrödinger wave equation description in quantum mechanics and applications to 1-dimensional and 3-dimensional time independent systems including the harmonic oscillator and alpha-decay, the hydrogen atom with spin and angular momentum operators along with multiparticle wavefunctions and symmetries and multielectron atoms with the addition of angular momentum. (Three hours lecture per week.)

PHYS 5310. Advanced Quantum Mechanics II (3)
Prerequisite: PHYS 5300. A study of the principles of quantum physics with an emphasis on selected applications to atoms, molecules, solids, nuclei and elementary particles. This is the second course of a two-semester sequence. Topics include the addition of angular momenta, tensor operators and the Wigner-Eckart Theorem, the path integral formulation of quantum theory, approximation methods including the variational and WKB methods, time independent and time dependent perturbation theory, scattering theory and an introduction to relativistic quantum mechanics and the Dirac Equation. (Three hours lecture per week.)

PHYS 5330. Advanced Solid State Physics (3)
Prerequisite: PHYS 5310. This graduate level course on solid state physics focuses on the physical properties of crystalline solids. Electronic, vibrational and thermal properties of semiconductors and metals of simplified and realistic physical systems, including semiconductors and metals, will be determined by analysis of their crystal structures. (Three lecture hours per week.)

PHYS 5360. Nuclear Physics I (3)
Prerequisite: PHYS 5310 or permission from the instructor. This graduate level course in nuclear physics focuses on nuclear models, nuclear reactions and methods of experimental nuclear physics. Topics include internucleon forces, compound-nucleus processes, shell model, optical model, R-matrix theory, nuclear reactions, collective model, electromagnetic transitions, isobaric analog states and nuclear structure. An introduction to experimental nuclear physics covering properties of nuclear radiation, detectors and accelerators will also be presented.

PHYS 5370. Nuclear Physics II (3)
Prerequisite: PHYS 5360. This graduate level course on nuclear physics, the continuation of PHYS 5360, provides an advanced description of nuclear reactions and interaction between subatomic particles. Topics covered include nuclear astrophysics, particles, fundamental symmetries and conservation laws. The current understanding of weak interactions, neutrino physics, lepton-nucleon scattering, form factors, structure functions, QCD, gluon field, color, W and Z fields, electro-weak unification, the CKM matrix and relativistic heavy ion collisions will also be described.

PHYS 5410. Advanced Computational Physics I (3)
Prerequisite: PHYS 3020. This graduate level course in computational physics, the first in a two-course sequence, focuses on numerical methods used to solve problems encountered in many areas of physics. Topics covered include: modeling the motion of simple physical systems, solving linear and nonlinear sets of
equations, fitting of experimental data, and numerical integration of partial differential equations. (Three hours lecture per week.)

PHYS 5420. Advanced Computational Physics II (3)
Prerequisite: PHYS 5410. This graduate level course in computational physics, the second in a two-course sequence, focuses on numerical methods used to solve problems encountered in solid state physics, quantum mechanics and nuclear physics. Topics covered include: simulations of simple solid state physical systems, solving the Schrödinger equation with boundary conditions, and solutions of fundamental problems in nuclear physics. (Three hours lecture per week.)

PHYS 5460. Particle Physics I (3)
Prerequisite: PHYS 5310 or permission from the instructor. This course is an introduction to theoretical and experimental particle physics, specifically fundamental symmetries and the dynamics of quarks and leptons. In this course, the first in a two semester sequence, the Standard Model, Dirac equation, electrodynamics of spin-0 and spin ½ particles are studied.

PHYS 5470. Particle Physics II (3)
Prerequisite: PHYS 5460. This course is an introduction to theoretical and experimental particle physics, specifically fundamental symmetries and the dynamics of quarks and leptons. In this course, the second in a two-semester sequence, the Quantum Chromodynamics (QCD) model, the weak interaction, the electroweak interaction and physics beyond the Standard Model are studied. (Three lecture hours per week.)

PHYS 5500. Biophysics (3)
Pre-requisite: PHYS 3310, MATH 3020 and CHEM 1200. This graduate level course on biophysics focuses on the physics of biological materials and processes. Topics covered include: bonds, reactions and experimental techniques relevant to fundamental processes in biology; the physics of biological polymers and membranes; the physical basis of biologically generated energy and muscle movement; and the mechanisms of signaling in the nervous system. (Three hours lecture per week.)

PHYS 5520. Applied Spectroscopy (3)
Prerequisite: PHYS 3310, PHYS 4060. This course focuses on the study of the principles of atomic and molecular spectra and the design and operation of spectrometers for the study of these spectra. Attention will be given to applications of spectroscopic techniques in areas such as materials processing, communication, and environmental studies. (Two lectures and two laboratory hours per week.)

PHYS 5610. Advanced Nanotechnology (3)
Prerequisite: PHYS 5310. This graduate level course in nanotechnology will provide students with an introduction to the physics and chemistry of nanomaterials, including semiconductor quantum dots, metal nanoparticles and carbon nanostructures. Topics covered include: synthesis of nanomaterials; imaging of nanomaterials; theory of electronic and optical properties of nanomaterials; development of technologically advanced devices based on nanomaterials.

PHYS 5650. Special Topics (3)
Prerequisite: permission of the instructor. Courses on special topics of current research interest may be offered by experienced faculty. Students with advanced standing in their coursework or those working on related thesis work are expected to take these advanced level courses.

PHYS 5700. Physics Graduate Seminar (1-3)
Prerequisite: permission of the instructor. This course is a study in current topics in research as presented by members of the class. The emphasis is on new and developing research in physics. The students in the course report on
PHYS 5800. Graduate Research (1-6) (Thesis students: 1 hour per semester, 3 hours max)
Prerequisite: permission of research advisor. This course involves instruction on research and performance of research under the mentorship of a member of the faculty. This course is intended to provide students with experience with either theoretical or experimental research. The student will learn to obtain background information on the topic of choice, and understand both the motivation of the research program and the relevancy of the research to its field of physics. The student will become familiar with presenting written and oral reports of research work.

PHYS 5900. Thesis (3)
Prerequisite: permission of thesis advisor. This course is taken in the final semester of completing the thesis. Upon completion of the written thesis and comprehensive oral exam, the 3 credits are earned.

Mathematics and Physics Graduate Faculty

Ahmed, Mohammad (Associate Professor)
Ph.D., University of Houston

Brady, Gary M. (Assistant Professor)
B.S., M.A.M., Ph.D., North Carolina State University

Bondarev, Igor (Associate Professor)
M.S., Belarusian State University, Minsk, Belarus
Ph.D., Belarusian State University, Minsk, Belarus
D.Sc. (Habilitation Degree), National Academy of Sciences of the Republic of Belarus

Crowe, Benjamin J. (Associate Professor)
B.S., Lincoln University, Lincoln University Pennsylvania
M.S., Purdue University, West Lafayette Indiana
Ph.D., Purdue University, West Lafayette

Indiana

Filikhin, Igor (Research Professor)
Ph.D., St.-Peterburg State University, Russian Federation

Hardy, Leon B. (Associate Professor)
B.A., M.S., Texas Southern University
M.A., Ph. D., Michigan State University

Huang, Xinyu (Assistant Professor)
B.E., Huazhong University
M.S., Eastern Kentucky University
Ph.D., University of Kentucky

Jackson, Caesar R. (Professor)
B.S., University of North Carolina at Wilmington
M.S., Ph.D., North Carolina State University

Johnson, Frederick (Assistant Professor)
B.S., University of North Carolina at Wilmington
M.S., Ph.D., North Carolina State University

Kim, Donhyun (Assistant Professor)
B.S., M.S., Hanyang University
Ph.D., University of Texas

Kim, Kinney H. (Professor)
B.S., Seoul National University, Seoul, Korea
Ph.D., University of Vienna, Vienna Austria

Kwon, Sung-sik (Associate Professor)
B.S., Ramapo College
Ph.D., University of North Carolina, Chapel-Hill

Markoff, Dianne (Associate Professor)
B.S., University of California at Berkeley
M.S., University of California at Berkeley
Ph.D., University of California at Berkeley

Matinyan, Sergey (Adjunct Professor)
M.S., Tbilisi State University, Georgia
Ph.D. Tbilisi State University
D.Sc. (Habilitation Degree), TBILISI State University

Melikyan, Hayk (Professor)
Computer scientists are experts in computation, both in terms of the theory of what fundamental capabilities and limitations of computation are, as well as how it can be practically realized and applied. The MS program in Computer Science is concerned with the theory, design, development and application of computer systems and with information processing and techniques. The department provides a carefully planned program of instruction for a successful graduate experience. Research areas include: Bioinformatics, Parallel Computing, Cryptography, Scheduling Theory, Computational Geometry, Graphics, Numerical Methods for Differential Equations, Computer Vision, Networking, and Software Engineering.

The program is very flexible, allowing students to gain a broad background and yet focus on a particular sub-area of interest. Entrance requirements and degree requirements are sufficiently flexible to accommodate students with background from other technical areas. Faculty members of the department are engaged in a broad program of original research and many staff members are making notable contributions to their fields.

Three tracks lead to the MS in Computer Science. The General Track requires successful completion of 36 credit hours of study, a passing grade on a comprehensive examination, and a passing grade on a chosen area of examination. The Project Track requires 33 credit hours of study, a passing grade on a comprehensive examination, and a successful completion of a supervised project. The Thesis Track requires 30 credit hours of study, a passing grade on a comprehensive examination, and successful completion of a MS thesis.

Admission Requirements

The program is currently in Teach-Out and accepting no new admissions.
Degree Requirements for the Master of Science in Computer and Information Sciences

The General Track
1. A minimum of 36 semester hours of approved courses with a cumulative grade point average of 3.0 or higher.

2. Required core courses: 9 semester hours consisting of CISG 5105, 5115, 5550.

3. Elective courses: 27 semester hours that may include any CISG offering, except CISG 5890 and 5900.

4. Successful completion of a reading proficiency examination in a foreign language or an examination in statistical concepts, or completion of an approved graduate statistics course.

5. Successful completion of a comprehensive written examination on the required CISG core courses.

6. Successful completion of an oral examination associated with the supervised research project.

The Project Track
1. A minimum of 33 semester hours of approved courses with a cumulative grade point average of 3.0 or higher.

2. Required courses:
   a. core courses: 9 semester hours consisting of CISG 5105, 5115, 5550.
   b. research course(s): 6 semester hours consisting of CISG 5890 and 5900 or CISG 5900.

3. Elective courses: 21 semester hours that may include any CISG offering, except CISG 5890 and 5900.

4. Successful completion of a reading proficiency examination in a foreign language or an examination in statistical concepts, or completion of an approved graduate statistics course.

5. Successful completion of a comprehensive written examination on the required CISG core courses.

6. Successful completion of an oral defense associated with the supervised research project.

The Thesis Track
1. A minimum of 30 semester hours of approved courses with a cumulative grade point average of 3.0 or higher.

2. Required courses:
   a. core courses: 9 semester hours consisting of CISG 5105, 5115, 5550.
   b. research course(s): 6 semester hours consisting of CISG 5890 and 5900 or CISG 5900.

3. Elective courses: 15 semester hours that may include any CISG offering, except CISG 5890 and 5900.

4. Successful completion of a reading proficiency examination in a foreign language or an examination in statistical concepts, or completion of an approved graduate statistics course.

5. Successful completion of a comprehensive written examination on the required CISG core courses.


Computer and Information Sciences Graduate Course Descriptions

CISG 5105. Advanced Algorithms and Data Structures (3)
Prerequisite: COMP 3810 or equivalent in undergraduate program. A study of advanced design and analysis techniques (amortized analysis of algorithms), advanced data structures (binomial heaps, Fibonacci heaps, disjoint set data structures), advanced algorithms (network flow algorithms, randomized algorithms, string matching), theory of NP-completeness, and selected additional topics (approximation algorithms, computational geometry or instructor’s choice).

CISG 5115. Theory of Computation (3)
Prerequisite: CISG 5105 or equivalent undergraduate course. An advanced study of the theoretical models of computation, complexity, and computability. Topics include automata: finite, deterministic, nondeterministic, pushdown; languages: regular, context-free; grammars, Turing machines, halting problem, decidability, reducibility, intractability, complexity classes, time and space complexity and additional topics of instructor’s choice.

CISG 5202. Introduction to Mathematical Methods in Computational Biology (3)
Prerequisite: First year graduate students or the consent of the instructor. A survey of the mathematics needed to understand Bioinformatics tools insightfully. Topics include algebra, statistics and graph theory. The material and examples will be presented in biological context to emphasize their relevance to biological findings. The course serves as a prerequisite for advanced courses in computational biology. The course will cover basic definitions and operations on matrices; combination, permutation, and first order logic; ordinary differential equations; basic probability theory; random variables; independence; conditional expectation; Bayes theorem; expectation and variance; commonly used distributions (discrete and continuous); multivariate distribution; statistical modeling; statistical inference; discrete Markov model; information and entropy; graphs and trees.

CISG 5203. Algorithms in Computational Biology (3)
Prerequisite: COMP 4502/MATH 4502 or CISG 5202. A systematic introduction to the algorithms behind the most commonly-used tools in computational biology. Surveys a wide range of methods in the field and provides a significant amount of exposure to actual tools, but primary emphasis is on understanding and analyzing the algorithms behind these tools. Introduction to common techniques in algorithmic design and analysis, including design of data structures and analysis of running time. Covers dynamic programming, string matching, probabilistic techniques, geometric algorithms, hidden Markov models, data mining, and complexity analysis. Topics explored in the context of applications of genome sequence assembly, protein and DNA homology detection, gene and promoter finding, protein structure prediction, motif identification, analysis of gene expression data, functional genomics, and phylogenetic trees.

CISG 5305. Advanced Databases (3)
Prerequisite: COMP 3300 or equivalent undergraduate course. A study of advanced database systems topics which include query evaluation and optimization, transaction processing, error recovery, concurrency control, distributed databases, object-oriented and object-relational databases, data warehousing, data mining, information retrieval, web search engines, semi-structured data and XML, spatial databases. Programming projects are required.

CISG 5405. Software Engineering (3)
Prerequisite: COMP 2810 or equivalent undergraduate course. A study of the techniques and principles of systematic software development, the software development life cycle and software specification. Topics also include object-oriented design, user-interface design; software evolution; verification, validation and testing; project metrics and quality assurance.
CISG 5550. Advanced Operating Systems (3)
Prerequisite: COMP 4850 or equivalent undergraduate course. An in-depth design and implementation study of the efficient management of computer resources including process management, storage management, security, memory management, multiple processors systems and distributed computing systems. Studies of specific operating systems, including Unix and Windows, among others, are included.

CISG 5605. Computer Networking (3)
Prerequisite: Introductory undergraduate Networking course. An in-depth coverage of the different layers of the TCP/IP protocol stack (application layer, transport layer, network layer, link layer). Additional topics include wireless networks and multimedia networking.

Prerequisites: MATH 3020 and MATH 4410 or equivalent. An in-depth study of numerical methods for solving parabolic, elliptic, and hyperbolic partial differential equations. Topics include finite difference schemes in one, two, and three dimensions including explicit and implicit methods, as well as variational methods. A detailed discussion of consistency, convergence and stability is covered for each method introduced.

CISG 5650. Parallel Computations and Numerical Methods (3)
Prerequisites: MATH 3410 and MATH 4410. An introduction to parallel computations and commonly used numerical methods on parallel architectures. Material includes types of parallel architectures, performance analysis, dependency models, and solutions of linear systems and eigenvalue problems in parallel environments. A project is required.

CISG 5705. Knowledge Representation and Reasoning (3)
Prerequisites: COMP 2300 and COMP 3810 or equivalent. An advanced study of techniques, approaches, algorithms and data structures for representation and automated derivation of knowledge. Topics include logical agents, search and exploration, constraint satisfaction, adversarial search, planning and acting, probabilistic reasoning, reasoning under uncertainty, decision making, learning, perception, communication, language processing and additional topics of instructor’s choice.

CISG 5710. Multimedia (3)
Prerequisite: COMP 2810 or equivalent. A study of the fundamentals of multimedia. It covers the state-of-the-art in multimedia content analysis, media foundations, and compression. The emphasis is on image, audio, video, graphics, and animation. Various media storage will also be discussed.

CISG 5720. Computer Game Design and Implementation (3)
Prerequisite: C or better in COMP 4825. A study the technology and science involved in the creation of computer games, emphasizing hands-on development of games. The course will study a variety of software technologies relevant to games including game physics, programming languages, scripting languages, operating systems, file systems, networks, simulation engines, and multi-media design systems. We will also study some of the underlying scientific concepts from computer science and related fields including: simulation and modeling, graphics, artificial intelligence, real-time processing, and game theory. The course will include visiting lectures and a variety of group projects. The group projects will involve system implementation, but emphasize design and use of existing tools. The final project will require the students to go through all phases of system conceptualization, specification, design, implementation, and evaluation.

CISG 5730. Computational Geometry (3)
Prerequisites: COMP 3810 and COMP 4830 or equivalent undergraduate courses.
advanced study of techniques, problems, algorithms and data structures for geometric computing. Topics include convex hulls, planar subdivisions and maps, triangulations, Voronoi diagrams, point location, range searching, space partitions, robot motion planning, arrangements and additional topics of instructor’s choice.

CISG 5740. Computer Vision (3)
Prerequisites: C or better in COMP 1525 and MATH 4410. An introduction to low-level image analysis methods, including image formation, edge detection, feature detection, and image segmentation. Image transformations are introduced, including warping, morphing, and mosaics for image synthesis, methods for reconstructing three-dimensional scene information using techniques such as stereo, structure from motion, and shape from shading. Algorithms for motion and video analysis will be introduced and approaches to object recognition will be described.

CISG 5750. Information Visualization (3)
Prerequisite: COMP 2810 or equivalent. An introduction to information visualization. It is organized according to a bottom-up perceptual principle. First, the foundation of scientific data visualization is introduced. Then the low-level perceptual elements of vision: color, texture, motion, and elements of form will be described in detail. Both 2D and 3D space perception will be discussed. Finally, we discuss visualization design, data space navigation, interaction techniques, and visual problem solving.

CISG 5760. Machine Learning (3)
Prerequisite: COMP 2810 or equivalent. An introduction to basic machine learning theories and learning algorithms. Topics include fundamental machine learning methods: k-nearest neighbor, decision tree, naïve Bayes, artificial neural networks, genetic algorithms, and reinforcement learning. Some basic machine learning theories such as PAC learnability and Vapnik-Chervonenkis dimension will be introduced. Experimental methodologies will be covered, including cross-validation, t-test, precision recall, and ROC curves.

CISG 5790/MATG 5790. Nonlinear Optimization (3)
Prerequisites: COMP 1520, MATH 2030 and MATH 4410. A study of theory and algorithms of finite dimensional nonlinear programming. Topics include first and second order optimality conditions, convergence, rate of convergence, convexity, and duality; unconstrained optimization algorithms including line search, conjugate gradient, Newton, and quasi-Newton methods; constrained optimization algorithms including quadratic programming, sequential quadratic programming, penalty, Lagrangian, and augmented Lagrangian methods.

CISG 5810. Special Topics in Computer and Information Sciences (3)
Prerequisite: Permission of instructor. A course in which content and prerequisites vary from semester to semester; interested students must consult the instructor or department chairperson prior to enrolling. Possible topics include advanced computer graphics, compiler design, simulation, network programming, distributed processing, topics in information theory. May be repeated for up to 9 credit hours.

CISG 5820. Independent Study (1-3)
Prerequisite: Permission of instructor. Independent research under the direction of a professor. The faculty mentor directs the study and assesses the student’s knowledge through oral and written reports. Approval, by the department chairman, is required prior to registering. Repeatable for a maximum of 6 credits.

CISG 5890. Supervised Research (1-3)
Prerequisite: Departmental approval. An advanced study, using the research facilities of the department, under the supervision of a professor in the department. Before registering, the student must submit an outline of the proposed research for approval of the faculty
member who will supervise the work. Credits to be approved by the department. Repeatable for a maximum of 6 credits.

CISG 5900. Thesis (1-6)

Prerequisite: Departmental approval. Students should register for this course during the semester in which they intend to complete thesis research and writing under a plan approved by the student's thesis committee.

GRADUATE PROGRAM IN PHARMACEUTICAL SCIENCES

Alfred Williams, Chair (Interim)
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Overview

The Master of Science (MS) program in the Department of Pharmaceutical Sciences at NCCU prepares students for careers in pharmaceutical and biotechnology industries, and provides a solid foundation for those who plan to continue their education at the doctorate level. The graduate program in Pharmaceutical Sciences emphasizes excellence through teaching and state-of-the-art research in biotechnology and drug development.

Admission Requirements

For unconditional admission to the graduate program, a student must hold a bachelor’s degree in biology, chemistry, or related science with a minimum of 30 credits in biology, chemistry (including organic chemistry), biochemistry, and physics at the undergraduate level and a cumulative GPA of 3.0 in these courses. A conditional admission may involve correcting topic deficiencies by taking undergraduate courses that are prerequisites to graduate courses. Undergraduate biology and chemistry course deficiencies need to be removed within one semester of admission into the program. Credits in these courses do not count towards the graduate program.

Requirements for the Master of Science in Pharmaceutical Sciences Degree

A total of thirty-six (36) semester credit hours including 3 credits of graduate research and 3 credits of thesis, are required for graduation from the department. Students must maintain a cumulative grade point average of 3.0 or higher to remain in the program. The curriculum requirements are as follows:

Core Courses

Eighteen (18) credit hours of core curriculum courses listed below must be completed by students in the program:

- PHRM 5100: Drug Discovery (3 hours)
- PHRM 5110: Biopharmaceutical Manufacturing (3 hours)
- PHRM 5130: Enzyme Kinetics (3 hours)
- PHRM 5140: Advanced Methods in Protein Chemistry (3 hours)
- BIOL 5400: Physiology and Pharmacology I (3 hours)
- CHEG 5000: Advanced Biochemistry (3 hours)

Elective Courses

Twelve (12) credits hours of elective courses are required. The electives should be selected from the following list of course work in consultation
with student research advisors based on specific research interest.

PHRM 5120: Advanced Biochemistry Laboratory (2 hours)
PHRM 5150: Introduction to Biosensor Technology (3 hours)
PHRM 5160: Physical Biochemistry (3 hours)
PHRM 5170: Bioinformatics: Protein Structure Modeling and Drug Design (3 hours)
PHRM 5180: Cheminformatics: Small Molecule Modeling for Drug Discovery (3 hours)
PHRM 5190: Plant Genomics (3 hours)
PHRM 5200: Cloning and Expression (3 hours)
PHRM 5210: Neurodegenerative Diseases (3 hours)
PHRM 5220: Chemical Library Design (3 hours)
PHRM 5230: The Organic Chemistry of Drug Design and Drug Action (3 hours)
PHRM 5240: Assay Technologies (3 hours)
PHRM 5250: Metabolic Diseases (3 hours)
BIOG 5130: Critical Analysis of Research Literature—Cancer (3 hours)
BIOG 5401: Physiology and Pharmacology II (3 hours)

Research and Thesis

Registration and completion of graduate research (3 hours) and thesis credits (3 hours) are required of all students:

PHRM 5800: Graduate Research in Pharmaceutical Sciences (3 hours)

PHRM 5900: Thesis in Pharmaceutical Sciences (3 hours) with successful oral defense of the thesis

Students are required to demonstrate knowledge of a foreign language, sign language, statistics, computer language, or other research tool. This requirement may be fulfilled by one semester of course work (3 hrs credit) in a foreign language, sign language, statistics, or a computer language at the graduate level. The Department also offers Bioinformatics (PHRM 5170) and Cheminformatics (PHRM 5180) as additional options to meet the language requirement. However, courses taken to meet the language requirement may not be used as course credit toward the master's degree. Alternatively, the requirement may be fulfilled if the student passes a modern language examination administered for this purpose by the Modern Foreign Language Department at North Carolina Central University in French, German, or Spanish.

Comprehensive Written Examination

Students are required to successfully pass a written comprehensive examination covering each of the six core curriculum courses. Students may select any four subject exams and are required to score a grade of B or higher in order to pass each section. A grade of less than B will require that the student retake that/those exam(s) at the next regularly schedule comprehensive exam date. Students are encouraged to discuss issues regarding the comprehensive examination with the Department Chair, Graduate Coordinator, and the directors of each core course.

Transfer credits

A maximum of 6 credits of graduate level coursework completed with a grade of B or better can be transferred towards the MS program, except when such credits have been applied towards graduation in another program.
# Graduate Curriculum Guide for Pharmaceutical Sciences
## Masters in Pharmaceutical Sciences

### YEAR 1

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<td>PHRM 5110 Biopharmaceutical Manuf.</td>
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<td>CHEG 5000 Biochemistry</td>
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<th>SUMMER Year 1:</th>
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<td>PHRM 5800 Graduate Research</td>
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### YEAR 2

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<tr>
<td>CHEG 5000 Biochemistry</td>
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<td>Or</td>
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<td>PHRM 5110 Biopharmaceutical Manuf.</td>
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<td>PHRM 5XXX Elective Course</td>
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<td>PHRM 5XXX Elective Course</td>
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<th>SUMMER Year 2 (As Needed)</th>
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<td>PHRM 5900 Graduate Thesis</td>
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Pharmaceutical Sciences Graduate Course Descriptions

PHRM 5100: Drug Discovery (3)
Prerequisites: Biochemistry and lab, or with the consent of the instructor. This course will explore the theoretical and practical aspects of drug discovery research. Topics will include detailed discussion of drug targets, such as enzymes, GPCR/ion channels, nucleic acid and nuclear receptors and the methods used for modern drug discovery in the pharmaceutical industry. Original research journal articles will be used as case studies to illustrate the practical application of drug discovery research.

PHRM 5110: Biopharmaceutical Manufacturing (3)
Prerequisites: Biochemistry, Genetics, Bioanalytical Chemistry, Bioprocessing and Cell culture or with the consent of the instructor. This graduate level course provides an extensive overview of the process of drug manufacturing in the pharmaceutical and biotechnology industries with an emphasis of the production of biopharmaceuticals. This course is designed for individuals entering the biotechnology, medical device, pharmaceutical development, and vaccine industries. An understanding of the scientific, technical and regulatory aspects of developing safe and efficacious therapeutics will be detailed. The lecture series will cover drug production with an emphasis on microbial and mammalian systems. The roles of different departments such as process development, bioanalytical characterization, and QA/QC will be defined. The role of bioanalytical characterization will be detailed as it applies to the issues of drug stability, formulation and delivery. The lecture series will emphasize the requirements and application of good manufacturing practices (cGMP), with detailed reviews of process development procedures, standard operating procedures (SOPs), procedures for validation of equipment and computer systems, and documentation and regulation of GMP facilities. The Regulatory processes including an overview of CBER, CDER and ICH guidelines will be included.

PHRM 5120: Advanced Biochemistry Lab (2)
Prerequisites: Organic Chemistry lecture and lab, Biochemistry lecture and lab or with the consent of the instructor. This laboratory course is designed to expose students to advanced research techniques commonly used in biotechnology. This course will provide students with hands-on research training in preparation for entering the biotechnology and pharmaceutical industries. At the completion of this course, individuals will (1) be very familiar with research techniques commonly used in biotechnology, (2) gain more research experience as well as a better understanding for modern biochemical techniques, (3) learn to think critically and interpret experimental results, and (4) enhance scientific writing skills.

PHRM 5130: Enzyme Kinetics (3)
Prerequisites: Biochemistry and lab, or with the consent of the instructor. This course will explore the theoretical and practical aspects of enzyme kinetics. Michaelis-Menton kinetics will be thoroughly covered for one- and two-substrate reactions. Topics will include modes of enzyme inhibition and the methods used to determine mechanisms of action for inhibitors and activators of enzyme activity. Original research journal articles will be used as case studies to illustrate the practical application of enzyme kinetics in research and drug discovery.

PHRM 5140: Advanced Methods in Protein Chemistry (3)
Prerequisites: Biochemistry, Organic Chemistry II or with consent from Instructor. This course will examine the details of how structure determines function for all major classes of enzymes. A tool box of methods will be presented to study any catalytic system. The material to be covered will be an in-depth review of the structure-function relationships of proteins, the use of computer modeling,
structure analysis and reviews of the current research literature. Topics covered will include; a review of protein secondary, tertiary and quaternary structure, folding patterns, specific enzymology and protein chemistry, and protein engineering.

PHRM 5150: Introduction to Biosensor Technology (3) Prerequisites: General Chemistry, Organic Chemistry, Biochemistry, General Physics or with the consent of the instructor. Introduction to Biosensor Technology is an interdisciplinary course designed for upper level undergraduates and graduate students who have an interest in understanding theory and applications of biosensor technologies. Students will gain basic knowledge of biosensing molecules, various transducer techniques (optical, electric, electrochemical, mass, etc), detailed knowledge in immobilization of biomolecules to transducer surfaces, sensor micro-fabrication, and updated applications in diverse areas.

PHRM 5160: Physical Biochemistry (3) Prerequisites: Physical Chemistry, Biochemistry or with the consent of the instructor. This course applies the concepts of physical chemistry to biological systems. Topics covered include the forces governing protein and nucleic acid stability and topology, the thermodynamics of protein folding and protein-ligand interactions, enzyme kinetics, and the physical basis for methods for protein purification, for probing protein-ligand interactions, and for the determination of macromolecular structure. Emphasis will be given to topics relevant to the drug discovery process.

PHRM 5170: Bioinformatics: Protein Structure Modeling and Drug Design (3) Prerequisites: General Chemistry; General Biology; General Physics or with the consent of the instructor. This course consists of lectures and computer lab sessions. It will cover the basic principles and practical applications of modern bioinformatic technologies in the context of drug discovery and design. These technologies (protein structure modeling, structure-based drug design, molecular docking) have been widely used by the biotech and pharmaceutical industry. Emphasis will be placed on the basic principles as well as hands-on experiences as to how to use software tools to solve practical problems. No prerequisite in computational chemistry and/or computer science is needed. Students from multiple disciplines (Chemistry, Biology, Physics, or Computer Science) can benefit from participating in group projects of this course.

PHRM 5180: Cheminformatics: Small Molecule Modeling for Drug Discovery (3) Prerequisites: General Chemistry; General Physics or with the consent of the instructor. This course consists of lectures and computer laboratory sessions. It will cover the basic principles and practical applications of modern chemoinformatics technologies in the context of drug discovery and design. These same technologies have been widely used by the biotech and pharmaceutical industry. Emphasis will be placed on the basic principles and hands-on experiences in using software tools to solve practical problems. No prerequisite in computational chemistry or computer science is necessary. Students from multiple disciplines (Chemistry, Biology, Physics, or Computer Science) can benefit from participating in group projects of this course.

PHRM 5190: Plant Genomics (3) Prerequisites: Biochemistry and lab or with the consent of the instructor. This course is designed as an introduction to plant genomics for students with a background in biology. During the course, students will learn about techniques involved in tissue culture, gene mapping, gene cloning and the genetic engineering of plants. The role of genetically modified plants in enhancing human nutrition and the application of plants in “biopharming” will also be discussed.

PHRM 5200: Cloning and Expression (3)
Prerequisites: Molecular or Cell Biology, Biochemistry and lab or with the consent of the instructor. This course covers key concepts in both prokaryotic and eukaryotic molecular biology. During lectures, specific expression systems will be introduced including prokaryotic, mammalian, plant, insect cell, and yeast expression systems. Criteria for commercial expression of macromolecules, expression of recombinant DNA in whole animal systems (e.g., goat, chicken, etc.) will be also discussed.

PHRM 5210: Neurodegenerative Diseases (3)
Prerequisites: Cell Biology, Advanced Biochemistry or with the consent of the instructor. This course will cover topics related to the major neurodegenerative diseases including Alzheimer’s disease, Parkinson’s disease, amyotrophic lateral sclerosis (ALS), Huntington’s disease (HD) and the autoimmune disease multiple sclerosis (MS). Topics related to pathology and molecular mechanism of diseases, possible drug discovery targets, and therapeutic discovery approaches will be emphasized.

PHRM 5220: Chemical Library Design (3)
Prerequisites: Organic Chemistry, Biochemistry or with the consent of the instructor. This course will provide students the opportunity to become familiar with techniques used in chemical library design and synthesis such as: computer aided library design, solution and solid phase rapid parallel synthesis (RPS) and parallel purification. Upon completion of this course, students will be able to use the literature or data from a high throughput screen to identify biologically active molecules for library production, design a library for approaching a biological target, determine the drug likeness of the proposed library using computational tools, develop synthetic strategies for their proposed libraries using solution or solid phase rapid parallel synthesis (RPS) and other library synthesis techniques, develop purification strategies for the proposed libraries and propose new reactions, reagents and technologies for library production.

PHRM 5230: The Organic Chemistry of Drug Design and Drug Action (3)
Prerequisites: Organic Chemistry, Biochemistry or with the consent of the instructor. The success in drug design is dependent on insights and advances from the combined use of chemical and biological investigation. The goal of this course will be to educate students in drug design and drug action. This course will provide students with the opportunity to learn why drug-receptor interactions are important to drug efficacy, understand the mechanisms of drug chemistry, identify the pharmacophore of a target structure, examine structural modification to increase potency (SAR), become familiar with computational approaches used in the drug design, and learn how medicinal chemists approach resolving problems of metabolic destruction of drugs.

PHRM 5240: Assay Technologies (3)
Prerequisites: Molecular or Cell Biology, Biochemistry and lab or with the consent of the instructor. This course will explore standard and cutting-edge assay technologies used for measuring biochemical and cellular properties. For biochemical assays, the topics will include radioactive and non-radioactive methods to assay enzyme activity, protein-protein interactions, and quantitative detection of biomolecules. For cell-based assays, the topics covered will include methods to measure proliferation, cytotoxicity, gene transcription, motility, signal transduction, cell compartment localization, and receptor activation. Original research journal articles will be used as case studies in assay development and employment of modern assay technology.

PHRM 5250: Metabolic Diseases (3)
Prerequisites: Biochemistry and lab or with the consent of the instructor. This course is an integrated, in-depth study of metabolic disorders including disorders of the metabolism
of carbohydrates, amino acids, nucleic acids and lipids, with emphasis in diseases such as obesity, diabetes mellitus, and atherosclerosis. The course has been designed for graduate students meeting Pharmaceutical Sciences curriculum requirements but may be useful to students in Biology, Chemistry, or other fields.

PHRM 5800: Graduate Research in Pharmaceutical Sciences (3)
Prerequisite: Enrollment as a full-time graduate student; consent of advisor. This course encompasses hypothesis-driven research investigation of problems relevant to the pharmaceutical sciences under the direction of the individual advisor.

PHRM 5900: Thesis in Pharmaceutical Sciences (3)
Prerequisite: Permission of the thesis advisor. This course encompasses the preparation of a thesis based in part on the student's original research in the pharmaceutical sciences. Completion of the thesis within the guidelines of the Department, College, and School of Graduate Studies, oral presentation, and successful oral defense of the thesis work is required prior to the awarding of credits.

Pharmaceutical Sciences Graduate Faculty

Ibeanu, Gordon (Associate Professor)
B.S., University of South Alabama
Ph.D., Atlanta University

Li, Ping-An (Andy) (Professor)
B.S., Ningxia Medical University
M.S, Capital Medical University, Beijing
Ph.D., University of Lund, Sweden

Lopez, Dayami (Assistant Professor)
B.S., IPVCE “Martires de Humboldt 7”, Havana, Cuba
Ph.D., University of South Florida, Tampa, FL

Sexton, Jonathan Z. (Associate Professor)
B.S. University of California
Ph.D., University of California

Scott, John E. (Associate Professor)
B.S., University of Illinois
Ph.D. Duke University

Thompson, David S. (Professor)
B.S., University of Strathclyde, United Kingdom
Ph.D., University of Toronto

Xie, Jiahua (Jay) (Assistant Professor)
B.S., Zhejiang University
Ph.D., Zhejiang University

Williams, Alfred L. (Associate Professor)
B.S., San Diego State University
M.S., San Diego State University
Ph.D., North Carolina State University

Williams, Kevin P. (Associate Professor)
B.Sc., University of Bath, UK
Ph.D., University of Cambridge, UK

Yang, Liju (Assistant Professor)
B.S., HangZhou Teachers College, China
M.S., Zhejiang University (formerly Hangzhou University), China
Ph.D. University of Arkansas

Zheng, Weifan (Associate Professor)
B.S., Peking University M.S., Nankai University
Ph.D., The University of North Carolina at Chapel Hill

Zheng, Weifan (Associate Professor)
B.S., Peking University M.S., Nankai University
Ph.D., The University of North Carolina at Chapel Hill
DOCTOR OF PHILOSOPHY DEGREE PROGRAM

Dr. Daphne Rainey, Director of the PhD in Integrated Biosciences Program
123 Taylor Education Building
Department Telephone: (919) 530-6717
Email: drainey4@nccu.edu

Dr. Caesar Jackson, Dean (Interim), School of Graduate Studies
123 Taylor Education Building
Department Telephone: (919) 530-7396

Dr. Carlton Wilson, Dean, College of Arts and Sciences
115 Farrison-Newton Communications Building
Department Telephone: (919) 530-6798

PhD Program Description
The Doctor of Philosophy (PhD) in Integrated Biosciences program at North Carolina Central University (NCCU) specifically targets complex issues associated with the pervasiveness of diseases that contribute to an unequal health burden in underrepresented populations, known commonly as health disparities. The principal goal of the PhD in Integrated Biosciences (INBS) program is to effectively train students at the doctoral level to solve complex problems using an amalgamation of concepts in biology, biomedical and behavioral sciences, chemistry, physics, bioinformatics, computer science/information science, environmental sciences, and pharmaceutical sciences. The Program Director for the PhD Program in Integrated Biosciences and an INBS Graduate Studies Committee oversee the implementation of the program. Faculty directly involved in the PhD program have extensive and diverse backgrounds in teaching graduate courses, advising and mentoring graduate students, securing millions in federal and private funding, guiding postdoctoral scholars, and publishing in refereed journals. This program provides students from varying degree discipline backgrounds with a comprehensive approach to the study of health disparity issues. Presently, students may choose from one of two (2) tracks - Biomedical Sciences and Pharmaceutical Sciences. The biomedical sciences concentration is designed for students with backgrounds and interests in biology, biochemistry, chemistry or related disciplines. The pharmaceutical sciences concentration is designed for students with backgrounds and interests in pharmaceutical sciences, pharmacology, biochemistry or related disciplines. All students will participate in a unique core curriculum consisting of an integrated approach to addressing health disparities in human diseases, responsible conduct of research, communication and problem solving, and research techniques.

The educational goals of the PhD in Integrated Biosciences program are to train graduate students who will be able to:

• Design and conduct high quality multidisciplinary and translational research;
• Understand the relationships and values of multiple disciplines as they relate to their specific area of interest;
• Form collaborations and partnerships and work effectively as members of translational research teams;
• Contribute substantially to scientific discussions and inquiries related to research on health disparities and drug discovery;
• Serve as leaders in facilitating community engaged research focused in health disparities; and
• Value the community and its contribution to solving health disparity.

The educational objectives of the Ph.D. in Integrated Biosciences program are to:
• Increase the number of scientists who are prepared to meet and address the immediate health needs of the community
• Create the next generation of qualified biomedical scientists and faculty specializing in health disparities and drug discovery research;
• Prepare students to investigate biologically relevant research questions through the mastery of physical, mathematical, computational, informational, and biological sciences;
• Enhance career opportunities for graduate students through the development of a multidisciplinary educational program focused in the integrated biological sciences.
• Advance the State of North Carolina by increasing the number of health professionals and promoting health disparity research that will benefit its citizens.

PhD Application Requirements
Applicants to the PhD in Integrated Biosciences program must have earned an undergraduate degree in science with a minimum GPA of 3.0. Applicants must submit Official Transcripts of all graduate and undergraduate studies. Applicants must submit GRE scores, less than 5 years old, to be considered within the context of all materials in the application. Applicants must also submit a statement of purpose and a resume. A minimum of three letters of recommendations are required from individuals who are knowledgeable of the student’s academic acumen and abilities to complete the PhD degree in Integrated Biosciences. A Master’s degree is not required for this program. Requests for transfer of graduate credit hours must be submitted to the Graduate School and will be considered on a case-by-case basis. When applying to the PhD program in either the Biomedical Sciences or Pharmaceutical Science track, applicants are encouraged to have completed in undergraduate school the academic subjects of: Organic Chemistry I & II; Biochemistry; Cell Biology or Molecular Biology; Genetics or Microbiology.

Financial Assistance in the PhD Program
PhD students in the INBS Program receive financial support which covers tuition & fees, health insurance, and stipend. The INBS program provides PhD students up to $30,000 per year for two years in stipend, fellowship, or assistantship. This two-year support is provided through the School of Graduate Studies. Students accepted into the program and awarded a stipend are not permitted to have outside employment while holding the stipend. Outside employment will result in loss of stipend support from the program. After the first two years of support from the Graduate School, PhD students move on to Research Assistantships provided by their Research Mentor.

Director of the Ph.D. in Integrated Biosciences (INBS) Program
North Carolina Central University (NCCU) was approved in October, 2011 by University of North Carolina Board of Governors to introduce a doctor of philosophy (PhD) program in integrated biosciences. This PhD Program is multidisciplinary with two concentrations—Biomedical Sciences and Pharmaceutical Sciences. The first cohort of doctoral students
entered the program in fall 2012. The Director of the PhD in Integrated Biosciences (INBS) oversees this doctoral program and ensures academic excellence in and successful completion of students from the Ph.D. Degree in Integrated Biosciences Program at NCCU.

In addition, the Director works with Integrated Biosciences (INBS) Graduate Studies Committee to assure that the goals and objectives of the program are met. The Director assists doctoral students with achieving academic excellence and successful completion of the program.

The INBS Graduate Studies Committee
The Director for the Ph.D. in Integrated Biosciences Program and INBS Graduate Studies Committee oversee the implementation and operation of this doctoral program. The responsibilities of INBS Graduate Studies Committee include the following:

- Review student applications and make selections to the INBS PhD program
- Interview selectees invited for campus visits and help set program visit agenda
- Review, evaluate, and recommend tenure/tenure track faculty to INBS program faculty
- Contribute to PhD program growth and development, including enhancing PhD Plans of Study
- Annual review and evaluation of INBS students
- Contribute to program policy and rules development
- Recommend teaching assignments for program faculty
- Make recommendation for program curricular changes

PhD Program Faculty

PhD Program Faculty are the Graduate Faculty associated with the Ph.D. in Integrated Biosciences (INBS) Program and are responsible for the teaching and research training of doctoral students, designing the academic content of doctoral degree programs, and supervising the writing and defense of doctoral student research in the form of dissertations.

There are two categories of PhD Program Faculty: teaching faculty and research mentors. Both research mentors and teaching faculty for the Ph.D. program may teach courses numbered 8000 or above and/or serve on dissertation and examining committees. However, only research mentors may chair dissertation committees.

The application for PhD Program Faculty membership should be submitted to the appropriate Department Chair or Institute Director for consideration by the INBS Graduate Committee. All INBS teaching faculty and research mentors will be reviewed in 5-year cycles.

PhD Curriculum
The Ph.D. Degree in Integrated Biosciences degree is awarded on the basis of achievement in a wide range of course work; a qualifying examination (written and oral) evaluating the breadth and depth of background knowledge; intensive research experience during which the candidate demonstrates ability to initiate, perform, and analyze original experimental work; a written dissertation; and defense of the dissertation through a final oral examination. The Ph.D. in Integrated Biosciences program will typically be completed in 5 to 6 years. The composition of the program credit hours includes 18 credit hours of core curricula courses inclusive of research rotations; 9-12
credit hours of domain courses (per approval by research mentor, INBS Graduate Studies Committee, and INBS program director); a minimum of 9 credit hours of doctoral supervised research, a minimum of 12 credit hours of doctoral dissertation research, and a minimum of 3 credit hours of dissertation preparation. All courses taken for the Ph.D. degree must be at the 8000 level or above. A plan of study must be developed by the student in consultation with his/her research mentor, the INBS Graduate Studies Committee, and the INBS Program Director and must be approved by the Dean of the Graduate School.

**Selection of a Research Mentor**

Doctoral students must become aware of the research programs of individual faculty members during their first year of doctoral studies. This is done principally by rotating through research laboratories and discussions with the program faculty. The doctoral student should recognize that the INBS stipend currently is for 24 months; however it can take five to seven years to complete a PhD program. Therefore, the resources, activity of the laboratory, and the likelihood of continued stipend support are additional factors to consider when selecting a research mentor. Doctoral students must have selected their Research Mentor by the end of the first year laboratory rotations. The doctoral student’s selection of Research Mentor must be approved by the INBS Graduate Studies Committee, the INBS program director, and the Dean of the Graduate School.

**Qualifying Examinations**

A qualifying examination (written and oral) evaluates the breadth and depth of background knowledge of the PhD student and is taken following the end of the second year of doctoral study. All INBS core course requirements must be completed before the qualifying examination. The purpose of the qualifying examination is to assess the student’s mastery of core material and to assure that the student has the specialized knowledge and skills that will be required for the successful development of a dissertation proposal. The Research Mentor is closely involved in the qualifying examination of the PhD student advisee and this is consistent with the commitment the Research Mentor made in agreeing to supervise the student.

The Research Mentor and the INBS Program faculty who taught the core curriculum make up the Qualifying Examination Committee. The Research Mentor coordinates questions for the written section with the committee, coordinates grading of the written section among committee members, and coordinates the oral section of the Qualifying Examination with the student and the committee. The purpose of the oral section is to expand upon answers to questions in the written section. A core reading list developed by the committee in conjunction with the Research Mentor is provided to the student for preparation for the Qualifying Examination. The written section of the qualifying examination will test four areas covered in the core curriculum. Any area on written section which the student does not pass must be retested. The retest must include new questions. Only one repeat of each area is allowed.

Only after passing the written section does the student proceed to the oral section which is scheduled 4-6 weeks later. If the student is successful on the oral section, then the entire Qualifying Examination is passed. If the student is not successful on the oral section, then the
oral section can be retaken once. If the student is not successful on the retake of the oral section, then the entire Qualifying Examination is failed.

**Admission to Candidacy for the Ph.D. Degree**
Admission to Candidacy for the PhD degree is granted when the student has passed the Qualifying Examination (Written and Oral).

**Dissertation Advisory Committee**
Following admission to PhD candidacy for the degree, the research mentor serves as the doctoral student’s PhD thesis advisor. A Thesis Advisory Committee must be formed and the research mentor serves as the chair of this committee. The research mentor guides the PhD student in Doctoral Supervised Research and the research mentor must convene a meeting of the doctoral student and the Thesis Advisory Committee annually to review the student’s progress. Students are encouraged to make poster and/or oral presentations of their research accomplishments at local, regional and national scientific meetings. Students will prepare an annual progress report and present to their advisory committee at the annual meeting and receive feedback. The student should receive a written assessment from the research mentor summarizing the conclusions of the meeting and future directions of the project. The research mentor will submit an annual progress report on the doctoral student to the INBS Program Director for review by INBS Graduate Studies Committee and the Dean of the Graduate School.

