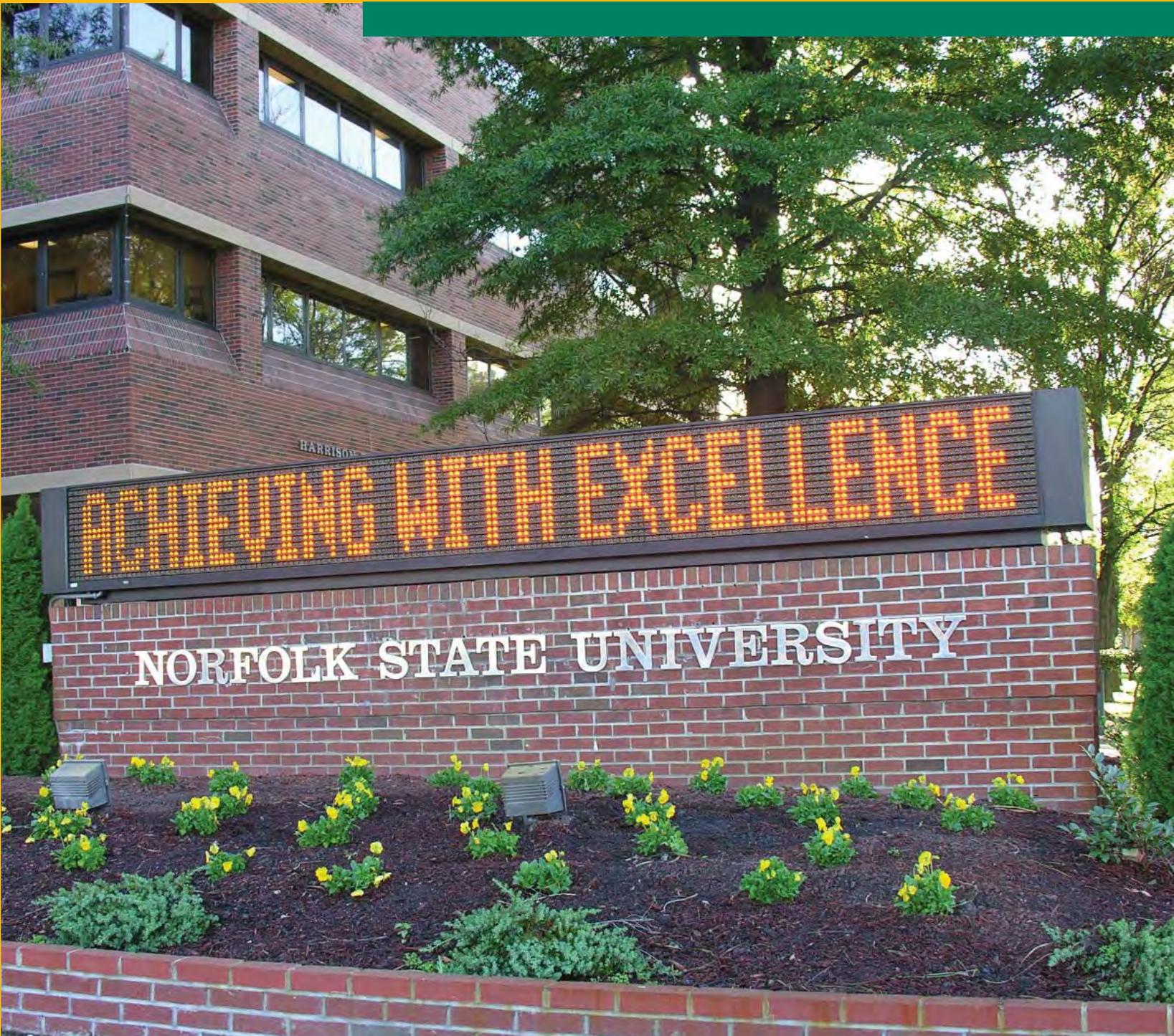




NORFOLK STATE UNIVERSITY™ 2006-2007 Graduate Catalog



NORFOLK STATE UNIVERSITY

2006-2007 UNIVERSITY CATALOG

700 Park Avenue
Norfolk, VA 23504

Phone: (757) 823-8600
<http://www.nsu.edu>

Achieving With Excellence



A Welcome from the University President

Welcome to Norfolk State University. Since its founding in 1935, Norfolk State University has provided an environment for students to give expression to their goals and aspirations. In its short 70-year history, Norfolk State University has been committed to its mission: to provide an affordable, high-quality education to an ethnically and culturally diverse student population. This mission has always been at the heart of our educational programs. Norfolk State has grown and expanded its mission to provide educational opportunities for students to become the future leaders of tomorrow. We pride ourselves on quality academic programs, talented faculty members, a commitment to achieving with excellence and a school spirit like no other institution in the region.

Norfolk State University is an institution poised for liftoff to the next level. As we move into the future, we are preparing ourselves to be at the cutting edge of providing innovative new programs and services to place the institution at the forefront of science and technology, while remaining committed to our liberal arts roots. As you review the Norfolk State University catalog, please consider joining our NSU family.

Sincerely,

Carolyn Winstead Meyers

Carolyn Winstead Meyers, Ph.D.

Norfolk State University's Leadership Vision

NSU'S MISSION:
To provide an affordable, high-quality education for an ethnically and culturally diverse student population, equipping them with the capability to become productive citizens who continuously contribute to a global and rapidly changing society

Strategic Imperatives:

Enhance students' success by providing high-quality academic instruction and support to ensure an improved graduation rate

Develop an efficient management structure to increase organizational efficiency and improve performance across all areas

Increase total funding by identifying multiple funding sources and new initiatives to form a solid fiscal foundation and provide ongoing services for NSU's constituents

Core assets: • Talented Student Body • Public Support • Motivated Faculty • Tradition of Service

SPECIAL INFORMATION REGARDING THE UNIVERSITY CATALOG

1. Policies regarding enrollment of degree seeking students at Norfolk State University are listed below:

All students will follow the curriculum and the degree completion requirements specified in the University Catalog issued for the year of their initial enrollment as degree seeking students.

The University will honor degree completion requirements specific for students in the University Catalog for the year of initial enrollment, as long as such enrollment is continuous (summer semesters not included.)

A student who does not maintain continuous enrollment (summer semesters not included) will follow the degree completion requirements specified in the University Catalog issued the year of re-enrollment.

Any student under any degree program who has re-enrolled in the University after interruptions of more than two semesters will be required to meet the requirements of the current catalog.

A student who transfers to another degree program will follow the requirements specified in the University Catalog issued for the year of the transfer into the new degree program.

2. Students are held individually responsible for reading and complying with the University policies contained in the Catalog.
3. The Catalog is not an unchangeable contract but, instead, an announcement of present policies only. Implicit in each student's enrollment is an agreement to comply with University rules, policies, and regulations that the University may modify to exercise properly its educational responsibility.

**NORFOLK STATE UNIVERSITY
AFFIRMATIVE ACTION/ EQUAL EMPLOYMENT
OPPORTUNITY POLICY**

It is the policy of Norfolk State University to provide equal educational opportunity and equal employment without regard to race, color, national origin, political affiliation, religion, sex, age, or disability. Any employee or student who feels discriminated against should be referred to the Director of Affirmative Action.

STUDENT RIGHT-TO-KNOW ACT

Disclosure

Information pertaining to this Act is available in the Office of the Registrar and the Office of Institutional Research.

TABLE OF CONTENTS

| | |
|--|---------------|
| GENERAL INFORMATION | 4 |
| History of the University | 4 |
| Mission Statement | 4 |
| Institutional Goals | 4 |
| Accreditation and Affiliations | 5 |
| The Office of Graduate Studies | 6 |
| Student Services..... | 6 |
| The University Higher Education Center..... | 8 |
| Division of Research and Technology | 8 |
| International Student Program | 9 |
| Book Store..... | 9 |
| Student Health Services | 9 |
| The Library and Special Collections..... | 10 |
| Veterans' Affairs | 10 |
| Parking | 10 |
| Academic Honesty | 11 |
| GENERAL POLICIES AND PROCEDURES..... | 12 |
| Regulations..... | 12 |
| Admissions | 12 |
| Re-Admission | 13 |
| International Students..... | 13 |
| Time Limit..... | 13 |
| Minimum Grade Requirements | 15 |
| Withdrawal from Courses | 14 |
| Withdrawal from the University | 15 |
| Residence Requirements | 15 |
| Continuous Registration | 15 |
| Incomplete Grades..... | 16 |
| Course Substitutions | 16 |
| Transfer of Credit..... | 16 |
| Registration..... | 16 |
| Tuition and Fees | 16 |
| APPLIED SOCIOLOGY | 17 |
| Admission Requirements | 17 |
| Degree Requirements | 18 |
| Course Descriptions..... | 19 |
| CRIMINAL JUSTICE..... | 20 |
| Curriculum..... | 20 |
| Description of Courses | 21 |
| MEDIA AND COMMUNICATIONS | 25 |
| Admission Requirements | 25 |
| Requirements for the Degree..... | 26 |
| Curriculum..... | 27 |
| Announcement of Courses | 29 |
| COMMUNITY/CLINICAL PSYCHOLOGY PROGRAM (CCPP)..... | 34 |
| Degree Requirements | 35 |
| Curriculum..... | 36 |
| Course Descriptions..... | 36 |

| | |
|--|------------|
| DOCTORATE IN CLINICAL PSYCHOLOGY | 37 |
| Admission Requirements | 38 |
| Degree Requirements | 38 |
| Advanced Coursework, Practica, Dissertation | 39 |
| Course Descriptions | 41 |
| MATERIALS SCIENCE..... | 46 |
| Admission..... | 47 |
| Minimum Degree Requirements | 47 |
| Course Descriptions..... | 48 |
| ELECTRONICS ENGINEERING | 50 |
| Course Descriptions..... | 51 |
| OPTICAL ENGINEERING..... | 55 |
| Course Descriptions..... | 56 |
| COMPUTER SCIENCE..... | 57 |
| Course Descriptions..... | 59 |
| MUSIC PROGRAM | 63 |
| Admission | 65 |
| Curriculum..... | 66 |
| Announcement of Courses | 69 |
| PRE-ELEMENTARY EDUCATION | 72 |
| Admission..... | 72 |
| Required Course..... | 73 |
| Elementary Education | 73 |
| SEVERE DISABILITIES..... | 79 |
| Admission..... | 79 |
| Requirements for the Degree..... | 80 |
| Course Requirements..... | 81 |
| Course Descriptions..... | 82 |
| MASTER OF SOCIAL WORK..... | 85 |
| Admission..... | 87 |
| MSW Curriculum..... | 89 |
| Course Descriptions..... | 90 |
| Community Development | 93 |
| Clinical Concentration | 94 |
| PH.D. PROGRAM IN SOCIAL WORK | 97 |
| Admission Requirements and Procedures..... | 97 |
| Curriculum..... | 100 |
| URBAN AFFAIRS | 103 |
| Admission Requirements | 103 |
| Degree Requirements | 104 |
| Curriculum..... | 104 |
| SECONDARY EDUCATION AND SCHOOL LEADERSHIP..... | 107 |
| Admission..... | 107 |
| Degree Programs | 108 |
| NAVAL BASE COMMUNITY COUNSELING PROGRAM | 110 |

| | |
|---|------------|
| Course Descriptions..... | 110 |
| VISUAL STUDIES | 114 |
| Admission..... | 115 |
| Requirements | 115 |
| Announcement of Courses | 117 |
| OFFICERS OF ADMINISTRATION..... | 121 |
| OFFICE OF THE PRESIDENT | 121 |
| OFFICE OF THE EXECUTIVE VICE PRESIDENT | 122 |
| DIVISION OF ACADEMIC AFFAIRS..... | 122 |
| DIVISION OF FINANCE AND BUSINESS..... | 123 |
| DIVISION OF STUDENT AFFAIRS | 124 |
| DIVISION OF UNIVERSITY ADVANCEMENT..... | 124 |
| PROFESSORS | 125 |
| ASSOCIATE PROFESSORS | 130 |
| ASSISTANT PROFESSORS | 132 |
| INSTRUCTORS..... | 136 |
| INDEX..... | 138 |

GENERAL INFORMATION

HISTORY OF THE UNIVERSITY

Norfolk State College was founded in 1935. The College, brought to life in the midst of the Great Depression, provided a setting in which the youth of the region could give expression to their hopes and aspirations. At this founding, it was named the Norfolk Unit of Virginia Union University. In 1942, the College became the independent Norfolk Polytechnic College, and two years later an Act of the Virginia Legislature mandated that it become a part of Virginia State College.

The College was able to pursue an expanded mission with even greater emphasis in 1956 when another Act of the Legislature enabled the institution to offer its first Bachelor's degree. The College was separated from Virginia State College and became fully independent in 1969. Subsequent legislative acts designated the institution as a university and authorized the granting of graduate degrees. In 1979, university status was attained.

Today, the University is proud to be one of the largest predominantly black institutions in the nation. Furthermore, it is committed to pursuing its vital role of serving the people of the Hampton Roads area.

MISSION STATEMENT

Norfolk State University is a public, urban, comprehensive university offering programs at the undergraduate and graduate levels. Founded in 1935, Norfolk State University adheres to the traditional purpose of the historically black university and espouses the tradition of service to its students, its alumni, the academy, the Commonwealth of Virginia, the nation, and the world.

To this end, Norfolk State University's Mission is to provide an affordable, high-quality education for an ethnically and culturally diverse student population, equipping them with the capability to become productive citizens who continuously contribute to a global and rapidly changing society.

Strategic Imperatives:

- Enhance students' success by providing high-quality academic instruction and support to ensure an improved graduation rate;
- Develop an efficient management structure to increase organizational efficiency and improve performance across all areas;
- Increase total funding by identifying multiple funding sources and new initiatives to form a solid fiscal foundation and to provide ongoing services for NSU's constituents.

Core Assets:

- Talented student body
- Motivated faculty and staff
- Public support
- Tradition of service

INSTITUTIONAL GOALS

Institutional goals are derived directly from the mission statement and represent the direction the University intends to pursue over the decade.

- The University shall continue to define those areas in which it can make the most effective contributions to the total educational enterprise of the community, state, nation, and the world.
- The University shall continue to utilize its assembled expertise in research and public service to develop programs specifically related to urban needs.
- The University shall continue to develop its management capability in order to provide adequate, efficient, and timely services to its constituents.
- The University shall continue to maintain an environment which encourages its graduates to assume leadership roles in the community, state, nation, and world.

ACCREDITATION AND AFFILIATIONS

Norfolk State University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools, (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4500; Web Site www.sacscoc.org) to award the associate, baccalaureate, master and doctoral degrees.

SPECIALIZED ACCREDITING AGENCIES**Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)**

Journalism (BA)
Mass Communications (BS)

American Board of Funeral Service Education

Certificate in Funeral Services

American Chemical Society (ACS)

Chemistry (BS)

Commission on Accreditation for Dietetics**Education, American Dietetic Association**

Food Science and Nutrition

American Psychological Association

Clinical Psychology (Psy.D)

Association to Advance Collegiate Schools of Business (AACSB)

Accounting (BS)
General Business (BS) in Management Information Systems

Commission on Accreditation of Allied Health Education Programs, American Kinesiotherapy Association

Physical Education/Exercise Science (BS)

Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC of ABET)

Computer Science (BS)
Computer Science (MS)

Council on Social Work Education (CSWE)

Social Work (BSW)
Social Work (MSW)

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

Medical Technology (BS)

National Association of Industrial Technology (NAIT)

Vocational/Industrial Education (BS)
Building Construction Technology
Computer Technology (BS)
Design Technology (BS)
Electronic Technology (BS)
Architectural Drafting (AS)

National Association of Schools of Art and Design

Visual Studies (MA and MFA)

National Association of Schools of Music (NASM)

Music Education (BMus)
Music (MMus)

National Council for Accreditation of Teacher Education (NCATE)

Early Childhood Education (BS) (Non-Teaching)

Business Education (BS)
Pre-Elementary Education (MA)
Urban Education (MA)
Teaching (MA)
Severe Disabilities (MA)

National League for Nursing Accrediting Commission (NLNAC)

Nursing (AS)
Nursing (BS)

Other Affiliations

Other affiliations of the University include membership in the Administrative Management Society; American Alliance for Health Education, Recreation, Physical Education and Dance; American Association for Affirmative Action; American Association of Colleges of Nursing; American Association of Collegiate Registrars and Admissions Officers; American Association of State Colleges and Universities; American Council of Construction Education; American Public Health Association; American Society of Engineering Education; American Society of Manufacturing Engineering Association for Continuing Higher Education; Association of American Colleges; Association of Governing Boards of Universities and Colleges; Association of Information Systems Professionals; Association of Virginia Colleges; Central Intercollegiate Athletic Association; College Placement Council; Council for Advancement and Support of Education; Council on Social Work Education; Intercollegiate Music Association; Mid Atlantic Association for School, College and University Staffing and Group for the Advancement of Doctorial Education.

The University is also a member of the National Alliance of Business College/Industry Relations; Cluster Program; National Association for Equal Opportunity in Higher Education; National Association for Intercollegiate Athletics; National Association for the Health Professions; National Association of College Admissions Counselors; National Association of Student Personnel Administration; National Business Education Association; National Center for Allied Health Leadership; National Collegiate Athletic

Association; National League of Nursing; Norfolk Chamber of Commerce; Southern Association of Collegiate Registrars and Admissions Officers; Southern College Placement Association, Inc.; Southern Regional Education Board; Southern Region II, ALAW; Virginia Association of Allied Health; Virginia Association of College Nursing; and Virginia Public Health Association.

THE OFFICE OF GRADUATE STUDIES

Rowena G. Wilson, D.S.W., Acting Director

The Office of Graduate Studies administers the University's eighteen (18) graduate programs in the schools of Education, Liberal Arts, Social Work, and Science and Technology. The Office is responsible to the Vice-President for Academic Affairs for the development and maintenance of high quality graduate programs. The Director of Graduate Studies serves as Chair of the Graduate Council and initiates activities and policies designed to maintain the currency and quality of graduate programs and promote the general welfare of graduate students.

THE GRADUATE COUNCIL

The Graduate Council is responsible for academic matters pertaining to graduate education at Norfolk State University. Thus, the Council is responsible for establishing and recommending policies, regulations, and procedures for graduate degree programs. Its aim is to ensure effective coordination of graduate programs and the maintenance of high quality graduate education. The Council recommends (1) selection criteria for graduate faculty; (2) instructional loads for graduate faculty; and (3) mechanisms for the evaluation of graduate faculty and programs. The Council also determines and monitors requirements for admission to graduate study at the University; regulations governing the number of undergraduate hours which graduate students can apply towards a graduate degree and the admission of undergraduate students to graduate courses; the number of transferable graduate credits and other matters regarding procedures, policies, and regulations as they are presented to the Council for consideration.

Membership on the Graduate Council is restricted to representatives from those schools housing graduate programs; those schools which have been granted approval by the State

Council of Higher Education in Virginia to implement graduate programs; the Faculty Senate; the Office of Academic Affairs; the Library; the Graduate Student Association, and the Virginia Beach Higher Education Center.

DEGREES GRANTED

Norfolk State University offers advanced degrees in the following areas:

1. M.A. Applied Sociology – *Joint Program with Old Dominion University, which serves as the Institution of Record*
2. M.A. Media and Communications
 - A. Interpersonal Communication Sequence
 - B. Mass Communications Sequence
 - C. Journalism Sequence
3. M.A. Community/Clinical Psychology
4. M.S. Optical Engineering
5. M.A. Teaching (MAT)
6. M.S. Electronics Engineering
7. M.S. Materials Science
8. MMUS Music
9. M.A. Pre-Elementary Education
10. M.A. Severe Disabilities
11. M.S.W. Social Work
12. M.A. Urban Affairs
13. M.A. Urban Education
14. M.A. Visual Studies (Jointly with Old Dominion University)

MFA Fine Arts - Joint Programs with Old Dominion University. Norfolk State University serves as the Institution of Record
15. M.A. Criminal Justice
16. M.S. Computer Science
17. Psy.D. Clinical Psychology
18. Ph.D. Social Work

STUDENT SERVICES

FINANCIAL AID FOR STUDENTS

Financial Aid programs are established for the purpose of providing assistance of a monetary nature to students who would not otherwise be able to pursue or continue their educational objectives. Hence, Financial Aid programs are generally need-based with limited exceptions. "Need" is defined as the difference between available resources (i.e. part-time employment, summer savings,

graduate assistantship, graduate grants or stipends, V.A. benefits, etc.), and the costs to attend Norfolk State University for an academic year on a full-time basis. The University's budget includes costs for tuition and fees, personal needs, books and supplies and room and board for dormitory residents, or transportation for commuter students

Students can obtain a Free Application for Federal Student Aid (FAFSA) from the Norfolk State University Office of Financial Aid. For quicker action they can download the FAFSA on the World Wide Web at (www.fafsa.ed.gov), fill it out and transmit it electronically to the U.S. Department of Education. For more information on this web site, students should call (1- 800) 433-3243.

The FAFSA is used for the need analysis to determine your eligibility for financial aid. You are required to submit this application to be considered for federal and for most state-funded aid.

The information on financial aid contained herein is subject to change or deletion as circumstances warrant.

Application Requirements:

The Financial Aid application priority deadline is April 15; however, applications and required documentation are received after this date. Financial Aid awards are made on a first come, first served basis. All documentation must be received and completed prior to a student obtaining a Financial Aid award letter. In addition, students must be admitted to a degree-seeking program (graduate or graduate certification) and must be making satisfactory academic progress. The following information is required:

1. **Free Application for Federal Student Aid (FAFSA).** The FAFSA information provides help to the University and other awarding agencies to determine eligibility. The FAFSA may be obtained from high schools, community colleges, or from any financial aid office, including NSU. The FAFSA cannot be signed or mailed until January 1 of the application year because it must reflect the previous year's income. Failure to complete the

form in its entirety will delay processing.

Students may also complete the FAFSA on-line by going to www.fasfa.ed.gov. In order to process a FAFSA on-line, it is important that the student has obtained a Personal Identification Number (PIN). Students may obtain their PIN number by going to www.pin.ed.gov.

Verification of Taxable and Non-taxable Income. Upon request, students may be required to submit a copy of their 1040 and their parents' 1040, 1040A or 1040EZ. Students may be required to submit a copy of their non-taxable income such as social security, veteran's benefits, Aid to Dependent Children, etc. In event these documents are not available, the student may be required to request documentation from the agency.

Graduate Award Types

1. **Financial Aid Awarding Process.**
The Financial Aid Office will determine a student's eligibility for Graduate Fellowship and or student/loans once all required documents are received from the student. Students will receive a financial aid offer (award letter).
2. **Graduate Fellowships**
Graduate Fellowships are based on need and /or merit; and the student must be enrolled full-time (9 credit hours or more) to be considered for fellowship awards. These funds are limited and awarded on a first come, first served basis. Interested students interested may also contact the Office of Graduate Studies.
3. **Federal Ford Direct Loans**
Norfolk State University currently participates in the William D. Ford Federal Direct Loan Program. This loan program consists of the Federal Ford Subsidized Loan and the Federal Ford Unsubsidized Loan. Students borrowing from either of these loan programs borrow directly for the U.S. Department of Education. Beginning July, 1, 2006 the U.S. Department of Education

will implement the Graduate Plus Loan.

The Ford Direct Subsidized Loan is a need-based loan. The maximum a student may qualify for is \$8,500 per academic year.

The Ford Direct Unsubsidized Loan is a non-need-based Loan. The maximum a student may qualify for is \$10,000 per academic year.

The Graduate PLUS Loan is a non-need-based loan. The student may borrow up to their cost of attendance. When certifying this loan, the financial aid officer will take into consideration all financial aid awarded to determine the eligibility for this loan.

4. Graduate Unfunded Scholarships

This scholarship provides financial assistance to both Virginia and non-virginia residents enrolled as graduate students in good academic standing. A qualified graduate student may receive an Unfunded Scholarship in an amount not to exceed the cost of tuition and fees. Continuing students must maintain a 3.0 GPA to receive this scholarship. Applications may be obtained from www.nsu.edu/graduate. Submit applications directly to the Office of Graduation studies.

THE UNIVERSITY HIGHER EDUCATION CENTER

The Virginia Beach Higher Education Center provide graduate credit course work in a variety of disciplines and programs, including offerings in social work, communication, urban affairs, international studies, education, nursing and psychology. There is also special credit and non-credit programming in the area of professional development and education, as well as telecourses and teleconferences.

The Norfolk State University Higher Education Center is located at 1881 Concert Drive, Virginia Beach, VA 23456. Telephone: (757) 368-4150. Director, Mrs. Michelle Woodhouse

DIVISION OF RESEARCH AND TECHNOLOGY Dr. Adebisi Oladipupo, Vice President (757) 823-2144

The mission of the Division of Research and Technology is to be a responsive and

responsible customer-centric organization that enables and empowers its client (Norfolk State University community) to effectively accomplish its business unit goals.

OVERVIEW

The Division of Research and Technology is primarily responsible for the planning, implementation, and utilization of technology for an effective and efficient discharge of the University's business. The Division is also responsible for acquiring external funding support for sponsored programs activities, encouraging and sustaining faculty and staff interests in these endeavors.

The Research and Innovation to Support Empowerment (RISE) project is intricately linked to the Division of Research and Technology in that RISE is underpinned by technology and research. Also, the Division is the primary interface between NSU and the Enterprise and Empowerment Foundation (E2F) that oversees the RISE project.

The Division of Research and Technology consists of the following units: Office of Information Technology (OIT), Enterprise Information Systems (EIS), Office of Sponsored Programs (OSP), Media Services, Telecommunications, and Educational Technology Services (ETS) group which is currently under OIT.

COMPUTER SERVICES (OIT and EIS) (757) 823-8678 – Helpdesk

Computer Services at Norfolk State University are handled by two departments: OIT and EIS. OIT handles primarily all networking issues (infrastructure development, deployment, and maintenance) while EIS handles the administrative computing needs (all Enterprise Resource Planning systems).

ENTERPRISE TECHNOLOGY SERVICES (ETS)

This new unit currently handles the management of all of the University's web-based and web-enabled online courses. It also manages the Black Board course management system and trains end users in its effective utilization. This unit is poised to handle niche areas in distance learning initiatives at Norfolk State University.

OFFICE OF SPONSORED PROGRAMS

This is the unit with administrative oversight for Norfolk State University's grant, contract and other sponsored program activities.

The Office of Sponsored Programs is the primary interface for all departments and units within the University for all local, state, federal, and quasi-governmental funding agencies, corporations and other entities that provide funding for research projects and other sponsored programs. This excludes programs for charitable gifts, endowments, and all other forms of private giving, all of which are managed by the Division of University Advancement.

The mission of the Office of Sponsored Programs is to shepherd programs and funds into and through the University and to assist in developing and maintaining the intellectual base required to competitively seek external funding. This office seeks, pursues, solicits and manages funding opportunities for all research and other sponsored program activities university-wide.

MEDIA SERVICES

Media Services is responsible for maintenance and programming of the WNSU-TV Radio, maintaining the Satellite Uplink and Downlink, developing and updating "smart" electronic classrooms on campus, supporting the Department of Mass Media and Journalism, providing adequate media records of important University events, and supporting the University in its marketing efforts.

TELECOMMUNICATIONS

This unit is responsible for all telecommunications service on campus to include cell phones and desk phones. It also supervises the acquisition and utilization of these devices.

INTERNATIONAL STUDENT PROGRAM

The International Student Program provides assistance to international students enrolled at Norfolk State University. Assistance includes personal counseling, academic advising, travel information, interpreting and explaining immigration laws, and serving as a link between the University

and U.S. governmental agencies, foreign embassies, and foreign governments.

In addition, the International Student Program serves the community at large as a focal point for multicultural programs. International students are called upon to serve as speakers and lecturers for multicultural programs sponsored by public school systems, civic organizations, and local churches.

For more information students are asked to contact:

International Student Services
700 Park Avenue
Norfolk, Va. 23504
(757) 823-8447

BOOKSTORE

The bookstore is located in the Mills E. Godwin, Jr. Student Center.

The bookstore provides the University community with the widest possible selection of academic goods and services of high quality at competitive prices.

FOOD SERVICES

Cafeteria contract meals are served at the West Campus Dining Hall and the Mary R. Scott/Brady T. Dozier Dining Hall located at the west and east sides of the campus, respectively. The Scott/Dozier Dining Hall also houses the faculty/staff dining room. Carefully planned menus ensure a well-balanced variety of nutritious and appetizing foods at the lowest possible cost.

A short-order facility is located on the first floor of the Mills E. Godwin Student Center. A food court, opened in 1996 at the Student Service Center, is located near the east campus dormitories.

STUDENT HEALTH SERVICES

Student Health Services are provided by the Spartan Health Center which is located on the University campus. Graduate Students are encouraged to purchase health insurance to cover their medical needs. Students should contact the Spartan Health Center regarding immunization requirements by telephoning (757) 823-3090.

THE LIBRARY AND SPECIAL COLLECTIONS

The Lyman Beecher Brooks Library provides services and resources to meet the informational and scholarly needs of the Norfolk State University Community. The Library users can access resources via the automated system, which facilitates use of the online catalog. The Reference Research area contains computer workstations that students can utilize to search for a vast array of information. Off-campus access to electronic resources is also provided.

The Lyman Beecher Brooks Library is a member of the Virtual Library of Virginia. This cooperative effort of the libraries of colleges and universities in the state of Virginia provides cost effective access to online resources and enhances interlibrary lending. The Library has extensive journal subscriptions, including e-journals and many issues in micro format.

The Library is an open stack facility with space for approximately 2,000 readers and a book capacity of 500,000 volumes.

Harrison B. Wilson Archives

The Harrison B. Wilson Archives is the repository of the historical records of the University, its faculty, alumni and students. In addition, the Archives has the mission of collecting and preserving the historical records of African-Americans in Virginia and making them available to researchers.

Lois E. Woods Museum

In a 10,000 square foot exhibit area, the Lois E. Woods Museum houses a collection of African art from 14 countries representing 40 groups and cultures. Included in the museum is a reference library that features over 400 books on African art, folklore and history.

VETERANS' AFFAIRS

The Office of Veterans' Affairs provides special counseling and guidance to all veterans enrolling under the Veterans Readjustment Benefits Act of 1966.

Since the University receives no funds from the government for tuition and fees for veterans studying under the Readjustment Benefits Act of 1966, students registered under

such authorization should make their own arrangements for meeting the financial obligations that are required. Subsistence checks are usually not received by veterans until thirty or sixty days after registration. Inquiries may be directed to the Office of General and Continuing Education or directly to the Office of Veterans' Affairs.

PARKING

On-campus parking is available to graduate students when they have paid the parking fee and obtained a parking permit. Students must have I.D. cards in order to avail themselves of this service.

PLACEMENT SERVICES

In general, the purpose of the University Placement Office is to assist, supplement and coordinate all placement efforts of the University in helping graduates obtain employment. Placement services also assist graduates to advance to higher levels of employment. All graduate students are encouraged to avail themselves of the services of the University Placement Office.

THE CENTER FOR MATERIALS RESEARCH

The Center for Materials Research was established to enhance the materials research capabilities at the University, to encourage faculty development of materials research activities, and to increase the number of minority students obtaining baccalaureate and graduate degrees in the materials science discipline. The Center provides cutting edge research opportunities in well-equipped research facilities using state-of-the-art instrumentation for graduate and undergraduate science majors.

THE B.E.S.T. LABORATORY (Bringing Education and Science Together)

The B.E.S.T. Laboratory was established in 1966 through a visionary collaboration between the School of Education and the Center for Materials Research. The B.E.S.T. Laboratory has the potential to provide a national model to demonstrate that scientists and educators can work together to enhance the educational experiences of all students.

THE W. K. KELLOGG SOCIAL SCIENCE RESEARCH LABORATORY

The Social Science Research Laboratory was established in 1971 with grant funds from the W. K. Kellogg Foundation. The primary purpose of the Laboratory is to investigate problems dealing with human resources within the urban environment. The establishment of the Laboratory represents a recognition by the administration and faculty of the need to gain a more comprehensive understanding of the complex interrelationships within the urban human environment.

The Laboratory provides a deeper understanding of urban human problems on the local and regional levels through a continuing program of basic and applied research. Although major emphasis is placed on Tidewater, Virginia, the findings and their application have a much broader scope.

The Laboratory serves as an important element in the instructional program of the social sciences. Students enrolled in statistics, research methods, and research-related courses are provided instruction on how to use the equipment, which includes electronic calculators, computer terminals, a counter-sorter, a reproducer, and several desktop computers.

ACADEMIC HONESTY

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright and honest. It expects and requires academic honesty from all members of the University community. All acts of dishonesty are subject to the rules and regulations which are found in the Norfolk State University handbook.

The Norfolk State University Student Handbook provides regulations relating to plagiarism, cheating, furnishing false information, altering or inducing another to improperly alter any academic record, etc. Further, the regulations speak to students' rights and responsibilities, the University Judicial System, disciplinary sanctions, penalties, violations, etc. It is the responsibility of the student to familiarize himself/herself with these rules and regulations.

GENERAL POLICIES AND PROCEDURES

REGULATIONS

All graduate students are expected to read and comply with all written regulations. The requirements which are listed below are for all graduate students at Norfolk State University, and are supplemented by written departmental or program requirements available at departmental offices and in departmental bulletins.

ADMISSIONS

Qualified graduates of accredited colleges and universities are eligible to seek admission to Graduate Studies at Norfolk State University.

Applicants are accepted for admission on the basis of qualifications, without regard to sex, age, race, religion, or national origin.

- (1) Applicants must request that the graduate and undergraduate institutions that they have attended send copies of their official transcripts to the Office of Graduate Studies.
- (2) Each transcript must show the complete scholastic record, bear the official seal of the institution, and be signed by the issuing officers.
- (3) A minimum grade point average (GPA) of 2.5 on a 4 point scale is required for degree and non-degree admissions.

Some graduate programs have additional requirements such as standardized test scores (Graduate Record Examination, Miller Analogies Test, etc) and letters of recommendation. Some programs require grade point averages greater than 2.50. Applicants should refer to the appropriate graduate program description or inquire at the Program Office for information regarding additional departmental requirements for degree programs.

To ensure adequate time for processing prior to enrollment, the Office of Graduate Studies must receive application forms, transcripts, letters of recommendation and

other credentials by October 1 for enrollment for the Spring Semester; and by March 1 for enrollment for Summer or Fall Semester (Visual Studies and Community/Clinical Psychology have March 1 only as a deadline date). Transcripts and other credentials become the property of the University and must remain on file in the appropriate office.

ADMISSION PROCEDURE

Admission to pursue graduate study at Norfolk State University is accomplished in two steps: one, by admission to the University and two, by admission to a graduate degree program.

Step one. Admission to Norfolk State University will proceed in the following manner: Application forms, transcripts, and other credentials are to be forwarded to the Office of Graduate Studies, Norfolk State University, 700 Park Avenue, Norfolk, Virginia 23504, where they will be processed.

Admission to Norfolk State University means only that the student will be permitted to enroll in courses at the graduate level. It does not necessarily imply that he/she will be admitted to a program leading to an advanced degree. Admission to a degree program and graduate courses must be approved by the Graduate Program Coordinator of that graduate program. The non-degree graduate student must seek advisement regarding any course enrollment in light of its relevance to intended degree matriculation, and, also from the standpoint of the advisability of enrollment in prerequisite courses needed to advance him/her to the entry level of the course of his/her choice.

Step two. Admission to a particular graduate program will proceed in the following manner: When the applicant's file is complete, it is reviewed by the Departmental Admissions Committee, which makes a recommendation on admission. Upon completion of this process, the Office of Graduate Studies conveys the decision, in writing, to the applicant with a copy to the appropriate graduate office.

Applications for admission to graduate programs in the School of Social Work are submitted directly to the School of Social Work for processing. Admissions decisions and applicants' credentials are then forwarded to the Office of Graduate Studies for action.

The appropriate application fee must accompany the application for admission and is not refundable. Certified checks or money orders should be made payable to Norfolk State University.

ADMISSION REQUIREMENTS

Applicants are admitted to study at the graduate level in one of two classifications: degree-seeking (regular/matriculating) and non-degree seeking (non-matriculating).

Degree Status: To be admitted as a degree-seeking student in a graduate program at Norfolk State University, a student must hold a baccalaureate degree from an accredited institution with a minimum overall grade point average of 2.5. Higher grade point averages may be required for admission to particular graduate degree programs.

Non-Degree Status: Applicants for non-degree status are required to complete an application form, pay an application fee and submit official transcripts from all colleges and universities attended. Non-degree status is reserved for (a) individuals who meet all requirements for regular admission but do not wish to take courses leading to a particular degree (b) individuals who hold a baccalaureate degree from an accredited institution but whose academic record reflects less than the required minimum G.P.A. for regular admission and (c) individuals seeking certification/endorsement in a teacher preparation program. Such persons may be admitted as non-degree seeking students. Financial aid and housing are not available for non-degree seeking students, except in restricted situations.

A non-degree seeking student may apply for admission to a graduate program as a degree-seeking student. However, non-degree status does not guarantee future admission. Additionally, admission to a graduate program does not imply that all course work completed as a non-degree seeking student will be automatically applied to degree requirements.

TIME LIMIT

A student matriculating at Norfolk State University in a master's degree program will be expected to complete all requirements for his/her degree within a four calendar year period. Doctoral students must complete degree requirements within a seven calendar

year period.

RE-ADMISSION

Re-admission is required when a student has not enrolled for classes for one or more semesters and has not, during that time, been enrolled in a Continuous Registration course. The re-admitted student must consult with his/her advisor to determine if any of the courses previously taken will count toward the fulfillment of curriculum requirements.

RE-ADMISSION AFTER TIME LIMITATION HAS PASSED

For re-admission to a graduate program after the four calendar year time limitation has lapsed for completing all requirements, the student's record will be reviewed under the current University, Graduate Studies, and Graduate Program policies. If the Admissions Committee makes a decision to re-admit the student, the committee will determine the provisions of readmission and whether any of the courses taken previously will be applied toward the degree.

INTERNATIONAL STUDENTS

In addition to the usual admission requirements, all foreign applicants whose native language is not English are required to demonstrate the necessary level of proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL). Information on the TOEFL can be obtained by writing to TOEFL, Educational Testing Service, Princeton, New Jersey 08540.

SENIOR LEVEL UNDERGRADUATE STUDENTS

A Norfolk State University student who is classified as a graduating senior may enroll in a 500 level graduate course if the student (1) has a cumulative grade point average of 3.00 or better; (2) is eligible for graduation at the close of the academic year in which he/she is registered for the course; (3) is enrolled full-time during the semester in which the course is taken; (4) does not expect to use the course to fulfill an undergraduate requirement, and (5) has received approval to register for the course from the coordinator of the graduate program in which the course is to be taken.

COURSE NUMBERS AND CREDITS

At Norfolk State University, the point of credit is the semester hour. This represents one hour a week of prepared work or its equivalent during a period of sixteen weeks. No less than two weeks of laboratory work are regarded as the equivalent of one hour of recitation.

The three-digit number will convey the course level and certain specific information as outlined below:

| | |
|---------|--|
| 500/599 | Senior Level Undergraduate and First Year Graduate |
| 600-700 | First Year Graduate |
| 700-800 | Second Year Graduate |
| 800-999 | Doctoral |

Within the framework outlined, the numbers from 00 through 09 and 91 through 99 at each level are used as follows:

| | |
|---------------|---|
| 00 through 09 | - Basic Education |
| 91 through 92 | - Independent Study |
| 93 through 94 | - Internship |
| 95 through 96 | - Practicum |
| 97 through 98 | - Research |
| 99 | - Culminating Activity (senior project or paper, directed teaching, thesis, dissertation, etc.) |

COURSE LOAD

A full-time graduate student enrolled during an academic year is permitted to carry a class load of nine (9) to fourteen (14) credit hours per semester, and four (4) to six (6) credit hours during the Summer Session. To be considered in full-time status, the student must be registered for nine (9) or more credit hours each semester during the academic year. Any departure from these regulations must be approved by the Departmental Graduate Committee.

MINIMUM GRADE REQUIREMENTS

A grade point average (GPA) of 3.00 ("B"), from semester to semester, is required to (1) maintain good academic standing as a graduate student, and to (2) meet requirements for a graduate degree. Any student who fails to maintain the 3.00 G.P.A. will be automatically placed in probationary status and must, within two succeeding semesters, elevate his/her G.P.A. to the 3.00 in order to remain in the graduate program. Grades in all courses taken as a graduate student are used in determining whether a student has met the 3.00 ("B") grade point average requirement to remain in good academic standing.

The grade (point) system based upon all graduate hours graded at Norfolk State University is used to calculate student scholarship. The table below depicts the grading symbols and points used to calculate grade point averages.

| Grade | Grade Points | Grade | Grade Points |
|-------|--------------|----------------|--------------|
| A | 4.00 - 3.70 | C+ | 2.30 |
| B+ | 3.30 | C | 2.00 |
| B | 3.00 | C- | 1.70 |
| B- | 2.70 | F | 0.00 |
| | | I (incomplete) | no points |

GRADING SYSTEM

The grading system reflects the level of academic achievement as follows:

| |
|-------------------|
| A = Excellent |
| B = Average |
| C = Below Average |
| F = Failure |
| I = Incomplete |

Transfer credits from institutions where the pass/fail grading system prevails will be interpreted as "B" unless the awarding institution submits with the transfer credits, a copy of its policies which would justify the interpretation of the transfer credits otherwise.