**The Dissertation and Oral Defense**
After completion of the dissertation research, the student prepares a written dissertation in the format specified by the INBS Graduate Studies Committee and the Graduate School.

The Thesis Advisory Committee is expanded as necessary to become the Doctoral Dissertation Examination Committee. The PhD Thesis Advisor serves as the chair of the Doctoral Dissertation Examination Committee and schedules the time and place of the doctoral oral defense before the Doctoral Dissertation Examination Committee. The doctoral student may also be expected to submit one or more manuscripts in the style of an appropriate journal to be examined by the dissertation examination committee along with the dissertation.
## PH.D. IN INTEGRATED BIOSCIENCES

**CURRICULUM PLAN**

### YEAR 1

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tr>
<td><strong>INBS 8000</strong> Health Disparities</td>
<td><strong>INBS 8100</strong> Multidisciplinary Problem Solving</td>
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<tr>
<td><strong>CHMD 8000</strong> Biochemistry</td>
<td><strong>BIOD 8010</strong> Cell Biology</td>
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<tr>
<td><strong>INBS 8700</strong> Graduate Seminar in Integrated Biosciences I</td>
<td><strong>INBS 8710</strong> Graduate Seminar in Integrated Biosciences II</td>
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<tr>
<td><strong>BIOD 8075</strong> Biostatistics</td>
<td><strong>PHRD 8000</strong> Pharmacology OR <strong>INBS 8800</strong> Laboratory Rotation I</td>
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<td><strong>SUMMER 1:</strong></td>
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<tr>
<td><strong>INBS 8810</strong> Laboratory Rotation II</td>
<td><strong>Research Proposal Writing Workshop</strong></td>
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<td><strong>Responsible Conduct of Research Training Workshop</strong></td>
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### YEAR 2

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<th>FALL SEMESTER</th>
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<tr>
<td><strong>DDDD 8XXX</strong> Domain Courses *</td>
<td><strong>INBS 8930</strong> Doctoral Supervised Research</td>
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<tr>
<td><strong>INBS 8930</strong> Doctoral Supervised Research</td>
<td><strong>DDDD 8XXX</strong> Electives</td>
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<tr>
<td><strong>SUMMER 2</strong></td>
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<td><strong>Qualifying Examination (Written and Oral); June-August</strong></td>
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### YEAR 3

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<th>FALL SEMESTER</th>
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<tr>
<td><strong>INBS 8930</strong> Doctoral Supervised Research</td>
<td><strong>INBS 8950</strong> Doctoral Dissertation Research</td>
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### YEAR 4

**Doctoral Dissertation Proposal to Doctoral Committee beginning of Yr 4 Spring semester**

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<th>FALL SEMESTER</th>
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<td><strong>INBS 8950</strong> Doctoral Dissertation Research</td>
<td><strong>INBS 8950</strong> Doctoral Dissertation Research</td>
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### YEAR 5

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<td><strong>INBS 8950</strong> Doctoral Dissertation Research</td>
<td><strong>INBS 9000</strong> Dissertation Preparation</td>
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**Doctoral Dissertation Defense Scheduled as recommended by PhD Thesis Advisor**
**PhD CORE COURSES (18)**
- INBS 8000 Health Disparities (3)
- INBS 8100 Multidisciplinary Problem Solving (3)
- INBS 8700 Graduate Seminar in Integrated Biosciences I (1)
- INBS 8710 Graduate Seminar in Integrated Biosciences II (1)
- INBS 8800 Laboratory Rotation I (2)
- INBS 8810 Laboratory Rotation II (2)
- BIOD 8075 Biostatistics (3)
- CHMD 8000 Biochemistry (3)

**DOMAIN COURSES**

*Biomedical Sciences Domain Courses Selection List:*
- BIOD 8010 Cell Biology (3)
- BIOD 8020 Molecular Genetics
- BIOD 8060 Advanced Neuroscience
- BIOD 8080 Advanced Physiology
- BIOD 8090 Advanced Immunology

*Pharmaceutical Sciences Courses Selection List:
- PHRD 8000 Pharmacology (3)
- PHRD 8100 Drug Discovery (3)
- CHMD 8030/PHRD 8XXX: Enzyme Kinetics (3)
- PHRD 8XXX: Advanced Methods in Protein Chemistry (3)

**Additional Requirements:**
All PhD students are required to participant in the NCCU Responsible Conduct of Research Professional Development series and earn a Certificate of Completion. All PhD students are required also to participant in the Grant Proposal Writing Professional Development series.

**Students are free to take additional graduate elective courses in multidisciplinary areas of their interest, subject to approval by their research mentor and thesis advisory committee.**

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**PhD in Integrated Biosciences Course Descriptions**

**INBS 8000 Health Disparities in Human Disease (3).** This course provides theoretic and translational tools to prepare students for problem-solving and research in reducing health disparities. The course examines disparities in health and health outcomes for and among racial/ethnic groups and subgroups. The course includes review and debate of social, political, economic, cultural, biological, legal and ethical theories related to health disparities from historical and current perspectives in the United States. The course involves inquiry into health disparities through critical review of diverse evidential data sources, scientific research reports, and assessments of intervention practices. Students synthesize the knowledge and information on health disparities gained through the course and integrate their learning by presenting
realistic study designs for health disparities research.

INBS 8100 Multidisciplinary Problem Solving (3). Prerequisites: INBS 8000. This course engages students in problem-solving methodologies from multiple scientific disciplines in the study of health disparities. This course is structured for team-based learning and promotes team interaction and integration of multidisciplinary approaches to solving problems in science. Students conduct an extensive review of the literature on disease system modeling; construct novel health disease conceptual models; and present their models as research proposal presentations.

INBS 8700 Graduate Seminar in Integrated Biosciences I (1). This course is the first of a two-part seminar series which develops core skills of inquiry for approaching modern scientific research for first-year doctoral students. The two-part seminar series provides to students continually updated information on current research related to health disparities, methods for interpreting and critiquing scientific literature, exercises in problem identification and idea generation, and techniques for presenting research data and findings in oral formats for professional meetings and written formats for peer-reviewed publications. In the first part of the series, students critically analyze, lead discussions, and make presentations on selected research literature. In the second part of the series, students prepare and present a research poster and give a seminar in a scientific meeting format on work from their engagement in research rotations or supervised research.

INBS 8710 Graduate Seminar in Integrated Biosciences II (1). Prerequisites: INBS 8700. Continuation of INBS 8700. This course is the second of a two-part seminar series which develops core skills of inquiry for approaching modern scientific research for first-year doctoral students. The two-part seminar series provides to students continually updated information on current research related to health disparities, methods for interpreting and critiquing scientific literature, exercises in problem identification and idea generation, and techniques for presenting research data and findings in oral formats for professional meetings and written formats for peer-reviewed publications. In the first part of the series, students critically analyze, lead discussions, and make presentations on selected research literature. In the second part of the series, students prepare and present a research poster and give a seminar in a scientific meeting format on work from their engagement in research rotations or supervised research.

INBS 8800 Research Rotation I (2). Prerequisites: None. This course is the first of a two-semester laboratory rotations sequence for first-year doctoral students in the Integrated Biosciences (INBS) PhD program. This is a research laboratory course in which students pursue research projects of limited scope, 8-weeks at a time, under the supervision of an INBS faculty member. Up to three research rotations may be completed by first-year students during the first two semesters of their program of study. During the first part of the first semester course, doctoral students are introduced to INBS research faculty and their research through presentations and laboratory visits. Students select the research and laboratories through which they will rotate and they complete their first rotation during the last part of the first semester course. Up to two additional research rotations are completed by the students during the second semester.
course. This course is offered on a Pass/Fail basis.

INBS 8810. Research Rotation II (2)
Prerequisites: INBS 8800. Continuation of INBS 8800. This course is the second of a two-semester laboratory rotations sequence of in which doctoral students pursue research projects of limited scope, 8-weeks at a time, under the supervision of an INBS faculty member. This course is a research laboratory course for doctoral students in the Integrated Biosciences PhD program. This is a required course for first-year graduate students in the Integrated Biosciences doctoral program, and consists of an 8-week research project of limited scope pursued under the supervision of an INBS faculty member. Up to three research rotations may be completed by first-year students during the first two semesters of their program of study. This course is offered on a Pass/Fail basis.

INBS 8930 Doctoral Supervised Research (1-9).
This course involves directed research under the guidance of a member of the Integrated Biosciences (INBS) program faculty prior to the student being admitted to candidacy for the PhD degree. Students will perform advanced research and hone research skills toward identification of a dissertation project. This course is offered on a Pass/Fail basis.

INBS 8950 Doctoral Dissertation Research (3).
This course involves dissertation research under the mentorship of a member of the Integrated Biosciences (INBS) program faculty after the student has been admitted to candidacy for the PhD degree program. Students will conduct research in their field of study related to their dissertation project. This course is offered on a Pass/Fail basis.

INBS 9000 Doctoral Dissertation Preparation (1-3). This course is for PhD candidates who have completed all requirements for the doctoral degree except the dissertation defense, including credit hour requirements, preliminary examination, residency requirements, and dissertation research. PhD candidates registering for this course are those who are writing their dissertation and preparing to defend their dissertation. This course is offered on a Pass/Fail basis.

BIOD 8010 Advanced Cell Biology (3). This course will provide an overview of principles of Cell Biology, exploring the structure and function of nucleic acids and proteins, the function of cellular organelles, and the molecular basis of cell signaling. The use of recent scientific literature will be used to illustrate important concepts in Cell Biology.

BIOD 8060 Fundamental Neuroscience (3). This course will provide an overview of fundamentals of neuroscience, exploring the anatomical organization of the nervous system, cell biology of the nervous system, developmental neurobiology, and function of sensory, motor and autonomic nervous systems.

BIOD 8075 Intermediate Biostatistics (3). This course is an analytical statistics course designed to provide an advanced knowledge of statistical applications in biological research. Statistics, including analysis of variance, correlation, and regression analysis, followed by introduction of advanced topics such as multivariate analysis of variance, analysis of covariance, factor interaction analysis, and more advanced regression analysis will be covered in this course. Students will gain experience in written and oral communication of statistics, and critical evaluation of statistical approaches to biological and pharmaceutical research problems.
**CHMD 8000 Biochemistry (3).** This course provides a study of structure of biomolecules including proteins, nucleic acids, carbohydrates and lipids; and function of biomolecules including metabolic pathways and bioenergetics and storage and transfer of genetic information (from genes to proteins: replication, transcription, translation).

**PHRD 8000 Pharmacology (3).** This course covers general principles of pharmacology and drug therapy in humans. This course provides an introduction to pharmacokinetics, drug absorption, distribution, metabolism, excretion and toxicity. This course also incorporates in-depth studies of the principles of neuropharmacology and cardiovascular pharmacology, as well as case studies of anti-inflammatory, antibacterial and anti-cancer drugs.

**PHRD 8100 Drug Discovery (3).** This course will provide an overview of the fundamental processes and scientific approaches involved in early phase drug discovery as practiced in the pharmaceutical industry. Major classes of drug targets including kinases, G-protein coupled receptors, proteases and nuclear receptors will be introduced in detail. Topics related to target identification/target validation, screening technologies, and medicinal chemistry/chemoinformatics approach to drug optimization will be discussed.

**INBS Program Faculty**

Awumey, Emmanuel (Assistant Professor) (BIOL/BBRI)
B.S. University of Ghana
M.S. University of Ghana and Univ. of Alberta, Canada
Ph.D. University of Alberta, Canada

Chen, Xiaoxin Luke (Associate Professor) (BIOL/BBRI)
B.S. Med. Beijing Medical University
Ph.D. Rutgers University

Cole, Gregory J. (Professor) (BIOL/BBRI)
B.A., State University of New York
Ph.D., Florida State University

Fleming, Jodie (Assistant Professor) (BIOL)
B.S., University of Delaware
Ph.D., Rutgers University

Horvath, Julie E. (Research Associate Professor) (BIOL)
B.S., Michigan State University
Ph.D., Case Western Reserve University

Key, S. Catherine Silver (Assistant Professor) (BIOL)
B.S., University of Missouri (St. Louis)
Ph.D., University of North Carolina at Chapel Hill

Lee, Ju-Ahng (Assistant Professor) (BIOL/BBRI)
B.S., Yonsei University, South Korea
Ph.D., The Ohio State University

Li, Ping-An (Andy) (Professor) (PHRM/BRITE)
B.S., Ningxia Medical University
M.S., Capital Medical University, Beijing
Ph.D., University of Lund, Sweden

Mukhopadhyay, Somnath (Associate Professor) (CHEM/BBRI)
B.S., University of Calcutta
M.S., University of Calcutta
Ph.D., University of Calcutta

Pointer, Mildred A. (Associate Professor) (BIOL/BBRI)
B.S., North Carolina Central University
Ph.D., Wake Forest University School of Medicine

Rainey, Daphne Y. (INBS Director and PhD Program Faculty) (BIOL)
B.S., University of Minnesota
Ph.D., University of Colorado, Boulder
Scott, John E. (Associate Professor) (PHRM/BRITE)
B.S., University of Illinois
Ph.D. Duke University

Taylor, Darlene K. (Assistant Professor) (CHEM)
B.S., Goucher College
M.S., North Carolina Agricultural and Technical State University
Ph.D., University of North Carolina at Chapel Hill

Vinodgopal, Kizhanipuram (Professor) (CHEM)
B.S., Calcutta University
M.S., Indian Institute of Technology, Bombay
Ph.D., University of Vermont

Williams, Daniel (Associate Professor) (BIOL)
B.S., North Carolina Central University
M.S., North Carolina Central University
Ph.D., North Carolina State University

Williams, Kevin P. (Associate Professor) (PHRM/BRITE)
B.Sc., University of Bath, UK
Ph.D., University of Cambridge, UK

Williams-Devane, ClarLynda (Assistant Professor) (BIOL/BBRI)
B.S., North Carolina Central University
Ph.D., North Carolina State University

Sexton, Jonathan Z. (Associate Professor) (PHRM/BRITE)
B.S. University of California
Ph.D., University of California

Xie, Jiahua (Jay) (Assistant Professor) (PHRM/BRITE)
B.S., Zhejiang University
Ph.D., Zhejiang University

Yang, Liju (Assistant Professor) (PHRM/BRITE)
B.S., HangZhou Teachers College, China
M.S., Zhejiang University (formerly Hangzhou University), China
Ph.D. University of Arkansas

Yang, Xiaohe, (Associate Professor) (BIOL/BBRI)
M.S., Academy of Military Medical Sciences, Beijing China
Ph.D., Rosalind Franklin University of Medicine and Science/The Chicago Medical School
(former name: Finch University of Health Sciences/The Chicago Medical School)

Williams, Kevin P.  (Associate Professor) (PHRM/BRITE)
B.Sc., University of Bath, UK
Ph.D., University of Cambridge, UK

Yang, Xiaohe, (Associate Professor) (BIOL/BBRI)
M.S., Academy of Military Medical Sciences, Beijing China
Ph.D., Rosalind Franklin University of Medicine and Science/The Chicago Medical School
(former name: Finch University of Health Sciences/The Chicago Medical School)
The Graduate Program in Criminal Justice is designed to develop students and practitioners with skills to promote the administration of justice, crime prevention and control in a diverse and global society. The Master of Science degree is a dual track program, whereby students can be admitted into the traditional track where they will be required to complete all course work including a thesis or they can be admitted into the professional track where the student will be required to complete all coursework to include field placements as well as a portfolio. Concentrations are offered in Law Enforcement, Corrections, and Juvenile Justice. The program will equip criminal justice students with critical and analytical skills to assume roles in management, supervision and research and to better understand contemporary issues.

Degree requirements are as follows:

1. A cumulative grade point average of 3.0 or higher.
2. At least 30 semester hours of criminal justice courses.
3. Departmental major requirements - complete the following:

Core courses (18 – 21 hours):
- CRIM 5010, 5450, 5610, 5620, 5650, 5900 (Traditional Track), 5910 (Professional Track if needed), 5920 (Professional Track), and 5465 (Traditional Track if needed).
- Practicum (CRIM 5465) is required of all Traditional Track students with less than one year experience in the criminal justice field. Field Placement in Criminal Justice (CRIM 5910) is required of all students with less than 5 years experience in the field and/or no employee supervisory experience.

Concentration requirements (12 hours):
- Law Enforcement/ CRIM 5115, 5025, 5045, 5065;
- Corrections/ CRIM 5110, 5035, 5215, 5240;
- Juvenile Justice/ CRIM 5120, 5055, 5215, and a
- Human Growth and Development course to be taken in the Social Work.

4. Successful completion of a thesis or portfolio and a successful oral defense.

Plan of Study – Traditional Track
First Year

Fall Semester
- CRIM 5010: Seminar on the Nature of Crime and Delinquency
- CRIM 5610: Quantitative Methods in Criminal Justice Research
- Concentration Course (Select one):
First Year

Fall Semester
- CRIM 5010: Seminar on the Nature of Crime and Delinquency
- CRIM 5610: Quantitative Methods in Criminal Justice Research
- Concentration Course:
  Law Enforcement - CRIM 5115 Seminar in Law Enforcement
  Corrections - CRIM 5110 Seminar in Corrections
  Juvenile Justice - CRIM 5120 Foundations of Juvenile Justice

Spring Semester
- CRIM 5650: Criminal Justice Research Methods
- CRIM 5620: Advanced Quantitative Methods in Criminal Justice Research
- Concentration Course:
  Law Enforcement - CRIM 5045 Seminar in Administrative Practices in Law Enforcement
  Corrections - CRIM 5110 Seminar in Administrative Practices in Corrections
  Juvenile Justice - CRIM 5120 Seminar in Administrative Practices in Juvenile Justice

Summer Semester (Dual Session)
- CRIM 5465: Practicum
- Concentration Course:
  Law Enforcement - CRIM 5025 Police and the Community
  Corrections - CRIM 5215 Correctional Counseling and Treatment
  Juvenile Justice - Juvenile Counseling and Treatment (Social Work Program)

Second Year

Fall Semester
- CRIM 5450: Criminal Justice Planning, Budgeting and Evaluation
- CRIM 5900: Thesis
- Concentration Course:
  Law Enforcement - CRIM 5065 Legal Issues in Law Enforcement
  Corrections - CRIM 5240 Community Based Corrections
  Juvenile Justice - SOWK 5103 Human Behavior & the Social Environment I (Individual and Family Development)

Plan of Study – Professional Track

First Year

Fall Semester
- CRIM 5010: Seminar on the Nature of Crime and Delinquency
- CRIM 5610: Quantitative Methods in Criminal Justice Research
- Concentration Course:
  Law Enforcement - CRIM 5115 Seminar in Law Enforcement
  Corrections - CRIM 5110 Seminar in Corrections
  Juvenile Justice - CRIM 5120 Foundations of Juvenile Justice

Spring Semester
- CRIM 5650: Criminal Justice Research Methods
- CRIM 5485 Independent Study (Policy)
- Concentration Course:
  Law Enforcement - CRIM 5045 Seminar in Administrative Practices in Law Enforcement
  Corrections - CRIM 5110 Seminar in Administrative Practices in Corrections
  Juvenile Justice - CRIM 5120 Seminar in Administrative Practices in Juvenile Justice

Summer Semester (Dual Session)
- CRIM 5910: Field Placement in Criminal Justice
- CRIM 5215 Correctional Counseling and Treatment (Offered in the Social Work Program)

Second Year

Fall Semester
- CRIM 5450: Criminal Justice Planning, Budgeting and Evaluation
- CRIM 5920: Advance Field Placement in Criminal Justice
• Concentration Course:
  Law Enforcement - CRIM 5065 Legal Issues in Law Enforcement
  Corrections - CRIM 5240 Community Based Corrections
  Juvenile Justice – SOWK 5103 Human Behavior & the Social Environment I (Individual and Family Development)

Criminal Justice Graduate Course Descriptions

CRIM 5010. Seminar in the Nature of Crime and Delinquency (3)
This course will examine and critically assess a variety of sociological and other theories to better understand the onset, maintenance and desistance of criminal behavior. Students will explore the relationship between theory, research and policy within the context of crime prevention and control.

CRIM 5025. Police in the Community (3)
This course focuses on the relationship between the police and the community. The historical relationship between these two groups is examined, as well as contemporary issues which help and hinder their relationship. Students will be encouraged to challenge themselves by investigating complex issues that impact the police as they attempt to enforce the laws that govern the society. Finally, students will be required to research and discuss the influences that society, politics and the courts have on police in the community.

CRIM 5035. Seminar in Administrative Practices in Corrections (3)
This course is designed to provide an overview of the administration and management issues in secure and community corrections. The course will focus on structural, organization, and micro-level aspects (personal decision making use of discretion, motivation of employees, politics, leadership, etc.) of managing correctional organizations. The course is designed to stimulate critical thinking. Study will be framed within the current challenges facing today’s correctional systems. This course will include field work, guest presentations, projects, and papers. A class calendar will facilitate student preparation.

CRIM 5045. Seminar in Administrative Practices in Law Enforcement (3)
This graduate course focuses on current police management systems, supervision and supervisory principles. An examination of the day to day leadership skills, planning and implementation, decision making and creative problem solving, for the police administrator, will also be undertaken. Students will explore complex issues, that impact law enforcement, internally, externally, ethically, and legally. Moreover, students will be required to assess and evaluate the decision making process of law enforcement, and to better understand how society is impacted.

CRIM 5055. Seminar in Administrative Practices in Juvenile Justice (3)
This course will review management theories and leadership skills and values that are important in the administration of juvenile related organizations. Discussions will include which particular theories and skills that are most relevant to effective management as an administrator in juvenile justice and the reasons why. The course will also examine major public policy issues, on best practices as well as their impact decision making and practices within the juvenile justice system.

CRIM 5065. Legal Issues in Law Enforcement (3)
This course will examine the legality in administrative decision making regarding personnel actions, policy development, and organizational operations. The course is designed to give a nationwide approach to law regarding employment, retention, promotion, discipline, and policy development in law enforcement administration focusing on agency personnel, and its stakeholders. The administrative control and procedure involved in every day policy, rules, or regulations and procedure have to be developed with the
understanding that they need to comply with the existing constitutions, legislative enactments and court decisions in that jurisdiction.

CRIM 5110. Seminar in Corrections (3)
This course enhances the student’s understanding of corrections from a systems perspective and contemporary issues confronting correctional administrators and practitioners. Both institutional and community corrections are discussed from critical and analytical perspectives. The inmate culture and operational practices and challenges are also discussed.

CRIM 5115. Seminar in Law Enforcement (3)
This course will provide a description and analysis of law enforcement practices and contemporary issues confronting law enforcement personnel. Additionally with the increased awareness by police leaders that the practice arena requires the need for greater understanding across cultures and communication skills, the critical and emerging issue of multicultural enforcement will be examined.

CRIM 5120. Foundations of Juvenile Justice (3)
This course provides a detailed view of the juvenile justice system. Students will examine criminological theory to provide a better understanding of major issues related to the onset of delinquency and the juvenile justice system, on the individual and aggregate levels. Students in this course will become acquainted with the history of juvenile justice through readings and discussions. Students will also be provided an opportunity to examine, analyze and articulate knowledge and beliefs about juvenile justice system in a scholarly fashion. Policy and practice issues will also be discussed.

CRIM 5215. Correctional Counseling and Treatment (3)
This course offers an intensive training in methods of working with offenders in a counseling supervisory relationship through simulation, role playing and case study. The course will analyze various theories as they relate to the correctional process, i.e., community-based treatment, probation and parole, work release, etc. These theories will be discussed in terms of their relationship to the total reintegration of the offender back into the community.

CRIM 5240. Community Based Corrections (3)
This course offers an analysis of community correction projects, development of community resources, identification of alternatives to incarceration, historical development of community corrections programs. Special emphasis will be placed on the operations of halfway houses and programs prevalent in the small group treatment home, as well as, legal constraints on residents and staff.

CRIM 5450. Criminal Justice Planning, Budgeting and Evaluation (3)
Students are provided insights to program planning and development, evaluation designs and budgeting options as a prelude to community change. In addition to learning about policy and planning developments in criminal justice students are challenged to think critically and analytically in addressing contemporary crime prevention and control concerns.

CRIM 5465. Practicum (3)
This course serves to provide the student with practical experience in a Criminal Justice related agency, public and/or private. The student’s placement is intended to integrate theory with the “work world”, thus, the practicum is intended to be a meaningful learning experience beyond the classroom.

CRIM 5475. Seminar in Contemporary Issues in Criminal Justice (3)
These courses will allow an instructor to teach courses on contemporary issues and special topics that are not taught as a part of the regular curriculum.
CRIM 5485. Independent Study (1-3)
Prerequisite: Completion of the criminal justice core. Independent research on approved selected topics which develops, analyzes and explores specific problems within criminal justice.

CRIM 5610. Criminal Justice Statistics I (3)
This course is designed to provide students with the skill set to understand and apply a variety of techniques to analyze data within the social sciences. This is needed in order to conduct independent research or be able to evaluate past, existing or future research projects, or both. Students will learn to process data using software, undertake an analysis of data as well as report and interpret their findings.

CRIM 5620. Criminal Justice Statistics II (3)
Prerequisite: CRIM 5610. This course will provide students with an understanding of complex quantitative techniques and their application to criminal justice research. Specifically, each student at the end of the course will have a fundamental knowledge of data management issues, small sample and advanced statistical techniques and qualitative methodology. This course will emphasize advance statistical techniques to include multiple regression using dummy variables and interaction effects, logistic regression with dichotomous and polychotomous ordinal variables, and path analysis.

CRIM 5650. Criminal Justice Research Methods (3)
Prerequisites: CRIM 5010, 5610. This course serves to develop the student’s research skills with an emphasis on the art and science of discovery, research design and problem solving. Analytical and critical thinking are essential to this course which includes the practical experience of linking theory to the collection and analysis of data in criminal justice problem solving.

CRIM 5900. Thesis (3)
Under the guidance of faculty, the student will use the proper format and prepare a proposal to conduct original research or a secondary analysis in a selected area in criminal justice. The student will survey related literature, plan, organize/collect and interpret data. The completed thesis must be successfully defended before a selected faculty committee prior to the awarding of credit. Students must be enrolled in this course for the semester they defend their thesis project.

CRIM 5910. Field Placement in Criminal Justice (3)
This course serves to develop the students’ leadership skills and serve as a nexus between management theory and practice. This course will cover a range of issues to include the core values of leadership, leadership practices, workforce development, and contemporary issues.

CRIM 5920. Advance Field Placement in Criminal Justice (3)
This advanced field placement will require the student to shadow an upper level manager at an approved criminal justice or related agency. For students without upper level managerial experience, this advanced field placement will require students to be required to develop managerial skills, in the areas of agency planning, operation and budgeting. All advanced field placement assignments must be approved by the student’s committee. This advance field placement serves as the vehicle for students to complete the portfolio requirements.
The Psychology Graduate Program addresses personnel needs across the state, region, and nation. The Program, which offers the Master of Arts degree, offers concentrations in clinical and general psychology. The curriculum normally appeals to three groups of students:

1. Those who seek the education and training to engage in the practice of psychology and in the provision of health services as defined in the North Carolina Psychology Practice Act, or expect to become a technical assistant to a professional psychologist;

2. Those who expect to continue graduate study leading to the doctorate; and

3. Those preparing for positions in which knowledge of psychology is valuable.

**Requirements for the Master of Arts in Psychology Degree**

1. A cumulative grade point average of 3.0 or higher.

2. General Concentration - A minimum of 30 semester hours of psychology courses including: PSYG 5001, 5100, 5121, 5130, 5160, 5161, 5212, 5900 (minimum of 3 semester hours) and 5 elective hours of psychology courses approved by the department.

3. Clinical Concentration - A minimum of 49 semester hours of graduate psychology courses including: PSYG 5001, 5002, 5011, 5025, 5100, 5121, 5160, 5161, 5170, 5211, 5212, 5300, 5310, 5220 (minimum of 5 semester hours), and 5900 (minimum of 3 semester hours).

4. Successful completion of a reading proficiency examination in a foreign language, completion of an approved graduate statistics course or proficiency in a modern computer language. If PSYG 5100 is used to meet this requirement in the general concentration, three additional graduate level hours in psychology are required.

5. Successful completion of a comprehensive written examination.

6. Successful completion of an oral examination associated with the thesis.

**Curriculum Plan**

**General Concentration**

Sequence of Courses with Credit Hours
Number of Required Hours = 30

**FIRST YEAR — FALL**

- PSYG 5001 - Ethics in Psychology (2)
- PSYG 5121 - Advanced Abnormal Psychology (4)
- Elective [e.g., PSYG 5002 - Cultural Diversity in Psychology (2), PSYG 5011 - Introduction to Clinical Psychology (Clinical Methods I) (2), Other graduate course approved by the Psychology Department]

**FIRST YEAR — SPRING**

- PSYG 5100 - Advanced Statistics (4)
• PSYG 5160 - Research Methods I (3)
• Elective [e.g., PSYG 5030 - Introduction to Methods and Practices in Community Psychology (3), Other graduate level course approved by the Psychology Department]

SECOND YEAR — FALL

• PSYG 5130 - History and Systems of Psychology (3)
• PSYG 5212 - Experimental Design (4)
• PSYG 5161 - Research Methods II (2)

SECOND YEAR — SPRING

• PSYG 5161 - Research Methods II (2) (If not taken previously)
• PSYG 5900 - Thesis (1 - 3)
• Elective (e.g., Graduate course approved by the Psychology Department)

THIRD YEAR — FALL

• PSYG 5900 – Thesis (1 - 3)
• Note: A minimum of 5 hours of electives is required. A minimum of 3 hours of PSYG 5900 is required; a maximum of 6 hours is allowable.

Curriculum Plan

Clinical Concentration
Sequence of Courses with Credit Hours
Number of Required Hours = 49

FIRST YEAR — FALL

• PSYG 5011 - Introduction to Clinical Psychology (Clinical Methods I) (2)
• PSYG 5121 - Advanced Abnormal Psychology (4)
• PSYG 5001 - Ethics in Psychology (2)
• PSYG 5002 - Cultural Diversity in Psychology (2)

FIRST YEAR - SPRING

• PSYG 5100 - Advanced Statistics (4)

SECOND YEAR — FALL

• PSYG 5160 - Research Methods I (3)
• PSYG 5170 - The Clinical Interview (3)

SECOND YEAR - SPRING

• PSYG 5211 - Cognitive Assessment (5)
• PSYG 5212 - Experimental Design (4)

THIRD YEAR — FALL

• PSYG 5310 - Psychotherapy II (2)
• PSYG 5220 – Practicum/Internship in Clinical Psychology (1-5)
• PSYG 5900 - Thesis (1 - 3)
• Optional Elective (e.g., PSYG 5820 – Cognition, PSYG 5800 - Special Topics in Psychology, other graduate level course approved by the Psychology Department) (3)

THIRD YEAR — SPRING

• PSYG 5220 – Practicum/Internship in Clinical Psychology (1-5)
• PSYG 5900 - Thesis (1 - 3)
• Optional Elective (e.g., PSYG 5800 - Special Topics in Psychology, other graduate level course approved by the Psychology Department) (3)

• Note: A minimum of 5 hours of PSYG 5220 is required; a maximum of 6 hours is allowable. A minimum of 3 hours of PSYG 5900 is required; a maximum of 6 hours is allowable.
Graduate Curriculum Guide for Psychology Clinical Concentration

Masters in Psychology

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<td>PSYG 5011</td>
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<td>PSYG 5100</td>
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<td>PSYG 5160</td>
<td>Research Methods I</td>
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<td>PSYG 5170</td>
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<td>PSYG 5212</td>
<td>Experimental Design</td>
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<td>PSYG 5025</td>
<td>Personality Assessment Procedures</td>
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<td>PSYG 5161</td>
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<tr>
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<td>PSYG 5220</td>
<td>Practicum/Internship</td>
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<td>PSYG 5900</td>
<td>Thesis</td>
<td>1-3</td>
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<td>Optional Elective (e. g., PSYG 5820 – Cognition, PSYG 5800 - Special Topics in Psychology, other graduate level course approved by the Psychology Department)</td>
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<tr>
<td>PSYG 5220</td>
<td>Practicum/Internship</td>
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<tr>
<td>PSYG 5900</td>
<td>Thesis</td>
<td>1-3</td>
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<td>Optional Elective (e. g., PSYG 5800 - Special Topics in Psychology, other graduate level course approved by the Psychology Department)</td>
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# Graduate Curriculum Guide for Psychology General Concentration

**Masters in Psychology**

## YEAR 1

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<tr>
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<td>PSYG 5100 Advanced Statistics 4</td>
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<td>PSYG 5160 Research Methods I 3</td>
<td>PSYG 5161 Research Methods II 3</td>
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<td>PSYG Electives 2</td>
<td>PSYG Electives 3</td>
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<td>PSYG Electives 3</td>
<td>[e.g., PSYG 5002 - Cultural Diversity in Psychology (2), PSYG 5800 Cognitive Development and a graduate course approved by the Psychology Department]</td>
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## YEAR 2

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<td>PSYG 5212 Experimental Design 4</td>
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</tr>
<tr>
<td>PSYG 5900 Thesis 1-3</td>
<td>Elective 3</td>
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</tbody>
</table>
Psychology Graduate Course Descriptions

PSYG 5001. Ethics in Psychology (2)
Prerequisite: Graduate student status. An overview of ethical issues in psychology. The course focuses on the identification and understanding of basic concepts in ethics, and on the application of ethical principles and guidelines in situations in various areas in the field of psychology. Examples of situations from academia, social psychology, physiological psychology, clinical psychology, forensic psychology, the workplace, and other areas will be discussed in order to develop the student’s readiness for dealing with ethical dilemmas.

PSYG 5002. Cultural Diversity in Psychology (2)
Prerequisite: Graduate status in psychology or in other social science discipline. A course designed to aid students in developing an understanding and appreciation of the differences and similarities of diverse groups. A specific aim of the course is to help students identify characteristics of culture in general and culturally different groups in particular so students will be able to more effectively develop effective strategies for delivering mental health services to members of diverse populations.

PSYG 5011. Introduction to Clinical Psychology (2)
Prerequisites: PSY 3100 (Abnormal) or 4120 (Personality), PSY 3400 (Psychological Measurement) and graduate student status. An overview of the history and the theories, methods, and professional issues of clinical psychology. This overview includes a discussion of clinical psychology’s scientific tradition, a discussion of the role of the psychologist in the clinical setting, and a summary of diagnostic and therapeutic techniques. The course emphasizes in-depth discussion of the application of ethical and legal issues in the field of clinical psychology.

PSYG 5025. Personality Assessment Procedures (5)
Prerequisites: PSYG 5011, 5121 and 5170. A basic introduction to techniques in personality assessment. The course will focus on test administration and on the interpretation, integration, and written reporting of test results. Issues pertaining to ethics and to use of personality assessment techniques with diverse groups will be discussed.

PSYG 5030. Introduction to Methods and Practices in Community Psychology (3)
A study of broad aspects of community services regarding primary, secondary and tertiary intervention and support systems. The effects of social conditions on mental health practices and mental health preventive strategies will be examined. Consultation models for behavior change and appropriate community intervention will be systematically explained.

PSYG 5100. Advanced Statistics (4)
Prerequisite: PSY 4410 (Intermediate Statistics for Students of Psychology). A reinforcement of the conceptual basis of statistics, including analysis of variance, correlation, and regression analysis, followed by the introduction of advanced topics such as multi-variate analysis of variance, factor analysis, and more advanced types of regression analysis. Students are introduced to the use of a standard statistical package such as SAS or SPSS and are required to use the program to perform analyses on a variety of data sets.

PSYG 5121. Advanced Abnormal Psychology (4)
Prerequisites: PSY 3100 (Abnormal) and graduate student status. A critical review of contemporary paradigms of abnormal behavior and discussion of the diagnosis, etiology, formulation, and treatment of abnormal behavior or mental disorders cited in the current Diagnostic and Statistical Manual of Mental Disorders (DSM).

PSYG 5130. History and Systems of Psychology (3)
A critical overview of historical themes which undergird psychology. Emphasis will be placed upon the development of major schools in psychology (from Aristotle to the systems of functionalism, structuralism, behaviorism, psychoanalysis, etc.) and their impact on the formulation of modern scientific theories of behavior.

PSYG 5160. Research Methods I (3)
Prerequisite: Graduate status in psychology or in another social science discipline. A reinforcement of the basic principles of research, including the development of research ideas, reliability and validity of research designs, experimental and quasi-experimental designs, procedures and strategies for collecting data, topics in participant selection, and the ethical principles of the American Psychological Association (APA) as related to research. The course will provide an introduction to scientific writing, to designing visual displays of information, to writing research papers in APA format, to writing proposals, and to making presentations.

PSYG 5161. Research Methods II (2)
Prerequisites: PSYG 5100 and 5160. Prerequisite or co-requisite: PSYG 5212. An applied course that will review the various skills involved in psychological/behavioral science research, including the logic of inquiry using the scientific method, and issues of experimental design and statistical analysis. The student will be required to apply these skills to the development of an acceptable research proposal. Several approaches used by behavioral and clinical scientists will be reviewed and demonstrated.

PSYG 5170. The Clinical Interview (3)
Prerequisites: PSYG 5011 and 5121. An in-depth study of the clinical interview including review of its evaluative research and of the ethical and other professional issues associated with use of this assessment technique. The course focuses on the student’s development of clinical interviewing skills and enhancement of the ability to develop clinical formulations and diagnoses, and to present such findings in oral and written reports.

PSYG 5211. Cognitive Assessment (5)
Prerequisites: PSY 3400 (Psychological Measurement) and PSYG 5011. A course designed to give the student practical knowledge and experience in the administration, interpretation, and written reporting of results of cognitive assessment tests.

PSYG 5212. Experimental Design (4)
Prerequisites: PSYG 5100 and 5160. An introduction to research methods and design principles frequently used in psychology. The course emphasizes factorial designs (including repeated measures and multivariate designs), contrast and trend analyses, correlational and regression designs, and meta-analyses. Students will complete papers or poster presentations which will require reading appropriate literature, designing a study, analyzing results, and writing a final report in APA style for each area. Simulations and data bases developed within the department will provide the data for students’ research projects.

PSYG 5300. Psychotherapy I (3)
Prerequisite or co-requisite: PSYG 5025. An introduction to theories and techniques of psychotherapeutic approaches (Jungian, Adlerian, psychoanalytic, Gestalt, Rogerian, transactional analysis, behavior therapies, etc.) with special attention to case studies.

PSYG 5310. Psychotherapy II (2)
Prerequisite: PSYG 5300. A continuation of PSYG 5300.

PSYG 5220. Practicum/Internship in Clinical Psychology (1-6)
Prerequisites: 24 graduate hours of specified psychology courses, defense of the thesis proposal and department approval. A course designed to provide the student with hands-on experience in the practice of psychology and
the delivery of health services as defined in the North Carolina Psychology Practice Act. The student’s practicum/internship experience will meet the criteria outlined by the North Carolina Psychology Board.

PSYG 5800. Special Topics in Psychology (3) A study of various topics in psychology. Topics vary from semester to semester. Emphasis will be placed on contemporary research issues.

PSYG 5820. Cognition (3) This course addresses theory and research in cognitive processes or information processing in human and non-human contexts and their applications to everyday life. Key topics include psychophysics, perception, attention, imagery, thought, memory, language, emotion, and social cognition. Also elaborated are the cultural and neuropsychological underpinnings of cognition.

PSYG 5900. Thesis (1-6) Prerequisite: Thesis advisor/department approval. It is recommended that the student have completed PSYG 5100, 5160 and 5212. The research, writing and defense of a thesis (i.e., a formal, extensive research paper based on research conducted by the student under the direction of faculty). The course may be taken more than once but the student may not earn a total of more than six hours.

**Psychology Graduate Faculty**

Brandon, Dwayne T. (Assistant Professor) B.A., North Carolina Agricultural and Technical State University M.A., North Carolina Central University Ph.D., Pennsylvania State University

Brinson, Les (Professor) B.A., North Carolina Central University Ph.D., University of Maryland, College Park

Carroo, Agatha E. (Associate Professor) B.A., Tuskegee University

Ph.D., Cornell University, Ithaca J.D., University of Alabama School of Law, Tuscaloosa

Cliette, George (Associate Professor) B.A., M.A., North Carolina Central University Ed.D., Boston University

**GRADUATE PROGRAM IN PUBLIC ADMINISTRATION**

Robert Wortham, Chairperson (Interim) Christopher Kimaru, Director MPA Program Donnell Scott, Director EMPA Program Department Telephone: (919) 530-7265 Email: rwortham@nccu.edu ckimaru@nccu.edu dscott@nccu.edu

The Department of Public Administration seeks to prepare students for leadership and management roles in the public sector through a Master of Public Administration program with multiple tracks. In order to meet student needs, the MPA degree is currently offered in two tracks a General MPA track and the Executive MPA track.

The General MPA track is comprised of students currently working in the public sector as well as students with no experience. The General MPA track is the largest track with nearly one hundred and ninety (190) full and part-time students. That track admits an average of fifty-five (55) students on an annual basis. Classes are conducted in the evening Monday thru Thursday and completion typically takes from 24 to 30 months.

The Executive MPA track is limited to candidates with four (4) years of full time professional, executive or supervisory experience in the public, private or nonprofit sectors. The Executive MPA track students range from thirty (30) to fifty-five (55) years old.
and generally have ten (10) or more years of work experience.

EMPA students continue their employment while completing their course of study in an 18-month period. The EMPA for North Carolina Central University is offered during two (2) required summer experiences and three (3) full semester experiences. Class sessions are held on weekends. Classes begin on Friday at 3:00 p.m. and are held for eight (8) hours on Saturday. The second summer experience includes a mandatory trip abroad that is paid for as a part of a student’s tuition.

The MPA learning experience is a composite of the 5 major components that provide students with the opportunity to develop and demonstrate the competencies that are a part of the program design.

These components are:
1. MPA Core Courses
2. Professional Development Elective Courses
3. Elective/Cognate Courses
4. Capstone Courses
5. Student Learning Portfolio

This course of study requires students to complete a minimum of 47 semester hours to obtain the MPA degree. The credit hours are distributed according to the following course groupings.

<table>
<thead>
<tr>
<th>Course Categories</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (Required)</td>
<td>28</td>
</tr>
<tr>
<td>Professional Skills Development Courses</td>
<td>4</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>9</td>
</tr>
<tr>
<td>Electives/Cognate Courses</td>
<td></td>
</tr>
<tr>
<td>Capstone Courses</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
</tr>
</tbody>
</table>

All students must submit a Student Learning Portfolio in order to graduate. The Student Learning Portfolio takes the place of the Master’s Written Examination in the North Carolina Central University Master’s of Public Administration Program requirements. Consistent with the program’s mission to develop in students the knowledge and skills necessary to lead or manage a public sector organization, the portfolio measures individual student growth against each student’s personal goals as well as standard programmatic professional competencies and expectations. The Portfolio is comprised of materials that are representative of a student’s learning, growth and development, both educationally and professionally.

**Public Administration Graduate Course Descriptions**

PADG 5670 – Administrative Leadership and Ethics (4) An examination of the fundamental leadership roles, styles, and functions exercised in public agencies and not-for-profit organizations. This course is designed to provide both advanced theoretical perspectives and practical training for governmental, non-for-profit, and community development leaders, with special emphasis on the ethical issues that confront public sector leaders.

PADG 5500 – Administrative Organization Theory & Behavior (3) The student will study of the organizational theory; conceptual understanding and analysis of administrative planning and organization design; comparative analysis of organizational models.

PADG 5360 - Economic Consequences of Policy Analysis (3) This course examines the resource allocation in the public sector and ways that ideal public policy can correct the shortcomings of market failure, public goods, externalities, and government failure.

PADG 5130 – Principles of Public Management (3) This course provides a frame of reference of public administration and a building block for other courses. Particular attention is spent on the current ethical issues that confront public
sector managers and leaders. This course is taught using the case study method and is writing intensive.

PADG 5140 – Public Finance and Budgeting (3) This course explores the fiscal role of government in a mixed and planned economy. The student will learn about the sources of public revenue, social, economic, political, administrative, and institutional aspects of the budget and the budgetary process, trends, and problems, in intergovernmental fiscal relations and interactions.

PADG 5300 – Personnel Administration and Management (3) This is an introductory course designed to prepare the learner for management and leadership of government and not-for-profit agencies at all levels. The course uses case studies to enhance the critical thinking skills of students and to help them understand issues and challenges in managing personnel resources in the public and not-for-profit sectors.

PADG 5400 – Public Policy Formation (3) The study of the social, economic, and political factors and forces that condition the processes of decision making and policy formulation; examination of the processes by which public policies are formed, interpreted, carried out and evaluated in the American political system; and analysis of major institutions, powers, and relationships relative to stimulating, legislating, interpreting, and executing public policies.

PADG 5600 – Quantitative Analysis (3) The study of the application of quantitative tools and methodology to organizational situations for the purpose of solving management problems; utilization of science and research to determine, to measure, to manipulate, and to interpret complex data and to perform sophisticated analysis for policy-making in order to foster public purposes. Students will also be exposed to principles of applied statistics and computer usage. Heavy emphasis will be placed on program evaluation.

PADG 5610 – Research Method in Public Administration (3) The course seeks to develop familiarity and competency with the concepts and application of basic quantitative and qualitative methods used in the administrative, service, and policy arenas. Learners will gain a basic understanding of research design; know what questions to ask of data; the techniques to use to ask the “right” questions and how to interpret the findings. The student will increase his/her proficiency with SPSS or SAS (skills which can be transferred to other statistical software).

PADG 5420 – Administrative Law (3) A study of the problems of allocation of law or policy-making powers among the legislative, executive, and judicial branches of government; problems in administrative procedure and the constitutional, statutory, and common law doctrines that control it; and the problems with the relationships and procedures necessary for the effective implementation of policy contrasted with the tradition of individual freedom under law.

PADG 5050 – The American Governmental System (3) This course studies the structure, operations, and power relationships of the national, state, and local governments in the American political system. Using role-plays and case studies students explore current governmental issues and ethical dilemmas. Emphasis is placed on the democratic theory, the constitutional interpretations in relation to the administrative processes of public policy-making.

PADG 5310 – Facilitation Laboratory – The Art of Meeting (2) A hands-on oriented course in managing meetings, presenting technical information and conducting problem-solving and decision-making conferences or meetings. Students receive practice in leading and facilitating interactive meetings, as well as structuring information for effective presentations.
PADG 5160 – Comparative Public Administration (3) Students engage in an analytical study of the concepts, methodologies, theories, processes, and organization models of public administration in major Western and non-Western systems of government.

PADG 5330 – Career Development and Community Projects (3) This course integrates students’ academic studies with practical public administration assignments in professional and “real-world” environments. Students will have the opportunity to enhance their academic knowledge, personal development and professional preparation through practical work experience. Lectures, class discussions (case analyses), project assignments, student presentations, guest presenters, and in-class group activities make up the course learning experiences.