The established University policy will prevail regarding the awarding and use of the "W" grade.

The student is responsible for knowing the academic standards of his/her academic unit and of the Office of Graduate Studies. No more than two (2) grades of C are permitted in a student's academic program. This minimum standard of scholarship is applied to all graduate courses.

In some units, a grade of B- or below is interpreted as a failing grade and a student may be required to repeat the course. Students must consult with their academic advisors regarding requirements for repeating courses.

WITHDRAWAL FROM COURSES

A graduate student may officially withdraw, voluntarily and without penalty, from a course in accordance with the dates stipulated in the University Calendar. To withdraw, a student must file a withdrawal petition provided by the Graduate Office. The final grade for the course(s) dropped is a "W."

Fees for students who withdraw or reduce their course load will be adjusted in accordance with the University's Fee Adjustment Schedule which is printed in the Course Schedule Booklet and in the University's Undergraduate Catalog.

WITHDRAWAL FROM THE UNIVERSITY

A student who wishes to withdraw officially from the University should obtain approval from his/her Graduate Program Coordinator or designee, Director of Graduate Studies, Registrar, and the Fiscal Affairs Office, in this order. Where applicable, the signatures of the Veteran Affairs Officer, Financial Aid Officer and Librarian must be obtained. A copy of the official withdrawal form will be filed in the office of the Graduate Program, the Office of Graduate Studies, the Office of the Registrar, and the Office of Fiscal Affairs.

AUDITING COURSES

Students who desire to attend classes but do not wish to receive course credit may audit such courses. A graduate student wishing to audit a course must receive permission from the instructor. Even though no grade will be received for the course, the student is required to pay the required fee for same. To audit a course the student must complete the Course Request Form and place an "AU" in the "TUITION HOURS" column of the form. The instructor's signature should be placed in the "Comments" column on the same line as the audited course. The auditing student is expected to attend classes regularly but is not required to submit assignments or take examinations. Changing from audit to credit or from credit to audit is permitted only during

the scheduled "Add" period. Audited courses may be dropped during the scheduled "Drop" period.

RESIDENCE REQUIREMENTS

Each program area will have a minimum residency requirement for the graduate degree. The requirement may vary among programs depending upon the length of study and requirements of accrediting agencies. A residence requirement reflects the graduate faculty's concern that students experience sustained academic concentration directly related to the degree sought. Therefore, it is desirable and expected that students will pursue their studies as fully participating members of their respective graduate programs. A graduate program may, under very special circumstances, waive the residency requirement.

CONTINUOUS REGISTRATION

Continuous registration is required for the following graduate students: (1) those that have completed their course work and all requirements for the degree except completion of the terminal project and (2) those that have not successfully completed their course work or other degree requirements and have received "I" grades.

Students must pay a continuous registration fee each semester until degree requirements are met. Students in the first category also must meet with their advisor at least three times during the continuous enrollment period.

THESIS/DISSERTATION

A student completing a thesis or dissertation will develop his/her plan in consultation with her/his major advisor. The thesis/dissertation must include a significant problem and be demonstrative of the student's competence in research methods and overall scholarship.

It is the responsibility of the student to obtain information and instruction from his/her department concerning such matters as format, fees, paper, and copies to be filed.

INCOMPLETE GRADES

A grade of "I" is assigned when a student has maintained a passing average but for some reasons beyond his/her control the course requirements have not been met. It is the responsibility of the student to make arrangements with the instructor to remove the "I" grade. The instructor will set a time limit, usually no later than mid-term of the next semester, for the removal of the "I". After a one (1) year time limit, the "I" grade will automatically change to the "F" grade. No student will be allowed to graduate with an "I" on his/her record.

COURSE SUBSTITUTIONS

Substitutions for the prescribed courses in the curriculum are permitted under exceptional circumstances. To substitute a course, students must have an approved petition from the Program Coordinator, Dean of the School, Office of Graduate Studies, and Vice President for Academic Affairs. Only requests for justifiable substitutions will be considered.

CHANGE OF CURRICULUM

Students wishing to change their curriculum from one track/concentration to another within a graduate degree program must execute the Change of Curriculum form. This form must be signed by the program officer of the graduate program in which the student is enrolled. This form will be processed in the Office of Graduate Studies. The Change of Curriculum form may not be used to make a change from one graduate degree program to another because admissions requirements for graduate programs vary.

TRANSFER OF CREDIT

Generally, a maximum of six (6) credit hours of graduate work at another accredited institution may be accepted as transfer credit, provided that (a) the credits have not previously been used or applied to a degree at another institution; (b) the grade earned in the course is "B" or above; (c) the courses are comparable to those offered in the program to which the applicant is applying; (d) approval is granted by the graduate program area; and (e) the credits were earned within five (5) years prior to registration. This policy also applies to courses taken at Norfolk State University. Transfer credits will not be counted when computing the GPA. Applicants seeking

transfer credit should consult the graduate coordinator of the graduate program to which they are applying for clarification regarding transfer of credit for specific courses.

REGISTRATION

Registration for graduate students takes place at the departmental registration site and is required for each graduate student who is enrolling in any course at the graduate level. The graduate student must consult with an advisor in his/her respective department to plan her/his program of study.

All graduate students are classified as "Day" students and are required to secure an I.D. card appropriately marked "Graduate Student." I.D. cards are issued or updated during the registration period.

I.D. cards provide access to the following: (1) library and media center; (2) recreational facilities; (3) the Student Activities Center; (4) parking privileges on campus, and (5) financial offices at the University.

TUITION AND FEES

Tuition and fees per semester for graduate students for the 2006-2007 Academic Year are as follows:

| | VA Resident | Non-VA |
|---------------------|-------------|-------------|
| Resident | | |
| Per credit hour | \$317.50 | \$ 890.50 |
| Full-Time (9 hours) | \$2,867.00 | \$ 8,024.00 |

Note: The University reserves the right to change fees without notice.

All payments of fees which are mailed should be by money order or certified check made payable to Norfolk State University and mailed directly to the Cashier's Office. Also, the University participates in the MasterCard and Visa credit systems for tuition payments. A Deferred payment plan is available through the Office of Student Accounts. Transcripts and records are not released until the student's account is paid in full.

CANDIDACY FOR DEGREE

Each student will be assigned a faculty member in his/her field of specialization to serve as advisor as he/she begins work towards completion of degree requirements. The student is expected to develop early, in consultation with his/her advisor, a plan for his/her total program of study toward the degree. It is the responsibility of each student to file a properly executed Statement of Program bearing the signature of approval of his/her advisor. A copy of this statement must be forwarded to the Office of Graduate Studies. The filing of the statements should be accomplished upon completion of one-half of the credit hour requirements.

APPLICATION FOR DEGREE

Prospective graduates should see the University Calendar for the deadline to file an application for graduation. Applications must be filed in the major department. The application for graduation form will initiate clearance for graduation. The student is asked to pay the graduation fee at the time that he/she files the application. If all requirements for the degree are not met by the end of the student's final semester in the program, the student will be required to file an update with the Graduation Audit Office to have the correct graduation date reflected on the diploma.

COMMENCEMENT ATTENDANCE

The candidate for an advanced degree is expected to be present at the commencement rehearsal and the commencement exercises unless permission to be absent has been approved by the coordinator of the Graduate Program at least ten (10) days prior to the rehearsal date.

RELEASE OF STUDENT INFORMATION

A student's scholarship record is not available without the student's written consent. Exceptions: school officials, teachers and local educational agencies with legitimate educational interest, and officials of the school in which the student intends to enroll.

The following information has been declared "Directory Information" and may be released by the University without prior consent of the student: name, address, date and place of birth, major field of study, participation in official activities, weight and

height of athletic team members, dates of attendance, degree, honors and awards received, and previous educational agency or institution attended.

Directory Information will not be released for commercial purposes. A student may request that "Directory Information" not be released by so directing the Registrar in writing.

Access to his/her records and files is guaranteed to every student, and subject only to regulations as to time, place, and supervision. Members of the faculty with administrative assignments may have access for internal educational, administrative, and statistical purposes.

MASTER OF ARTS IN APPLIED SOCIOLOGY

The M. A. program in Applied Sociology is sponsored jointly by Norfolk State University and Old Dominion University (Old Dominion University serves as the institution of record). The program is designed to train students in the application of sociological knowledge and skills to further their understanding of issues and problem resolution in contemporary society. Students seeking the Master of Arts Degree are required to complete an equal number of approved courses on the campus of each university.

Admission Requirements

The requirements for admission to the Master of Arts Program in Applied Sociology are as follows:

1. A bachelor's degree with a 2.75 or higher undergraduate G.P.A.
2. At least twelve hours of course work in Sociology or Criminal Justice completed at the undergraduate level.
3. At least one course in statistics completed satisfactorily at the undergraduate level.
4. At least one sociological or criminological theory course.
5. At least one research methods course.
6. Submission of a complete application including the following:

- a. Application Forms
- b. Application Fee
- c. Graduate Record Examination
- d. At least three Letters of Reference
- e. Official Transcripts
- f. Portfolio or Essay

Students who fail to meet one or more of the above requirements may be admitted provisionally.

- ♦ Application materials should be received by May 1st for fall admission and by October 15th for spring admission.
- ♦ If financial assistance is also requested, it is essential that all application materials be submitted by February 15th.
- ♦ Application materials are to be submitted to the Office of Graduate Admissions, Old Dominion University, 5115 Hampton Blvd., Norfolk, VA 23529.
- ♦ Application materials are reviewed by the Graduate Faculty Committee on Admissions.

Additional information or application materials may be obtained by writing to the following:

Dr Nonso Okerefoezeke
 Coordinator
 Graduate Program in Applied
 Sociology
 Virginia Beach Higher Education
 Center
 1881 University Drive
 Virginia Beach, VA 23453
 Phone: (757) 368-6368
 Or
 Dr. Randy Gainey
 Graduate Program in Applied
 Sociology
 Old Dominion University
 Batten Arts and Letters, 724
 Norfolk, VA 23529
 Phone: (757) 683-3791

Degree Requirements

Each master’s degree candidate completes a program that includes thirty-six semester

hours (fifteen hours of core courses, fifteen hours of electives, and six hours of thesis).

- ♦ The M. A. degree program may be completed in two years.
- ♦ A one year residency is required of all students in the M. A. program.
- ♦ A student may apply a maximum of 6 hours of graduate level credits from other institutions or programs toward the credit requirements for the M. A. degree. Thus, at least 30 hours of credits must be taken at ODU/NSU.
- ♦ A maximum of 6 hours of graduate-level credits may be taken in disciplines other than sociology, criminal justice, or women’s studies and only with the approval of the Graduate Program Director (GPD). Students are urged to consult with the GPD before taking courses in another discipline.
- ♦ Students should attempt to divide the courses taken at ODU/NSU equitably between the two departments as closely as scheduling of courses permits.
- ♦ Students must register for 6 hours of thesis before defending their thesis (3 hours at ODU, 3 hours at NSU). No student may register for thesis credits without the approval of the GPD. Students may enroll for all six hours of thesis credits during their last semester. Students must present to and have approved by their thesis committee a thesis proposal. Students must successfully write and orally defend a thesis.
- ♦ All course work must be completed with a cumulative GPA of at least 3.0. Each of the core courses must be completed with a grade of B (3.0) or better.

Curriculum

FIRST YEAR

Fall Semester

| | |
|------------------------------|-------------|
| SOC 610 Applied Sociological | |
| Research Methods | 3 cr. hrs. |
| Sociology Electives* | 9 cr. hrs. |
| Total | 12 cr. hrs. |

Spring Semester

| | | |
|-------------------------|----------------------------------|-------------|
| SOC 655 (ASOC 630) | Advanced Social Statistics | 3 cr. hrs. |
| ASOC 650 Practicum..... | Sociological Electives* | 3 cr. hrs. |
| Total | | 12 cr. hrs. |

SECOND YEAR

Fall Semester

| | |
|--|------------|
| SOC 620 Proseminar in Sociological Theory | 3 cr. hrs. |
| ASOC 640 Sociological Applications of Computer and Data Analysis | 3 cr. hrs. |
| Total | 6 cr. hrs. |

Spring Semester

| | |
|-----------------------|------------|
| SOC 699 Thesis | 3 cr. hrs. |
| ASOC 699 Thesis | 3 cr. hrs. |
| Total | 6 cr. hrs. |

Graduation

In the semester before planned graduation, students must submit a Graduation Degree Application to the Registrar's Office at ODU. Students may participate in graduation ceremonies if they have completed ALL requirements AND if they have successfully DEFENDED their thesis by the day of the Commencement Ceremony.

Students may attend graduation ceremonies at either or both institutions.

*Examples of Sociology Electives:

| | |
|---------------------------|--------------------------------------|
| Urban Anthropology | Criminal Justice Administration |
| Complex Organizations | Environmental Sociology |
| Seminar in Urban Research | Seminar in Deviance |
| Ethnicity | Analysis of Metropolitan Communities |
| Urban Sociology | |
| Child Welfare | |

COURSE DESCRIPTIONS

SOC 597/598 Three Credits

Tutorial Work in Special Topics in Sociology. Prerequisites: Senior standing and approval of the department chair

This course is an independent reading and study of a topic to be selected under the direction of an instructor. Conferences and papers are appropriate.

SOC 610 Three Credits

Applied Social Research Methods

Prerequisite for SOC 630.

This course examines the application of social science research methods to practical problems. The topics of research design, measurement, scaling, sampling, data collection, and research organization will be taught with reference to issues of reliability, validity and ethical concerns.

SOC 612 Three Credits

Urban Society in Transition

This course examines the dynamics of urban social change including the three broad change process areas of population, ecology, and social organization. Complementary secondary problems and processes emanating from such basic change areas are also examined, as well as analysis of representative views of the "future city" and the "good city."

SOC 620 Three Credits

Proseminar in Sociological Theory

This course is an examination of classical and contemporary sociological theories of the relations between the individual and society; the way theory shapes and informs the study of social issues; the relationship between theory, research and practice.

SOC 630 Three Credits

Applied Social Statistics

Prerequisite: SOC 610

This course is a graduate-level introduction to social statistics as they may be applied to various practical problems. Students will learn the appropriate use of various statistical procedures through discussion and application.

SOC 640 Three Credits

Sociological Application of Computer and Data Analysis

Prerequisite: SOC 630

This course is a graduate-level introduction to the use of the computer in problems of data management and analysis. Students will use existing software packages (SPSS, SAS) to

build specified data files and carry out various statistical procedures.

SOC 650 **Three Credits**
Practicum in Applied Sociology
Prerequisite: SOC 610, SOC 620, SOC 630 & SOC 640

This seminar integrates the skills needed to complete a master's thesis. Students practice these skills in preparing for class assignments and by completing their thesis proposal.

SOC 655 **Three Credits**
Applied Social Statistics

This course addresses the uses of statistical reasoning in applied situations. Topics examined include descriptive statistics, inferential statistics, multivariate statistical analysis, and issues of variable measurement. Emphasis is on the interpretation and use of statistics by social scientists and program administrators rather than on theoretical development of statistics. Students will be introduced to common statistical packages available for computerized analysis of data sets.

SOC 670 **Three Credits**
Housing the American People

This course is an institutional and interdisciplinary approach to the study of housing in the United States. The social economy of slums and problems and public issues in housing development are also examined.

SOC 682 **Three Credits**
Urban Social Psychology

This course is the study of identity and alienation, social psychology in the community, socialization of urban living, emotional health in the urban setting, planned social change and other community applications of social psychology.

SOC 686 **Three Credits**
Community Development Strategies of Social Reform and Change

This course examines alternative approaches and methods of democratic community organizations for citizen participation and self-help examination of research into the benefits and weaknesses of such strategies.

SOC 699 **Three Credits**
Thesis (ODU)

UAF 699 **Three Credits**
Thesis (NSU)

**MASTER OF ARTS IN
 CRIMINAL JUSTICE**

Dr. Bernadette J. Holmes, Acting Director
Virginia Beach Higher Education Center
1881 University Drive, RM 268
Virginia Beach, Virginia 23453
Phone: (757) 368-6369
Fax: (757) 368-4381
Email: criminaljustice@nsu.edu

Program Structure

The Master of Arts in Criminal Justice consists of a core of six courses (18 semester hours) that set the foundation and parameters for specialization in two tracks: Criminal Justice Management and Planning and Juvenile Justice. The specialized tracks consist of an additional six courses (18 semester hours), three courses (9 semester hours) of which are required of all students selecting a particular specialized track and the remaining courses being electives. Thus, students will complete the total course requirement of 36 semester hours. Students will also be required to pass a comprehensive examination in order to be awarded the M.A. Degree.

**Core Courses Required for Both Tracks
 (18 Semester Hours)**

| | | |
|---------|--|--------|
| CJS 601 | Systems of Criminal Justice | 3 Hrs. |
| CJS 610 | Theories of Crime and Delinquency | 3 Hrs. |
| CJS 644 | Research Methods in Criminal Justice..... | 3 Hrs. |
| CJS 645 | Quantitative Analysis in Criminal Justice..... | 3 Hrs. |
| CJS 650 | Criminal Justice Policy Analysis | 3 Hrs. |
| CJS 651 | Criminal Justice Ethics | 3 Hrs. |

Criminal Justice Management and Planning Track (18 Semester Hours)

Required Courses (9 semester hours)

| | | |
|---------|---|--------|
| CJS 611 | Administration of Criminal Justice Organizations..... | 3 Hrs. |
| CJS 612 | Strategic Planning for Criminal Justice | 3 Hrs. |
| CJS 646 | Computer Applications in Criminal Justice | 3 Hrs. |

Elective Courses (9 semester hours)

| | |
|---|--------|
| CJS 607 Minorities in Criminal Justice | 3 Hrs. |
| CJS 613 Community Policing..... | 3 Hrs. |
| CJS 510 Crime Prevention..... | 3 Hrs. |
| CJS 614 Jails and Prisons | 3 Hrs. |
| CJS 615 Community Corrections | 3 Hrs. |
| CJS 665 Criminal Justice Internship | 3 Hrs. |
| CJS 660 Crime Victims and Victim Services | 3 Hrs. |
| CJS 616 Restorative Justice | 3 Hrs. |
| CJS 617 Offender Reentry Programs | 3 Hrs. |
| CJS 699 Thesis | 6 Hrs. |

Juvenile Justice Track (18 Semester Hours)Required Courses (9 semester hours)

| | |
|--|--------|
| CJS 670 History/Philosophy of Juvenile Justice | 3 Hrs. |
| CJS 672 Policing and Adjudicating Juveniles..... | 3 Hrs. |
| CJS 674 Juvenile Corrections and Treatment | 3 Hrs. |

Elective Courses (9 semester hours)

| | |
|---|--------|
| CJS 575 Legal Aspects of Juvenile Justice | 3 Hrs. |
| CJS 678 Juvenile Offenders and Youth Gangs..... | 3 Hrs. |
| CJS 571 Youth Crime and the School | 3 Hrs. |
| CJS 680 Responding to Status Offenders..... | 3 Hrs. |
| CJS 688 Family Based Intervention..... | 3 Hrs. |
| CJS 681 Youth and Society..... | 3 Hrs. |
| CJS 675 Juvenile Justice Internship..... | 3 Hrs. |
| CJS 699 Thesis | 6 Hrs. |

Model of Academic Progression**Semester One**

- Theories of Crime and Delinquency
- Research Methods in Criminal Justice
- Criminal Justice Ethics

Semester Two

- Quantitative Analysis in Criminal Justice
- Strategic Planning for Criminal Justice or History/Philosophy of Juvenile Justice
- Management or Juvenile Elective

Semester Three

- Systems of Criminal Justice
- Computer Applications in Criminal Justice or Policing and Adjudicating Juveniles
- Management or Juvenile Elective

Semester Four

- Criminal Justice Policy Analysis
- Administration of Criminal Justice
- Organizations or Juvenile Corrections and Treatment
- Management or Juvenile Elective

Comprehensive Examination or Thesis**DESCRIPTION OF COURSES****Core Courses Required for All Students (18 Semester Hours)****CJS 601
Systems of****Criminal Justice Three Credits**

This course examines the traditional model of criminal justice in the United States by comparing it to criminal justice systems of selected other countries. The course also introduces a restorative justice model as an alternative to the adversarial system currently followed by most jurisdictions.

**CJS 610
Theories of Crime and
Delinquency Three Credits**

A number of theories of crime and delinquency have been developed from a variety of perspectives, for example, biological, psychological, sociological, feminist, and conflict. This course addresses the major ideas offered to explain criminal behavior. Similarities and differences between the theories are noted. Criteria for evaluating the usefulness of a theory are identified.

**CJS 644
Research Methods in
Criminal Justice Three Credits**

Information about criminal behavior shapes theories and responses to crime. Therefore, it is important to develop valid and reliable data used to establish an understanding of criminal justice issues. Standards for obtaining and evaluating empirical data are articulated in this course.

CJS 645 Quantitative Analysis in Criminal Justice Three Credits

Quantitative data support theory testing and organizational decision making. This course identifies statistical data bases and introduces analytical techniques to produce meaningful information. Skills with computer applications are developed.

CJS 650 Criminal Justice Policy Analysis Three Credits

Scientific based facts are essential for sound criminal justice policies. At the same time, such policies reflect political forces in society. This course examines procedures for analyzing how policies are enacted and implemented by focusing on specific case studies.

CJS 651 Criminal Justice Ethics Three Credits

Any system of justice must acknowledge the importance of an ethical foundation. This course studies different paradigms of ethical behavior and procedures that may be followed if unethical acts occur. The course recognizes that ethical principles must be addressed by all citizens, not just criminal justice professionals.

Criminal Justice Management and Planning Track (18 Semester Hours)**Required Courses (9 semester hours)****CJS 611 Administration of Criminal Justice Organizations Three Credits**

This course rests on the premise that criminal justice agencies need to apply sound principles of organizational management in order to be efficient. The course studies how corporate and public administration techniques may be applied to criminal justice agencies.

CJS 612 Strategic Planning for Criminal Justice Three Credits

Increasingly, criminal justice practitioners recognize the importance of planning and preparing for criminal situations before they occur. This course examines ways to use current information to plan for the future in structuring organizations, setting priorities, and identifying resources needed to be more effective.

CJS 646 Computer Applications in Criminal Justice Three Credits

Advances in computer technology have had a major influence on criminal justice practices. This course introduces students to some of the innovative hardware and software developments for criminal justice. Topics include but are not limited to crime mapping, statistical analysis of quantitative data, surveillance and identification procedures, and techniques to combat cybercrime.

Elective courses (9 semester hours)**CJS 607 Minorities in Criminal Justice Three Credits**

While minorities are disproportionately over-represented in arrests, convictions, and incarceration, they are disproportionately under-represented among criminal justice practitioners. This course examines theories advanced to account for and methods offered to alter these figures. Gender, race, ethnicity, and other characteristics may define persons as minorities who are entitled to equitable treatment within the criminal justice system.

CJS 613 Community Policing Three Credits

Recently, police departments have adopted techniques to bring community citizens closer to police officers so that working together crime may be reduced. This course compares different models of community policing and techniques for evaluating their impact.

CJS 610 Crime Prevention Three Credits

All crime prevention programs advocate proactive rather than reactive methods to combat crime. This course studies programs intended to address the ability, motivation, and opportunity for persons to commit crimes. Specific approaches and programs such as crime prevention through environmental design (CPTED), Neighborhood Watch, TRIAD, and DARE are considered.

CJS 614 Jails and Prisons Three Credits

While jails and prisons incarcerate inmates, salient differences between these institutions pose problems for sheriffs and wardens. This course studies jails and prisons as complex organizations with varied, sometimes conflicting goals. Administrators must structure these institutions and establish

policies to achieve the varied goals and satisfy varied audiences.

CJS 615**Community Corrections****Three Credits**

Increasingly, the criminal justice system is implementing intermediate sanctions that supervise offenders in the community. While probation and parole have a solid history, newer programs have been devised to take advantage of emerging technology. The course examines factors that enhance or impede the successful adjustment of offenders to living crime-free in the community.

CJS 665**Criminal Justice****Internship****Three Credits**

Students will perform various duties in agencies and organizations active in criminal justice. An agency supervisor and the internship supervisor will direct each student in mastering relevant skills to complete the tasks associated with a significant position in the internship agency. During the internship each student will be considered a quasi-working member of the agency.

CJS 660**Crime Victims and Victim Services****Three Credits**

This course introduces students to some of the important issues and controversies concerning victims of crime. Students will develop an appreciation for the complexity of the phenomena by studying the major perspectives concerning the roles of victims in criminal events and the criminal justice system, the provision of services to crime victims, and the importance of power related to crime victims. The course will examine crime victims in the United States and in other countries. "Justice is acknowledging what victims have suffered."

CJS 616**Restorative Justice****Three Credits**

Restorative justice recognizes that any response to crime should bring victims and offenders to reconciliation in which a sense of community is reestablished. A number of theoretical perspectives exist within this broad framework. The course introduces techniques of mediation and other methods of restorative justice.

CJS 617**Offender Reentry****Programs****Three Credits**

The vast majority of incarcerated criminals are released from jail and prison to return to the community. They often face problems of adjusting to a lifestyle with some freedoms but a number of restrictions. Re-entry to a free society poses problems for the offender, families, and other community members. The course examines some of the major re-entry problems and techniques for resolving them.

CJS 699**Thesis****Six Credits**

Students in this course will design and conduct original criminal or juvenile justice research under the guidance of a faculty committee. The final, written report will present the research problem, theoretical rationale, methodology, results, and interpretation with policy implications as appropriate.

Juvenile Justice Track (18 Semester Hours)**Required Courses (9 semester hours)****CJS 670****History/Philosophy of Juvenile Justice****Three Credits**

Even though the first juvenile court in the United States was established at the end of the 19th Century, concern about how to respond to juvenile offenders has varied historically. The course traces trends across eras and cultures to consider ways that adults have tried to control the behaviors of juveniles. It examines how philosophical movements have influenced criminal justice policy.

CJS 672**Policing and Adjudicating****Juveniles****Three Credits**

Once a decision to define juveniles as different from adults has been made, justice systems adjust law enforcement and judicial procedures. The course considers the advantages and disadvantages of special youth bureaus in police departments. Further consideration is given to the structure and procedures of juvenile courts.

CJS 674**Juvenile Corrections And Treatment****Three Credits**

The philosophy of protecting juveniles has been the traditional perspective of the United States. Consequently, rehabilitation rather than punishment has been the objective in responding to juvenile delinquents. Changing

perspectives of youth have brought about more punitive responses to young criminals, however. The conflict between correction and treatment is considered in how societies seek justice for juveniles.

Elective Courses (9 semester hours)

CJS 575

Legal Aspects of

Juvenile Justice

Three Credits

Juvenile justice has made a distinction between criminal and status offenses. Courts have recognized this distinction in specifying the rights of juveniles when violating cultural norms. The course studies legal policies affecting youth, including their transference to criminal courts. Procedures in the United States are compared to those in other societies.

CJS 678

Juvenile Offenders

and Youth Gangs

Three Credits

Juvenile delinquency has come to be almost synonymous with gang membership. Yet, there is some question about the prevalence of juvenile gangs and their criminality. The course examines gangs throughout history and traces their structures and influences on juveniles and gangs. Theoretical approaches are augmented by research-based facts explicating the importance of youth gangs in society.

CJS 571

**Youth Crime and
the School**

Three Credits

The role of school experiences for the etiology of juvenile crime has been debated for a long time. Recent incidents of violence occurring on school grounds have increased concern for the safety of students. The response of schools to violence, drug abuse, and other crimes will be examined to identify programs that have been successful in reducing youth crime.

CJS 680

**Responding to Status
Offenders**

Three Credits

Status offenders pose a special concern for the juvenile justice system. The course compares status offenders and juvenile delinquents to determine similarities and differences in their behaviors and causal backgrounds. Responses to status offenders tend to be more

rehabilitative than punitive. The course examines how community organizations may react formally and informally to status offenders.

CJS 688

**Family Based
Intervention**

Three Credits

The primary influence of families on youth has been long recognized. This course considers how families may be used as instruments of crime prevention and rehabilitation. By focusing on the family unit, the course examines how family structure and dynamics shape children at different stages of development. Specific family counseling techniques will be studied.

CJS 681

Youth and Society

Three Credits

This course introduces students to some of the important issues and controversies concerning youth in society. The course will examine youth in the United States and in other countries. The basic point of view is that youth is a social construct reflecting both social, structural and cultural influences. While the meaning differs among societies, it also differs within society for various groups of persons. Social scientists use different theoretical models to describe and to explain the behavior of youth. This course examines how the roles of youth are defined for different age groups and cultures. The emphasis is on understanding how societal factors influence youthful behavior for conformity and deviance.

CJS 675

Juvenile Justice

Internship

Three Credits

Students will perform various duties in agencies and organizations active in juvenile justice. An agency supervisor and the internship supervisor will direct each student in mastering relevant skills to complete the tasks associated with a significant position in the internship agency. During the internship each student will be considered a quasi- working member of the agency.

CJS 699

Thesis

Six Credits

Students in this course will design and conduct original criminal or juvenile justice research under the guidance of a faculty committee. The final, written report will present the research problem, theoretical rationale, methodology, results, and interpretation with policy implications as appropriate.

MEDIA AND COMMUNICATIONS

Dr. Stan Tickton, Program Coordinator
(757) 823-2383

The program leading to the Master of Arts in Media and Communications offers three (3) sequences: interpersonal communication, mass communications and journalism.

The Interpersonal Communication sequence has two tracks: (1) Speech Communication and (2) Composition and Language Studies. The sequence aims to provide dimensions of academic preparation and professional experiences to prepare students for a wide range of occupations. The curriculum covers general linguistics, American English Language, language and society, the communication arts, communication behavior, speech communication, analytic and critical reading and intercultural communication.

The Mass Communications sequence has two tracks: (1) Media Management and (2) Media Production. The Media Management track is designed to provide students with academic knowledge and work experience required for careers in the administration of the print and electronic media (cable, satellite, radio and television) at the mid-management level. The Media Production track is designed to provide students with advanced skills and work experience in planning, creating, organizing and producing a wide variety of media audio and video productions.

The Journalism sequence has two tracks: (1) News Editorial Management and (2) Public Relations. The sequence is designed as a mid-career program for journalists and media and public relations practitioners or those who want to build upon a baccalaureate degree from an accredited college or university.

ADMISSION

Requirements. Admission to the program leading to a Master of Arts in Media and Communications may be on a degree or non-degree basis. To be admitted as a degree candidate, a student must hold a baccalaureate degree from an accredited college or university with an overall academic average of 2.75 (based on a 4.0 scale), and have a 3.0 average in his/her major field of study from an accredited college or university. A personal interview may be required. Graduate Record

Exam (GRE) scores are required if the overall academic average is below 2.65.

A student who otherwise meets all of the general requirements for admission but whose overall undergraduate academic average falls below the required 2.75 yet exceeds 2.49 (based on a 4.0 scale), may be accepted on provisional status and may take up to nine semester hours in the program. Upon completing the first nine hours of graduate work with a 3.0 or above average in the program at the university, the student may petition the Master of Arts in Media and Communications Graduate Admissions Committee for regular admission to the program and with degree seeking status.

Re-admission. Re-admission to the program is not automatic. After an absence of a semester or longer, a former student must apply the Office of Graduate Studies for re-admission to the program and follow the regular re-admission procedure. In lieu of the re-admission process, a student may maintain his/her matriculation status by filing a continuous registration form and paying the appropriate fee.

Non-Degree Status. A person with a baccalaureate degree and who seeks to take particular courses but not work toward a graduate degree on a matriculating basis may be admitted in a non-degree status. The student may at a later date apply for admission to degree status. A change in status does not imply, however, that course work completed in the non-degree status will be automatically accepted and applied to degree program requirements.

APPLICATION PROCEDURE

A completed application consists of the following:

1. A fully completed graduate application form.
2. An official academic transcript showing that a baccalaureate degree has in fact been awarded to the applicant.
3. Three (3) letters of recommendation.
4. A personal goals statement relative to the graduate field of study.

5. A minimum score on the TOEFL Exam as required by the Division of Graduate Studies at Norfolk State University (foreign students only).

Only fully completed applications will be reviewed by the Master of Arts in Media and Communications Graduate Admissions Committee. The Graduate Admissions Committee meets on a regular basis during the academic year. The deadline for all fully completed applications is March 1 for fall and October 1 for spring.

REQUIREMENTS FOR THE DEGREE

In order to meet the requirements for the Master of Arts in Media and Communications, a student may select one of three options:

| <u>Option</u> | <u>Total Credit Hours</u> |
|---|-------------------------------|
| 1. Complete 30 credit hours of course work | 30 |
| 2. Complete 24 credit hours of course work and 6 credit hours for a thesis or project | 30 |

The time limit for completion of the Master of Arts in Media and Communications is four (4) years. Students must have an overall 3.0 grade point average for all course work in the degree program in order to graduate.

Transfer Credit. Up to six (6) hours of graduate level transfer credit course work may be approved by the Master of Arts in Media and Communications Graduate Admissions Committee. Students must have earned a grade point average of at least 3.0 (on a 4.0 scale) for each hour of transfer credit accepted.

Residence Requirement. At least eighteen (18) hours of graduate work in Media and Communications must be taken in continuous matriculation at Norfolk State University.

Course Load. A full-time graduate student enrolled during an academic year is permitted to carry a maximum course load of twelve (12) credit hours per semester and six (6) credit hours during a summer session. To be considered in full-time study, the student must be registered for at least nine (9) credit hours each semester during the regular academic year. Any departure from these regulations must be approved by the Master of Arts in

Media and Communications Graduate Admissions Committee.

Thesis. The master's thesis provides an opportunity for scholarly mass media and/or communications research. In preparation for such research, the student must have taken COM 651- Communications Research Methods. Before initiating a thesis, the student must select a thesis committee composed of three members of the graduate faculty in the Media and Communications graduate program. One of the committee members must agree to be the student's thesis advisor. The student may submit his/her thesis proposal to the committee upon completion of twelve (12) hours of graduate course work in the program.

Project. The project for the master's degree provides the student an opportunity for artistic creativity by his/her writing, producing and directing a quality audio and video media production. Before initiating a production project, the student must select a production project committee composed of three members of the graduate faculty in the Media and Communications graduate program. One of the committee members must agree to be the student's production project advisor. The student may submit his/her production project proposal to the committee upon completion of twelve (12) hours of course work in the program.

Internship. The internship for the master's degree provides a student with practical experience in a setting in which the student expects to be employed. After completing the residence requirement, the student who chooses an internship in partial fulfillment of the master's degree requirement must submit a viable internship proposal to the Master of Arts in Media and Communications Graduate Internship Committee for approval. The student must submit as part of his/her proposal the name of the approved agency, the nature of the student's responsibilities during the internship, and a signed statement from the person(s) who will be the student's supervisor during the internship, indicating a willingness to supervise the student and in turn submit the student's evaluation to the student's academic advisor. The student must perform satisfactorily for not less than 180 clock hours in the approved agency during the semester(s) he/she is enrolled in the internship course.

CURRICULUM

Core Course Requirement. Regardless of the sequence and track in which the student is enrolled, there are three core courses required of all students in the Master of Arts in Media and Communications degree program. These nine credits of core courses are as follows:

| | |
|---|-----|
| COM 620-Communication Theory | (3) |
| COM 651-Communication Research Methods | (3) |
| COM 653-Law, Ethics and Responsibility (Public Policy) in Communication | (3) |

**INTERPERSONAL
COMMUNICATION SEQUENCE**

**A. Composition and Language Studies Track
Degree Requirements:**

1. 21 credit hours as listed below
2. 3 credit hours of approved electives
3. 6 credit hours of additional course credits, or 6 hours of thesis or internship credit

| | |
|---|------------|
| COM 620 Communication Theory..... | 3 cr. hrs. |
| COM 651 Communication Research Methods..... | 3 cr. hrs. |
| COM 653 Law, Ethics and Responsibility In Communication... | 3 cr. hrs. |
| COM 519 Contemporary English Grammar..... | 3 cr. hrs. |
| COM 630 Writing Across The Curriculum... | 3 cr. hrs. |
| COM 643 General Semantics .. | 3 cr. hrs. |
| COM 550 Assessment/Evaluation of Composition..... | 3 cr. hrs. |
| Electives (3-9) AND/OR COM 699 Thesis or Internship... | 6 hrs. |

Speech Communication Track

B. Degree Requirements:

1. 18 credit hours as listed below
2. 6 credit hours of approved electives

3. 6 credit hours of additional course credits, or 6 hours of thesis or internship credit

| | |
|---|--------------|
| COM 620 Communication Theory | 3 cr. hrs. |
| COM 651 Communication Research Methods | 3 cr. hrs. |
| COM 653 Law, Ethics and Responsibility In Communication..... | 3 cr. hrs. |
| COM 511 Interpersonal Communication..... | 3 cr. hrs. |
| COM 641 Group Communication Process | 3 cr. hrs. |
| COM 643 General Semantics..... | 3 cr. hrs. |
| Electives | 3-6 cr. hrs. |
| COM 699 Thesis or Internship..... | 6 cr. hrs. |

**II. MASS COMMUNICATIONS
SEQUENCE**

A. Media Management Track

Degree Requirements:

1. 18 Credit hours as listed below

1. 6 Credit hours of approved electives
3. 6 Credit hours of additional course credits or 6 hours of thesis or internship credit

| | |
|--|--------------|
| COM 620 Communication Theory | 3 cr. hrs. |
| COM 651 Communication Research Methods | 3 cr. hrs. |
| COM 653 Law, Ethics and Responsibility in Communication | 3 cr. hrs. |
| MCM 545 Media Management & Administration..... | 3 cr. hrs. |
| Electives | 3-6 cr. hrs. |

- MCM 660 Seminar in Radio-TV-Film3 cr. hrs.
 MCM 680 Comparative Mass Media Systems.....3 cr. hrs.
 Electives 3-6 cr. hrs.

Or

- MCM 693/694 Internship or MCM 699 Thesis/Project.....6 cr. hrs.

B. Media Production Track**Degree Requirements:**

1. 18 credit hours as listed below
2. 6 credit hours of approved electives
3. 6 credit hours of additional course credits
or 6 hours of thesis/project or internship credit

- COM 620 Communication Theory3 cr. hrs.
 COM 651 Communication Research Methods3 cr. hrs.
 COM 653 Law, Ethics and Responsibility in Communication.....3 cr. hrs.
 MCM 550 Introduction to Television Production.....3 cr. hrs.
 Electives 3-6 cr. hrs.
 MCM 650 Television Production II3 cr. hrs.
 MCM 660 Seminar in Radio-TV-Film3 cr. hrs.
 Electives 3-6 cr. hrs.

Or

- MCM 693/694 Internship or MCM 699 Thesis/Project.....6 cr. hrs.

III. JOURNALISM SEQUENCE**A. News Editorial and Management Track****Degree Requirements:**

1. 18 credit hours as listed below
2. 6 credit hours of approved electives

3. 6 credit hours of additional course credits
or 6 hours of thesis/project or internship credit

- COM 620 Communication Theory 3 cr. hrs.
 COM 651 Communication Research Methods..... 3 cr. hrs.
 COM 653 Law, Ethics and Responsibility in Communication 3 cr. hrs.
 MCM 510 Introduction to Mass Communications 3 cr. hrs.
 Electives 3-6 cr. hrs.
 MCM 545 Media Management Administration..... 3 cr. hrs.
 COM 513 Specialized Writing 3 cr. hrs.
 Electives 3-6 cr. hrs.

Or

- MCM 693/694 Internship or MCM 699 Thesis/Project..... 6 cr. hrs.

B. Public Relations Track**Degree Requirements:**

1. 18 credit hours as listed below
2. 6 credit hours of approved electives
3. 6 credit hours of additional course credits or 6 hours of thesis/project or internship credit

- COM 620 Communication Theory 3 cr. hrs.
 COM 651 Communication Research Methods 3 cr. hrs.
 COM 653 Law, Ethics and Responsibility in Communication 3 cr. hrs.
 COM 652 Public Relations 3 cr. hrs.
 Electives 3-6 cr. hrs.

- COM 512 Editing Publications 3 cr. hrs.
 COM 513 Specialized Writing 3 cr. hrs.
 Electives 3-6 cr. hrs.

Or

- MCM 693/694 Internship or MCM 699 Thesis/Project..... 6 cr. hrs.

ANNOUNCEMENT OF COURSES**COM 510****Contemporary
Argumentation Three Credits**

This course examines the nature and structure of argumentative discourse, with some attention to selected theories of persuasion. Emphasis is placed on the student's ability to analyze complex arguments and on his/her ability to development and to test proof.

COM 511**Interpersonal
Communication Three Credits**

This course is an introduction to substantive material in contemporary communication theory, language and thought, and culture patterns of verbal and non-verbal communication. It is also designed to help students develop skills in interpersonal communication.

COM 512**Editing Publications Three Credits**

This course examines the theory and practice in selection, preparation and display of editorial content of publications with emphasis on mass and trade publications.