PADG 5370 – Laboratory in Politics and Demographics of Public Policy Formation and Implementation (3) This course examines political attitudes and behaviors that influence the support and administration of public policies. The impact of demographic factors that may reduce citizen support of government programs and their successful implementation also are analyzed for the United States and other major Western and non-Western governments. Student will use computer analyses in explaining the impact of demographic factors on policy implementation.

PADG 5640 – Independent Study (3) Under faculty supervision, this course is designed to allow students to independently explore selected topics in the areas of public management. IS allows student to (1) Conduct in depth research in an area of public management, policy or administration that helps develop their Student Learning Portfolio; (2) Conduct a public sector or public service project that is consistent with the focus of their Student Learning Portfolio and career objectives; (3) Obtain an approved national certification in a area of public sector management or leadership.

PADG 5180 – Intergovernmental Administration (3) This course analyzes the implication and administrative effects of policies which cross governmental lines. Among areas to be considered are intergovernmental fund transfers (block and categorical grants, e.g.), jurisdictional problems in service delivery and revenue gathering, the effects of differing interpretations of “federalism” by different national administrations, and the legal basis of authority among governmental units.

PADG 5520 – Minority Public Administrators (3) This course is an examination of the historical factors and contemporary trends shaping the employment of minorities in public agencies. The course examines the issues that confront current public administrators and in particular women and minority public sector leaders.

Non-Profit Management (3) This course will introduce students to the theory and practice of nonprofit management. Special emphasis will be given to critical functions such as fundraising and grantsmanship, financial management and budgeting, marketing and communications, leadership styles, monitoring and evaluation.

PADG 5020 – Planning and Community Develop (3) The course examines issues and techniques in planning for community infrastructure. Considerable attention is devoted to urban issues that impact communities challenged by changing social-economic conditions. Using geographic information systems and other tools, students use the community as a laboratory to examine development needs. This course also examines problems and policy in the area of housing.

PADG 5150 – Public Budgeting Laboratory (3) This course was designed to provide students experiential learning in public budgeting through individual and team simulation. The
students gain a stronger and more practical understanding of public financial management and budgeting. Students strengthen analytical skills through simulations and a time sensitive project creating a local government budget.

PADG 5580 – Public Policy Implementation (3)
This course examines the various models of the implementation stage of policy making in the United States. Special emphasis will be placed on the various environmental factors (social, economic, political and other forces, which impact on implementing social programs and public policies. The innovative literature in the field will also be explored.

PADG 5700 – Seminar in Public Administration (3)
This course is an examination of innovative topics in the discipline of public administration. The course will explore and analyze advanced models, theories, and principles utilized by academics and practitioners. Students will be required to construct a research project utilizing theories and principles studied in this course and in previous courses.

PADG 5340 – Techniques of Human Resources Development (3)
This course is a part of the HR series of MPA courses. The course takes a hands-on approach to HR and addresses the entire range of topics that have traditionally been included in an organization’s HRD function such as designing systems of instruction as well as content that reflects the future of HRD.

PADG 5550 - Techniques in Planning and Evaluating Human Resources Programs (3)
This course is another in the human resource area designed for MPA students with an interest in careers in human resource management. The course covers systems analysis and experimental design for program development and research in human services.

PADG 5010 – Urban Issues and Problems (3)
This course explores urban administration and social change by looking at the public administrator as a change agent. The course takes an interdisciplinary approach to contemporary urban issues and problems confronting national, state, and local governments, such as urban renewal, taxation and finance, pollution control, transportation, energy, unemployment, inflation, utility regulations, drug prevention and control, education, welfare, housing, strikes by public employees, rent regulations and control, etc.

PADG 5030 – Urban and Regional Economics (3)
This course examines the practice of economic development. Students study the organization and evolution of urban and regional economies. The course covers a range of issues from a variety of perspectives including the nature and function of urban and regional systems and networks. The course is designed to equip students with the skills necessary to analyze local and regional economic development processes and to apply these competences.

PADG 5810 – Directed Internship in Public Administration (3)
This course is for in-service students in the program whose prior work experience is determined to lack sufficient administrative responsibilities for the required internship. The students engage in original research that is designed to address public sector issues or issues confronting a public sector organization. This course does not replace PADG 5900, which requires more extensive data collection and analysis.

PADG 5800 – Internship in Public Administration I (3)
Students complete a supervised internship in a public or non-profit agency. The internship consists of a 300 hours of work. Students compile a representative sampling of their internship work. These documents may include Work diary; Copies of memoranda, Correspondence, and Papers produced etc.

PADG 5820 – Internship in Public Administration II (3)
This course is a continuation of PADG 5800 or 5810. In the course interns are required to complete a paper
addressing his/her internship. The MPA internship paper relates the internship experience to relevant readings in public administration.

PADG 5900 – Public Administration Thesis (3) This course is a final, individual project intended to integrate material already covered in previous MPA courses, as well as to provide an in-depth exploration of a topic of special interest or career relevance to the participant. Thesis students work closely with an academic advisor and are required to adopt a theoretical framework, design a data collection mechanism in formulating original research. Thesis students further make an oral presentation of the research results in front of a professional academic panel.

GRADUATE PROGRAM IN SOCIOLOGY (TEACH-OUT) Program Discontinued Effective December 2014

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The sociology department offers an M. A. degree in sociology. Persons applying for admission to the program should hold a bachelor’s degree in sociology or a related discipline. Students with deficiencies in sociological theory, basic social statistics, or sociological research methods may be required to take additional courses. Our program prepares students to pursue doctoral studies, teach in community colleges, or work in various public and private agencies. All students must complete a thesis on a topic of their choosing. Sociology may also be selected for a second Master’s degree. Students choosing this option should have completed a Master’s program in another discipline, agree to complete 18 graduate hours in sociology, and write a thesis.

To effectively study society, graduate students must have a sound understanding of theory and research methods. These are the tools of the trade and hallmarks of our program. Moving beyond the basics, students are provided with opportunities to explore the dimensions of inequality, racial and cultural relations, aging, and the development of the discipline. The program features a seminar on the pioneering sociological work of W.E.B. Du Bois, and an applied course on The Teaching of Sociology which prepares students to teach introductory sociology courses in university, college, and community college settings. Smaller class sizes enhance classroom dialogue and promote the fostering of mentoring associations between faculty and students. Classes are offered at night, and a limited number of graduate assistantships are available each year.

Requirements for the Master of Arts in Sociology Degree

1. Completion of a minimum of 30-33 hours of graduate courses with a cumulative grade point average of 3.0 or higher. Six hours may be taken at another institution.

2. Major requirements include the successful completion of:
   - SOCG 5100, The Study of Society
   - SOCG 5200, Social Statistics (See note 4 below.)
   - SOCG 5300, Techniques of Data Collection and Analysis
   - SOCG 5350, Survey Research
   - SOCG 5400, Sociological Theory
   - SOCG 5410, Racial and Cultural Relations
• Nine additional semester hours of graduate sociology courses
• SOCG 5900, Thesis (3 to 6 hours).

3. Students must pass a written comprehensive exam with a grade of “B” or better.

4. A Statistics course can be used to fulfill the graduate language requirement but will not count towards the required 30-33 hours for the M.A. degree in Sociology. Students using SOCG 5200 to satisfy the language requirement will be required to take three additional graduate hours in Sociology.

Sociology Graduate Course Description

SOCG 5100. The Study of Society (3)
An advanced general course in sociology dealing with the basic concepts of social behavior and fundamental sociological principles relating to society and culture.

SOCG 5110. Human Ecology (3)
Population pressures, natural resource availability, food supply and food quality, energy sources and technology all impact the way humans adapt to their social environments. Topics covered include the interaction among society, economics and environment, population and development, health and diet, environmental problems, and environmental justice.

SOCG 5200. Social Statistics (3)
A study of advanced statistical techniques including multiple regression, analysis of variance, analysis of covariance, logistic regression, factor analysis, and principal components analyses. Topics also covered include measurement error, data cleaning and manipulation, multicollinearity, model building, model fit techniques, and hypothesis testing. Standard statistical software packages are integrated into the course.

SOCG 5210. Culture and Personality (3)
The influence of cultural forms on the individual, considered from anthropological, sociological and psychological perspectives.

SOCG 5300. Techniques of Data Collection and Analysis (3)
A study of sampling techniques, interviewing techniques, questionnaire construction, observation techniques, sociometric and scaling techniques, data analysis, qualitative methodologies (including sampling and interviewing), and comparative historical methods. Each student is expected to demonstrate the use of each technique and analysis in addressing experimental, field, and laboratory problems.

SOCG 5310. Deviant Behavior (3)
A study of the factors and processes involved in the development of various forms of deviant behavior.

SOCG 5330. Collective Behavior and Social Movements (3)
A study of noninstitutionalized behavior such as riots, panics, fads, rumors protests, disasters, and social movements. Emphasis will be placed on the social structural origins and consequences of collective behavior.

SOCG 5350. Survey Research (3)
An overview of the important studies using survey research techniques with emphasis on current methods of data retrieval and analysis.

SOCG 5400. Sociological Theory (3)
A study of the major theoretical positions in sociology through reading the original works of theorists such as Durkheim, Marx, Simmel, Weber, and others. Special attention will be placed on the relationship between theory and research.

SOCG 5410. Racial and Cultural Relations (3)
A description and analysis of the phenomena that arise when groups of people who differ
racially and culturally come into contact with one another.

SOCG 5420. Social Stratification (3)
A study of the process of social differentiation relative to differential social evaluation in the structure of human associations.

Students will engage in a critical study of the major early sociological works of W.E.B. Du Bois. The course examines the role of W.E.B. Du Bois in the development of scientific sociology, and his contributions in the areas of racial inequality, research methods, urban sociology, and the quality of life in the Southern Black Belt.

SOCG 5520. Dynamics of American Culture (3)
This course is a critical evaluation and analysis of American customs, institutions, social systems, and culture. Particular analysis is placed on the development of "American" identity. Students will engage public and applied sociological principles in a final course project.

SOCG 5591. The Teaching of Sociology (3)
This applied course is designed to provide graduate students with the opportunity to explore different teaching techniques, evaluate introductory sociology texts, prepare curriculum materials, and to engage in practice teaching. The course helps prepare graduate students to teach introductory level sociology courses in a community college, college or university setting.

SOCG 5600. Issues in Social Gerontology (3)
A study in the theory and research of the field of gerontology. Special emphasis will be given to organizational problems of services and delivery of services to older Americans.

SOCG 5621. Bureaucratic Organization (3)
A study of the degree of bureaucratization in social organizations as indicated by the strict enforcement of, and rigid compliance with, administrative procedures.

SOCG 5720. Comparative Social Institutions (3)
A global and cross-cultural study of the major social institutions such as kinship systems, the family, education, economy, politics and religion in various pre-industrial and industrial societies.

SOCG 5850. Computer-Assisted Instruction for Education and the Social Sciences (3)
This course will focus on the competencies needed by teachers for using the computer as a teaching aid. The emphasis will be on how to use low-cost computers in a workstation or in a teaching laboratory. Experience will be provided in developing software which can be used on almost any computer.

SOCG 5900. Thesis (1-6)
The research, writing, and defense of an acceptable thesis on an approved topic. Students enroll in the course and determine the appropriate number of credit hours in a given semester, after consultation with their advisors. The course may be taken more than once but for no more than a total of six credit hours.

Sociology Graduate Faculty

Davies, James C. (Professor and Chair)
H.T.C. Milton Margai Teachers’ College, Freetown, Sierra Leone
B.A. Saint Augustine’s College
M.A. North Carolina Central University
Ph.D. University of Oklahoma-Norman

Simpson, Miles E. (Professor)
B.A. Michigan State University
M.A. Michigan State University
Ph.D. Michigan State University

Wortham, Robert A. (Professor)
B.A. Elon College
M.T.S. Emory University
Ph.D. Emory University

Lamb, Vicki L. (Associate Professor).
B.A. Campbell University
M.S. Virginia Tech University
Ph.D. Duke University

Greene, Dana M. (Assistant Professor).
B.A. University of California at Davis
M.A. University of Michigan
Ph.D. University of Michigan

Conklin, George H. (Emeritus Professor)
A.B. Colgate University
Ph.D. University of Pennsylvania

Ssengonzi, Robert A. (Adjunct Assistant Professor)
B.A. Makerere University, Kampala, Uganda
M.A. Pennsylvania State University
Ph.D. Pennsylvania State University

GRADUATE PROGRAM IN HUMAN SCIENCES

Dr. Darlene Eberhardt-Burke, Chairperson and Graduate Coordinator
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E-mail: deberhardt@nccu.edu

The graduate curriculum in Family and Consumer Sciences leads to a Master of Science degree in Family and Consumer requiring 36 semesters hours including thesis. All graduate majors are expected to hold membership in the American Association of Family and Consumer Sciences (AAFCS) and present a seminar on their thesis research.

Individuals seeking a Master of Science degree in Family and Consumer Sciences and who hold a master’s degree in a related field of study, may complete a minimum of 18 credit hours and an internship in one of the specialty areas (FCSG 5830). The comprehensive exam is also required. Courses in the Dietetic Internship Program are applied as graduate credits.

Students who do not successfully pass the writing assessment must complete a course in advanced composition.

Requirements for the Master of Science in Family and Consumer Sciences Degree

1. The student must hold or qualify for an initial teaching license.

2. Completion of 36 hours of graduate course work with a cumulative grade point average of 3.0 or higher.

3. Family and Consumer Sciences major requirements:
   - Complete Core Requirements: FCSG 5200, 5300 and 5430
   - Complete 6 hours from one of the concentration areas: Human Development and Family Studies (FCSG 5000, 5400, 5410, 5500, 5820); Textiles and Apparel (FCSG 5120, 5320, 5830); or Foods and Nutrition (FCSG 5130, 5520, 5600, 5730).

4. Graduate education requirement: complete 18 hours in Education content: EDGR 5915, 5125, 5130, 5465, EDEC 5688, and EDIT 5855.

5. Successful completion of the comprehensive masters written examination

6. Successful completion of the National Boards Teaching Portfolio (FCSG 5910)

Family and Consumer Sciences
1. Completion of 36 hours of graduate course work with a cumulative grade point average of 3.0 or higher.

2. Human Sciences major requirements:
   - Complete FCSG 5200, 5300, and 5700
   - Complete core: 15 hours from the following courses in one of the specialty areas (Human Development and Family Studies, Foods and Nutrition, and Textiles and Apparel): FCSG 5000, 5100, 5110, 5120, 5130, 5140, 5150, 5160, 5210, 5310, 5320, 5400, 5410, 5500, 5510, 5520, 5600, 5610, 5620, 5630, 5710, 5720, 5730, 5800, 5820 and 5830.

3. Graduate education requirement: complete 6 hours from graduate course electives.

4. Successful completion of an approved graduate statistics course.

5. Successful completion of a comprehensive written examination.

6. Successful completion of a research thesis for 3 credit hours (FCSG 5900), including passing an oral thesis defense examination.

7. Persons pursuing licensure in Family and Consumer Sciences at the graduate level must:
   - hold or qualify for an initial teaching license.
   - Complete Core Requirements: FCSG 5200, 5300 and 5430
   - Complete 6 hours from one of the concentration areas: Human Development and Family Studies (FCSG 5000, 5400, 5410, 5500, 5820); Textiles and Apparel (FCSG 5120, 5320, 5830); or Foods and Nutrition (FCSG 5130, 5520, 5600, 5730).
   - Graduate education requirement: complete 18 hours in Education content: EDGR 5915, 5125, 5130, 5465, EDEC 5688, and EDIT 5855.
   - Successful completion of the comprehensive masters written examination.
   - Successful completion of the National Boards Teaching Portfolio (FCSG 5910)

YEAR ONE (Human Development and Family Studies)

FALL SEMESTER
- FCSG 5700 Evaluation Techniques**
- FCSG 5500 Diversity and Transition in Family Structure
- FCSG 5820 The Adult Years and Aging

SPRING SEMESTER
- FCSG 5300 Curriculum and Program Planning**
- FCSG 5150 Principles of Leadership
- FCSG 5400 Child and Family Studies

SUMMER SEMESTER
- FCSG 5200 Research Techniques**
- EDGR 5910 Intro to Statistics in Education

YEAR TWO

FALL SEMESTER
- FCSG 5430 Human Growth and Development
- FCSG 5900 Thesis* or FCSG 5830 Internship*
- ELECTIVE

SPRING SEMESTER
- FCSG 5900 Thesis* or FCSG 5830 Internship*
- ELECTIVE

* Offered Each Semester
**Offered Each Year

YEAR ONE (Textiles and Apparel)
<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>• FCSG 5700 Evaluation Techniques**</td>
</tr>
<tr>
<td></td>
<td>• FCSG 5320 Recent Development in Textiles and Apparel</td>
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<td></td>
<td>• ELECTIVE</td>
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<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>• FCSG 5300 Curriculum and Program Planning**</td>
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<tr>
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<td>• FCSG 5210 Clothing Through the Lifecycle</td>
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<td></td>
<td>• ELECTIVE</td>
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<tr>
<td><strong>SUMMER SEMESTER</strong></td>
<td>• FCSG 5200 Research Techniques**</td>
</tr>
<tr>
<td></td>
<td>• EDGR 5910 Intro to Statistics in Education</td>
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<tr>
<td><strong>YEAR TWO</strong></td>
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<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>• FCSG 5710 Interior Furnishings</td>
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<td></td>
<td>• FCSG 5900 Thesis* or FCSG 5830 Internship*</td>
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<td>• ELECTIVE</td>
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<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>• FCSG 5310 Merchandise Finance</td>
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<tr>
<td></td>
<td>• FCSG 5900 Thesis* or FCSG 5830 Internship*</td>
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<tr>
<td></td>
<td>**Offered Each Year</td>
</tr>
<tr>
<td><strong>SUMMER SEMESTER</strong></td>
<td>• FCSG 5800 Research in Foods and Nutrition</td>
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<tr>
<td></td>
<td>• FCSG 5830 Special Problems or FCSG 5510 Seminar in Human Sciences</td>
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**YEAR ONE (Nutritional Science)**

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<th>Semester</th>
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<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>• FCSG 5130 Nutrition through the Life Cycle**</td>
</tr>
<tr>
<td></td>
<td>• FCSG 5140 Special Problems in Dietetics**</td>
</tr>
<tr>
<td></td>
<td>• FCSG 5160 Applied Medical Nutrition Therapy**</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>• FCSG 5520 Nutrition and Family Health</td>
</tr>
<tr>
<td></td>
<td>• FCSG 5830 Special Problems: Internship</td>
</tr>
<tr>
<td><strong>SUMMER SEMESTER</strong></td>
<td>• FCSG 5800 Research in Foods and Nutrition</td>
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<tr>
<td></td>
<td>• FCSG 5630 Sports Nutrition</td>
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</tbody>
</table>

**YEAR TWO**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>• FCSG 5330 Introduction to Epidemiology</td>
</tr>
<tr>
<td></td>
<td>• FCSG 5420 Biostatistics</td>
</tr>
<tr>
<td></td>
<td>• CON (Counseling Course)</td>
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<tr>
<td></td>
<td>**Offered Each Year</td>
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</tbody>
</table>

**Dietetic Internship Program/Nutritional Science**

**YEAR ONE (Dietetic Internship Program)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>• FCSG 5130 Nutrition through the Life Cycle**</td>
</tr>
<tr>
<td></td>
<td>• FCSG 5140 Special Problems in Dietetics**</td>
</tr>
<tr>
<td></td>
<td>• FCSG 5160 Applied Medical Nutrition Therapy**</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>• FCSG 5810 Dietetic Internship</td>
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</tbody>
</table>

**SUMMER SEMESTER**

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>• FCSG 5800 Research in Foods and Nutrition</td>
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<tr>
<td>• FCSG 5830 Special Problems or FCSG 5510 Seminar in Human Sciences</td>
</tr>
</tbody>
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**YEAR TWO**

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<tr>
<th>Semester</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>• FCSG 5330 Introduction to Epidemiology</td>
</tr>
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<td>• FCSG 5420 Biostatistics</td>
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<td></td>
<td>• CON (Counseling Course)</td>
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<td>**Offered Each Year</td>
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</table>
# M.S. in Family and Consumer Sciences Curriculum Plan

## Concentration in Human Development and Family Studies

### YEAR 1

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<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td><strong>FCSG 5700</strong> Evaluation Techniques**</td>
<td><strong>FCSG 5300</strong> Curriculum and Program Planning**</td>
</tr>
<tr>
<td><strong>FCSG 5500</strong> Diversity &amp; Transition in Family Structure</td>
<td><strong>FCSG 5150</strong> Principles of Leadership</td>
</tr>
<tr>
<td><strong>FCSG 5820</strong> The Adult Years and Aging</td>
<td><strong>FCSG 5400</strong> Child and Family Studies</td>
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### SUMMER 1

<table>
<thead>
<tr>
<th><strong>FCSG 5200</strong> Research Techniques**</th>
<th><strong>EDGR 5910</strong> Statistics Applied to Educational Measurement</th>
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### YEAR 2

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<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td><strong>FCSG 5430</strong> Human Grown &amp; Development</td>
<td><strong>FCSG 5900 or 5830</strong> Thesis* or Internship*</td>
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<td><strong>FCSG 5900 or 5830</strong> Thesis* or Internship*</td>
<td><strong>Elective</strong></td>
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<tr>
<th>Elective 3</th>
<th>Thesis/Internship Defense</th>
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* Present Thesis/Internship Proposal
* File for Candidacy
* Master’s Written Examination

* Offered each semester
** Offered each year
# M.S. in Family and Consumer Sciences Curriculum Plan
## Concentration in Textiles and Apparel

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<tr>
<th>YEAR 1</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td></td>
<td>FCSG 5700</td>
<td>Evaluation Techniques** 3</td>
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<td>FCSG 5320</td>
<td>Recent Development in Textiles and Apparel 3</td>
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<td>Elective</td>
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<tr>
<td>SUMMER 1</td>
<td>FCSG 5200</td>
<td>Research Techniques** 3</td>
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<td></td>
<td>EDGR 5910</td>
<td>Statistics Applied to Educational Measurement 3</td>
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<tr>
<td></td>
<td>FCSG 5710</td>
<td>Interior Furnishings 3</td>
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<td>FCSG 5900</td>
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## M.S. in Family and Consumer Sciences Curriculum Plan
### Concentration in Nutritional Science

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<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td></td>
<td>FCSG 5130 Nutrition Through the Life Cycle** 3</td>
<td>FCSG 5520 Nutrition and Family Health 3</td>
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<td>FCSG 5140 Special Problems in Dietetics** 3</td>
<td>FCSG 5830 Special Problems: Internship 6</td>
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<td>FCSG 5160 Applied Medical Nutrition Therapy** 3</td>
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<td>SUMMER 1</td>
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<td></td>
<td>FCSG 5800 Research in Foods and Nutrition 3</td>
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<td>FCSG 5630 Sports Nutrition 3</td>
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<td>FCSG 5330 Introduction to Epidemiology 3</td>
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<td>FCSG 5420 Biostatistics 3</td>
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<td>CON Counseling Course 3</td>
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<td>Master’s Written Examination</td>
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**Offered each year
**Human Sciences Graduate Course Descriptions**

**FCSG 5000** Adult Education (3). Organization and administration of programs in Adult Education. Consideration of content, materials and instructional strategies for maximum involvement of the adult learner will be explored with emphasis on the integration of theory to practice.

**FCSG 5100.** Management Principles and Theories (3) Critical analysis of cases dealing with specific management situations involved in family and consumer sciences. Opportunities are provided for the development of case studies. Independent study and field experience are required.

**FCSG 5110.** Work Simplification (3) Principles of work simplification and application to situations of work in the home and on the job, plans work design, and adaptation for persons with handicapping conditions are included.

**FCSG 5120.** Social-Psychological Factors Related to Textiles and Apparel (3) Psychological and sociological factors which influence the designing, selecting and utilizing of apparel. Critical analysis and evaluation of relevant knowledge, concepts, and theories in the field.

**FCSG 5130.** Nutrition Through the Life Cycle (3) A study of principles of nutrition throughout human stages of life, from conception to adulthood. Emphasis will be place on specific conditions requiring special nutritional care at the different stages of life. (Permission of Instructor)

**FCSG 5140.** Special Problems in Dietetics (3) An accelerated course designed for in-depth study in research, development and implementation of teaching packets, food science, sanitation and safety, foodservice management, and community nutrition. This course is specific to dietetic internship students and requires permission of the instructor.

**FCSG 5150.** Principles of Leadership and Supervision (3) An examination of leadership theories and principles as they related to roles, styles, and functions exercised in various supervisory positions.

**FCSG 5160.** Applied Medical Nutrition Therapy (3) This is an accelerated course designed to conduct an in-depth study of physiology and how it relates to nutrition disease. Medical nutrition therapeutic intervention will be discussed and applied to disease states in both lecture and case study format. (Permission of Instructor)

**FCSG 5200.** Research Techniques (3) Study of various research methods, design, statistical analyses, and trends in Human Sciences.

**FCSG 5210.** Clothing Throughout the Life Cycle (3) An understanding of the clothing needs, interests, and problems of family members, at key periods in the family cycle. The interrelationships of selected socio-psychological, economic, managerial, aesthetic, physiological and hygienic aspects of clothing are critically studied.

**FCSG 5300.** Curriculum and Program Planning (3) Examination of program models and environmental forces that impact the development of appropriate curricula and programming for varying age and interest groups. Selection and use of materials, facilities, equipment, and instructional strategies will be identified to meet the needs of specific target audiences.

**FCSG 5310 Merchandising Finance (3).** Prerequisites: HECO 4500; CLTX 4520. Application of merchandising principles to realistic problems in the retail industry through highly structured composition and approaches.

**FCSG 5320.** Recent Development in Textiles and Apparel (3) Study of technological, scientific, economic, and/or social developments affecting
the textile and apparel industry. Factors which impact on individuals, families and the textiles and apparel industries help to determine course content.

FCSG 5400. Child and Family Studies (3) Critical analysis and interpretation of current research, theories, and issues in the literature related to human development and the family.

FCSG 5410. The Sociology of the Child in the Family (3) Analysis of child behavior and developmental outcomes as related to the family and total environment within the context of the contemporary multi-cultural society. Student activities include readings, critical thinking, class and small group discussions, debates, oral presentations and scholarly writing.

FCSG 5430. Human Growth and Development (3) Examination of the roles and importance of biological and environmental factors that influence the quality and nature of human growth and developments. Students demonstrate the application of major theoretical perspectives in existing research and explores implications for family and community-based programs.

FCSG 5500. Diversity and Transition in Family Structures (3) An advanced course dealing with diverse family situations. It includes discussions on gender roles, class, race, ethnicity, and sexual preferences. Focus on traditional and non-traditional families and marital adjustments.

FCSG 5510. Seminar in Human Development (3) The experiential approach will be used to assist individuals in acquiring skills in implementing methods and materials to work effectively with people in human related areas. The experience of reading theory will be used as an important learning path.

FCSG 5520. Nutrition and Family Health (3) Appraisal of the nutritional status of family members with emphasis on the nutrient requirements of different population groups. Congregate life styles, anomia and social differentiation of family members.

FCSG 5600. Advanced Nutrition (3) An examination of the chemical nature of the metabolism of carbohydrates, proteins and lipids. Other areas to be covered will include the physiological and biochemical role of vitamins and minerals, and nutrient interrelationships.

FCSG 5610. Teaching Family and Consumer Sciences (3) Contemporary issues in education which affect the selection of content, materials, and strategies in the teaching of family and consumer sciences.

FCSG 5620. Materials and Methods in Apparel and Textiles (3) Recent research, instructional media and programs in the field of apparel and textiles as may be adapted to instructional presentations. Discussions, demonstrations, and projects are planned to meet students' needs.

FCSG 5630 Sports Nutrition (3). Prerequisites: Basic nutrition, Physiology, or with consent of the instructor. An examination of the nutritional and metabolic requirements of physical activities to include exercise and physiological adaptations to exercise training. Benefits of an optimal diet-exercise regime will be emphasized.

FCSG 5700. Evaluation Techniques (3) Current problems, issues, and trends in evaluation will be explored. Skill in using criteria to assess programs and products will be developed.

FCSG 5710. Interior Furnishing (3) A study of selected interior designs, current developments, trends, and concepts in interior design.

FCSG 5720. Current Trends in Nutrition (3) A study of current concepts, methods and
materials in teaching foods and nutrition with emphasis on instructional strategies.

FCSG 5730. Nutrition Education for Preschool and K-12 Teachers and Health Providers (3)
Provide teachers and health providers with a framework of knowledge for integrating nutrition education into various subject areas in keeping with the North Carolina Competency Goals and Performance indicators of the existing curriculum, using nutrition education materials developed for use in North Carolina schools.

FCSG 5800. Research in Foods and Nutrition (3)
A study of the recent advances in the methodology in foods and nutrition with emphasis on procedures for collecting, analyzing, and interpreting data.

FCSG 5810. Dietetics Internship (6).
Internship rotation in clinical, community nutrition, and food service management totaling 1200 hours, projects, and the post review sessions in preparation for the registration examination.

FCSG 5820. The Adult Years and Aging (3)
The study of human development and the processes of behavioral change. The phenomenon of aging, motivations, family life styles, satisfaction, needs and perceptions of persons in different stages of adulthood will be considered.

FCSG 5830. Special Problems (3) Designed for independent, in-depth study of selected problems and issues relating to family and consumer sciences. Problems selected may be related to program and/or instructional planning, implementation, or evaluation, to include internships or field experiences appropriate to the functions for which students are prepared.

FCSG 5900 Thesis (1-3) The research, writing, and defense of an acceptable thesis on an approved topic. Students register for the course in consultation with their advisors in the determination of the appropriate number of credit hours to be granted in a given semester. The course may be taken more than once but for no more than a total of three hours.

Human Sciences Faculty

Eberhardt –Burke, Darlene M. (Assistant Professor & Chair)
Human Sciences
B.S., Delaware State University
M.S., Hampton University
Ph.D., Virginia Tech

Glass, Wykesia W. (Assistant Professor)
B.S., Alcorn State University
M.S., Jackson State University
Ed.D., Jackson State University

Okeiyi, Esther C. (Professor)
Human Sciences
B.S., Southwest Missouri State University
M.S., Florida International University
M.S., Ph.D., Mississippi State University

Parker, Debra O. (Professor & Dean of College of Behavioral and Social Sciences)
Human Sciences
B.S., North Carolina Central University
M.S., North Carolina Central University
M.ED., North Carolina Central University
Ph.D., University of North Carolina at Greensboro

Smith, Nina (Assistant Professor)
B.A., Spellman College
M.A., North Carolina Central University
Ph.D., University of North Carolina at Greensboro
GRADUATE PROGRAMS IN PHYSICAL EDUCATION AND RECREATION

Dr. Virginia Politano, Chairperson
Department Telephone: (919) 530-6186, (919) 530-5383
Fax: (919) 530-6156
Main Office: C 211 L. T. Walker Physical Education and Recreation Complex
Email: politano@nccu.edu

The Department of Physical Education and Recreation Administration with individual areas of concentration in Athletic Administration, Physical Education Licensure/Pedagogy and Adapted Physical Education, Recreational Therapy, and Recreation Management. These programs provide a comprehensive graduate education in Physical Education and Recreation. They are designed to stimulate professional competence, scholarship, and independent research. The Master of Science Degrees in Physical Education offers concentrations in Physical Education Pedagogy, Adapted Physical Education Pedagogy and Athletic Administration. The Master of Science Degree in Recreation offers concentrations in Athletic Administration, Recreation management and Recreation Therapy. These concentrations are designed to provide advanced study in teaching, learning, curriculum development, and leadership. Students interested in the Master of Science in Physical Education or Recreation Administration with an Athletic Administration concentration must have an earned undergraduate degree from an institution of higher education accredited by a regional association and Graduate Record Examination scores in order to be admitted to the program. Students seeking the Master of Science in Physical Education Pedagogy must also have the North Carolina “A” license or the equivalent from another State, two years of teaching experience, an essay of current issues the candidate would like to address in the Master’s program, three letters of recommendation, (one each from a supervisor, a peer, and a community representative), an interview with an impromptu writing sample, and a 15-minute CD or videotape of the applicant’s teaching.

MASTER OF SCIENCE IN PHYSICAL EDUCATION: ATHLETIC ADMINISTRATION CONCENTRATION REQUIREMENTS (Physical Education and Recreation Administration Majors)

1. A minimum of 36 semester hours with a grade point average (GPA) of 3.0 or higher.

2. The student will be able to major in either Physical Education or Recreation in order to complete this concentration.

3. Successful completion of a reading proficiency examination in a foreign language, or completion of EDGR 5910 – Introduction to Statistics Methods in Education.

4. Successful completion of ENGG 5115 – Advanced Professional and Technical Writing

5. Successful completion of a written examination associated with the course work.

6. Admission to candidacy.

7. Successful completion of a thesis/project and oral examination

8. Completion of the following core requirements in the Physical
Education/Recreation Administration Concentration

- PEDG 5010 Management in Athletic Administration 3
- PEDG 5100 Sociology of Sport & Leisure 3
- PEDG 5210 Research Techniques 3
- PEDG 5180 Legal Issues in Athletic Administration 3
- PEDG 5150 Marketing/Public Relations in Athletics 3
- RECG 5630 Internship 3
- PEDG/RECG 5900 Thesis 3

9. Required Electives (15-18 hours)
- RECG 5160 Financial Management in Sport 3
- PEDG 5170 Event Management in Athletics 3
- PEDG 5130 Facility Management 3
- PEDG 5140 Seminar in Athletic Administration 3
- RECG 5800 Independent Study 3
- RECG 5000 Computer Applications 3
- PEDG 5320 Organization/Administration of Intramural Sports 3
- Business/Marketing/Accounting/Public Administration 3

10. Language Requirement Substitute
- EDGR 5910 Introduction to Statistical Methods in Education 3 (Does not count toward the 36 required hours)
- ENGG 5115 Advanced Professional and Technical Writing (Does not count toward the 36 required hours)

YEAR ONE

FALL SEMESTER
- PEDG 5130 Facilities Management
- RECG 5630 Internship**
- PEDG/RECG 5900 Thesis**
- PEDG 5140 Seminar in Sports***
- RECG 5000 Computer Applications***

SPRING SEMESTER
- PEDG 5100 Sociology of Sport
- PEDG 5210 Research Techniques***
- PEDG 5160 Financial MGMT/SPORT
- RECG 5630 Internship**
- PEDG/RECG 56900 Thesis**
- EDGR 5910 Intro to Stats in Educ**
- ELECTIVE: Business/Marketing/Accounting/Public Administration (This elective must be approved by advisor.)

YEAR TWO

FALL SEMESTER
- PEDG 5010 Mgmt in Athletic Admin
- RECG 5630 Internship
- RECG 5000 Computer Application
- PEDG 5140 Seminar in Sport***
- RECG 5000 Computer Application
- PEDG 5180 Legal Issues in Athletic Administration

SPRING SEMESTER
- RECG 5630 Internship**
- PEDG 5210 Research Techniques***
- PEDG 5150 Marketing/Public Relations
- EDGR 5910 Intro to Stats in Educ**
- PEDG 5170 Event Management
- PEDG 5320 Adv Org & Admin in Sport
- PEDG/RECG 5900 Thesis**
- ELECTIVE: Business/Marketing/Accounting/Public Administration (This elective must be approved by advisor.)

** Offered Each Semester
***Offered Each Year

MASTER OF SCIENCE IN PHYSICAL EDUCATION:
PEDAGOGY CONCENTRATION REQUIREMENTS

1. A minimum of 36 semester hours with a
cumulative grade point average of 3.0 or higher.

2. Successful completion of a reading proficiency examination in a foreign language or EDGR 5910: Introduction to Statistical Methods in Education.

3. Successful completion of ENGG 5115: Advanced Professional and Technical Writing

4. Successful completion of a comprehensive written examination.

5. Admission to candidacy.

6. Successful completion of an oral examination associated with the Project (Portfolio).

7. Completion of the following core requirements in Education:
   - Education requirements: EDGR 5125, 4130, 5465, & EDIM 5855
   - Specialty area requirements: PEDG 5110, 5120, 5310, 5500, 5510, 5530, & 5895.

MASTER OF SCIENCE COURSE REQUIREMENTS:
PHYSICAL EDUCATION: PEDAGOGY CONCENTRATION

Curriculum Requirements

Master’s students in Physical Education/Pedagogy must complete a minimum of 36 credit hours including an internship and thesis or research project. 24 semester hours are required in physical education core content courses and 12 semester hours are required in education core courses.

Required Core Content Courses – 24 credit hours

- PEDG 5110 Pedagogy in Adapted Phys. Education (3)
- PEDG 5120 Adv. Meas. & Evaluation (3)
- PEDG 5210 Research Techniques (3)
- PEDG 5310 Motor Learning (3)
- PEDG 5500 Curriculum Development (3)
- PEDG 5510 Analysis of Teaching (3)
- PEDG 5530 Clinical Supervision (3)
- PEDG 5895 Culminating Project (portfolio development) (3)

Education Core Courses – 12 semester hours

- EDIM 5855 Advanced Technology in Education 3
- EDGR 5125 Develop/Psychological Found 3
- EDGR 5130 Teachers as Leaders 3
- EDGR 5465 Multiculturalism 3

Language Requirement Substitution

- EDGR 5910 Introduction To Statistical Methods In Education 3
  (Does not count toward the 36 required hours)
- ENGG 5115 – Advanced Professional and Technical Writing (does not count toward the 36 required hours)

YEAR ONE

FALL SEMESTER

- PEDG 5110 Pedagogy Adapt Phys. Ed. 3***
- PEDG 5120 Adv. Meas. in PE 3***
- EDGR 5125 Dev/Psych Found 3**

SPRING SEMESTER

- PEDG 5210 Res. Techniques 3***
- PEDG 5500 Curriculum 3***
- EDGR 5130 Teachers Lead 3**

YEAR TWO

FALL SEMESTER

- PEDG 5310 Motor Learn 3***
• EDIM 5855 Adv. Tech. Edu. 3**
• PEDG 5510 Anal/Assess 3***
• PEDG 5895 Research Project 1-3**

SPRING SEMESTER
• PEDG 5530 Clinical Supervision 3***
• EDGR 5915 Stat. Appl. Res. 3**
• EDGR 5465 Multicultural 3**
• PEDG 5895 Research Project 1-3**

** Offered Each Semester
***Offered Each Year

MASTER OF SCIENCE COURSE REQUIREMENTS:
PHYSICAL EDUCATION: ADAPTED PHYSICAL EDUCATION
CONCENTRATION REQUIREMENTS

1. A minimum of 36 hours with a cumulative grade point average of 3.0 of higher.

2. Successful completion of a reading proficiency examination in a foreign language or EDGR 5910: Introduction to Statistical Methods in Education

3. Successful completion of ENGG 5115 – Advanced Professional and Technical Writing

4. Successful completion of a comprehensive written examination.

5. Successful completion of an oral examination associated with the Research Project (Portfolio).

6. Completion of the following core requirements for the School of Education:
   • School of Education Core Requirements: EDIM 5855, EDGR 5125, EDCI 5130, EDGR 5465
   • Specialty Area Requirements: PEDG 5110, 5125, 5210, 5300, 5710, 5720, 5895

YEAR ONE
FALL SEMESTER
- PEDG 5110 Pedagogy in Adapted Physical Education
- PEDG 5125 Assessment in Adapted Physical Education
- EDGR 5125 Develop/Psychology Foundation
- EDGR 5910 Statistical Methods in Education
- PEDG 5895 Research Project

**SPRING SEMESTER**
- PEDG 5210 Research Methods
- PEDG 5710 Disability Sports
- EDGR 5130 Teachers as Leaders
- EDGR 5910 Statistical Methods in Education
- PEDG 5895 Research Project

**YEAR TWO**

**FALL SEMESTER**
- PEDG 5300 Motor Development
- PEDU 5720 Issues/Trends in Adapted Physical Education
- EDIM 5855 Advanced Technology in Education
- EDGR 5910 Statistical Methods in Education
- PEDG 5895 Research Project

**SPRING SEMESTER**
- PEDG 5535 Clinical Supervision Adapted Physical Education
- EDGR 5465 Multiculturalism
- EDGR 5910 Statistical Methods in Education
- PEDG 5895 Research Project

**PHYSICAL EDUCATION COURSE DESCRIPTIONS**

**PEDG 5000. Physiology of Muscular Activity (3)**
Prerequisites: PEDU 4110 or permission of the instructor. An advanced investigation of the effects of physical activity on various systems of the body, with additional attention to the effects of sex, age, and environment on physical activity.

**PEDG 5010. Management in Athletic Administration (3)**
An advanced analysis of principles, practices, and problems in administering sound physical education and recreation programs in public schools, colleges, and recreational settings, with an emphasis on researching various organization structures to improve management techniques.

**PEDG 5100. Sociology of Sport and Leisure (3)**
An investigation of the basic sociological concepts and theories that may affect sport and/or recreation, administrators, participants, spectators and societies.

**PEDG 5110. Pedagogy in Adapted Physical Education (3)**
Selecting and presenting teaching strategies for individuals with varying disabilities. Techniques for modifying environmental conditions to increase attending behaviors through evidenced-based teaching methods, curriculum, and instructional design in a variety of settings (e.g. least restrictive environment, inclusive, separate).

**PEDG 5120. Advanced Measurement in Physical Education and Recreation (3)**
Prerequisite: PEDU 4410. An advanced study of the various areas of tests and measurements in physical education and recreation, with attention to data collection, analysis and interpretation in relation to research procedures and statistical approaches.

**PEDG 5125. Assessment in Adapted Physical Education (3)**
Prerequisite: PEDG 5110.
The study of techniques of assessment include the assessment of physical growth, motor development and proficiency, physiological principles of physical fitness, motor fitness, and perceptual motor characteristics of students.
with disabilities as it relates to musculo-skeletal, neuro-muscular, multidisabilities, and intellectual impairments. Students will learn how to analyze assessment and evaluation results.

PEDG 5130 Facilities Management (3)
This course is designed to examine, condense, and digest information on the planning, design and construction of areas and facilities for athletics, sports, recreation and physical education, as well as the application of theories, concepts, and strategies for the management of sports, athletic, and recreational facilities. Such issues as personnel management, security, parking, traffic flow, and crowd control in the administration of single and/or multi-use recreation or sport facilities may be addressed.

PEDG 5140. Seminar in Athletic Administration (3)
This course is designed to investigate the current trends and issues that may affect athletic program and facility managers. Potential topics include, but are not limited to: staffing, conflict resolution, scheduling, equipment liability, staff development, and selected topics of contemporary interest and importance to the field of athletic administration.

PEDG 5150. Sports Marketing (3)
This course focuses on the concepts and practices that form the knowledge base necessary for effective decision-making in marketing the athletic product. Such issues as consumer behavior, motivation, learning and perception, marketing research, developing athletic strategies and tactical procedures to reach marketing goals will be introduced.

PEDG 5170. Event Management(3)
This course is designed to outline the concept of development and management of sporting events from creation through implementation and evaluation. The course provides key operating principle systems.

PEDG 5180. Legal Issues in Athletic Administration (3)
This course will provide exposure to many legal issues that exist within various levels of Athletics. Students will be introduced to the United States Legal Systems and learn to apply common legal principles as administrators of programs, facilities, and/or organizations in Recreation, and/or Sport.

RECG 5160. Financial Management in Sports and Athletic Administration (3) This course provides an overview of financial management, planning and budgetary components of the sports industry.

PEDG 5210. Research Techniques and Modern Problems in Physical Education and Recreation (3)
An introduction to and an examination of the various designs and techniques of research, with emphasis on proposal development and writing the final report on contemporary problems in physical education and recreation.

PEDG 5300. Motor Development (3)

PEDG 5310. Motor Learning (3)
Prerequisite: PEDU 3000. The study of changes in the ability to perform a skill that is inferred from improvement in performance over time as a result of practice and experience.

PEDG 5320. Organization and Administration of Intramural Sports (3)
An overview of the history; present status, and objectives of intramural sport participation, with attention to its relationship to other departments, units of competition, program of activities, schedule making, rules and regulations, financing, point systems, awards, and extramural competition.
PEDG 5500. Curriculum in Physical Education (3)
Prerequisite: PEDU 4020. An advanced study of principles, problems, and procedures in physical education program design K-12 and college/university levels, with special emphasis on techniques of curriculum construction.

PEDG 5510. Analysis of Teaching (3)
Prerequisite: PEDG 5210. An advanced course designed to examine observation techniques and teaching strategies. Emphasis will be placed on identifying, analyzing, and evaluating teacher behavior in light of current trends in research, philosophy, and theory in the field.

PEDG 5530. Clinical Supervision (3)
Prerequisites: PEDG 5210 & 5510. An advanced study of theoretical and innovative practices in physical education teaching and supervision. Reflecting, diagnosing, and prescribing instruction will be covered during the full semester in a buddy system and with a partner in the school.

PEDG 5700. Pediatric Adapted Physical Education (3) Prerequisites: PEDG 5110 and PEDG 5300. A study of physical education content relative to extending PL 101-476 assessment and programming for infants, toddlers, and early childhood individuals with disabilities. A laboratory experience is a requirement of the course.

PEDG 5710. Disability Sports (3)
Developmental, recreational, and competitive sports in school and community settings with a focus on Paralympics, Special Olympics, and Deaf Sports for all age groups and ability levels will be the primary focus of the course. Assessment, athletic training, coaching, organization and administration will be addressed.

PEDG 5720. Issues and Trends in Adapted Physical Education (3)
This course is designed to investigate the current issues and trends in adapted physical education in relation to the unique attributes of learners with disabilities. Adapted Physical Education National Standards (APENS) will be the structural framework of the course with the intent for Certification in Adapted Physical Education (CAPE).

PEDG 5800. Clinical Supervision in Adapted Physical Education (3)
Prerequisites: PEDG 5110, 5300, & 5700. Designed to provide an opportunity for students to gain practical experience in a professional teaching setting, with attention to helping the student develop “hands-on” experience in the areas of assessment, IEP writing and implementation, programming and writing lesson plans.

PEDG 5895 Culminating Project (1-6)
Prerequisites: PEDG 5510 and 5530. Designed to provide the student an opportunity to complete an action research project in teaching & learning in physical education; and also to create a teaching & learning portfolio based on professional teacher standards. Three (3) hours are required for graduation and a student may take up to six (6) hours to complete the project. The student must be in at least 1 hour of portfolio development during the semester of completion.

PEDG 5900. Thesis or Research Project (1-6)
The research, writing, and defense of an acceptable thesis/project on an approved topic. Students register for the course in consultation with their advisors in the determination of the appropriate number of credit hours to be granted in a given semester. The course may be taken more than once, but for no more than a total of six (6) hours.

GRADUATE PROGRAMS IN RECREATION ADMINISTRATION
The Department of Physical Education and Recreation offers the Master of Science Degree in Recreation Administration with concentrations in Athletic Administration, Recreation Management and Recreation Therapy. The Recreation Administration concentration is designed to prepare students for upper management leadership in positions in city, county, state, private, and national parks, as well as recreation, leisure and sport agencies. It is further designed to stimulate scholarship and independent research within the discipline and prepare students for advanced education beyond the master’s level. Graduates of the Recreation Administration Program are eligible to sit for the National Recreation and Park Certification Examination. The Recreation Therapy concentration prepares students to develop and implement treatment, leisure education and recreation programs for individuals with disabilities. Students completing the program are qualified to sit for the National Council for Therapeutic Recreation Certification Examination.

6. Complete the core requirements for the Recreation and Leisure Studies concentration in Recreation Administration.

7. Department requirements: RECG 5000, 5010, 5200, 5300, 5630, 5900, or 5895; PEDG 5100, 5130 & 5210

8. Complete six (6) hours in a cognate area to be approved by the department chairperson or advisor.

9. Students may be required to take undergraduate prerequisites if they do not have an undergraduate degree in Recreation and Leisure Studies.

MASTER OF SCIENCE COURSE REQUIREMENTS:
RECREATION MANAGEMENT: RECREATION THERAPY CONCENTRATION

Required Core Content Courses – 27 Credit Hours

1. RECG 5000 Computer Applications (3)
2. RECG 5010 Administrative Policies and Procedures in Recreation & Leisure Studies (3)
3. PEDG 5100 Sociology of Sport and Leisure (3)
4. PEDG 5130 Facilities Management (3)
5. PEDG 5210 Research Techniques and Modern Problems in Physical Education and Recreation (3)
6. RECG 5300 Trends in Rec. Therapy (3)
7. RECG 5200 Group Dynamics in Rec. (3)
8. RECG 5630 Internship (3)
9. RECG 5900 Thesis (3)
10. OR
    RECG 5895 Research Project (3)

YEAR ONE

FALL SEMESTER

- RECG 5010 Administrative Policies & Procedures 3
• RECG 5200 Group Dynamics in Rec. (3)
• EDGR 5910 Educational Research (3)

SPRING SEMESTER
• RECG 5410 Social Gerontology 3
• PEDG 5210 Research Techniques and Modern Problems in Physical Education & Recreation 3

YEAR TWO

FALL SEMESTER
• RECG 5900 Thesis or RECG 5895 Research Project 3
• RECG 5630 Internship 3
• RECG 5300 Trends & Issues in Recreation Therapy

SPRING SEMESTER
• RECG 5900 Thesis or RECG 5895 Research Project 3
• RECG 5160 Financial Management in Sport 3
• RECG 5000 Computer Applications in Recreation and Physical Education 3

Elective Courses
• PEDG 5170 Event Management in Athletics 3
• PEDG 5130 Facilities Management 3
• PEDG 5320 Organization/Administration of Intramural Sports 3
• RECG 5800 Independent Study 3
• PEDG 5140 Seminar in Athletic Administration

All students must pass a written comprehensive examination on content within their area of specialization. Each student must also produce and orally defend their thesis/research project.

Language Requirement Substitute
• EDGR 5910 Introduction To Statistical Methods in Education 3

(Does not count toward the 33 required hours.)
• ENGG 5115 Advanced Professional and Technical Writing (3)
(Does not count toward the 33 required hours.)
• Cognate Area - 6 Hours Courses are to be selected in consultation with faculty advisor

MASTER OF SCIENCE IN RECREATION ADMINISTRATION: RECREATIONAL THERAPY CONCENTRATION REQUIREMENTS

1. A minimum of 39 semester hours of graduate recreation courses with a cumulative grade point average of 3.0 or higher.

2. Successful completion of a reading proficiency examination in a foreign language or EDGR 5910, Introduction to Statistical Methods in Education.

3. Successful completion of ENGG 5115 – Advanced Professional and Technical Writing

4. Successful completion of the comprehensive written examination.

5. Admission to candidacy.

6. Successful completion of thesis or research project and oral examination.

7. Completion of the core requirements for the Recreation Therapy Concentration:
   • Department requirements: RECG 5000, PEDG 5100, RECG 5200, RECG 5010, 5300, 5310, 5410, 5630, 5900 or 5895; & PEDG 5210.
   • Complete nine (9) hours in a cognate area approved by the department chairperson of advisor.
Students may be required to take undergraduate prerequisites if they do not have an undergraduate degree in Recreation and Leisure Studies.

MASTER OF SCIENCE COURSE REQUIREMENTS:
RECREATIONAL THERAPY CONCENTRATION

Required Core Content Courses:
- RECG 5000 Computer Applications (3)
- RECG 5010 Administrative Policies in Recreation and Leisure (3)
- PEDG 5210 Research Techniques/Modern Problems in Physical Education (3)
- RECG 5200 Group Dynamics in Recreation and Leisure Service Leadership (3)
- RECG 5300 Trends and issues in Recreational Therapy (3)
- RECG 5410 Social Gerontology
- RECG 5635 Graduate Internship in Recreational Therapy (3)
- RECG 5900 Thesis (1-6)
- RECG 5895 Research Project

YEAR ONE

FALL SEMESTER
- RECG 5000 Computer Applications
- RECG 5410 Survey Social Gerontology
- RECG 5200 Group Dynamics

SPRING SEMESTER
- EDGR 5910 Int. Stat Meth-Educ.
- PEDG 5100 Sociology of Sports
- RECG 5895 Project

YEAR TWO

FALL SEMESTER
- XXXX Cognate 1
- XXXX Cognate 3
- RECG 5900 Thesis
- RECG 5895 Project

SPRING SEMESTER
- XXXX Cognate 2
- RECG 5900 Thesis
- RECG 5300 Trends & Issues in Recreational Therapy
- RECG 5895 Research Project
- PEDG 5210 Research Techniques and Modern Problems in Physical Education & Recreation
- Special note: 15 credit hours of Recreational Therapy coursework is needed for the North Carolina Recreational Therapy License to Practice. In order to sit for licensure, the student must have taken the following undergraduate courses: BIOL 1610, RECR 2250, BIOL 1300, PSY 3100, and RECR 4140.

YEAR ONE or YEAR TWO Summer Session
- RECG 5635 Graduate Internship in Recreational Therapy

Language Requirement Substitution
- EDGR 5910 – Introduction to Statistical Methods in Education (3)
  (Does not count towards the required 39 hours.)
- ENGG 5115 Advanced Professional and Technical Writing
  (Does not count towards the required 39 hours.)
- Cognate Area - 9 Hours
  Courses are to be selected in consultation with faculty advisor. It is suggested that the area for Recreational Therapy be Special Education.
Recreation Graduate Course Descriptions

RECG 5000. Computer Applications in Recreation and Physical Education (3)
Explanation and examination of computer applications relevant to recreation and physical education. Emphasis will be placed on a "hands-on" approach exploring how various software, hardware, information structures, and network applications can be used in recreation and physical education settings.

RECG 5010. Administrative Policies and Procedures in Parks and Recreation (3)
A study of principles and practices of administration, with attention to basic administrative processes, the internal organizational structure of recreation and park departments, supervision and management, legal foundations, risk management components, and public relations.

RECG 5200. Group Dynamics and Leisure Service Leadership (3)
An analysis of the theoretical basis for, and concepts of, dynamic group action, with attention to application of the concepts of group dynamics through the use of illustrations, case studies, and training exercises.

RECG 5300. Trends and Issues in Recreational Therapy (3)
A study of all trends and issues in the therapeutic recreation profession including legal aspects of services delivery advocacy, educating for leisure, facilitation techniques, interdisciplinary team practice, consultation, supervisory functions, assessment procedures, and quality assurance.

RECG 5410. Social Gerontology (3)
A review and analysis of selected demographic, biological, social, physiological, psychological, behavioral, and political issues such as each impact on the development and delivery of recreation and leisure services to older adults/aged in our society.

RECG 5630. Internship in Recreation and Leisure Services (3)
Pre-requisite: Approval of Department. Students are required to work in a field that relates to recreation. Emphasis is given on the interest that the student has on a certain aspect of a recreation setting. The internship requires a minimum of 400 to a maximum of 520 clock hours. The student will test, develop, and enhance skills and competencies in supervision, administration, and program evaluation.

RECG 5635. Graduate Internship in Recreational Therapy (3)
Pre-requisite: Departmental Approval. Internship settings must meet the Guidelines for Internships in Therapeutic Recreation, 2003, Revised Edition, ATRA. The recreational therapy internship must meet the current minimum of 480 clock hours established by the state of North Carolina Recreational Therapy License Board (These minimum clock hours will be subject to change. Please check the www.ncrtlb.com for current information.

RECG 5800. Independent Study in Recreation and Physical Education (3)
Independent readings and research for graduate students with faculty. This is an opportunity for advanced study in a special area of physical education and/or recreation.

RECG 5895. Research Project (3)
Designed to provide faculty guidance under which the student develops a proposal outlining the steps of a department-approved investigation and prepares a graduate level document. An oral examination of the research project is required.

RECG 5900. Thesis (1-6)
The student must write an acceptable thesis based in part on original research.
Physical Education and Recreation Graduate Faculty

Allen, Beverly J. (Professor)
Ph.D., The Ohio State University
M.F.A., University of North Carolina
B.S., North Carolina Agricultural & Technical State University

Armstrong, Shirley H. (Associate Professor)
PH.D., University of Maryland
M.S., North Carolina Central University
B.S., North Carolina Central University

Draper, Thornton (Associate Professor)
Ed. D., Temple University
M.S., Springfield College
B.A., Clark College

Guo, Lei (Assistant Professor)
Ph.D., Indianan University
M.S. Southern Illinois University, Carbondale
M.S. Indiana University
B.S. Beijing University

Jeffreys, Arcelia (Associate Professor)
Ph.D., University of North Carolina at Greensboro
M.S., North Carolina Central University
B.S., North Carolina Central University

Liu, Hsin-Yi (Assistant Professor)
Ph.D. UNC-Chapel Hill
M. A. National Yang Ming University, Taipei, Taiwan
B.P.T. National Yang Ming University, Taipei, Taiwan

Mann, Jesse, LRT, CTRS (Associate Professor)
Ed.D., New York University
M.S., University of North Carolina
B.S., North Carolina Central University

McPeak, Kathleen (Assistant Professor, Adjunct)
Ph.D. UNC – Chapel Hill
M.A. Kean College of New Jersey
B.S. West Chester Sate College

Politano, Virginia (Professor) CAPE
Ph.D., Southern Illinois University
M.S., Marshall University
B.S., Marshall University

Stiefvater, Robert (Associate Professor)
Ph.D., Indiana University
M.S., Indiana University
B.A., Metropolitan State College of Denver

Woodson-Smith, Andrea (Assistant Professor)
Ph. D. Texas Woman’s University
M.S. North Carolina Central University
B. S. James Madison University

GRADUATE PROGRAM IN SOCIAL WORK

Dr. Larry Williams, MSW Program Director
Telephone: (919) 530-6499
Fax: (919) 530-7924
E-mail: ldwilliams@nccu.edu

Dr. Blenda Crayton, Chair
Telephone: (919) 530-7329
Fax: (919) 530-7924
E-mail: bcrayton@nccu.edu

The Department of Social Work at North Carolina Central University is committed to recruiting applicants from diverse backgrounds. We are seeking students who are interested in working in a broad range of social work practice settings where children, juveniles and their families are the populations of interest.

The MSW Program is a two-year full time program. Classes are conducted on Tuesday and Thursday evenings (6:00-8:30) and all day on Saturday (9:00-4:30).

Students are in their field placement 16 hours a week (2 days) during the foundation/1st year of the program; and, 24 hours a week (3 days) during the advanced/concentration or 2nd year of the program. There are no exceptions to
field. The Director of Field Education cannot guarantee evening or weekend placements. All students must satisfy the practicum hours to be in compliance with the accreditation standards of the Council on Social Work Education (CSWE) and to meet the eligibility requirements for candidacy for graduation.

Mission of the Master’s of Social Work Program

The mission of the Department of Social Work is to prepare students to promote social and economic justice by engaging in problem solving efforts, and offering direct and macro interventions with individuals, communities, and organizations. Baccalaureate level social work students are prepared at the generalist level and graduate students at advanced levels of knowledge, values, and skills. The graduate program places special emphasis on preparing students to develop, deliver and evaluate services either for youth involved in the juvenile justice system or with families involved with child and family services. Consistent with the history and mission of the University, the department of social work affirms its tradition of serving African American students while expanding its commitment to educate a diverse work force.

Goals of the Program

The Department of Social Work is committed to the following goals, which are derived from our mission statement as well as from the Curriculum Policy Statement of the Council on Social Work Education. The program goals are to:

1. Prepare students to provide ethical, culturally relevant professional social work services.
2. Prepare students for advanced practice with at-risk youth involved with the juvenile justice system or families involved with child and family services.
3. Prepare students to intervene in social problems and to challenge social and economic injustice.
4. Support and strengthen the social work community through evaluation and research, professional consultation and innovative training.

MSW Applicant Procedures

Applicants must make an online application to both the College of Graduate Studies and the Department of Social Work’s MSW Program. Two applications, must be completed: a) the “Application for Admission into the College of Graduate Studies,” and b) the supplemental application for admission into the MSW program. The MSW supplemental application contains several forms and guidelines for completing the personal narrative and writing sample. Both applications are submitted online to the College of Graduate Studies. The MSW program admits students for the fall semester only. To be considered for the fall semester enrollment, applications must be completed and submitted to the College of Graduate Studies by Feb. 1st. The MSW program at North Carolina Central University does not require the GRE.

Admission Requirements

In addition to the admission requirements of the College of Graduate Studies, applicants requesting admission into the MSW program must meet the following requirements:

1. An official transcript indicating completion of a bachelor’s degree from an accredited college or university. The applicant’s transcript should indicate a strong liberal arts background, including courses in human biology, behavioral and social sciences, humanities, math, history, etc. International students must hold an equivalent degree based on a four-year
Although we seek students with life experience and previous work experience, we do not grant social work credit for these experiences.

The MSW Program at North Carolina Central University does not offer an Advanced Standing Program. Applicant’s who are transferring from a MSW program accredited by the Council on Social Work Education (CSWE) may transfer up to six credits of courses taken during the foundation year/1st year and earned a grade of “B” or better in those courses.

Graduation Requirements for MSW Degree

1. Successfully complete the two-year MSW curriculum with a minimum grade point average of 3.0.
2. Complete the capstone courses (Social Work Practicum I, II, III, and IV and the Master’s Research Project) with a minimum grade of “B”.
3. Complete the application for graduation
4. Complete the application for candidacy at least three months prior to the conferring of the MSW degree and received approval from the Graduate Council to be considered a candidate for graduation

Master of Social Work Curriculum

First Year- Foundation Curriculum

Fall Semester
- SOCW 5101 Foundations of Social Welfare & Social Work 1 (3)
- SOCW 5103 Human Behavior & The Social Environment I (Individual and Family Development) (3)
- SOCW 5104 Foundation of Data Analysis (3)
- SOCW 5105 Social Work Practice with Individuals and Families (3)
- SOCW 5109 Social Work Practicum I (Field) (3)
- SOCW 5111 Foundation field Seminar I (Field) (1)
• Total Credit Hours 16

Spring Semester
• SOCW 5201 Research Methods in Social Work I (3)
• SOCW 5203 Human Behavior & The Social Environment II (Discrimination and Inequality) (3)
• SOCW 5205 Social Work Practice with Organization and Communities (3)
• SOCW 5209 Social Work Practicum II (Field) (3)
• SOCW 5213 Foundation Field Seminar II (Field) (1)
• Total Credit Hours 13

Second Year – Advanced/Concentration Curriculum

Fall Semester
• SOCW 5301 Human Behavior and The Social Environment III (Middle and Adolescent Development) (3)
• SOCW 5302 Foundation of Social Welfare and Social Work Policy II – Children and Family Services Concentration (3)
• SOCW 5303 Child Welfare Practices – Children and Family Services Concentration Only (3)
• SOCW 5304 Social Work and the Juvenile Justice System – Juvenile Justice Concentration Only (3)
• SOCW 5305 Evaluation in Social Work Practice (Research) (3)
• SOCW 5309 Social Work Practicum III (Field) (3)
• SOCW 5311 Advanced Field Seminar III (Field) (1)
• SOCW 5405 Social Work in Juvenile Justice System – Juvenile Justice Concentration Only
• Total Credit Hours (Hours reflect seven credit hours of advanced core courses and six credit hours of concentration courses) (13)

Spring Semester
• SOCW 5406 HBSE IV (Gangs and Family Redefined) – Juvenile Justice Concentration (3)
• SOCW 5407 HBSE IV (Children and Families with Multi-Problems) – Children and Family Services Concentration (3)
• SOCW 5408 Special Topics – Child and Family Services – Children and Family Services Concentration (3)
• SOCW 5409 Practicum IV (3)
• SOCW 5410 Special Topics – Social Work in the Juvenile Justice System (3)
• SOCW 5411 Field Seminar IV (1)
• SOCW 5513 Master’s Research Project (3)
• Total Credit Hours (Hours reflect seven credit hours of advanced core courses and six credit hours of concentration courses) (13)

The course of study requires students to complete a minimum of 58 credit hours to obtain the MSW degree. The credit hours are distributed according to the following course groupings:

Course Categories Credits
• Core courses (Required) (31)
• Concentration courses (Children and Family Practice or Juvenile Justice) (12)
• Capstone courses (Social Work Practicum I, II, III, and IV and the Master’s Research Project) (15)
• Total Master of Social Work Program credit hours (58)

The practicum capstone courses (Practicum I, II, III, and IV) requires students to demonstrate an ability to transfer knowledge and practice skills gained in the classroom to practice settings.

The Masters Research Project is a capstone experience in which students demonstrate mastery of the knowledge, values, and skill content of the foundation, and concentration components of the MSW curriculum. The focus
of the research project is on the ability of the student to analyze, conceptualize, and apply important social work knowledge and skills to the understanding of and solutions to current issues and problems associated with at-risk youth and families and juvenile justice issues. Students are expected to demonstrate skills in data collection, data analysis, interpretation of findings, and application and implications for social work practice.

A grade of “B” or better is required in all capstone courses.

Foreign Language Requirement

In order to fulfill the foreign language requirement, students must successfully complete a reading proficiency examination in a foreign language or complete an approved graduate statistics course or complete a proficiency examination in a modern computer language. SOCW 5104 – Foundation of Data Analysis meets the foreign language requirement.
# Master of Social Work
## CURRICULUM PLAN

### YEAR 1 - Foundation Curriculum

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<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>SOCW 5101</td>
<td>Foundations of Social Welfare</td>
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<tr>
<td>SOCW 5103</td>
<td>Human Behavior &amp; The Social (Individual and Family) Development</td>
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<tr>
<td>SOCW 5104</td>
<td>Foundations of Data Analysis</td>
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<tr>
<td>SOCW 5105</td>
<td>Social Work Practice with Individuals and Families</td>
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<tr>
<td>SOCW 5105</td>
<td>Social Work Practicum I</td>
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<tr>
<td>SOCW 5111</td>
<td>Foundation Field Seminar I</td>
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### YEAR 2 - Advance Concentration

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<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>SOCW 5302</td>
<td>Foundation of Social Welfare And Social Work Policy II Children and Family Services Concentration</td>
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<tr>
<td>SOCW5305</td>
<td>Evaluation in Social Work Practice (Research)</td>
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<td>SOCW 5309</td>
<td>Social Work Practicum III (Field)</td>
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<td>SOCW5311</td>
<td>Advance Field Seminar III (Field)</td>
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<tr>
<td>SOCW5301</td>
<td>Human Behavior and The Social Environment III (Middle Adolescent Development)</td>
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<tr>
<td>SOCW 5303</td>
<td>Child Welfare Practices (Children and Family Services Concentration)</td>
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<tr>
<td>SOCW5304</td>
<td>Social Work and The Juvenile Justice System-Juvenile Justice Concentration Only</td>
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<tr>
<td>SOCW5404</td>
<td>Social Work Practice in the Juvenile Justice System (Juvenile Justice Concentration)</td>
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SOCIAL WORK GRADUATE COURSE DESCRIPTIONS

Core Courses

SOCW 5101 - Foundations of Social Welfare and Social Work (Policy) I (3)
This course provides content on social welfare history, critically examines and analyzes social welfare policy and increases awareness of racism, sexism, ageism and discrimination against people with disabilities. It also provides information on policy practice as a critical part of social work advocacy and social justice.

SOCW 5103 - Human Behavior in the Social Environment I (Individual and Family Development) (3)
This course has two foci. First, students learn about specific challenges in studying the development, structure and dynamics of families and strategies for addressing these challenges. The second part is dedicated to reviewing major theories for understanding families, critiquing studies informed by these theories and developing research agenda guided by them.

SOCW 5104 - Foundation of Data Analysis (3)
This course will deepen the understanding of theory and the rationale behind the use of univariate and bivariate statistics in the analysis and interpretation of data. It includes an in depth review of various bivariate statistical tests (t-test, one-way ANOVA, chi-square, parametric tests. correlation); and the introduction of two-way ANOVA, simple regression and non-parametric tests.

SOCW 5105 - Social Work Practice with Individuals and Families (3)
This course provides students with the advance practice knowledge and skills needed to work with individuals and families in generalist practice. Students develop practice skills including engaging with clients, assessing client’s needs and resources, goal setting, and problem solving. This course teaches students to implement empirically based interventions and evaluate outcomes. Emphasis is placed on generalist practice intervention including case management, client advocacy, brokering, education, solution focused issue management, and crisis intervention with diverse and multicultural individuals and families.

SOCW 5201 - Research Methods in Social Work I (3)
This course provides students with the skills needed to understand and participate in social work research. It integrates epistemology, research design, data collection, data management, and data analysis into a coherent view of social research.

SOCW 5203 - Human Behavior and the Social Environment II (Discrimination & Inequality) (3)
This course emphasizes the systematic nature of oppression and the responsibility of social workers to engage in the struggle for social justice and human rights. The meaning and implications of concepts such as discrimination based on race, ethnicity, gender, sexual orientation, class, disability, and aging are discussed. In addition to professional literature, this course emphasizes experiential learning and, encourages students to get in touch with their own oppression and biases toward others. Students gain an understanding of the practice principals and skills needed to be effective as change agents with diverse populations at the micro, mezzo, and macro levels.

SOCW 5205 - Social Work Practice with Organizations and Communities (3)
This is an advanced methods course, which has a two parts structure. The course expands on the foundation course content with a focus on mezzo and macro level interventions including the development, implementation, and evaluation of change strategies in both
communities and organizations. Students are exposed to a variety of theories, intervention models, and methods for the implementation and evaluation of change strategies as well as value dilemmas encountered with the advocacy and social change process. An emphasis is placed on the need to include social work values, diversity, equity and empowerment into the change process through course assignments and field applications.

SOCW 5301 - Human Behavior and the Social Environment III (Middle and Adolescent Development) (3)
This course teaches the skills and strategies used in work with adolescents. Emphasis is placed on helping adolescents with health issues, mental health issues, juvenile delinquency, and school-related problems using several social work modalities. The impact of gender and culture on teenagers and their families is stressed.

SOCW 5305 - Evaluating Social Work Practice (3)
The course focuses on using and evaluating the knowledge base of social work practice. It applies concepts learned in Research Methods to the empirical evaluation of one’s own practice. The course stresses issues related to the conduct of research in a practice profession, including the relationship between research and practice, the application of principles of critical thinking to both research and practice, and the ethical consideration crucial in research development.

SOCW 5111 – SOCW 5213 Foundation Field Seminar I & II (2)
The field seminar is designed to help students integrate classroom learning with the experiences of the internship, and it serves as professional support group for discussing field issues.

SOCW 5311 – 5411 Advanced Field Seminar III & IV (2)
The field seminar is designed to help students integrate classroom learning with the experiences of the internship, and it serves as professional support group for discussing field issues.

Concentration Courses

Children and Family Practice

SOCW 5302 - Foundations of Social Welfare and Social Work (Policy) II (3)
This course builds upon the in SOCW 5103 Foundations of Social Welfare and Social Work (Policy) I. A major focus in the course is the development of a social welfare policy framework that emphasizes dimensions of choice in the functional areas of social allocations, social provisions, delivery system structure, program financing and program planning. Throughout the course there will be an emphasis on the impact of values on policy and resulting programs. In addition, global/international policies and perspectives of social welfare will be examined to increase student awareness of alternative views and applications of social welfare.

SOCW 5303 - Child Welfare Practices (3)
This course emphasizes social work practice with children and families. It structured to acquaint students with the origins of child welfare, the services that are provided for children and families, and the policies that govern service delivery. Considerable emphasis is placed on enabling the student to work with a socially diverse range of client systems toward the identification and formulation of problems, goal setting, problem-solving, and advocacy.

SOCW 5407 – Human Behavior in the Social Environment IV (Children and Families with Multi-Problems) (3)
This course advances students knowledge and skills for working with families and children with multiple problems such as the challenges of poverty, mental illness, sexual abuse, family violence, drug abuse, discrimination, and disenfranchisement. Emphasis is placed on
integrating culturally sensitive perspectives and evidence based research to guide practice.

SOCW 5408 – Special Topics in Children and Family Practice (3)
This course builds on the foundation year and theories discussed in SOCW 5203 to address theories about the impact of race, culture, and gender on family intervention. It focuses on theories that help practitioners assess families from a variety of cultural backgrounds in addition to helping practitioners formulate culturally respectful interventions. This course has a special focus on the intersection between culture and family issues, such as divorce, violence, and substance abuse. Social class, immigration history, and rural versus urban environments, as well as ethnicity will be viewed as playing important roles in families’ cultures. Similarly, the course examines social and family constructions of gender roles and how these impact the adjustment of children and the course of family intervention.

Juvenile Justice

SOCW 5304 - Social Work and the Juvenile Justice System (3)
This course provides a detailed view of the juvenile justice system. Students in this course will become acquainted with the history of juvenile justice through readings and discussions. Students will also be provided an opportunity to examine, evaluate, analyze and articulate knowledge and beliefs about juvenile justice system in a scholarly fashion. Policy and practice issues will also be discussed.

SOCW 5405 – Social Work in the Juvenile Justice System (3)
This course examines the role of social workers within the juvenile justice and legal systems. The course will place special emphasis on theory, advocacy, and organizational change with diverse forensic populations: including offenders, victims, juveniles, and related systems. Furthermore, the course will focus on the role of social workers as experts in child welfare, expert witnesses,, and as change agents will explored. The course adopts social justice, multi systems, and interdisciplinary perspective. The course also involves the examination of the behaviors and structures of “newly” formed families and communities that function to fill voids in traditional juvenile justice structures. This course will prepare advanced social work students with the knowledge and skills needed to be competent practitioners in communities and in their work with juveniles and their families.

SOCW 5406 – Human Behavior in the Social Environment IV (Gangs and Family Redefined) (3)
This course builds on the foundation year and theories discussed in SOCW 5103 (Human Behavior and the Social Environment I - Individual and Family Development), SOCW 5203 (Human Behavior and the Social Environment II – Discrimination and Inequality) and the advanced core course, SOCW 5303 (Human Behavior and the Social Environment III – Middle and Adolescent Development). This course involves the examination of the behaviors and structures of “newly” formed families and communities that function to fill voids in traditional structures. This course will prepare advanced social work students with the knowledge and skills needed to be competent practitioners in communities and in their work with juveniles and their families.

SOCW 5410 – Special Topics in Juvenile Justice (3)
Restorative Justice offers a refreshingly different framework for thinking about wrongdoing. It moves beyond the confines of traditional justice systems to embrace social justice principles. The course will be structured around intensive readings in restorative justice in correctional and juvenile justice settings globally and in community and correctional settings in the United States. The course offers students an opportunity to study the leading restorative justice practices to explore the possibilities that restorative justice offers to
move beyond the limitations of retributive justice. The goal is to increase students’ knowledge of how different cultures have utilized the community corrections movement and to note how, despite vast cultural differences, many countries have adopted similar practices. Moreover, one of the ultimate objectives of this class is to encourage students to critically examine if, how, and whether these international practices could be adopted here in the United States.

**Capstone Courses**

SOCW 5109 – SOCW 5209 Social Work Practicum I & II (6)
The primary purpose of field instruction is to provide students with advanced educational opportunities that lead to competent practice. This course is designed to provide students with the opportunity to apply foundation knowledge, skills and professional ethics in practice. It consists of a field internship and a field seminar. The internship in conjunction with the field seminar; provides the student with learning opportunities to complement foundation academic courses and to provide a basis for generalist social work practice.

SOCW 5309 – 5409 Social Work Practicum III & IV (6)
The primary purpose of the advanced field practicum is to provide students with opportunities to engage in experiences related to their area of concentration. These areas include direct practice (children and their families, and at-risk populations based on minority and social economic status); and juvenile justice (mezzo and macro social work practice).

SOCW 5513 - Masters Research Project (3)
The Masters Research Project is a capstone experience in which students demonstrate mastery of the knowledge, values, and skill content of the foundation, advanced and concentration components of the MSW curriculum. The focus of the research project is on the ability of the student to analyze, conceptualize, and apply important social work knowledge and skills to the understanding of and solutions to current issues and problems associated with at-risk youth and families and juvenile justice issues. Students will be expected to demonstrate skills in implementation of data collection, data analysis, interpretation of findings, and their application and implication of social work practice.

**Social Work Graduate Faculty**

Terence Allen, PhD., MSSA
B. A. - University of Southern California
MSW – Case Western Reserve University
PhD – University of Alabama

Blenda R. Crayton (2005) PhD, MSW
B.A. - Bowling Green State University
MSW - Howard University
PhD - Yeshiva University

Emmett Gill, PhD, MSW
B. A. University of North Carolina at Charlotte
MSW – Howard University
PhD – University of Maryland

Lorraine M. Graves, MSW, P-LCSW
Director of Field Education/Clinical Instructor
B.A. – Boston College
MSW – Boston College

Vanessa G. Hodges, PhD, MSW
BSW – Morgan State University
MSW – University of Illinois at Urbana-Champaign
PhD - University of Illinois at Urbana-Champaign

Gertrude Jackson, PhD, MSW
B.A. - Norfolk State University
MSW - Norfolk State University
PhD - Howard University

Hattie D. Moore, MSW, LCSW
Clinical Instructor; Field Education Program
B.A. – University of North Carolina at Chapel Hill
MSW - University of North Carolina at Chapel Hill

Denise Travis, PhD, MSW
B.A. - University of Illinois at Chicago
MSW - University of Illinois at Chicago
PhD - University of Illinois at Chicago

Larry D. Williams, PhD, MSW
BA - Hunter College
MSW - University of Georgia School of Social Work
Ph.D. - Clark Atlanta University

Takeisha Wilson, PhD, MSW, LMSW
B.A. - University of Massachusetts at Amherst
MSW - University of Georgia
PhD – Clark Atlanta University
The School of Business offers programs leading to the Master of Business Administration (MBA) degree, the joint Master of Business Administration/Juris Doctor (JD/MBA) degree, and the joint Master of Business Administration/Master of Information Science (MBA/MIS) degree.

The Master of Business Administration program is designed to prepare students for leadership positions in business, industry, and government by developing their understanding of complex strategies, tactics and their execution. While opportunities exist for specialization, program emphasis has been placed on breadth. Classes are structured to enrich analytical and decision-making skills through opportunities to practice problem definition, problem analysis, and problem solution creation. Students with any undergraduate major can be successful in the MBA curriculum; however, to properly prepare for MBA core classes they are required to complete a group of foundation business courses.

The graduate program in the School of Business is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and the Association of Collegiate Business Schools and Programs (ACBSP).

Students can obtain a concentration in a particular area by completing a specific sequence of elective courses. Most students choose elective courses of personal interest from multiple disciplines and do not declare a concentration. At the moment, an MBA concentration is available in Entrepreneurship.

Other concentration areas are under development. The MBA Program Office can provide detailed information about pursuing an MBA with a concentration.

The joint degree programs allow students to simultaneously pursue a degree in Law or a degree in Information Sciences while enrolled in the MBA program. Both joint degree programs allow students to earn two degrees in less time than it takes to earn them traditionally.

The joint Master of Business Administration/Juris Doctor degree program can be completed in four calendar years. The degree of Juris Doctor (JD) is granted by the School of Law upon successful completion of a minimum of 88 semester hours of required and elective courses. Nine semester hours of graduate level business courses will meet the electives for the law degree and nine semester hours of law school courses will meet the electives requirements for the Master of Business Administration degree.

The joint Master of Business Administration/Master of Information Science degree program can be completed in two calendar years. The School of Business and the School of Library and Information Sciences grant Master of Business Administration (MBA) and Master of Information Sciences (MIS) degrees upon completion of a minimum of 48 semester hours of required and elective courses.

**MBA Admissions**

Director of Graduate, Professional and Executive Programs  
C.T. Willis Commerce Building, Room 212  
Telephone: (919) 530-7390  
Fax: (919) 530-6163  
Website: [http://mba.nccu.edu](http://mba.nccu.edu)
Admission to the MBA Program is based on a qualitative and quantitative assessment of those factors deemed relevant for successful graduate study. The following factors are considered in the admission decision: 1) scores from the Graduate Management Admission Test (GMAT); 2) prior academic record (official transcript); 3) employment history (applicant’s resume); and 4) two recommendations of instructors, employers, or others who know the applicant well. A personal interview is recommended for admission. Applicants for the MBA Program may seek admission with a variety of undergraduate majors but it will take those without undergraduate course work in Business a little longer to complete the degree requirements.

The GMAT is designed to measure aptitude for graduate study in business administration and management and is not a measure of knowledge in specific business subjects. All MBA applicants must have the results of their GMAT submitted directly to the MBA Program (use the NCCU MBA GMAT Code: 5495). Information regarding registration for the GMAT and the times and places for its administration may be obtained by calling 1-800-GMATNOW or from the website at http://www.mba.com.

International Applicants

For admission purposes, all applicants who are either non-citizens of the United States or are graduates of institutions of higher learning located outside the United States are defined as international applicants. In addition to providing GMAT results, academic credentials, letters of recommendation, international applicants must fulfill the following requirements:

1. Demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL). A minimum score of 173 should be obtained. The scores must be submitted directly to the Director of the MBA program. Proficiency may be demonstrated instead by passing a full academic year of college level freshman English (i.e., the equivalent of ENG 1110, ENG 1250) with a grade of “C” or better at an accredited institution of higher education in the U.S.

2. International applicants with academic credits from institutions outside the United States should have academic documents submitted directly by the institution to the World Educational Service (WES). After review by WES, the transcripts should be sent directly to the MBA program office.

3. International applicants are required to submit documentation certifying their capacity to meet the financial requirements necessary to complete the MBA program. International students must meet all applicable immigration requirements.

4. Finally, an interview is recommended for admission.

Academic Policies and Regulations

Grading Standards

The following grades are awarded by the School of Business for graduate courses:

- A = highly superior;
- B = clearly satisfactory;
- C = low pass; and
- F = failure.

Grades of incomplete (I) and withdrawal (W) are awarded where appropriate.

Quality points are assigned for purposes of determining the cumulative GPA as follows:

- A = 4 credit points
- B = 3
- C = 2
- F = 0

No points are assigned for I or W.
Grade-Point-Average Requirements for MBA

A cumulative GPA of at least 3.0 overall is required for graduation. Students must complete all courses (undergraduate and graduate) with a grade of “C” or better. Any required foundation courses must be completed with a cumulative grade-point-average of at least 3.0. Students failing to complete required foundation courses with an average of at least 3.0 may be asked to withdraw from the graduate program.

Grade-Point-Average Requirements for Joint MBA/JD and MBA/MIS Programs

Students enrolled in the Joint MBA/JD and MBA/MIS Programs must complete the requirements of each program simultaneously in order to receive both degrees jointly and to take advantage of any reciprocal credits offered by the joint programs. If a student does not meet the joint degree requirements, the student will not receive the benefit of the reciprocal credits and will have to meet the separate degree program requirements. Hence, the joint degrees may not be awarded separately, only jointly. The GPA for the joint programs, however, must be met separately and cannot be combined because there is no joint degree GPA requirement. Hence, a student will not receive the benefit of a high MBA GPA to increase their JD GPA in order to meet the Law School’s GPA requirement and vice versa. A cumulative grade-point-average of at least 3.0 in the MBA courses is required to complete the graduation requirements of the MBA portion of the Joint Degree Program. Students must complete all courses (undergraduate and graduate) with a grade of “C” or better. Any required foundation courses must be completed with a cumulative grade point average of at least 3.0. Students failing to complete required foundation course with an average of at least 3.0 may be asked to withdraw from the MBA program.

Semester Load

A maximum academic load for full-time graduate students in the MBA program is 12 graduate credit hours. Full-time graduate students enrolled in all undergraduate foundation courses may enroll in a maximum of 18 credits, provided all credits are undergraduate courses.

Transfer of Graduate Credit

At the time of admission, a maximum of six (6) semester hours may be transferred from another graduate business program, subject to the following restrictions:

1. The course(s) was completed at a regionally accredited institution.
2. The course(s) was restricted to graduate students.
3. A minimum grade of “B” was received in the course.
4. The content of the course corresponds to that of a course required or permitted in the program at North Carolina Central University.

Once enrolled in the School of Business, a student may not pursue courses of any type at another institution for transfer credit toward a degree from the School of Business without obtaining, in advance of registration for such courses, written approval from the Director of the MBA program of the School of Business. Courses taken without such written approval will not be accepted. In general, transfer credits presented at the time of admission or after enrollment at North Carolina Central University are limited to a maximum of 6 credits.

Continuous Registration
Following admission as a degree-seeking student in the graduate program, students are generally required to register each semester, exclusive of the summer sessions, until the degree is awarded. Students not maintaining their admitted status will be required to seek readmission and adhere to prevailing program requirements if readmission is granted.

**Time Limits**

All requirements for the Master's degree must be completed within six years from the beginning of the term for which admission into the master's program was initially conferred.

**Special Graduate Students**

The School of Business restricts its graduate-level business administration and management courses to the University's degree-seeking students. Students admitted to one of the University's other graduate-level degree programs may enroll in School of Business graduate-level courses, as "special students" (provided of course, that they have completed the required prerequisite course(s)).

**Academic Standing**

Graduate students with a cumulative grade point average of at least 3.0 are considered to be in good academic standing.

**Probation**

A graduate student in the MBA program is on academic probation for the duration of the next term (exclusive of summer terms) in which she/he is registered following the one in which she/he failed to maintain a “B” (3.0) average. She/he is also on academic probation whenever the cumulative grade point average is less than “B” (3.0).

**Dismissal**

A graduate student will generally be dismissed permanently from the School of Business if she/he 1) fails to earn at least a 3.0 average for all required foundation courses, or 2) earns grades of “F” in at least two different courses, or 3) remains on academic probation for at least two consecutive terms (exclusive of summer terms) and has a cumulative grade-point-average less than 3.0.

**Grade Appeals Process**

The following is the grade appeal process for students in the Master of Business Administration (MBA) program in the School of Business at North Carolina Central University.

**Grade Appeal**

1. A student who believes that he or she has been graded unfairly or improperly must first schedule a conference with the concerned faculty member in an attempt to arrive at a mutual understanding and to resolve any differences in an informal, cooperative manner. The student must express the appeal clearly and listen to the instructor’s rationale. The meeting should be scheduled within ten (10) business days after the student could reasonably be expected to know of the situation.

2. If consultation with the instructor is impractical, or if the student is dissatisfied with the results of the initial conference with the instructor, the student should seek the assistance of the Director of the MBA program within five (5) business days of meeting with the instructor. (If the instructor involved is the Director of the MBA program, the student should seek the assistance of the Dean.) This contact should be made within five (5) business days of the meeting with the Director. The Director’s role is to guide the student through the remaining steps of the appeal process. In no way is the role of the Director to be construed as that of advocate for either the
student or the instructor.

3. Upon conferring with the Director, the student may choose to file a formal grievance.

4. To file a formal grievance, the student must submit four (4) copies of the formal written statement to the Director. This statement should be submitted on the form designated for that purpose. This statement must be filed with the Director within twenty (20) business days of the initial meeting with the instructor or within fifteen (15) business days of meeting with the Director. The statement must include the following: (a) date of event, (b) date of first meeting with instructor or Director, (c) details of argument for changing grade or taking other corrective action, (d) copies of pertinent examinations, papers, and other relevant materials. Failure to meet these deadlines forfeits right of appeal under this policy. Furthermore, it is understood that only issues documented in the grievance statement will be considered at the hearing which follows. (In case of doubt concerning time limits, the Director will determine whether proper procedures have been followed.)

5. After a formal appeal has been filed, the Director must, within two (2) business days forward a copy of the student’s appeal statement to the instructor, the Dean of the School of Business, and the Chair of the Graduate Programs Committee.

6. The Chair of the Graduate Programs Committee shall convene a meeting of the committee not later than ten (10) business days after receipt of the grievance statement. The committee will then request a conference with the appealing student within ten (10) business days of this meeting. In a closed hearing, the student shall present the grievance, including any supporting evidence and pertinent arguments. The decision of the committee will be determined by a secret majority vote by both faculty members and student members separately; each group shall meet for voting purposes only. An appeal fails if either group fails to support it. A tie vote shall be considered a vote in favor of the appeal.

7. If an appeal is determined to be unfounded at the hearing, the Chair of the Graduate Programs Committee shall provide written notification of the fact to the student and the faculty member, as well as a recommendation of denial of the appeal to the Dean of the School of Business within ten (10) business days of the decision.

a) If an appeal is deemed valid, within ten (10) business days of the decision, the committee shall forward a written account of its deliberations, including recommendations for redress, in its recommendation that the Dean of the School of Business uphold the appeal. The Dean shall take whatever action is deemed appropriate.

b) Should either the student or the faculty member be dissatisfied with the decision of the Dean, a formal written appeal may be made to the Provost and Vice Chancellor for Academic Affairs, who will review all written materials and make final disposition of the appeal. This final appeal must be filed within five (5) business days of notification of the decision of the Dean.

Exception to the Procedure
1. If a student is unable to file an appeal because of the end of the classes for the spring or a summer session, the student must, within twenty (20) business days of the end of the session, notify the concerned instructor and the Associate Dean, in writing, of an intention to appeal a grade when classes resume in the fall. The
timetable described in the above process is initiated by the beginning of classes in the fall.

2. In the event that the appeal is from a graduating student, a separate process, designed to expedite the matter, will be followed.
   a) Step 1. Conference with instructor
   b) Step 2. Conference with the Director (or Dean)
   c) Step 3. Meet with Graduate Programs Committee. To expedite the matter, the committee will establish a time to hear any grievance for which redress is sought. Such a time for hearings should be set no less than 24 hours before the graduation ceremony is scheduled to begin.

Student Members of the Graduate Program Committee

The Graduate Program Committee shall have one student member. This student shall have the responsibility of involvement in the grade appeal process, and shall have voting rights on all grade appeals.

General Requirements for the MBA Degree

1. Time limits on financial aid eligibility for all graduate programs require completion within six calendar years.

2. Satisfactory academic progress will be reviewed annually. A student whose enrollment begins during the spring term will be reviewed at the end of the subsequent fall term.

3. Students must maintain a cumulative GPA of 3.0 or higher.

4. A financial aid recipient is required to complete satisfactorily the following ratio of semester hours required for graduation.

5. Students must have completed this portion of the required hours:

<table>
<thead>
<tr>
<th>1 yr.</th>
<th>2 yrs.</th>
<th>3 yrs.</th>
<th>4 yrs.</th>
<th>5 yrs.</th>
<th>6 yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12</td>
<td>1/6</td>
<td>1/3</td>
<td>1/2</td>
<td>3/4</td>
<td>12/12</td>
</tr>
</tbody>
</table>

Incompletes, Withdrawals, Repeating Courses, Non-Credit Remedial Courses, and Transfer Credits

The Satisfactory Academic Progress Policy reflects the University’s academic regulations with respect to incomplete, repeated, and remedial courses. Transfer credits will not count toward the student’s grade-point-average, but the credits will be included in the determination of the satisfactory progress quantitative measure (earned hours).

In regard to withdrawals, the number of credit hours in which the student is enrolled on the day following the published last day to add a class, will be used as official enrollment for financial assistance purposes. If a student withdraws from classes after the date cited, the student may not meet the minimum number of hours to be earned in one academic year. The deficit hours may be made up in the summer sessions in order to continue financial assistance eligibility.

Satisfactory Academic Progress Policy for Students with Financial Aid

Students receiving Title IV financial aid administered through the North Carolina Central University Office of Scholarships and Student Aid must also meet the requirements of this policy, as well as the requirements of the School of Business’s policy for all of its students as outlined above.

Students who are placed on probation may lose their financial aid eligibility. After financial aid has been withdrawn, students may re-establish satisfactory academic progress by attending subsequent semesters at their own expense and improving their hours and/or GPA to meet the required standards. Students who comply with this method should submit to the Office of Scholarships and Student Aid a written request
that their eligibility for financial assistance be reinstated.

**MASTER OF BUSINESS ADMINISTRATION PROGRAM**

The Business Administration graduate program (MBA) consists of three components:

1. Thirty (30) semester hours of foundation courses that have generally been completed by applicants holding a baccalaureate degree in a business discipline;
2. Twenty-seven (27) semester hours of graduate management core courses;
3. Six (6) hours of approved graduate electives.