COM 513**Specialized Writing Three Credits**

This course is a non-fiction writing for publication (general, professional, trade or company publications). Emphasis is placed on full-length magazine-type articles.

COM 514**Publicity Media
And Methods Three Credits**

This course examines theory and practice in the use of controlled and uncontrolled public media to reach various target publics; theory and nature of materials originating from a public relations office; analysis and development of specialized communications materials to gain support from target publics.

COM 519**Contemporary American
English Grammar Three Credits**

This course examines the function of American English grammar in modern communication. It discusses usage, dialectology, stylistics and aesthetics.

COM 580**The Art of Film Three Credits**

This course is a study of film as a mass medium, encompassing the creative and technical aspects of the cinema.

COM 610**Studies In English Structure,
Style, And Usage Three Credits**

This course is a study of three aspects of the English language-structure patterns, style, and usage-and their impact upon the process by which one person affects another through written communication.

COM 620**Communication Theory Three Credits**

This course is designed to provide an overview of the models of communication based on Perception Theory, Learning Theory, socio-psychological models, cybernetics, and attitudes and attitude change theories. Required of all graduate majors.

COM 626**Communicative Arts:
Performance Theory
And Practice Three Credits**

This course is designed to introduce oral interpretation as a medium of the communicative arts. It includes a study of oral interpretation theory and the major factors of the dramatic mode in literature.

COM 630**Writing Across The
Curriculum: The
Domains Of Rhetoric Three Credits**

This course is a study of writing as a mode of learning in the content areas with an emphasis

on the composing process of specific rhetorical domains.

COM 640
PERSUASION: THEORY
AND PRACTICE **Three Credits**

This course is designed to study the persuasion process, the factors contributing to it, and the channels and situations employed.

COM 641
Communication Behavior I:
Group Communication
Process **Three Credits**

This course is a study of human communication behavior, including group, intergroup, and organizational communication under dynamic social conditions.

COM 642
Communication Behavior II:
The Mass Mind **Three Credits**

This course is a study of how social class, primary and secondary groups, and the media influence public opinion. Special attention is given to the roles and responsibilities of the agents of publicity and propaganda.

COM 643
GENERAL
SEMANTICS **Three Credits**

This course is designed to study the relationship among language, thought, and behavior and to suggest specific techniques utilizing the dimensions of semantics to facilitate the communication process.

COM 644
READING AND
CRITICAL ANALYSIS **Three Credits**

This course is an interpretation and critical evaluation of communication messages, with emphasis on print.

COM 645
COGNITIVE PROCESSES
IN READING **Three Credits**

This course examines the function of language and symbolization in cognitive processes involved in reading.

COM 646
LINGUISTICS AND
READING **Three Credits**

This course is an application of linguistics to reading, with attention to phonological, morphological and syntactical structure.

COM 647
JOURNALISTIC COMMUNICATION/
WRITING **Three Credits**

This course covers topics including reporting and writing factual materials for print and electronic mass media; interviewing, making critical analyses and rewriting, and general principles and practice of editing copy for the mass media.

COM 648
LANGUAGE AND
CULTURE **Three Credits**

This course examines interrelationships among language, perception, and culture. It pays particular attention to the works of such authors as Whorf, Lee Sapir, Carpenter and McLuhan.

COM 649
ORGANIZATIONAL
COMMUNICATION **Three Credits**

This course examines how social class, primary and secondary groups, and the media influence public opinion. Special attention is given to the social roles and responsibilities of the agents of publicity and propaganda.

COM 650
COMMUNICATION AND
THE AESTHETIC
EXPERIENCE **Three Credits**

This course examines the art of communicating through music, painting, and drama as concerned with the creation of objects of the imagination and taste for their own sake, and without relation to the utility of the object concerned. For example, *Romeo and Juliet* will be read as a play, listened to as an opera and overtures, viewed as a ballet, etc., for its aesthetic qualities.

COM 651
COMMUNICATION
RESEARCH METHODS **Three Credits**

This course is an examination of the rational methods of behavioral, historical, experimental and critical research techniques and their application to human communication problems. It is required of all graduate majors.

COM 652
PUBLIC RELATIONS **Three Credits**

This course is a survey of the philosophy, function and techniques of public relations with emphasis on developing a student's creative capacity in dealing with public relations problems in various fields.

COM 653
LAW, ETHICS AND RESPONSIBILITY
IN COMMUNICATION **Three Credits**

This course is a study of laws and public policies dealing with different modes of communication in society, including freedom-of-expression concepts and limitations placed on it, obscenity statutes, right to privacy vs. right to know and defamation. The background of telecommunications regulation and ethics of the practitioners of communication are also covered. It is required of all graduate majors.

COM 654
PROFESSIONAL
WRITING **Three Credits**

This course teaches writing for selected professions and occupations, including technical writing for industrial, educational and social agencies. It emphasizes audience, purpose, and content analysis. The course includes proposals, feasibility studies, and short reports.

COM 655
INTERCULTURAL
COMMUNICATION **Three Credits**

This course discusses communication among various cultures with emphasis on behavioral patterns of certain groups and/or social classes.

COM 656
MULTI-ETHNIC NON-VERBAL
COMMUNICATION **Three Credits**

This course is a study of the non-verbal symbols that are inherent in the multi-ethnic communicative arts with an emphasis on such ethnic groups as Anglo-Americans, Afro-Americans, Cherokee Indians and Mexican Indians.

COM 657
COMMUNICATION BEHAVIOR III:
HUMAN RELATIONS **Three Credits**

This course is designed to provide the student with both a theoretical and practical approach to communication behavior as it relates to human relations.

COM 659
JOURNALISTIC COMMUNICATION/
VISUAL **Three Credits**

The elements of photojournalism and visual production processes are examined in this course.

COM 699
GRADUATE THESIS OR
INTERNSHIP **Six Credits**

This course is required of all students who elect the thesis or internship option. It must be repeated by degree candidates in matriculation to complete the thesis or internship option.

MCM 510
INTRODUCTION TO MASS
COMMUNICATIONS **Three Credits**

This course is a study of the socio-economic and historical developments related to the continuing struggle for freedom of the press and growth of the electronic and print media as conveyors of information to the public.

MCM 520
COMMERCIAL
PHOTOGRAPHY **Three Credits**
PREREQUISITE: A BASIC COURSE IN
PHOTOGRAPHY OR EQUIVALENT

This course examines studio portrait, advertising, scientific and fashion photography for commercial purposes. Professional photographic equipment and materials will be used for quality production.

MCM 530
FILM AND VIDEOTAPE FOR
TELEVISION NEWS **Three Credits**

This course emphasizes planning, shooting, and editing videotape for television news, documentaries and special features. With script and deadlines, students will use portable electronic news gathering equipment to tape, produce and file an acceptable package for television news.

MCM 545
MEDIA MANAGEMENT AND
ADMINISTRATION **Three Credits**

This is an exploration of management roles, functions, organizational structures and goals in the media. Also, budget planning, personnel, labor-management relations, regulation and accountability in administering media organizations are examined.

MCM 550
TELEVISION
PRODUCTION I **Three Credits**

This course is an introduction to the use of television studio and control room equipment for simple studio productions. Emphasis will be placed on the concepts of television production, the use of microphones, lighting and camera operation. Students will serve as production crews for short television programs.

MCM 563
AUDIO PRODUCTION **Three Credits**
PREREQUISITES: MCM 250 OR MCM 550
OR EQUIVALENT

This course examines the study and practice of the principles and techniques of audio communication for broadcasting and recording industries. Practice in program and sound production and editing, and the selection and use of microphones, equipment, and facilities in both studio and remote locations will be expected.

MCM 570
BROADCAST/CABLE/SATELLITE
PROGRAMMING **Three Credits**

The purpose of this course is to introduce students to the field of telecommunications (broadcast, cable and satellite programming) as it relates to programming history and development, structure and formats, program strategies, research, regulation and operating practices.

MCM 576
BROADCAST/CABLE/
SATELLITE SALES **Three Credits**

The purpose of this course is to introduce the student to principles, structures, strategies and practices of broadcast, cable and satellite sales. These mid-management areas are crucial to all electronic media properties.

MCM 580
THE ART OF FILM **Three Credits**

This course examines the study of the film as an art and mass medium, encompassing the creative and technical aspects of the cinema.

Major aspects of the cinema will be treated with emphasis on film criticism and history which are related to the understanding of the film as a mass medium.

MCM 581
FILM AND BROADCAST
CRITICISM **Three Credits**

This course is an analysis of the historical, aesthetic, and critical aspects of films and broadcast programs. It provides a survey of significant movements and schools of film making through written critiques, viewing of selected films, and class discussions.

MCM 590
ADVANCED NEWSWRITING
AND PRODUCTION
FOR BROADCASTING **Three Credits**

This course provides practice in the writing and producing of radio and television news broadcasts. Utilizing newswire stories, student-produced audio tapes, actualities, interviews and materials from other sources, students will write, edit and produce package and program materials for actual broadcasts.

MCM 610
INTRODUCTION TO
RESEARCH IN MASS
COMMUNICATIONS **Three Credits**

This course examines the basic statistics and methods for survey research in Mass Communications. Also, proposal construction, elements of thesis, and research paper format are discussed.

MCM 640
MEDIA LAW AND
PUBLIC POLICY **Three Credits**

This course is an in depth study and discussion of selected legal issues and media regulatory philosophies as they relate to the regulatory process, ethics and public policy.

MCM 650
TELEVISION PRODUCTION II
PREREQUISITE: MCM 250 OR
MCM 550 OR
EQUIVALENT **Three Credits**

This course deals with the development, production and performance of television programs, including commercial and instructional formats. Students will script, produce, direct and perform productions utilizing television studio equipment. Productions will be videotaped and analyzed.

MCM 660
SEMINAR IN RADIO, TELEVISION, AND
FILM **Three Credits**

This course focuses on topical discussions, short papers and presentations related to the field of broadcasting, cable, satellites, and film. Areas of study include history, economics, effects, audience research and new technologies in the electronic media.

MCM 680
COMPARATIVE MASS
MEDIA SYSTEMS **Three Credits**

This course deals with a study of the organization and programs of the broadcasting systems and other selected mass media of the United States, the former Soviet Union, the United Kingdom and other countries. A study of other selected countries will be conducted.

MCM 691
INDEPENDENT STUDY OR
DIRECTED STUDY **Three Credits**

This course is designed for students who intend to pursue a specific topic or issue in the mass media in depth. Papers and presentations are required. The studies and performance in this course should not duplicate or overlap the content of MCM 693 and MCM 699.

MCM 693
INTERNSHIP **Three – Six Credits**

This course is designed for students who aspire to enhance their integrative ability in theory and practice so that they will become

competent in locating, analyzing and solving problems.

**MCM 694
INTERNSHIP
(WNSB-FM)**

Three Credits

This course is designed to provide students with practical experience related to broadcast station operation through the University's radio station, WNSB-FM. Students may work in a variety of departments including programming, news, production and management.

**MCM 699
MASTER'S THESIS OR
PROJECT**

Six Credits

In this course, the student will have options of writing or of making an electronic media project for up to six hours of credit as part of the requirements for the Master of Arts Degree.

**COMMUNITY/CLINICAL
PSYCHOLOGY PROGRAM (CCPP)**

Dr. Karen White, Program Coordinator
(757) 823-9057

Description

The Department of Psychology at Norfolk State University offers a Master of Arts degree program in Community/Clinical Psychology. The two-year curriculum of this program is designed to establish a firm foundation for students in basic topics in psychology as well as to develop in them applied knowledge and skills in areas of community and clinical psychology. The major goal of the program is to train graduates to function as competent mental health professionals at the master's level. The curriculum allows students to concentrate in an applied area of mental health by careful selection of electives and practicum experiences. This flexibility allows students to pursue their own areas of interest in applied work.

The successful completion of this program requires 40 semester hours of coursework, including a thesis or non-thesis option, and two practicum courses as specified in the curriculum. Also, the student is required to pass the comprehensive examination.

Students are admitted on a part-time or full-time basis. Almost all of the courses in this program are offered in the evening, which makes pursuing graduate study more feasible for those who work during the day. **Students should be aware that practica require placement in an agency and typically must be done during the day.**

Admission requirements for the program in Community/Clinical Psychology are in accordance with the requirements of the Office of Graduate Studies and Norfolk State University. The requirements for admission are as follows:

Regular Status

1. A baccalaureate degree from an accredited college or university. A foreign student should possess equivalent credentials.
2. A minimum overall undergraduate grade point average (GPA) of 2.7 on a 4.0 scale.
3. Three letters of recommendation from persons of professional status who are familiar with the applicant's background and prior performance in academic and professional activities.
4. A \$35.00 application fee (certified check or money order) must accompany the application for admission, and should be made payable to Norfolk State University.
5. All application materials must be received by March 1 for consideration in the fall. Students are not admitted in the spring semester. Students who have completed all three core courses in the fall semester in non-degree status may apply for degree-seeking status in the spring.

A complete application packet will include the following:

1. Application form.
2. Three (3) letters of recommendation from persons of professional status who are familiar with the applicant's background and prior performance in academic and/or professional activities. The applicant is responsible for requesting letters of recommendation from those persons listed as references, and for collecting the letters in a sealed envelope, signed across

the seal. The letters should be included with the completed application materials.

3. Official transcripts from all colleges and/or universities the student has attended.
4. A personal statement of professional interest and goals.

The completed application with letters of recommendation should be sent to the Office of Graduate Studies:

Office of Graduate Studies
Norfolk State University
700 Park Avenue
Norfolk, Virginia 23504.

Applicants may be requested to attend a personal interview. Persons seeking additional information may call or write:

Community/Clinical Psychology Program
Norfolk State University
700 Park Avenue
Norfolk, Virginia 23504
Phone: (757) 823-9057 or 823-8573

Applications are reviewed and decisions are made by the Community/Clinical Psychology Admissions Committee and the Office of Graduate Studies.

MINIMUM DEGREE REQUIREMENTS

The minimum degree requirements for the Master of Arts in Community/Clinical Psychology are as follows:

1. The student must complete all core courses and electives (totaling 40 hours) as determined by the Community/Clinical Training Committee.
2. The student must earn a grade of B or better in all courses taken and maintain a 3.0 GPA.
3. The student may elect to substitute six (6) hours of elective course work for Thesis Credits. However, such a decision will be made in consultation with the student's advisor and the Community/Clinical Training Committee, and should be made no later than the end of the second semester in residence.

4. The student must be enrolled on a full-time basis for a minimum of one academic year, or continuously on a part-time basis.
5. The student must pass the Comprehensive Examination.

EVALUATION POLICY

In addition to the successful completion of all in-class and practicum course work, students must exhibit the personal qualifications and attributes deemed necessary for a master's level community/clinical psychologist. Students must demonstrate the ability to function well interpersonally with colleagues and patients/clients. All students must demonstrate unimpaired judgment and behavior consistent with the responsibilities of the profession of psychology. Students will be evaluated by the program coordinator and by the Community/Clinical Training Committee in regard to professional demeanor, professional conduct, concern for the public welfare and dignity of all individuals, responsibility to duty, trustworthiness, and ethical conduct. Any breach of professional or ethical conduct as outlined by the American Psychological Association and as determined by the program coordinator and the Community/Clinical Training Committee will result in termination from the program.

TRANSFER CREDIT

Students who are admitted with prior graduate training may transfer a maximum of six credit hours from courses which have similar descriptions as those offered in the CCPP. Credits will only be accepted as transfer after consultation with and written approval from the Community/Clinical Admissions Committee. Transfer credits are accepted for elective course substitution only. The request for transfer credit must be made when applying for admission to the Program.

THE CURRICULUM

The curriculum consists of a set of core courses which must be taken by all students. All electives must be approved by the student's academic advisor.

Fall Semester (First semester)

CPS 601 Psychology Pro-Seminar.....3 cr. hrs.
 CPS 604 Personality Theories3 cr. hrs.
 CPS 607 Psychological Disorders3 cr. hrs.
 Total9 cr. hrs.

Spring Semester (Second semester)

CPS 630 Research Methods3 cr. hrs.
 CPS 675 Community
 Psychology I.....3 cr. hrs.
 CPS 611 Strategies of Assessment ..3 cr. hrs.
 Total9 cr. hrs.

Fall Semester (Third semester)

CPS 775 Community
 Psychology II3 cr. hrs.
 CPS 713 Psychotherapy
 Techniques3 cr. hrs.
 CPS 794 Community/Clinical
 Practicum I3 cr. hrs.
 Thesis or Elective3 cr. hrs.
 Total12 cr. hrs.

Spring Semester (Fourth semester)

CPS 795 Community/Clinical
 Practicum II 4 cr. hrs.
 Thesis or Elective 3 cr. hrs.
 Elective 3 cr. hrs.
 Total10 cr. hrs.

Total Hours Required..... 40 cr. hrs.

COURSE DESCRIPTIONS

**CPS 601
 PSYCHOLOGY
 PROSEMINAR Three Credits**

This course is a foundation course which emphasizes the body of psychological knowledge relevant to community/clinical psychology, and draws the connection between basic psychological science and the applied community/clinical area.

**CPS 604
 PERSONALITY
 THEORIES Three Credits**

The notion of individual differences and the various theoretical explanations for these differences will be emphasized in this course.

**CPS 607
 PSYCHOLOGICAL
 DISORDERS Three Credits**
Prerequisite: 3 semester hours of abnormal psychology.

This course will concentrate on familiarizing the student with a current body of knowledge within the field of abnormal psychology. It will also evaluate current theories on yet to be answered questions.

**CPS 611
 PSYCHOLOGICAL
 ASSESSMENT Three Credits**
Prerequisites: 3 semester hours of psychological testing, CPS 607, and matriculating status in CAPP.

This course is designed to expose the student to the techniques and processes involved in clinical psychological assessment. Emphasis will be on the psychometric properties of the tests.

**CPS 630
 RESEARCH
 METHODS Three Credits**
Prerequisites: 3 semester hours of statistics, 3 semester hours of experimental psychology.

This course is designed to provide the student with research principles, design strategies, data collection procedures, and an understanding of critical issues involved in action research. Special emphasis will focus on program evaluation and community research.

**CPS 675
 COMMUNITY
 PSYCHOLOGY I Three Credits**

This course serves as an introductory overview of community psychology. It examines a number of the theoretical approaches to the field from both historical and current perspectives, while seeking clarification of their systemic differences regarding goals, assessments, intervention strategies, and research orientations. Emphasis will be placed on conceptual and applied features of those community psychology systems which attend to mental health delivery services to urban, low-income, minority populations.

**CPS 713
 PSYCHOTHERAPY
 TECHNIQUES Three Credits**
Prerequisites: CPS 607, CPS 611 and matriculating status in CAPP.

This course surveys important theoretical approaches to psychotherapy, including techniques used to alleviate psychological

symptoms. Research on psychotherapy (both process and outcome) will be employed.

CPS 775
COMMUNITY
PSYCHOLOGY II **Three Credits**
Prerequisite: CPS 675

This course is designed to enhance the student's theoretical and practical skills in community psychology. Further, it will examine, in detail, the philosophy, work and responsibilities of the professional community psychologist.

CPS 794
COMMUNITY/CLINICAL
PRACTICUM I **Three Credits**
Prerequisite: Completion of first year (18 semester hours) with a grade of B or better in all classes and matriculating status in CAPP.

Practicum I is designed to provide students practice in psychological assessment and treatment techniques as well as experience in the application of community psychological principles.

CPS 795
COMMUNITY/CLINICAL
PRACTICUM II **Three Credits**
Practicum II is designed to give the student continued exposure to the same activities (assessment, treatment, and application of community psychology principles) as Practicum I. The student will be eligible to enroll in this course only after he/she has passed parts I and II of the Comprehensive Examination and successfully completed (grade of B or higher) 30 semester hours in a degree-seeking status.

Elective Courses. Students may take elective courses from offerings in the Psychology Department and other graduate programs at Norfolk State University. All elective courses must be approved by the student's advisor.

Proposed Program of Study. Consultation with the student's advisor is required. Every student admitted to the Program is expected to prepare and file with the Program Director a Proposed Program of Study. Students must be in good standing (minimum grade of B in all courses) and have the approval of the Program Coordinator in order to sit for the Comprehensive Examination.

NON-DEGREE STATUS

The non-degree status means that the student does not intend to work toward a degree and is not required to take core courses. Additionally, students may take courses on a credit or non-credit basis. Such applicants must have at least a baccalaureate degree to be admitted.

Applicants not meeting the minimum grade point average required for regular admission may be admitted to non-degree status. Upon completion of nine semester hours of credit, with a minimum grade of B in all courses taken, the applicant may apply for degree-seeking status.

RE-ADMISSION

Re-admission to the program is not automatic. After an absence of a semester or longer, the student must apply for readmission to the program and follow the regular admission procedure. A student may maintain his/her matriculating status while not enrolled by filing a "continuous registration" course form and paying the appropriate fee.

Doctor of Psychology in Clinical Psychology (Psy.D.)

Dr. Desideria Hacker, NSU Director
 (757) 823-2228

Description

The Program is jointly sponsored by Norfolk State University, The College of William and Mary, Eastern Virginia Medical School, and Old Dominion University. It is administered through The Virginia Consortium Program in Clinical Psychology, a cooperative mechanism for coordinating the resources of the sponsoring schools. Students interested in the program may visit the website at www.sci.odu.edu/vcpcp/ for current information and application materials.

The Program's mission is to graduate practicing clinical psychologists who are educated in the basic subjects and methods of psychological science, capable of critically assimilating new knowledge, proficient in the delivery and evaluation of psychological services in the public and private sectors, and able to assume leadership positions in mental health service delivery systems.

The Program is accredited by the American Psychological Association.

Admission Requirements

Academic qualifications of applicants are evaluated to assure that students are capable of meeting the educational requirements of the Program. Applications are evaluated with regard to undergraduate and graduate grade point average, letters of recommendation, relevant clinical experience and GRE scores. Of equal importance are personal characteristics conducive to the development of professional competence in dealing effectively with a variety of underserved populations. An attempt is made to admit students who are a "good match" with the Program, its resources and its mission.

Admission to the Program is limited to approximately 10 students per year.

To be considered for admission to the Program, an applicant must satisfy the following criteria:

- a) Hold a baccalaureate degree from an accredited institution of higher education;
- b) Have an acceptable academic background in psychology - approximately 24-30 credit hours;
- c) Submit official transcripts indicating all coursework completed, grades achieved, degrees received;
- d) Submit recent (past five years) official test scores on both General Aptitude (Verbal/Quantitative/Analytical) on the Graduate Record Examinations;
- e) Submit a brief statement indicating professional goals and academic objectives (refer to application blank for specific detail) - and include a vita or resume;
- f) Submit three letters of recommendation;
- g) Complete a personal interview.

APPLICATION PROCEDURES

Application to The Virginia Consortium must be made on Consortium materials only. The Virginia Consortium's deadlines, application fee, and evaluation procedures are independent and separate from the four Consortium universities graduate school policies.

How to obtain an application: Application materials are available from July - December. They may be downloaded from the Program's

web site at www.sci.odu.edu/vcpcp/ or by mail. To receive an application packet by mail, students should send their requests, together with a 9 x 12 self-addressed envelope with \$2.00 U.S. postage on it to the Consortium address.

Application Deadline: Complete applications and supporting credentials, (transcripts, test scores, vita or resume, statement of goals and letters of recommendation) accompanied by a \$40 application fee (payable to Old Dominion University), must be received by January 2. There is no fee waiver policy.

Direct all supporting credentials to the following address:

Virginia Consortium Program
Administrative Office,
Virginia Beach Higher Education Center
1881 University Drive, Suite 259
Virginia Beach, VA 23453

APPLICATION REVIEW

Applications are reviewed by members of the Program's Admissions Committee. Successful applicants will be invited to an interview. A personal interview is a requirement for admission. Interviews are typically scheduled in February. Applicants are notified of the Committee's decisions by April 1.

DEGREE REQUIREMENTS

To be awarded the degree of Doctor of Psychology, the student must have met the following specific requirements:

1. The successful completion of three full years (Fall, Spring and Summer semesters) of full-time study beyond the baccalaureate, or the equivalent. In addition, the successful completion of an internship that is a full-time experience for one calendar year or a half-time experience for two calendar years, with at least two hours per week of formally scheduled individual supervision.

2. At least 6 semesters and 72 semester hours shall be in residence in the Program, with the student being registered in the Program during the semester in which the degree requirements are completed.
3. Each doctoral student must pass the comprehensive written and oral qualifying examination before being admitted to candidacy.
4. Each student must propose, conduct, and successfully defend a clinical dissertation with a strong evaluative component in the student's area of concentration. The defense is not limited to the topic of the dissertation. The candidate is expected to show a mastery of the area of concentration within which the dissertation was conducted.
5. Students are required to have a GPA of 3.00 or better to be awarded the Psy.D. degree. Those who complete the course requirements for the degree but have a deficiency in GPA may be given an opportunity to increase their GPA by repeating up to 9 credits of prior coursework in which relative deficiencies were exhibited.
6. All requirements for the doctoral degree must be completed within seven calendar years from the time the student is admitted to the doctoral program.

ADVANCED COURSEWORK, PRACTICA, DISSERTATION

The third year provides students with the opportunity to focus on an area of personal interest and to assume increased responsibility for activities that foster their professional development and individual career goals. The student organizes an educational plan, combining elective coursework, additional practica, and a dissertation, to define an area of advanced study. The plan consists of a set of goals formulated in terms of acquisition of specific bodies of knowledge, competencies and skills central to the theory, research, and practice in the desired area.

The student may elect a program-sponsored concentration or develop an individualized plan, subject to the approval of the Council of Directors. Program-sponsored concentrations consist of courses and practica that provide intensive advanced study and training in specific areas of proficiency. Nevertheless, there is considerable flexibility in the establishment of individual practicum

objectives and selection of research topics. The program-sponsored concentrations at present are in family therapy and clinical neuropsychology.

Exemption from Required Courses

On the basis of demonstrated proficiency, a student may be granted a reduction in required courses. Proficiency must be established to the satisfaction of the course instructor and the Council, and is demonstrated by written and/or oral examination designed to assess exit-level competency.

Required courses within The Virginia Consortium curriculum previously completed in another program at one of the participating institutions will be documented on the student's transcript. The student will not be required to duplicate the course(s).

The student is responsible for timely application for proficiency examinations. The entire exemption process must be completed no later than two weeks after the beginning of the course(s) in question. Course waiver forms are available in the Program's Administrative Office.

PRACTICUM TRAINING

Development of clinical skills and competencies through supervised experience is a crucial component of the Program. The Virginia Consortium provides a systematic sequence of supervised practica in which students apply the knowledge and skills acquired in the classroom. Placements are arranged to assure that each student is exposed to several settings and populations.

Practicum training is offered in a variety of diverse settings, such as mental health centers, medical hospitals, a veterans' medical center, a naval hospital, psychiatric hospitals, children's residential treatment facilities, public school systems, university counseling centers, social services clinics, private practices, and two specialty services (neuropsychology - rehabilitation, and sleep disorders). Program graduates accumulate a minimum of 1,500 hours of supervised practicum training. Students have the opportunity to log an additional 200-300 hours of practicum training.

Curriculum**FIRST YEAR**

| Fall Semester | Credits/Institution |
|---|----------------------------|
| PSYD 633 Learning and Applications | 3 NSU |
| PSYD 780 Clinical Psychopathology | 3 W&M |
| PSYC 824 Research Methods I: Stats and Design | 3 ODU |
| PSYD 632 Intellectual Assessment | 3 NSU |
| PSYD 793 Practicum #1 | 3 W&M |
| PSYD 795 Clinical & Ethical Issues | 1 W&M |

| Spring Semester | Credits/Institution |
|--|----------------------------|
| PSYC 825 Research Methods II: Stats and Design | 3 ODU |
| PSYC 862 Psychodynamic Psychotherapy | 3 ODU |
| PSYC 859 Cognitive and Behavioral Therapies | 3 ODU |
| PSYD 930 Personality Assessment I: Projective | 3 EVMS |
| PSYD 793 Practicum #2 | 3 W&M |
| PSYD 795 Clinical and Ethical Issues | 1 W&M |

| Summer Semester | Credits/Institution |
|--|----------------------------|
| PSYD 792 Family Therapy | 3 W&M |
| PSYD 925 Child Development and Psychopathology | 3 EVMS |
| PSYD 935 Personality Assessment II: Objective | 3 EVMS |
| PSYD 765 Clinical Health Psychology | 3 W&M |
| PSYD 892 Practicum #3 | 3 NSU |
| PSYD 892L Clinical & Ethical Issues | 1 NSU |

SECOND YEAR

| Fall Semester | Credits/Institution |
|--|----------------------------|
| PSYD 706 Life Span Developmental Psychology | 3 W&M |
| PSYD 768 Research Methods III: Psychotherapy | 3 W&M |
| PSYD 785 Phenomenological Psychotherapy | 3 W&M |
| PSYD 775 Prevention and Community Psychology | 3 W&M |
| PSYD 895 Practicum #4 | 3 NSU |
| PSYD 895L Clinical and Ethical Issues | 1 NSU |

| Spring Semester | Credits/Institution |
|--|----------------------------|
| PSYD 650 Social Psychology | 3 NSU |
| PSYD 741 Research Methods IV: Program Evaluation | 3 NSU |
| PSYD 635 Multicultural and Lifestyle Issues | 3 NSU |
| PSYC 873 Biological Bases I: Physiological Psych | 3 ODU |
| PSYC 860 Practicum #5 | 3 ODU |
| PSYC 858 Clinical and Ethical Issues | 1 ODU |

| Summer Semester | Credits/Institution |
|---|----------------------------|
| PSYD 970 Leadership Issues/Ethics | 3 EVMS |
| PSYD 960 Biological Bases II: Clinical Neuropsych | 3 EVMS |
| PSYC 860 Practicum #6 | 3 ODU |

THIRD YEAR-ADVANCED TRAINING

| Fall Semester | Credits/Institution |
|---------------------------------|----------------------------|
| PSYD 755 Group Therapy Elective | 3 NSU |
| Clinical Practicum | |
| Dissertation | |

| Spring Semester | Credits/Institution |
|---|----------------------------|
| PSYC 874 Biological Bases III: Drugs and Behavior | 3 ODU |
| Elective | |
| Clinical Practicum | |
| Dissertation | |

| Summer Semester | Credits/Institution |
|------------------------|----------------------------|
| Clinical Dissertation | 3 All |

FOURTH YEAR - INTERNSHIP

| Fall Semester | Credits/Institution |
|--|----------------------------|
| PSYC 890 Internship-Clinical/ Psychology | 4 ODU |

| Spring Semester | Credits/Institution |
|--|----------------------------|
| PSYC 890 Internship-Clinical/ Psychology | 4 ODU |

| Summer Semester | Credits/Institution |
|--|----------------------------|
| PSYC 890 Internship-Clinical/ Psychology | 4 ODU |

Students apply for internship positions at training sites throughout the country. During internship, they are registered in the Program to document the internship as part of the required curriculum. Students receive 4 credits in each of 3 semesters.

COURSE DESCRIPTIONSRequired Core Courses**PSYD 632****NSU-Intellectual****Assessment****Three Credits**

This course provides training in theories of intelligence and psychometric properties, administration, scoring and interpretation of major individually administered intelligence tests for children, adolescents, and adults - with emphasis on the Wechsler scales and exposure to other instruments (CAS, DAS, UNIT, KAIT, CTONI, WJ-III). Students are introduced to infant, preschool, and psychoeducational assessment and are expected to write interpretive reports on all practice applications. Relation of assessment data to clinical disorders and special education eligibility decisions, ethical issues in test use, and general history of intellectual assessment and interpretation will be discussed.

PSYD 633**NSU-Learning and****Applications****Three Credits**

This course examines principles and concepts of learning to develop a strong conceptual basis to apply to clinical phenomena in terms of both etiology and treatment. The inevitable link between learning theory and behavior therapy is emphasized. Selected topics on memory, motivation, emotion, and cognition are included.

PSYD 635**NSU-Multicultural and****Lifestyle Issues****Three Credits**

This course will allow students to research and critically analyze data and will address conceptual and theoretical foundations for providing psychological service to cross-cultural populations. Social, cultural, psychological and life-style factors that influence or impede the mental health process will be developed, explored, and evaluated.

PSYD 650**NSU-Social Psychology****Three Credits**

This course surveys the contemporary methods and theories, including social perception, attitudes, interpersonal behavior, and relationships. It also considers the application of social psychological principles and theories in clinical as well as non-clinical settings.

PSYD 706**W&M-Lifespan Developmental****Psychology****Three Credits**

This course provides an overview of current issues, theories and research in human development across the lifespan.

PSYD 741**NSU-Research Methods IV:****Program Evaluation****Three Credits**

This course covers a broad range of principles, techniques and methodologies in an effort to obtain valid, reliable, and effective program outcomes. Students will learn the objectives of conducting program evaluations to answer questions such as "Which services are providing adequate results? Who is being helped? Where are improvements needed?"

PSYD 755**NSU-Group Therapy****Three Credits**

This course is a survey of the theory, research and practice of group therapy. The course emphasizes perspectives concerning how clients change through group psychotherapy and defines the tasks and competencies of the therapist in facilitating that process. Students become familiar with variables that influence group process, skills and interventions relevant to group leadership and critical situations in the life of a group.

PSYD 765**W&M-Clinical Health****Psychology****Three Credits**

This course defines clinical psychology as a health care profession in medical settings. The course also surveys assessment, diagnostic, and treatment issues in psychophysiological disorders; behavioral medicine; biofeedback; mind-body medicine; pain management; hypnosis; medical psychology consultation; psychophysiological stress profiling; and special ethical issues.

PSYD 768**W&M-Research Methods III:****Research in****Psychotherapy****Three Credits**

This course examines research on the variables that influence the process and outcome in therapy, including relationship variables and the problem of negative effects. Research in clinical assessment will also be included.

PSYD 775**W&M-Prevention and
Community Psychology Three Credits**

This course explores community psychology and the role of prevention in mental health. Contemporary prevention theory is presented emphasizing an ecological and developmental approach to understanding risk and protective factors. Equal emphasis is placed on research and practice. State-of-the-art model programs and community-based approaches are highlighted.

PSYD 780**W&M-Clinical
Psychopathology Three Credits**

This course is an introductory course which covers DSM-IV diagnostics and representative theories and research related to major Axis I categories of adult mental disorders.

PSYD 785**W&M-Phenomenological Assessment
and Psychotherapy Three Credits**

This course considers phenomenological theories of psychopathology and the practice of phenomenological psychotherapy. Theorists include Adler, Angyal, Binswanger, Kelly, Laing, and Rogers. Particular attention is given to client-centered therapy and to constructivist psychology. The history of existential and humanistic therapies is considered. An epistemological perspective is used to compare phenomenological therapies to other systems of psychotherapy.

PSYD 792**W&M-Family Therapy Three Credits**

This course introduces family therapy not merely as another technique but as a different way to look at human problems. Systems theory and its application in various approaches to family therapy will be examined, with an emphasis on clinical practice.

PSYD 793**W&M-Clinical
Practicum Three Credits**

This course assigns a student to a practice setting where he/she is given an opportunity to learn the skills of a clinical psychologist under close supervision. Various mental health settings throughout Southeastern Virginia are used for this experience. This training is supplemented by laboratories on specific topics throughout the semester.

PSYD 795**W&M-Clinical and Ethical
Issues One Credit**

This course provides ethics instruction and presents specialized clinical topics in a weekly seminar format.

PSYD 824**ODU-Research Methods I:
Statistics and Research
Design Three Credits**

This course provides an overview of univariate statistical methods and experimental design. Topics include descriptive statistics, t-test, ANOVA, quantitative research methods, conceptual understanding, and practical applications. Data analysis using SPSS for Windows will be emphasized.

PSYD 825**ODU-Research Methods II:
Statistics and Research
Design Three Credits**

This course provides an overview of multivariate statistical methods and research strategies. Topics include MANOVA, multiple regression, and canonical correlation. Students will design a research project and write an APA-style research proposal. Conceptual understanding, practical analysis using SPSS for Windows will be emphasized.

PSYD 858**ODU-Clinical and Ethical
Issues One Credit**

See description at 795.

PSYD 859**ODU-Cognitive and
Behavioral Therapies Three Credits**

This course covers theory and techniques of cognitive and behavior therapy and assessment. A number of approaches (e.g., relaxation, operant, cognitive, multimodal) to a variety of clinical problems are considered. Applications for the treatment of individuals (adults and children), couples and families are discussed.

PSYD 860**ODU-Practicum in
Clinical Psychology Three Credits**

See description at 793.

PSYD 862**ODU-Psychoanalytic
Therapy****Three Credits**

This course provides theory and practice of psychodynamic therapy. Issues of psychodynamic assessment, supportive vs. analytic therapy, transference, counter-transference and termination will be covered. Class discussion will include presentations of students' clinical material.

PSYD 873**ODU-Biological Bases I:****Physiological Psychology** **Three Credits**

This course examines the physiological mechanisms for motivation, learning, memory and behavior disorders. Also included are such topics as the neurophysiological bases of drug action, psychophysiology, language disorders, and developmental neurobiology.

PSYD 874**ODU-Biological Bases III:****Drugs and Behavior** **Three Credits**

This course deals with substance abuse disorders, including identification and diagnosis, etiology, treatment, and recovery. It also covers the therapeutic use of medications for the treatment of psychiatric disorders. Client-support, desired effects, and side-effects of psychiatric medications are considered.

PSYD 890**ODU-Internship in Clinical/ Psychology**
Four Credits

This course is taken each of three semesters in the third year. It is a full-time internship experience for one calendar year, or a half-time experience for two calendar years. Formally scheduled individual supervision by a qualified psychologist is required for at least two hours per week. The completion of regular assignments is also required.

The facility or facilities in which the training is provided and the nature of the training will be approved by the Council of Directors. Evaluations of the internship performance will be made by the Director of the facility internship program, and sent to the Council of Directors, who will assign a pass/fail grade for the course.

PSYD 892**NSU-Clinical
Practicum #3****Three Credits**

See description at 793.

PSYD 892L**NSU-Clinical and
Ethical Issues****One Credit**

See description at 795.

PSYD 895**NSU-Clinical Practicum #4** **Three Credits**

See description at 793.

PSYD 895L**NSU-Clinical and Ethical Issues** **One Credit**

See description at 795.

PSYD 925**EVMS-Child Development &****Psychopathology** **Three Credits**

This course provides a developmental approach to the etiology, and identification of emotional, cognitive, and behavioral problems of childhood. Beginning with a review of normal development, psychopathology from each major division of childhood (infancy, early childhood, middle childhood, late childhood, and adolescence) is addressed. Students are provided with both descriptive and pathological approaches to diagnosis, and an introduction to the provision of treatment approaches for the individual child within the family context.

PSYD 930**EVMS-Personality Assessment I** **Three Credits**

This course covers the research, theory, and practice of projective test administration and interpretation. Personality techniques examined include primarily the Rorschach Comprehensive System. The Thematic Apperception Test, Incomplete Sentence Blank and others are discussed in less depth.

PSYD 935**EVMS-Personality Assessment II** **Three Credits**

This course provides an introduction to standards for construction of tests, personality assessment methodology, issues of prediction from test data, and report writing. Interpretation of the Minnesota Multiphasic Personality Inventory 2 will be covered in detail. Several other self-report inventories and screening devices will be introduced.

PSYD 960**EVMS-Biological Bases II:****Clinical Neuropsychology Three Credits**

This course provides an introduction to assessment of brain-injured or otherwise neurologically impaired patients and offers treatment recommendations to be derived from evaluation results. Didactic reviews of functional neuroanatomy and neuropathology provide a basis for understanding brain-behavior relationships. Utility of more traditional psychological tests will be considered from a neuropsychological perspective and application of standardized neuropsychological tests, including popular batteries, will be introduced through lectures, case studies and live administration demonstrations. Formulation of treatment or rehabilitation recommendations which consider residual strengths as well as deficits will be emphasized. Selected presentations will consider special populations (children, rehabilitation, etc.)

PSYD 970**EVMS-Leadership****Issues/Ethics****Three Credits**

This course provides a theoretical and practical introduction to management and to professional issues affecting the current and future practice of clinical psychology. Students will develop a functional understanding as to how the principles of management and organizational behavior influence mental health service delivery. Students will gain insights into managing and influencing organizations and develop skills for roles in consultation and clinical supervision. This course includes a review of standards of ethical practice in the context of management and health care cost reduction.

**Advanced Courses: Dissertation and Related
Electives**

PSYD 790**W&M-Directed Readings Three Credits**

This course is an elective available to qualified students; to be scheduled independently in consultation with supervising instructor.

PSYD 791**NSU-Independent Study Three Credits**

This course is an elective available to qualified students; to be scheduled independently in consultation with supervising instructor.

PSYD 794**W&M-Advanced Clinical****Practicum****Three – Six Credits**

This course is part of a concentration. The student is supervised in the development of advanced skills in clinical psychology in a practice setting.

PSYD 796 and 797**W&M-Practicum in****Family Therapy****Three – Six Credits**

This course is taken concurrently with PSYD 798 and PSYD 800. The student is supervised in the practice of family therapy in a setting approved by the instructor. This course is the practicum training component of a concentration in family therapy.