**Foundation Courses**

The foundation courses consist of thirty (30) hours of undergraduate-level courses. The foundation courses should be completed with a cumulative grade-point average of at least 3.0. Some or all of the foundation courses may be waived for students with prior appropriate course work. The following comprise the foundation courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2400</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ACCT 2500</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>ACCT 3100</td>
<td>Legal Environment of Business I</td>
</tr>
<tr>
<td>DSC 2010</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>DSC 3300</td>
<td>Decision Science</td>
</tr>
<tr>
<td>ECON 2200</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECON 2300</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>FIN 3200</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>MATH 2000</td>
<td>Calculus</td>
</tr>
<tr>
<td>MGT 3000</td>
<td>Organization &amp; Management</td>
</tr>
<tr>
<td>MKT 3210</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>

**Graduate Management Core**

The graduate management core courses, the heart of the MBA program, focus on organizational decision making, behavioral factors impacting decision making and the environment in which the organization functions. The graduate management core is composed of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5510</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>CIS 5520</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>DSC 5520</td>
<td>Managerial Statistics</td>
</tr>
<tr>
<td>DSC 5530</td>
<td>Production and Systems Management</td>
</tr>
<tr>
<td>ECON 5540</td>
<td>Economic Analysis</td>
</tr>
<tr>
<td>FIN 5550</td>
<td>Financial Policies</td>
</tr>
<tr>
<td>MGT 5560</td>
<td>Behavioral and Management Theory &amp; Analysis</td>
</tr>
<tr>
<td>MGT 5565</td>
<td>Management Strategy and Policy Analysis</td>
</tr>
<tr>
<td>MKT 5570</td>
<td>Marketing Strategy</td>
</tr>
</tbody>
</table>

**Graduate Electives**

Except for joint degree students, each student is required to select at least two elective courses. These courses must be approved by the Director of the MBA Program. The graduate management electives consist of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 5620</td>
<td>Project Management</td>
</tr>
<tr>
<td>ENTR 5500</td>
<td>Entrepreneurial Finance</td>
</tr>
<tr>
<td>ENTR 5530</td>
<td>Creativity, Opportunity Recognition and Feasibility Studies</td>
</tr>
<tr>
<td>ENTR 5600</td>
<td>Technological Entrepreneurship and High Growth Ventures</td>
</tr>
<tr>
<td>ENTR 5610</td>
<td>Search Engine Marketing</td>
</tr>
<tr>
<td>ENTR 5620</td>
<td>Global Small Business Marketing Strategy</td>
</tr>
<tr>
<td>FIN 5552</td>
<td>Advanced International Finance</td>
</tr>
<tr>
<td>FIN 5558</td>
<td>Investments: Theory and Practice</td>
</tr>
<tr>
<td>FIN 5600</td>
<td>Advanced Financial Risk Management</td>
</tr>
<tr>
<td>MGT 5250</td>
<td>Topics in International Business</td>
</tr>
<tr>
<td>MGT 5320</td>
<td>Business and Society</td>
</tr>
<tr>
<td>MGT 5550</td>
<td>Entrepreneurship and New Venture Development</td>
</tr>
<tr>
<td>MKT 5562</td>
<td>Small Business Consulting</td>
</tr>
<tr>
<td>MKT 5873</td>
<td>Multinational Marketing</td>
</tr>
</tbody>
</table>
MGT 5999  Strategic Management of Human Resources
MKT 5872  Marketing Research and Information Systems
MKT 5874  Supply Chain Management

Summary

In summary, candidates for the Master of Business Administration degree are required to complete foundation courses as specified, complete all graduate management core courses and complete six (6) hours of graduate electives. However, courses in the JD and in MIS programs substitute for elective courses in the joint MBA/JD and MBA/MIS programs. The joint degree programs allow students to simultaneously pursue a degree in Law or a degree in Information Sciences while enrolled in the MBA program. Both joint degree programs allow students to earn two degrees in less time than it takes to earn them traditionally.

The joint Master of Business Administration/Juris Doctor degree program can be completed in four calendar years. The degree of Juris Doctor (JD) is granted by the School of Law upon successful completion of a minimum of eighty-eight (88) semester hours of required and elective courses. Nine (9) semester hours of graduate level business courses will meet the electives for the law degree and nine (9) semester hours of law school courses will meet the electives requirements for the Master of Business Administration degree.

The joint Master of Business Administration/Master of Information Science degree program can be completed in two calendar years. The School of Business and the School of Library and Information Sciences grant Master of Business Administration (MBA) and Master of Information Sciences (MIS) degrees upon completion of a minimum of forty-eight (48) semester hours of required and elective courses.
Graduate Curriculum Guide
Master of Business Administration (MBA) Program

YEAR 1

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5510 Managerial Control thru</td>
<td>CIS 5520 Management Information</td>
</tr>
<tr>
<td>Accounting</td>
<td>Systems</td>
</tr>
<tr>
<td>DSC 5530 Production &amp; Systems</td>
<td>DSC 5200 Managerial Statistics</td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>MGT 5560 Behavioral &amp; Management</td>
<td>ECON 5540 Economic Analysis</td>
</tr>
<tr>
<td>Theory &amp; Policy</td>
<td></td>
</tr>
</tbody>
</table>

YEAR 2

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 5570 Marketing Strategy</td>
<td>FIN 5550 Financial Policies</td>
</tr>
<tr>
<td>ELECTIVE Elective Course</td>
<td>MGT 5565 Management Strategy &amp; Policy</td>
</tr>
<tr>
<td>ELECTIVE Elective Course</td>
<td></td>
</tr>
</tbody>
</table>
Accounting Graduate Course Descriptions

ACCT 5100. Financial Accounting (3)
This course addresses the generation and flow of financial information through the accounting system and the manager’s use of this financial information in decision-making.

ACCT 5200. Financial Information and Control Systems (3)
Prerequisite: ACCT 5510. Focuses on the set of problems associated with the design and operation of the information system necessary to support the overall planning of an organization and to support the organization's control system. Specific attention is given to the role of financial information in planning and control, the dynamics of information flows, and overall reporting systems.

ACCT 5300. Auditing Theory and Practice (3)
Prerequisite: ACCT 3620. This course provides a study of the theory and practice of financial statement audits, in the context of management responsibilities and decision-making.

ACCT 5410. Seminar in Accounting Problems and Research (3)
Prerequisite: ACCT 5300. This course provides a review of specialized topics, such as inventory valuation, and current FASB pronouncements and accounting challenges. It also provides opportunities for students to develop their research skills and improve their writing and oral communication skills in the context of addressing technical accounting subjects.

ACCT 5510. Managerial Accounting (3)
The course is concerned with the study and application of accounting concepts in relation to planning and control of business operations. Quantitative techniques and behavioral impact of accounting systems will be included.

ACCT 5600. Legal Environment of Business and Issues for Accountants (3)

This course presents the legal issues confronting accountants in the area of contract law and commercial law, with selected topics from agency law, property law, business organizations, legal liability of accountants, and securities law.

ACCT 5700. Taxation (3)
This course provides a study of income tax theory and applications to problems encountered by individuals and businesses, including research, planning, and compliance.

ACCT 5800. Accounting Information Systems (3)
This course focuses on the concepts, theories, and challenges associated with design and operation of an accounting information system and how it articulates with, and supports, the broader management information system.

ACCT 5900. Accounting Theory (3)
This course provides analyses of accounting principles, practices, and procedures of complex business enterprises, with emphases on research methods, database use, writing and oral communication skills, ethical issues, and teamwork.

Computer Information Systems Graduate Course Descriptions

CIS 5520. Management Information Systems (3)
This course introduces the manager to the use and implications of information technology in the business environment. This course covers such topics as systems theory, systems analysis and design, computer hardware and software, MIS for various management levels and functional areas, decision support systems, database management systems, computer security, office automation, and user interface. It also provides experiential activity with computer and non-computer based problems/cases and includes programming in a high-level language and real world projects.

CIS 5530. Advanced MIS and Projects (3)
Prerequisite: CIS 5520 or permission of the instructor. This course is a continuation of CIS 5520 with emphasis on intermediate group projects through project management, with decision support, expert, artificial intelligence/knowledge-based, electronic data interchange, and electronic commerce.

Decision Science Graduate Course Descriptions

DSC 5200. Managerial Statistics (3)
This is a survey course in statistics. Special emphasis is placed on using statistical analysis in managerial decision making. Topics include descriptive statistics, topics in probability, random variables and probability distributions, hypothesis testing, statistical sampling, statistical quality control, nonparametric statistics, and regression analysis.

DSC 5530. Productions and Systems Management (3)
This course covers issues in the design, planning, and control of the processes by which manufactured goods and services are delivered. Topics include analysis of production processes, forecasting, production planning and control, system design, total quality management, workforce management, supply chain management, project management and simulation.

Economics Graduate Course Description

ECON 5540. Economic Analysis (3)
This course focuses on the application of economic concepts in individual and business decision making process. Optimization techniques in dealing with maximization of consumer-satisfaction and profit as well as minimization of cost under certain and uncertain conditions are emphasized. It also discusses tools to analyze aggregate economic behavior such as economic growth, money, productivity, inflation, and unemployment.

Entrepreneurship Course Descriptions for Graduate Students

ENTR 5500. Entrepreneurial Finance (3)
The course provides a practical road map for financial planning and analysis for the Entrepreneur. The course will cover key concepts such as, differentiating between debt and equity; detailing the accounting principles required for small businesses like cash flow management, balance sheet, income statement and ratio analyses; as well as deal structuring and valuation techniques for understanding what your business is actually worth. Prerequisites: FIN 5550 or permission from instructor

ENTR 5610. Search Engine Marketing (3)
This is an experiential learning, project-based course in which teams of students plan, execute, and analyze web search engine marketing campaigns while consulting for client organizations. In addition to topics such as sponsored search and website optimization (also known as search engine optimization (SEO)), the course will explore how web technologies and information organization of the website can impact the effectiveness of these information technology dependent initiatives. In the context of the projects, we will discuss how functional and general managers collaborate with technical personnel to assure that websites support the initiatives, as well exploring issues of consulting, and issues specific to small businesses and start-ups. Prerequisites: Permission from Instructor

ENTR 5530. Creativity, Opportunity Recognition and Feasibility Studies (3)
The course will instill creative thinking and offer training in how to recognize good ideas and business opportunities. Further it will provide detailed feasibility study analysis techniques to assess the viability and marketability of the
recognized business opportunities. Prerequisites: None

ENTR 5600. Technological Entrepreneurship and High Growth Ventures (3)
The course is designed to bridge the gap between Technology, Science and the application of entrepreneurial thinking in commercializing technological inventions and innovations and turning them into high growth ventures. The course will entail the complete development of a business plan for technology based high growth venture ideas. Prerequisites: ENTR 5530 and ENTR 5500 or permission from instructor

ENTR 5620. Global Small Business Marketing Strategy (3)
The course introduces students to how they can take their small business ideas and market it across the globe and how to access the global market place. The course will offer a series of internationalization strategies and techniques that will train students in how small businesses can be “Born- Globals” by ensuring their understanding of the international markets with respect to different business laws, political systems, technological capabilities, cultures and accounting systems exclusive to each of the international nations. Prerequisites: ENTR 5530 or permission from instructor

Finance Graduate Course Descriptions

FIN 5550. Financial Policies (3)
This course covers advanced problems in business financial theory and management. Capitalization, liquidation, consolidation, and mergers will also be included.

FIN 5552. Advanced International Finance (3)
This course is concerned with the theoretical and empirical analysis of financial decisions of a multinational firm. Emphasis is placed on international corporate finance, international capital markets, international financial institutions, exchange rate markets and systems, balance of payments, global financial problems, and government policies.

FIN 5558. Investments: Theory and Practice (3)
Prerequisite: FIN 5550. This course involves the study of the allocation of current resources to yield gains at points of time in the future. Included will be the analysis of optimal investment decisions, capital budgeting and rationing, risk management, portfolio adjustment, and techniques for the effective management of investment funds and resources.

FIN 5650. Bank Management: Theory and Practice (3)
Prerequisite: FIN 5550. This course examines analytical and institutional issues of banks in a free enterprise economy. Emphasis will be placed on assets, liability decisions, sources and uses of funds in commercial banking. In addition, domestic and international roles of banks will be analyzed.

Management Graduate Course Descriptions

MGT 5250. Topics in International Business (3)
This course examines procedures and problems associated with conducting of business outside the United States. It analyzes overseas institutional settings and the policies of the U.S. and other governments toward multinational and foreign business firms.

MGT 5320. Business and Society (3)
This course examines business and its responsibilities to society. Technology urbanization, disadvantaged citizenry, and ecology are examined.

MGT 5550. Entrepreneurship and New Venture Development (3)
Entrepreneurship is a dynamic process – risky and uncertain but always challenging and rewarding. This course links theory and practice
in providing hands-on experience in the creation and development of a growth-oriented new venture. Students, in teams, take a multidisciplinary approach to the preparation and presentation of a professional business plan. In the process, the course focuses on developing skills conducive to venture success, including team building, organizing, planning, integrating, and persuading. In addition, students will analyze several business plans. Also, selected experts will provide advice and insight on business plan development and related matters.

MGT 5555. Advanced Entrepreneurship and New Venture Development (3)
This is an advanced entrepreneurship and new venture development course. The student must develop an entrepreneurial venture with a focus on organization, including individuals identified in key roles, and on content delivery. Thus, roles and players for each key part of the relevant value chain and value system will need to be defined and projected costs associated with each of the key parts will need to be provided. The student will determine the feasibility of the venture through feedback from the stakeholders in the value chain or value system. The student will establish the requisite legal, financial, and technology transfer relationships. The student must also establish relationships with persons who will become board members of the venture if the venture is funded. The student will seek funding for the venture in accordance with the instructor’s recommendations.

MGT 5560. Behavioral and Management Theory and Analysis (3)
This course is intended to increase the student’s capacity for effectively utilizing human resources within a variety of organizational frameworks. Basic concepts such as perception, motivation, communication, conflict, and change are discussed and applied to the manager’s decision making and action taking roles.

MGT 5562. Business Consulting (3)
This course provides supervised, practical application of theories and methods learned in structured classroom environments. Students will develop business plans, marketing plans, and other deliverables for companies to address real-world business issues. Students are able to apply knowledge learned in Accounting, Computer and Information Systems, Decision Science, Finance, Economics, Management, and Marketing.

MGT 5565. Management Strategy and Policy Analysis (3)
This course is to be taken in the graduating semester. Analytical techniques and concepts are applied to policy formulation and implementation in a complex computer-simulated organization and environment.

Marketing Graduate Course Descriptions

MKT 5570. Marketing Strategy (3)
The focus of this course is strategic marketing analysis and marketing planning. Students will study the components and construction of a strategic marketing plan, and they will learn to analyze complex marketing situations/decisions. Current cases will be used. Also, this course reviews trends in marketing including the integration of marketing communications, customer relationship management, global markets, the impact of e-commerce and the expanding organizational role of marketing.

MKT 5871. Problems in Marketing (3)
This course is designed to examine current problems in marketing. Cases and reading are used to analyze and generate solutions to current marketing problems. Quantitative methods will be used when appropriate.

MKT 5872. Marketing Research and Information Systems (3)
Prerequisite: MKT 5570. This course considers the development, implementation, identification and generation of information
from research as input to marketing decisions. Emphasis is given to the marketing manager’s perspective in determining whether additional information is needed and, if so, how the information should be acquired. Topics include problem definition, model building, systems design, research design and budgeting, and interpretation and reporting of information. This course makes extensive use of statistical software.

MKT 5873. Multinational Marketing (3)  
Prerequisite: MKT 5570. This course introduces the student to global marketing concepts and strategies. It examines problems of performing various marketing functions in other countries. Emphasis is on understanding the different cultural, economic, political, social and legal environments in which a firm’s product might be marketed in global settings and to formulate strategies for such markets.

MKT 5874. Consumer and Supply Change Management (3)  
Prerequisite: MKT 5570 Supply chain management represents a challenge and an opportunity for most firms; it includes activities such as channel communications, inventory management, warehousing, transportation, and facility location. The course goal is to understand how logistical decisions impact the performance of the firm as well as the entire supply chain.

Business Graduate Faculty

Kofi Amoateng  
Professor  
Ph.D. in Economics/Finance, University of Texas at Austin

Darryl Banks  
Assistant Professor of Marketing  
Ph.D. in Marketing, University of Pennsylvania

Alexander Deshkovski  
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Ph.D. University of North Carolina at Chapel Hill

Orkhan Hasanaliyev  
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Professor of Management  
Ph.D. in Organization and Management, Claremont Graduate School

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SCHOOL OF EDUCATION

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Purpose of Graduate Study

Graduate study in the School of Education is designed to provide qualified holders of the bachelor’s degree with a broader, deeper, and more thorough acquaintance with scholarship and research in educational technology, school administration, special education, communication disorders (speech-language pathology), and counselor education. Its aim is to develop independent study, originality, and competence in research, and in the application of critical thinking to professional problems. Due to national and state accreditation standards, program curricula and requirements are subject to change.

Degrees Conferred

The M.A.T., M.A., M.Ed., and M.S.A. degrees are offered through the School of Education Graduate Division. Those majoring or concentrating in educational technology, mental health counseling, career counseling, and school counseling receive the M.A. degree. Students who major in communication disorders receive the M.Ed., while students who major in special education (with concentrations in behavioral/emotional disabilities, learning disabilities, and visual impairment) receive the M.A.T. or the M.Ed. Students majoring in school administration (educational leadership) receive the M.S.A. degree.

Graduate Teacher Licensure

In conjunction with graduate degree programs, North Carolina Central University offers graduate licensure for secondary school teachers, special education, and related services school personnel. Secondary and/or K-12 licensure programs are offered in, family/consumer sciences and physical education. Refer to the section on the School of Library and Information Sciences for information concerning licensure as a school media coordinator.

These programs are designed to meet North Carolina Department of Public Instruction licensure standards. Students seeking licensure in any other state should obtain information themselves concerning the requirements of that state.

THE SOE GRADUATE COUNCIL

The Graduate Council formulates general policy for the operation and development of the graduate programs within the School of Education (SOE). Such policies must be consistent with overall institutional policies and accreditation standards of regional and national associations in which the institution or school holds membership. These policies should not be in conflict with the general policies and procedures of the University as established by the University Graduate Council. Policies formulated by the SOE Council are subject to approval by the Dean of the School of Education.
Education, the Provost and Vice Chancellor for Academic Affairs, and the Chancellor.

The SOE Graduate Council is composed of the Associate Dean for Graduate Programs and Student Affairs (who chairs the Council), department chairs, the program coordinator of each of the areas represented in the School of Education and two ex-officio members (the Dean and Associate Dean for Assessment and Program Quality). The Council reports to the Dean who is responsible for the administration of the regulations and requirements for advanced degrees in the School of Education.

The role of the SOE Graduate Council is to serve in an advisory capacity to the Dean of the School of Education to ensure that graduate education maintains standards of excellence. The SOE Council

1. Monitors program accreditation standards and program implementation;
2. Encourages professional growth and scholarly productivity of the faculty;
3. Takes an active role in recruiting well-qualified students from diverse cultural backgrounds;
4. Recommends policies governing criteria for admission to graduate programs and approves applications for admission;
5. Reviews applications for admission to candidacy, giving attention to both the design and content of the proposed research;
6. Makes recommendations regarding requests from students to:
   a) Transfer in courses.
   b) Receive an extension of time to complete a program;
   c) Be reinstated; and
   d) Consider other special concerns;
7. Annually reviews student progress;
8. Monitors and upgrades library holdings in the subject areas;
9. Promotes active student involvement in the Graduate Division of the School of Education; and
10. Conducts or oversees the follow-up of graduates for the purpose of program improvement.

Program Regulations

Regulations governing graduate work at North Carolina Central University are classified as General and Special. General regulations apply to all students in a degree program. The student must assume full responsibility for being knowledgeable about regulations governing graduate work. Special regulations apply to students taking courses in anticipation of being admitted to a degree program. Please refer to the section on “Special Graduate Students.”

Admissions Procedures

Programs have different deadlines. Communication Disorders and Counseling admit only in the fall with a deadline of February 1. All other graduate programs have deadlines of October 1 for possible Spring admission and March 1 for possible Fall admission. A student who applies late or whose application has not been evaluated may enroll as a special student through the Office of Graduate Studies. Degree credit for graduate course work taken as a special student may not be granted, unless the student meets requirements for admission. The application is submitted online at http://www.nccu.edu/futurestudents/applynow.cfm with the exception of official transcripts. Official transcripts are sent to the SOE Graduate Office.

TYPES OF ADMISSION

Unconditional Admission

A student holding a bachelor’s degree from an accredited institution is eligible for unconditional admission under the following provisions:

1. The applicant’s overall undergraduate average must be at least 2.75 on a 4.0 scale
and an average 3.0 or better in an undergraduate major of at least 30 semester hours in the area of the proposed graduate major or related area.

2. The program units which offer graduate work may have other requirements in addition to those listed above. Students are advised to review the sections in the catalog titled Course Descriptions and consult the Program Coordinator of the intended major or the Associate Dean for Graduate Programs and Student Affairs.

UNDERGRADUATE PREPARATION

All regularly admitted students must have had an undergraduate major consisting of 30 semester hours of work in the field of study chosen for the specialization in the Graduate Division except in some instances for those students applying for the MAT.

GRADING SYSTEM

The University recognizes the grades that follow in the evaluation of the performance of graduate students:

A = Work of superior quality
B = Satisfactory passing work
C = Low passing work
I = Work that has not been fully completed and granted only in exceptional cases. (This grade does not apply to theses. An agreement must be signed by the student and faculty member detailing what work needs to be completed and when it needs to be completed. If the grade is not changed within one year, it will automatically become an F.)
W = Represents withdrawal from all courses for the semester
WC = Represents withdrawal from the course
F = Failure
NF = Represents a course in which the student stopped attending classes without officially dropping the class; counts as a failing grade
P = is given for thesis enrollment

AU = Represents audited course

Quality Points

Quality points are assigned for the purpose of determining the cumulative grade point average as follows:
A = 4 credits
B = 3
C = 2
F = 0
I, W, WC, NP, PR, and AU grades do not figure into the grade point average.

GRADE POINT AVERAGE REQUIREMENT

A cumulative grade point average of at least 3.0 is required for graduation.

Satisfactory Progress and Academic Dismissal

When a student's cumulative grade point average falls below 3.0, the student is automatically put on academic probation for up to one calendar year. During that year, the student must maintain contact with the advisor, program coordinator, and/or department chair for advice and assistance. Failure to raise the cumulative grade point average to 3.0 within one calendar year will be cause for dismissal.

If a student receives a grade of “C” in a course, the student should meet with their advisor to develop an academic support plan before the next semester. A student who receives a grade of "F" or two “C’s” may not continue in graduate school unless his/her program coordinator and department chair submit in writing an acceptable recommendation to the Dean of the School of Education. If a student fails a second time or earns a third “C,” the student is dismissed from the degree program.

Licensure Only (Graduate Students)

The Licensure-Only Program is an individualized program which is based on a student’s previous
course work and experiences. Completion of the program requires the fulfillment of the same licensure program requirements as those for a traditional degree-seeking student.

Generally, the “licensure only” program is designed for students who have an undergraduate degree or who already hold a license in one area and want to “add on” another licensure area. The licensure-only student may be considered an undergraduate or graduate student for tuition purposes (depending on transcript review) and must apply through the Graduate Office in the School of Education. There is a $40.00 non-refundable application fee.

A Lateral Entry Teacher may pursue a licensure-only program. A Lateral Entry Teacher is one who holds a current provisional license; is currently employed by a North Carolina School district; does not possess a teaching license and has not previously completed a teacher education program prior to application for initial licensure in North Carolina.

Contact the Special Education Licensure Coordinator or the Alternative Licensure Office for assistance in identifying specific program requirements and obtaining transcript reviews.

The Teacher Education Program (TEP) admissions process for students who possess an undergraduate degree is as follows:

1. The student submits the application and transcripts to the School of Education Graduate Office.
2. The program coordinator evaluates the transcripts and develops a program of study for the candidate.
3. If not already done, the program coordinator interviews the student and shares the completed transcript evaluation.
4. If the student decides to enter the program and has at least a 2.5 GPA on a 4.0 scale, and with the recommendation of the coordinator, the student completes and submits a Teacher Education Program application to the program coordinator.
5. The program coordinator forwards the application, transcript evaluation, and other appropriate materials to the licensure officer who presents the candidate for Teacher Education Program admission to the Teacher Education Council.
6. Upon completion of the academic program, licensure-only students must pass the specialty area test(s) or subject assessment(s) of Praxis II if required by NC Department of Public Instruction.
7. When the scores are received, the student completes the necessary licensure forms and submits the appropriate fee to the Licensure Office. The Licensure Officer submits the documents to the NC Department of Public Instruction, the agency responsible for issuing teaching licenses.

**ADVISING POLICY**

Upon admission to a program the Department Chair or Program Coordinator assigns all students an academic advisor. The letter of admission from the Dean of the School of Education and a follow-up letter from the program are sent to the student informing him/her of the name and phone number of the advisor and requesting that the student contact the advisor immediately to plan a program of study.

In most cases, the advisor assigned upon admission is expected to be the student’s thesis advisor or portfolio advisor since areas of interest were reviewed prior to the assignment. In some programs, the student may wish to select another professor to direct the thesis because of the nature of the research. In this instance, the student and advisor agree upon this arrangement in consultation with the thesis advisor.

The University expects all students to assume major responsibility for their academic
progress. This includes becoming familiar with the specific requirements for the major, meeting with the academic advisor at least once each semester to discuss their program, giving their academic work the highest priority, and carefully planning their course sequences and selections. All students are required to review the School of Education Graduate Student Handbook [located on the Web].

The program’s faculty is responsible for orientation of students. It may be as formal as requiring a general session of all admitted students during a particular semester or it may be handled on an individual basis by the advisor. In either case, an orientation is held for all students admitted to the School of Education. The orientation is designed to acquaint the student with the services of the University (such as library, counseling, and financial aid services) and to provide the new students with information regarding graduate school policies and registration procedures.

Advisors are expected to be thoroughly familiar with University and School of Education policies especially as they relate to graduate study.

The advisor is expected to be an academic advisor, following the student from admission to graduation. Advisors ensure that the student meets all program requirements, is advised regarding the student’s readiness to take the comprehensive examination, appropriate time to apply for candidacy, the availability of courses in the program, and other guidelines described in the SOE Graduate Student Handbook.

Graduate advisors are expected to maintain a minimum of 10 office hours per week and meet with students when necessary by appointment. Some office hours should be held at times most convenient for the working student (i.e., after 3 pm).

On occasion, students may need to request a change in advisor. Requests that provide justification for the change are made in writing to the Program Coordinator and Chair with a copy that goes to the Associate Dean for Graduate Programs and Student Affairs. The Chair or Coordinator consults with the program’s faculty and the student is informed of the decision. The student may appeal the decision through the Associate Dean for Graduate Studies and Student Affairs.

The program is responsible for evaluating the orientation and the advisement processes. The Associate Dean for Graduate Programs and Student Affairs monitors these processes. Data collected are used to improve services.

**MAJORS AND MINORS**

The student must elect an academic major. A minor is not always required. This decision will depend upon the student’s preparation, but the final course selection for each major will be consistent with the requirements of the Graduate Division, and according to what seems to be in the best interests and needs of the student. The minor must be drawn from a different education program area. Persons expecting to qualify for the North Carolina Master’s (M) teaching license in an additional specialty area must earn at least 18 semester hours in the subject area, and they should check on the requirements with the director of that area.

**CHANGING MAJORS**

Students who have pursued graduate work at North Carolina Central University under a different degree program may apply for transfer and such a change will be contingent upon the approval of the program coordinator and upon the recommendation of the Graduate Council.

Students must complete a new application online in ApplyYourself. Upon receipt of the information, the program coordinator of the intended major will make a recommendation to the Dean.
A student wishing to change majors within the School of Education must request in writing that his/her application and supportive information be reviewed for a different major. Students need to include a statement indicating the reasons for the change and identify their new academic objectives. The program coordinator of the intended major will make a recommendation to the Dean.

TRANSFER OF GRADUATE CREDIT

A student admitted graduate programs within the School of Education who has completed coursework at another accredited institution offering graduate work may request a transfer of 3-12 hours with the approval of the program coordinator if

1. the course is graduate level from an accredited university;
2. the student earned at least a "B" or its equivalent in each course to be transferred;
3. the advisor, program coordinator, chair, and Dean approve the course as part of the student's graduate program; and
4. the course credit was earned within the past three years.

Transfer credit does not reduce the student's residence requirement. Extension credits offered through other universities are not acceptable.

EXTENSIONS AND/OR REINSTATEMENT

Students are given six years from the time they are admitted to complete a master's degree. If circumstances arise beyond the student's control that deter degree completion, an extension of up to one year may be granted. Students receiving an extension of time to complete the degree requirements are subject to all program requirements in effect at the time the extension is granted, and may be required to take additional courses or major courses again.

All students who have not taken courses in the last six years must apply for admission under the current standards.

REGISTRATION OF GRADUATE STUDENTS IN 4000-LEVEL COURSES

Graduate students may take 4000-level courses as prerequisite courses ONLY. These courses will not be counted toward the academic program requirements and will not be counted in the student’s cumulative graduate grade point average.

EDUCATIONAL RESEARCH AND EDUCATIONAL STATISTICS

In accordance with the general regulations of the Graduate Division of the School of Education at North Carolina Central University, students pursuing the master's degree must complete a course in research and a course in statistics. Statistics must be taken prior to admission to candidacy.

THESIS

Candidates for the master's degree in some programs must submit an acceptable thesis. Credit equal to that of one full course (3 semester hours) will be granted when a thesis is accepted and successfully defended. Students must be enrolled in EDGR 5900 Thesis when seeking consultations with their advisor and using the resources in the library. In addition to the above approvals, thesis proposals must be approved by the Graduate Council and the completed thesis defended orally before a thesis committee of three professors.

The preparation of the thesis should show the capacity of the student under guidance to accomplish independent investigation, and it must demonstrate mastery of the methodology of research. It is not expected or required that the thesis or research project in every case be
an original contribution to knowledge. The student, in the preparation of the thesis, is concerned with knowledge and the evidential bases on which the knowledge rests. Various types of theses are required by different program areas.

A copy of the regulations regarding form, style, and physical requirements for a thesis or research project may be obtained from the Office of Graduate Studies.

All requirements— including the written examination, thesis and the oral examination— must be completed by the dates listed in the academic calendar in order for a student to receive his/her degree during the desired semester.

PORTFOLIO

Candidates for the Master’s degree in some programs must submit an acceptable portfolio. There is no course credit granted for the portfolio requirement. The purpose of the portfolio is to demonstrate competency in knowledge and skills in the proposed area of study. Competency is typically demonstrated by a class project carried out by a student in a school or classrooms. These projects or papers are developed during courses. Various types of portfolios are required by different program areas. Consult with a given program coordinator or advisor about specific program portfolio requirements.

Students should keep a written log of the projects and papers that they plan to submit as part of their portfolio. Student projects should be reviewed each semester with the student’s advisor. Some class projects or papers may be acceptable for a class grade, but will not be accepted as evidence of competency for a portfolio. In those cases, students will be asked to redo or revise projects or papers to meet portfolio criteria.

Portfolios are due at the latest on the same day as university comprehensive exams. Portfolios may be reviewed by two faculty members and an outside evaluator from the educational community. Students and their faculty advisor will select the outside reviewer. A student’s portfolio must be rated as acceptable by all reviewers for the student to graduate. Students may be asked to revise one or more competency areas.

All requirements including the written examination and the portfolio must be completed by the dates on the academic calendar in order for a student to receive his/her degree during the desired semester.

FOLIOTEK

All students in the School of Education or in a teacher education program housed outside of the School of Education are required to pay for a Foliotek account. Foliotek is a software system used in the assessment of student knowledge, skills, and disposition. Current fees are $30.00 for one year, $59.00 for two years, $87.00 for three years, $112.00 for four years, and $125.00 for five years.

This is a REQUIREMENT for continued enrollment as a degree-seeking or licensure-only student in the School of Education at North Carolina Central University. Students MUST maintain a Foliotek account while enrolled in school because they will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that students have met competencies of their program of study - but more importantly - this system will serve as a professional e-portfolio and file storage. NCCU’s Foliotek structure is still a work in progress for each respective department.

ADMISSION TO CANDIDACY
A graduate student is eligible for candidacy after (1) satisfactory completion all conditional work recommended by his/her advisor, (2) satisfactory completion of at least nine semester hours of graduate work in residence, (3) satisfactory completion of a course in statistics, (4) approval of the major, and thesis topic approved by his/her advisor, and (5) approval of the developmental stages of the portfolio.

After a graduate student has been duly admitted to the Graduate Division to pursue work leading toward the master's degree, the student must then qualify for admission to candidacy for the degree. The student's advisor submits a recommendation to the Graduate Council that the student be admitted to candidacy. This recommendation must be supported by evidence, gathered by the advisor, that the student has developed or is developing the competencies required by the program. The evidence may include the results of objective tests, of observations of the student in a work situation, portfolio submissions and of the application of other evaluation techniques approved by the School of Education. Application for candidacy must be made no later than the semester before the commencement at which the degree is expected. The procedures established for approval of all applications for admission to candidacy for all master's degrees in the School of Education will be used.

THE STUDENT'S THESIS SPECIAL COMMITTEE

After a student is admitted to candidacy, a special committee, composed of three members of the Graduate Faculty, is appointed. The appointment is made by the SOE Graduate Council. The committee is the student's advisory guide in the matter of research. The coordinator of the student's thesis serves as chairperson of the committee.

COMPREHENSIVE FINAL EXAMINATIONS

In addition to individual course examinations, candidates for the master's degree in Education are required to pass a comprehensive written final examination covering the courses within the major. This examination date is established by the academic department. Students completing a thesis are required to take an oral examination covering the thesis and its application in the major and minor subjects. A committee of examiners representing the major administers this examination. Contact your program area coordinator for specific information about the comprehensive written final examination.

A student who fails to pass either the comprehensive written final examination or the oral examination may, after a period of one semester, apply for and secure reexamination. Should a second failure occur, a third examination is possible upon the recommendation of the department chair after consultation with the program coordinator and on a favorable vote from the SOE Graduate Council. If the request for a third retake of the comprehensive written final examination is denied, or in the event of a third failure, the student will be dismissed from the program.

SUMMARY OF M.A. REQUIREMENTS

The candidate must
1. have a bachelor's degree from an approved institution;
2. hold or be qualified to hold an initial teaching license if seeking public school teacher licensure;
3. meet specific requirements of the teaching license for which he/she wishes the institution to recommend him/her if seeking public school teacher licensure;
4. earn a minimum of two residence credits;
5. apply for admission to candidacy for the master's degree at least four months before the commencement at which the degree is expected;
6. apply for graduation in the Office of the
Registrar the semester during which the degree requirements will be completed; this application must be on file no later than the deadline date listed in the academic calendar;

7. successfully complete at least 33 semester hours of course work;
8. successfully complete a course in statistics and a course in research;
9. successfully complete a comprehensive written examination in the fields of the major;
10. successfully complete a thesis (if it is a program requirement); and
11. successfully complete an oral examination covering the thesis.

SUMMARY OF M.ED. REQUIREMENTS

The candidate must
1. have a bachelor’s degree from a recognized institution;
2. hold a North Carolina initial license or the equivalent (if necessary);
3. earn a minimum of two residence credits;
4. successfully complete a course in statistics and a course in research;
5. successfully complete at least 36 semester hours of course work;
6. apply for admission to candidacy filed at least four months prior to the commencement at which the degree is expected;
7. apply for graduation in the Office of the Registrar the semester during which degree requirements will be completed; this application must be on file no later than the deadline date listed in the academic calendar; and
8. successfully complete a comprehensive written examination in the fields of the major;
9. successfully complete a thesis (if it is a program requirement);
10. successfully complete an oral examination of the thesis; and
11. successfully complete a portfolio (if it is a program requirement).

SUMMARY OF M.A.T. REQUIREMENTS

The candidate must
1. have a bachelor’s degree from a recognized institution;
2. be qualified to hold an initial teaching license (effective 8/1/2013);
3. meet specific requirements of the teaching license for which he/she wishes the institution to recommend him/her;
4. earn a minimum of two residence credits;
5. successfully complete a course in statistics and a course in research;
6. successfully complete at least 36 semester hours of course work;
7. apply for admission to candidacy filed at least four months prior to the commencement at which the degree is expected;
8. apply for graduation in the Office of the Registrar the semester during which degree requirements will be completed; this application must be on file no later than the deadline date listed in the academic calendar; and
9. successfully complete a portfolio in the field of major.

SUMMARY OF M.S.A. REQUIREMENTS

The candidate must
1. have a bachelor’s degree from a recognized institution;
2. hold an initial North Carolina teaching license;
3. meet specific requirements of the school administration license for which he/she wishes the institution to recommend him/her;
4. earn a minimum of two residence credits;
5. successfully complete a in statistics and a course in research;
6. successfully complete 42 hours;
7. apply for admission to candidacy upon the successful completion of 15 hours of coursework;
8. apply for graduation in the Office of the Registrar; this application must be on file no later than the deadline date listed in the academic calendar;
9. successfully complete a comprehensive written examination in the field of major;
10. successfully complete a portfolio in the field of major and
11. successfully complete an oral presentation of the portfolio.

Overview of Program Concentrations in the School of Education

- Education Technology: MA, Portfolio or Thesis, 39 credit hours, Research & Statistics, Written & Oral Exam,
- Master of School Administration: MSA, Portfolio, 45 credit hours, Research & Statistics, Written
- Special Education:
  - Behavioral Emotional Disabilities: MAT, Portfolio, 39 credit hours, Research & Statistics, Written
  - Learning Disabilities: MAT, Portfolio, 39 credit hours, Research & Statistics, Written
  - Visual Impairment: MEd./MAT, Portfolio, 39/62 credit hours, Research & Statistics, Written
- Communication Disorders: MEd, Portfolio or Thesis, 62 credit hours, Research & Statistics, Written
- School Counseling: MA, 51 credit hours, Research & Statistics, Written
- Mental Health Counseling: MA, 60 credit hours, Research & Statistics, Written
- Career Counseling: MA, 48 credit hours, Research & Statistics, Written

COUNSELOR EDUCATION
DEPARTMENT OF ALLIED PROFESSIONS

Career Counseling, Clinical Mental Health Counseling, and School Counseling

Dr. Peggy Whiting, Coordinator
Counselor Education Program
Program Telephone: (919) 530-6182
Fax: (919) 530-5328
Email: pwhiting@nccu.edu

Dr. Edward Moody, Chair
Department of Allied Professions
Program Telephone: (919) 530-5180
Fax: (919) 530-5328
Email: emoody@nccu.edu

Graduate programs in Career Counseling, Clinical Mental Health Counseling, and School Counseling, offering courses leading to the Master of Arts degree in Counselor Education.

COUNSELOR EDUCATION PROGRAM MISSION

The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.

OBJECTIVES

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations;
4. Utilize cultural competence in practice;
5. Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
6. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
7. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
8. Utilize appropriate assessment tools and procedures;
9. Consult with others concerning the developmental needs of culturally diverse clients;
10. Integrate research data into evidence-based practice.

The Counselor Education Program is housed within the Department of Allied Professions in the School of Education and is fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and is approved by the International Registry of Counselor Education Programs (IRCEP). Classes are offered in three delivery formats – on-campus, online, and hybrid. Applicants must complete an online application including transcripts, references, GRE scores, and a professional statement. A select number of applicants will be contacted for an admission interview before final decisions are made. All materials must be submitted by February 1st for fall semester admissions. Students must maintain a 3.0 GPA to remain in good academic standing (see University policies on earning grades of C or F). Financial aid information can be located through the Financial Aid Office. A limited number of graduate assistantships are available to fully admitted students.

Each of the three concentrations is divided into three phases of courses. These are sequenced for matriculation through the student’s specific program of study. Students may opt to complete a thesis for 3 semester hours of credit by enrolling in EDGR 5900 (Phase 3). The preparation of the thesis should show the capacity of the student under guidance to accomplish independent investigation, and it must demonstrate mastery of the methodology of research.

A brief overview of the three concentrations is as follows:

- The graduate program in Career Counseling is designed to prepare counselors to assist clients in career exploration, career decision-making and career development.
- The graduate program in Clinical Mental Health Counseling is designed to give adequate breadth and depth of training to prepare counselors to perform counseling activities in mental health settings.
- The graduate program in School Counseling is designed to prepare counselors to work in K-12 settings.

Letters of recommendation prepared by the counseling faculty will indicate the program in which each student was enrolled (i.e., career counseling, clinical mental health counseling, school counseling) and will describe the nature of the internship which the individual completed (i.e., setting, population served). In addition, program faculty will only recommend individuals for licenses and certificates for which they are qualified by having met the requisite standards.

THE GRADUATE PROGRAM IN CAREER COUNSELING LEADING TO THE MASTER OF ARTS DEGREE

The career counseling program track prepares students to work as career development professionals with people of all ages in a variety of settings. These settings include, but are not limited to, career services offices in colleges, universities, community colleges, K-12 public and private schools, nonprofit organizations, and private companies.

Curriculum Requirements
Educational Research: 6 hours
- EDGR 5910 Introduction to Statistical Methods (3) Phase 2
- EDGR 5920 Procedures in Educational Research (3) Phase 3

Professional Counseling: 36 hours
- CON 5201 Ethical and Professional Orientation to Counseling (3) Phase 1
- CON 5310 Theories and Techniques of Counseling (3) Phase 1
- CON 5320 Vocational Theory and Career Development (3) Phase 1
- CON 5331 Psycho-Social Development and Behavioral Dynamics (3) Phase 1
- CON 5351 Principles and Procedures of Group Counseling (3) Phase 1
- CON 5360 Multicultural and Gender Issues in Counseling (3) Phase 1
- CON 5361 Assessment, Evaluation and Analysis in Counseling (3) Phase 2
- CON 5371 Pre-Practicum Counseling Skills (3) Phase 2
- CON 5372 Supervised Practicum in Counseling (3) Phase 3
- CON 5373 Consultative/Referral Processes in Counseling (3) Phase 2
- CON 5390 Internship in Counseling: Career (6) Phase 3

Specialty Studies: 6 hours
- CON 5325 Advanced Career Counseling (3) Phase 2
- Electives – Courses are to be selected with the student’s academic advisor (3)
- Total 48 credit hours

NOTE: The Internship, CON 5390, is a 600-hour requirement, which can be completed over 1 or 2 semesters. Candidates must obtain a passing score on the comprehensive examination, and successfully defend their portfolio to graduate.

<table>
<thead>
<tr>
<th>Career Counseling Plan of Study</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHASE I</td>
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<td>PHASE II</td>
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<tr>
<td>PHASE III</td>
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<td></td>
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<tr>
<td>TOTAL HOURS:</td>
<td>48</td>
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</tbody>
</table>

THE GRADUATE PROGRAM IN CLINICAL MENTAL HEALTH COUNSELING LEADING TO THE MASTER OF ARTS DEGREE

The clinical mental health counseling program prepares students to work as counselors in mental health settings. The program provides students with comprehensive curricular and supervised experiences for professional licensure with the North Carolina Board of Licensed Professional Counselors and for initial preparation in other mental health counseling specialty areas.

Curriculum Requirements

Educational Research: 6 hours
- EDGR 5910 Introduction to Statistical Methods (3) Phase 2
- EDGR 5920 Procedures in Educational Research (3) Phase 3

**Professional Counseling: 36 hours**
- CON 5201 Ethical and Professional Orientation to Counseling (3) Phase 1
- CON 5310 Theories and Techniques of Counseling (3) Phase 1
- CON 5320 Vocational Theory and Career Development (3) Phase 1
- CON 5331 Psycho-Social Development and Behavioral Dynamics (3) Phase 1
- CON 5351 Principles and Procedures of Group Counseling (3) Phase 1
- CON 5360 Multicultural and Gender Issues in Counseling (3) Phase 1
- CON 5361 Assessment, Evaluation and Analysis in Counseling (3) Phase 2
- CON 5371 Pre-Practicum Counseling Skills (3) Phase 2
- CON 5372 Supervised Practicum in Counseling (3) Phase 3
- CON 5373 Consultative/Referral Processes in Counseling (3) Phase 2
- CON 5390 Internship in Counseling: Clinical Mental Health (6) Phase 3

**Specialty Studies: 18 - 19 hours**
- CON 5306 Introduction to Substance Abuse Counseling (3) Phase 1
- CON 5307 Crisis, Trauma, and Grief Counseling (3) Phase 1
- CON 5381 Introduction to Clinical Mental Health Counseling (3) Phase 1
- CON 5321 Introduction to Family Counseling (3) Phase 1
- PSYG 5121 Advanced Abnormal Psychology (4)* Phase 2
  Candidates may transfer in a 3 hour Advanced Abnormal Psychology course.
- Electives – Courses are to be selected with the student’s academic advisor (3)
- Total 60 credit hours

**Clinical Mental Health Counseling Plan of Study**

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>5201 Ethical &amp; Prof Orient to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>5310 Theories &amp; Techniques</td>
<td>3</td>
</tr>
<tr>
<td>5321 Intro to Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>5381 Intro to Clinical Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>5331 Psychosocial Development</td>
<td>3</td>
</tr>
<tr>
<td>5320 Voc. Theory &amp; Career Dev.</td>
<td>3</td>
</tr>
<tr>
<td>5360 Cultural Div. &amp; Gender Issues</td>
<td>3</td>
</tr>
<tr>
<td>5351 Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>5306 Into to Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>5307 Crisis, Trauma &amp; Grief</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE II:</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDGR 5910 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>5371 Pre-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>5361 Assessment</td>
<td>3</td>
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<tr>
<td>5373 Consultation</td>
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</tr>
<tr>
<td>Advanced Abnormal Psychology (PSYG 5121) or Special Topics AP</td>
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</tr>
<tr>
<td>Advisor Approved/Electives</td>
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<thead>
<tr>
<th>PHASE III:</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>5372 Practicum</td>
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<tr>
<td>5390 Internship</td>
<td>6</td>
</tr>
<tr>
<td>EDGR 5920 Educational Research</td>
<td>3</td>
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</tbody>
</table>

**TOTAL HOURS:** 60

**NOTE:** The Internship, CON 5390, is a 600-hour requirement, which can be completed over 1 or 2 semesters. Candidates must obtain a passing score on the comprehensive examination, and successfully defend their portfolio to graduate.
THE GRADUATE PROGRAM IN SCHOOL COUNSELING LEADING TO THE MASTER OF ARTS DEGREE

The school counseling program track prepares students to work as school counselors in K-12 settings. The program provides students with all the curricular and supervised experiences required by the Department of Public Instruction for NC licensure as a professional school counselor.

Curriculum Requirements

**Educational Research: 6 hours**
- EDGR 5910 Introduction to Statistical Methods (3) Phase 2
- EDGR 5920 Procedures in Educational Research (3) Phase 3

**Professional Counseling: 36 hours**
- CON 5201 Ethical and Professional Orientation to Counseling (3) Phase 1
- CON 5310 Theories and Techniques of Counseling (3) Phase 1
- CON 5320 Vocational Theory and Career Development (3) Phase 1
- CON 5331 Psychosocial Development and Behavioral Dynamics (3) Phase 1
- CON 5351 Principles and Procedures of Group Counseling (3) Phase 1
- CON 5360 Multicultural and Gender Issues in Counseling (3) Phase 1
- CON 5361 Assessment, Evaluation and Analysis in Counseling (3) Phase 2
- CON 5371 Pre-Practicum Counseling Skills (3) Phase 2
- CON 5372 Supervised Practicum in Counseling (3) Phase 3
- CON 5373 Consultative/Referral Process in Counseling (3) Phase 2
- CON 5390 Internship in Counsel: School (6) Phase 3

**Specialty Studies: 9 hours**
- CON 5303 Introduction to School Counseling (3) Phase 1
- CON 5304 Advanced School Counseling (3) Phase 2
- Electives – Courses are to be selected with the student’s academic advisor (3)
- Total 51 credit hours

NOTE: The Internship, CON 5390, is a 600-hour requirement, which can be completed over 1 or 2 semesters. Candidates must obtain a passing score on the comprehensive examination, and successfully defend their portfolio to graduate.

### School Counseling Plan of Study

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<td>3</td>
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<tr>
<td>5301 Intro to School Counseling</td>
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<tr>
<td>5331 Psychosocial Development</td>
<td>3</td>
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<tr>
<td>5320 Voc. Theory &amp; Career Dev.</td>
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<tr>
<td>5360 Cultural Div. &amp; Gender Issues</td>
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<tr>
<td>5351 Group Counseling</td>
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<td>5361 Assessment</td>
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<tr>
<td>5373 Consultation</td>
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<tr>
<td>5302 Advanced School Counseling</td>
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<tr>
<td>Advisor Approved/Electives</td>
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</tr>
<tr>
<td>EDGR 5920 Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS:** 51
Counseling Course Descriptions

CON 5201. Ethical and Professional Orientation to Counseling (3)
This course is designed to provide an understanding of the ethical and professional issues in the field of counseling. Additionally, identity of the professional counselor, the characteristics of an effective counselor, and self-exploration in relation to that role are also examined.

CON 5303. Introduction to School Counseling (3)
This course is an introductory course in the school counseling program and provides an in-depth overview to school counseling at the K-12 level. The class is designed so that students can comprehend the academic, career, and personal/social needs of all K-12 students, including those with special needs. This course is designed to give students an overview of current trends, practices, and policies of school counseling on the local, state, and national levels. Students will examine the American School Counseling National Model as the basis for developing a comprehensive, developmentally appropriate school counseling program in a K-12 setting.

CON 5304. Advanced School Counseling (3)
Prerequisites: CON 5303. This course is an advanced course in school counseling designed for students to learn how to organize and administer a comprehensive, developmentally appropriate school counseling program in a K-12 setting. This course further examines contemporary issues within education, legal and ethical policies in school counseling, cultural competence critical for the diverse/global society, and proactive programming to meet the issues of children and adolescents.

CON 5305. Special Topics: Workshop in Counseling (1-6)
Special workshops and short intensive courses on theory, methods, supervision, and other special topics in counseling.

CON 5306. Introduction to Substance Abuse Counseling (3)
This course is designed to provide an overview of substance abuse counseling and psychopharmacology for mental health counselors. Topics discussed include addiction issues, diagnosis, treatment planning and individual and group counseling strategies with diverse populations. Additionally, students will be exposed to the fundamentals of psychotropic medications. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. Boundaries of practice and practical issues of assessment and referral will be covered.

CON 5307 Crisis, Trauma, and Grief Counseling (3)
This course will provide specialized instruction for candidates in the Clinical Mental Health Counseling concentration of the Counselor Education Program. Candidates will learn advocacy, consultation, crisis intervention and clinical strategies for assisting clients facing life changes, transitions across the lifespan, and loss and traumatic events.

CON 5310. Theories and Techniques of Counseling (3)
This course provides a comprehensive study of the major approaches to counseling and psychotherapy, the philosophy, theorists, techniques, and research associated with them. Students will develop an initial philosophy of practice and will identify preferred treatment procedures for selected client problems.

CON 5311. Introduction to Rehabilitation Counseling/Case Management (3)
This course provides an examination of the professional roles, ethics, credentials, identity, and context of rehabilitation counseling. The field of rehabilitation is reviewed. The counselor’s role in assisting with client social,
legal and psychological functioning in the rehabilitation process is examined.

CON 5312. Job Development/Placement (3)
Prerequisites: CON 5320. This course emphasizes the acquisition of the knowledge and skills necessary for counselors to work effectively in the job placement process for individuals with disabilities. Effective informational strategies will be discussed such as job seeking skills, coaching, supported employment as well as educational resources. Prerequisite: CON 5320 (Vocational Theory and Career Development).

CON 5313. Psychological/Social Aspects of Disability (3)
This course emphasizes the theories related to the social and psychological adjustment involved in disability-related issues. This course also reviews cultural diversity issues related to disability.

CON 5314. Medical Aspects of Disability (3)
Basic clinical and medical conditions are presented in this class. The course addresses many areas of specialization related to rehabilitation and provides information related to treatment and diagnoses.

CON 5320. Vocational Theory and Career Development (3)
This course provides a survey of the major theories of career choice and development with demonstrations on how to translate these theories into meaningful practice in the counselor-client relationship. Candidates will demonstrate the ability to use computerized assistance guidance systems and career development techniques across the life span.

CON 5321. Introduction to Family Counseling (3)
Prerequisites: CON 5201 & CON 5310. This course consists of an in-depth study of the history, theory, and practice of family therapy. The focus will be on the understanding of families, therapeutic approaches to working with families, special populations in family therapy, and professional issues in family therapy.

CON 5325. Advanced Career Counseling (3)
Prerequisites: CON 5320. This course will provide specialized instruction for candidates in the Career Counseling concentration of the Counselor Education Program. Candidates will be provided instruction in the foundations of career counseling and the contextual dimensions of career counseling. Knowledge and skill requirements for career counselors will be emphasized, covering the application of career information systems, research and evaluation in career counseling, and ethical and legal issues specific to career counselors.

CON 5331. Psychosocial Development and Behavioral Dynamics (3)
This course provides a focus on the developmental process and the behavioral dynamics of individuals over the life span. Theories of personality and their relevance for client understanding will be explored.

CON 5351. Principles and Procedures of Group Counseling (3)
Prerequisites: CON 5201 and CON 5310. This course provides a study of the dynamics, processes, and functions of group work in counseling. Candidates will identify the therapeutic forces for behavioral change within a counseling group. Students will develop the skills to lead a group and, through participation in a group, will demonstrate their ability for interaction and growth.

CON 5360. Multicultural and Gender Issues in Counseling (3)
This class gives an overview of the knowledge base from the research on multicultural counseling and gender issues as they relate to counselor effectiveness. The course will provide experiential opportunities for awareness enhancement and skill building for practitioners in diverse cultural contexts. Multicultural critical incidents will be examined.
CON 5361. Assessment, Evaluation and Analysis in Counseling (3)  
Prerequisites: Phase 1 completion. This class provides an examination of the clinical skills used in client assessment and diagnosis with an overview of the Diagnostic and Statistical Manual of Mental Disorders. Experience in selecting, administering, scoring and interpreting tests and other assessment tools commonly used by counselors will be provided.

CON 5363. Advanced Seminar on Special Issues in Counseling (3)  
Prerequisites: Phase 1 completion. A consideration of special issues such as legal, ethical, health, addiction, credentialing, marriage and family or other current topics geared to the interests of advanced counseling candidates.

CON 5371. Pre-practicum Counseling Skills (3)  
Prerequisites: Phase 1 completion. An opportunity is provided for candidates in all program tracks to learn and demonstrate through micro counseling and video sessions the skills of counseling interviews. Emphasis is placed on applying techniques through role-playing and practicing skills in classes. This is a practice-oriented course with major emphasis on applying counseling techniques, considering multicultural issues and analyzing counseling style and performance through a reflection and self-evaluation process. Candidates must achieve a grade of B or better in this course before placement in CON 5372 and or CON 5390.

CON 5372. Supervised Practicum in Counseling (3)  
Prerequisites: Phase 2 completion and a B or better in CON 5371. Advanced candidates in counseling will participate in a clinical instructional environment under the supervision of a faculty member. Candidates will receive supervision from a faculty member as they obtain individual and group counseling experience. The practicum is a 100-hour field experience in a mental health, career, or school counseling setting.

CON 5373. Consultative/ Referral Processes in Counseling (3)  
Prerequisites: Phase 1 completion. This course provides an examination of the theories of consultation and the skills needed in working with parents, families, agencies, and organizations. Opportunities to practice consultation in class and the field will be provided. The development of treatment plans will be discussed as well as procedures and processes for making referrals.

CON 5381. Introduction to Clinical Mental Health Counseling (3)  
This class gives students an opportunity to explore the organization and functions of various local, state and federal agencies responsible for community mental health. The student will be able to identify problems peculiar to various mental health agencies and will examine prevention and treatment strategies related to community mental health counseling.

CON 5390. Internship in (Career, School, or Mental Health) Counseling (3-6)  
Prerequisites: Phase 2 completion and a B or better in CON 5371 and CON 5372. This class provides an opportunity for advanced candidates in counseling to demonstrate the ability to perform all counseling duties and responsibilities with individuals and groups in their applied sites. The internship is a 600 hour field placement experience.

SPECIAL EDUCATION


DEPARTMENT OF CURRICULUM AND INSTRUCTION
Theodore Pikes, Chair
Department Telephone: (919) 530-7291
Fax: 530-5353
E-mail: tpikes@nccu.edu

The Special Education Program prepares graduates to be professional educators and leaders in the field of special education for candidates with disabilities in the licensure areas of general curriculum in special education, behavioral-emotional disabilities, learning disabilities, and visual impairments. The mission of the Special Education Program is to prepare teachers to effectively teach and nurture candidates with special needs, to address issues of language and cultural diversity, and to collaborate with parents, other professionals, and candidates in the delivery of evidence based educational programs.

Degree Programs

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

The Master of Arts in Teaching is a 39-54 hour program for candidates who have a background in education, but do not have a license in special education. The program provides candidates with initial license competencies in knowledge of special populations, adapting curriculum, assessing candidates, writing IEPs and instructional methodology. After completion of the basic courses, candidates take courses in applied research, leadership and technology with advanced study of current research and policy in special education. Candidates will need up to 15 hours of prerequisites prior to being fully admitted to the MAT program. Candidates receive an initial license in Special Education General Curriculum and an advanced license in their concentration area. Candidates may concentrate in Behavioral/Emotional Disabilities, Learning Disabilities, or Visual Impairment.

Master of Education (M.Ed.)

The Master’s in Education is a graduate program leading to Advanced Licensure for candidates who have the required initial licensure in education or special education and at least one year of teaching experience. Courses offer candidates an opportunity for applied research, advanced technology, development of leadership skills, and advanced study in special education with an emphasis on understanding and using current research and policy. Candidates may concentrate in Visual Impairment or Orientation and Mobility or Vocational Rehabilitation Therapy.

Licensure Only Programs

Licensure Only programs are available in Visual Impairment and Mild Disabilities General Curriculum. Candidates with undergraduate degrees may apply for a Licensure Only Program in Mild Disabilities, General Curriculum through the Graduate Admissions Office.

Master of Arts in Teacher Special Education
Option 1

Specialty in Behavioral and Emotional Disabilities, Learning Disabilities

Program Requirements: 39-57 hours

Admission requires completion of prerequisite competencies and/or licensure in education. Prerequisites in the Program (15 hours)

- EDEC 5620 Introduction to Exceptional Children (3)
- EDEC 5634 Cultural and Legal Foundations of Special Education (3)
- EDEC 5679 Adaptive Technologies for Special Populations
- EDCI 5221 Instructional Programs in Mathematics (3)
- EDGR 5125 Psychological Foundations of Education (3)
General Curriculum Competencies (Initial Licensure Requirements 21 Hours)

- EDEC 5621 Classroom Management (3)
- EDEC 5622 Teaching Candidates with Special Needs in Elementary School (3)
- EDEC 5623 Teaching Adolescents with Special Needs (3)
- EDEC 5630 Collaborative Planning for Individualized Student Programs (3)
- EDEC 5628 Instructional Reading Strategies for Exceptional Children (3)
- EDEC 5671 Assessment in Special Education (3)
- EDEC 5690 Initial Practicum in Special Education (3)

All candidates requesting initial licensure at this point in their program must complete EDEC 5690 Initial Practicum in Special Education.

Advanced Curriculum Competencies (12 Hours)

- EDGR 5910 Introduction to Statistical Methods in Education (3)
- EDGR 5925 Applied Research Techniques or EDGR 5920 (3)
- EDEC 5635 Current Research and Leadership Issues in Special Education (3)
- EDEC 5695 Professional Practicum (3) Permission of advisor required.
  Prerequisite is two years of successful teaching in Special Education or EDEC 5690.

Concentration Areas (9 Hours)
Behavioral/Emotional Disabilities

- EDEC 5151 Characteristics Candidates with Behavioral/Emotional Disabilities (3)
- EDEC 5641 Methods for Teaching Candidates with Behavioral/Emotional Disabilities (3) *Prerequisite EDEC 5151*
- EDEC 5645 Advanced Seminar in Behavioral/Emotional Disabilities (3)

Learning Disabilities

- EDEC 5672 Characteristics of Candidates with Learning Disabilities (3)
- EDEC 5681 Methods for Teaching Candidates with Learning Disabilities (3) *Prerequisite EDEC 5672*
- EDEC 5685 Advanced Seminar in Learning Disabilities (3)

Master of Arts in Teaching Special Education-Option II

Program Requirements – 36 Hours
Specialty Areas in Behavioral/Emotional Disabilities or Learning Disabilities

Admission to the program requires permanent, initial license in special education and a course in educational technology in the last five years or a technology certificate from the NC Department of Public Instruction or Local Education Agency.

Core Courses (24 Hours)

- EDGR 5915 Statistics Applied to Educational Measurement (3)
- EDGR 5925 Applied Research Techniques (3)
- EDGR 5130 Teachers as Leaders: Roles and Responsibilities (3)
- EDEC 5628 Instructional Reading Strategies for Exceptional Children (3)
- EDEC 5622 Teaching Candidates with Special Needs in Elementary School (3) Or
- EDEC 5623 Teaching Adolescents with Special Needs (3)
- EDEC 5632 Special Education and Disabilities Law (3)
- EDEC 5634 Cultural and Legal Foundations of Special Education (3)
• EDEC 5635 Current Research and Leadership Issues in Special Education Programs (3)
• EDEC 5695 Professional Practicum (3)

Concentration Areas (12 Hours)

Behavioral / Emotional Disabilities
• EDEC 5151 Characteristics of Candidates with Behavioral/Emotional Disabilities (3)
• EDEC 5641 Methods for Teaching Candidates with Behavioral/Emotional Disabilities (3)
  (Prerequisite: EDEC 5151)
• EDEC 5645 Advanced Seminar in Behavioral/Emotional Disabilities (3)

Learning Disabilities
• EDEC 5672 Characteristics of Candidates with Learning Disabilities (3)
• EDEC 5681 Methods for Teaching Candidates with Learning Disabilities (3)
  (Prerequisite: EDEC 5672)
• EDEC 5685 Advanced Seminar in Learning Disabilities (3)

M.Ed. in Special Education Concentration in Visual Impairment (for candidates who hold a Teaching License)

Prerequisite Courses (3 hours)
• EDEC 5620 - Introduction to Exceptional Children (3)

Core Courses (24 Hours)
Special Education Core Courses (9 Hours)
• EDEC 5634 - Cultural and Legal Foundations or equivalent (3)
• EDGR 5910 - Statistics Applied to Educational Measurement or equivalent (3)
• EDGR 5925 - Applied Research Techniques (prerequisite: EDGR 5910) (3)

Visual Impairment Core Courses (16 Hours)
• EDEC 5501 - Introduction to Visual Impairment (3)
• EDEC 5502 - Introduction to Contracted Braille Code (1)
• EDEC 5601 - Structure and Function of the Eye (3)
• EDEC 5603 - Orientation and Mobility for the Classroom Teacher (3)
• EDEC 5610 - Psychosocial Implications of Visual Impairment (3)
• EDEC 5513 - Advanced Seminar in Visual Impairments (3)

Focus in Visual Impairment (19 Hours)
• EDEC 5504 - Specialized Braille Code or equivalent (1)
• EDEC 5508 - Technology for the Visually Impaired (3)
• EDEC 5602 - Teaching Braille and Communication Skills (3)
• EDEC 5604 - Problems, Methods, and Materials (3)
• EDEC 5631 - Assessment and Planning for Diverse Learners with VI (3)
• EDEC 5696 - Professional Practicum in VI (3)
• Electives: 3 credit hours from EDEC 5511, 5512, or 5611

Focus in Orientation and Mobility (18 Hours)
• EDEC 5605 - Sensory Motor Development (3)
• EDEC 5606 - Orientation and Mobility Praxis I; Instructor permission (3)
• EDEC 5607 - Orientation and Mobility Praxis II; Instructor permission (3)
• EDEC 5608 - Orientation and Mobility for Special Populations (3)
• EDEC 5697 - Practicum in Special Education: Orientation and Mobility (3)
  Electives: 3 credit hours from EDEC 5511, 5512, 5602, or 5611
MAT in Special Education for Teaching in Visual Impairment (*for candidates who do not hold a Teaching License)

Prerequisites (12 Hours)

- EDEC 5620 – Introduction to Exceptional Children or equivalent (3)
- EDCI 5221 – Instructional Programs in Mathematics (3)
- EDGR 5299 – Instructional Programs in Reading (3)
- EDGR 5125 – Psychological Foundations of Educations (3)

Curriculum Competencies (32 Hours)

- EDEC 5501 – Introduction to Visual Impairments (3)
- EDEC 5502 – Introduction to Contracted Braille Code (1)
- EDEC 5504 – Specialized Braille Code or Equivalent (1)
- EDEC 5508 – Technology for the Visually Impaired (3)
- EDEC 5601 – Structure and Function of the Eye (3)
- EDEC 5602 – Teaching Braille and Communications Skills (3)
- EDEC 5603 – Orientation and Mobility for the Classroom Teacher (3)
- EDEC 5604 – Problems, Methods, and Materials for VI Learner (3)
- EDEC 5631 – Assessment and Planning for Diverse Learners with VI (3)
- EDEC 5610 – Psychosocial Implications of Visual Impairment (3)

Advanced Curriculum Courses (15 Hours)

- EDEC 5634 – Cultural and Legal Foundations or equivalent (3)
- EDGR 5915 – Statistics Applied to Educational Measurement (3)
- EDGR 5920 – Procedures in Educational Research (3)

Special Education Courses

Prerequisites to the MAT Program

EDGR 5125. Developmental and Psychological Foundations of Education (3)
Candidates will analyze learning processes in school situations and examine human motivation, the affective, cognitive, social, physical and personal development of children and adolescents, individual differences, classroom management and the implications of relevant theory and research for instructional practices. (This course also examines selected issues in contemporary American education at the elementary, middle, and secondary levels such as authentic assessment and fairness in testing.) Candidates will also evaluate the impact of poverty, racism, gender and social class on child growth and development and roles of the teacher and the schools embedded in societal context - using candidates' professional experiences as a bridge between the theoretical and actual classroom practices.

EDGR 5400. Philosophical, Legal, and Cultural Foundations of American Education (3)
An overview to provide candidates with insights and appreciation of the major philosophies and historical and legal events that have influenced educational thought and practice in America, emphasizing the impact of culture on the educational process and its implications for every aspect of the schooling process. Candidates will examine contemporary philosophical, legal and cultural issues.

EDCI 5221. Instructional Programs in Mathematics (3) A survey of methods to prepare candidates to teach mathematics in the schools. Special attention is given to strategies
for teaching, producing mathematical teaching materials, and developing teaching competencies using the current principles of mathematics. Candidates will learn to use the N.C. Standard Course of Study and develop systematic instructional programs in mathematics.

EDEC 5679. Advanced Technology for Special Populations (3) (Prerequisite: the student must have met the competencies for EDU 2800 or passed the state’s technology licensure test.) This course builds upon the application of basic computer competencies, allowing the student to create and present classroom materials using multimedia and web page software. The student will also investigate and evaluate a variety of software programs (e.g., tutorial, simulation, drill and practice, CD-ROM, hypertext and hypermedia) relevant to his/her students’ needs and abilities. Other practical applications for the classroom, such as record keeping using the computer, will be explored.

Core Courses

EDGR 5915. Statistics Applied to Educational Measurement (3) Candidates will learn to interpret tests and develop educational measurements using statistics based on the normal probability curve, correlations and measures of variance. Candidates will also learn to evaluate educational research by analyzing data using Chi square, t tests, and analysis of variance. This course prepares candidates to use statistical tools in conducting action research.

EDGR 5925. Applied Research Techniques (3) (Prerequisite: EDGR 5915 or course equivalent). The emphasis of this class will be on preparing teachers to use systematic research methods to develop and evaluate instructional and educational programs in their own classroom and school. Candidates will develop and implement action research projects which investigate or evaluate a classroom intervention, curricular program, or individual’s academic progress. Candidates will learn to use single subject designs to evaluate individual progress, qualitative measures such as surveys and interviews, as well as traditional quantitative measures.

EDGR 5130. Teachers as Leaders: Roles and Responsibilities (3) This course is designed to develop or enhance leadership skills that will enable the master teacher to effect positive change within the school. Candidates will analyze the impact of co-teaching, conflict resolution, counseling roles; model effective community/school relations; engage in collaborative projects with school-based and/or community-based agencies; develop a grant proposal; conduct an in service workshop; and examine the politics of curriculum development. For one semester, the student will supervise an NCCU student teacher or mentor a non-tenured teacher.

Special Education Core Classes

EDEC 5620. Introduction to Exceptional Children (3) A comprehensive overview of the definitions, etiologies, and the biological, psychological, educational and behavioral characteristics of various exceptionalities. Attention will be focused on the historical, philosophical and educational foundations of special education with an emphasis on collaboration and inclusion.

EDEC 5621. Classroom Management (3) This course is designed to give candidates the skills to structure a classroom environment, set up systematic procedures for implementing academic programs and teach candidates appropriate classroom behaviors. Candidates will learn how to involve candidates in setting up classroom procedures, to provide consistent consequences for student behavior and to help candidates learn to resolve conflicts responsibly.

EDEC 5622. Teaching Elementary Candidates with Special Needs (3)
(Prerequisite: EDEC 5620 and EDEC 5671). An introduction into instructional planning and educational programs at the elementary level with development of lesson plans, unit plans and strategies for large and small group instruction. Candidates will learn effective teaching approaches in reading, math, written language and content areas for candidates with special needs.

EDEC 5623. Teaching Adolescents with Special Needs (3)  
(Prerequisite: EDEC 5620 and EDEC 5671). This course offers an examination and evaluation of curricular models for adolescents with mild to moderate learning problems. Candidates will learn to make modifications and adaptations in content area classes. Emphasis is placed on teaching learning strategies, transition planning for vocational and post-secondary educational programs, and developing life skills. Candidates will teach a learning strategy, develop a transition plan and learn strategies for co-teaching and collaboration.

EDEC 5630. Collaborative Planning (3)  
Candidates will work with other educators in the school and with parents in the development of IEPs. The focus of the class will be on communication and collaboration skills in developing appropriate assessment and educational plans. Methods for providing services in the regular classroom will be examined such as co-teaching, collaborative programs and consultation.

EDEC 5632. Special Education and Disabilities Law (3)  
This course will provide candidates with an in depth study of current disabilities and rehabilitation law. Legislation as well as a review of case laws will be addressed. Candidates will review recent interpretations of IDEA and ADA and the implications for educational practice.

EDEC 5634. Cultural and Legal Foundations in Special Education (3)

This course is designed to integrate the student’s classroom experiences with theoretical discussions about the issues of race, class and gender. Candidates will explore their perceptions of racism, classism and sexism and analyze the impact of these “isms” on actual classroom practices. Candidates will also develop skills in conflict resolution, intercultural communication, and conducting content analysis of instructional materials.

EDEC 5635. Current Research and Program Leadership Issues in Special Education (3)  
(Prerequisites: EDGR 5915, EDGR 5925 and methods in specialty area). This course will evaluate current models for providing special education services, review mandated procedures, and examine innovative approaches to service delivery. Outcome data on current models in place in schools will be collected and analyzed.

EDEC 5671. Assessment in Special Education (3)  
(Prerequisite: EDEC 5620). Psychological and educational assessments of candidates are examined including legal and ethical considerations. Basic measurement concepts and the most common domains in which assessment of abilities and skills are conducted will be discussed. Special consideration will be given to applying assessment information to educational decision-making. Required field experience includes test administration and interpretation.

EDEC 5690. Initial Practicum (3)  
(Prerequisite: Completion of Gateway 2 classes and permission of Advisor). Candidates develop and demonstrate competencies in assessing candidates with special needs, instructional planning, and development of curriculum materials, instructional presentation, and evaluation of the learning process. Regular conferences are held with candidates, cooperating teachers, and university supervisors. Full time candidates will complete a full semester internship. Lateral entry
candidates will complete a supervised internship in their current classroom.

EDEC 5692. Practicum in Behavioral and Emotional Disabilities (Prerequisite: Permission of Advisor).

EDEC 5693. Practicum in Learning Disabilities (3) (Prerequisite: Permission of Advisor). Candidates will develop and demonstrate competencies in the assessment of candidates with special needs, instructional planning, developing curriculum materials, instructional programming, and evaluating the learning process. Regular conferences are held with site personnel, university supervisors and the candidates.

EDEC 5695. Professional Practicum (3) Taken in the last semester of the program. Prerequisite: two years successful teaching experience as licensed teacher, or two years of successful evaluations by supervisors of lateral entry teachers, or completion of initial practicum. This culminating experience will allow candidates to integrate what they have learned (e.g., leadership, grant writing, professional presentations etc.) to plan, implement and evaluate an intensive learning experience individually designed to expand their knowledge of instructional programs, educational issues, and/or cultural differences.

Concentration Courses for Candidates with Behavioral and Emotional Disabilities, Learning Disabilities

EDEC 5151. Characteristics of Candidates with Behavioral and Emotional Disabilities (3) (Prerequisite: EDEC 5620). An introduction to candidates with behavioral and emotional disabilities. Candidates will learn to use NCDPI procedures for definition, identification, and placement of candidates with behavioral, emotional disabilities. Characteristics and etiology defined by DSM categories will be examined along with common interventions and causal factors.

EDEC 5641. Methods for Teaching Candidates with Behavioral/Emotional Disabilities. (3) (Prerequisite EDEC 5151 or permission of instructor). This course is designed to prepare teachers to understand and teach candidates with behavior and emotional problems. Emphasis is placed on learning intervention strategies such as classroom and behavior management techniques, conflict resolution, social skills instruction, and life space intervention. Candidates will learn to collaborate with candidates with disabilities and their families in solving behavior problems through use of functional assessments, behavioral plans and IEPs.

EDEC 5645. Advanced Seminar in Behavioral/Emotional Disabilities (3) Prerequisites: EDGR 5915, EDGR 5925 and methods in specialty area). Seminar candidates will read and discuss current research literature in the field of behavioral and emotional disabilities. In addition to in depth reading on topics from major journals, candidates will plan, implement, and evaluate a project of their own design using new approaches from the literature.

EDEC 5672. Characteristics of Candidates with Learning Disabilities (3) (Prerequisite: EDEC 5620). An introduction to the characteristics of candidates with learning disabilities and their academic and adjustment problems. Emphasis is placed on characteristics, etiology, diagnostic and assessment techniques and approaches to remediation.

EDEC 5681. Methods for Teaching Candidates with Learning Disabilities (3) (Prerequisite: EDEC 5672 or permission of the instructor.) An examination of remedial methods, curriculum and materials with a focus on the development of basic math and early literacy skills through systematic, direct instructional programs. Candidates will learn to write appropriate IEPs for candidates with learning problems in language arts and math. The importance of
collaboration of parents, teachers, and community members will be emphasized.

EDEC 5685. Advanced Seminar in Learning Disabilities (3) Prerequisites: EDGR 5915, EDGR 5925 and methods in specialty area). Seminar candidates will read and discuss current research literature in the field of learning disabilities. In addition to in depth reading on topics from major journals, candidates will plan, implement, and evaluate a project of their own design using new approaches from the literature.
**Special Education Programs**  
**MAT (Concentration in Behavioral/Emotional Disabilities or Learning Disabilities)**

**SEQUENCE OF COURSES**

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<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>EDEC 5634 Cultural and Legal Foundations</td>
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<td>EDCI 5221 Instructional Programs in Mathematics</td>
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<td>EDEC 5679 Adaptive Technologies</td>
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<td>EDEC 5621 Classroom Management</td>
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<td>EDGR 5125 Psychological Foundations of Education</td>
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<td>EDEC 5622 Teaching Students with Special Needs</td>
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<td>EDEC 5623 Teaching Adolescents w/ Special Needs</td>
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<td>EDEC 5630 Collaborative Planning for Individualized Student Programs</td>
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<td>EDEC 5671 Classroom Assessment</td>
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<td>EDEC 5000 Characteristics Students high incidence disabilities</td>
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<td>EDEC 5635 Current Research and Leadership Issues</td>
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<td>*EDGR 5925 Applied Research Techniques or EDGR 5920</td>
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<td>EDEC 5695 Professional Practicum</td>
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* *Courses may be taken over the summer*
## Graduate Curriculum Guide for O&M Focus
### Master’s in Education in Visual Impairment

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td></td>
<td>EDEC 5501 - Intro to VI</td>
<td>EDGR 5910 – Statistics Applied to Educational Measurement</td>
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<td>EDEC 5502 - Intro to Braille</td>
<td>EDEC 5634 – Cultural and Legal Foundations</td>
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**SUMMER Year 1**

- EDEC 5601 - Structure and Function of the Eye
- EDEC 5603 – O&M for the Classroom Teacher

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<tr>
<th>YEAR 2</th>
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<tr>
<td></td>
<td>EDEC 5606 – Sensory and Motor Development</td>
<td>EDEC 5607 - Praxis II in O&amp;M</td>
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<td>EDEC 5606 - Praxis I in O&amp;M</td>
<td>EDEC 5608 - O&amp;M for Special Populations</td>
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**SUMMER Year 2**

- EDEC 5697 - Internship

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<td>EDGR 5920 – Procedures in Educational Research</td>
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<td>EDEC 5610 – Psychosocial Implications</td>
<td>EDEC 5512 - Advanced Seminar in VI/MI and Deafblind</td>
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# Graduate Curriculum Guide
## Master of Arts in Teaching in Visual Impairment

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<tr>
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<td>EDEC 5501 - Intro to VI</td>
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<td>EDEC 5620 – Intro to Exceptional Children</td>
<td>EDEC 5628 – Instructional reading Strategies</td>
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**SUMMER Year 1**
EDEC 5601 - Structure and Function of the Eye
EDEC 5603 – O&M for the Classroom Teacher

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<tr>
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<td>EDEC 5502 - Intro to Braille</td>
<td>EDEC 5602 - Teaching Braille and Communications Skills</td>
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<td>EDCI 5221 – Instructional Programs in Mathematics</td>
<td>EDEC 5604 – Problems, Methods, and Materials</td>
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**SUMMER Year 2**
EDEC 5508 – Technology for the Visually Impaired

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<tr>
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<td>EDEC 5508 – Specialized Braille Codes</td>
<td>EDEC 5696 – Practicum</td>
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**SUMMER Year 3**
EDGR 5915 – Statistics Applied to Educational Measurement

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# Graduate Curriculum Guide for TVI Focus
## Master's in Education in Visual Impairment

| YEAR 1 | | SPRING SEMESTER |
|---|---|
| FALL SEMESTER | SPRING SEMESTER |
| EDEC 5501 - Intro to VI | EDGR 5910 – Statistics Applied to Educational Measurement |
| EDEC 5502 - Intro to Braille | EDEC 5634 – Cultural and Legal Foundations |

**SUMMER Year 1**

- EDEC 5601 - Structure and Function of the Eye
- EDEC 5603 – O&M for the Classroom Teacher

| YEAR 2 | | SPRING SEMESTER |
|---|---|
| FALL SEMESTER | SPRING SEMESTER |
| EDEC 5504 – Specialized Braille Codes | EDEC 5602 - Teaching Braille and Communications Skills |
| EDEC 5631 - Assessment and Planning for Diverse Learners with Visual Impairments | EDEC 5604 – Problems, Methods, and Materials |

**SUMMER Year 2**

- EDEC 5508 – Technology for the Visually Impaired

| YEAR 3 | | SPRING SEMESTER |
|---|---|
| FALL SEMESTER | SPRING SEMESTER |
| EDGR 5920 – Procedures in Educational Research | EDEC 5513 - Advanced Seminar in Visual Impairments |
| EDEC 5610 – Psychosocial Implications | EDEC 5512 - Advanced Seminar in VI/MI and Deafblind |

**Year 4**

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<td>EDEC 5696 - Practicum</td>
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Visual Impairment Courses

EDEC 5501. Introduction to Visual Impairments (3) An introductory course providing a comprehensive, life-span overview of the field of visual impairments. Examines legal, demographic, historical, and psychosocial perspectives, as well as the various services and programs available. Through demonstrations, simulations, and practical experiences, candidates will also be exposed to a variety of current adaptive skills, techniques, and devices used by persons with visual impairments.

EDEC 5502. Introduction to Braille Code (3) The purpose of this course is to teach candidates preparing to be teachers of blind students (both adults and children) to read and write literary braille and to interline and proofread students’ work quickly and accurately. Course examinations address the history of tactile codes, contracted and uncontracted braille, braille transcription and translation, as well as technologies, techniques, and tools of reading and writing braille.

EDEC 5504. Specialized Braille Codes (3) Participants in the course will demonstrate mastery of the Nemeth Code (braille mathematics) and use of the abacus for teaching mathematics to learner who are blind. They will complete basic activities in math and science braille formatting, foreign language codes, and music braille. Participants will achieve a reading rate of at least 30 words per minute in literary braille. Candidates must have successfully completed EDEC 5502 Introduction to Braille Code, or a comparable course, and pass a competency test for Literary Braille.

EDEC 5508. Technology for the Visually Impaired Learner (3) Through didactic and practical instruction, this course enables participants to successfully integrate technological devices into the instructional settings of individuals with visual impairments. Issues of computer literacy are presented, along with the resources for locating, assessing, and adapting current technologies for the unique needs of the visually impaired learner.

EDEC 5511. Advanced Aspects of Low Vision (3) Prerequisite: EDEC 5601 Structure and Function of the Human Eye, and instructor approval. Advanced studies course providing comprehensive analysis and instruction regarding low vision issues across the life span. Course of study includes the psychological/sociological impact of low vision, advanced assessment, and intervention techniques and strategies, as well as the utilization of optical and non-optical adaptations and devices.

EDEC 5512. Deaf/Blind & Multiple Disabilities (3) Advanced seminar addressing the unique assessment, instructional strategies, and psychological/sociological aspects of multiple disabilities, including deaf/blindness, across the life span. Course develops specific, multidisciplinary team-based intervention strategies including team identification, team assessments, and team intervention methodologies used to meet the individualized needs of persons with multiple disabilities.

EDEC 5513. Advanced Seminar in Visual Impairments (3) Prerequisite: EDEC 5696 or EDEC 5697 or equivalent. An advanced study seminar requiring in-depth reviews, critiques, and research into selected topics of contemporary interest and importance to the field of visual impairments across the life span. Specific seminar topics will be based upon perceived needs of the faculty and/or candidates’ expressed interests.

EDEC 5601. Structure and Function of the Human Eye (3) Overview of the anatomy, physiology, and pathologies of the human eye as related to visual development and visual functioning. Topics related to functional visual assessments, clinical report interpretations, educational and environmental modifications,
intervention strategies, optic systems, and the utilization of low vision devices are also presented. Simulated low vision practical experiences are an integral part of the instruction.

EDEC 5602. Teaching Braille and Communication Skills (3) Prerequisite: EDEC 5502 or equivalent. Concentrates on teaching persons with visual impairments to read and write using the Braille code. Specific teaching methods of Braille instruction are modeled along with the current and developing methods of producing Braille and tactile materials.

EDEC 5603. Orientation & Mobility for the Classroom Teacher (3) Provides an overview of travel concepts, skills, and techniques used by persons with visual impairments. Students also participate in functional experiences using blindfold and low vision simulators while learning the specific skills that allow comfortable interaction with visually impaired individuals. Topics include basic sighted guide, protective techniques, and independent travel skills along with orientation techniques and assessment/referral options.

EDEC 5604. Problems, Methods, and Materials for Teaching Children with Visual Impairments (3) Prerequisite: EDEC 5501 or permission of instructor. Develops skills related to teaching children with visual impairments in a full array of educational settings. Topics include state and federal legislative requirements, assessment and teaching strategies, educational material modifications, and educational program planning. Issues related to direct service provision, consultation roles, and team assessment models are also presented.

EDEC 5605. Sensory & Motor Development of the Visually Impaired Learner (3) Explores the typical and atypical development of human sensory and motor systems along with their relationship to concept development, movement, orientation, and mobility. Course topics include sensory and motor assessment procedures, methods for integrating sensory and motor skills, and ways of providing multi-sensory experiences that will enhance travel concepts and abilities.

EDEC 5606. Advanced Methods in Orientation & Mobility Praxis - 4) An advanced practicum course designed to provide orientation and mobility specialist candidate with observational and practical experience of travel skills and techniques used by persons with visual impairments. In this course, students participate in travel experiences in a variety of indoor and outdoor environments, and become familiar with the processes, skills, and techniques necessary for safe, independent travel without vision. In addition to the blindfold experiences, students practice the application and teaching of the processes, skills, and techniques, as well as examine theories of advanced orientation and mobility instruction. This course is individually scheduled with each student or student grouping, with each student participating in a minimum of 95 direct teaching contact hours with the course director.

EDEC 5607. Advanced Theory and Practice in Orientation & Mobility Praxis II (3) Prerequisite: EDEC 5606 and permission of the instructor. A continuation of EDEC 5606 which provides advanced orientation & mobility training as well as specific methods of developing and adapting individualized orientation & mobility assessments, program plans, and service delivery within a variety of instructional environments.

EDEC 5608. O&M for Individuals with Special Needs (3) Prerequisite: EDEC 5606 or instructor permission. Addresses the special travel needs and difficulties of low vision, geriatric, deaf/blind, multi-handicapped, and physically impaired individuals. Special topics are also provided for rural and urban travel, as well as possible cultural and linguistic influences on evaluations and training.
EDEC 5609. Special Topics in Visual Impairments (3) Prerequisite: Instructor permission. Seminar course providing in-depth study of selected topics of contemporary interest to the field of visual impairments. Topics may include, but are not limited to, grant writing, research, legal issues, and current trends and issues. Specific topic selections will be based on perceived needs of the faculty in conjunction with candidates’ expressed interests.

EDEC 5610. Psychosocial Implications of Blindness and Visual Impairment (3) Learners explore psychosocial factors affecting the adjustment process to visual impairment across the life span and study issues related to adjustment including demographics, life stage, type of visual impairment, personality, self-concept, social support network, and the grieving process. Learners also explore the impact of cultural and societal attitudes and diversity, as well as stereotypes of blindness and visual impairment on adjustment. They will also be introduced to effective relationship building and communication skills strategies. An overview of the range of psychosocial interventions is provided including resources for referrals.

EDEC 5611. Independent Living for Sensory Impaired Learners (3) Prerequisite: EDEC 5501, EDEC 5601 or course equivalents with a related degree, licensure, or certificate. This course provides learners with hands-on instruction and laboratory practice (with vision simulators and blindfolds) in the methods and adaptive techniques utilized by the Teachers of the Visually Impaired, and Vision Rehabilitation Therapists in the following independent living skill areas: (a) home management, (b) personal management, (c) recreation and leisure, (d) diabetic management and adaptive diabetes care, and (e) additional medical/health involvements. Classes emphasize the utilization of instructional objectives as a foundation for lesson planning as well as the role of learning theory in the educational and rehabilitation processes.

EDEC 5690. Initial Practicum in Visual Impairment (3) Observation and participation in activities that provide practical experiences with individuals having special needs in the area of visual impairments with a focus on psychological, educational, and service-related implications and practices. Provides students the opportunity to explore facilities, programs, and services available for education of children with visual impairments. (Prerequisites EDEC 5620, EDEC 5501, EDEC 5502, and permission of Advisor)

EDEC 5696. Practicum in Special Education: Visual Impairments (1-3) (Prerequisite: Permission of Advisor) Designed as a culmination of the university training program, the supervised teaching experience bridges the gap between theoretical aspects of the VI specialty courses and the realities of the teaching environment. May be repeated up to 3 credit hours.

EDEC 5697. Practicum in Special Education: Orientation & Mobility (3) (Prerequisite: Permission of Advisor) Designed as a culmination of the university O&M training program, the supervised practicum bridges the gap between theoretical aspects of the O&M specialty courses and the realities of instructing in educational and rehabilitation environments.

EDEC 5698. Internship in Special Education: Visual Impairments (1-6) (Prerequisite: Permission of Advisor) Students develop and demonstrate competencies in assessing, instructional planning, and development of curriculum materials, instructional presentation, and evaluation of the learning process for students with visual impairments. Regular conferences are held with students, cooperating teachers, and university supervisors. May be repeated up to 6 credit hours.
EDEC 5699. Internship in Special Education: Orientation & Mobility (1-6) (Prerequisite: Permission of Advisor) Designed as a culmination of the university O&M training program, the supervised practicum bridges the gap between theoretical aspects of the O&M specialty courses and the realities of instructing in educational and rehabilitation environment. Students develop and demonstrate competencies in assessing, instructional planning, development of curriculum materials, instructional presentation, and evaluation of the learning process for persons with visual impairments. Regular conferences are held with students, cooperating agencies, and university supervisors. May be repeated up to 6 credit hours.

EDEC 5701. Professional Practicum - Visual Impairments (3) Taken in last semester of program. Prerequisite: two years successful teaching experience as licensed teacher, or two years of successful evaluations by supervisors of lateral entry teachers, or completion of one semester practicum in specialty area). This culmination experience will allow students to integrate what they have learned (e.g., leadership, grant writing, professional presentations etc.) to plan, implement and evaluate an intensive learning experience individually designed to expand their knowledge of instructional programs, educational issues, and/or cultural differences.

COMMUNICATION DISORDERS
DEPARTMENT OF ALLIED PROFESSIONS

Sheila Bridges-Bond, Program Coordinator
Telephone: (919) 530-7299
Fax: (919) 530-7975
E-mail: bridges@nccu.edu

The Master’s degree program in Communication Disorders is designed to prepare graduates to provide diagnostic and rehabilitative services to persons exhibiting disorders of speech and language. Completion of the program prepares graduates for speech-language pathology services in settings ranging from public schools and hospitals to community, state, and federal agencies. Graduates are academically eligible for certification by the American Speech-Language-Hearing Association, for licensure by the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists, and for the advanced license issued by the North Carolina Department of Public Instruction. The Council on Academic Accreditation in Audiology and Speech/Language Pathology (CAA) of the American Speech-Hearing-Language Association (ASHA) nationally accredits the academic program in Speech-Language Pathology.

Requirements for the Master of Education in Communication Disorders Degree

Communication Disorders Program:

1. Completion of the program is contingent upon completion of a minimum of 60 semester hours with a cumulative grade point average of “B”, 3.0 or better. Candidates without the requisite undergraduate degree in Speech/Language Pathology will be required to complete additional hours in normal speech, language, and hearing processes. An undergraduate GPA of at least 3.0 is required for unconditional admission.

2. Admission to the program is contingent upon full-time enrollment of no less than 9 semester hours each semester. In addition, 12-month continuous enrollment is required. Candidates must enroll during the two summer sessions.

3. Required professional specialization courses:
   a) EDSH 5790, a minimum of 6 semester hours
b) A minimum of 40 hours from:

EDSH 5700, 5710, 5720, 5721, 5722, 5723, 5724, 5725, 5726, 5730, 5740, 5745, 5750, 5751, 5752, 5755, 5756, 5770, 5771, 5780, 5785, 5795, 5796, 5797, or 5798.

4. Required research courses:
   a) EDGR 5910, and EDGR 5920 or EDSH 5798
   b) EDSH 5800, Instrumentation in Communication; or EDGR 5900, Thesis and Oral Examination. Candidates will follow a logical progression of courses, beginning with normal processes courses which lead into disorders courses.

5. Candidates will take 54 hours of required courses (48 required credit hours and 6 hours of practicum), 2 hours of seminars, and 6 hours of electives.

6. Successful completion of a clinical practicum experience in the University speech and hearing clinic and at approved off-campus clinic sites. The current minimum is 475 clock hours, including 25 hours of observation.

7. Successful completion of a comprehensive written examination or a passing score on the National Examination in Speech-Language Pathology (Praxis II).

8. Successful completion of a portfolio or an oral examination covering the thesis.

PREPROFESSIONAL COURSES:
- EDU 4750 Introduction to Speech/Language Pathology
- EDU 4760/EDSH 5725 Scientific Bases of Speech
- EDU 4780/EDSH 5752 Aural Rehabilitation
- EDU 4810 Clinic Observation
- EDU 4790/EDSH 5700 Speech and Language
- EDSH 5710 Anatomy and Physiology
- EDU 4800/EDSH 5730 Phonetics
- EDSH 5751 Introduction to Audiology

PROFESSIONAL COURSES:
- EDSH 5720 Neuroanatomy and Neurophysiology
- EDSH 5721 Motor Speech Disorders
- EDSH 5722 Language Disorders in Adults
- EDSH 5723 Language Disorders in School-Age Children
- EDSH 5724 Dysphagia
- EDSH 5726 Cleft and Craniofacial Disorders
- EDSH 5740 Diagnostic Methods in Speech/Language Pathology
- EDSH 5745 Early Intervention
- EDSH 5750 Articulation and Phonological Disorders
- EDSH 5755 Literacy Development and Communication Disorders
- EDSH 5770 Voice Disorders
- EDSH 5771 Fluency Disorders
- EDSH 5780 Bilingualism and Second Language Acquisition
- EDSH 5785 Augmentative Communication
- EDSH 5790 Practicum in Speech/Language Pathology
- EDSH 5795 Special Topics in Speech/Language Pathology
- EDSH 5796 Multicultural Issues in Communication Disorders
- EDSH 5797 Seminars in Communication Disorders
- EDSH 5800 Instrumentation in Communication Disorders

REQUIRED EDUCATION COURSES:
- EDGR 5910 Introduction to Statistical Methods in Education
- EDGR 5920 Procedures in Educational Research; or
- EDSH 5798 Research Design in Communication Disorders
# Communication Disorders

## Prerequisite Courses/Students without a Background (22 hours)

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<td>Speech Science</td>
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## Master’s First Year

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<td>Spanish Phonetics</td>
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<td></td>
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<td>Seminar: CLD Families</td>
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<td>Advanced Technology for</td>
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<td>Educators</td>
<td>(EDIT-E3)</td>
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<td></td>
<td>Seminar: Feeding Disorders</td>
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## Master’s Second Year

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<td>Voice Disorders</td>
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<td>Instrumentation/Thesis</td>
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<td>Special Topics</td>
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<td>Seminar: Research and</td>
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<td>Leadership</td>
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<td>Autism</td>
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**GRAND TOTAL HOURS: 62 hours**
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<tr>
<th>COMM DISORDERS Seminar Courses</th>
<th>COMM DISORDERS Elective Courses</th>
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<tr>
<td>Low Incidence Disability</td>
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<tr>
<td>Research &amp; Leadership</td>
<td>Spanish Phonetics</td>
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<tr>
<td>Working with CLD Families</td>
<td>Autism</td>
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<tr>
<td>Feeding Disorders</td>
<td>Advanced Tech for Educators (EDIT)</td>
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<td>SLPs in Spanish Speaking Countries</td>
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<td>Craniofacial Disorders</td>
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**Total Credit Hours:**

- **Required courses**: 54 hours (48 hours of courses and 6 hours of practicum)
- **Seminars**: 2 hours
- **Electives**: 6 hours
- **Total**: 62 hours
Communication Disorders Course Descriptions

EDU 4750. Introduction to Speech/Language Pathology (3)
An introduction to the processes of speech, language, and hearing; classification and description of their pathologies, their evaluation and management. The interaction of the field of speech/language pathology with other health/human service professions is also covered.