PSYD 798**W&M-Advanced Family****Therapy I****Three Credits**

This course examines the major models of family therapy, highlighting their inter-relationships and the themes and concepts around which family theory and therapy have evolved. Emphasis is on the interdependence of theory, practice and research.

PSYD 800**W&M-Clinical****Dissertation****Three – Six Credits**

This course is coordinated with practica and electives during the third year to provide the student with an opportunity to develop an area of concentration. The dissertation presents the results of applied research.

PSYD 861**ODU-Advanced****Clinical Practicum****Three – Six Credits**

This course is part of a concentration. The student is supervised in the development of advanced skills in clinical psychology in a practice setting.

PSYD 894**ODU-Clinical****Dissertation****Three – Six Credits**

This course is coordinated with practica and electives during the third year to provide the student with an opportunity to develop an area of concentration. The dissertation presents the results of applied research.

PSYD 896**NSU-Advanced Clinical****Practicum****Three – Six Credits**

This course is part of a concentration. The student is supervised in the development of

advanced skills in clinical psychology in a practice setting.

PSYD 897**ODU-Individual Study/****Readings One – Four Credits**

This course is an elective available to qualified students; to be scheduled independently in consultation with supervising instructor.

PSYD 899**NSU-Clinical****Dissertation One – Six Credits**

This course is coordinated with practica and electives during the third year to provide the student with an opportunity to develop an area of concentration. The dissertation presents the results of applied research.

PSYD 900**EVMS-Directed****Study One – Four Credits**

This course is an elective available to qualified students; to be scheduled independently in consultation with supervising instructor.

PSYD 985**EVMS-Advanced Clinical****Neuropsychology I Three Credits**

This course provides an overview of adult and late adolescent clinical neuropsychology with focus on assessment and rehabilitation of individuals with brain injuries. Taken concurrently with PSYD 993 and PSYD 990.

PSYD 986**EVMS-Advanced Clinical****Neuropsychology II Three Credits**

This course reviews specific developmental issues as they relate to theory, assessment and intervention with brain-impaired children. A variety of distinct neurological disorders, their neuropsychological correlates, appropriate assessment tools, and implications for remedial needs are discussed. Taken concurrently with PSYD 993 and 990.

PSYD 990**EVMS-Clinical****Dissertation Three – Six Credits**

This course is coordinated with practica and electives during the third year to provide the student with an opportunity to develop an area of concentration. The dissertation presents the results of applied research.

PSYD 993**EVMS-Advanced****Clinical Practicum Three – Six Credits**

This course is part of a concentration. The student is supervised in the development of advanced skills in clinical psychology in a practice setting.

Non-degree Status**None****PROGRAM WITHDRAWAL****Voluntary**

A student who wishes to withdraw temporarily from the Program must submit, through his or her advisor, a written request for a review by the Council of Directors. The request outlines the reasons for withdrawing and includes a proposal describing how the student plans to remove the problematic conditions during the period of temporary withdrawal. This proposal serves as a problem-oriented goal statement which directs the activities of the student during the withdrawal period.

The Council approves or denies the request. An approved request specifies the maximum period of time that the student may be absent from the Program. Unless special circumstances exist, the maximum period of time is one calendar year. During an approved absence, a student may not be registered for courses offered in the Program's curriculum. At the end of the approved absence, a student may apply for an extension by requesting another review by the Council. A student returning from an approved absence commences study in the first semester following reinstatement by the Council. However, the Council cannot guarantee that the specific courses required by the student will be offered that semester. A reinstated student may not enroll in courses for which prerequisites have not been satisfied. A student in good standing at the time of withdrawal will be in good standing upon returning.

Involuntary

A student may be terminated from the Program upon recommendation by the Council of Directors to the Graduate Officer Designate for the following reasons:

- (a) Failure to increase the cumulative GPA to 3.00 within two semesters after having been placed on academic probation;

- (b) Failure to pass any failed section of the Comprehensive Examination during the re-take of the Examination;
- (c) Failure to maintain professional demeanor, as evidenced by, but not limited to, failure to adhere to the principles in the Program's Evaluation Policy or to the ethical principles of the American Psychological Association;
- (d) Extended, unauthorized absence from the Program, or
- (e) Failure to complete all degree requirements within the allotted time-frame.

SCHOOL OF SCIENCE AND TECHNOLOGY

M.S. Program in Materials Science

Dr. Suely M. Black, CMR Educational Hub Director
(757) 823-8403

The Master of Science in Materials Science is an interdisciplinary program administered cooperatively by the physics, chemistry, technology, and mathematics graduate faculty. Persons holding baccalaureate degrees in chemistry, physics, materials science, or related disciplines are eligible for admission

The Materials Science program is designed to provide students with the knowledge, analytical skills, and research experience necessary to contribute significantly to federal and commercial research efforts in the forefront of materials science. Therefore, the curriculum includes an overview of materials science and current research areas, in-depth study of relevant physical theories, and applied research. All students are required to complete a master's thesis. The thesis research component of the program is typically coordinated through the Center for Materials Research. However, research may also be conducted off campus through special programs at federal research facilities such as NASA Langley Research Center or Los Alamos National Laboratory, with prior approval of the thesis advisor.

Upon completion of the M.S. in Materials Science program, students will demonstrate the following competencies:

an understanding of basic materials properties, materials testing techniques, and underlying physical principles as required for successful completion of course work;

- (1) general knowledge of current research problems in materials science as evidenced through seminar presentations and written reports;
- (2) a practical working knowledge of at least one major piece of research instrumentation (such as a nuclear magnetic resonance spectrometer or a Czochralski crystal growth station) to the satisfaction of the thesis advisor, and
- (3) an ability to prepare advanced professional reports as evidenced by the successful completion and defense of a master's thesis.

All general policies and procedures of the Norfolk State University Graduate Studies Office are in effect, except those that are superseded by the following specific policies of the M.S. in Materials Science program. The program is governed by the Graduate Committee, which meets at least three times annually. Between meetings, the program is administered by the CMR Educational Hub Director. The Hub Director also provides academic advising for graduate students.

FACILITIES: CENTER FOR MATERIALS RESEARCH

All the graduate faculty are members of the Center for Materials Research (CMR), which is the major research facility for the program. CMR was established in 1992 to coordinate the ongoing interdisciplinary materials science research activities of chemistry, physics and technology faculty members. The University's proximity to the NASA Langley Research Center and to The Thomas Jefferson National Accelerator Facility (Jefferson Lab) has led to the development of several collaborative research projects. The CMR also addresses research interests of the National Science Foundation, the Department of Energy and the Department of Defense.

CMR research interests currently focused on the design, crystal growth and spectroscopy of inorganic photonic materials and films; the development and characterization of organic nonlinear optical materials; theoretical modeling and experimental studies of the deposition of organic optical materials on silicon; advanced materials processing with a free electron laser (coherent control of surface chemical reactions), generation of terahertz waves by difference frequency mixing, development of novel composite and random

materials for nonlinear optics and lasers using nanotechnology, piezoelectric materials driven by microwaves, metal oxide films via MOCVD for micro- and opto-electronic devices, photoinduced color centers in manganese doped aluminates, optical bistability and highly efficient energy transfer in laser materials, electron transfer processes in oxide glasses containing metal ions, and the magnetic resonance spectroscopy (electron paramagnetic resonance and nuclear magnetic resonance).

The CMR is housed in the Dozoretz Research Wing and in the Roy A. Woods Science Building. The following research laboratories are available: Materials Characterization Laboratory (scanning electron microscope, scanning probe microscope, surface analysis system: LEED, XPS, and AES, X-ray diffraction and fluorescence, IR, and UV-Vis), Crystal Growth Laboratory, Electron Spin Resonance Laboratory, Laser Laboratory, Nuclear Magnetic Resonance Laboratory, Organic/Polymer Synthesis Laboratory, Mass Spectrometry Laboratory, Spectroscopy Laboratory, and Thin Film Laboratory, and the Scientific Visualization (SciViz) Center.

As a member of the Southeastern Universities Research Association which operates the Jefferson Lab in Newport News, Norfolk State University will be participating in materials research activities using Jefferson Lab's Free Electron Laser. CMR is currently operating two laboratories in the Applied Research Center.

ADMISSION

Admission to the graduate program in Materials Science may be regular or conditional. For regular admission, applicants must have a bachelor's degree in chemistry, physics, materials science, or a related field from a regionally accredited institution and have a 3.0 grade point average on a 4.0 scale. Equivalent degrees from foreign institutions may also be accepted, with the additional requirement of a minimum computerized TOEFL score of 220 for non-native English speakers.

Conditional admission may be granted to applicants who do not meet the criteria for regular admission. Upon the completion of nine (9) or more graduate credits with a 3.0 or better, the student may petition the Materials Science Graduate Committee for conversion from conditional to regular status.

Non-degree status may be granted to a person who has a baccalaureate degree in an appropriate field and who wishes to take particular courses without pursuing a graduate degree. The courses may be taken on a credit or a non-credit basis. Generally, a maximum of nine credit hours with a 3.0 average or above may be applied toward degree requirements if the non-degree student is subsequently admitted to the M.S. in Materials Science program. Non-degree students are ineligible for fellowships or assistantships administered by the Materials Science Graduate Committee.

TRANSFER CREDITS

Generally, a maximum of nine (9) credit hours of graduate work at another accredited institution may be accepted as transfer credit, provided that the conditions of the Graduate Studies Office are met. However, under unusual circumstances, the Materials Science Graduate Committee may recommend that additional credits be accepted toward degree requirements. Transfer students should consult the Program Coordinator for further information regarding transfer credits.

RESIDENCE REQUIREMENTS

Candidates for the M.S. in Materials Science must be enrolled at Norfolk State University for a minimum of two semesters prior to graduation. Thesis research must be conducted under the supervision of a regular or adjunct NSU faculty member approved by the Materials Science Graduate Committee.

RE-ADMISSION

A student planning to interrupt his/her approved plan of study should consult his/her advisor. In some cases, continuous registration may be required by the Graduate Studies Office, or the filing of a "continuous matriculation" form may be required. Re-admission to the program after an absence of a semester or longer is not automatic and requires the filing of an admission application.

MINIMUM DEGREE REQUIREMENTS

All students are required to complete a total of 33 credit hours, including research and thesis preparation credits. This requirement includes the following 18 semester hours of core courses:

| | |
|----------|--|
| CHM 545 | Mathematical Methods |
| MATS 530 | Materials Science |
| MATS 533 | Polymers and Polymer-Based Composite Materials |
| MATS 535 | Electronic and Photonic Materials |
| MATS 575 | Instrumentation for Materials Science |
| PHY 580 | Quantum Mechanics for Materials Scientists |

In addition to the core courses, students must complete nine (9) hours of approved technical electives and a minimum of six (6) hours of research in Materials Science. Preparation of a thesis and oral thesis defense is required. Students are expected to present their findings at local and national conferences and to participate in related workshops and short courses as determined by the research advisor.

ACADEMIC STANDARDS

In order to graduate, students must complete the curriculum with a minimum 3.0 grade point average on a 4.0 scale. Each student's progress is reviewed at the end of each semester by the Materials Science Graduate Committee.

The system of grading is as follows:

| <u>Grade</u> | <u>Grade Points</u> | <u>Interpretation</u> |
|--------------|--|-----------------------|
| A | 4.00 | Excellent |
| A- | 3.70 | Excellent |
| B+ | 3.30 | Good |
| B | 3.00 | Satisfactory |
| B- | 2.70 | Fair |
| C+ or below | Unsatisfactory (course must be repeated to fulfill graduation requirement) | |

Students with a GPA of 3.00 or higher are considered to be in good academic standing. In order to receive teaching or research assistantships, students must generally be in good academic standing, register for a minimum of nine (9) credit hours of approved course work each semester, and be making normal progress toward degree completion.

Failure to maintain the required 3.0 GPA results in probationary status or suspension from the program as outlined below. (NOTE: Undergraduate level courses may not be included in the calculation of the hours earned, or the calculation of the GPA.)

| Hours | Probation GPA | Suspension GPA |
|------------|---------------|----------------|
| Earned | 2.00 – 2.99 | 1.99 and below |
| 0-9 | 2.30 – 2.99 | 2.29 and below |
| 10-19 | 2.50 – 2.99 | 2.49 and below |
| 20-29 | 2.80 – 2.99 | 2.79 and below |
| 30 or more | | |

Students on probationary status generally do not receive renewals of teaching or research assistantships and are not eligible for tuition grants. Students who were admitted on a provisional basis will not be changed to regular status unless the required 3.0 GPA is obtained.

Students placed on suspension are not permitted to enroll in additional courses in the Materials Science program until reinstatement is granted by the Materials Science Graduate Committee. The request for reinstatement should include explanation of mitigating circumstances surrounding past academic performance and/or justification for predicting future success in the program if reinstatement is granted. The Materials Science Graduate Committee will review the request and may interview the suspended student prior to making a final recommendation. The Committee may require successful completion of relevant undergraduate courses as a precondition for reinstatement.

COURSE DESCRIPTIONS

CHM 545

Mathematical Methods Three Credits

This course deals with application of series solutions of differential equations, vector analysis, determinants and matrices, complex variables, and integral transforms to problems encountered in the physical sciences.

CHM 573

Advanced Inorganic Chemistry Three Credits

This course examines the principles of structure, bonding, and reactivity patterns of inorganic compounds. The application of group theory to chemistry and spectroscopy, especially vibrational and electronic structure of metal complexes and crystals, is also examined.

CHM 633

Molecular Dynamics Three Credits

This course examines modern concepts in reaction-transport phenomena, transition state theory, and reaction dynamics. Experimental

techniques and physical models for reactivity at a microscopic level are discussed.

CHM 663
Atomic and Molecular Spectroscopy **Three Credits**

This course deals with the study of the interaction of radiation with matter. The application of quantum mechanics for the spectroscopic determination of the rotational, vibrational, and electronic structure of matter are examined.

MATS 530
Materials Science **Three Credits**

This course presents basic knowledge of the internal structure, properties, processing, and characterization of materials, including metals, ceramics, inorganic composites, and "smart" materials.

MATS 533
Polymers and Polymer-Based Composite Materials **Three Credits**

This course deals with general concepts about polymers and polymeric materials/composites, their compositions, chemical structure, synthesis and fabrication, characterization and properties.

MATS 535
Electronic and Photonic Materials **Three Credits**

This course deals with the internal structure, chemistry and physics of semiconductors, magnetic and photonic materials as related to their electronic and optical properties, as well as their applications. The course also focuses on how electronic materials are produced, and how to control processing to achieve desired materials performance.

MATS 575
Instrumentation for Materials Science **Three Credits**

This course presents scientific data manipulation and visualization with IDL; data collection and data analysis with the LabView Interface; powder x-ray diffraction technique.

MATS 610
Special Topics I **Three Credits**

This course is a special topics in Materials Science course. Topics will be determined by the instructor.

MATS 635
Optical Materials **Three Credits**
Prerequisite: CHM 545 Mathematical Methods, MATS 535 Electronic and Photonics Materials, PHY 580 Quantum Mechanics for Materials Scientists or Permission of the instructor.

The course relates optical behavior and its underlying processes to the chemical, physical, and microstructural properties of the materials so that students gain insight into the kinds of materials, engineering and processing conditions that are required to produce materials exhibiting a desired optical property.

MATS 697
Research **One – Nine Credits**
Prerequisite: Permission of instructor

MATS 698
Research **One – Nine Credits**
Prerequisite: Permission of instructor

MATS 710
Special Topics II **Three Credits**
 This is a special topic in Materials Science course. Topics will be determined by the instructor.

MATS 750
Continuing Registration **One Credit**

MATS 797
Research **One – Nine Credits**
Prerequisite: Permission of instructor

MATS 798
Research **One – Nine Credits**
Prerequisite: Permission of instructor

MATS 799
Thesis Research **One – Nine Credits**
Prerequisite: Permission of instructor of Master's thesis research.

PHY 580
Quantum Mechanics for Materials Scientists **Three Credits**
 This course covers basic principles, the Schrodinger equation, wave functions, representation of dynamical variables as operators or matrices; bound and continuum states in one-dimensional systems; bound states in central potentials; hydrogen atoms; Perturbation Theory; the interaction of electromagnetic radiation with atomic systems; rotations and angular momentum and applications to solid state systems.

PHY 653**Solid State Physics Three Credits**

This course covers mechanical, thermal, and electric properties of solids; crystal structure; Band Theory; semiconductors; phonons and transport phenomena.

PHY 675**Electricity and Magnetism Three Credits**

This course covers the development of Maxwell's equations; Conservation Laws; problems in electrostatics and magnetostatics; time-dependent solutions of Maxwell's equations; motion of particles in electromagnetic fields; plane waves in dielectric and conductive media; dipole and quadrupole radiation from nonrelativistic systems; Fourier analysis of radiation field and photons, and scattering and diffraction of electromagnetic waves.

M.S. IN MATERIALS SCIENCE**Curriculum****First Semester Courses**

MATS 530 Materials Science3 cr. hrs.
 CHM 545 Mathematical Methods...3 cr. hrs.
 MATS 533 Polymers and Polymer-
 Based Composite
 Materials3 cr. hrs.

Second Semester Courses

MATS 535 Electronic and Photonic
 Materials3 cr. hrs.
 MATS 575 Instrumentation for
 Materials Science3 cr. hrs.
 PHY 580 Quantum Mechanics for
 Materials Scientists3 cr. hrs.

Third Semester Courses

Technical Elective.....3 cr. hrs.
 Technical Elective.....3 cr. hrs.
 MATS 697 Research3 cr. hrs.

Fourth Semester Courses

Technical Elective.....3 cr. hrs.
 MATS 799 Thesis Research3 cr. hrs.
TOTAL HOURS:.....33 cr. hrs.

Technical Electives to be Selected From:

CHM 573 Advanced Inorganic
 Chemistry.....3 cr. hrs.
 CHM 633 Molecular Dynamics.....3 cr. hrs.
 CHM 663 Atomic and Molecular
 Spectroscopy3 cr. hrs.

PHY 653 Solid State Physics 3 cr. hrs.
 PHY 675 Electricity and
 Magnetism..... 3 cr. hrs.
 MATS 610 Special Topics I..... 3 cr. hrs.
 MATS 710 Special Topics II 3 cr. hrs.

**MASTER OF SCIENCE
 IN
 ELECTRONICS ENGINEERING**

Students pursuing the Master of Science in Electronics Engineering must successfully complete a graduate core curriculum:

EEN 531 Advanced
 Digital Design 3 cr. hrs.
 EEN 502 Analog Integrated Circuits
 or
 EEN 581 VLSI Systems Design..... 3 cr. hrs.
 EEN 581 Electronic Systems
 or
 EEN 532 Microcontrollers 3 cr. hrs.
 EEN 551 Communications
 Systems Engineering 3 cr. hrs.
 EEN 590 Research Methods 1 cr. hrs.
TOTAL Core Courses 19 cr. hrs.

Students may choose a master's degree program with or without the thesis option. If a student chooses to complete the M.S. degree without a thesis, 30 semester hours of course work must be completed. If a student chooses to complete the M.S. degree with a thesis, then the student must complete 24 credit hours of course work and six hours devoted to thesis research. Once the core graduate courses are successfully completed, a student may select from the following tracks and courses to complete the Master's degree in electronics engineering.

Computer Engineering:

EEN 641 Computer Architecture..... 3 cr. hrs.
 EEN 642 Computer
 Communications 3 cr. hrs.
 EEN 643 Microcomputer for
 Real-Time Applications... 3 cr. hrs.
 EEN 644 Microcomputer System
 Design 3 cr. hrs.

Microelectronics:

- EEN 681 Digital Integrated
Circuit Testing3 cr. hrs.
- EEN 682 Computer Methods for
Analysis and Design
of VLSI Circuits.....3 cr. hrs.
- EEN 683 Advanced Topics in
VLSI3 cr. hrs.
- EEN 684 Signal Processing
Electronics3 cr. hrs.
- EEN 685 ASICs in
Telecommunications3 cr. hrs.

Communications:

- EEN 651 Digital Signal
Processing3 cr. hrs.
- EEN 652 Advanced Digital
Signal Processing3 cr. hrs.
- EEN 653 Digital Communications.....3 cr. hrs.
- EEN 654 Performance Analysis
Of Communication
Networks3 cr. hrs.
- EEN 655 Computer Networks3 cr. hrs.

Optoelectronics:

- EEN 661 Optics and Lasers3 cr. hrs.
- EEN 662 Optics for
Optoelectronics3 cr. hrs.
- EEN 663 Solid State Devices.....3 cr. hrs.
- EEN 664 Fourier Optics3 cr. hrs.
- EEN 621 Electromagnetic Field
Theory.....3 cr. hrs.

Control Systems:

- EEN 671 Linear Control Systems3 cr. hrs.
- EEN 672 Digital Control Systems3 cr. hrs.
- EEN 673 Linear State-Space
Control Systems3 cr. hrs.
- EEN 674 Optimal Control
Systems3 cr. hrs.
- EEN 675 Multivariable Robust
Control Systems3 cr. hrs.
- EEN 676 Nonlinear Control
Systems3 cr. hrs.

Computational Processes:

- EEN 611 Computer Graphics in
Engineering 3 cr. hrs.
- EEN 612 Digital Image
Processing 3 cr. hrs.
- EEN 613 Advanced Computer
Vision 3 cr. hrs.
- EEN 614 Neural Networks..... 3 cr. hrs.

Thesis:

- EEN 698 Master's Thesis..... 6 cr. hrs.

COURSE DESCRIPTIONS**EEN 501****ELECTRONIC SYSTEMS Three Credits**

Explores frequency response and stability of feedback electronic circuits; analysis and design of analog integrated circuits such as operational amplifiers, multipliers, phase locked loops, A/D and D/A converters and their application to instrumentation and control.

EEN 531**ADVANCED DIGITAL DESIGN****Three Credits**

Analysis of digital hardware and design; digital system organization; digital technologies; and testing. Introduction to digital design issues in the context of VLSI systems. Introduction to a design methodology that encompasses the range from behavior models to circuit simulation. A hardware design project is included.

EEN 532**MICROCONTROLLERS Three Credits**

A hands-on approach to microprocessor and peripheral system programming, I/O interfacing, and interrupt management. A sequence of projects requiring the programming and integration of a microcontroller-based system is conducted. Project assignments require a microcontroller evaluation board and accessories supplied by the student.

EEN 551**COMMUNICATIONS SYSTEMS ENGINEERING Three Credits**

Presentation of the fundamentals of modern digital communication systems and evaluation of their performance. Topics include a brief review of random processes theory, principles of optimum receiver design for discrete and continuous messages, matched filters and correlation receivers, signal design, and error performance for various signal geometries. The

course also treats aspects of system design such as propagation, link power calculations, noise models, RF components, and antennas.

EEN 581
ANALOG INTEGRATED
CIRCUITS **Three Credits**

Topics include design and analysis of analog integrated circuits; feedback amplifier analysis and design, including stability, compensation; layout and floor planning issues associated with mixed-signal IC design; selected applications of analog circuits such as A/D and D/A converters, amplifiers, current sources; extensive use of CAD tools for design entry, simulation; and creation of an analog integrated circuit design project.

EEN 583
VLSI SYSTEMS DESIGN **Three Credits**

Introduction, design tools, the CMOS transistor, fabrication, layout and design rules implementing logic in CMOS, design of adders, dynamic CMOS logic high speed adders and ALUs, CMOS transistor theory, circuit characterization, delay estimation, CMOS performance optimization, clocking strategies, other building blocks and memory, control design, electrical effects, introduction to design verification, introduction to testing, design of high performance circuits, low power design high performance processor design, introduction to timing verification, introduction to formal verification, verification of large designs, design for testability, design of asynchronous circuits, future trends.

EEN 590
RESEARCH METHODS **One Credit**

Introduces students to the various styles of technical writing. Style manuals used for master's theses at Norfolk State and the standard technical style manuals that are used for technical journals will be introduced. Students will also learn how to do detailed database searches on technical topics. Exhaustive bibliographic studies of technical issues will be developed.

EEN 611
COMPUTER GRAPHICS
IN ENGINEERING **Three Credits**

Analysis of display devices, line and circle generators; clipping and windowing; data structures; 2-D picture transformations; hidden line and surface algorithm; shading algorithms; free form surfaces; color graphics; 3-D picture transformation.

EEN 612
DIGITAL IMAGE
PROCESSING **Three Credits**

An introduction to the theory of multidimensional signal processing and digital image processing, including key applications in multimedia products and services, and telecommunications.

EEN 613
ADVANCED COMPUTER
VISION **Three Credits**

Study of automated reconstruction of imaged objects and computer interpretation of imaged scenes; techniques for three-dimensional object reconstructional computing motion parameters from sequences of images; computational frameworks for vision tasks such as regularization and stochastic relaxation; approaches for autonomous navigation; depth image analysis; novel image techniques and applications; parallel architectures for computer vision.

EEN 614
NEURAL NETWORKS **Three Credits**

Provides a working knowledge of the fundamental theory, design and applications of Artificial Neural Networks (ANN). Topics include the major general architectures: backpropagation, competitive learning, counterpropagation, etc. Learning rules such as Hebbian, Widrow-Hoff, generalized delta, Kohonen linear and auto associators, etc., are presented. Specific architectures such as the Neocognitron, Hopfield-Tank, etc., are included. Hardware implementation is considered.

EEN 621
ELECTROMAGNETIC
FIELD THEORY **Three Credits**

Topics include techniques for solving and analyzing engineering electromagnetic systems; relation of fundamental concepts of electromagnetic field theory and circuit theory, including duality, equivalence principles, reciprocity, and Green's functions; applications of electromagnetic principles to antennas, waveguide discontinuities, and equivalent impedance calculations.

EEN 641
COMPUTER
ARCHITECTURE **Three Credits**

An introduction to computer architectures. Analysis and design of computer subsystems including central processing units, memories and input/output subsystems. Important

concepts include data paths, computer arithmetic, instruction cycles, pipelining, virtual and cache memories, direct memory access and controller design.

**EEN 642
COMPUTER
COMMUNICATIONS Three Credits**

Analysis and modeling of computer data communication systems. Topics include modulation, transmission over voice-grade circuits, methods for increasing channel capacity, packet and asynchronous transfer mode (ATM) switching, and modes of local area networks (LANs). Additional topics include information codes, error correction, reliability, data compression and queuing theory.

**EEN 643
MICROCOMPUTERS
FOR REAL-TIME
APPLICATIONS Three Credits**

Introduction to microprocessors, Structures of 80X86 Processors. Microcomputer programming methodologies. Memory and input/output interfacing Peripheral devices. PC-based system for data acquisition and control. Introduction to DOS operating system. Assembly language programming Microcomputers for monitoring and control of real-time system. Trends in parallel processing architecture and operating system for multi-processor microcomputers.

**EEN 644
MICROCOMPUTER
SYSTEM DESIGN Three Credits**

Design of microcomputer systems based on 16 bit processors like 8086, 80286 and MOTOROLA 68000. Multiprocessing, co-processing concepts; interrupt and DMA controllers. Introduction to PCs, single user operating systems. The MSDOS, System design with the PC as a control computer.

**EEN 651
DIGITAL SIGNAL
PROCESSING Three Credits**

An introduction to the analysis and design of discrete time systems. Time domain analysis, solution of difference equations, z-transform analysis, discrete Fourier transforms, sampling of continuous signals, digital filter design and state variable representations for discrete time systems.

**EEN 652
ADVANCED DIGITAL
SIGNAL PROCESSING Three Credits**

Topics include a review of matrix analysis tools, the elements of estimation theory, and the Cramer-Rao Bound; spectral estimation, especially nonparametric methods; parametric methods for rational and line spectra; spatial spectra analysis and adaptive filtering, especially least measures (LMS) and recursive least squares (RLS) algorithms.

**EEN 653
DIGITAL
COMMUNICATIONS Three Credits**

An in-depth treatment of digital communications techniques and performance. Topics include performance of uncoded systems such as Mary, PSK, PFK, and multi-level signaling; orthogonal and bi-orthogonal codes; block and convolutional coding with algebraic and maximum likelihood decoding; burst correcting codes; efficiency and bandwidth; synchronization for carrier reference and bit timing; baseband signaling techniques and intersymbol interference; and equalization.

**EEN 654
PERFORMANCE ANALYSIS OF
COMMUNICATION
NETWORKS Three Credits**

Topologies arising in communication networks, Queuing Theory, Markov Chains and Ergodicity, theory of regenerative processes, routing algorithms, multi-access and random access transmission algorithms, mathematical analysis for throughput and delay analyses and evaluations, performance evaluation, performance monitoring, LANS and interactive LANS.

**EEN 655
COMPUTER
NETWORKS Three Credits**

Network protocols, Internet routing/addressing, network design and management, performance modeling and analysis, voice and data converged networks, telecommunication network architectures and technologies, encryption and security.

**EEN 661
OPTICS AND LASERS Three Credits**

Reviews the electromagnetic principles of optics; Maxwell's equations; reflection and transmission of electromagnetic fields at dielectric interfaces; Gaussian beams;

interference and diffraction; laser theory with illustrations chosen from atomic, gas, and semiconductor laser systems; detectors, including photomultipliers and semiconductor-based detectors; and noise theory and noise sources in optical detection.

EEN 662**OPTICS FOR OPTOELECTRONICS Three Credits**

Covers the electromagnetic applications of Maxwell's equations in photonic devices such as the dielectric waveguide, fiber optic waveguide and Bragg optical scattering devices. Includes the discussion of the exchange of electromagnetic energy between adjacent guides. Ends with an introduction to nonlinear optics, which include second harmonic generation and soliton waves.

EEN 663**SOLID STATE DEVICES Three Credits**

Introduces semiconductor device operation based on energy bands and carrier statistics. Describes the operation of p-n junctions and metal semiconductor junctions. Extends this knowledge to descriptions of bipolar and field effect transistors, and other microelectronic devices.

EEN 664**FOURIER OPTICS Three Credits**

Presents the fundamental principles of optical signal processing. Begins with an introduction to two-dimensional spatial, linear systems analysis using Fourier techniques. Includes scalar diffraction theory, Fourier transforming and imaging properties of lenses and the theory of optical coherence. Applications of wavefront-reconstruction techniques in imaging. Applications of Fourier Optics to analog computing.

EEN 671**LINEAR CONTROL SYSTEMS Three Credits**

Study of the dynamics of linear, closed-loop systems; mechanical, electrical, hydraulic, and other servo systems. Analysis of transfer functions; stability theory. Considers compensation methods.

EEN 672**DIGITAL CONTROL SYSTEMS Three Credits**

Includes sampling processes and theorems, z-transforms, modified transforms, transfer functions, and stability criteria; analysis in frequency and time domains; discrete state

models of systems containing digital computers.

EEN 673**LINEAR STATE-SPACE CONTROL SYSTEMS Three Credits**

A comprehensive treatment of the theory of linear state space systems, focusing on general results which provide a conceptual framework as well as analysis tools for investigation in a wide variety of engineering contexts. Topics include vector spaces, linear operators, functions of matrices, state space description, solutions to state equations (time invariant and time varying), state transition matrices, system modes and decomposition, stability, controllability and observability, Kalman decomposition, system realizations, grammians and model reduction, state feedback, and observers.

EEN 674**OPTIMAL CONTROL SYSTEMS Three Credits**

Analyzes the development and utilization of Pontryagin's maximum principle, the calculus of variations, Hamilton-Jacobi theory and dynamic programming in solving optimal control problems; performance criteria, including time, fuel, and energy; optimal regulators and trackers for quadratic cost index designed via the Riccati equation; introduction to numerical optimization techniques.

EEN 675**MULTIVARIABLE ROBUST CONTROL SYSTEMS Three Credits**

Studies advanced topics in modern multivariable control theory; matrix fraction descriptions, state-space realizations, multivariable poles and zeroes; operator norms, singular value analysis; representation of unstructured and structured uncertainty, linear fractional transformation, stability robustness and performance robustness, parameterization of stabilizing controllers; approaches to controller synthesis; H₂-optimal control and loop transfer recovery; H₂-optimal control and state-space solution methods.

EEN 676**NONLINEAR CONTROL SYSTEMS Three Credits**

Studies the dynamic response of nonlinear systems; approximate analytical and graphical analysis methods; stability analysis using the second method of Liapunov, describing functions, and other methods; adaptive,

learning, and switched systems; examples from current literature.

EEN 681
DIGITAL INTEGRATED
CIRCUIT TESTING **Three Credits**

Production testing of digital integrated circuits. Outline of methods of testing used in production. Testing schemes and design for testability. Faults and fault models, yield estimates, testability measures, fault simulation, test generation methods, sequential testing, scan design, boundary scan, built-in self test, CMOS testing.

EEN 682
COMPUTER METHODS
FOR ANALYSIS AND DESIGN
OF VLSI CIRCUITS **Three Credits**

Topics include, formulation of circuit equations, sparse matrix techniques, frequency and time-domain solutions, relaxation techniques and timing analysis, noise and distortion analysis, transmission line effects, interconnect analysis and crosstalk simulation, numerical inversion techniques, asymptotic waveform estimation, mixed frequency/time domain techniques, and sensitivity analysis.

EEN 683
ADVANCED TOPICS
IN VLSI **Three Credits**

Recent and advanced topics in the design of very large-scale integrated circuits, with emphasis on mixed analog/digital circuits for telecommunications applications. Topic varies from year to year according to departmental research interests. Students may be expected to contribute lectures or seminars on selected topics.

EEN 684
SIGNAL PROCESSING
ELECTRONICS **Three Credits**

CCDs, transversal filters, recursive filters, switched capacitor filters, with particular emphasis on integration of analog signal processing techniques in monolithic MOS ICs. Detailed op amp design in CMOS technology. Implications of non-ideal op amp behavior in filter performance. Basic sampled data concepts.

EEN 685
ASICS IN
TELECOMMUNICATIONS **Three Credits**

Modern ASIC technologies for Telecom will be introduced. Circuit level building blocks for typical wireline and wireless applications will

be overviewed. Both analog and digital circuits will be considered. A topical literature study, circuit level design exercises and take home final exam will be required.

EEN 698
MASTER'S THESIS
RESEARCH **Six Credits**

MASTER OF SCIENCE
IN OPTICAL
ENGINEERING

Students entering Norfolk State University for the Master of Science in Optical Engineering will be required to successfully complete a graduate core curriculum. The core curriculum will include the following courses:

Core Graduate Courses: Fall

OEN 520 Optical Design and
 Instrumentation..... 3 cr. hrs.
 OEN 525 Mathematics for Optical
 Engineering 3 cr. hrs

OEN 540 Laser and Photonics 3 cr. hrs.
 OEN 590 Research Methods 1 cr. hrs

Core Graduate Courses: Spring

OEN 530 Optical Materials..... 3 cr. hrs.
 OEN 560 Optical
 Communications I 3 cr. hrs.
 OEN 580 Quantum Mechanics..... 3 cr. hrs.
TOTAL 19 credits

Students may choose a master's degree program with or without the thesis option. If a student chooses to complete the M.S. degree without a thesis, 30 semester hours of course work must be completed. If a student chooses to complete the M.S. degree with a thesis, then the student must complete 24 credit hours of coursework and six hours devoted to thesis research. Once the core graduate courses are successfully completed, a student may select from the optical materials track and/or the opto-electronics track to complete the master's degree in Optical Engineering.

Optical Materials

MATS 535 Electronic and Photonic
 Materials..... 3 cr. hrs.
 MATS 575 Instrumentation for
 Materials Science 3 cr. hrs.
 MATS 610 Special Topics I..... 3 cr. hrs.

MATS 533 Polymers and Polymer-based
Composite Materials3 cr. hrs
OEN 698 Master's Thesis6 cr. hrs

Opto-electronics

EEN 661 Optics and Lasers3 cr. hrs
EEN 621 Electromagnetic Field
Theory3 cr. hrs
OEN 630 Opto-electronic
Devices3 cr. hrs.
OEN 650 Microelectromechanical
Systems3 cr. hrs.
OEN 690 Applied Optics Research
Seminar3 cr. hrs.
PHY 653 Solid State Physics3 cr. hrs.
OEN 698 Master's Thesis3 cr. hrs.

COURSE DESCRIPTIONS

OEN 520 OPTICAL DESIGN AND INSTRUMENTATION Three Credits

Introduces geometrical and physical optics systems and their ramifications will be discussed. Course exposes the student to a variety of optical equipment, including mirrors, prisms, beam splitters, couplers, polarization equipment, lasers and laser coupling techniques. Laboratory experiments will introduce basic photonic, geometric and physical optics instrumentation as well as measurement techniques.

OEN 525 MATHEMATICS FOR OPTICS Three Credits

Basic mathematical tools of optics and photonics, including linear algebra, advanced vector calculus, complex variable theory, ordinary and partial differential equations and integral transform will be discussed. Approximation techniques such as Runge-Kutta methods as well as required mathematical techniques for the students' research may also be included.

OEN 530 OPTICAL MATERIALS Three Credits

This course relates optical behavior to the fundamental chemical, physical and micro-structural properties of conductors, insulators and semiconductor materials. Specialty topics such as Kerr effect, Stark effect, Zeeman shift, radiative and non-radiative transitions, up-conversion processes and other energy transfer mechanisms will be discussed, with an emphasis on semiconductor materials.

Students will gain an insight into the kinds of materials engineering and processing conditions that are necessary to produce a material with a desired optical property.

OEN 560 OPTICAL COMMUNICATIONS I Three Credits

Advantages of optical communication and the fundamental components of a communication system will be covered. Topics will include waveguide theory, signal impairments such as fiber attenuation and dispersion, laser modulation, photo detection and noise and coherent communications.

OEN 561 OPTICAL COMMUNICATIONS II Three Credits

Continues the discussion in optical communications with a brief review of sources, detectors and signal degradation mechanisms in optical fibers. The remainder of the course deals with optical system network elements such as amplifiers, wavelength division multiplexers, switches and other passive optical components. Basic system design, testing and measurements will also be covered with the aid of system modeling software.

OEN 580 QUANTUM MECHANICS Three Credits

This course develops the foundations of quantum optics, interactions of two-level atoms with light; basic elements of laser theory; fundamental consequences of the quantization of the light field and introduction to modern topics in quantum optics.

OEN 590 RESEARCH METHODS One Credit

This course will provide students with the tools to research technical topics using the various search engines and abstracts so that exhaustive literature searches on technical topics can be developed. Various technical styles of writing and technical manuals will be used to ensure that communications skills be optimized for the writing of theses and technical proposals.

OEN 630 OPTO-ELECTRONIC DEVICES Three Credits

Materials for optoelectronics, optical processes in semiconductors, absorption and radiation, transition rates and carrier lifetimes are discussed. Principles of LEDs, lasers,

photodetectors, modulators and solar cells and optoelectronic integrated circuits are discussed in detail.

**OEN 650
MICROELECTROMECHANICAL
SYSTEMS (MEMS) Three Credits**

This course covers the MEMS field at the graduate level. Tensor physics will be reviewed and used to describe physical properties of importance to sensors and actuators, including stress, strain, piezoresistivity, and elasticity. Students will examine the methods that are used to predict the deflections of common mechanical structures used in MEMS. The course also covers both bulk and surface micromachining, including techniques for measuring properties of thin films.

**OEN 690
APPLIED
OPTICS RESEARCH
SEMINAR Three Credits**

Invited speakers with optical engineering experience will meet with the class to describe their experiences, entrepreneurial ventures, and research challenges.

**OEN 698
MASTER'S THESIS
RESEARCH Six Credits**

Required by thesis option students. Students must have a research advisor and be working on a research project.

**MASTER OF SCIENCE IN
COMPUTER SCIENCE**

The Master of Science in Computer Science program at Norfolk State University provides quality graduate education to equip students, especially those from the underrepresented sector of the population, with analytic skills, sound research experiences and development training in many areas of the computer sciences.

There are four choices of study:

- General Study in Computer Science
- Emphasis in Information Assurance
- Emphasis in Computational Science and Engineering
- Emphasis in Communication Networks

The Master of Science (M.S.) degree requires 30 graduate credit hours of course work including a thesis (6 credits), or 33 graduate credit hours of course work including a project

(3 credits). All degree requirements must be completed within four calendar years. No more than 6 graduate credits may be transferred from other graduate schools. Full-time students starting with a B.S. degree in Computer Science should expect to take 1-1/2 to 2 years to complete the M.S. degree.

Admissions: Retrieve application forms from Norfolk State's Graduate Office webpage (<http://www.nsu.edu/graduate/forms.html>). Mail your completed applications and supporting documents to

The Office of Graduate Studies
Suite 203/Wilder Center
700 Park Avenue
Norfolk VA 23504
(757) 823-8015

The Office will review your file and forward information to the Computer Science Graduate Program. The Graduate Admissions Committee makes the final selection for admission and assistantship and fellowship awards.

Admission Standards:

Academic Preparation: Undergraduate degree from a regionally accredited 4-year college or university. Generally, the overall major GPA should be at least 3.0.

English Proficiency: The TOEFL will be waived if a student has completed at least one year of full-time study at a college or university in an English speaking country. The TOEFL score should be at least 550 on the written test or 213 on the computer-based test with no section score of less than 13.

GRE: GRE scores are required of all applications for assistantships and fellowships. GRE scores should be sent to the Office of Graduate Studies. Generally, the minimum GRE score required is 530 on Verbal, 700 on Quantitative, and 630 on Analytical. The Graduate Admissions Committee may waive GRE requirements if an applicant majored in computer science or computer engineering and has a GPA of 3.2 or higher in computer courses.

Financial Assistance:

Financial assistance for graduate work can include standard federal and state financial aid. There will be a limited number of teaching

assistantships, research assistantships, and laboratory assistantships awarded each year.

Renewals of TA, RA, and LA awards are not automatic, and are subject to annual review and available funding. Normally the length of support is not longer than two academic years.

Some Facts: The University formally established the Department of Computer Science in 1990. The department now serves approximately 200 undergraduate majors, 50 graduate students, and has eighteen full-time faculty members. The Computer Science undergraduate program at Norfolk State University is accredited by the Computing Accreditation Commission of ABET. The Computer Science M.S. program formally began in August 2003.

Expected Learning Outcomes:

- ❑ Mastery at an advanced level of data communications, advanced operating systems, computer architecture, and algorithm analysis and design.
- ❑ Proficiency in applying computing fundamentals in several application areas.
- ❑ Mastery of a significant body of advanced course work in computing, computational science, communication networks, or information assurance.

Courses:

CSC 521 Database Principles and Design
 **CSC 526 Structured Programming
 *CSC 530 Data Communications
 CSC 535 Computer Security I
 *CSC 564 Operating Systems
 CSC 566 Advanced Computer Topics I
 CSC 567 Advanced Computer Topics II
 CSC 570 Artificial Intelligence
 CSC 576 Advanced Computer Topics III
 CSC 577 Advanced Computer Topics IV
 CSC 580 Computer Graphics
 CSC 593 Systems Programming
 CSC 596 Compiler Construction
 CSC 611 Computational Science I
 CSC 612 Computational Science II
 *CSC 625 Analysis of Algorithms
 CSC 630 Computer Networks
 CSC 635 Computer Security II
 CSC 650 Cryptography
 CSC 660 Parallel Computing
 *CSC 668 Advanced Computer Architecture
 CSC 678 Scientific Visualization
 CSC 691 Independent Study I

**CSC 701 Continuing Registration (1 credit)
 **CSC 702 Practicum (1 credit)
 CSC 720 Wireless Sensor Networks
 CSC 730 Optical Networks
 CSC 750 Evolutionary Computing
 CSC 760 Secure Software Development
 CSC 765 Advanced Topics in Information Assurance
 CSC 781 Advanced Computer Topics I
 CSC 782 Advanced Computer Topics II
 CSC 791 Independent Study II
 CSC 795 Master's Project
 CSC 798 Master's Thesis I
 CSC 799 Master's Thesis II

***CORE COURSES**

**Does not count toward degree

Typical Curriculum Guide:

| | |
|-------------------------------------|---------------------------------------|
| <i>Fall Semester, First Year</i> | |
| CSC 530 | Data Communications (CORE) |
| CSC 564 | Operating Systems (CORE) |
| CSC 668 | Advanced Computer Architecture (CORE) |
| <i>Spring Semester, First Year</i> | |
| CSC 625 | Analysis of Algorithms (CORE) |
| | Graduate Elective or Emphasis Course |
| | Graduate Elective or Emphasis Course |
| <i>Fall Semester, Second Year</i> | |
| | Graduate Elective or Emphasis Course |
| | Graduate Elective or Emphasis Course |
| CSC 798 | Master's Thesis I |
| <i>Spring Semester, Second Year</i> | |
| CSC 799 | Master's Thesis II |

Second Year with Project Option

| | |
|-----------------------------------|--------------------------------------|
| <i>Fall Semester, Second Year</i> | |
| CSC 795 | Master's Project |
| | Graduate Elective or Emphasis Course |
| | Graduate Elective or Emphasis Course |

| | |
|---------------------------------|---|
| Spring Semester, Second Year | |
| | Graduate Elective or Emphasis Course |
| | Graduate Elective or Emphasis Course |

Curriculum Requirements:

The standard curriculum for the MS in Computer Science degree requires 30 hours of course work including six hours of thesis work (CSC 798 and 799). There is a project option where a student needs to complete 30 hours of course work plus the Master's Project course (CSC 795).

No more than 9 credits of 500-level courses may be used to satisfy the MS.CSC degree requirements.

All students must take four core courses: CSC 530 Data Communications, CSC 564 Operating Systems, CSC 625 Analysis of Algorithms, and CSC 668 Advanced Computer Architecture.

Program Emphasis:

Information Assurance: Three courses must be taken from
 CSC 535 (Required) Computer Security I
 CSC 635 Computer Security II
 CSC 650 Cryptography
 CSC 760 Secure Software Development
 CSC 765 Advanced Topics in Information Assurance

Communications Networks: Three courses must be taken from
 CSC 530 Data Communications (Core-Required)
 CSC 630 Computer Networks
 CSC 720 Wireless Sensor Networks
 CSC 730 Optical Networks

Computational Science: Three courses must be taken from
 CSC 611 Computational Science I
 CSC 612 Computational Science II
 CSC 660 Parallel Computing
 CSC 678 Scientific Visualization

Course Descriptions:

CSC 521
Database Principles and Design
Three Credits

Prerequisites: CSC 372/Data Structures
 An introductory course emphasizing the basic concepts and principles of database systems. Topics include relational, hierarchical, and network approaches to data organization.

CSC 526
Structured Programming
Three Credits (Does not count towards MS.CSC degree credits)

Prerequisites: Graduate Standing and Permission of Instructor
 This is a one semester course that extensively covers programming concepts and techniques at an accelerated pace. Students learn how to develop, test, and debug programs on both UNIX and Microsoft platforms. Topics covered include control structures, files, arrays, strings, classes and data abstractions, pointers, virtual functions, object-oriented concepts, linked lists, stacks, and queues.

CSC 530
Data Communications
Three Credits

Prerequisites: CSC 372 Data Structures/Graduate Standing
 Focuses on the basic principles of computer communication, Internet architecture and applications. Topics include transmission media, data encoding, transmission techniques, protocols, switching networks, broadcast networks, and local area networks.

CSC 535
Computer Security I
Three Credits

Prerequisites: Graduate Standing and Permission of Instructor
 Security for computer systems. Includes an introduction to Information Assurance concepts in addition to logging, encryption and decryption, effects on operating systems and machine architecture, countermeasures, risk analysis, security administration, legality and ethics, and computer forensics.

CSC 564
Operating Systems
Three Credits

Prerequisites: CSC 372/Data Structures
 Topics include the history and evolution of operating systems, the concepts behind and structure of various operating systems, process

scheduling, interprocess communication, input and output, multiprogramming, memory management and file systems. Concepts of distributed operating systems are also introduced.

CSC 566
Advanced Computer Topics I
Three Credits

Prerequisites: Permission of Instructor
 Advanced computer topics not generally covered in the curriculum. Designed as a Computer Science elective -- not as a replacement for any specific required course.

CSC 567
Advanced Computer Topics II
Three Credits

Prerequisites: Permission of Instructor
 Advanced computer topics not generally covered in the curriculum. Designed as a Computer Science elective -- not as a replacement for any specific required course.

CSC 570
Artificial Intelligence
Three Credits

Prerequisites: CSC 372/Data Structures
 In depth study of concepts and problem solving techniques of artificial intelligence. Topics include knowledge representation, functional and logic programming, machine learning, natural language understanding, computer vision, robotics, and societal impact.

CSC 576
Advanced Computer Topics III
Three Credits

Prerequisites: Permission of Instructor
 Advanced computer topics not generally covered in the curriculum. Designed as a Computer Science elective -- not as a replacement for any specific required course.

CSC 577
Advanced Computer Topics IV
Three Credits

Prerequisites: Permission of Instructor
 Advanced computer topics not generally covered in the curriculum. Designed as a Computer Science elective -- not as a replacement for any specific required course.

CSC 580
Computer Graphics **Three Credits**

Prerequisites: CSC 372/Data Structures
 Designed to focus on interactive computer graphics hardware and software: display

devices, 2D and 3D geometric transformations, raster algorithms, representation of curves and surfaces, hidden line removal and surfaces, shading algorithms, and color graphics.

CSC 593
Systems Programming
Three Credits

Prerequisites: CSC 564/Operating Systems
 Fundamentals of system and network programming methodology, techniques, system calls and library calls.

CSC 596
Compiler Construction
Three Credits

Prerequisites: CSC 372/Data Structures
 An introduction to the fundamentals of compiler construction and language translation. Topics include lexical analysis, specifications of syntax, algorithms for syntactic analysis, code generation, and optimization techniques.

CSC 611
Computational Science I
Three Credits

Prerequisites: Permission of Instructor
 Computational Science is an emerging field of study focusing on collaborative research conversing a wide variety of science disciplines. This is a one-semester course to provide students with an overview of applications of computational skills to solve scientific research problems. The computational skills in review include: Programming Languages, Algorithms, Database Implementation, Internet technologies, Data Visualization, Statistics, Modeling and simulation, and Operations Research. The course will be team-taught by a group of scientists from Mathematics, Chemistry, Physics, Biology and Engineering departments and Center for Material Research, SciViz Laboratory and The B.E.S.T. Laboratory, and other applied science laboratories to cover a wide-range of expertise.

CSC 612
Computational Science II
Three Credits

Prerequisites: Permission of Instructor
 Computational Science is a rapidly emerging field to foster collaborative research by teams of mathematicians, computer scientists, and scientists, to cover a wide variety of science disciplines. This is a one-semester course to provide students with an overview of applications of computational skills to solve scientific research problems. The

computational skills in review include: Programming Languages, Algorithms, Database Implementation, Internet technologies, Data Visualization, Statistics, Modeling and simulation, and Operations Research. The course will be team-taught by a group of scientists from Mathematics, Chemistry, Physics, Biology and Engineering departments and Center for Material Research, SciViz Laboratory and The B.E.S.T. Laboratory, and other applied science laboratories to cover a wide-range of expertise.

CSC 625
Analysis of Algorithms
Three Credits

Prerequisites: Graduate Standing or Permission of Instructor
Design and analysis of algorithms. Turing machines, NP-Complete theory, best, average, and worst case analysis, divide-and-conquer, greedy method, dynamic programming, graph traversal, backtracking, and branch-and bound techniques. Sorting, searching, graph algorithms, and optimization.

CSC 630
Computer Networks **Three Credits**

Prerequisites: CSC 530/Data Communications or Equivalent
A one-semester, advanced graduate-level course focusing on the concept of internetworking in general and the TCP/IP internet technology in particular. The course reviews both the architecture of network interconnections and the principles underlying protocols that make interconnected networks function as a single, unified communication system. It also covers how an internet communication system can be used for distributed computation and communication.

CSC 635
Computer Security II **Three Credits**

Prerequisites: CSC 535 or Permission of Instructor
Intrusion detection systems, malicious software (viruses, worms, and other rogue programs), advanced risk analysis methodologies, international standards and computer security models (Bell and LaPadula, Biba, Clark and Wilson), network and distributed security, database security.

CSC 650
Cryptography **Three Credits**

Prerequisites: CSC 535 or Permission of Instructor
Study of historical and modern cryptographic techniques and algorithms. Topics include symmetric and asymmetric key cryptography, one-way functions, secure hash functions, digital signatures, key exchange, authentication, key management, PKI, DES, AES (Rijndael), current topics.

CSC 660
Parallel Computing **Three Credits**

Prerequisites: Analysis of Algorithms & Computer Architecture or Permission of Instructor
Study of high performance computing techniques. Includes the study of parallel computer architecture, memory, and I/O. Also, parallel computer algorithms to include shared and distributed memory, parallel computation models, graph algorithms, numerical algorithms, divide-and-conquer.

CSC 668
Advanced Computer Architecture
Three Credits

Prerequisites: CSC 468/Computer Architecture
Principles and advanced topics of the instruction set architecture for uni-processor, embedded system processor, and multi-processor.

CSC 678
Scientific Visualization
Three Credits

Prerequisites: Permission of Instructor
Description: Fundamental concepts of the algorithms and design principles underlying modern 3D computer graphics, data and scientific visualization.

CSC 691
Graduate Independent Study I
Three Credits

Prerequisites: Permission of Instructor
Supervised independent project designed to give computer science graduate students an opportunity to explore a single topic in a one-to-one learning relationship with a faculty member.

CSC 701
Continuing Registration
One Credit (Does not count towards MS.CSC degree credits)
Prerequisites: Permission of Instructor

A one credit hour course that allows students to maintain continuous registration status.

CSC 702**Practicum**

One Credit (Does not count towards MS.CSC degree credits)

Prerequisites: Permission of Instructor

A one credit-hour course that allows students to apply their skills in a work setting. The credit earned through this course will not be counted towards MS.CSC degree credit. A student can take this course, and repeat it for up to three times, when he/she is away from campus on outside employment for internship or practical training in a related technical field. This is a Pass/Fail course.

CSC 720**Wireless Sensor Networks****Three Credits**

Prerequisites: CSC-530 Data Communications or Equivalent

An advanced, graduate-level course focusing on study of wireless sensor networks from communications, security, and computing platform viewpoints. Wireless sensor networks are a sensing, computing and communication infrastructure enabling the monitoring and manipulating of the environment.

CSC 730**Optical Networks****Three Credits**

Prerequisites: Permission of Instructor Fundamentals of enabling technologies, network design and engineering for optical network.

CSC 750**Evolutionary Computing****Three Credits**

Prerequisites: Permission of Instructor

The fundamentals of applying biological evolutionary characteristics to optimization of very complex problems.

CSC 760**Secure Software Development****Three Credits**

Prerequisites: Cryptography & Computer Security II, or Permission of Instructor Secure computing APIs, Java Security, Sandboxing, Vulnerability assessment and code analysis techniques, secure middleware.

CSC 765**Advanced Topics in Information Assurance
Three Credits**

Prerequisites: Cryptography & Computer Security II, or Permission of Instructor Survey of current topics in Information Assurance.

CSC 781**Advanced Graduate Computer Topics I
Three Credits**

Prerequisites: Permission of Instructor Advanced computer topics not generally covered in the graduate 600/700 level curriculum. Designed as a Computer Science graduate elective -- not as a replacement for any core course.

CSC 782**Advanced Graduate Computer Topics II
Three Credits**

Prerequisites: Permission of Instructor Advanced computer topics not generally covered in the graduate 600/700 level curriculum. Designed as a Computer Science graduate elective -- not as a replacement for any core course.

CSC 791**Graduate Independent Study II
Three Credits**

Prerequisites: Permission of Instructor Supervised independent project designed to give computer science graduate students an opportunity to explore a single topic in a one-to-one learning relationship with a faculty member.

CSC 795**Master's Project****Three Credits**

Prerequisites: Completion of 15 hours of approved graduate courses.

Guided master's degree project under the supervision of the project advisor; requires extensive expository and other tasks and a formal 45minute public presentation of the project's work. Projects must be approved by the Computer Science Graduate Committee.

CSC 798**Master's Thesis I****Three Credits**

Prerequisites: Completion of 15 hours of approved graduate courses.

First semester of the Master's Thesis sequence. Under the supervision of the thesis advisor, students prepare a thesis proposal and work toward the goal of completing all background

material needed for their research. Minimally, a satisfactory thesis draft will be used to satisfy completion of the course. The Graduate Committee must approve the thesis topic.
Prerequisites: Completion of 15 hours of approved graduate courses.

CSC 799**Master's Thesis II****Three Credits**

Prerequisites: Completion of 15 hours of approved graduate courses.

The culmination of the two semester master's thesis sequence. Students must complete the thesis and defend it to a committee.

The Graduate Faculty:

Dr. Aftab Ahmad, Associate Professor: wireless network design, traffic control and performance analysis.

Dr. Jonathan Graham Jr., Assistant Professor: artificial intelligence, modeling and simulation, and databases.

Dr. George Harrison, Professor and Chair: scientific and algorithmic visualization, and evolutionary programming.

Dr. George Hsieh, Associate Professor and Graduate Program Coordinator: networks, communication systems and applications, software engineering, and security.

Dr. Thorna Humphries, Associate Professor: persistent object systems, performance evaluation, simulation, software engineering, data management, and security.

Dr. Gregory Patrick, Assistant Professor: information assurance, parallel and distributed computing, and software engineering.

Dr. Mona Rizvi, Assistant Professor: wireless networking, software engineering and multimedia networking.

Dr. Chunsheng Xin, Assistant Professor: optical networks, data networks, traffic engineering, modeling and performance evaluation.

For more information contact the graduate program coordinator:

Dr. George Hsieh
(ghsieh@nsu.edu)
Computer Science Department
Norfolk State University
(757) 823-8317 voice
(757) 823-8316 fax
<http://www.cs.nsu.edu>

THE MASTER OF MUSIC PROGRAM

Mrs. Geraldine Boone, Program Coordinator
(757) 823-8582

The Program

The Master of Music program offers sequences in music education, performance, and theory-composition, each of which requires a minimum of thirty credit hours and certain terminal options. A required number of core courses are common to all three concentrations.

Purpose and Objectives of the Program

The main purpose of the Master of Music program is to enable its graduates to perform at levels of competence and responsibility equal to the technical and artistic demands of specialist or leadership roles as they are defined within the professional discipline.

The program aims to do the following:

- (a) Encompass related areas of study,
- (b) Provide for the attainment of proficiencies requisite to career advancement, and to
- (c) Further professional study.

Specific objectives for each sequence are as follows:

1. **Music Education** - to explore, through research and practice, pedagogical and performance techniques applicable to leadership roles in a variety of instructional settings.
2. **Performance** - to develop interpretive and technical skills in applied music through selected concert literature of advanced complexity as appropriate to the medium and required by

professional standards of performance.

3. **Theory-Composition** - to develop the facility for applying the science of musical structure and analysis to the creative act, and to advance and refine skills in critical analysis of available or self-created works.

In its total design, the program aims to do the following:

- (A) Encompass related areas of study,
- (b) Provide for the attainment of proficiencies requisite to career advancement, and to
- (c) Further professional study.

The Student

A student in the Master of Music degree program must consult with the Music Department Graduate Program Coordinator or advisor upon entry and periodically thereafter, to ensure that he/she is working consistently and accurately toward specific curricular goals within the required time limits. Before admission to analytical techniques courses, the student must take a diagnostic examination in theory. Before admission to degree status, the student must take a diagnostic examination in music history. In addition, an audition is required on the student's principal instrument.

Specifically, the student must do the following:

1. Select one of the three sequences
2. Complete eleven semester hours of prescribed core courses
3. Establish candidacy according to program criteria
4. Complete other required and elective course work as specified by the selected sequence
5. Select a terminal project involving related examinations

The Faculty

The music faculty members are qualified and competent to teach in their respective areas. Doctoral degree holders as well as experienced music practitioners with master's degrees represent an excellent faculty complement that has been graduating respected music majors for many years.

Further, to ensure that the specific needs of graduate students are met, the Music Faculty and Department Head select a **Graduate Program Coordinator** to be responsible for all matters pertaining to Graduate Studies in the Music Department. The coordinator works closely with the Department Chair, the Dean of the School of Liberal Arts as well as with the Director of Graduate Studies to discuss, examine, and develop new strategies and initiatives to ensure that the program remains current. Thus, the coordinator receives a reduced teaching and committee workload to allow him to provide the necessary leadership for the graduate program in the department.

Specifically, the coordinator does the following:

1. Meets regularly with the Director of Graduate Studies to discuss matters relating to the Music Program.
2. Ensures an efficient registration process for graduate students within the Department.
3. Ensures that student applications are reviewed and the recommendations forwarded to the Department of Graduate Studies according to schedule.
4. Ensures that students with incomplete applications are notified.
5. Assumes the responsibility for maintaining accurate records within the Department.
6. Assists in recommending courses and time schedules for each semester.
7. Assists in recommending faculty to teach courses.
8. Monitors new student orientation.
9. Assists in recruitment efforts.

ADMISSION CRITERIA TO THE MASTER OF MUSIC PROGRAM

Degree Status

Admission criteria to the Master of Music program are in accordance with the Graduate Council of Norfolk State University and the Admissions Committee of the Music Department. The criteria for admission to regular status are as follows:

1. A baccalaureate degree in music from an accredited college or university. A foreign student should possess equivalent credentials.
2. A minimum overall undergraduate grade point average (G.P.A.) of 2.5 on a 4.0 scale.
3. Three letters of recommendation from persons of professional status that is familiar with the applicant's background and prior performance in academic and/or musical activities (faculty and/or employers).

A complete application file will include the following:

1. Applications to Norfolk State University and the Master of Music program.
2. Non-refundable application fee (certified check or money order made payable to Norfolk State University).
3. Three letters of recommendation.
4. A complete and official transcript from each college and/or university attended.
5. Personal statement of professional interest and goals. The personal statement is an important part of the application for admission and should be carefully prepared.

NOTE: All application materials should be received by October 1, for consideration for the spring and summer semesters and March 1 for fall.

Non-Degree Status

Non-degree status is reserved for (1) applicants who meet all requirements for regular admission, but who do not seek to take courses leading to a degree, and (2) applicants who meet all the general requirements for admission, but whose overall undergraduate academic average falls below the required 2.5 grade point average.

A person with a baccalaureate degree may be granted permission to take particular courses without pursuing a graduate degree. The courses may be taken on a credit or non-credit basis. If the applicant chooses to apply for the Master of Music program and is accepted, a maximum of six (6) hours with a 3.00 average or above taken by the student may be applied toward degree requirements.

Upon completing nine hours of core courses in the Master of Music curriculum at Norfolk State University with a 3.00 average or above, the student may petition for a change from non-degree to degree status.

Candidates for admission may be requested to attend a personal interview. If desired, an applicant may also request an interview. Persons seeking additional information or forms should call or write to

Chairman, Admission Committee
Master of Music Program
Norfolk State University
700 Park Avenue
Norfolk, Virginia 23504
Phone: (757) 823-8544

TRANSFER CREDIT

A maximum of six credit hours may be approved by the Admissions Committee as transfer credit from another institution if the work represents courses comparable to those offered in the Master of Music curriculum in which the student has earned either "A" or "B" grades. No work completed at another institution more than five years prior to the student's registration at Norfolk State University can be transferred to this program. Decisions regarding transfer of credit will be made by the Admissions Committee.

CANDIDACY

A student in the Master of Music program may petition the Department Graduate Committee for candidacy upon (a) the successful completion of fifteen credit hours, including

the core courses, and (b) the attainment of a 3.0 average or above. The decision of the Committee will be forwarded to the student and to the Office of Graduate Studies.

RE-ADMISSION

Re-admission to the program is not automatic. After an absence of a semester or longer, a former student must apply for re-admission to the program and follow the regular admission procedure. In lieu of the re-admission process, a student may maintain his/her matriculation status while he/she is not registered for classes by filing a "continuous matriculation" form and paying the appropriate fee.

CURRICULUM

Core Program

| | |
|--|---|
| MUS 590 Introduction to Music Research..... | 3 cr. hrs. |
| MUS 540-541 Analytical Techniques I, II | 2 + 2 cr. hrs. (Pre-requisite, placement test or MUS 512) |
| MUS 510-511 Ensemble..... | 1 + 1 cr. hrs. |
| MUS 535 Contemporary Music..... | 2 cr. hrs. |
| Total hours..... | 11 cr. hrs. |

MUSIC EDUCATION

Core Program11 Semester hours
Music Education12-13 semester hours

Emphasis Area - 6-7 hours:

1. Keyboard Emphasis: MUS 521-522
(applied keyboard) 2,2 cr. hrs.

Plus choice of:

| | |
|--|------------|
| MUS 628 Piano Literature..... | 2 cr. hrs. |
| MUS 623 Organ Literature | 2 cr. hrs. |
| MUS 527 Piano Pedagogy..... | 2 cr. hrs. |
| MUS 624 Organ Improvisation and Service Playing | 2 cr. hrs. |

2. Instrumental Emphasis: MUS 521-522
(applied instrument)..... 2,2 cr. hrs.

Plus choice of:

| | |
|--|------------|
| MUS 651 Band Management..... | 2 cr. hrs. |
| MUS 551 Advanced Instrumental Conducting..... | 2 cr. hrs. |
| MUS 685 Teaching Practicum In Brasswinds..... | 2 cr. hrs. |

| | |
|---|------------|
| MUS 686 Teaching Practicum In Woodwinds..... | 2 cr. hrs. |
| MUS 687 Teaching Practicum In Strings | 2 cr. hrs. |
| MUS 686 Teaching Practicum In Percussion | 2 cr. hrs. |

3. Vocal Emphasis: MUS 521-522
(Applied voice)..... 2,2 cr. hrs.

Plus choice of:

| | |
|---|------------|
| MUS 650 Choral Technique..... | 3 cr. hrs. |
| MUS 550 Advanced Choral Conducting | 2 cr. hrs. |
| MUS 629 Vocal Literature..... | 2 cr. hrs. |
| MUS 520 Vocal Pedagogy | 2 cr. hrs. |

Course of Study Area: 6 semester hours; choose from:

| | |
|--|------------|
| MUS 680 History and Philosophy of Music Education..... | 3 cr. hrs. |
| MUS 681 Current Trends in Music Education..... | 3 cr. hrs. |
| MUS 682 Administration and Supervision in Music Education..... | 3 cr. hrs. |
| Elective in Composition, Music History, Or Theory: | 3 cr. hrs. |

*Elective(s) in music or liberal arts.. 4 cr. hrs.

Terminal Options

- A. Thesis** - extended research on a theoretical subject. Enrollment in MUS 690 required in the initial semester. Later enrollment in MUS 750 is required if no other coursework is taken.
- B. Recital** - a public performance eighty minutes in length with lecture commentary during the course of the program. A hearing before the recital is required.
- C. Non-Thesis** - specialized field research reporting accomplishment of innovative school program of definite merit (enrollment in Special Studies in Music Education, MUS 683-684 required).

Terminal Examinations

- A. Thesis Option** - Oral Examination (including defense of thesis)
- B. Recital Option** - Written Examination
- C. Non-Thesis Option** - Written and Oral

Examinations.

Theory/Composition

Core Program 11 Semester hours
Theory/Composition 11 Semester hours

MUS 642 Theory Pedagogy 2 cr. hrs.
MUS 643 644 Composition
Seminar I and II..... 2,2 cr. hrs.
MUS 654 Invertible Counterpoint
And Fugue..... 3 cr. hrs.
MUS 546 Advanced
Orchestration..... 2 cr. hrs.

Applied Music – MUS 521-522,
Piano 4 cr. hrs.

*(Students who pass 522 by audition may elect
another instrument or voice)*

***Elective(s) in Music or Liberal Arts, or
Education.....4 cr. hrs.**

Terminal Options

- A. Thesis** – extended research on a theoretical subject. Enrollment in MUS 690 required in the initial semester. Later enrollment in MUS 750 is required if no other work is taken.
- B. Composition** – an original work in three or more extended movements for four or more instruments or a work for large chorus and/or ensemble as approved by advisor.

Terminal Examinations

- A.** Thesis Option - Oral Examination
(including defense of thesis)
- B.** Recital Option - Written Examination

Performance

Core Program 11 Semester hours
Performance 14 Semester hours

Keyboard

MUS 525-526 Applied Music –
Keyboard..... 4,4 cr. hrs.
MUS 628 Piano Literature or
MUS 623 Organ Literature2 cr. hrs.
MUS 527 Piano Pedagogy2 cr. hrs.
Or MUS 624 Organ Improvisation and
Service Playing MUS 550 Advanced Choral
Conducting2 cr. hrs.
Or MUS 620 Seminar in Performance and
Repertory

Voice

MUS 525-526 Applied
Music – Voice 4,4 cr. hrs.
MUS 520 Voice Pedagogy 2 cr. hrs.
MUS 629 Vocal Literature 2 cr. hrs.
MUS 620 Seminar in Performance
And Repertory 2 cr. hrs.

Or

MUS 550 Advanced Choral Conducting

Band or Orchestral Instrument (or Guitar)

MUS 525-526 Applied Music – Band,
Orchestral, or Guitar 4,4 cr. hrs.
MUS 620 Seminar in
Performance and
Repertory 2 cr. hrs.
MUS 551 Advanced Instrumental
Conducting 2 cr. hrs.

Teaching Practicum (Select one)

MUS 685 Teaching Practicum in
Brasswinds 2 cr. hrs.
MUS 686 Teaching Practicum in
Woodwinds..... 2 cr. hrs.
MUS 687 Teaching Practicum in
Strings 2 cr. hrs.
MUS 688 Teaching Practicum in
Percussion 2 cr. hrs.

*Elective(s) in music or liberal arts . 5 cr. hrs.

**Terminal Project: Recital, sixty-minute'
duration. A hearing before the Recital is
required.**

Written Comprehensive Examination

**Course offerings in Music History*

MUS 531 Music in the Renaissance
MUS 532 Music of the Baroque Era
MUS 533 Music of the Classical Period
MUS 534 Music of the Nineteenth Century

Diagnostic Examinations and Auditions

As a part of admission to degree status, full-time and part-time applicants will be required to take diagnostic examinations in music history and in theory. These examinations are given for placement purposes and normally do not constitute a basis for actual admission. If the student is deficient in certain areas, additional work will be required. The Admissions Committee reserves the right to require a student to take one or more undergraduate or review courses, if needed.

An audition of twenty minutes' duration is required on the student's principal instrument. Applicants should prepare their auditions according to the following guidelines:

Music Education and Performance Majors

Piano – A work by J. S. Bach or Scarlatti, a classical sonata, and one or two compositions from the 19th and 20th centuries.

Organ – Three or four works drawn from the Baroque period and the 19th and 20th centuries. A typical program might consist of a trio sonata movement or a prelude or fugue by Bach, a sonata by Mendelssohn or a comparable work by Franck, and a representative work by Hindemith, Dupre, or Messiaen.

Voice – An Italian song, an aria from an opera or oratorio, French Art Song, and a German Lied should be performed. In addition, a work in English should be chosen. All works should be performed in the original language.

Guitar – Works including a major Baroque or twentieth century piece, such as, but not limited to, any lute or cello suite by J. S. Bach, the flute suites of S. Weiss, the Partita by Stephen Dogon, the Theme and Variations or Sonatina by Lennox Berkley, the Variations sur "Solía De Espana" et Fugue by Manuel M. Ponce, or the Nocturnal, by Benjamin Britten.

Woodwind/Brasswind – Perform musically and fluently several compositions from the various style periods. A brief listing of representative works and technical requirements for each wind instrument may be obtained from the Music Department office.

Percussion – A high degree of snare techniques should be demonstrated through such works as Wilcoxon's Swing Solo, Cirone's Portraits in Rhythm, or any excerpt from the standard symphonic literature. Mallet percussion technique should be shown by the performance of all major and minor scales and such works as Creston's Concerto for Marimba or Goldenberg Etude. The tympani part of a Beethoven symphony should also be played.

Theory/Composition Majors

Submission of a minimum of three compositions for various media with at least one of the works for an ensemble of four or more instruments and/or voices. Tape

recordings of the compositions may be included.

Students will be expected to demonstrate an acceptable level of piano facility including harmonization, transposition, and sight-reading. In addition, a composition from one of the style periods must be performed musically and fluently.

Restrictions

1. Applied courses will not be used as electives.
2. Students must first be admitted to candidacy before approval of a terminal project including a pre-recital hearing.
3. The following courses must be taken in residency at Norfolk State University.

MUS 510-511
 MUS 540-541
 MUS 680-681-682
 MUS 620; MUS 643-644
 All applied music courses
 All terminal project work

Grading System

The grade will indicate a student's level of achievement as follows:

A = Excellent
 B = Average
 C = Below Average
 F = Failure
 I = Incomplete

Students should consult the Graduate Catalog for complete policies regarding the University grading system, minimum grade requirements, withdrawal from courses, auditing courses, withdrawal from the University, residence requirements, continuous registration, thesis, and time limit.

ANNOUNCEMENT OF COURSES**MUS 510-511 -- ENSEMBLES (1,1)**

Required of all graduate majors for two semesters. An extension, at the graduate level, of existing ensembles.

The University Bands consist of four organizations: (1) The "Spartan Legion" Marching Band, a high-stepping marching unit usually numbering more than 150 instrumentalists and dancers; (2) the Symphonic Wind Ensemble, which performs important literature written for the idiom; (3) the Pep Band, which performs at basketball games and similar functions, and (4) the Jazz Ensemble, a group devoted to the serious study and performance of jazz forms.

The Concert Choir is an ensemble of approximately 40 male and female voices specializing in the performance of concert literature of all periods. This ensemble is the major vocal performing ensemble of the University.

The University/Community Orchestra is the major performing group for the string majors at Norfolk State University. In addition, members include both music majors and non-majors who play other instruments as well as strings. Musicians from the community include pre-college students and adults.

Chamber Ensembles: Smaller performing ensembles include (1) Brass Choir, (2) Brass Combo, (3) Clarinet Ensemble, (4) Horn Quartet, (5) Jazz Combo, (6) Saxophone Ensemble, (7) Saxophone Quartet and (8) Trombone Choir.

**MUS 520 Two Credits
VOICE PEDAGOGY**

A course for voice teachers, choral directors, and voice students which gives practical application of teaching techniques, technical principles, vocal methods, and terminology employed in the teaching of singing.

**MUS 521-522 Two, Two Credits
APPLIED MUSIC**

(One hour of instruction per week)

Private instruction is available for two semesters in each medium: Brasswind, Woodwind, Percussion, Strings (also including guitar), Keyboard, and Voice. (Required for two semesters for non-performance majors.)

**MUS 525-526 Four, Four Credits
APPLIED MUSIC**

(Two hours of instruction per week)
Private instruction is available for two semesters in each medium: Brasswind, Woodwind, Percussion, Strings (also guitar), Keyboard, and Voice. (Required for two semesters for non-performance majors.)

**MUS 527 Two Credits
PIANO PEDAGOGY**

This course deals with specific principles of piano teaching and the mechanics of the instrument. Analyzing (from the standpoint of the pupil), planning, and the formulating exercises are discussed according to major problems in piano playing and methods for correcting such are included along with guides for group piano instruction.

**MUS 531 Two Credits
MUSIC IN THE
RENAISSANCE**

This course surveys developments in musical style during the period of 1400 through 1600, concentrating on musical forms and stylistic practices; including music of Dufay, Ockeghem, Josquin, Gesualdo, Lassus, Palestrina, Gabrieli, and Byrd.

**MUS 532 Two Credits
MUSIC OF THE
BAROQUE ERA**

This course examines developments in musical style during the period of 1600 through 1750 against the background of their major environmental and cultural determinants. It includes music of Bach, Handel, Vivaldi, Rameau, and Scarlatti.

**MUS 533 Two Credits
MUSIC OF THE CLASSICAL PERIOD**

This course surveys developments in musical style during the late eighteenth and early nineteenth centuries as expressed in the chief categories for the period: symphony, sonata, concerto, opera, chamber music, and sacred music. It includes music of Haydn, Mozart, and Beethoven.

MUS 534**MUSIC OF THE
NINETEENTH CENTURY Two Credits**

This course covers the birth of the Romantic Movement from intellectual and literary origins through the expansions of the symphony orchestra and related forms. Romantic expression through keyboard and vocal forms as well as music of Brahms, Berlioz, Liszt, Schubert, Wagner, Mendelssohn, Schumann, Bruckner, Chopin, Mahler, and Verdi is included.

MUS 535**CONTEMPORARY
MUSIC Two Credits**

This course surveys the musical language and syntax from the period 1900 to the present. Analytical emphasis on representative works including those of Debussy, Ravel, Stravinsky, Bartok, Hindemith, Schoenberg, Berg, and Webern are examined.

MUS 540-541**ANALYTICAL
TECHNIQUES Two, Two Credits**

This course is designed to present systematic approaches to tonal and structural analysis. Musical scores from various periods will be analyzed. Class lectures will lead to individual analytical projects. (I. Gregorian Chant - Beethoven; II. 19th and 20th centuries; required for two semesters.) Required of all graduate majors.

MUS 546**ADVANCED
ORCHESTRATION Two Credits**

This is a practical course in scoring for full orchestra. The study will encompass an examination of orchestral works from the Romantic Period to the 20th Century and the orchestration of works from other idioms for full orchestra or chamber ensemble.

MUS 550**ADVANCED CHORAL
CONDUCTING Two Credits**

This course will develop students' knowledge and skills in interpreting major choral works. Music representing all periods is selected, analyzed and conducted from a stylistic standpoint. Score study and preparation for the rehearsal is given equal emphasis to the correction of problems inherent in the score and those brought about by the performing clientele and/or environment.

MUS 551**Two Credits****ADVANCED I
INSTRUMENTAL CONDUCTING**

This course deals with the development of knowledge and skills in instrumental conducting on a professional level. Emphasis is given to developing style and to interpreting major works and the relationship of different styles to the conductor's art. Score reading, baton techniques, and interpretation constitute equal portions of the course content.

MUS 590**INTRODUCTION TO
RESEARCH Three Credits**

This is a course designed to acquaint the student with basic research techniques, literature, and bibliographic materials pertinent to graduate study in music. (Required of all graduate majors.)

MUS 620**SEMINAR IN PERFORMANCE
AND REPERTORY Two Credits**

This course allows group and individual participation in performance by graduate students. Emphasis on evaluation of performance practice, style, and interpretation through discussion on class performance. On an individual basis, the student will be expected to develop repertoire lists of major compositions and composers for his/her appropriate instrument.

MUS 623**ORGAN LITERATURE Two Credits**

This is a survey of representative works from the major historical eras, including late Renaissance, French and German Baroque, 19th Century Romantic German and French, and important 20th century styles. Discussion and demonstration of performance practice, style and registration, and approaches to adapting registrations to available instruments.

MUS 624**ORGAN IMPROVISATION
AND SERVICE PLAYING Two Credits**

This course is designed to acquaint organists with skills and techniques involved in hymn and chant accompaniment, free accompaniment, anthem accompaniment; reducing piano-vocal scores for organ; and conducting from the console. Course content also includes a survey of representative Protestant and Roman Catholic liturgies, improvisation, and modulation.

MUS 628**PIANO LITERATURE Two Credits**

This course is designed for students to study piano literature extending from pre-Baroque keyboard repertory to the present. The study is accomplished through performance, analysis, and discussion of bibliographies and editions.

MUS 629**VOCAL LITERATURE Two Credits**

This course is designed for students to study and survey vocal literature of Italian, German, French, English, and American composers. Emphasis is on the application of techniques of song study, interpretation, and program building.

MUS 636 (1 or 2 hrs. per week)**SPECIAL IN MUSIC HISTORY**

This is an independent study in selected areas of interest, encompassing a review of current literature and individual projects.

MUS 642**THEORY PEDAGOGY Two Credits**

This course investigates methods, materials, and sequence for teaching classes in music theory. Consideration is given to the selection of texts, new approaches, contemporary techniques, special problems, and the development of the course outline.

MUS 643-644 Two, Two Credits**COMPOSITION SEMINAR I, II**

This course facilitates classroom and individual instruction in composition. (Required of composition majors for two semesters.)

MUS 645**INVERTIBLE COUNTERPOINT AND FUGUE Three Credits**

This course is designed to help students develop techniques in double, triple, quadruple, and invertible counterpoint. Original compositions including invention, chorale variation, canon, and fugue in the style of J. S. Bach are also emphasized.

MUS 650**CHORAL TECHNIQUES Three Credits**

This course is designed to heighten the choral conductor's comprehension of choral music and its performance. In this course, students will concentrate on three areas within the choral spectrum: choral conducting, choral development, and choral interpretation.

MUS 651**BAND MANAGEMENT Three Credits**

This is a course that will familiarize prospective and professionally employed band directors with management skills and procedures necessary for an effective band (Instrumental Music) program.

MUS 680**HISTORY AND PHILOSOPHY OF MUSIC EDUCATION Three Credits****Pre-requisite: MUS 590.**

This course is a survey of the historical and philosophical foundations of music education from ancient Greece to the present with an emphasis on the history of school music in the United States.

MUS 681**CURRENT TRENDS IN MUSIC EDUCATION Three Credits**

This course identifies current issues and development, materials, media, teaching strategies, and research relevant to contemporary school music. Pre-requisite: MUS 590 or equivalent.

MUS 682**ADMINISTRATION AND SUPERVISION IN MUSIC EDUCATION Three Credits**

This is a survey of the duties of the school music supervisor. These duties include effecting instructional improvement, developing positive staff relationships, and attending to varied administrative responsibilities. Pre-requisite: MUS 590 or equivalent.

MUS 683-684 Three Credits**SPECIAL STUDIES IN MUSIC EDUCATION****Pre-requisite: MUS 590.**

This is a terminal option for the non-thesis music education major. The design, implementation and submission of a written report on an innovative instructional program by the professional teacher in this program are required. Students must consult with their advisor.

MUS 685-688 Two Credits**TEACHING PRACTICUM (2,2,2,2)**

This course is designed to familiarize the student with methods of instruction through a presentation of current materials and pedagogical views. Each student is expected to participate in class ensembles rotating on the

instruments in a particular family. It is available for Brasswind, Woodwind, String, and Percussion students.

MUS 690 **Three Credits**
TERMINAL PROJECT

MUS 690A
Thesis (Music Education or
Theory/Composition
concentration)

This is an extended and scholarly research project on a significant topic.

MUS 690B
Recital (Performance or
Theory/Composition
concentration)

This is a presentation of a public recital in (a) applied instrument/voice (b) or original compositions.