EDU 4760. Scientific Bases of Speech (3)
A survey of the physiological and acoustical aspects of speech production, its transmission and reception. Specific information regarding the processes of respiration, phonation, resonation, articulation, and audition is also covered.

EDU 4780. Aural Rehabilitation (3)
An introduction to the theories, methods, and systems of developing, maintaining and/or enhancing oral communication skills in children and adults with hearing impairment. Speech reading, auditory training, and amplification and other assistive listening devices are stressed.

EDU 4790. Speech and Language Development (3)
An introductory course dealing with the study and understanding of the normal aspects of human communication. Emphasis is on development of normal speech and language, their neurological, physiological, and behavior components.

EDU 4800. Phonetics (3)
An introduction to the study of the perception and production of the vowels, diphthongs, and consonants of spoken American English, employing an adapted version of the IPA. The focus is on broad transcription of normal and disordered speech.

EDU 4810. Clinic Observation (1)
ASHA requires that candidates acquire a minimum of 25 hours of observation in assessment and treatment of communication disorders. This course will target the recognition of specific methods and skills needed to effectively start the clinical practicum. It will also target obtaining the 25 hours of observation of both adults and children with various speech and/or language disorders in diverse settings.

EDSH 5700. Speech and Language Development (3)
An introductory course dealing with the study and understanding of the normal aspects of human communication. Emphasis is on development of normal speech and language, their neurological, physiological, and behavior components.

EDSH 5710. Anatomy and Physiology (3)
An introduction to the anatomical and physiological aspects of the speech mechanism. Both normal and pathological aspects of respiration, phonation, resonation, and articulation are studied.

EDSH 5720. Neuroanatomy and Neurophysiology (3)
Prerequisite: EDSH 5710. A comprehensive overview of the anatomy and physiology of the nervous system as a component of speech/language production. The primary focus is the control that the nervous system exerts in the reception and expression of speech and language.

EDSH 5721. Motor Speech Disorders (3)
Prerequisites: EDSH 5710 and 5720. The course examines acquired motor speech disorders. Emphasis of the course is on anatomy & physiology related to motor speech disorders, etiologies, characteristics of various motor speech disorders, assessment, differential diagnosis, and intervention approaches.

EDSH 5722. Language Disorders in Adults (3)
Prerequisites: EDSH 5700, 5710, and 5720. A study of speech and language disorders resulting from cardiovascular damage due to trauma, disease, and other adventitious CNS events, as well as a study of traumatic brain injury (an acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment). Current research findings and historical approaches to the evaluation and management of these disorders are discussed.

EDSH 5723. Language Disorders in Children (3) Prerequisite: EDSH 5700. An introduction to language disorders in school-age children emphasizing their definition, identification, and remediation. Semantic, syntactic, pragmatic and other aspects of impaired language are studied, as are components of diagnostic and remediation procedures.

EDSH 5724. Dysphagia (4) Prerequisites: EDSH 5710 and 5720. An in-depth study of swallowing problems in children and adults and their management by speech/language pathologists who are members of an interdisciplinary team. Clinical practicum experience will be a part of the course.

EDSH 5725. Scientific Bases of Speech (3) A survey of the physiological and acoustical aspects of speech production, its transmission and reception. Specific information regarding the processes of respiration, phonation, resonation, articulation, and audition is also covered.

EDSH 5726. Cleft and Craniofacial Disorders (3) Prerequisites: EDSH 5700 and 5710. This course will provide graduate candidates in speech-language pathology with comprehensive knowledge of cleft and craniofacial disorders. Candidates will gain knowledge on various problems associated with cleft and craniofacial disorders, assessment and management of individuals with a history of cleft or craniofacial anomalies. Candidates will also learn the management practices of the speech-language pathologist participating in an interdisciplinary team setting.

EDSH 5730. Phonetics (3) An introduction to the study of the perception and production of the vowels, diphthongs, and consonants of spoken American English, employing an adapted version of the IPA. The focus is on broad transcription of normal and disordered speech.

EDSH 5740. Diagnostic Methods in Speech/Language Pathology (3) A survey of the various test protocols, procedures, and equipment essential to the differential diagnosis of communication disorders. Development, validity, reliability, and appropriateness are covered as well as test administration, new developments, and revisions.

EDSH 5745. Early Intervention (3) An introduction to the understanding of family-centered and family-friendly assessment and treatment of children and their families from birth to three years. Additional objectives are to increase the awareness of development in 0 to 3 year old children who have typical and atypical development, roles of other professionals working with these children, and legislation and other intervention issues.

EDSH 5750. Articulation and Phonological Disorders (3) Prerequisites: EDSH 5700 and 5730. An overview of normal articulation and phonological development provides a basis for consideration of articulation and phonological disorders. A variety of approaches to the evaluation and management of these disorders is also presented.

EDSH 5751. Introduction to Audiology (3) A survey of the historical development and basic concepts in the field of audiology. Psychophysical concepts are discussed as are
symptoms, causes and treatment of hearing disorders in children and adults.

EDSH 5752. Aural Rehabilitation (3)  
An introduction to the theories, methods, and systems of developing, maintaining and/or enhancing oral communication skills in children and adults with hearing impairment. Speech reading, auditory training, and amplification and other assistive listening devices are stressed.

EDSH 5755. Literacy Development and Communication Disorders (3)  
This course addresses issues concerning reading and literacy among children with communication disorders. The content addresses early preliteracy assessment in the home and community, early grades, and secondary education. Prevention, assessment and intervention for written language and spoken language are included. Practical application and direct clinical experience is included, along with training in phonemic awareness activities. Current readings and research on reading and literacy will be discussed.

EDSH 5756. Autism Spectrum Disorders (3)  
Prerequisites: EDSH 5700 and 5740. This course provides a comprehensive review of current issues involving Autism Spectrum Disorders (ASD), including introduction of the disorder, theories, and current research findings regarding the etiology of the disorder; impact of the disorder on a person’s daily life and education; current screening and diagnostic instruments; various intervention approaches; as well as issues related to prevention, consultation, and public awareness.

EDSH 5770. Voice Disorders (3)  
Prerequisites: EDSH 5710 and 5720.  
This course is designed to provide the student with an understanding of the normal processes of human voice production over the lifespan, with the knowledge base needed to assess, counsel, and treat persons with voice disorders, and with an understanding of the major lines of research on voice and voice disorders.

EDSH 5771. Fluency Disorders (2)  
Prerequisites: EDSH 5710 and 5720. Fluency disorders or stuttering are among the most well-known communication disorders. This course discusses stuttering from various aspects, including its symptoms, development, social impact, and clinical management.

EDSH 5780. Bilingualism and Second Language Acquisition (3)  
This course defines and discusses the key components affecting bilingual language acquisition and development. These components include bilingualism, language proficiency, language transference and interference, interlanguage, and language gains and language attrition. This course will have a specific focus on English/Spanish language acquisition.

EDSH 5785. Augmentative Communication (3)  
Prerequisites: EDSH 5720. This introductory course in augmentative and alternative communication provides graduate students with a foundation for identifying individuals who might benefit from AAC. The curriculum is designed to teach skills in those areas commensurate with ASHA’s KASA Competencies for SLP (e.g., Standard III C – IV G). Particular attention is given to the areas of assessment, clinical decision-making, intervention and goal setting.

EDSH 5790. Practicum in Speech Pathology (1-3)  
Prerequisites: EDSH 5700. An application of the content of disorders courses in the curriculum. Individually structured programs in the diagnosis and remediation of speech, language, and hearing problems. Clinical practicum sites are both in-house and off-campus.

EDSH 5795. Special Topics in Speech/Language Pathology (1-3)
Prerequisite: Consent of the faculty. An elective course providing in-depth reviews of selected topics of contemporary interest and importance in the field. Specific topic selection will be based on perceived needs of faculty and/or students’ expressed interest.

EDSH 5796. Multicultural Issues in Communication Disorders (3)
A required advanced level curriculum in communication disorders which addresses issues concerning service delivery to culturally and linguistically diverse populations, with particular attention given to African American, Asian and Pacific American, Native American, Middle east, and Hispanic/Latino American cultural groups. In addition to providing an overview of cultural characteristics, this class will discuss incidence and prevalence of disorders, communication differences versus disorders, non-biased assessment and culturally sensitive service delivery.

EDSH 5797. Seminars in Communication Disorders (1-3)
Prerequisite: Consent of the faculty.

EDSH 5798. Research Design in Communication Disorders (3)
The purpose of this course is to provide the graduate student with a foundation in the process of research, including types and methods of research. In reaching these goals, candidates will examine the scientific method of research as it applies to communication sciences and disorders, develop a research problem, and examine findings from other research studies. Different types of research will be examined including experimental, survey, descriptive, and other qualitative types.

EDSH 5800. Instrumentation in Communication Disorders (3)
Prerequisites: EDGR 5910 and 5920. This course discusses basic instrumentation utilized in scientific research and clinical practice, especially electrical and computerized hardware and software. Basics of signal processing and developmental trends in assistive technologies will also be discussed.

EDUCATIONAL TECHNOLOGY

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Prince Hycy Bull, Program Coordinator
Educational Technology
Department Phone: (919) 530-6630
Email: phbull@nccu.edu

The graduate program in Educational Technology offers courses leading to the Master of Arts degree. The Masters of Arts in Educational Technology offers two program concentrations: (1) Instructional Technology and (2) Online Instructional Design. The Instructional Technology Concentration (licensure) is a 39 credit hour program. The program focuses on preparing candidates to become “practitioners of technology” in K-12 settings. This concentration requires an “A” teaching certification upon program entry, the completion of a practicum and an ePortfolio upon program exit. Students completing the program will qualify for a North Carolina Department of Public Instruction 077 – Instructional Technology Specialist Computer License and a North Carolina Department of Public Instruction 079 – Technology Endorsement. Candidates must apply to the Department of Public Instruction for their license. Students completing the program will serve as educators in the K-12 setting in positions including teachers, technology facilitators, or technology coordinators. The Online Instructional Design is also a 39 credit hour program. The program focuses on current and dynamic technology and prepares students for both educational and non-educational settings. The Online Instructional Design concentration is designed from an educational...
standpoint to create experts in the discipline of education who have the expertise to develop, create, and implement visual media.

Requirements for the Master of Arts in Educational Technology Degree

Core Courses (30 Hours)

- EDIT 5832 – Instructional Design
  Comprehensive Instructional Design Final Product
- EDIT 5855 – Advanced Technology for Educators
  Excel Spreadsheet Final Project
  Access Database Final Project
  Non-linear PowerPoint Final Project
- EDIT 5828 – Multimedia Design
  Formative and Summative Evaluation Analysis Report
- EDIT 5822 – Program Planning and Staff Development
  School/Institution 5 Year Technology Plan Staff Development/Training Plan with Evaluation Component
- IND 5993 – Hypermedia Game Design
  Final Instructional Game and Manual
- EDIT 5840 – Internship/Practicum
  Applied Research Paper
- EDIT 5826 – Web Design
  Final Website Reflection Essay on Web-based Learning
- IND 5999 – Hypermedia E-Portfolio
  Engineering Graduate Program Evaluation and Presentation
- EDGR 5910 – Statistics
- EDGR 5920 – Procedures in Educational Research

Instructional Technology 077 & 079 NCDPI Certification Concentration (9 hours)

- EDIT 5834 – Hardware, Troubleshooting, and Networking
- Final Video Presentation on Troubleshooting and Networking
- EDIT 5990 – Advanced Multimedia;
  Final Audio Podcast; Final Video Podcast; Final Hyperstudio Product with Manual
- EDGR 5465 – Multiculturalism
  Reflective Essay on Diversity and Technology

Online Instructional Design Concentration (9 hours)

- IND 5996 – Learning Management
  System Online Course Syllabus,
  Assignments, Supportive Materials and Assessments
- IND 5997 – Hypermedia E-Portfolio
  Design Digital Array
- IND 5998 – Course Management
  System Deployable Online Course Assessment and Report

EDIT 5822. Program Planning and Staff Development (3)
This course is a study of three main areas of technology leadership—planning and evaluating effective staff development and training, program planning and evaluation, and planning and supporting change. The course will focus on the development, implementation, and evaluation of an effective instructional technology program, including a staff development plan.

EDIT 5826. Web Design for Educators (3)
This course is an exploration into the creation and development of a Webpage for the Internet. Special focus is placed on topics that are online projects and activities. Course topics include the following: Internet usage, Web-based applications, Webpage construction, Webpage design, HTML coding, HTML editors, Cascading Style Sheets, and the addition of
dynamic visual elements to a Webpage. (Prerequisite: EDIT 5832)

EDIT 5828. Multimedia Design (3)  
This is an introductory course of the comprehensive study of the systematic design and production of Interactive multimedia. Candidates will become competent in the assessment, development, production, and training of multimedia delivery systems and innovative multimedia technologies. (Prerequisite: EDIT 5832)

EDIT 5832. Instructional Design for Education and Training (3)  
An introduction to systematic approaches to instructional technology, theory practical tools, and techniques necessary to successfully analyze, design, produce, evaluate, implement, and manage instruction.

EDIT 5834. Hardware Maintenance, Troubleshooting and Networking (3)  
This course primarily focuses on gaining experience with installation and maintenance of peripherals, software, operating systems, and troubleshooting. Candidates will learn how to configure and maintain local area networks, install and configure server software. Candidates will learn about wiring standards for networking.

EDIT 5840. Instructional Development Practicum [Portfolio and internship] (3)  
Using one of the systematic approaches to instructional design, its theories, practical tools, and techniques, candidates will develop paper and graphic instructional training units program. (Prerequisite: 5832)

EDIT 5855. Advanced Technology for Educators (3)  
This course builds upon the application of basic computer competencies, multimedia and web page development allowing the student to create and present classroom materials using multi-media, videography, and interactive web page design. Other advanced applications in the classroom will be explored.

EDIT 5990. Advanced Multimedia (3)  
This is an advanced course is a comprehensive study of the systematic design and production of Interactive multimedia. Candidates will become competent in the assessment, development, production, and training of multimedia delivery systems and innovative multimedia technologies. (prerequisite: EDIT 5832)

IND 5993. Hypermedia Game Design (3)  
(Prerequisites: IND 5991 and IND 5992)  
This course is the second part of a yearlong study of Hypermedia User Interface and Hypermedia Application design. Candidates will construct and develop an Interactive Hypermedia Game for instructional purposes. Game–Based learning in an Online Learning Environment will be explored. Major topics include: Educational Game Theory, Interactive Interface Development for Game Design, and Interactive Courseware Design Principles, Intellectual Property Rights, and Online Delivery Methods.

IND 5997. Hypermedia E–Portfolio Design (3)  
(Prerequisites: IND 5991, IND 5992, IND 5993, and IND 5994)  
This course is the third part of a yearlong study in Hypermedia Applications with a focus on Hypermedia E–Portfolio Design. In this course students will implement what they have previously learned in Hypermedia Interface Design and Hypermedia Game Design. The final product produced in this course will be the Hypermedia Application Interface for a future Hypermedia E–Portfolio. Emphasis is placed on End-User Application Access, Categorical Data Directories, User Interface Design, Navigational Tools and Menus, Hyperlinks Schema, and Global Design.

IND 5999. Hypermedia E–Portfolio Engineering (3)
This course is the fourth and final part of a yearlong study of Hypermedia E–Content design. The final product produced in this course is the required comprehensive Digital Hypermedia Electronic Portfolio for final candidate evaluation for graduation. This course builds upon all of the skills acquired in the IND Graduate Program. Candidates will produce and deliver a cumulative Standalone Hypermedia E–Portfolio that has a Graphic User Interface, an Interactive Navigational Menu, and Hyperlinks to a Categorical Data Directory that contains Artifacts and Evidence from all of IND Program Courses.

IND 5996. Learning Management Systems (3)  
(Prerequisites: EDIT 5826, IND 5991, IND 5992, IND 5993, IND 5994, IND 5995, IND 5996, and IND 5997) This course is the prerequisite for Course Management Systems. This course builds upon all the skills acquired in previous Online Instructional Design courses. Candidates will learn to construct and develop a Learning Management System (LMS) that is integral to the interaction and delivery of online instruction for E–Businesses, Corporate and Industry training, and Entrepreneurial endeavors.

IND 5998. Course Management Systems (3)  
(Prerequisites: EDIT 5826, EDGR 5925, IND 5991, IND 5992, IND 5993, IND 5994, IND 5995, IND 5996, and IND 5997) This course is the prerequisite for Course Management Systems. Candidates will learn to construct and develop a Learning Management System (LMS) that is integral to the interaction and delivery of online instruction for E–Businesses, Corporate and Industry training, and Entrepreneurial endeavors.

EDGR 5125. Developmental and Psychological Foundations of Education (3)

EDGR 5130. Teachers as Leaders: Roles and Responsibilities (3)

EDGR 5465. Multiculturalism and the Practice of Schooling (3)

Special Endorsement in Computer Education (18079)

The 18079 is an add-on licensure. Candidates seeking the 18079 must complete a graduate application with transcripts, letters of reference, a copy of their teaching certificate (A or M), and a statement of interest in the program. Upon acceptance, a plan of study will be designed by the program coordinator and an advisor will be assigned.

The following overview of this endorsement was provided by the North Carolina Department of Public Instruction:

The Special Endorsement in Computer Education was established for part-time or full-time school computer teachers or computer resource teachers for one or more schools. Preparation for this position should provide educators extensive knowledge and skills to work with candidates and other teachers to use computers in the on-going instructional program, and to serve as a computer education leader for a school.

An individual with the Special Endorsement in Computer Education should have in-depth understanding of the competencies outlined in the ISTE Educational Computing and Technology Standards for Technology Facilitators. This individual may be identified by a variety of titles such as computer teacher, school computer coordinator, computer resource teacher, computer lab teacher, computer education specialist or instructional technology facilitator.
An individual with the Special Endorsement in Computer Education is eligible to work in a teacher position. The endorsement is awarded as an "A" license unless the individual also holds the Instructional Technology Specialist-Computers (077) license. Then, the endorsement is awarded at the "G" level.

Additional Requirements:

The candidate must complete and defend a comprehensive electronic portfolio demonstrating knowledge, skills, and dispositions of a teacher entering this field.

SELECTED ELECTIVES:

Upon acceptance to the program, the candidate meets with program faculty to develop a Plan of Study. An approved Plan of Study may include additional courses to strengthen the candidate’s educational background, requiring additional coursework. It may also include electives and/or a minor concentration, depending upon the candidate’s experiences, interests, and future career goals. Courses may not count towards the graduation requirements, if they are not a part of an approved Plan of Study.

COURSES TO STRENGTHEN PREPARATION:

- EDU 2800—Computer Utilizations in Instructional Technology
- EDU 4300—Classroom Utilization of Instructional Technology (Applied)
- EDU 3700—Statistics (undergraduate)

SCHOOL ADMINISTRATION

Laurell Malone, Chair
Department of Educational Leadership
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The Master of School Administration (MSA) Program at NCCU is designed to develop culturally responsive school leaders who promote social justice and who dedicate themselves to the wellbeing of marginalized communities. The course of study for the MSA degree prepares leaders academically and professionally to advance the consciousness of social responsibility in a diverse and global society. Coursework emphasizes core functions of high-achieving schools and the importance of challenging assumptions that are socio-culturally, cognitively, ethically, economically, and politically adverse to students. MSA candidates are able to rebuild those assumptions into positive educational experiences and outcomes for students. The program provides the contextual experiences needed to bridge the gap between research, theory, development, and practice. The MSA Program is aligned with the mission of NCCU, the UNC Strategic Plan - Our Time, Our Future, North Carolina Standards for School Executives, the Education Leadership Constituent Council (ELCC), and the National Council for the Accreditation of Teacher Education (NCATE) – all of which serve as the template for the program’s design.

The 45 semester-hour MSA program involves 30 hours in the major (8 content courses and 2 research courses), 3 elective hours, and 12 hours in a field-based, full-time or part-time internship and seminar. The yearlong internship must be completed during the spring and the fall semesters. Candidates who enroll in full-time study (9 credit hours each semester enrolled) are eligible for a stipend from the North Carolina Department of Public Instruction (DPI).

Admission Requirements

- 2.7 GPA overall at the undergraduate level
- 3.0 GPA in the undergraduate major
required)
• 3.0 GPA at the graduate level (2nd degree seeking candidates)
• GRE scores (degree seeking candidates)
• Three years successful public school teaching experience (or other educator role) and a Class A teaching license
• Two letters of recommendation from persons qualified to assess professional performance and comment on potential leadership abilities. One letter of recommendation should be from the current principal or supervisor.

Content Courses
EDAM 5112. Legal and Political Aspects of Educational Administration
EDAM 5215. Culturally Responsive Pedagogy
EDAM 5216. Instructional Leadership for Empowering Teachers
EDAM 5331. Organizational Management for Transformational School Leaders
EDAM 5332. Community Relations: Building Social Capital for School Change
EDAM 5335. School Leadership and Transformational Practices
EDAM 5353. Culturally Responsive Leadership for Marginalized Communities
EDAM 5945. Data Analysis: School Assessments and Accountability

Research Courses
EDGR 5910. Introduction to Statistical Methods in Education
EDGR 5920. Procedures in Educational Research

Elective Course

Internship and Seminar Courses
EDAM 7010. Internship Seminar
EDAM 7011. Internship Seminar in Domestic and Global Education
EDAM 7110. Internship Supervision (Year Long)

School Administration Course Descriptions
EDAM 5112. Legal and Political Aspects of Educational Administration (3)
Legal and Political Aspects of Educational Administration is designed to encompass two major foci. The first pertains to education law. In this regard, the course will acquaint the candidate with the structure and function of the court system as well as legal concepts and principles pertaining to constitutional, statutory, and case law. A major purpose of the course is to familiarize the candidate with the status of education law pertaining to governance, religion, desegregation, student’s rights, and teacher’s rights. The course will include emphasis in general concepts of tort liability and labor law as related to education administration.
Candidates will explore the legal implications of decisions regarding hiring, teacher and staff dismissal, suspension, corporal punishment as well as the rights of teachers and parents, and legal authority over curriculum. The second focus will include an examination and analysis of macro-political issues, processes, and problems that influence decision-making and policy-making in elementary, middle, and secondary schools. Knowledge about important political theories, analytical frameworks, and major research findings are necessary tools for educational leaders of successful schools. Through lectures, readings, presentations, discussions, and clinical experiences, candidates will be exposed to the dynamics of everyday American power politics and how powerful interests use institutions and culture to perpetuate injustices. The course will prepare candidates to intelligently engage the political area in efforts to influence political processes in favor of their school.

EDAM 5215. Culturally Responsive Pedagogy (3)
This course examines the dynamics of culturally responsive pedagogy within the confines of diversity variables – ethnicity, race, faith, language, socioeconomic status, ability differences, gender, family structures, and sexual orientation – and as it relates to cognition, teaching, learning, and achievement. Teaching and learning strategies, concepts, and
theories, embedded in student-centered learning and appropriate for diverse student populations will provide the focus of the course. An emphasis will be placed on rigor and relevance, removing barriers to 21st Century learning, technology integration, accountability factors, and making global connections. The candidate will participate in 10 hours of clinical experiences that will result in a culturally responsive pedagogical service-learning project.

EDAM 5216. Instructional Leadership for Empowering Teachers (3)
This course will focus on the best instructional leadership and school practices for school improvement facilitated by collaborative structures and professional development within the school to establish and achieve high expectations for students and teachers. An emphasis will be placed on the professional, behavioral, and cultural tasks of supervision as it relates to facilitating change, engaging teachers in reflective professional conversations, addressing diversity, conducting teacher observation and evaluation, influencing teacher-working conditions, and empowering teachers as leaders. Key to the instructional leader’s role in empowering learning communities is the recruitment, retention, and development of quality teachers who can shape the culture and climate of the school to promote shared ownership of the school’s vision. The candidate will participate in 10 hours of clinical experiences resulting in an instructional leadership service-learning project.

EDAM 5331. Organizational Management for Transformational School Leaders (3)
This course will introduce students to a core set of human resource leadership skills and knowledge necessary for 21st Century school executives. It critically examines and applies the assumptions, concepts, and tools of the new approaches to managing an organization. Topics covered in the class include educational reform, professional learning communities, communication, and day-to-day decision making for school executives. Emphasis is on staff recruitment, retention, professional development, evaluations, and support. Emphasis is also placed on critical readings, field experiences, case studies, and written work as it relates to the societal changes that shape public schools and school reform. The candidate will participate in 10 hours of clinical experiences resulting in a leadership service-learning project.

EDAM 5332. Community Relations: Building Social Capital for School Change (3)
This course will introduce candidates to recent theoretical work on the role social capital plays in democratic life and community development. Social capital refers to connections within and between social networks as well as connections among individuals that allow them to act collectively, whether that involves social support, civic engagement, or political participation. The course will explore the variety of ways that social ties and social organizations—and associated norms of trust, cooperation, and reciprocity—contribute to a healthy community and better schooling. This course will also examine the role of school, family, and community partnerships as a component of whole-school educational reform. Emphasis will also be placed on establishing and sustaining effective partnerships among school staff, parents, and community members. The candidate will participate in 10 hours of clinical experiences resulting in a service-learning project.

EDAM 5335. School Leadership and Transformational Practices (3)
An analysis of various leadership theories and reviews of research about leadership and leadership styles with an emphasis on strategic leadership and transformational practices will be emphasized. This course addresses qualities that an effective leader must possess and how the role and expectations for the contemporary leader have been redefined. Key educational challenges embedded in school executive positions will be explored. In addition, all
teaching and learning are focused on transferring theory to practice and self-reflection. Field-based clinical experiences, case study analyses, simulations, and in-basket techniques will be utilized to supplement lectures and discussions. The candidate will participate in 10 hours of clinical experiences resulting in a service-learning project.

EDAM 5353. Culturally Responsive Leadership for Marginalized Communities (3)
Culturally Responsive Leadership for Marginalized Communities will provide candidates with an opportunity to explore the purposes and principles of social justice, advocacy, and culturally responsive leadership, particularly as related to public schools and the legal, socio-political, cultural, and economic contexts in which schools operate. The course will also provide candidates with a theoretical framework for understanding the dynamics and forms of oppression and afford them an opportunity to engage self-interrogation regarding “isms,” such as racism, sexism, ableism, and classism. Students will be asked to analyze their experiences and the experiences of others from the perspective of what is “just” or “unjust” and critique their dispositional reactions to injustices experienced by themselves and others. Candidates will also examine how social change has been forged in the past, identify current manifestations of “social injustice” and consider how they might serve as advocates for a more just educational system, society, and world. Candidates will also explore ways to develop and use shared vision, values and goals to define the identity and culture of the school as well as acknowledge failures and celebrate accomplishments of the school in order to define the identity, culture, and performance of the school. The course will provide practical research opportunities to examine the cultures of schools and their communal origins, learn how to audit them, and mobilize them for academic and social success.

EDAM 5945. Data Analysis: School Assessments and Accountability (3)
The course Data Analysis for School Assessments and Accountability prepares educators with the knowledge, skills, and dispositions to systematically collect, analyze, and use data to demonstrate effective management of the public school learning mission. The major focus for the course will be to convert raw [school] data into meaningful information and reports to improve teaching and learning, as well as, school accountability. Other components include learning to track school and student data on electronic databases, and understanding data warehousing to more effectively link multiple data sources to a student. SPSS and Excel software are used for data analyses.

EDGR 5910. Introduction to Statistical Methods in Education (3)
Introduction to Statistical Methods in Education is a required graduate level course in applied statistics relevant to education and the social sciences. Candidates also learn to apply statistical procedures in a research project to address issues of diversity. Topics covered include measurement scales, constructing data tables, descriptive statistics (central tendency, and variability), converting scores to standard scales, inferential statistics (correlation, tests of significance, analysis of variance, and chi-square), and hypothesis test procedures. Data are compiled and analyzed using primarily SPSS software.

EDGR 5920. Procedures in Educational Research (3) Prerequisite: EDGR 5910
Procedures in Educational Research is an introductory course in educational research, is oriented to the methodology of research and investigation in education. The student develops, with guidance, a research outline (research proposal) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4)
hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of studies in the field of education and their significance for educational practice. Students will be exposed to the fundamental concepts, principles, procedures, and techniques of research in education. The focus of the course will be on “quantitative” approaches to research in education. However, “qualitative” approaches will also be discussed. One major goal of the course is to help students develop competence in critically evaluating published reports of educational research. A second major goal of the course is to help students gain some understanding of the research proposal process and acquire the skills for preparing a research proposal in education. The necessity of matching the inquiry method chosen to the type of question being investigated will be emphasized. EDGR 5920 is consistent with professional standards that emphasize the role of data, active inquiry, and careful analysis in decision-making in education (see ELCC, NCATE, and the North Carolina Department of Public Instruction Standards).

EDAM 7010. Internship Seminar (3)
During the internship, candidates participate in a weekly seminar on campus, develop an electronic professional portfolio, prepare for the licensing exam and participate in related learning opportunities. Taken by permission of instructor/advisor only.

EDAM 7011. Internship Seminar in Domestic and Global Education (3)
Internship Seminar in Domestic and Global Education is an introduction to the practical aspects of school administration. The purpose of the seminar is to share internship concepts and improve administrative skills, disposition, and knowledge. Emphasis is on field experiences that are supervised by a practicing administrator. The seminar is designed to expose candidates to culturally responsive leadership in diverse settings – rural, urban, suburban, and in marginalized communities. Particular attention will be given to comparative analyses between the international educational perspectives, systems, policies, and pedagogies in other countries and those of the American system of education. Candidates may have the opportunity to travel to schools and school districts regionally, nationally, and abroad and gain insight from comparative studies of educational practices both domestic and global. Additional emphasis is placed on school reform initiatives and data-driven decision-making along with the goal of learning how to be an effective leader in an achieving school.

EDAM 7110. Internship Supervision (3/3)
The activities for the internship are aligned with the North Carolina Standards for School Executives. The internship provides an opportunity for skill development in key leadership areas including: strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micro-political leadership. The internship is a yearlong (ten months – fall and spring semesters), full-time or part-time clinical experience.

The MSA Program offers a variety of tracks to accommodate the diverse needs of all candidates.
Traditional MSA Track
Principal Fellows MSA Track
Second Master’s Degree Track
School Administration Licensure-Only Track

Track Descriptions
The Traditional Track (1st Master’s Degree) is designed for individuals seeking their first master’s degree. It is 45 credit hours that require 30 hours in the major (8 content courses and 2 research courses), 3 elective hours, and 12 hours in a field-based full-time or part-time internship and seminar. The yearlong field-based internship must be completed during the fall and spring semesters. Candidates
who enroll in full-time study (9 credit hours during each semester) are eligible for the DPI stipend. This stipend offers candidates a paid stipend during the internship.

**The Principal Fellows Track** is 45 credit hours, which requires 30 hours in the major (8 content courses and 2 research courses), 3 elective hours, and 12 hours in a field-based, full-time internship and seminar that is completed in 24 months. The yearlong field-based internship must be completed during the fall and spring semesters.

Participation as a North Carolina Principal Fellow enables the individual to obtain an MSA degree after completing a one-year full-time academic program on campus and a full-time internship at a public school in North Carolina. Fellows receive a scholarship loan which provides $30,000 the first year and 60% of a first year assistant principal’s salary for the second year plus $4,100 for tuition and fees. Fellows also receive an internship stipend based on 40% of the state salary schedule of a first year assistant principal. The total amount varies according to the state salary schedule and the amount for the internship determined by the General Assembly. This year’s second year Fellows will receive a total amount of $42,380, which includes $22,968 as a scholarship loan, $4,100 for tuition and fees and $15,312 for the internship.

Fellows are expected to complete the MSA degree in two years and agree to meet the standards set by the Principal Fellows Commission. They agree to practice as a full-time administrator for four years within six years following completion of the master’s degree. Individuals who do not complete the program or serve in an eligible position for four years must repay the debt in cash at an interest rate of 10%. (Specific requirements for details are included in the SEAA website at ncseaa.edu under rules and regulations.)

North Carolina Principal Fellows Program applicants need to be able to demonstrate in their application strong evidence of leadership roles and responsibilities at the school, school system, statewide and in the community. Applicants must have a baccalaureate degree, at least a 3.2 GPA (on a 4.0 scale) in the last 60 hours of study, and be unconditionally admitted to a school administration program. Additionally, applicants shall have completed no more than two courses toward the MSA degree, and have had a minimum of four (4) years of successful teaching experience, or other relevant experience. The application deadline is in January of each year for the following fall.

**The 2nd Degree Traditional Track** is designed for individuals who currently hold a master’s degree. It is a 33 credit hour track that requires 24 hours in the major (6 content courses and 2 research courses), and 9 hours in a field-based, full-time or part-time internship and seminar. The yearlong field-based internship must be completed during the fall and spring semesters.

**The School Administration Licensure-Only Track** is designed for individuals who already hold a master’s degree in an education related field (Counseling, Curriculum and Instruction, Instructional Technology, etc.), have 3 years of teaching (or other professional education experience), or have been employed by a school district as an assistant principal. It is a 24 credit hour track that requires 15 hours in the major (5 courses) and 9 hours in a field-based, full time or part-time internship and seminar. The yearlong internship must be taken during the fall and spring semesters.
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<td>EDAM 5335 School Leadership for Transformational Practices 3</td>
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### Graduate Curriculum Guide for School Administration

**Masters in School Administration – Principal Fellows Program (45 Hours)**

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<td>EDAM 7011 Internship Seminar in Domestic EDAM 7110 Internship Supervision 3</td>
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<td>Elective 3</td>
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<td><strong>Admission to Candidacy</strong></td>
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### Graduate Curriculum Guide for School Administration

**Masters in School Administration – Second Degree Track (33 Hours)**

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<td>EDGR 5920 Procedures in Educational Research 3</td>
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<td>EDAM 5112 Legal and Political Aspects of Educational Administration 3</td>
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<td>EDAM 7110 Internship Supervision 3</td>
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Graduate Curriculum Guide for School Administration  
School Administration Licensure-Only Track (24 Hours)

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</table>
School of Education Administration and Faculty

Wynetta Lee, Dean

Diane Scott, Associate Dean for Graduate Studies and Student Affairs

Theodore Pikes, Associate Dean for Assessment and Program Quality

Edward Moody, Department Chair – Allied Professions

Theodore Pikes, Department Chair – Curriculum & Instruction

Laurell Malone, Department Chair - Educational Leadership

Sheila Bridges-Bond, Program Coordinator, Communication Disorders

Peggy Whiting, Program Coordinator, Counselor Education

Hycy Prince Bull, Program Coordinator Educational Technology

Beth Harris, Director of Visual Impairment Training Program

Paquita Yarborough, Director of University-School Partnerships

SCHOOL OF EDUCATION FACULTY

Sheila Bridges-Bond (Associate Professor)
Communication Disorders - Speech-Language Pathology
B.S., University of Massachusetts
M.A., Bowling Green State University
Ph.D., Michigan State University

Prince Hycy Bull (Associate Professor)
Educational Technology
B.A., University of Sierra Leone
M.A., M.Ed., North Carolina Central University
Ph.D., North Carolina State University

Dogoni Cisse (Associate Professor)
Research
B.Ed., University of Mali
M.S., M.S.Ed., Western Illinois University
Ph.D., University of Alberta

Cheresa Clemons (Assistant Professor)
Curriculum & Instruction
B.S., Florida A&M University
M.Ed., North Carolina Central University
Ph.D., North Carolina Agricultural & Technical State University

Wanda Coneal (Associate Professor)
Curriculum & Instruction
B.A., University of North Carolina at Greensboro
M.S., Central Michigan University
Ph.D., Vanderbilt University

Kisha Daniels (Associate Professor)
Educational Leadership – School Administration
B.A., Skidmore College
M.S., M.S.A., Ph.D., University of North Carolina at Chapel Hill

Clarence E. Davis (Assistant Professor)
Curriculum & Instruction B.S., Longwood College
M.S., Eastern Kentucky University
Ph.D., North Carolina State University

Agnes DeWitt (Assistant Professor)
Educational Leadership B.S., Hampton University
M.S., University of Maryland
Ed.D., Nova Southeastern University

Yolanda Dunston (Associate Professor)
Curriculum & Instruction
B.A., M.Ed., Ph.D., University of North Carolina at Chapel Hill
Robin Gillespie (Clinical Faculty)
Communication Disorders - Speech-Language Pathology
B.A., University of North Carolina at Chapel Hill
M.Ed., North Carolina Central University
Ph.D., University of North Carolina at Greensboro

Jianping Grace Hao (Professor)
Communication Disorders - Speech-Language Pathology
M.D. in Preventive Medicine, Southeastern University School of Medicine Nanjing, P.R. China
Master’s of Medicine, Chinese Academy of Medical Sciences & Peking Union Medical School
Ph.D., Ohio University

Beth Harris (Assistant Professor)
Special Education – Visual Impairment
B.S., Illinois State University
M.S., Vanderbilt University
Ph.D., University of Arizona

Harvey Hinton III (Assistant Professor)
Curriculum & Instruction
B.S., North Carolina Agricultural & Technical State University
M.S., Ph.D., Purdue University

Sandra Jackson (Associate Professor)
Communication Disorders - Speech-Language Pathology
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M.A., University of Florida
Ph.D., University of North Carolina at Chapel Hill

Yolanda Keller-Bell (Assistant Professor)
Communication Disorders – Speech-Language Pathology
B.A. Hampton University
M.A., Ph.D., The Ohio State University

Kyla Kurian (Assistant Professor)
Counselor Education
B.A., Rhodes College

M.Ed., Ohio University
Ph.D., North Carolina State University

Wynetta Lee (Professor)
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B.A., Indiana University
M.P.A., Indiana University School of Public and Environmental Affairs
Ed.D., George Peabody College at Vanderbilt University

H. Donell Lewis (Associate Professor)
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B.S., Shaw University
M.A., Central Michigan University
Ph.D., University of Illinois, Urbana

Laurell Malone (Associate Professor)
Educational Leadership -School Administration
B.A., Earlham College
M.Ed., University of Virginia
Ed.D., Virginia Polytechnic Institute and State University

Nancy Mamlin (Associate Professor)
Special Education- Learning Disabilities
B.S., Indiana University
M.A., Ph.D., University of Maryland

Katrina Miller (Clinical Faculty)
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B.S., M.A., Hampton University

Edward Moody, Jr. (Professor)
Counselor Education
B.A., Free Will Baptist Bible College
M.A., Middle Tennessee State University
Ph.D., North Carolina State University

P. Masila Mutisya (Professor)
Curriculum & Instruction
B.A., M.Ed., Ed.D., University of Massachusetts at Amherst

Gwendolyn Newsome (Assistant Professor)
Counselor Education - Mental Health Counseling
B.S., North Carolina Agricultural and Technical State University
M.Ed., University of North Carolina at Greensboro
Ph.D., North Carolina State University

James Edward Osler II (Associate Professor)
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B.A., M.A., North Carolina Central University
Ed.D., North Carolina State University

Denz Palak (Assistant Professor)
Research
B.Ed., McGill University
M.A., Ed.D., West Virginia University

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B.A., North Carolina Central University
M.Ed., University of Virginia
Ph.D., University of North Carolina at Chapel Hill

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B.S., B.S., M.Ed., Ph.D., Southern University and A & M College

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M.Ed., North Carolina Central University

Heloisa Portela (Assistant Professor)
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B.A., M.A., Federal University of Rio de Janeiro
M.A., North Carolina Central University
Ph.D., North Carolina State University

Nancy Reese-Durham (Associate Professor)
Curriculum & Instruction
B.S., University of Mary Hardin-Baylor
M.Ed., Stephen F. Austin State University
Ph.D., Texas A & M University

Chadwick Royal (Associate Professor)
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B.A., North Carolina State University

M.S., University of North Carolina at Greensboro
Ph.D. North Carolina State University

Tom Scheft (Professor)
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B.A., M.A.T., Ph.D., University of North Carolina at Chapel Hill

Diane Scott (Professor)
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B.S., M.Ed., University of Virginia
Ph.D., Vanderbilt University

Timothy Seigler (Associate Professor)
Educational Leadership - School Administration
B.A., Montclair State College
M.Ed., Langston University
Ph.D., University of Oklahoma

Maureen Short (Assistant Professor)
Special Education
B.Ed., Kenyatta University
M.A.T., M.Ed., Texas Women's University
Ph.D., University of North Texas

Alisa Taliaferro (Assistant Professor)
Educational Leadership - School Administration
B.S., M.S., North Carolina Agricultural and Technical State University
Ed.S., Ed.D., Clark Atlanta University

Doris Tyler (Associate Professor)
Special Education
B.A., Johnson C. Smith University
M.Ed., University of North Carolina at Chapel Hill
Ed.D., North Carolina State University

Peggy Whiting (Professor)
Counselor Education
B.A., M.Ed., West Georgia College
Ed.D., Vanderbilt University

Diane Wormsley (Professor and SOE Endowed Chair)
Special Education- Visual Impairments
B.A., Elmira College
M.Ed., Ph.D., University of Pittsburgh
Jianliang (Albert) Zhang (Assistant Professor)
Communications Disorders
B.A., Renmin University of China
M.B.A., Shanghai Jiaotong University
Ph.D., East Carolina University

SCHOOL OF LIBRARY AND INFORMATION SCIENCES

Dr. Irene Owens, Dean and Professor
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Telephone: (919)-530-7585
Email: Marsha.Harris@nccu.edu

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Telephone: (919)-530-7323
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Ms. Sophia Harrison, Director of Graduate Studies
Telephone: (919)-530-7320
Email: slisadmissions@nccu.edu
Sophia.Harrison@nccu.edu

History

The School of Library and Information Sciences (SLIS) was authorized by the North Carolina State Legislature in 1939 and is the only graduate program of its kind among historically black colleges and universities. The School of Library Science was organized as a professional school in 1941. An undergraduate major was discontinued in 1943. The Master’s program in Library Science was initiated in 1950, with the first M.L.S. being awarded in 1951. The school name was changed to the School of Library and Information Sciences in 1984. Beginning with the 1990-91 academic years, the school offered an interdisciplinary program in information sciences leading to the Master’s in Information Science (M.I.S.)

The school vision is to promote access to information for all humanity. Supporting this vision, the SLIS mission is to prepare professionals to become leaders who can advance the library and information sciences in a diverse and global society.

Located on the third floor of the James E. Shepard Memorial Library, the SLIS has offices, classrooms, labs, and a library. The SLIS Library consists of approximately 50,000 volumes. The Library maintains a collection of comprehensive resources required in the instruction of library and information sciences that includes monographs and reference works, DVDs, specialized journals and serials (print and electronic), newspapers, and defined access to electronic bibliographic databases that are identifiable to the fields of library and information science. The School maintains two special collections. The William Tucker Collection is a collection of children’s materials that contains both primary and published materials by African-American authors and illustrators. The Black Librarians Collection comprises personal papers donated to the School by African-American Librarians. These collections support research and documentary studies relating to the leadership development and professional contributions of African-Americans to librarianship. The computer laboratory supports the curriculum objective of fully integrating the instruction of automated library systems, computer information systems, database management systems and internet applications into all courses. The SLIS has a homepage at www.nccuslis.org.
Priorities

The SLIS has evolved from a program dedicated to educating and training librarians to one that also offers training for positions in information management, informatics, and digital librarianship. The school offers a curriculum leading to two separate graduate degrees – the Master of Library Science (M.L.S.) and the Master of Information Science (M.I.S.). In addition, the SLIS offers two joint degree programs with the School of Law (J.D. /M.L.S.) and the School of Business (M.I.S. /M.B.A.). Students can also complete NC Public Librarian and NC Department of Public Instruction School Media Coordinator certification and licensure. Courses are offered evenings, Saturdays, summers and online (through the NCCU Extended Studies division).

The faculty recognizes the growing importance of web-based and multi-media resources and computer-related technologies. The consensus is that instruction in these areas must be integrated into all courses to which they are related, regardless of the availability of courses that are entirely devoted to them. Finally, freedom has a very special meaning for this school. The concept of intellectual freedom, therefore, is given a prominent place in all instruction. Avoiding censorship of racially and sexually biased materials is a particularly difficult area, but it is faced honestly by the faculty.

Programs

The SLIS offers a curriculum that leads to two separate degrees – the Master of Library Science and the Master of Information Science. General preparation in librarianship and information science and opportunities for some specialization is also provided. The school also offers a joint program with the School of Law and with the School of Business in which students can receive joint degrees. The SLIS offers the M.L.S. and M.I.S. degree via the Internet (except for the Archives and Records Management track in Library Science).

The Master of Information Science

The Master of Information Science (M.I.S.) degree is a 36-hour graduate-level program that trains individuals to understand and analyze the role of information systems in solving organizational problems and achieving organizational goals. The focus is on designing information systems to help people and organizations function more effectively. There are two tracks: (1) Health Informatics, (2) Networking and Communications, and (3) Strategic Information Management.

Master of Information Science (M.I.S.) with concentrations in:

- Health Informatics
- Networking and Communications
- Strategic Information Management

The Master of Library Science

The SLIS offers a 36–hour course of study leading to the American Library Association (ALA)-accredited Master of Library Science (M.L.S.) degree with a concentration in one of six tracks: academic librarian; archives and records manager; digital librarianship; public librarian; school media coordinator/school librarian; and special librarian.

Master of Library Science (M.L.S.) with concentration specializations in:

- Academic Librarianship
- Archives and Records Management
- Digital Librarianship
- Public Librarianship
- School Library and Media Center (with licensure in Teacher Librarianship)
- Special Librarianship
Joint Degrees

The School of Library and Information Sciences also offers two joint degrees:

- with the School of Law a law librarian degree: Juris Doctor/Master of Library Science (J.D./M.L.S.)
- with the School of Business a joint degree: Master of Information Science/Master of Business Administration (M.I.S./M.B.A.).

Admission Requirements

Admission to the SLIS requires that candidates possess an undergraduate degree at the Bachelor level and a cumulative grade point average (GPA) of 3.0. Graduate Record Examination (GRE) scores, experience, and letters of recommendation are also considered in the admissions process. Applicants must submit official score reports for the GRE taken within the last five years. Applicants holding an earned doctorate degree may request a waiver. See www.nccuslis.org for full list of admissions requirements. For more information and to begin the process, contact the SLIS Director of Graduate Studies.

Honors

For the School of Library and Information Sciences (SLIS) students, degrees with honors will be awarded as:

- Summa Cum Laude to students with a grade point average of 4.0
- Magna Cum Laude to students with a grade point average of 3.9
- Cum Laude to students with a grade point average of 3.75 to 3.89.

Degree Requirements for MLS and MIS

The general requirements for the degrees of Master of Library Science and Master of Information Science for students who have been admitted are:

1. Successful completion of 36 hours of course work approved by the Dean. In addition, a candidate for graduation must have a minimal cumulative average of a B (3.0) for graduation. Course requirements for students with another master’s or doctorate may be reduced at the discretion of the Admissions Committee or approved by the Dean.