MUS 690C
Lecture/Recital (Music Education
or Theory/Composition
concentration)

This is a presentation of a public lecture/recital.

Graduate Level Courses
(Non Degree Credit)*

MUS 512 **Two Credits**
Basic Concepts of Style in Music Theory
Not creditable toward the Master of Music degree.

This is a survey course in music theory placing emphasis on stylistic principles of tonal and atonal writings. Representative compositions from the historical periods will be analyzed.

MUS 513 **Two Credits**
Basic Concepts of Style in Western European Music
Not creditable toward the Master of Music degree.

This is a survey of the stylistic traits of the music of the Western European tradition presented from various aspects, such as historical periods, individual composers, forms, media, nationalism, musical idioms, and aesthetic principles.

**Comprehensive review course for (a) graduate students preparing for candidacy (b) non-degree students seeking a refresher course, re-certification, etc.*

Elective course for undergraduate music majors.

PRE-ELEMENTARY EDUCATION
Dr. Arletha McSwain, Chair
Early Childhood/Elementary Education
(757) 823-2700

DESCRIPTION

The Graduate Program for the Master of Arts in Pre-Elementary Education was authorized in 1979. The Pre-Elementary Program was designed primarily for teachers with certification in Pre-Kindergarten through Fourth Grade. It is an interdisciplinary program, which focuses on Assessment and Intervention for High Risk Children and Family Involvement in Programs for Young Children.

PROGRAM OBJECTIVES

1. To prepare graduates to provide specialized services to young children (infants to age nine) who have special needs in home, community and educational settings.
2. To prepare graduates to conduct research on minority group children and on childhood.

ADMISSION

Admission criteria to the Master of Arts Degree Program in Pre-Elementary Education are in accordance with the Graduate Council of Norfolk State University and the Admissions Committee of the School of Education. The criteria for admission are as follows:

Regular Status:

1. A baccalaureate degree from an accredited college or university. A foreign student should possess equivalent credentials.
2. A minimum overall undergraduate grade point average (GPA) of 2.7 on a four (4) point scale.

- Three letters of recommendation from persons of professional status who are familiar with the applicant's background and prior performance.

A complete application file will include the following:

- Application to Norfolk State University and the Pre-Elementary Education Program.
- Non-refundable application fee (certified check or money order made payable to Norfolk State University).
- Three letters of recommendation from persons of professional status who are familiar with the applicant's background and prior academic and/or professional activities. The applicant is responsible for requesting letters of recommendation from those persons listed as references, and for ensuring that these letters of recommendation are forwarded.
- An official copy of the complete transcript(s) from each college and/or university attended.
- Personal statement of professional interest and goals. The personal statement is an important part of the application for admission and should be carefully prepared.

All application materials should be received by March 1 for consideration in the fall and summer, and by October 1 for consideration in the spring. Candidates for admission may be requested to come to the school for a personal interview. Also, an applicant may request an interview.

Non-Degree Status

A person with the baccalaureate degree, seeking to take particular courses but not working toward a graduate degree may be granted such permission. These courses may be taken for credit or on a non-credit basis.

A person seeking admission to the degree program but who does not meet all requirements for regular admission may be admitted in a non-degree status. Such students may be allowed to take up to nine (9) semester hours of course work and must earn a grade point average of 3.0 or better after which the

student may petition the Committee to have his/her status changed to regular admission.

TRANSFER CREDITS

Generally, a maximum of six (6) semester hours of credit of graduate work earned at another accredited institution may be accepted as transfer credit, provided the conditions of the Graduate Council are met. However, decisions regarding the transfer credit will be made by the Graduate Program Coordinator with the approval of the department head, the Office of Graduate Studies and the Office of Academic Affairs.

**MASTER OF ARTS DEGREE IN
PRE-ELEMENTARY EDUCATION**

REQUIRED COURSES

Core Courses:

- ECE 540 Urban Child Development
And the Family 3 cr. hrs.
- SPE 510 Introduction to Exceptional
Children 3 cr. hrs.
- ECE 626 Parent Participation
In Educational
Systems 3 cr. hrs
- ECE 500G Language and
Developmental Reading
In Elem. Ed. 3 cr. hrs
- UED 691 Research and
Writing 3 cr. hrs
- SPE 613 Assessment and
Evaluation 3 cr. hrs
- ECE 683 Intervention Strategies for
High Risk Children 3 cr. hrs
- ECE 695 Thesis or one Elective 3 cr. Hrs OR
Two (2) Electives plus
Comprehensive Exam 6 cr. Hrs

Specialization: (Select 12 hours from this group)

- EED 501 Diagnostic Reading 3 cr. Hrs
- EED 636E Instruction and Classroom
Management 3 cr. hrs
- UED 637E Curriculum Development and
Technology 3 cr. hrs.
- UED 610 Advanced Educational
Psychology 3 cr. hrs.
- SPE 536 Managing Behavior in
The Classroom 3 cr. hrs.
- ECE 681 Interdisciplinary Research-
Independent Study 3 cr. hrs.

Field Experience

ECE 696A

Practicum Three Credits

All students must do a field experience that totals 100 clock hours.

TOTAL HOURS42

This curriculum is designed primarily for teachers with NK-4 or NK-6 licensure. This curriculum **DOES NOT** lead toward licensure.

Contact: Dr. Arletha McSwain, Chair, Early Childhood/Elementary Education. (757) 823-2700 amcswain@nsu.edu

**MASTER OF ARTS IN
PRE-ELEMENTARY EDUCATION
EARLY CHILDHOOD SPECIAL
EDUCATION**

**Dr. Denise Littleton, Graduate Program Advisor
(757) 823-2124**

DESCRIPTION

The Graduate Program for the Master of Arts in Pre-Elementary Education with a licensure in Early Childhood Special Education was authorized in 2002. This program was designed primarily for teachers with certification in Special Education K-12 or Pre-Kindergarten through sixth grade seeking additional licensure in Early Childhood Special Education. It is an interdisciplinary program which focuses on assessment and intervention for high risk children and family involvement in programs for young children with disabilities.

PROGRAM OBJECTIVES

1. To prepare graduates to provide specialized services to young children (infants to age nine) who have special needs in home, community and educational settings.
2. To prepare graduates to conduct research on minority group children and childhood.
3. To prepare graduates to receive licensure in Early Childhood Special Education.

COURSE REQUIREMENTS

- EED 540 Urban Child Development and the Family 3 cr. hrs.
- ECS 626 Parent Participation in Education Systems 3 cr. hrs.
- EED 500G Language and Developmental Reading in Elementary Education 3 cr. hrs.
- SPE 523 Attributes and Medical Conditions Associated w/Disabilities 3 cr. hrs.
- SPE 613 Assessment and Evaluation 3 cr. hrs.
- ECS 683 Intervention Strategies for High Risk Children 3 cr. hrs.
- UED 691 Research and Writing 3 cr. hrs.
- EED 695 Thesis OR Comprehensive Exam 3 cr. hrs.

** Students selecting comprehensive examination will be required to take an additional 3 hour course in the departments of Elementary Education, Secondary Education or Special Education.

LICENSURE REQUIREMENTS

- ECS 580 Developmental Delays in Early Childhood..... 3 cr. hrs
- SPE 643 Communication Development for Individuals with Severe Disabilities 3 cr. hrs
- SPE 523 Attributes and Medical Conditions Associated with Severe Disabilities 3 cr. Hrs
- SPE 545 Collaboration, Inclusion, Transition and other Curriculum Adjustments 3 cr. hrs
- UED 636E Instruction and Classroom Management..... 3 cr. hrs
- EED 503 Teaching and Learning in the Primary School (NK-3) 3 cr. hrs.

Field Experience

EED 696D Practicum 3 cr. Hrs
All students must do a field experience that total 100 clock hours.

Total hours 42 cr. Hrs

** Students must pass Praxis I Examination. Please note that passing Praxis II in ECSE will be required when mandated by the Commonwealth of Virginia.

This curriculum id designed primarily for teachers with NK-4 OR NK-6 licensure. This curriculum

**MASTER OF ARTS IN TEACHING
ELEMENTARY EDUCATION
(Pre-K-6)**

The Master of Arts in Teaching is available to persons who have a baccalaureate degree in the arts and sciences and who wish to gain a teaching certificate in Elementary Education.

The Curriculum

SEMESTER ONE

ECE 540 Urban Child Development and The Family3 cr. hrs.
EED624 Foundations of Education.3 cr. hrs.
EED 500G Language and Developmental Reading In Elementary Education3 cr. hrs.

SEMESTER TWO

EED 501 Diagnostic Reading3 cr. hrs.
EED 503 Teaching and Learning in The Primary School (Pre-K – 3)3 cr. hrs.
EED 603 Teaching and Learning in the Elementary School (4-6) ..3 cr. hrs.

SEMESTER THREE

EED 601 Methods and Materials for Teaching Science, Mathematics and Technology.....3 cr. hrs.
UED 636E Instruction and Classroom Management.....3 cr. hrs.
UED 691 Research and Writing3 cr. hrs.
EED 500 Teaching Social Studies in Elementary Schools.....3 cr. hrs.

SEMESTER FOUR

EED 696C Practicum (Student Teaching)..... 9 cr. hrs.
TOTAL 39 cr. hrs

Students are allowed to enroll in 9 hours before submitting passing scores on Praxis I. Before entering the Master of Arts in Teaching Program, All students must present passing scores on the Praxis I Examination. There will be on exceptions.

Students must file an application for a Teaching Certificate.

Contact: Dr. Arletha McSwain, Chair, Early Childhood/Elementary Education, (757) 823-2700.

Students must file an application for a teaching certificate. Major Code: 0887-8904

ANNOUNCEMENT OF COURSES

**UED 637-E
CURRICULUM DEVELOPMENT
AND TECHNOLOGY Three Credits
(E=Elementary)**

This is a foundation course in curricula development, with attention to technology's impact on curricula revision. Small group work and individual projects will focus on elementary, middle and secondary school curriculum levels, with regard to issues of accountability and special education.

**UED 691
RESEARCH AND WRITING Three Credits**

This course is designed primarily to assist graduate students in Education and Behavioral Sciences to develop skills associated with systematic investigating, collecting, classifying, interpreting and reporting data.

**ECE 699
THESIS Three Credits**

This is a written research report on a specific problem developed under the supervision of a committee of graduate faculty members. An oral defense of the thesis by the candidate and sign-off by the committee are required.

SPE 613
ASSESSMENT AND
EVALUATION **Three Credits**

This is a theoretical and clinical introduction to assessment and evaluation with emphasis on (1) procedures and measures used to identify the gifted, and (2) identification procedures sensitive to socio-economic and cultural differences. Focus is on assessing the abilities of children and youth with emphasis on ways in which inter and intra-individual differences in cognitive style influence perception and behavior.

DEPARTMENT OF EARLY
CHILDHOOD EDUCATION
Master of Arts in Pre-Elementary Education
Early Childhood Special Education

ECS 580
DEVELOPMENTAL DELAYS
IN THE EARLY YEARS **Three Credit**

This course provides an overview of early childhood special education. The nature and characteristics of major disabling and at risk conditions will be presented. Special emphasis will be placed on the trends for service delivery to the birth through age five population including culturally and linguistically diverse young children with disabilities.

EED 624
FOUNDATIONS OF
EDUCATION **Three Credits**

This course discusses society's ethical and professional expectations of teachers, the history of American Education and the aims of contemporary education. Psychological, philosophical and legal foundations of education are explored, as well as trends and issues. Strong emphasis will be placed on the understanding of the foundation of the legal aspects associated with students with disabilities. The course also addresses how the Internet, the World Wide Web, and advanced telecommunications technologies are transforming teaching/learning.

SPE 613
ASSESSMENT AND
EVALUATION **Three Credits**

This course is designed to provide students with a theoretical and clinical introduction to assessment and evaluation, emphasizing procedures and measures used to identify a spectrum of abilities with sensitivity to class and cultural differences. Foci include

incorporation of strategies that consider the influence of eligibility, programming, and placement of individuals with exceptional learning needs.

ECS 683
INTERVENTION
STRATEGIES FOR HIGH
RISK CHILDREN **Three Credits**

Development of skills in identification and assessment of high-risk children. To develop competencies in utilizing intervention strategies to maximize the learning and adjustment to children labeled as high risk educationally, sociologically, psychologically and physically. Development of IEP'S and IFSP's will be discussed. Twenty hours of observation/participation at this level is required. *Early childhood special education majors must complete the clinical experience at the preschool level.

EED 603
TEACHING AND LEARNING
IN THE PRIMARY
SCHOOL (PRE-K-3) **Three Credits**

This course focuses on teaching/learning in grades (Pre-K-3). Emphasis is placed on principles of learning, subject matter appropriate for this level, classroom management, selection and use of materials, including media, computers and assessment of pupil performance. The learning needs of exceptional students, including the gifted and those with special needs, will be addressed. Special emphasis will be placed on developmentally appropriate intervention techniques in the areas of self-help, motor, cognitive, social/emotional, and language. Twenty hours of observation/participation at this level is required. Twenty hours (20) of observation/participation at this level is required. *Early childhood special education majors must complete the clinical experience at the preschool level.

UED 636E **Three Credits**

This course is intended to provide potential teachers with knowledge of various methods of content delivery, effective instructional strategies and learning styles as they relate to instruction. It addresses the legal aspects of teaching as they relate to student rights; moreover, this course seeks to impact skills which are needed by teachers to use value clarification, moral development and other behavior-influence constructs which contribute to the classroom environment are conducive to the teaching and learning process.

SPE 643
COMMUNICATION DEVELOPMENT
FOR INDIVIDUALS WITH

SEVERE DISABILITIES **Three Credits**
 This course focuses on finding and/or developing appropriate alternate means of communication for non-verbal persons with severe disabilities with the use of the many new methods and materials, including hardware and software that are emerging today.

SPE 523
ATTRIBUTES AND MEDICAL
CONDITIONS ASSOCIATED

WITH DISABILITIES **Three Credits**
 This course provides knowledge of the etiology, characteristics, and interventions relative to individuals with various disabilities and medical conditions. Medical and educational prevention and intervention strategies, as well as legal and ethical issues, are examined. A twenty-hour practicum is a requirement of this course. *Early childhood special education majors must complete the clinical experience at the preschool level.

SPE 545
COLLABORATION, INCLUSION,
TRANSITION AND OTHER CURRICULAR
ADJUSTMENTS **Three Credits**

This course is designed to increase the competence of teachers in meeting the instructional needs of exceptional learners. Its focus is on current issues and trends for accommodating variance in abilities through cooperation with persons from other disciplines and agencies. A twenty hour clinical experience is required. *Early childhood special education majors must complete the clinical experience at the preschool level.

EED 540
URBAN CHILD DEVELOPMENT
AND THE FAMILY **Three Credits**

This course examines situational factors, which influence growth and behavior of the urban child. This course presents a study of family patterns as they relate to child rearing and educational practices, and analyzes the role of the school in the total growth of the urban child.

ECS 626
PARENT PARTICIPATION IN
EDUCATION SYSTEMS **Three Credits**

Study of planning, implementation and evaluation of parent education programs and parent participation programs in urban schools. Focuses on helping parents develop leadership skills; parents as teachers of their children; parents as teacher assistants in the classroom; and parents as community leaders. Includes experiences with material development of parent education; home visits, individual counseling, and parent-teacher conferences and interactions. Strong emphasis will be placed on the needs of culturally and linguistically diverse children with disabilities and their family from a family systems theory perspective, as well as development of IFSP's and IEP's

EED 500G
LANGUAGE AND
DEVELOPMENTAL
READING **Three Credits**

This course is designed to assist students in understanding the principles for assessment and instruction based on current theories of the reading process. The research presented in this course has been integrated within an understandable discussion that highlights practical teaching recommendations based on the research findings. Thus, by relating teaching suggestions to sound theory and research, this course serves the practicing teacher's need for specificity about program planning and instructional procedures. A practicum is required where students participated for one hour a week in the Reading Partner's Clinic tutoring individual students.

EED 696D
PRACTICUM **Three Credits**

Designed to provide supervised experiences at the preschool level in a variety of settings including but not limited to home-based, school-based and community-based special needs will be addressed. In addition, this course will assist graduates students in developing skills associated with systematic investigating, collecting, classifying, interpreting and reporting data. Students will be required to complete a thesis related to their practicum experiences and issues surrounding culturally and linguistically young children with disabilities and their families. An oral defense of the thesis by the candidate and sign-off by the candidate are required

42 TOTAL CREDIT HOURS

**DEPARTMENT OF EARLY
CHILDHOOD EDUCATION**
Master of Arts/Elementary Education
Grades NK-6

EED 601
**METHODS AND MATERIALS
FOR TEACHING
MATHEMATICS, SCIENCE
AND TECHNOLOGY** **Three Credits**

This course focuses on methods and techniques of teaching mathematics, science and technology to elementary school children. It includes preparation and practice with materials in classroom situations and is designed especially to meet the needs of primary and elementary school teachers in grades NK-6.

EED 500G
**LANGUAGE AND DEVELOPMENTAL
READING IN ELEMENTARY
EDUCATION** **Three Credits**

This pre K-6 course includes knowledge of language acquisition to foster language skills. Students will use assessment data to group students for instruction and to individualize instruction. Reading plans using phonics, comprehension strategies as well as those that foster appreciation of a variety of literature and independent reading will be stressed. Computer programs, video tapes, other activities are integral parts of this course.

EED 501
DIAGNOSTIC READING **Three Credits**

This course is designed to assist students in understanding the principles for assessment and instruction based on current theories of the reading process. The research presented in this course has been integrated within an understandable discussion that highlights practical teaching recommendations based on the research findings. Thus, by relating teaching suggestions to sound theory and research, this course serves the practicing teacher's need for specificity about program planning and instructional procedures.

A practicum is required where students participate for one hour a week in the Reading Partners' Clinic, tutoring individual students.

EED 540
**URBAN CHILD DEVELOPMENT
AND THE FAMILY** **Three Credits**

This course examines situational factors which influence growth and behavior of the urban child; presents a study of family patterns as

they relate to child rearing and educational practices, and analyzes the role of the school in the total growth of the urban child.

EED 624
**FOUNDATIONS OF
EDUCATION** **Three Credits**

This course discusses society's expectations for teachers, the history of American Education and the aims of contemporary education. Psychological, philosophical legal foundations of education are explored, as well as trends and issues; Federal legislation; parent-teacher cooperation. The course also addresses how the Internet, the World Wide Web, and advanced telecommunications technologies are transforming teaching/learning.

UED 636E
**INSTRUCTION AND CLASSROOM
MANAGEMENT** **Three Credits**

This course is intended to provide potential teachers with knowledge of various methods of content delivery, effective instructional strategies and learning styles as they relate to instruction. It addresses the legal aspects of teaching as they relate to student rights; moreover, the course seeks to impact skills which are needed by teachers to use value clarification, moral development and other behavior-influence constructs which contribute to the classroom environment that are conducive to the teaching and learning process.

UED 691
**RESEARCH AND
WRITING** **Three Credits**

Designed primarily to assist graduate students in Education and Behavioral Sciences develop skills associated with systematic investigating, collecting, classifying, and interpreting and reporting data.

EED 696D
PRACTICUM **Six Credits**

Seminars related to methods in each of the subject areas precede practicum and continue throughout this period. Emphasis is on relating theory to practice under supervision.

EED 603
**TEACHING AND LEARNING
IN THE ELEMENTARY
SCHOOL (4-6)** **Three Credits**

A primary focus of this course is methods of teaching/learning in grades four through six. Emphasis is placed on principles of learning, subject matter appropriate for this level, classroom management, selection and use of

materials, including media, computers and assessment of pupil performance. The learning needs of exceptional students including the gifted and special needs children will be addressed. Twenty hours of observation and participation at this level are required.

EED 503**TEACHING AND LEARNING
IN THE PRIMARY
SCHOOL (PRE K-3)****Three Credits**

This course focuses on teaching/learning in grades Pre K-6. Emphasis is placed on principles of learning, subject-matter appropriate for this level, classroom management, selection and use of materials including media, computers and assessment of pupil performance. The learning needs of exceptional students including the gifted and special needs children will be addressed. Twenty hours of observation and participation at this level are required.

EED 500**TEACHING SOCIAL
STUDIES IN ELEMENTARY
SCHOOLS****Three Credits**

Emphasis in this course is placed on methods and materials of teaching social studies in grades K-6. Critical thinking, the use of artifacts, charts, graphs and technology will be discussed and used. The importance of informed civic participation in a multi-cultural democracy will be a continuing theme.

**MASTER OF ARTS IN
SEVERE DISABILITIES**

Dr. J. L. Harris, Graduate Program Coordinator
(757) 823-8714

The Graduate Program in Severe Disabilities (SD) leading to the Master of Arts Degree provides highly specialized academic and professional training for persons working in special education and related areas. Enrollees in this program gain specific knowledge and techniques related to the education and welfare of a segment of the population that experiences disabilities due to clinical/medical conditions. This program requires thirty-six (36) semester hours for completion. Its design is to enhance knowledge, skills and performance in accordance with current "best practices" in the treatment of the total individual with severe disabilities.

The (SD) program offers three course sequences: (1) Teacher Licensure, (2) rehabilitation counseling and (3) generalist.

Completion of the Teacher Licensure results in credentialing to teach individuals with severe disabilities. The rehabilitation counseling sequence yields a certificate which documents preparedness for entry in the profession. The generalist sequence is open to persons from any discipline who wishes to increase their competence in serving persons with disabilities. The program equips individuals with skills necessary to serve in leadership roles in identification, assessment, curriculum development/modifications, instructional strategies, rehabilitation, case management, and policy making on local, state and national levels. After completing this program, graduates will assume specific positions such as instructional leaders, programmers, data collectors/evaluators, hospital teachers, special classroom teachers, case managers, rehabilitation counselors, and vocational evaluators.

ADMISSION

Requirements: Admission requirements for this program are consistent with those of the Graduate Council of Norfolk State University and the Admissions Committee of the Special Education Department. The criteria for admission to regular status are as follows:

1. A baccalaureate degree from an accredited college or university. An international student should possess equivalent credentials.
2. A minimum grade point average (GPA) of 2.5 on a 4.0 scale
3. Three letters of recommendation from persons who are familiar with the applicant's background and who are able to speak about the applicant's ability to perform successfully at the graduate level

A complete application file will include the following:

1. An application for admission to the graduate program at Norfolk State University
2. A non-refundable application fee (certified check or money order made payable to Norfolk State University)
3. Three letters of recommendation

4. An official complete transcript from each college or university attended
5. A personal statement of professional interests and goals. The statement is a very important part of the application and should be prepared carefully.
2. Complete satisfactorily a minimum of 36 semester hours in the graduate SD curriculum.
3. Pass a comprehensive examination during the last term of coursework.

The Department reserves the right to request a personal interview with the applicant if it is deemed necessary.

Persons seeking additional information about the Severe Disabilities Program may write or call as follows:

Coordinator, Special Education
Graduate Programs
Norfolk State University
700 Park Avenue
Norfolk, Virginia 23504
Phone: (757) 823-8714

Regular Status: Full Admission to the program leading to the Master of Arts degree in Severe Disabilities requires that a student hold a baccalaureate degree with an overall academic average of 2.5 or above from an accredited college or university.

Non-degree Status: Persons who do not have the required undergraduate GPA of 2.5, but who display the excellent potential for successful graduate study, may be admitted as non-degree students. Such persons may be permitted to enroll for nine (9) semester hours of coursework, approved by an advisor, in which they must earn no less than a 3.0 GPA. After meeting these requirements, the student may petition the Admissions Committee for a change in status. Moreover, students not seeking a degree but wishing to take particular courses may be granted permission to enroll as non-degree seeking students. Such courses may be taken on a credit or non-credit basis.

ACADEMIC REGULATIONS

Requirements for the Degree

In order to meet the requirements for the Master of Arts in Severe Disabilities (SD), a student may elect one of three options:

1. Complete satisfactorily a minimum of 30 semester hours in the SD curriculum and an approved internship of six (6) hours. (Students seeking professional certification must complete this option).

With the chosen option, the student must take a research methods course. Additionally, other candidacy requirements must be met as follows: (1) a plan of study must be prepared with the assistance of and approval by an advisor subsequent to attainment of regular status; (2) candidates for SD degree should have satisfied all requirements for graduation within four calendar years; (3) candidates must accumulate and maintain from semester to semester, a grade point average of 3.0 or above; (4) candidates must file an application for graduation, adhering to the deadline listed in the University calendar. The successful and timely completion of all work indicated on the approved plan of study is a fundamental prerequisite to the granting of the degree. Failure to satisfy same might result in a change from regular to probationary status, or dismissal from the program. The student will be responsible for knowing and meeting the requirements for graduation and fulfilling all such responsibilities as set forth in this publication.

Transfer of Credit

A maximum of six (6) credit hours of graduate work at another accredited institution or from other graduate programs at Norfolk State University may be accepted as transfer credit provided that (a) the credits have not previously been used or applied to another degree, (b) the grade earned in the course is "B" (equaling 3.00) or above, and (c) the courses are comparable to those offered in the program to which the applicant is applying.

Transfer credits from institutions where the pass/fail grading system prevails will be interpreted as "B" unless the forwarding institution submits, with the transfer credits, a copy of its policies that would justify the interpretation of the transfer credits as otherwise.

Course Load

A full-time graduate student enrolled during an academic year is permitted to carry a maximum class load of twelve (12) credit hours per semester and six (6) credit hours during each summer session. To be considered

in full-time study, the student must be registered for at least nine (9) credit hours each semester during the academic year. Any departure from these regulations must be approved by the coordinator of Special Education Graduate Programs.

No more than one-third of the coursework toward the master's degree may be comprised of courses open to undergraduate and graduate students. Therefore, up to twelve (12) hours may be 500 level courses.

Internship

The internship phase of the Master of Arts Program in SD is designed to provide a student with practical experience in a setting comparable to one in which he/she expects to be employed. After completing the specialty courses, the student who chooses an internship as partial fulfillment of the master's degree requirement must perform satisfactorily for no fewer than 300 hours in an approved agency. This practicum experience is required for the teacher licensure and the rehabilitation counseling sequences.

COURSE REQUIREMENTS

For each sequence, other specific requirements and prerequisites may be necessary based upon review of the credentials of individual students.

TEACHER LICENSURE

CORE COURSES

| | | |
|--------------|--|-------------------|
| SPE 610 | Education in Urban and Global Environments | 3 cr. hrs. |
| SPE 613 | Assessment and Evaluation | 3 cr. hrs. |
| SPE 692 | Research Methods in Special Education..... | 3 cr. hrs. |
| Total | | 9 cr. hrs. |

SPECIALTY COURSES

| | | |
|--------------|--|-------------------|
| SPE 516 | Managing Human Behavior..... | 3 cr. hrs. |
| SPE 523 | Attributes and Medical Conditions Associated with Disabilities | 3 cr. hrs. |
| SPE 641 | Physical and Occupational Therapy Procedures..... | 3 cr. Hrs |
| Total | | 9 cr. hrs. |

CONCENTRATION COURSES

| | | |
|--------------|---|--------------------|
| SPE 538 | Nature of and Strategies For Teaching Individuals with Severe Disabilities | 3 cr. hrs. |
| SPE 545 | Collaboration, Inclusion, Transition and Other Curricular Adjustment for Exceptional Learners | 3 cr. hrs. |
| SPE 643 | Communication Development For Individuals with Severe Disabilities..... | 3 cr. hrs. |
| UED 637 | Curriculum Development And Technology | 3 cr. hrs. |
| Total | | 12 cr. hrs. |

INTERNSHIP

| | | |
|--------------|--|--------------------|
| SPE 699D | Internship in Severe Disabilities..... | 6 cr. hrs. |
| Total | | 36 cr. hrs. |

REHABILITATION COUNSELING

CORE COURSES

| | | |
|--------------|---|-------------------|
| SPE 610 | Education in Urban and Global Environments..... | 3 cr. hrs. |
| SPE 613 | Assessment and Evaluation | 3 cr. hrs. |
| SPE 692 | Research Methods in Special Education | 3 cr. hrs. |
| Total | | 9 cr. hrs. |

SPECIALTY COURSE

| | | |
|--------------|---|-------------------|
| SPE 516 | Managing Human Behavior | 3 cr. hrs. |
| SPE 523 | Attributes and Medical Conditions Associated with Disabilities..... | 3 cr. hrs. |
| SPE 641 | Physical & Occupational Therapy Procedures | 3 cr. hrs. |
| Total | | 9 cr. hrs. |

CONCENTRATION COURSES

| | | |
|--------------|---|--------------------|
| UED 622 | Urban Counseling and Psychotherapy | 3 cr. hrs. |
| SPE 662 | Guidance and Counseling in Rehabilitation | 3 cr. hrs. |
| SPE 663 | Case Work and Rehabilitation Counseling..... | 3 cr. hrs. |
| SPE 665 | Rehabilitation Counseling: Occupational Information & Placement | 3 cr. hrs. |
| Total | | 12 cr. hrs. |

INTERNSHIP

| | | |
|--------------|--|--------------------|
| SPE 794 | Internship in Rehabilitation Counseling..... | 6 cr. hrs. |
| Total | | 36 cr. hrs. |

GENERAL**CORE COURSES**

| | | |
|--------------|--|-------------------|
| SPE 610 | Education in Urban and Global Environments | 3 cr. hrs. |
| SPE 613 | Assessment and Evaluation | 3 cr. hrs. |
| SPE 692 | Research Methods in Special Education..... | 3 cr. hrs. |
| Total | | 9 cr. hrs. |

SPECIALTY COURSES

| | | |
|--------------|--|-------------------|
| SPE 516 | Managing Human Behaviors | 3 cr. hrs. |
| SPE 523 | Attributes and Medical Conditions Associated with Disabilities | 3 cr. hrs. |
| SPE 641 | Physical and Occupational Therapy Procedures..... | 3 cr. hrs. |
| Total | | 9 cr. hrs. |

CONCENTRATION COURSES

| | | |
|--------------|--|-------------------|
| SPE 538 | Nature and Strategies for Teaching Individuals with Severe Disabilities..... | 3 cr. hrs. |
| SPE 643 | Communication Development For Individuals with Severe Disabilities | 3 cr. hrs. |
| UED 637 | Curriculum Development and Technology..... | 3 cr. hrs. |
| Total | | 9 cr. hrs. |

OTHER COURSES

| | |
|--------------------|--------------------|
| Electives | 9 cr. hrs. |
| Total | 36 cr. hrs. |

COURSE DESCRIPTIONS**SPE 510**

Introduction to Exceptional Individuals **Three Credits**

This course provides an overview of the foundation for educating individuals with disabilities and special gifts. It includes philosophical perspectives, developmental differences, and cultural influences as they relate to individuals in their home, school, and community. A twenty- hour clinical experience is required.

SPE 512

Legal and Ethical Aspects of Educating Exceptional Learners **Three Credits**

This is a comprehensive active learning course designed to provide students with a framework to understand the legal requirements of providing a free and appropriate public

education to learners with disabilities. The course addresses the necessary information for preservice teachers and practitioners to understand the history and developments of special education laws, and the requirements of these laws from a legal viewpoint and an ethical perspective. In addition, opportunities are provided for students to enhance their skills in locating pertinent information in law libraries, on the Internet, and from other sources to keep abreast with the constant changes and developments in the field

SPE 516

Managing Human Behavior **Three Credits**

The focus of this course is on advanced concepts and strategies to change behavior patterns of individuals and groups. It includes a knowledge base of critical theoretical frameworks and programmatic paradigms for increasing appropriate behaviors and decreasing inappropriate behaviors that are generalized to enhance the individual's adjustment to live a harmonious and productive life in a multi-cultural environment

SPE 523

Attributes and Medical Conditions Associated with Disabilities **Three Credits**

This course provides knowledge of the etiology, characteristics, and interventions relative to individuals with various disabilities and medical conditions. Medical and educational prevention and intervention strategies, as well as legal and ethical issues are examined. A twenty-hour practicum is a requirement of this course.

SPE 532

Nature of and Strategies for Teaching Learners with Mental Retardation **Three Credits**

This course is designed to engage students in advanced-level study of the characteristics and research-based best practices in teaching individuals with mental retardation and developmental disabilities. It includes contemporary matters of assessment and instruction. A twenty-hour practicum is a requirement of this course.

SPE 534
Nature of and Strategies for
Teaching Students with
Emotional Disturbance **Three Credits**

This advanced course includes historical and theoretical perspectives, definitions and characteristics, legal and ethical considerations, assessment procedures, program planning, and implementation of instruction for expanding literacy and subject area performance of individuals with emotional disturbance. Learning experiences focus on multi-cultural influences, emotional adjustment, and social development. A twenty-hour practicum is a requirement for this course.

SPE 536
Nature of and Strategies for
Teaching Students with
Learning Disabilities **Three Credits**

This advanced course includes historical and theoretical perspectives, definitions and characteristics, related effects, legal and ethical considerations, assessment procedures, program planning, and implementation of instruction for expanding literacy and subject area performance. Educational experiences focus on teaching linguistically and culturally diverse individuals with learning disabilities. A twenty-hour practicum is a requirement of this course.

SPE 538
Nature of and Strategies for
Teaching Individuals with
Severe Disabilities **Three Credits**

This course is designed to provide students with the means to assist individuals with severe disabilities to function more effectively in school and in the community. Areas of study include terminology and etiology, historical perspectives, legal parameters, assessment, influence of cultural variables, current issues, and effective methods of instruction. A twenty-hour practicum is a requirement for this course.

SPE 542
Reading and Literacy Instruction
For Exceptional Learners **Three Credits**

This is comprehensive active learning course designed to provide students with a foundation in literacy instruction and content area reading. Emphasis will be placed on language acquisition and the interrelated nature of reading, writing, speaking, listening, and

thinking to promote the use and understanding of language by the exceptional learner. Field experiences will facilitate student mastery of developing a balanced reading program.

SPE 545
Collaboration, Inclusion, Transition and
Other Curricular Adjustments for
Exceptional Learners **Three Credits**

This course is designed to increase the competence of teachers in meeting the instructional needs of exceptional learners. Its focus is on current issues and trends for accommodating variances in abilities through cooperation with persons from other disciplines and agencies. A twenty-hour clinical experience is required.

SPE 610
Education in Urban and
Global Environments **Three Credits**

This course is designed to provide students with an advanced-level exploration of the foundations of education in America examined in the context of a cursory view of global and comparative education issues. Sociological, historical, and legal parameters are studied with attention to inclusion of cultural and ability variance. Prospective teachers are guided relative to entry, retention, and growth in the profession.

SPE 613
Assessment and Evaluation **Three Credits**

This course is designed to provide students with a theoretical and clinical introduction to assessment and evaluation, emphasizing procedures and measures used to identify a spectrum of abilities with sensitivity to class and cultural differences. The focus is on incorporation of strategies that consider the influence of eligibility, programming, and placement of individuals with exceptional learning needs.

SPE 619
Educational Aspects
Of Abnormality **Three Credits**

This course will provide participants an opportunity to acquire knowledge about mentally and physically disabling conditions they may encounter in their fields of work. Attention will focus on federal and state regulations governing services for exceptional students. Information about effective techniques and interventions for interacting

with disabled individuals will also be researched and discussed.

SPE 640
Psychoeducational
Diagnostic Measures **Three Credits**

This advanced course is designed to provide students with an understanding of the psychoeducational diagnostic process. Special attention is given to the testing domains of intelligence, language, perception, academics, overt behavior, affective competence, and vocational assessment. Educational experiences focus on developing instructional interventions for linguistically and culturally diverse learners.

SPE 641
Physical and Occupational
Therapy Procedures **Three Credits**

This course emphasizes the techniques used in positioning and handling the individual, the adaptive aids and equipment used, and daily living skills. It includes the techniques to coordinate and reinforce physical and occupational therapy on a daily basis.

SPE 643
Communication Development
For Individuals with
Severe Disabilities **Three Credits**

This course focuses on finding and/or developing appropriate alternate means of communication for persons with severe disabilities who are non-verbal with the use of the many new methods and materials, including hardware and software that are emerging today.

SPE 654
Special Education Seminar **Three Credits**

This course is designed to introduce as well as identify major and current issues in the Special Education field. Focus will be on such areas as the condition of special education, assessment and instruction, legal issues, "best practices," school and community collaboration, and student and family concerns. Students will visit special education programs in order that they may critically analyze issues and trends relating to methodology and current approaches used to educate exceptional individuals.

SPE 662
Guidance and Counseling and
Rehabilitation Counseling **Three Credits**

This course is designed to enable students to become knowledgeable of the theories of guidance and of counseling, and to understand the role of the rehabilitation counselor in the design and implementation of a vocational rehabilitation program. It emphasizes transition, supported employment, and centralized service delivery systems.

SPE 663
Casework and
Rehabilitation Counseling **Three Credits**

This course will provide a theoretical and practical introduction to casework management and the rehabilitation process with emphasis on vocational goals, job development, and career exploration. Emphasis will be placed on individual program design, counseling, utilization of resources, and informed choice. The course will explore the federal mandates and the effect they have on the rehabilitation process.

SPE 665
Rehabilitation Counseling:
Occupational Information
And Placement **Three Credits**

This course includes occupational and labor market information, job development, job seeking skills, placement and follow up activities. Students will execute the role of the rehabilitation counselor to include conduct of print and electronic research, use of databases, and facilitation of placements.

SPE 667
Ethical Rehabilitation Strategies
For the Empowerment of
Culturally Diverse Populations **Three Credits**

Didactic and experiential constructs of understanding behavior will be embedded in this course to examine critical practice concerns in the rehabilitation counseling profession and emerging issues within the larger rehabilitation and disability communities. A general aim of the course is to help students understand the role/status of persons with disabilities in our society and to help students identify attitudes and preconceptions toward persons with disabilities. Students will draw upon their values, knowledge, and experiences in

developing strategies and frameworks devoted to meeting the needs of their clients without jeopardizing the dignity of those they serve.

SPE 692
Research Methods in
Special Education **Three Credits**

This course is designed to impart mastery of types of research, selection of problems, location of information, collection and classification of data, as well as analysis and interpretation of information. Students will conduct a literature review, write a prospectus for a thesis, or write a proposal for submission to a funding agency.

SPE 699A
Internship in Teaching Students
With Emotional
Disturbances **Twelve Credits**

Prerequisite: Departmental Approval (400 clock hrs.)
 This course is designed to provide a period of supervised teaching during which the candidate takes responsibility for a given group of individuals with emotional disturbance for a definite period of time. The candidate will assess students, plan and write instructional interventions, deliver instruction, monitor and document student progress, and assume all other classroom duties of the cooperating teacher. All placements will provide candidates with opportunities to interact with individuals from diverse populations.

SPE 699B
Internship in Teaching
Students with
Learning **Twelve Credits**
Disabilities

Prerequisite: Departmental Approval (400 clock hrs.)
 This course is designed to provide a period of supervised teaching during which the candidate takes responsibility for a given group of individuals with learning disabilities for a definite period of time. The candidate will assess students, plan and write instructional interventions, deliver instruction, monitor and document student progress, and assume all other classroom duties of the cooperating teacher. All placements will provide candidates with opportunities to interact with individuals from diverse populations.

SPE 699C
Internship in Teaching
Students with Mental
Retardation **Twelve Credits**

Prerequisite: Departmental Approval (400 clock hrs.)
 This course is designed to provide a period of supervised teaching during which the candidate takes responsibility for a given group of individuals with mental retardation for a definite period of time. The candidate will assess students, plan and write instructional interventions, deliver instruction, monitor and document student progress, and assume all other classroom duties of the cooperating teacher. All placements will provide candidates with opportunities to interact with individuals from diverse populations.

SPE 699D
Internship in
Severe Disabilities **Twelve Credits**

Prerequisite: Departmental Approval (400 clock hrs.)
 This course is designed to provide a period of supervised teaching during which the candidate takes responsibility for a given group of individuals with severe disabilities for a definite period of time. The candidate will assess students, design and write instructional plans, implement plans, monitor and document student progress, collaborate with other team members, and assume all other classroom duties of the teacher. All placements will provide candidates with opportunities to interact with individuals from diverse populations.

SPE 699E
Internship in Rehabilitation
Counseling **Six Credits**

This course is designed to provide culminating clinical experiences in rehabilitation counseling. Students develop and use a coherent, personalized counseling approach that is adequately based in counseling theory and research. They engage in direct interaction by observing, counseling, recording, and reporting experiences of individuals and groups who seek the agency's services.

THE ETHELYN R. STRONG
SCHOOL OF SOCIAL WORK

The Ethelyn R. Strong School of Social Work at Norfolk State University was established in 1960 with the founding of the Baccalaureate Social Work (BSW) program. Its Master of Social Work (MSW) degree and Doctor of Social Work (DSW) degree

programs were added in 1974 and 1995, respectively. Thus, the School, along with its Continuing Education program, offers the full continuum of social work education.

The School's mission is to provide social work education programs which prepare students with competence to develop and deliver services which strengthen and/or empower individuals, families, and communities.. The School and its programs emphasize the values of social justice, social responsibility, and respect of human rights, dignity, and diversity. The School is especially committed to address the strengths and challenges for an ethnically and culturally diverse client population in an evolving global community.

ACCREDITATION

The School of Social Work's Bachelor of Social Work and Master of Social Work programs are accredited by the Council on Social Work Education (CSWE).

MASTER OF SOCIAL WORK

The Master of Social Work degree program is based on the assumption that social workers should operate from a common base of knowledge, philosophy, values, and skills. The program is designed to transmit these basic components through a solid foundation of core and concentration courses. Opportunities are provided for enlarging the breadth and depth of knowledge and skills in a range of substantive areas. The School of Social Work subscribes to an ecological/social systems approach which enables the practitioner to provide services based on client system needs using differential models of practice.

The program is built upon a humanistic, democratic philosophy which emphasizes the values of social justice and responsibility, and respect for human rights and dignity. Sensitivity to the unique experiences of African-Americans and other diverse groups, and a commitment to an egalitarian social order are integral features of the curriculum.

The overriding objective of the Master of Social Work Program is the preparation of students for advanced-level professional practice and leadership roles in the social welfare field, including direct service, supervision, administration, program planning, policy analysis, and resource development. A

systematic, structured curriculum has been designed to facilitate a synthesis of theory and practice, and to inculcate usable knowledge and skills. Course content includes areas in Human Behavior and the Social Environment, Research Methods, Social Work Practice Methods, Social Welfare Policy, Social and Economic Justice, Diversity and Empowerment, in conjunction with a lengthy period of intensive field instruction. Through its graduate program, the School of Social Work strives to produce capable, well-informed graduates who may do the following:

1. Achieve a level of analytical, interactional, and technological competence necessary for responsible and effective professional practice.
2. Contribute to the advancement and refinement of theoretically sound, empirically tested, practice-relevant knowledge, and to the improvement of standards of professional research, education, and practice.
3. Meet the needs, responsibilities, and manpower requirements of agencies and programs engaged in providing preventive, remedial, developmental, and rehabilitative services in Hampton Roads, across the Commonwealth of Virginia, and in other areas in and out of the country.
4. Pursue advanced training in a doctoral program in social work or other specialized post-master's training.

The Master's program permits students to select a program of study from one of two areas:

1. Clinical Concentration

This concentration provides the knowledge and skills needed for advanced clinical social work practice in agencies providing direct services to various client populations. Knowledge and skills derived through this concentration prepare the practitioner to competently and effectively intervene with individuals, families, and small groups in a number of organizational settings, such as child and family services, health, mental health, school social work and aging. In the interest of in-depth training, students are given an

opportunity to become thoroughly familiar with a range of theories and practice approaches used with individuals, groups, and families.

2. Community Development Concentration

This concentration prepares students for careers in supervision, staff development, human services administration, community organization/development, social planning, and policy analysis. Advanced knowledge and skills are inculcated in those students whose primary interest is working with (in) organizational and community systems for the purpose of preventing or resolving problems, and facilitating the provision of qualitative and effective human services. Graduates of this concentration ultimately assume positions of leadership in a wide range of practice settings and fields, such as public welfare, health, mental health, aging, and corrections.

ADMISSION

For admission to the graduate program in The Ethelyn R. Strong School of Social Work, the applicant must fulfill the requirements established by the MSW Admissions Committee of the School. All admissions to the MSW Program are through the MSW Admissions Office. All applications or informational requests should be submitted directly to the MSW Admissions Office.

It is the policy of Norfolk State University to provide equal educational opportunity, equal employment opportunity without regard to race, color, national origin, political affiliation, religion, sex, age, or disability. Any employee or student who feels discriminated against should be referred to the Director of Affirmative Action.

Admission Requirements

1. A baccalaureate degree, preferably in Social Work, from an accredited college or university. Students from other countries must show equivalent qualifications. Applicants without the BSW degree may apply, but must meet specific behavioral science and other prerequisite requirements.

2. The applicant's undergraduate transcript must reflect a GPA of at least 2.7 on a four (4) point scale.
3. A minimum of twenty (21) semester hours in three content areas (with a GPA of at least 2.7) in the social and behavioral sciences (e.g., psychology, sociology, political science, economics, counseling, anthropology, women's studies, family studies and social work and social welfare).
4. A minimum of fifteen semester hours in the Liberal Arts in three content areas (e.g., art, cultural literature, cultural history, humanities, languages, music, philosophy, religion, and speech).
5. A 3 credit hour prerequisite course in Human Biology. (Lab not required)
6. A prerequisite course in Social Science Statistics (three (3) semester hours with a minimum grade of 2.0).
7. Evidence of computer literacy, which is a prerequisite for research courses.
8. There is no credit given for life or work experience.

Application Process

Application Deadline: March 1 is the deadline for fall semester admissions. Full Time and Extended Time Students are admitted in the fall semester only. October 15 is the deadline for spring semester admissions for Social Work Advanced Standing Students only.

Due to accreditation guidelines, the School of Social Work requires that supplemental application materials be completed if an individual would like to be considered for the MSW Program.

The following documents must be submitted directly to the MSW Admissions Office by the deadline date:

1. The completed Graduate School Application and one copy.
2. The application fee of \$35.00.
3. Three references on form provided. (One academic, one professional, and one volunteer).
4. Two copies of official transcripts from all universities attended.

5. The Personal Statement, following the supplemental guidelines that are provided.
6. The Academic Summary Form detailing the completion of all prerequisite requirements.
7. Tuition Rate Determination Form
8. A current resume that details work, volunteer, and academic experiences. (Include information about special recognitions).

All application materials should be submitted as follows:

MSW Admissions Office
The Ethelyn R. Strong School of Social Work
Norfolk State University
700 Park Avenue
Norfolk, VA 23504
Telephone (757) 823-8695
Fax (757) 823-2164
Email: bexum@nsu.edu

An applicant may be requested by the MSW Admissions Committee to come for an interview. An applicant may also request an interview. The address and contact information listed above should be used for all correspondence and communication.

The Admissions Office is located in Brown Hall, School of Social Work, and Room 123-B.

MATRICULATING ADMISSION

Full-Time Students. This admission status is granted to applicants who meet all admission requirements. Persons admitted under this curriculum enroll for the normal sequence of courses and field work with the goal of meeting all requirements for the Master of Social Work degree in two academic years.

Extended-Time Students. The school offers an extended program of study to a limited number of students. This plan offers the opportunity for enrollment education to persons who must extend their course of study beyond the two-year academic period. The Extended-Time MSW program permits students to complete requirements over a six (6) semester period.

All Students should review the following items carefully:

1. Planning with an assigned academic advisor is required to ensure that all requirements are met according to the defined sequence.
2. Students should be aware that only a limited number of courses are offered in the evenings and during the summer session. Specific courses are offered only in the fall and spring sessions.
3. Selection of elective courses should be made in collaboration with an academic advisor.
4. Current employment in a social work setting cannot be used to fulfill field practicum requirements. Advanced planning with the advisor and Director of MSW Field Education is encouraged if placement within the employing agency is requested.
5. Neither semester of the final year can be reduced to fewer than nine (9) semester hours.
6. Students should discuss needs for extension with their academic advisor, the Director of MSW Program, and receive approval from the Assistant Dean.

Advanced Standing Students. This admission category is in recognition of superior academic performance during prior education in a Council on Social Work Education (CSWE) accredited undergraduate Social Work/Social Welfare program. Based on the Admissions Committee assessment of this performance, a student may be granted the opportunity to accelerate his/her MSW program.

Application to the Advanced Standing Program must be within five (5) years of graduation. Applicants must have completed, with a grade of B or better, a minimum of 400 clock hours of educationally directed field experience as part of the bachelor's degree program. The minimum academic requirement for consideration is the attainment of a 3.00 cumulative grade point average on a 4.0 point scale for academic courses other than social work, and a 3.50 cumulative grade point average for social work/social welfare courses.

An application to Advanced Standing Program will be reviewed by the School's MSW Admissions Committee regarding eligibility for admission to Advanced Standing.

Consideration will be given to the applicant's scholarship, academic background, field experience, and work experience. Reports from undergraduate programs will be of particular importance in evaluating the learning acquired during the applicant's field experience. Furthermore, personal qualities that indicate the potential for meeting the requirements of Advanced Standing will be ascertained via references, reports, and an interview with the MSW Admissions Committee.

Advanced Standing is a full-time continuous program consisting of one spring semester and two consecutive semesters. Selected applicants must begin the program during the spring semester. In the event that all requirements are not met, a student is required to reapply to the graduate program. Students in the Advanced Standing Program are not eligible for transfer credits, course substitutions or other course exemptions.

Non-Matriculating Students. Non-matriculating status is a non-degree admission status. This category of admission is granted to persons with undergraduate degrees who wish to enroll in graduate social work courses, but are undecided about curriculum choices or have no immediate plans to study for the Master of Social Work degree. The School will admit a limited number of applicants as non-degree students. Admission to certain courses will be on a space available basis and may require the approval of the Assistant Dean.

A non-degree student, who, at a later date, desires to study for the Master of Social Work degree, must apply for admission as a matriculating student. Because of the competitive nature of admission, completion of non-degree coursework does not guarantee admission. Should admission be granted, a maximum of six (6) graduate credit hours taken as a non-degree student at The Ethelyn R. Strong School of Social Work may be considered for credit.

MSW Information Sessions

Information sessions and individual appointments are available during the fall and spring semesters. Applicants are encouraged to attend a session to talk about the School with the Director of Admissions. Interested persons should call (757)823-8695.

MSW CURRICULUM

The curriculum is organized around a social/ecological/systems perspective and the degree conferred upon completion of four coordinated semesters of study in the Master of Social Work Program (MSW). The degree requires completion of a minimum of sixty (60) credit hours generally distributed throughout five sequences: Social Work Practice Methods, Human Behavior and the Social Environment, Social Welfare Policy, Research Methods, and Field Practicum.

A grade of 3.00 (B) on a 4-point scale for every academic course and field practicum is required to maintain good academic standing and to meet requirements for a degree.

MSW DEGREE REQUIREMENTS

1. Completion of a minimum of sixty (60) credit hours which are prescribed from courses offered by the School and other graduate programs.
2. Maintenance of a minimum average of 3.0 on a 4.0 scale for all academic courses taken.
3. Maintenance of a grade of at least 3.0 (B) on a 4.0 scale for each field practicum.
4. Two consecutive semesters of full-time residency status. Generally, the final year of study is used to meet this requirement.
5. Completion of all degree requirements within four (4) years of matriculation.
6. Adherence to the National Association of Social Workers (NASW) Code of Ethics.
7. All financial obligations to the University and to the School of Social Work must be met before degrees are conferred.

CONTINUING EDUCATION

The Continuing Education Program of the School of Social Work is based upon the School's commitment to the delivery of quality social work services and community service. This commitment is based on the awareness that it is by sustained participation in professional development that social workers maintain and enhance their competencies. Also, human service organizations are

empowered to respond to change in professional knowledge and in their environment. The Continuing Education Program seeks to provide such opportunities to multi-level groups in a flexible and consumer responsive manner grounded in adult learning principles.

COURSE DESCRIPTIONS

SWK 626 FOUNDATIONS OF HUMAN BEHAVIOR **Three Credits**

This course is an introductory course that involves the study and exploration of human behavior, and provides a framework for understanding individuals, families, groups, organizations, and communities within the context of interacting physical and social environments. Human behavior is seen as varied and complex, arising from the interplay of a number of factors (biological, psychological, social, and cultural) which can enhance or impede the social functioning of individuals and social institutions. Traditional and alternative theories and paradigms will be utilized to provide the foundation necessary for organizing and understanding human behavior in the social environment. Special emphasis is given to human diversity, the impact of social and economic forces on individuals and social systems, and populations at risk.

SWK 635 HUMAN SEXUALITY **Three Credits**

This course is designed to enhance the confidence and competence of social workers in the area of human sexuality and to increase awareness and acceptance of their own sexuality.

SWK 639 ETHNICITY **Three Credits**

This course is concerned with the particular development of ethnic, racial, religious groups, and cultural diversity in America. Theories of ethnicity, race, religion, and intergroup relations, their relevance to social work, the functions of and models for their study, derived from social research, are examined. Social issues, models for intervention designed to ameliorate unjust and oppressive conditions, and the impact of America's pluralism are explored. Concepts of culture, ethnicity, race, religion, prejudice and discrimination, and their influence on social welfare programs and social work practice are emphasized. Included are examination of ethnocentrism, racism, intergroup conflict, segregation, and other

practices that have profound impact on the education, health, housing, employment, crime and delinquency, and mental and emotional health of individuals, families, groups, and communities.

SWK 730 DIFFERENTIAL ASSESSMENT FOR SOCIAL WORK PRACTICE **Three Credits** **Prerequisite: SWK 626, SWK 690A, or equivalent.**

This course is designed to provide the social work student with a comprehensive body of knowledge essential for practice with diverse populations. Concepts of mental health, mental illness, and mental retardation, with a view of mental health and mental illness as a continuum, are explored. Traditional classification systems and newer approaches in use in clinical practice are discussed. An exploration of comparative theories and therapeutic approaches is included.

SWK 736 SUBSTANCE ABUSE **Three Credits**

The purpose of this course is to provide students with clinical and/or administrative professional goals an opportunity to attain an essential knowledge and skill base necessary for successful program planning, service delivery, and evaluative practice with people involved in substance abuse. This course is designed for individuals with little or no prior knowledge in this area.

Social Welfare Policies and Services

SWK 529 Social Work with Military Families **Three Credits**

This course examines the impact of the military lifestyle on the family and social work's role and responsibilities within the military. This course will provide an in-depth view of the knowledge and skills necessary for the identification of needs specific to the military family. The application of resource management and implementation for supportive, therapeutic, and educational needs will be emphasized. The impact of race, gender and class will be examined. Emphasis will be placed on resource implementation to meet the uniqueness of the military family.

SWK 651 SOCIAL WELFARE POLICY AND SERVICES **Three Credits**

One of the functions of Social Work has been, and is, to develop, maintain, modify, and strengthen the social welfare system so that it can meet basic human needs of a culturally

diverse population. A method institutionalized with professional social work education and practice for fulfilling this vital mission is social welfare policy analysis and planning. This concerns the formulation, development, implementation, and evaluation of relevant social plans, policies, programs, and legislation designed to promote individual and societal well being; to prevent or resolve social problems, alleviate social injustice, develop human and social resources; and, generally, to enhance the quality of life for all segments of society. The purpose of the course is to provide students with the necessary knowledge, skills, and values to perform as informed and competent practitioners, and to contribute towards change and social justice, making social welfare institutions more humane and responsive to the needs of a diverse population.

SWK 753
SOCIAL WORK IN
THE SCHOOL **Three Credits**

Prerequisite: SWK 651

This course focuses on social work practice in the educational setting. There will be an overview of historical developments, educational policy and planning, and implementation of social work service delivery. It will address the role and function of school social workers in elementary, middle, and high schools. The special education process, the policies mandated, and the needs of at-risk students will be examined.

SWK 757
POLICIES AND
SERVICES FOR AGING **Three Credits**

Prerequisite: SWK 651

A comprehensive analysis of policies and services for senior citizens will be covered in this course. Students will examine factors leading to present policy as well as those which may indicate future trends.

SWK 759
COMMUNITY MENTAL
HEALTH POLICY AND
SERVICES **Three Credits**

Prerequisite: SWK 651

This course emphasizes historical and current policies and services for mental health in the United States. Trends, impact, and outcome of policies will be evaluated. Specific attention is given to the funding of mental health care and to implications of a national movement to ensure legal rights for mentally disabled persons.

SWK 760
CHILD WELFARE
POLICIES AND SERVICES **Three Credits**

Prerequisite: SWK 651

The content of this course includes an in-depth study of services and programs affecting the security and development of children. The roles of parents and spokespersons are examined, as are current trends in children's legal rights and education for the exceptional child. Special attention is given to developments which may be anticipated in the next decade.

SWK 761
HEALTH CARE POLICIES AND
SERVICES **Three Credits**

Prerequisite: SWK 651

This course covers an in-depth analysis of past and present health care policies. Students will examine the impact of various interest groups on policy formation, as well as the range of services presently available under different auspices.

Social Work Methods – Foundation

SWK 675
SOCIAL WORK PROFESSION **Three Credits**

This course develops the knowledge, values, and skills that form the foundations for social work practice. It includes perspectives, processes and skills considered generic to practice, i.e. generalist, diversity, strengths and empowerment. It develops principles and skills for generalist practice in the contexts of diversity, social justice, professional competence, and in particular, but not limited to, the African-American experience. It uses the case study method and laboratory skill learning to focus on the phases of practice (preliminary, beginning, work and ending) with individuals, families, groups, and communities. Special emphasis is placed on the generic application of the skills: the engagement, data collection, assessment, intervention (or work), evaluation and, the termination (ending) phases of the social work process. Client systems' strengths, capacities, and resources will be examined in their environmental context.

Social Work Methods – Clinical

SWK 512
CASE MANAGEMENT IN
SOCIAL WORK **Three Credits**

This course provides the foundations of case management by examining concepts, theories, and models of case management with diverse populations in various settings as it relates to social work. It focuses on essential social work case management skills and the

standards for case management practice and evaluation, with an emphasis on ethical and legal issues. Current and emerging issues and approaches are explored.

SWK 714
DIFFERENTIAL APPROACHES
TO TREATMENT **Three Credits**

Prerequisite: Successful completion of all practice courses and concurrent enrollment in SWK 790B

This course is designed to examine selected approaches to intervention used by social work professionals in work with individuals, families, and groups in a variety of settings. The theoretical base, essential values, major techniques, and roles of the worker of each selected approach will be reviewed in the context of their efficiency and demonstrated effectiveness for diverse populations. The course builds upon content in the foundation, clinical concentration, and field practice experience arenas. It serves to facilitate the integration of theory and practice and provides social workers with a sound base for arriving at differential assessments and differential plans of intervention which incorporate a social mechanism for evaluating the outcomes. This course serves to be a major integrative course within the clinical concentration.

SWK 771
SOCIAL WORK
WITH INDIVIDUALS **Three Credits**
Prerequisite: SWK 675

This course focuses on social intervention with individuals. A multi-faceted format will be used to study the theories, their behavioral sciences empirical supports, value bases, and effectiveness with problems faced by individuals. This course will be conducted as a seminar, and is designed to incorporate a high level of participation by students.

SWK 772
SOCIAL WORK WITH
GROUPS **Three Credits**
Prerequisite: SWK 675

This course develops theory and skills for social work with groups, especially as applied to direct practice with diverse populations. It focuses on the therapeutic factors in group process and the functions and skills of the social worker in facilitating group process on behalf of members. Special emphasis is placed on diversity-sensitive application of aspects of models for facilitating empowerment processes in groups. The course includes experiential learning in three separate groups: group skills laboratory, process group, and task groups.

SWK 773
APPLICATION OF
GROUP SKILLS **Three Credits**
Prerequisite: SWK 772

This course builds on the process model of SWK 772 to advance the application of theory and skills for clinical social work practice with groups. The advanced nature of this course includes 1) more in-depth attention to theory and skills for facilitating groups for therapeutic purposes; 2) more sophisticated application of action and process-based techniques to the stages of group development and to the cultural diversity of members in therapeutic groups; 3) more comparative assessment of the types of/and models for social work practice with groups in diverse contexts; 4) more intensive experience in a group process designed to increase awareness regarding current strengths and obstacles to the "use of self" in clinical social work practice with groups.

SWK 775
SOCIAL WORK
WITH FAMILIES **Three Credits**
Prerequisite: SWK 771

This course is designed to provide students with knowledge of the theoretical concepts and treatment approaches that are unique to the modality of family therapy. It draws upon a basic knowledge of the family in context from sociological, cultural, anthropological, historical, and systems perspectives. The family as a natural social system will be viewed primarily from the multisystems, Bowenian, Communication, Structural, and Solution Focused models.. Other models will be addressed.

SWK 783
ADVANCED SOCIAL WORK
WITH FAMILIES **Three Credits**
Prerequisite: SWK 775

This course is designed to enhance the student's assessment and intervention skills and to expose students to the competency-based (strength oriented) approach to family therapy. Special attention will be given to gender issues and families from diverse cultures. The course builds upon content previously experienced by the student in the clinical methods foundation, ethnicity, the advanced curriculum and field experience. Primary emphasis will be placed upon students obtaining and demonstrating skills and techniques. Thus, role play, case presentation and an analysis of pre-recorded video tape will be extensively employed.

SOCIAL WORK PRACTICE – COMMUNITY DEVELOPMENT

SWK 762 COMMUNITY ORGANIZATION Three Credits

This course is designed to introduce students to the dynamics of organizational and community change and transformation. The focus is on imparting knowledge and skills in systematic problem solving steps to bring about planned change that will result in achieving sound socio-economic well-being.

SWK 763 SOCIAL PLANNING Three Credits Prerequisite: SWK 762

This course is designed to introduce students to the salient principles, methods, processes, techniques, and various models of social planning. The knowledge and skills acquired from the course will prepare students to make systematic assessment and evaluation of community problems, and to design and implement effective programs to deal with such problems. The focus is on providing refined knowledge and skills in social planning.

SWK 764 SOCIAL SERVICE ADMINISTRATION Three Credits Prerequisite: SWK 762 (or permission of instructor)

Utilizing a diversity perspective, the course is designed to make creative application of administrative and organizational management knowledge and skills to foster cooperative partnerships among various community agencies, including local, state, and regional social service organizations. The aim is to find a method of providing effective social services to diverse populations and various client populations. The focus is on providing pertinent knowledge and skills in administration and organizational management, financial management, supervision, budgeting, and coordination.

SWK 765 COMMUNITY DEVELOPMENT Three Credits Prerequisite: SWK 762, SWK 763, SWK 764

This course is designed to impart knowledge and skills in the method of organizing and mobilizing the community to assess its needs or problems and of taking appropriate action to find lasting solutions. Skills in needs assessment, selection of appropriate intervention strategy, program planning,

organizational management, conflict resolution techniques, and evaluation are emphasized. The focus is on community mobilization through active participation of diverse population groups. Concepts such as self help, empowerment, and community capacity are emphasized.

Research

SWK 697 RESEARCH METHODS I Three Credits Prerequisite: Successful completion of an elementary statistics course.

This course is designed to impart knowledge and skills of scientific social investigation. Scientific methods of knowledge building for social work practice, as well as practice evaluation and research outcome utilization, are emphasized. This course covers scientific inquiry and theory, the ethics and politics of social work research, problems and hypotheses, operationalization and measurement, research designs, sampling, data collection and analysis, reporting results, and utilization of research outcomes.

SWK 698 RESEARCH METHODS II Three Credits Prerequisite: SWK 697

This is an advanced research course which focuses on research designs and analytical skills for the systematic evaluation of clinical social work practice. It covers the social and ethical context of practice research, as well as a variety of methods for practice evaluation. The utilization of quantitative and qualitative methods for data analysis is taught.

SWK 789 RESEARCH PRACTICUM Three Credits Prerequisite: SWK 697 and permission of instructor supervising or conducting the investigation

This course involves the individually supervised practice in the application of research methods and tools to a specific social welfare problem, which may be indicated by students, generated by faculty and/or social agency. Research may include historical/bibliographical study methods.

SWK 797 EVALUATIVE RESEARCH Three Credits Prerequisite: SWK 697

This is an advanced research course to acquaint students with theories, process, techniques, and context of evaluation, as well as program evaluation, such as intervention planning, research designs, monitoring of operation,

assessment of impact, and efficiency/effectiveness of the service program.

**SWK 799A & SWK 799B
 THESIS I & II Three Credits Each
 Prerequisite: SWK 697**

The content of this course includes the planning and carrying out of a research project on a social welfare topic with emphasis upon the total planning and implementation. One or more students may work on a project with an approved proposal. The final report must be approved by the Thesis Committee. (Selected twice for a total of 6 semester hours).

Field Practicum

**SWK 690 A&B
 FIELD PRACTICUM I Three Credits Each
 Corequisite: Enrollment in a social work practice method course.**

The Field Practicum I educational experience provides students with the learning opportunity to engage in supervised social work practice in human services settings. Students learn to apply the foundation knowledge and skills obtained in the classroom to actual practice situations that involve individuals, families, groups, communities, and organizations. Upon successful completion of the Field Practicum I experience, the student will be able to conduct competent assessments that recognize issues of diversity and strengths, develop intervention plans, implement basic intervention techniques, and evaluate practice outcomes from a generalist and ecosystems perspective.

**SWK 790 A & B
 FIELD PRACTICUM II Six Credits Each
 Prerequisite: SWK 690 A & B. Corequisite:**

Enrollment in a social work practice methods course
 The Field Practicum II educational experience provides students with the learning opportunity to engage in supervised Clinical Practice or Community Development upon successful completion of Field Practicum I and all prerequisite courses. The Field Practicum II experience builds upon the knowledge and skills obtained in the foundation courses and Field Practicum I, and gives students the opportunity to develop advanced practice skills in clinical or community development social work practice. Field Practicum II for the clinical practice concentration affords students the learning opportunity to engage in advanced direct practice techniques for working with diverse individuals, families, and groups. Community Development Field Practicum II affords students the learning opportunity to

engage in macro practice techniques for working with diverse communities and organizations. In addition, Field Practicum II provides clinical practice and community development student's in-depth practical experiences for utilizing a variety of theories of social work to guide and evaluate practice.

CLINICAL CONCENTRATION

MINIMUM COURSE REQUIREMENTS

FULL-TIME

Semester I

SWK 626 Foundations of Human Behavior..... 3 cr. hrs.
 SWK 651 Social Welfare Policy and Services 3 cr. hrs.
 SWK 675 Social Work Profession....3cr. hrs
 SWK 697 Research Methods I..... 3 cr. hrs.
 SWK 690A Field Practicum I.....3 cr. hrs.
 SWK 693A Orientation to Field Practicum I 0 cr. hrs.
Total 15 15 cr. hrs.

Semester II

SWK 730 Differential Assessment...3 cr. hrs.
 SWK 771 Social Work with Individual's..... 3 cr. hrs.
 SWK 698 Research Methods II..... 3 cr. hrs.
 SWK 690B Field Practicum I..... 3 cr. hrs.
 SWK XXX Elective.....3 cr. hrs.
Total 15 cr. hrs.

Semester III

SWK 772 Social Work with Groups 3 cr. hrs.
 SWK 775 Social Work with Families 3 cr. hrs.
 SWK 790A Field Practicum II 6 cr. hrs.
 SWK 793A Orientation to Field Practicum II..... 0 cr. hrs.
 XXX XXX Free Elective 3 cr. hrs.
Total 15 cr. hrs.

Semester IV

SWK XXX Policy Elective..... 3 cr. hrs.
 SWK XXX Method Elective..... 3 cr. hrs.
 XXX XXX Elective 3 cr. hrs.
 SWK 790B Field Practicum II 6 cr. hrs.
 SWK 793B Orientation to Field Practicum II..... 0 cr. hrs.
Total 15 cr. hrs.
Total Hours Required 60 cr. hrs.

CLINICAL CONCENTRATION**MINIMUM COURSE REQUIREMENTS****EXTENDED TIME****Semester I (Fall)**

| | |
|--|-------------------|
| SWK 626 Foundations of Human Behavior | 3 cr. hrs. |
| SWK 651 Social Welfare Policy And Services | 3 cr. hrs. |
| SWK 697 Research Methods I..... | 3 cr. hrs. |
| Total | 9 cr. hrs. |

Semester II (Spring)

| | |
|-----------------------------------|-------------------|
| XXX XXX Free Elective | 3 cr. hrs. |
| SWK XXX Policy Elective..... | 3 cr. hrs. |
| SWK 698 Research Methods II | 3 cr. hrs. |
| Total | 9 cr. hrs. |

Semester III (Fall)

| | |
|--|-------------------|
| SWK 675 Social Work Profession | 3 cr. hrs. |
| SWK XXX Elective..... | 3 cr. hrs. |
| SWK 690A Field Practicum I..... | 3 cr. hrs. |
| SWK 693A Orientation to Field Practicum I..... | 0 cr. hrs. |
| Total | 9 cr. hrs. |

Semester IV (Spring)

| | |
|--|-------------------|
| SWK 730 Differential Assessment..... | 3 cr. hrs. |
| SWK 771 Social Work with Individuals | 3 cr. hrs. |
| SWK 690B Field Practicum I | 3 cr. hrs. |
| SWK 693B Orientation to Field Practicum I..... | 0 cr. hrs. |
| Total | 9 cr. hrs. |

Semester V (Fall)

| | |
|---|--------------------|
| SWK 772 Social Work with Groups..... | 3 cr. hrs. |
| SWK 775 Social Work with Families..... | 3 cr. hrs. |
| SWK 790A Field Practicum II | 6 cr. hrs. |
| SWK 793A Orientation to Field Practicum II..... | 0 cr. hrs. |
| Total | 12 cr. hrs. |

Semester VI (Spring)

| | |
|---|--------------------|
| SWK XXX Elective..... | 3 cr. hrs. |
| SWK XXX Methods Elective | 3 cr. hrs. |
| SWK 790B Field Practicum II..... | 6 cr. hrs. |
| SWK 793B Orientation to Field Practicum II..... | 0 cr. hrs. |
| Total | 12 cr. hrs. |
| Total Hours Required | 60 cr. hrs. |

ADVANCED STANDING**Semester I (Spring)**

| | |
|---|--------------------|
| XXX XXX Free Elective | 3 cr. hrs. |
| SWK 730 Different Assessment in Social Work | 3 cr. hrs. |
| SWK 771 Social Work with Individuals..... | 3 cr. hrs. |
| SWK 698 Research Methods II..... | 3 cr. hrs. |
| Total | 12 cr. hrs. |

Semester II (Fall)

| | |
|---|--------------------|
| SWK Elective..... | 3 cr. hrs. |
| SWK 772 Social Work with Groups | 3 cr. hrs. |
| SWK 775 Social Work with Families | 3 cr. hrs. |
| SWK 790A Field Practicum II | 6 cr. hrs. |
| SWK 793A Orientation to Field Practicum II..... | 0 cr. hrs. |
| Total | 15 cr. hrs. |

Semester III (Spring)

| | |
|--|--------------------|
| SWK XXX Policy Elective..... | 3 cr. hrs. |
| SWK XXX Method Elective..... | 3 cr. hrs. |
| XXX XXX Elective | 3 cr. hrs. |
| SWK 790B Field Practicum II | 6 cr. hrs. |
| SWK 793A Orientation to Field Practicum II | 0 cr. hrs. |
| Total | 15 cr. hrs. |
| Total Hours Required | 42 cr. hrs. |

**Other courses may be required upon examination of transcripts.*

COMMUNITY DEVELOPMENT CONCENTRATION**FULL TIME****Semester I (Fall)**

| | |
|--|--------------------|
| SWK 626 Foundations of Human Behavior..... | 3 cr. hrs. |
| SWK 675 The Social Work Profession | 3 cr. hrs. |
| SWK 651 Social Welfare Policy and Services | 3 cr. hrs. |
| SWK 690A Field Practicum I | 3 cr. hrs. |
| SWK 693A Orientation to Field Practicum I | 0 cr. hrs. |
| SWK 697 Research Methods | 3 cr. hrs. |
| Total | 15 cr. hrs. |

Semester II (Spring)

| | |
|--------------------------------------|--------------------|
| SWK 762 Community Organization | 3 cr. hrs. |
| SWK 698 Research Methods II..... | 3 cr. hrs. |
| SWK XXX Elective | 3 cr. hrs. |
| SWK XXX Elective | 3 cr. hrs. |
| SWK 690B Field Practicum I..... | 3 cr. hrs. |
| Total | 15 cr. hrs. |

Semester III (Fall)

| | |
|---|--------------------|
| SWK 763 Social Planning | 3 cr. hrs. |
| SWK 764 Social Service Administration | 3 cr. hrs. |
| XXX XXX Elective | 3 cr. hrs. |
| SWK 790A Field Practicum II | 6 cr. hrs. |
| SWK 793A Orientation to Field Practicum II | 0 cr. hrs. |
| Total | 15 cr. hrs. |

Semester IV (Spring)

| | |
|---|--------------------|
| SWK XXX Policy Elective | 3 cr. hrs. |
| SWK 765 Community Development | 3 cr. hrs. |
| SWK 797 Evaluative Research | 3 cr. hrs. |
| SWK 790B Field Practicum II | 6 cr. hrs. |
| SWK 793B Orientation to Field Practicum II | 0 cr. hrs. |
| Total | 15 cr. hrs. |
| Total Hours Required | 60 cr. hrs. |

COMMUNITY DEVELOPMENT**MINIMUM COURSE REQUIREMENTS****EXTENDED TIME****Semester I (Fall)**

| | |
|--|-------------------|
| SWK 626 Foundations of Human Behavior | 3 cr. hrs. |
| SWK 651 Introduction to Social Welfare Policy | 3 cr. hrs. |
| SWK 697 Research Methods I | 3 cr. hrs. |
| Total | 9 cr. hrs. |

Semester II (Spring)

| | |
|-----------------------------------|-------------------|
| SWK Policy Elective | 3 cr. hrs. |
| XXX XXX Elective | 3 cr. hrs. |
| SWK 698 Research Methods II | 3 cr. hrs. |
| Total | 9 cr. hrs. |

Semester III (Fall)

| | |
|--|-------------------|
| SWK 675 The Social Work Profession | 3 cr. hrs. |
| SWK XXX Elective | 3 cr. hrs. |
| SWK 690A Field Practicum I | 3 cr. hrs. |
| SWK 693A Orientation to Field Practicum I | 0 cr. hrs. |
| Total | 9 cr. hrs. |

Semester IV (Spring)

| | |
|--|-------------------|
| SWK XXX | 3 cr. hrs. |
| SWK 762 Community Organization | 3 cr. hrs. |
| SWK 690B Field Practicum I | 3 cr. hrs. |
| SWK 693B Orientation to Field Practicum I | 0 cr. hrs. |
| Total | 9 cr. hrs. |

Semester V (Fall)

| | |
|---|--------------------|
| SWK 763 Social Planning | 3 cr. hrs. |
| SWK 764 Social Service Administration | 3 cr. hrs. |
| SWK 790A Field Practicum II | 6 cr. hrs. |
| SWK 793A Orientation to Field Practicum II | 0 cr. hrs. |
| Total | 12 cr. hrs. |

Semester VI (Spring)

| | |
|---|--------------------|
| SWK 765 Community Development | 3 cr. hrs. |
| SWK 797 Evaluative Research | 3 cr. hrs. |
| SWK 790B Field Practicum II | 6 cr. hrs. |
| SWK 793B Orientation to Field Practicum II | 0 cr. hrs. |
| Total | 12 cr. hrs. |
| Total Hours Required | 60 cr. hrs. |

**COMMUNITY DEVELOPMENT
CONCENTRATION****MINIMUM COURSE REQUIREMENTS****ADVANCED STANDING****Semester I (Spring)**

| | |
|---|--------------------|
| SWK 639 Ethnicity | 3 cr. hrs. |
| SWK 762 Community Organization | 3 cr. hrs. |
| SWK 698 Research Methods II | 3 cr. hrs. |
| SWK XXX Elective | 3 cr. hrs. |
| Total | 12 cr. hrs. |

Semester II (Fall)

| | |
|---|--------------------|
| SWK 763 Social Planning | 3 cr. hrs. |
| SWK 764 Social Service Administration | 3 cr. hrs. |
| XXX XXX Free Elective | 3 cr. hrs. |
| SWK 790A Field Practicum II | 6 cr. hrs. |
| SWK 793A Orientation to Field Practicum II | 0 cr. hrs. |
| Total | 15 cr. hrs. |

Semester III (Spring)

| | |
|---|--------------------|
| SWK XXX Policy Elective | 3 cr. hrs. |
| SWK 765 Community Development | 3 cr. hrs. |
| SWK 797 Evaluative Research | 3 cr. hrs. |
| SWK 790B Field Practicum II | 6 cr. hrs. |
| SWK 793B Orientation to Field Practicum II | 0 cr. hrs. |
| Total | 15 cr. hrs. |
| Total Hours Required | 42 cr. hrs. |

**Other courses may be required upon examination of transcripts.*

PH.D. PROGRAM IN SOCIAL WORK

The Ph.D. Program in Social Work prepares students for leadership roles in social work, social welfare and in the field of family centered social work practice as educators, researchers, practitioners, administrators, and policy analysts. Special emphasis is placed on knowledge building for social work practice on behalf of diverse families, especially African-American families. The program prepares students for a scholarly role in social work education and practice, through its emphasis on theory building, research methods, and critical analysis of social policies, programs and practices that affect social work and social welfare.

The program is designed for students who are committed to social work values and ethics as well as scholarship, research, and teaching that foster social justice. It prepares students to discover, integrate, apply, communicate, disseminate and extend knowledge about social work practice and social welfare. A student's capacity to make significant original contributions to knowledge in a context of freedom of inquiry and expression is emphasized. Nationally prominent faculty with expertise in diverse areas of practice, research and teaching mentor students toward this end.

ADMISSION REQUIREMENTS AND PROCEDURES

Admission to the Ph.D. Program in Social Work is a highly selective process. The School recruits doctoral students who demonstrate high academic achievement, strong personal motivation, professional backgrounds of consistent growth and achievement and a commitment to contribute to expanding and disseminating tested knowledge for family-centered social work. The requirements for admission are as follows:

1. MSW degree, with a grade point average of 3.0 or higher on a 4.0 scale;
2. Two years of full-time, paid post-master's social work practice experience preferred;
3. Successful completion of a graduate course in research;
4. Successful completion of a graduate course in statistics;

5. Personal statement of career goals and research interests; and
6. Four letters of recommendation: one academic, one personal/professional, and two recent work references.

APPLICATION PROCESS

The procedures for completing the application process are as follows:

Application for Admission. The applicant must complete two application forms and return both with the appropriate fee to the School of Social Work. The deadline for filing an application to the doctoral program is March 1. Students are admitted once per year, in the fall semester.

Transcripts. The applicant must have two official transcripts from each college and/or university attended sent directly to the School of Social Work.

Graduate Record Examination (GRE). GRE scores are used as diagnostic criteria for admission.

Interview. The applicant may be invited for, or may request a personal interview with members of the Doctoral Admissions Committee.

References. The applicant is responsible for listing four references on the appropriate forms provided in the application packet and submit these to the school.

Personal Statement. The applicant must provide a written statement meeting the specifications, including career objectives, professional background, and preparation and qualifications for successful doctoral work.

Scholarly Writing. The applicant is required to submit examples of scholarly written work.

Application for Financial Aid. Teaching and research assistantships are available to full-time doctoral students. To be considered for financial aid or assistantships offered by the University, applicants must submit a financial aid application along with the application for admission. All awards are subject to the availability of funds.

The assessment of applications is the responsibility of the Doctoral Admissions Committee which considers each applicant's academic performance, quality and breadth of professional social work experiences, scholarly work, community service, personal statement of educational and career goals, letters of recommendation, and the personal interview.

There are two major objectives of the personal interview. For the applicant, the interview provides an opportunity to ask questions, gain information, and clarify plans for undertaking doctoral studies. For the committee, the interview offers an opportunity to raise questions that may stem from the written application and to deepen the impressions of the applicant's interest in, capacity for, and commitment to doctoral education in social work.

Applications for admission and all correspondence regarding the doctoral program should be directed as follows:

The Ethelyn R. Strong School of
Social Work
Ph.D. Program
Norfolk State University
700 Park Avenue
Room 123-B, Brown Hall
Norfolk, VA 23504

ADMISSIONS

Admission to the Ph.D. program in Social Work is granted on a space availability basis to students who meet all admissions requirements. Generally, coursework in the Ph.D. program can be completed in two calendar years of full-time study, although individual differences can be expected. All degree requirements, including the dissertation, must be completed within seven years of admission to the program.

Admitted students must complete a minimum of one-year residency prior to admission to candidacy for the Ph.D. Residency refers to full-time enrollment or a minimum of nine credit hours of graduate coursework each semester for two consecutive semesters.

Full-time students. Full-time student status requires a minimum course load of 9 credit hours each semester for four consecutive semesters. Students enroll in a 9 credit hour core curriculum during the first semester and

21 credit hour concentration curriculum, 12 credit hours of electives and 12 credit hours of dissertation work.

Part-time students. The School of Social Work has available a part-time program of doctoral study. Applicants for part-time status must meet all requirements for admission to the doctoral program. The number of part-time students admitted will be limited, according to an ongoing assessment of resources necessary to achieve program purposes and goals.

Provisional Admissions. An applicant may be admitted to the doctoral program on a provisional basis only in the case of failure to meet prerequisites for research and/or statistics. Provisional status is granted for one semester. Regular admission is granted upon completion

Of the prerequisites. Financial aid is not available to provisional students.

Transfer Credits. Transfer students are students who have been enrolled in a doctoral program in a college or university other than Norfolk State University. Transfer students must meet the same general admissions requirements. A maximum of 9 transfer credit hours may be granted for coursework completed in a doctoral program, upon approval of the Director of the Ph.D. program. Courses considered for transfer credit must satisfy the following criteria:

1. Have been completed in a doctoral program at an accredited institution;
2. Have been completed with a minimum grade of "B";
3. be compatible with the student's study program;
4. Not is a course completed through correspondence or an examination;
5. Have been completed within three years of the initiation of the request for the transfer credit, and
6. Not have been applied toward another degree.