2. Matriculation for a minimum period of two semesters or four summer sessions. All work credited towards a master’s degree must be completed within a period of six years.

3. Students are also required to demonstrate knowledge of a foreign language, sign language, statistics, or a computer language. This requirement may be fulfilled by two semesters of course work (6 hrs credit) in a foreign language, sign language, statistics, or a computer language at the undergraduate or graduate level. Original transcripts showing the pertinent courses must be provided as evidence prior to the application for graduation. Alternatively, the requirement may be fulfilled (a) if the student passes a modern language examination administered for this purpose by the Modern Foreign Language Department at North Carolina Central University in French, German, or Spanish, or (b) if the student has a currently valid professional IT certification. No courses taken for this purpose may be counted for course credit toward the master's degree.

Course Requirements (M.I.S.)

The following core courses are required:
LSIS 5010, Information Systems in Organizations
LSIS 5475, Communications Science
LSIS 5110, Information Systems Policy
LSIS 5171, Systems Analysis
LSIS 5451, Database Systems
LSIS 5452, Advanced Database Systems
LSIS 5610, Information Systems Projects.

**Concentration Requirements (M.I.S.)**

For the Health Informatics Concentration:
LSIS 5015, Introduction to Health Informatics
LSIS 5835, Human Factors
LSIS 5845, Healthcare Information Systems and Applications
LSIS 5460, Expert Systems (Knowledge Based Systems).

For the Networking and Communications Concentration:
LSIS 5442, Network Security
LSIS 5470, Computer-Based Information Networks
LSIS 5472, Protocols and Network Management
LSIS 5480, Telecommunications Systems.

For the Strategic Management Concentration:
LSIS 5115, Information Technology and Intellectual Property
LSIS 5440, Data-mining and Management with Statistical Analysis Applications
LSIS 5460, Expert Systems
LSIS 5830, Meta-Data Analysis.

**Elective Requirements (M.I.S.)**

M.I.S. students must also take an elective (consult your academic advisor) for a total of 36 hours of credit. Consult an academic advisor and the School of Business for a complete list of joint degree requirements.

**Course Requirements (M.L.S.)**

The following core courses are required for all M.L.S. graduates:
LSIS 5000, Foundations of Librarianship and Information Services
LSIS 5225, Selection and Use of Information Sources
LSIS 5120, Management and Systems Analysis
LSIS 5425, Organization of Information
LSIS 5325, Uses and Users of Information
LSIS 5810, Research Methods.

In academic, public, school media, and special library concentrations, at least two resources and services courses are also required (consult the academic advisor in your concentration):
LSIS 5220, Social Science Resources and Services
LSIS 5230, Humanities Resources and Services
LSIS 5240, Science and Technology Resources and Services
LSIS 5245, Health Sciences Resources and Services
LSIS 5260, Business Information Resources and Services
LSIS 5505, Children's Resources and Services
LSIS 5525, Adolescent Resources and Services
LSIS 5530, Ethnic Materials for Children and Adolescents
LSIS 5580, Government Publications.

**Concentration Requirements (for M.L.S. in Academic, Public or Special Library)**

For the Academic Librarianship concentration, the type of library course, LSIS 5160, The Academic Library and elective courses to complete the 36-hours are required (consult the academic advisor in your concentration).

For the Public Librarianship concentration, the type of library course, LSIS 5180, The Public Library and elective courses to complete the 36-
hours are required (consult the academic advisor in your concentration).

For the Special Librarianship concentration, the type of library course, LSIS 5140, The Special Library and elective courses to complete the 36-hours are required (consult the academic advisor in your concentration).

**Concentration Requirements (for M.L.S. in Archives and Records Management)**

For the Archives and Records Management Concentration, the practicum course, LSIS 5620, and one elective are required. In addition, four graduate history courses are required:

- HISG 5720. Introduction to Archives and Manuscripts
- HISG 5722, Archives and Records Management
- HISG 5728, Archival Arrangement and Description
- HISG 5736, Collection Management.

However, if not available at NCCU, comparable courses can be taken at North Carolina State University (consult the academic advisor in this concentration).

**Concentration Requirements (for M.L.S. in Digital Library)**

For the Digital Librarianship concentration, these courses are required:

- LSIS 5830, Metadata Applications for Digital Libraries
- LSIS 5620, Practicum in Library Specialization

One MIS Course (choose from the two):

- LSIS 5115, Information Technology and Intellectual Property
- LSIS 5835, Human Factors in System Design

One type of library course (choose one from the three):

- LSIS 5140, The Special Library
- LSIS 5160 The Academic Library
- LSIS 5180 The Public Library

**Concentration Requirements (for M.L.S. in School Library or School Media Coordinator)**

For the School Library concentration, these courses are required:

- LSIS 5505, Children's Resources and Services.
- LSIS 5525, Adolescent Resources and Services.
- LSIS 5130, Administration of the School Media Center.
- LSIS 5620, Practicum or Exit Criteria.

In addition, one of the following 3 is required:

- LSIS 5134, Leadership in Educational Organizations; LSIS 5614, Information Technologies in Educational Organizations; or LSIS 5645, Family and Community Relationships.

Plus, students must meet these two graduate education requirements:

1. **One course dealing with an understanding of the learner and the learning process** (such as, EDGR 5100 at NCCU); LSIS 5614 can be used as a substitute.

2. **One course that extends an understanding of the basic education philosophies and the school curriculum** (such as, EDCI 5400 at NCCU); LSIS 5134 can be used as a substitute.

Additional requirements pertaining to the NC Department of Public Instruction Media Coordinator Licensure may apply (consult the academic advisor in this concentration).

**Joint Degree Requirements (J.D./M.L.S.)**

J.D. /M.L.S. students must take the core courses, one type of library course, and an elective for a total of 24 hours of credit. Consult an academic advisor and the School of Law for a complete list of joint degree requirements.
Graduate Curriculum Guide for Health Informatics Concentration  
Masters in Information Sciences

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<td>LSIS 5475</td>
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<td>LSIS 5460</td>
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<td>LSIS 5452</td>
<td>Advanced Database Systems 3</td>
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* Choose One of the Following:
  LSIS 5245, Health Sciences Resources and Services
  LSIS 5820, Meta-Data Analysis (covering analytics and business intelligence)
  LSIS 5883, Graphical Representation (Data Visualization)
  LSIS 5440, Data-mining and Management with Statistical Analysis Applications
  LSIS 5620 Practicum (120 hours) or LSIS 5700 Independent Study for internship in the field
  (Course approved by advisor.)

Graduate Curriculum Guide for Networking and Communications Concentration  
Masters in Information Sciences

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<td>LSIS 5472</td>
<td>Protocols and Network Management 3</td>
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<td>LSIS 5452</td>
<td>Advanced Database Systems 3</td>
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</table>

* Choose One of the Following:
  LSIS 5015, Introduction to Health Informatics
  LSIS 5115, Information Technology and Intellectual Property
  LSIS 5440, Data-mining and Management with Statistical Analysis Applications
  LSIS 5460, Expert Systems
  LSIS 5640, Network Applications
  LSIS 5700, Independent Study
  LSIS 5820, Meta-Data Analysis
  LSIS 5835, Human Factors in System Design
  LSIS 5015, Introduction to Health Informatics
  LSIS 5845, Healthcare Information Systems
LSIS 5883, Graphical Representation

Graduate Curriculum Guide for Strategic Information Management Concentration
Masters in Information Sciences

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<td>LSIS 5451 Database Systems</td>
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<tr>
<td>LSIS 5452 Advanced Database Systems</td>
<td>LSIS XXXX One Elective Course*</td>
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</tbody>
</table>

* Choose One of the Following:
  LSIS 5015, Introduction to Health Informatics
  LSIS 5442, Network Security
  LSIS 5470, Computer-Based Information Networks
  LSIS 5472, Protocols and Network Management
  LSIS 5480, Telecommunications Systems
  LSIS 5640, Network Applications
  LSIS 5700, Independent Study
  LSIS 5835, Human Factors in System Design
  LSIS 5015, Introduction to Health Informatics
  LSIS 5845, Healthcare Information Systems
  LSIS 5883, Graphical Representation

Graduate Curriculum Guide for a Joint Degree in Business Administration and Information Science
Masters in Information Sciences/Masters in Business Administration

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<th>YEAR 1</th>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>LSIS 5010 Information Systems in Organizations</td>
<td>LSIS 5171 Systems Analysis</td>
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<td>LSIS 5475 Communications Science</td>
<td>LSIS 5451 Database Systems</td>
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<tr>
<td>LSIS 5110 Information Systems Policy</td>
<td>LSIS 5115 Information Technology and Intellectual Property</td>
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<th>YEAR 2</th>
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<tbody>
<tr>
<td>LSIS XXXX One Elective Course*</td>
<td>The rest of the program is completed in the School of Business.</td>
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<tr>
<td>LSIS 5452 Advanced Database Systems</td>
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* Choose any elective offered in the MIS concentration.
A joint degree in information sciences and business (MIS/MBA) allows students to prepare for careers in the management of information sciences. Examples of such careers include data/database administration, project managers, information network managers, and systems managers. This joint degree program allows students to simultaneously pursue the Master of Business Administration degree and the Master of Information Science degree. The program is designed to allow students to earn both degrees in less time than is required to earn each degree separately. This program requires 48 semester hours and can be completed in two calendar years and two summers.

### Graduate Curriculum Guide for Academic Libraries
#### Masters in Library Science

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<td>LSIS 5000</td>
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<td>Foundations of Librarianship and Information Services 3</td>
<td>Organization of Information 3</td>
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<td>Management and Systems Analysis 3</td>
<td>The Academic Library 3</td>
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<td>LSIS 5XXX</td>
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<td>Resources and Services Course* 3</td>
<td>Research Methods. 3</td>
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<td>Other Resources and Services Course.* 3</td>
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<td>Elective Course.** 3</td>
<td>Other Elective Course.** 3</td>
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</table>

* Resources and Services Courses:
  - LSIS 5220 Social Science Resources and Services.
  - LSIS 5230 Humanities Resources and Services.
  - LSIS 5240 Science and Technology Resources and Services.
  - LSIS 5245 Health Sciences Resources and Services.
  - LSIS 5260 Business Information Resources and Services.
  - LSIS 5505 Children's Resources and Services.
  - LSIS 5525 Adolescent Resources and Services.
  - LSIS 5530 Ethnic Materials for Children and Adolescents.
  - LSIS 5580 Government Publications.

** Any of the classes offered in the department.
Graduate Curriculum Guide for Public Libraries
Masters in Library Science

YEAR 1

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<tr>
<td>Management and Systems Analysis 3</td>
<td>The Public Library 3</td>
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* Resources and Services Courses:
- LSIS 5220 Social Science Resources and Services.
- LSIS 5230 Humanities Resources and Services.
- LSIS 5240 Science and Technology Resources and Services.
- LSIS 5245 Health Sciences Resources and Services.
- LSIS 5260 Business Information Resources and Services.
- LSIS 5505 Children’s Resources and Services.
- LSIS 5525 Adolescent Resources and Services.
- LSIS 5530 Ethnic Materials for Children and Adolescents.
- LSIS 5580 Government Publications.

** Any of the classes offered in the department.

Graduate Curriculum Guide for Special Libraries
Masters in Library Science

YEAR 1

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<tr>
<td>Foundations of Librarianship and Information Services 3</td>
<td>Organization of Information 3</td>
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<td>Selection and Use of Information Sources 3</td>
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<td>LSIS 5140</td>
</tr>
<tr>
<td>Management and Systems Analysis 3</td>
<td>The Special Library/Information System 3</td>
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YEAR 2

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<td>Other Resources and Services Course* 3</td>
<td>Other Elective Course.** 3</td>
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<tr>
<td>Elective Course.** 3</td>
<td>Other Elective Course.** 3</td>
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</table>

* Resources and Services Courses:
**LSIS 5220** Social Science Resources and Services.
**LSIS 5230** Humanities Resources and Services.
**LSIS 5240** Science and Technology Resources and Services.
**LSIS 5245** Health Sciences Resources and Services.
**LSIS 5260** Business Information Resources and Services.
**LSIS 5505** Children's Resources and Services.
**LSIS 5525** Adolescent Resources and Services.
**LSIS 5530** Ethnic Materials for Children and Adolescents.
**LSIS 5580** Government Publications.

**Any of the classes offered in the department.**

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**Graduate Curriculum Guide for Archives and Records Management**

**Masters in Library Science**

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<th>YEAR 1</th>
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<tbody>
<tr>
<td><strong>LSIS 5000</strong> Foundations of Librarianship and Information Services</td>
<td>3</td>
<td><strong>LSIS 5425</strong> Organization of Information</td>
</tr>
<tr>
<td><strong>LSIS 5225</strong> Selection and Use of Information Sources</td>
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<td><strong>LSIS 5325</strong> Uses and Users of Information</td>
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<tr>
<td><strong>LSIS 5120</strong> Management and Systems Analysis</td>
<td>3</td>
<td><strong>LSIS 51X0</strong> Type of Library Course</td>
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<th>YEAR 2</th>
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<tr>
<td><strong>LSIS 5620</strong> Practicum</td>
<td>3</td>
<td><strong>HISG 5720</strong> Introduction to Archives and Manuscripts</td>
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<tr>
<td><strong>LSIS 5810</strong> Research Methods</td>
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<td><strong>HISG 5728</strong> Archival Arrangement and Description</td>
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<td><strong>LSIS 5XXX</strong> Elective Course**</td>
<td>3</td>
<td><strong>HISG 5736</strong> Collection Management</td>
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*Type of Library Courses:
**LSIS 5140.** The Special Library/Information System.
**LSIS 5160.** The Academic Library.
**LSIS 5180.** The Public Library.

**Any of the classes offered in the department.**

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**Graduate Curriculum Guide for Digital Libraries**

**Masters in Library Science**

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<td><strong>LSIS 5225</strong> Selection and Use of Information Sources</td>
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<td><strong>LSIS 5325</strong> Uses and Users of Information</td>
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<tr>
<td><strong>LSIS 5120</strong> Management and Systems Analysis</td>
<td>3</td>
<td><strong>LSIS 5810</strong> Research Methods</td>
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### Graduate Curriculum Guide for Teacher Librarianship  
**Masters in Library Science**

#### YEAR 1

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<td><strong>LSIS 5425</strong> Organization of Information 3</td>
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<td><strong>LSIS 5225</strong> Selection and Use of Information Sources 3</td>
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<tr>
<td><strong>LSIS 5120</strong> Management and Systems Analysis 3</td>
<td><strong>LSIS 5130</strong> Administration of the School Media Center 3</td>
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#### YEAR 2

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<tr>
<td><strong>LSIS 5505</strong> Children’s Resources and Services 3</td>
<td><strong>LSIS 5810</strong> Research Methods* 3</td>
</tr>
<tr>
<td><strong>LSIS 5525</strong> Adolescent Resources and Services 3</td>
<td><strong>LSIS 5645</strong> Family and Community Relationships 3</td>
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</table>
### Joint Degree Requirements (J.D./M.L.S.)

J.D./M.L.S. students must take the core courses, one type of library course, and an elective for a total of 24 hours of credit. Consult an academic advisor and the School of Law for a complete list of joint degree requirements.

The School of Library and Information Sciences requires 24 semester hours of required and elective courses in the MLS program and 88 semester hours of required and elective courses in the JD program for the joint Juris Doctor/Master of Library Science degree. A degree in law and one in library science are essential to effective leadership in law librarianship, and also allow students to prepare for a career in law librarianship and legal research. This program allows students to pursue the Juris Doctor degree and a Master of Library Science degree simultaneously. Students interested in this program should apply directly both to the School of Law and to the School of Library and Information Sciences. The joint program is structured to allow the student to earn both degrees in less time than is required to earn each degree separately. This program can be completed in a minimum of three calendar years. Upon successful completion of a minimum of 88 semester hours of required and elective courses, the School of Law grants the degree of Juris Doctor. Nine semester hours of library science courses will meet the electives for the law degree.
Library and Information Sciences Course Descriptions

LSIS 4505. Survey of Literature for Children and Adolescents (3)
Identification and evaluation of materials for children and adolescents to promote literacy and lifelong readers. The course is designed to enhance learning and literary experiences for elementary education, media, and library students. Selected children’s books are read, critiqued, analyzed, and evaluated.

LSIS 5700. Independent Study (3)
Exploration of a special topic under the supervision of a regular faculty member.
Prerequisite: Permission of the instructor and approval of the Dean.

LSIS 5750. Special Topics (3)
Topic, time, and teacher vary. Offerings will be announced
Prerequisite: Permission of the instructor and approval of the Dean.

LSIS 5000. Foundations of Librarianship and Information Services (3)
The history and development of librarianship and information science, the functions of information-oriented agencies, the professional ethics that guide practitioners, and current trends and issues in the field.

LSIS 5010. Information Systems in Organizations (3)
The role of information systems in organizations, how they relate to organizational structure, basic concepts such as the systems point of view, the organization of a system, information flow, and the nature of information systems.

LSIS 5015. Introduction to Health Informatics (3)
Introduces students to informatics and specific sub-disciplines: biomedical, clinical and health informatics. Covers clinical systems (decision support and electronic health record management), public/consumer health informatics, nursing informatics, biomedical information applications, and research methods for healthcare informatics including evidence of health disparities, federal healthcare regulations, work flows in a clinic or practice, and legal/privacy issues.

LSIS 5110. Information Systems Policy (3)
Matching information systems policy to the information needs of an organization, and issues relating to management and administration of information systems’ functions.

LSIS 5115. Information Technology and Intellectual Property (3)
Legal theory and IT concepts as applied through business system models to specific patent and copyright issues in workforce situations within the context of Internet data communications.

LSIS 5120. Management and Systems Analysis (3)
The management process and the principal functions of planning, organizing, directing, and controlling as applied to all types of libraries and information centers, including quantitative and behavioral approaches to management activity.

LSIS 5130. Administration of the School Media Center (3)
Effective management of resources, programs, personnel, facilities, and finances of the modern school media center.

LSIS 5134. Leadership in Educational Organizations (3)
Interactive identification and analysis of decision situations including procedures for choice, design, and assessment of education information systems; the effects of leadership in mobilizing teachers, students, staff and
community support for effective education programs.

LSIS 5140. The Special Library/Information System (3)
The fundamentals of administering a library, an information center, or a system in industrial, governmental, and educational environments with an emphasis on planning, implementation, and evaluation of services.

LSIS 5160. The Academic Library (3)
Approaches to the organization and administration of college and university libraries with emphasis on developing materials collections and service programs that meet the needs of a variety of institutions and methods of instruction.

LSIS 5171. Systems Analysis (3)
Introduction to the systems approach to design and development of information systems, including methods and tools for analysis and modeling of functionality (e.g., structured analysis) and data represented in the system (e.g., object oriented analysis).

LSIS 5180. The Public Library (3)
The roles performed by public libraries in meeting educational, informational, recreational, and cultural needs.

LSIS 5190. The African American Collection (3)
Selection, acquisition, and organization of materials for an African American collection and effective methods for its management.

LSIS 5210. Administration of Law Libraries (3)
The development of law libraries and their unique objectives, characteristics, and functions.

LSIS 5220. Social Science Resources and Services (3)
Selection and use of the print and electronic resources of the various disciplines of the social sciences and the characteristics and needs of users.

LSIS 5225. Selection and Use of Information Sources (3)
The techniques of identification, selection, examination, use, and evaluation of basic reference materials in print and electronic formats and of services that are essential in a variety of library environments.

LSIS 5230. Humanities Resources and Services (3)
Selection and use of the print and electronic resources of the various disciplines of the humanities and the characteristics and needs of users.

LSIS 5240. Science and Technology Resources and Services (3)
Selection and use of the print and electronic resources of the various scientific and technical disciplines and the characteristics and needs of users.

LSIS 5245. Health Sciences Resources and Services (3)
Selection and use of the print and electronic resources of the various disciplines and professions of the health sciences.

LSIS 5260. Business Information Resources and Services (3)
Selection and use of the print and electronic resources of the various aspects of business information and the characteristics and needs of users.

LSIS 5300. Theories and Applications of Mass Communications (3)
The development and role of books and mass communications media in society and their relationship to libraries and information science.

LSIS 5320. Global Library and Information Systems (3)
Library service in other countries and international efforts to cooperate to increase access to information on a worldwide basis.
LSIS 5325. Uses and Users of Information (3)
Theories and practices of knowledge construction and processing in relation to information needs and uses of people in their various roles, situations, and contexts. Introduction to various issues, research and methods that are used to study human knowledge processing and information behavior, with a focus on development of effective information systems, products and services by libraries and other information industries and organizations.

LSIS 5335. Adult Resources and Services (3)
Principles of service to adults--early adulthood, middle adulthood and later adulthood--including collection development and programming strategies in public libraries and community college library environments.

LSIS 5400. Subject Analysis Systems (3)
The Library of Congress classification system and subject headings, selection and construction of subject headings, and general subject analysis systems.

LSIS 5420. Introduction to Digital Libraries (3)
The principles and practical knowledge required to understand the processes and techniques involved in creating, organizing, presenting, and assessing information in digital environments. The digital librarianship as an evolving area in LIS, evaluation of variety of types of digital collections, phases of project management including collection development and assessment, the tools/resources of building and managing digital collections, and the social and economic issues related to digital libraries. Prerequisite: LSIS 5425.

LSIS 5425. Organization of Information (3)
Theories, principles, standards, and tools behind the organization of information with special emphasis on understanding the function of catalogs, indexes, bibliographic utilities, and other such organizing entities. Introduction to bibliographic data, the creation and interpretation of bibliographic records, the interpretation of authority records, use of Anglo-American Cataloging Rules (AACR), MARC formats, Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), Library Congress Subject Headings (LCSH), and Dublin Core.

LSIS 5430. Indexing and Abstracting (3)
The basic concepts and systems of indexing and abstracting.

LSIS 5440. Data-mining and Management with Statistical Analysis Applications (3)
Overview of data mining and its application in business. Topics include data mining models such as decision trees, genetic algorithms, neural nets, agent network technology; the data mining process and practical, available data mining tools.

LSIS 5442. Network Security (3)
The principal concepts of network security. Topics include cryptography, encryption, authentication, denial-of-service attacks, worms, viruses, intrusion detection, firewalls, virtual private network, Web security, and access control of the network systems.

LSIS 5450. Information Retrieval (3)
Basic concepts and principles of information retrieval including document and query representation, retrieval and evaluation techniques, and the use of relevance feedback.

LSIS 5451. Database Systems (3)
A study of database models including relational, hierarchical, and networks; normalization techniques, query languages; and entity-relationship theory.

LSIS 5452. Advanced Data Base Systems (3)
A continuation of LSIS 5451. Emphasis is placed on record storage and primary file organization, query processing and optimization, transaction processing concepts, concurrency control techniques, recovery techniques, database security and authorization, advanced data
modeling concepts, object-oriented databases, distributed databases and client-server architectures, deductive databases, and emerging database technologies and applications. *Prerequisite: LSIS 5451.*

**LSIS 5460. Expert Systems (3)**
Theories, principles and languages for knowledge engineering, decision support systems and knowledge bases including rules, semantic nets and frames, knowledge acquisition, default logic, and uncertainties.

**LSIS 5470. Computer-Based Information Networks (3)**
Methods of data communications, interfacing between computers and communication networks, and computer-to-computer transfer of information. *Prerequisite: LSIS 5475.*

**LSIS 5472. Protocols and Network Management (3)**
Network protocols and protocol stacks, including protocol classes, packet filtering, address filtering, network management, and network hardware. *Prerequisite: LSIS 5475.*

**LSIS 5475. Communications Science I (3)**
Introduction to telecommunications concepts, applications, and services. The course introduces the TCP/IP protocol suite along with clients and servers for Internet communication, browsing, and navigation. Examines policy, management, and implementation issues.

**LSIS 5480. Telecommunications Systems (3)**
The technical and operational aspects of the telecommunication industry, network planning, services planning, and future trends in telecommunications. *Prerequisite: LSIS 5475.*

**LSIS 5505. Children's Resources and Services (3)**
Principles of services to children, pre-school to pre-adolescence, including collection development, management, and programming strategies.

**LSIS 5525. Adolescent Resources and Services (3)**
Principles of services to adolescents, including collection development and programming strategies.

**LSIS 5530. Ethnic Materials for Children and Adolescents (3)**
An examination of ethnicity and its relevance to children’s and young adult collection development.

**LSIS 5580. Government Publications (3)**
The sources, availability, organization, and use of federal, state, and local documents and selected publications of international bodies and foreign countries.

**LSIS 5600. Computers in Libraries and Information Science (3)**
Tools and concepts for information use. The course covers various aspects such as Internet applications, HTML, Windows, Linux, and Microsoft Office applications.

**LSIS 5610. Information Systems Projects (3)**
Experience in analyzing, designing, implementing, and evaluating information systems. As a capstone course, candidates are assigned one or more systems development projects.

**LSIS 5614. Information Technologies in Educational Organizations (3)**
Interactive demonstration of skills and knowledge in integrating information technologies into educational organizations. As a capstone course, candidates are required to develop a project that utilizes prior online course work for the MLS degree.

**LSIS 5620. Practicum (3)**
Supervised activities designed to allow candidates to demonstrate service competencies and an understanding of the role of the librarian in a type of library environment. Required of certain concentrations and
certification tracks as outlined in the student handbook.

LSIS 5630. Online Searching Tools for Informatics (3)
Advanced search strategies and techniques required to effectively and efficiently use online information retrieval systems. The course is designed around a series of hands-on exercises and projects that allow students to apply the concepts and principles learned in class in understanding and using any conventional information retrieval system. For students planning to work in any type of library or information center.

LSIS 5635. Information Retrieval and Analysis (3)
Survey of the principles of information retrieval that explores the fundamental processes of description, classification, information structures, database models, and the application of those processes as reflected in information systems of all types, including, but not limited to, libraries. In addition, the course explores multiple information systems to illustrate these principles covers the principles of evaluating the quality of retrieved information, human information processing, and transforming information into knowledge.

LSIS 5640. Internet Applications (3)
Concepts of the Internet, applications, and services and its development techniques. The course covers various technologies including TCP/IP, Telnet, FTP, HTML, Perl, PHP, CGI, Web Databases, and XML. As well as newer technologies such as distributed object computing (DOC).

LSIS 5645. Family and Community Relationships (3)
Theories and principles of family and community development, and the role of the library in their maintenance, including interagency programming strategies.

LSIS 5700 Independent Study (3)
Exploration of a special topic under the supervision of a regular faculty member. Prerequisite: Permission of the instructor.

LSIS 5750. Special Seminars in Librarianship and Information Science (3)
Topic, time, and teacher vary. Offerings will be announced. Prerequisite: Permission of the instructor.

LSIS 5810. Research Methods (3)
Methods of research relevant in librarianship or information science.

LSIS 5820. Metadata Analysis (3)
The process for generating new knowledge and information from legacy data – Includes secondary analysis of previously organized text and primary data sets in both print and electronic formats. The strategies/mechanisms for data mining, search tools, automatic summarization, and knowledge management tools.

LSIS 5830. Metadata Applications for Digital Libraries (3)
Principles underlying organizing and accessing digital resources; issues of interoperability, internal and external standardization; applications and evaluations of a variety of metadata standards for digital resources. Prerequisite: LSIS 5425.

LSIS 5835. Seminar in Human Factors in System Design (3)
User centered (UCD) framework to explore the interdisciplinary design and use of software systems that take into account the capabilities and limitations of humans and machines.

LSIS 5845. Healthcare Information Systems and Applications (3)
An overview of the policy, theory, and methods associated with the construction and management of information architecture supportive of health informatics and information systems. Major areas of emphasis include enterprise architecture, the electronic
healthcare record, user privacy, telemedicine, public health informatics and information management in healthcare delivery environment.

LSIS 5883. Graphical Representation (3)
Statistical and conceptual principles and methods of graphical data analysis and presentation including: dot charts, classification (facet) theory, regression trees, and conceptual graphical representation through formal concept analysis. The relationship effects of human graphical perception and graphical methods and techniques also included. Prerequisite: Statistics course.

LSIS 5900. Thesis (1-6)
(See www.nccuslis.org for further information.) Participation in a significant research activity that results in a written report demonstrating originality and scholarship. The thesis is meant for students who want to study specific topics that are not offered in the curriculum or students who want to study a specific topic in more depth than is offered in the curriculum. It is the responsibility of the student to propose a topic, to find a faculty member who will form a thesis committee, and to complete required forms. Prerequisite: Permission of the Dean.

Library and Information Sciences Faculty and Staff

Owens, Irene, 2005 – Dean and Professor
B.S., Elementary Education, Barber-Scotia College
M.L.S., Library Science, University of Maryland
M.A. R.S., Master of Arts in Religious Studies, Howard University
Ph.D., Information and Library Science, University of North Carolina at Chapel Hill

Harrison, Sophia, 2013 – Director of Graduate Studies
B.S., Business Education, East Carolina University
M.I.S., Information Science, North Carolina Central University

Jones, Virginia Purefoy, 1977 – University Librarian/Assistant to the Dean
B.A., Spanish, North Carolina Central University
M.L.S., Library Science, North Carolina Central University

Aber, Susan E. Ward- Lecturer
B.S., Geology, University of Kansas
Professional Gemologist, Gemological Institute of America
Ph.D, Library and Information Management, Emporia State University

Abdullahi, Ismail, 2005 – Associate Professor
M.L.S., Library Science, North Carolina Central University
Ph.D., Library Science, University of Pittsburgh

Amaniampong, Gyesi – Lecturer
M.S., Engineering, Dresden University of Technology
Ph.D., Engineering, University of Cambridge

Bracy, Pauletta B., 1981 – Professor
B.A., Fisk University
M.L.S., Library Science, University of Pittsburgh
Ph.D., Library Science, University of Michigan

Chapman, Joyce-Lecturer
B.A. German/Linguistics
M.L.S., Library Science, North Carolina Central University

Cogdell, Edna, 1994 – Lecturer
B. A., English, Fayetteville State University
M. S., Educational Media, North Carolina A. & T. State University
M.L.S., Library Science, North Carolina Central University
Ed.D., Educational Leadership, Fayetteville State University
Green, Ravonne, 2009 – Lecturer
B.S., Library Science, James Madison University
M.S., Library Science, Vanderbilt University
M.A., Ed.S., Ph.D., Curriculum and Instruction, Virginia Polytechnic Institute & State University

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B.S., Systems Engineering, University of Virginia
M.S., Industrial Engineering, Georgia Institute of Technology
Ph.D., Systems Engineering, University of Virginia

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B.A., English Literature and Secondary Education, Hofstra University
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Meloche, Joseph Alexander, 2011 – Assistant Professor
B.A., Communications, Simon Fraser University, Vancouver, B. C. Canada
M.L.I.S., Master of Library and Information Science, University of Toronto, Toronto, Ontario, Canada.
Ph.D., School of Information Systems, University of Wollongong, Wollongong, Australia

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B.A., History, University of Florida
M.A., Ph.D., History, University of North Carolina at Chapel Hill

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B.S., Political Science, East Tennessee State University
M.S., Library Science, University of Illinois
J.D., Law, Southern Illinois University

Ozoh, Ruphina, 2010 – Lecturer
B.A., Library and Information Science, University of Nigeria
M.S.L.S., Library and Information Science, Clark Atlanta University
Ph.D., Information Technology Management, Capella University

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B.S., Chemistry, New Mexico State University
M.S., University of Texas at San Antonio
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B.A., English, Duke University
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B.A., Interdisciplinary Humanities, Florida Technological University
M.A., Educational Media and Instructional Technology, University of Central Florida
Ed.D., Curriculum and Instruction, University of Central Florida

Underwood, Linda, 2009 - Lecturer
B.A., Library Science and Social Studies, Marshall University
M.A., Reading Education, Marshall University
M.L.I.S., Library and Information Science, Louisiana State University
Ed.D., Education, West Virginia University

Yoo-Lee, Eun-Young, 2004 – Assistant Professor
B.A., English, Sogang University, Seoul, Korea
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Ph.D., Library and Information Studies, University of Wisconsin-Madison
SCHOOL OF LAW
Phyllis Craig-Taylor, Dean
640 Nelson Street
Durham, NC 27707
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JURIS DOCTOR PROGRAM

Program Description
The School of Law was founded in 1939, and officially opened its doors in 1940. It has an enrollment of just over 600 students, and has a program for both full-time (Day) and part-time (Evening) study. It is approximately fifty-five percent non-White, including African-American, Hispanic, Asian, and Native American students, making it one of the most ethnically diverse law schools in the nation and continuing its legacy of providing a practical laboratory for the collaboration of different races and nationalities within the legal profession.

Mission
The School of Law was founded to provide opportunities for African-Americans to become lawyers. Embracing our heritage, our mission is to provide a high quality, personalized, practice-oriented, and affordable legal education to historically underrepresented students from diverse backgrounds in order to increase diversity in the legal profession. We empower all of our graduates to become highly competent and socially responsible lawyers and leaders committed to public service and to meeting the needs of underserved communities. In fulfilling our mission, we will help create a more just society.

HOW TO APPLY
The School of Law accepts applications each year beginning on October 1, and receives them until March 31 of the following year. To qualify for consideration, interested applicants must:

- Graduate with a baccalaureate degree from an accredited college or university by the time classes commence at the School of Law;
- Complete the online application for admission;
- Pay the $50 non-refundable application fee through the Law School Admission Council;
- Complete the Law School Admission Test (LSAT);
- Submit a current, completed Law School Report via the Law School Admission Council;
- Submit two written recommendations through the Law School Admission Council; and
- Submit a written personal statement.

GRADUATION REQUIREMENTS
All students at the School of Law must complete eighty-eight (88) credits and have a minimum grade point average (GPA) of 2.0 in order to graduate with a juris doctor degree. Students must also complete courses with an oral component, a writing seminar, and a professional skills course among their credits.

REQUIRED COURSES: FIRST-YEAR

LAW 7031 CIVIL PROCEDURE I (2)
Prerequisite: None
An introduction to the principles of subject matter jurisdiction, personal jurisdiction, proper venue, removal, and transfer.

LAW 7130 CIVIL PROCEDURE II (3)
Prerequisite: Civil Procedure I
A survey of the Federal Rules of Civil Procedure as they apply to pleadings, motions, joinder of claims and parties, and discovery.

**LAW 7010 CONTRACTS I (3)**
**Prerequisite: None**
An introduction to contract formation including offer, acceptance, and consideration, contract formalities, including the Statute of Frauds, the parol evidence rule, and implied obligations.

**LAW 7011 CONTRACTS II I (2)**
**Prerequisite: Contracts I**
An examination of contract interpretation, performance of the contract, conditions and breach, avoidance of the contract, the defenses of frustration and purpose, impracticability, impossibility, incapacity, duress, undue influence, mistake, misrepresentation and unconscionability.

**LAW 7080 CRIMINAL LAW (3)**
**Prerequisite: None**
A survey of the substantive criminal law, emphasizing elements of the criminal culpability including defenses, constitutional limitations on declaring certain conduct criminal, and the purposes of punishment.

**LAW 7000 CRITICAL THINKING (1)**
**Prerequisite: None**
Skill development in the area of critical thinking, critical reading, critical listening, writing, case briefing, effective studying, organization and self-management.

**LAW 7121 LEGAL REASONING & ANALYSIS (3)**
**Prerequisite: None**
Students are introduced to the basics of legal reasoning, analysis, and writing, such as the preparation of case briefs, issue identification, identification of key facts, analogy, distinction, case synthesis, and statutory construction. This course concludes with a closed-research, objective memorandum of law.

**LAW 7122 LEGAL RESEARCH & PERSUASION (3)**
**Prerequisite: Legal Reasoning and Analysis**
This course will teach students the fundamentals of legal research and citation form and will provide advanced instruction in legal reasoning and analysis. The course identifies and describes the primary sources of law and relevant finding tools in print and electronic format. Students receive instruction on the research strategies necessary to find and update the law. Students prepare a research outline and an open-research, persuasive memorandum of law.

**LAW 7050 PROPERTY I (3)**
**Prerequisite: None**
An introduction to private real and personal property rights and estates in land. Subjects covered may include the law of finders and other possessors, bailments, adverse possession, and present, future, and concurrent estates in land.

**LAW 7051 PROPERTY II (2)**
**Prerequisite: Property I**
Subjects typically covered include landlord/tenant law, covenants, easements, and conveyancing.

**LAW 7040 TORTS I (3)**
**Prerequisite: None**
An introduction to the principles of tort liability for intentionally and negligently caused injuries to persons and/or property. Subjects covered typically include: assault, battery, false imprisonment, infliction of emotional distress,
trespass to land, and negligence, as well as defenses to liability, including consent.

LAW 7041 TORTS II (2)
Prerequisite: Torts I
An examination of defenses to liability based on negligence, including contributory negligence, assumption of the risk, and statutes of limitation. Coverage also includes releases and covenants not to sue, vicarious liability, wrongful death, negligent infliction of emotional distress, nuisance, misrepresentation, strict liability, and product liability.

REQUIRED COURSES: UPPER-LEVEL

LAW 8000 APPELLATE ADVOCACY (2)
An overview of the appellate process, this course includes lectures, reading and writing assignments, and discussions relating to the fundamentals of appellate brief writing and oral advocacy. The course will culminate in an appellate brief and/or argument.

LAW 9040 BUSINESS ASSOCIATIONS (4)
(Day Program Only)
An introduction to partnerships, limited partnerships, limited liability entities, and corporations. The course also includes an introduction to the law of agency as it relates to various business forms. The majority of class time is spent discussing corporations and their formation, corporate powers, corporate liability, powers and duties of shareholders, directors, and officers, the sale of stock in publicly held corporations, and special issues concerning closely held corporations.

LAW 8040 CORPORATIONS (3)
(Evening Program Only)
This course studies the corporation as a business form. The course explores the advantages and disadvantages of incorporation. The formation, management and control of both closely held and publicly traded corporations are also examined. The course is designed to complement our Agency-Partnership course.

LAW 8031 CONSTITUTIONAL LAW I (4)
An examination of the allocation of power between the federal and state governments, the separation of powers between the three branches of government, and the power of Congress to regulate interstate commerce. The course also covers equal protection of the law and both substantive and procedural due process.

LAW 8131 CONSTITUTIONAL LAW II (2)
Prerequisite: Constitutional Law I
This course provides a comprehensive survey of either First Amendment or Fourteenth Amendment case law. Both versions of the course attempt to work current events as much as possible into class discussions.

LAW 8020 DECEDENTS’ ESTATES I (3)
An examination of the substantive law of intestate succession, wills, and trusts. Topics covered include the execution, revocation, and construction of wills and trusts, and the protection of family members against disinheretance.

LAW 8010 EVIDENCE (3)
An examination of the rules of evidence and the roles of the judge, jury, and attorney in the fact-finding process. Subjects include witness examination, competency, privileges, exclusion, the hearsay rule, authenticity, best evidence rule, and opinion evidence.
LAW 8013 LEGAL LETTERS (2)
Prerequisites: Legal Reasoning & Analysis, Legal Research and Persuasion
To strengthen the student’s legal research, analytical and communication skills, students will prepare a research memo. Students will be assigned to prepare various letters, such as a detailed client letter, a demand letter, a response to a demand letter, a letter to a regulatory/administrative agency, an investigative letter from Agency to Respondent, and a decision letter from the Agency.

LAW 9570 NORTH CAROLINA DISTINCTIONS (3)
A team-taught synthesis course for third-year students that integrates procedural and substantive subjects in a comprehensive format utilizing the statutory framework of a single jurisdiction, North Carolina.

LAW 9290 PROFESSIONAL RESPONSIBILITY (2)
An examination of the Rules of Professional Conduct, the roles and functions of lawyers in society, responsibilities involved in representing clients, and the organization and functions of the bar.

LAW 9030 SALES / SECURED TRANSACTIONS (4)
An overview of the legal principles applicable to the sale of goods and security interests in personal property used as collateral for the extension of credit. The first part of the course is organized around the performance and warranty provisions of Article 2 of the Uniform Commercial Code and is designed to build upon, but not duplicate, the first-year in Contracts. The second part of the course is organized around Article 9 of the Uniform Commercial Code.

LAW 9500 SENIOR WRITING (3)
(Evening Program Only)
An intensive writing class based on a single case file. Students will write several practical skills-oriented documents, including letters, pleadings, settlement brochures, motions, and supporting briefs.

LAW 8050 TAXATION (3)
An introduction to the basic structure of federal income taxation, including gross income, deductions, tax rates, treatment of gains and losses, and computation of taxable income. Emphasis is placed on fundamentals and areas of concern to general practitioners.

CLINICAL PROGRAMS

ALTERNATIVE DISPUTE RESOLUTION
Prerequisites: Superior Court Mediation OR Mediation
The ADR Clinic is an opportunity for students to learn about processes available to parties to address conflict outside of litigation. It consists of a classroom component that meets during the semester and a practicum in which students mediate district court criminal cases, Medicaid appeals in the Office of Administrative Hearings, and participate in other ADR-related processes and activities.

CIVIL LITIGATION CLINIC
Prerequisite: Trial Practice
The Civil Litigation Clinic has two components. It has a two-credit civil litigation class, which allows students to receive practical training that simulates what it is like to handle real cases. Students are exposed to all aspects of pre-trial civil litigation, including client interviewing and counseling, preparation of pleadings, and discovery practice. Upon completion of the
class, students may participate in the civil litigation clinic externship program. Students handle their own caseload, which usually consists of low-income clients, referred to the Clinic by the Durham Legal Aid Program.

**CRIMINAL DEFENSE CLINIC**
**Prerequisites:** Criminal Law, Criminal Procedure, Evidence, and Trial Practice

The Criminal Defense Clinic is a two-semester program. The first semester consists of classroom instruction, featuring a comprehensive review of North Carolina Criminal Procedure and Practice. The classroom portion also features readings, lectures, written problems, group discussions and participation in simulated court proceedings. In the second semester, students handle cases referred from the Durham County Public Defender’s Office. As externs, students may work in any public defender office in the state.

**DOMESTIC VIOLENCE CLINIC**

The Domestic Violence Legal Clinic offers students a chance to investigate and develop trial experience while providing services to victims of domestic abuse. Under the assistance of a supervising attorney, students assist and represent clients who seek domestic violence protective orders in Durham County Domestic Violence Court. The clinic is a two-credit class, offered in both the fall and spring semester. Students are required to complete 100 hours of clinic-related work.

**FAMILY LAW CLINIC**

The Family Law Clinic is a one-year program that combines the learning of practical skills, North Carolina Family Law, pretrial litigation skills, and practical civil procedure with supervised representation of live clients. Students complete internships in the clinic and externships with local agencies or family law attorneys.

**LOW-INCOME TAXPAYER CLINIC**
**Prerequisite:** Income Taxation

The Low-Income Taxpayer Clinic helps individuals who are experiencing problems with the Internal Revenue Service (IRS). Students and practitioners staff the LITC, and students learn how to address a variety of tax-related issues. Students also represent taxpayers and negotiate terms on their behalf with the IRS.

**JUVENILE LAW CLINIC**

The Juvenile Clinic is a one-semester program, offered both in the fall and the spring. It entails 40 hours of classroom instruction, followed by 60 hours of field work. Students, with the assistance of a supervising attorney, represent juveniles on reviews, misdemeanors, and felonies. The juvenile delinquency cases are referred to the Clinic through the Durham County Public Defender’s Office.

**PATENT CLINIC**

**TRADEMARK CLINIC**

The School of Law obtained approval from the United States Patent and Trademark Organization to operate clinical programs in the areas of patent and trademark law. Students gain experience drafting and filing either patent applications or trademark applications for clients of the School of Law clinic. Students conduct their work under the guidance of a supervising attorney.

**SMALL BUSINESS CLINIC**

The Small Business Clinic is a one-semester program that allows students to work with business located in the Raleigh-Durham-Chapel Hill area, as well as other businesses throughout North Carolina. The clinic has a classroom
component, which focuses on small business law and regulations. Students, who are paired with a minimum of two clients per semester, assist in areas ranging from regulatory requirements to tax issues.

STREET LAW
Street Law is a one-semester, one credit-hour externship offered in partnership with the Durham Public School System. Students are placed with a middle or high school social studies teacher, and work to teach a series of classes on legal topics aligned with the teacher’s lesson plan. These lessons typically cover areas such as criminal law, the criminal trial process, constitutional law, and criminal procedure.

VETERANS LAW CLINIC
The Veterans Law Clinic handles a variety of claims at all stages of the Veterans Affairs adjudication process. It consists of two separate three-credit hour classes. The first course teaches fundamentals the basics of advocating on behalf of veterans, while the second course permits students to get involved directly with clients themselves.

SCHOOL OF LAW FACULTY

AMANA, CHERYL (Professor)
B.A., Rutgers University
J.D., Univ. of Pennsylvania
LL.M., Columbia University

BECKWITH, JAMES (Professor)
A.B., University of North Carolina
J.D., University of Chicago

BOIES, KIMBERLY (Associate Professor)
B.S., Hampton University

M.P.H., University of North Carolina
J.D., University of North Carolina

BRANCH, FELICIA (Assistant Professor)
B.S., Arkansas State University
J.D., University of Arkansas
LL.M., University of Florida

BRITTAINE, JOHN (Charles Hamilton Houston Chair)
B.A., Howard University
J.D., Howard University

BYNUM, FRANCES (Professor)
B.A., University of North Carolina
M.L.S., N.C. Central University
J.D., N.C. Central University

CLARK, TODD (Associate Professor)
B.A., Wittenberg University
J.D., University of Pittsburgh

CORBETT, DON (Associate Professor)
B.A., N.C. A&T State University
M.A., NC A&T State University
J.D., University of North Carolina

CRAIG-TAYLOR, PHYLISS (Dean and Professor)
B.A., University of Alabama
J.D., University of Alabama
LL.M., Columbia University

DAVIS, NAKIA (Clinical Professor)
B.A., University of North Carolina
J.D., North Carolina Central University

DAWSON, APRIL (Associate Professor)
B.S., Bennett College
J.D., Howard University

DUNN, SUSAN (Assistant Professor)
A.B., University of Michigan
M.A., Duke University
M.A.T., Northwestern
J.D., Southern Methodist University

EDWARDS, JEFFREY (Clinical Professor)
B.A., University of North Carolina-Charlotte
J.D., Campbell University

EDWARDS, MALIK (Associate Professor)
B.A., Oberlin College
J.D., New York University
Ph.D., University of Pennsylvania

FOY, KEVIN (Assistant Professor)
B.A., Kenyon University
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GLEAN, PAMELA (Assistant Dean, Clinical Programs)
B.A., Duke University
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GONDER, DIONNE (Clinical Professor)
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B.A., Georgetown University
J.D., Georgetown University
LL.M., Temple University

HAUSER, SUSAN (Associate Professor)
B.A., Wake Forest University
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J.D., North Carolina Central University

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M.S., North Carolina State University
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