INTERNATIONAL STUDENTS

International students are required to apply for admission to the Ph.D program similarly to any applicant. Foreign nationals must receive a minimum score of 550 on the test of English as a Foreign Language (TOEFL). The Educational Testing Service administers the TOEFL in testing centers all over the world. Normally, it is given four times per year. Students may obtain a TOEFL bulletin and registration forms at the nearest U.S. Embassy, Consulate, or U.S. Information Service or write to the following address:

Test of English as a Foreign Language
Educational Testing Service
P.O. Box 6155
Princeton, NJ 08541-6155
USA
1-609-771-7100
toefl@ets.org
<http://www.toefl.org>

CONTINUATION AND EXIT REQUIREMENTS

After admission, a student's continuation through the first two years of the Ph.D. Program in Social Work depends on successful completion of coursework. Successful completion of coursework is defined as maintaining a 3.0 cumulative grade point average each semester and earning no less than a "B" grade in each course of the student's study program.

Course Information. Courses meet weekly and participation in Blackboard activities are part of the course requirements. Students are expected to have access to a computer. Some examinations are done on the Blackboard site and students are required to participate.

Grades. Grades of B- and below do not meet the academic requirement for course work in the Ph.D. Program in Social Work. Failure to pass three courses with a grade of B or above will result in dismissal from the program.

Incomplete ("I") Grades. Students must remove an "I" grade by the end of the semester in which it was recorded. Students who fail to remove an "I" grade within the designated time frame will not be permitted to continue in the program. Students with "I" grades are not eligible to take the Comprehensive Examinations.

Comprehensive Examinations. At the conclusion of the second year of study, or when all coursework is completed, students are required to successfully pass written and oral comprehensive examinations. Comprehensive examinations assess students' mastery of knowledge and skills in core and concentration areas. Items assess competency in theory, research, and policy and the integration and application of these areas in family-centered practice.

The Doctoral Committee bears responsibility for the Comprehensive Examination process. If a student fails any portion of the examination, he or she may retake that portion of the examination the following semester. Failure to pass on retesting will result in the student's dismissal from the program.

Candidacy for the Ph.D. in Social Work. Successful completion of written and oral examinations qualifies the doctoral student for candidacy status. After achieving candidacy status, doctoral students must propose and complete a dissertation study under the direction of the five-member Dissertation Committee.

Dissertation. Completion of the Dissertation is the final requirement for the Ph.D. Social Work. The dissertation demonstrates the candidate's capabilities with respect to knowledge building that is relevant to the profession of social work.

Graduation. Candidates for the Ph.D. in Social Work must submit an application for graduation and follow all application guidelines contained in the Graduate Bulletin.

Withdrawal from a Course, the Program, the University. Students must follow the guidelines and procedures for withdrawals as outlined in the Doctor of Social Work Program policy manual. Students will receive a copy upon admission.

Appeal Process. The process for appeals by student is discussed in the Social Work Program policy manual. The Appeal process is consistent with the procedures of University and School.

Academic Honesty. Academic honesty includes adherence to guidelines established by the University, its schools and their facilities,

for the use of its libraries, its computers and other facilities.

MENTORSHIP PROGRAM

A special component of the doctoral program is the mentoring/advising system. A faculty mentor is assigned to each doctoral student. The academic mentor functions in a variety of roles, such as supporter, role model, academic advisor, research collaborator, advocate, and broker to professional networks. All mentors establish and maintain consistent formal and informal contact with their mentees.

Mentors assigned to students receiving teaching assistantships assist the students in developing their competence in university teaching. Mentors assigned to students receiving research assistantships focus on the students' competency in research. Generally, mentors provide assistance to doctoral students in various areas of professional preparation and scholarship, including teaching, research, scholarly writing and presentations, and professional leadership activities.

STUDENT HANDBOOK

Doctoral students receive two student handbooks. The Ph.D. Student Handbook contains detailed information concerning DSW program policies and procedures. Students also receive the general Student Handbook upon admission to the University. These handbooks contain information on rules of conduct, regulations, policies, and procedures for student life within the campus community. Other important documents made available to students are The University Catalog, The Norfolk State University Parking Regulations, Student Health Information Bulletin, The Business and Finance Bulletin, The Student Guide to Financial Aid, and current Registration bulletins.

COSTS AND FINANCIAL OBLIGATIONS

Tuition and Fees. Tuition and fees for doctoral students are the same as those for other graduate students. Direct payment may be made by cash, certified check, cashier's check, and money order, Master Card or Visa. A payment plan is offered through Campus Partners.

The registration invoice must be validated upon completion of registration. A complete breakdown of tuition and fees is presented in

the Student Services section of this Bulletin and in the Registration Bulletin.

Refund Policy. Refunds due as a result of direct overpayment or reduction in course load will be processed upon receipt of a refund request in the General Student Financial Services Office. The refund process begins after the add/drop period ends and requires five to seven working days. A student who presents a check or money order in an amount in excess of his/her obligation to the University should expect to receive the difference in the form of a University check within five working days. All refund checks will be mailed. Refunds, Withdrawals and Refunds, and Pro-Rata Refund Policies are described in the Registration Bulletin.

Parking. On campus parking is available for doctoral students with a valid Norfolk State University Identification card. A parking fee and a parking permit are required.

FINANCIAL AID

Financial aid is provided through the Financial Aid Office of the University. Procedures for filing an application for financial aid are described in the Student Services section of this Graduate Bulletin.

Teaching and Research Assistantships.

Teaching and research assistantships are available to full-time students. These assistantships are designed to support full-time study and include a stipend plus tuition. Assistantships are generally granted for three years of doctoral study. Students may apply for assistantships when they apply for admission to the doctoral program. A personal interview is required.

PH.D. CURRICULUM

Curriculum Credits Required for Degree.

Fifty-four hours are required for the Doctor of Social Work degree.

CORE CURRICULUM

Students are expected to have the Master of Social Work degree and a background in social work. Thus, core courses are designed to review, frame, and expand social work knowledge and competencies. The core curriculum consists of one nine credit hour semester requiring the following courses:

Course Descriptions**SWK 811****Social Work****Practice Theory****Three Credits**

This course examines the epistemological bases for social work practice. It focuses on the nature and types of practice theory and examines the relationship among perspectives, paradigms, conceptual frameworks, and practice models through examples in current practice.

SWK 813**Research in Social Work I****Three Credits**

This course emphasizes the place of research in theory development in social work. It includes understanding of the philosophy of science, research design, logic and data analysis and statistical procedures as related to knowledge building. Practical aspects of conducting research, questionnaire construction, and content analysis are covered. This course also examines the contributions and limitations of both qualitative and quantitative methodologies.

SWK 814**Social Welfare Policy I****Three Credits**

This course uses the social work perspective to develop conceptual frameworks for the critical analysis of social welfare policies in response to historical and contemporary needs and problems. Primary emphasis is on the impact of policies relative to social work practice, needs and resources.

CONCENTRATION CURRICULUM

After successful completion of the core curriculum, students enroll in the Family-Centered Practice Concentration Curriculum. The course work provides content on the family as a system and social policies and research methodologies for family practice and research. Additionally, the curriculum covers the impact of social, economic, and political environments on African American and other culturally diverse families, particularly those that are disadvantaged and at risk. The Family-Centered Practice Concentration Curriculum emphasizes the development of knowledge through theory and research that build on a strengths perspective. The course requirements for the concentration curriculum are listed below:

Course Descriptions**SWK 816****Research in Social Work II****Three Credits**

This course reviews the foundation and theory underlying statistical methods and basic statistical analysis. It emphasizes the issues, logic, and designs in research, particularly those that contribute to testing, revising, and generating theory for family-centered social work practice. Knowledge of statistical procedures, computer technology, and qualitative and quantitative designs for dissertation research are covered.

SWK 817**Social Welfare Policy II****Three Credits**

This course focuses on the historical and current issues which affect policy both in the context of the United States and in comparison with other countries. It considers such issues as family values, the definition and goals of family policy, the role of government in relation to the family, and the effects of current and future trends in family policy on families and on social work practice.

SWK 818**Seminar:****Family in Context****Three Credits**

This course will develop students' independent integration and application of curriculum concepts with a focus on their applicability to the historical and contemporary socio-cultural concepts of families. Multicultural, social change, economic and political variables, and theoretical frameworks are examined in relation to their impact on family needs and resources. Additionally, it examines the impact that the social, economic, and political environments have upon African American and other culturally diverse families, particularly those that are disadvantaged and at risk.

SWK 819**Advanced Research Methods Three Credits**

This course instructs doctoral students in the methods and modalities of research that build upon and extend the knowledge they acquired in earlier courses. It examines critical issues in research including measurement and validity; research designs for answering complex theoretical issues; and research approaches used for systematic theory building and testing and knowledge development. Methods and issues involving secondary data and their analysis, including archival sources, are addressed. Research inquiry into systems that influence family practice and policies also are addressed. Content will include techniques and strategies for writing research proposals, reporting data, funding research, and publishing.

SWK 820**Seminar: Ethnic Minority Families Three Credits**

This course develops students' independent integration and application of family centered practice theory and research with a focus on diverse families. The emphasis is on the current relevance of the knowledge base for practice with or on behalf of ethno-culturally diverse, especially African American families. It emphasizes the development of knowledge through theory and research that build on the strengths to empower these families.

SWK 821**Multivariate Analysis and Statistical Modeling Three Credits****Prerequisite: SWK 813 Research in Social Work**

This course focuses on multivariate methods of data analysis. Multiple regression, canonical correlation, discriminate analysis, factor analysis, causal modeling etc., are among the methods that are covered. Students will be taught the underlying nature, meaning, complexity and utility of multivariate analysis, in relation to complex research problems in social work. This course provides opportunities for computer analysis of the above techniques.

SWK 910**Dissertation Seminar Three Credits**

This course is designed to assist students in planning, conducting, and reporting dissertation research. It covers the role and selection of the dissertation committee, dissertation guidelines, including preparation of the dissertation proposal, practical considerations in conducting dissertation research, and the preparation and defense of

the dissertation report. Topical areas of social work research and publication guidelines are covered also.

PH.D CURRICULUM SEQUENCE**YEAR I****Fall Semester****Course**

| | |
|--|-------------------|
| SWK 811 Social Work | 3 cr. hrs. |
| SWK 813 Research in Social Work I | 3 cr. hrs. |
| SWK 814 Social Welfare Policy | 3 cr. hrs. |
| Total | 9 cr. hrs. |

Spring Semester

| | |
|--|-------------------|
| SWK 816 Research in Social Work II..... | 3 cr. hrs. |
| SWK 817 Family Policy | 3 cr. hrs. |
| SWK 818 Seminar: The Family in Context..... | 3 cr. hrs. |
| Total | 9 cr. hrs. |

YEAR II**Fall Semester**

| | |
|--|--------------------|
| SWK 819 Advanced Research Methods..... | 3 cr. hrs. |
| SWK 820 Seminar: Ethnic Minority Families | 3 cr. hrs. |
| SWK XXX Social Work Elective..... | 3 cr. hrs. |
| XXX XXX Free Elective | 3 cr. hrs. |
| Total | 12 cr. hrs. |

Spring Semester

| | |
|--|--------------------|
| SWK 821 Mult. Analysis and Stat. Modeling | 3 cr. hrs. |
| SWK XXX Social Work Elective..... | 3 cr. hrs. |
| XXX XXX Free Elective | 3 cr. hrs. |
| SWK 910 Dissertation Seminar | 3 cr. hrs. |
| Total | 12 cr. hrs. |

YEAR III**Fall Semester**

| | |
|-------------------------------------|------------|
| SWK 999A Doctoral Dissertation | 6 cr. hrs. |
|-------------------------------------|------------|

Spring Semester

| | |
|-------------------------------------|--------------------|
| SWK 999B Doctoral Dissertation | 6 cr. hrs. |
| Total | 12 cr. hrs. |
| Total Hours Required | 54 cr. hrs. |

SWK 999A**Dissertation Six Credits**

Candidates for the degree of Doctor of Social Work are required to plan, carry out, and report the results of an original, independent study in the form of a doctoral dissertation. Candidates are required to maintain continuous enrollment until completion of all dissertation requirements. SWK 999A is the first dissertation course.

SWK 999B**Dissertation****Six Credits**

This is the second dissertation course. Students are required to defend the dissertation proposal and research study. The dissertation committee has the responsibility for recommendations, evaluations, and decisions about the dissertation proposal, study, and manuscript and the committee conducts the final oral defense of the dissertation.

**MASTERS OF ARTS DEGREE
IN URBAN AFFAIRS**

Description

The Graduate Program in Urban Affairs, which leads to the Master of Arts degree, is located at the Virginia Beach Higher Education Center in Virginia Beach, Virginia. It is a multidisciplinary program, utilizing the resources of the Social Science disciplines.

Admission Requirements

For admission to the graduate program in Urban Affairs, the applicant must fulfill the requirements established by the Graduate Council of Norfolk State University and the Admissions Committee of the Urban Affairs Program. The requirements for admission are as follows:

1. A baccalaureate degree from an accredited college or university, or equivalent qualifications for a foreign student.
2. A minimum overall undergraduate Grade Point Average (G.P.A.) of 2.5 on a 4.0 scale.

Application

1. Application form and a \$35.00 non-refundable application fee (certified check or money order made payable to Norfolk State University).
2. Three written letters of recommendation from faculty members familiar with the applicant. Applicant's current employer's recommendation (if current job is related to urban affairs) may be substituted for one of the faculty letters.
3. One official transcript from each college and/or university attended (unless one transcript reproduces all others).
4. Statement of professional interest and goals.

All application materials should be sent to the following address:

Office of Graduate Studies
Norfolk State University
700 Park Avenue
Norfolk, VA 23504

Applicants are admitted to study at the graduate level in one of two classifications: degree seeking (regular) and non-degree seeking.

Degree Status. To be admitted as a degree candidate a student must hold a baccalaureate degree from an accredited institution with a minimum overall grade point average of 2.50 on four point scale.

Non-Degree Status. (1) Non-degree status is reserved for (1) those individuals who meet all requirements for regular admission but who do not seek to take courses leading to a particular degree, and (2) those students who hold a baccalaureate degree from an accredited institution but whose academic record reflects less than the required minimum G.P.A. for regular admission. Such persons may be admitted as non-degree seeking students. However, upon completion of nine (9) semester hours of coursework with a "B" or better grade point average, the non-degree student may petition for a change to regular admission status. The change in status does not imply that all coursework completed will be automatically applied to the degree requirements, since the courses may have been taken on a non-credit basis. Generally, a maximum of nine (9) credit hours may be applied toward degree requirements.

Application Deadline:

The deadline for the fall term is March 1. October 1 is the deadline for the spring term.

Application Review

Applications are reviewed by a program committee. A decision on admission status is sent to the Office of Graduate Studies.

Persons seeking additional information may write, call or email:

Dr. Curtis Langley, Urban Affairs Program
700 Park Avenue
Norfolk, Virginia 23504
Phone: (757) 823-8436
ctlangley@nsu.edu

Degree Requirements**TIME LIMIT**

A student matriculating in a master's degree program at Norfolk State University will be expected to complete all requirements for his/her degree within a four (4) calendar-year period.

THESIS

Each student is expected to write a thesis. The thesis must involve a significant problem and be demonstrative of the student's competency in research methods. It is necessary that the student (candidate) be enrolled in the Graduate Program of Urban Affairs during the Thesis Defense Presentation.

CREDIT HOURS

The thirty-six (36) credit hour curriculum consists of two parts: core courses (24 hours) and areas of concentration, including electives, (12 hours).

CORE COURSES

| | |
|--|------------|
| UAF 570 Introduction to Urban Studies..... | 3 cr. hrs. |
| UAF 611 Urban Problems in Contemporary America | 3 cr. hrs. |
| UAF 690 Advanced Seminar: Urban Policy Analysis and Program Evaluation | 3 cr. hrs. |
| UAF 693 Urban Community Placement | 3 cr. hrs. |
| UAF 697 Urban research Methods I | 3 cr. hrs. |
| UAF 698 Urban Research Methods II | 3 cr. hrs. |
| UAF 699 Thesis | 6 cr. hrs. |

***CONCENTRATION COURSES IN
HUMAN RESOURCES, PLANNING,
ADMINISTRATION**

| | |
|--|------------|
| UAF 575 Information Systems and Urban Administration Research and Evaluation | 3 cr. hrs. |
| UAF 614 Structured Models for Urban Action | 3 cr. hrs. |
| UAF 616 Executive Management and Leadership | 3 cr. hrs. |
| UAF 620 Housing and Redevelopment Policy in Urban Change | 3 cr. hrs. |
| UAF 660 Urban Administration | 3 cr. hrs. |

| | |
|---|------------|
| UAD 661 Urban Finance Administration | 3 cr. hrs. |
|---|------------|

** A student needs to complete 4 of the 6 courses to meet the concentration requirements.*

COURSE LOAD

A full-time graduate student enrolled during an academic year is permitted to carry a class load of nine (9) to twelve (12) credit hours per semester, and six (6) credit hours during the Summer Session. To be considered in full-time study, the student must be registered for nine (9) or more credit hours each semester during the academic year. Any departure from these regulations must be approved by the Departmental Graduate Coordinator.

TRANSFER CREDIT

A maximum of six (6) semester hours may be allowed as transfer credit for students who have completed graduate courses at Norfolk State University and other accredited institutions. These credits should have been taken during the last five years and should not have been previously applied to a degree at another institution. Decisions regarding transfer of credit will be made by the Coordinator of the Graduate Program in Urban Affairs.

WITHDRAWAL FROM COURSES

A graduate student may officially withdraw from a course in accordance with the dates stipulated in the University Calendar. To withdraw, a student must file a withdrawal petition provided by the Graduate Office.

**ADVANCEMENT/ADVISEMENT AND
EVALUATION**

Incoming students to the graduate program are expected to identify with a specialization. A faculty member is assigned to advise the student and monitor his/her progress and performance during the tenure in the program. All candidates for the M.A. degree in Urban Affairs are expected to maintain a minimum of a 3.0 cumulative index out of a possible 4.0. The grades are reviewed by the program head after each semester. In cases of sub-standard performance, actions are initiated. These include warning, probation, and termination. Decisions which would result in

termination of a student in the Graduate Program require the review and confirmation of a majority of the faculty on the screening subcommittee.

APPLICATION FOR DEGREE

Prospective graduates should see the University Calendar for the deadline for filing an application for graduation. Applications must be filed in the program office. The application for graduation form will initiate clearance toward graduation by the Graduate Coordinator and the Registrar. The student is asked to pay the graduation fee at the time that he/she files the application. If all requirements for the degree are not met at the end of the last semester or summer session's work, the student will be required to file an update with the Graduation Audit Office in order that the corrected date is reflected on the diploma.

HUMAN RESOURCES PLANNING AND ADMINISTRATION

CURRICULUM

CORE COURSES

| | | |
|---------|---|------------|
| UAF 570 | Introduction to Urban Studies..... | 3 cr. hrs. |
| UAF 611 | Contemporary Problems In Urban America..... | 3 cr. hrs. |
| UAF 697 | Urban Research Methods I..... | 3 cr. hrs. |
| UAF 698 | Urban Research Methods II..... | 3 cr. hrs. |
| UAF 690 | Advanced Seminar: Policy Analysis and Program Development | 3 cr. hrs. |
| UAF 693 | Urban Community Field Placement..... | 3 cr. hrs. |
| UAF 699 | Thesis | 6 cr. hrs. |

First Semester Courses

| | | |
|---------|------------------------------------|------------|
| UAF 570 | Introduction to Urban Studies..... | 3 cr. hrs. |
| UAF 611 | Contemporary Problems | 3 cr. hrs. |
| UAF 697 | Urban Research Methods I..... | 3 cr. hrs. |

Second Semester Courses

| | | |
|---------|---------------------------|------------|
| UAF 698 | Research Methods II | 3 cr. hrs. |
| UAF 614 | Structural Model | 3 cr. hrs. |
| POS 660 | Urban Administration..... | 3 cr. hrs. |

Third Semester Courses

| | | |
|---------|------------------------------------|------------|
| UAF 616 | Executive Mgt. and Leadership..... | 3 cr. hrs. |
| POS 661 | Urban Finance Administration..... | 3 cr. hrs. |

Fourth Semester Courses

| | | |
|---------|--|------------|
| UAF 620 | Housing and Redevelopment Policy..... | 3 cr. hrs. |
| UAF 575 | Information Systems and Urban Administration Research and Eval. | 3 cr. hrs. |

Fifth Semester Courses

| | | |
|---------|---|------------|
| UAF 690 | Advanced Seminar: Policy Analysis | 3 cr. hrs. |
|---------|---|------------|

Sixth Semester Courses

| | | |
|---------|--------------------------------------|------------|
| UAF 693 | Urban Community Field Placement..... | 3 cr. hrs. |
| UAF 699 | Thesis | 6 cr. hrs. |

ANNOUNCEMENT OF COURSES

The following courses constitute the curricula of the Graduate Program in Urban Affairs. Courses at the 500 level may be taken by both senior level undergraduate and graduate students.

UAF 570 INTRODUCTION TO URBAN STUDIES

Three Credits

This course is designed to provide insights into the occurrence of urbanization and focuses on the transformations of communities from rural to urban. Basic definitions of urban studies are introduced along with the nature of contemporary urban problems: historical and more recent involvements of governmental jurisdictions in urban problem-solving; competitive recommendations for a national urban policy; and character and problems of current urban research activities.

UAF 575
INFORMATION SYSTEMS
AND URBAN ADMINISTRATION,
RESEARCH AND
EVALUATION

Three Credits

This course is designed as an introductory course in data processing, as related to urban administration. The student will be made aware of the various usages of the computer in administrative decision-making, conduction of research studies, and in program evaluation. Advantages and disadvantages of the computer will be investigated, and different languages and canned programs will be introduced.

UAF 611
URBAN PROBLEMS
IN CONTEMPORARY
AMERICA

Three Credits

This course focuses upon the impact of the urban problems in urban centers. It provides critical analyses of the nature of contemporary urban problems, including opposing views and definitions of the "Urban Crisis;" attempts to distinguish specific "Urban Problems" from the more general social problems manifested mostly in urban areas. Special examinations will be made of significant research performed in order to analyze major urban issues.

UAF 614
STRUCTURAL MODELS
FOR URBAN ACTION

Three Credits

This course provides practice in studying urban settlements with a view of understanding the relatively stable structures setting limits on community public action. The sociological, political, economic, and other commonly used models of "community power" and other structures are briefly studied, followed by a comparative analysis of surveys in different communities and areas. Emphasis is placed upon the structural design for relevant action by urban policy professionals.

UAF 616
EXECUTIVE MANAGEMENT
AND LEADERSHIP

Three Credits

This course explores the appropriate roles of urban executives and administrators in determining and realizing democratic goals and in fostering the values of responsible societies. Consideration will be given to executive managerial objectives, functions, means toward ends, organization and resources in achieving program objectives, the exercise of leadership, decision-making, motivation, and management of conflict. Comparisons are drawn among

administrative roles at different levels and in varying national cultural environments.

UAF 620
HOUSING AND
REDEVELOPMENT POLICY
IN URBAN CHANGE

Three Credits

This course involves a comparative review of housing legislation, urban renewal, and related community development among selected nations. Policy and program development is analyzed to identify the bases of public support. Particular attention is given to the social, economic, and political forces directed toward the amelioration of urban ills. Urban administrators are viewed as both initiators and implementers of public policy, in addition to being advocates and initiators of new policies and programs.

UAF 697
URBAN RESEARCH
METHODS I

Three Credits

This course focuses on the research design method of data collection and problems of measurement.

UAF 698
URBAN RESEARCH
METHODS II

Three Credits

This course focuses on data reduction, analysis, interpretation, application and utilization of data.

UAF 690
ADVANCED SEMINAR: URBAN
POLICY ANALYSIS AND
PROGRAM DEVELOPMENT

Three Credits

An overview of urban processes through the utilization of general systems theory and the applied tools of systems analysis is explored. Critical review of major contemporary issues of the city as a system, and an evaluation of the potentials of the most significant dimensions of policy making are dealt with. Developing skills in the critical evaluation of applied methodologies and program formulation and assisting in the determination of organizational effectiveness are also major consideration.

UAF 693
URBAN COMMUNITY
FIELD PLACEMENT

Three Credits

Each student in the Urban Affairs program, who has not had or is not presently involved in related work experience is expected to expend a designated period of time in field placement at a government or private industry or service agency. The purpose is to provide or continue

practical experience, to test academic models, to participate in inter-group experiences, and to develop skills related to the day-to-day agency functions in the delivery of human services.

UAF 699**THESIS (REQUIRED) Six Credits**

Thesis research is an individual research project and is required of all students for graduation. It is designed to provide students with the opportunity to study empirical or historically social problems and their impact on urban living. The thesis process requires students' developing both a problem statement and a research design, analyzing and summarizing numerical data, and reaching a justifiable conclusion. Policy implications/recommendations are also expected.

POS 660**URBAN****ADMINISTRATION Three Credits**

A survey of relevant popular and scholarly literature on the administration of municipalities. The first half of the course will be devoted to the critical examination of theories relative to some general themes of the urban area. The second half will be devoted to the examination of empirical observations, or practical examples of attempts to apply these theories to concrete situations.

POS 661**URBAN FINANCE****ADMINISTRATION Three Credits**

A course covering administrative opportunities and implications of the municipal budgetary process. It includes an analysis of financial conditions, financial reporting, the programming of service improvement, debt administration, and the financing of local government service improvement through municipal taxation and other revenue measures. Fiscal problems and principles relevant to budgetary control and accountability in various types of local government are considered.

SECONDARY EDUCATION AND SCHOOL LEADERSHIP

**Dr. Melendez O. Byrd, Department Chair
(757) 823-8178**

The Department of Secondary Education and School Leadership in the School of Education at Norfolk State University seeks to address the professional development needs of both in-service and pre-service educators. The

Department historically has focused its attention principally on those educational issues germane to the urban experience; however, in this rapidly changing Age of Information, Secondary Education and School Leadership has, in the last few years, expanded its purview and globalized its perspective. The intention is to provide students with the types of broad-based learning experiences that engender standards of excellence and equity as preparation for leadership in the classroom and the educational setting. The Department is committed to infusing technology and diversity throughout all of its programs.

Secondary Education and School Leadership has several state endorsements, initial teacher certification and re-certification degree-seeking (and non-degree seeking) programs, namely the Master of Arts in Teaching (MAT) degree program, the Master of Arts in a Subject Area Concentration (MASAC) degree program, the Master of Arts in Urban Education degree program, and the Graduate Non-Degree Teacher Certification program.

ADMISSIONS

For admission to any of the degree or non-degree-seeking programs in the Department of Secondary Education and School Leadership, each applicant should submit the following to Graduate Admissions:

- Graduate application
- An official transcript for each university attended
- Three letters of recommendation (see SESL Entrance Packet)
- Evaluation Forms (Principal Preparation and Curriculum Development Program candidates only, See SESL Entrance Packet)
- An active Teaching License and 3 years of Teaching Experience (only for Principle Preparation and Curriculum Development Program candidates)
- PRAXIS test scores (only for initial teacher certification seekers)
- A personal statement

- Certificate of Preliminary Endorsement (for MAT, MASAC and Teacher Certification Candidates)
- Interview (for advanced licensure candidates)
- All candidates must have a Baccalaureate degree from an accredited college or university.
- A minimum grade point average (GPA) of 2.75 for the last 60 credit hours of undergraduate work and a cumulative GPA of 2.50
- A non-refundable application processing fee of \$35.00
- Baccalaureate degree from an accredited college or university

NON-DEGREE STATUS

The non-degree status is also available to students not wishing to work toward a degree, but who wish to take courses only. In addition, applicants unable to meet the minimum GPA or immediate acceptance into a degree seeking program may opt to be admitted as a non-degree student, provided the committee (or the department head) sanctions it. Non-degree students may petition for a change in status after completing nine (9) credit hours with a cumulative GPA of 3.0 or better and approved by a faculty advisor.

TRANSFER CREDIT

Students who are admitted with prior graduate study may transfer a maximum of six semester hours or the equivalent in quarter credit hours. Those courses submitted for transfer must have a grade of "B" (3.0) or better and must have similar course descriptions as those offered in the curriculum. Students wishing to receive transfer credits must do so within the first semester following acceptance. Requests submitted after the first semester may not be accepted.

INDEPENDENT STUDY CREDIT

Students are permitted to take up to six (6) credit hours of independent study. However, this does not include independent study research option UED 791 and UED 792.

DEGREE PROGRAMS

Master of Arts in Teaching (MAT)

The MAT is a (39) thirty-nine credit hour initial teacher certification program, which enables its candidates to receive a Masters degree and certification in a content area and be qualified to teach in the Commonwealth of Virginia (candidates must pass the Praxis exam). Candidates must have a baccalaureate degree in the arts and sciences in one of the nine certified teaching areas: Fine Arts, Biology, Chemistry, Physics, Earth Science, English, History, Music, and Mathematics.

Before an applicant's admission to the program, each candidate's application will be thoroughly scrutinized by an Admissions Committee within the Department of Secondary Education and School Leadership. In addition, each candidate must take the following professional education core courses as prescribed in the respective area:

| | |
|--|------------|
| UED 505 Teaching Strategies for Content Reading..... | 3 cr. hrs. |
| UED 510 Foundations of Education..... | 3 cr. hrs. |
| UED 599 Teaching Internship | 9 cr. hrs. |
| UED 610 Advanced Educational Psychology | 3 cr. hrs. |
| UED 636 Instruction and Classroom Management..... | 3 cr. hrs. |
| UED 637 Curriculum Development | 3 cr. hrs. |
| UED 691 Research and Writing | 3 cr. hrs. |
| (12 or more credits in content area) | |

For information on the subject-specific courses needed to complete the program, applicants should consult with the academic advisor for the MAT program or call the office of Secondary Education and School Leadership for an MAT brochure and curriculum sheet. The number for that office is (757) 823-2926.

Master of Arts in a Subject Concentration Area (MASAC)

The MASAC is a (36) thirty-six credit hour degree program which serves the needs and interests of in-service teachers teaching in the arts or the sciences. This degree program is designed to help in-service teachers meet Virginia state guidelines for re-certification in the subject area in which they are certified to teach as well as prepare them to earn the Master's degree.

There are nine subject concentration areas available, namely: Fine Arts, Biology, Chemistry, Physics, Earth Science, English, History, Music, Mathematics, and Algebra. MASAC candidates will be required to take (15) fifteen graduate credit hours of professional education courses and (15) fifteen graduate credit hours in their respective subject concentration area. The remaining (9) nine graduate credit hours will be satisfied in the research component.

For more information regarding the subject-specific courses and the research option needed to complete MASAC, applicants should consult with the MASAC coordinator or call the office of Secondary Education and School Leadership for a curriculum sheet. The number for that office is (757) 823-2926.

Master of Arts in Urban Education

Administration and Supervision
PreK-12

Principle Preparation

The principle preparation segment of the Administrative and Supervision PreK-12 is designed to prepare the candidate to be an effective assistant principle or principle. Candidates must have at least three years of certified teaching experience. They must submit three evaluation forms from the appropriate school leader, documenting the applicant's ability and potential to be an effective principal or assistant principle. Applicants already holding a master's degree may receive the endorsement without pursuing the research option or the pre-requisite research course. However, they will need to complete all other courses, including the Externship and the Comprehensive Exam. The program is divided into three parts: Theory, Practice, and Research with a primary goal to prepare our students to becoming competent,

compassionate, cooperative and committed leaders. All individuals who are seeking an endorsement authorizing them to serve as principals and assistant principals will be required to take the state School Leaders Licensure Assessment (SLLA), a requirement in Virginia. Current state requirements allow an individual to take the SLLA in lieu of the internship in administration and supervision, with a cut-score of 165 or higher. The sequence of courses is as follows:

Part 1

| | |
|--|-----------|
| UED 617 Organization Behavior in a Multicultural Society | 3 cr. Hrs |
| UED 637 Curriculum Development | 3 cr. Hrs |
| UED 630 School and Community Relations | 3 cr. Hrs |
| UED 681 Personnel Management and Staff Development | 3 cr. Hrs |
| UED 783 Externship/Issues Analysis | 3 cr. Hrs |

Part 2

| | |
|---|-----------|
| UED 641 Supervision and Evaluation Of Instruction | 3 cr. Hrs |
| UED 671 School Finance | 3 cr. Hrs |
| UED 670 School Law | 3 cr. Hrs |
| UED 610 Advanced Educational Psychology and Learning Theory | 3 cr. Hrs |
| UED 691 Research and Writing | 3 cr. Hrs |
| UED 791 Independent Study I | 3 cr. Hrs |
| UED 792 Independent Study II | 3 cr. Hrs |

Comprehensive Exam

Part 3

| | |
|-----------------------|-------------------|
| UED 793 Internship I | 3 cr. Hrs |
| UED 794 Internship II | 3 cr. Hrs |
| Total | 42 cr. Hrs |

Curriculum Development and Supervision

The Curriculum Development and Supervision degree-program designed for in-service teachers and/or school staff personnel who wish to be endorsed as a curriculum leader/specialist/supervisor or the equivalent. Candidates must take the following courses as well as the nine credit research component:

| | |
|--|------------|
| UED 630 School and Community Relations..... | 3 cr. hrs. |
| UED 610 Advanced Educational Psychology and Learning Theory..... | 3 cr. hrs. |
| UED 617 Organizational Behavior in a Multicultural Society | 3 cr. hrs. |
| UED 637 Curriculum Development | 3 cr. hrs. |
| UED 641 Supervision and Evaluation | |

| | |
|---|------------|
| of Instruction..... | 3 cr. hrs. |
| UED 671 School Finance..... | 3 cr. hrs. |
| UED 670 School Law | 3 cr. hrs. |
| UED 681 Personnel Management and Staff Development | 3 cr. hrs. |
| UED 691 Research and Writing | 3 cr. hrs. |
| UED 791 Independent Study I | 3 cr. hrs. |
| UED 792 Independent Study II | 3 cr. hrs. |
| UED 793 Internship I..... | 3 cr. hrs. |
| UED 794 Internship II..... | 3 cr. hrs. |

School Counseling PreK-12

The thirty-nine (39) credit hour Professional School Counseling program is designed for candidates who plan to serve as school counselors in educational organizations. This counseling program requires that its candidates conduct research and participate in a minimum of 400 hours of clinical experience, preK-12. Candidates may be required to take a comprehensive examination.. The courses that a candidate must take are listed as follows:

| | |
|--|--------------------|
| UED 610 Advanced Educational Psychology and Learning Theory..... | 3 cr. hrs. |
| UED 621 Principles of Guidance Applied..... | 3 cr. hrs. |
| UED 622 Urban Counseling and Psychotherapy | 3 cr. hrs. |
| UED 626 Organization and Administration of Urban Guidance | 3 cr. hrs. |
| SPE 512 Legal & Ethical Topics in Special Education..... | 3 cr. hrs. |
| UED 632 Human Relations Development and Group Counseling | 3 cr. hrs. |
| UED 645 Testing and Individual Appraisal Counseling | 3 cr. hrs. |
| UED 670 School Law | 3 cr. hrs. |
| UED 677 Principles of Career Development..... | 3 cr. hrs. |
| UED 691 Research and Writing | 3 cr. hrs. |
| UED 791 Independent Study I | 3 cr. hrs. |
| UED 792 Independent Study II | 3 cr. hrs. |
| UED 793 Internship (School Counseling)..... | 3 cr. hrs. |
| Total | 39 cr. hrs. |

**NAVAL BASE COMMUNITY
COUNSELING PROGRAM**

Dr. Curtis Blakely, Program Coordinator
(757) 823-9260 or (757) 489-8516

The Naval Base Community Counseling Program is intended to meet the needs of those

candidates who have an interest in agency-based counseling (not school counseling). This particular program does not offer licensure or certification for candidates to operate in the public school system and thus, does not adhere to the same admission or exit requirements outlined in the PreK-12 Professional School Counseling Program (housed on the campus of NSU). Switching programs is not recommended or encouraged. Questions about transitioning should be directed to the program coordinator. The sequence of courses is as follows:

| | |
|--|--------------------|
| UED 621C Principle of Guidance | 3 cr. hrs. |
| UED 630C School and Community Relations | 3 cr. hrs. |
| UED 610C Advanced Educational Psychology..... | 3 cr. hrs. |
| UED 623C Student Personnel Services | 3 cr. hrs. |
| UED 632C Human Relations Development and Group Counseling | 3 cr. hrs. |
| UED 645C Evaluation and Instruction | 3 cr. hrs. |
| UED 626C Organization and Administration of Urban Guidance | 3 cr. hrs. |
| UED 622C Urban Counseling and Psychotherapy | 3 cr. hrs. |
| UED 691C Research and Writing .. | 3 cr. hrs. |
| UED 791C Independent Study I..... | 3 cr. hrs. |
| UED 792C Independent Study II ... | 3 cr. hrs. |
| UED 793C Internship | 3 cr. hrs. |
| Total | 39 cr. hrs. |

COURSE DESCRIPTIONS

UED 510

Foundations of Education Three Credits

This course is designed to be an integrated observation and synthesis of how sociopolitical ideologies and practices (motivated by religion, economics, or culture) impinge historically on the nature of schooling in America.

UED 512

Cultural Pluralism: Educational Policy and Curricula Three Credits

In this course students will gain hands-on experience in working with the complexity of the school as a multicultural organization. The focus will be on developing effective group interactions and the quality of diversity in the school as an organization. Strategies for cultural understanding and working

relationship with diverse groups will be explored.

UED 605
Growth and Development
of the School Age Child **Three Credits**

This course serves as an examination of the nuances of growth and development in school age children from birth to adolescence within the context of schooling. It examines the teaching practices that facilitate learning development for all students.

UED 610
Advanced Educational Psychology and
Learning Theory **Three Credits**

This course is designed to analyze the nature and range of human characteristics through the study of principles and procedures in evaluating student growth in skills, attitudes and understanding. Participants will conduct in-depth study into moral development, values clarification and perceptual and cognitive factors in learning and reading. Emphasis is placed on the application of the theories and principles to develop curricula and to validate programs in urban education.

UED 617
Organizational Behavior in a
Multicultural Society **Three Credits**

This course is intended to provide the participants with an understanding of the structure and dynamics of the school as an organization in a multicultural society. A knowledge base founded in the works of Kolb, Vroom, McClelland, Likert, Boyatzis, Schein, Bennis and other researchers and theorists will serve as a guide to students' understanding the complexity of an organization. Participants will gain self-understanding by using Kolb's conceptual model of concrete experience, reflective observation, abstract conceptualization and active experimentation. The participants will gain insights into their role in the organization through hands-on experiences in the functions of the school as a social organization.

UED 621
Principles of Counseling **Three Credits**

This course is intended to give the beginning counselor an understanding of counseling theory and strategies. It is intended to aid the prospective counselor in establishing a view of counseling based on a firm foundation supported by acknowledged theories of counseling. In addition, the student will develop skills to work with families,

individuals, and crisis interventions. Participants will gain an understanding of the counseling theories used in psychodynamic approaches, humanistic, cognitive, and behavioral genres.

UED 622
Theories, Techniques, and
Practice of Urban

Counseling Psychotherapy **Three Credits**
This advanced course in Urban Guidance and Counseling is part of the Urban Education core. It introduces, analyzes, and evaluates the use of various counseling and psychotherapy theories and models. Among the theories that will be examined are Reality Therapy Model of William Glasser, Robert Carkhuff, Transactional Analysis, Gestalt Therapy, and psycho-cybernetics.

UED 623
Student Personnel Services:
Urban Counseling **Three Credits**

This course provides an in-depth examination of the philosophy and principles underlying guidance and pupil personnel services, and contemporary problems confronting rural, urban, and suburban students. A comprehensive review of guidance problems in urban areas as well as techniques and resources will be observed. This course will also examine (1) testing in urban (rural and suburban) guidance problems; (2) guidance and integrated education; (3) the counselors testing and role models in urban career guidance, and (4) the counselor as student advocate.

UED 624
Elements of Research **Three Credits**

This course is designed primarily to assist graduate students in Education and in the Behavioral Sciences to develop those skills necessary for conducting scholarly research. Among others, the skill areas associated with research are problem identification, population sampling, hypothesis formulation and testing, data collection and analysis, development of research designs and the use of various statistical routines. Although this course is not a prerequisite to Research and Writing (UED 691) it will enable students to concentrate on research and writing rather than to have to develop basic skills simultaneously.

UED 626**Organization and Administration of
Urban Guidance Three Credits**

This course will focus on the philosophy, principles, organization, and personnel practices involved in developing, implementing, and evaluating urban guidance programs.

UED 630**School and Community
Relations Three Credits**

This course focuses on the relationships between school and the local community, the impact of social systems on educational opportunities for community field experiences, media for interpreting needs of the community, views and achievement of the school.

UED 631**School Administration and
Technology Three Credits**

This course is a study of the major problems and issues in the organization and administration of public school education. Major emphasis is placed on the study of administrative problems, procedures, and principles associated with efficient administration of education programs in an urban school setting.

UED 632**Human Relations Development and
Group Counseling Three Credits**

This course is designed to provide participants with the interpersonal skills they will need to work with students, parents, staff and community residents. Emphasis will be placed on the students' developing effective techniques for conducting group discussion, conducting interviews, helping clients to adjust to change, facilitating client with self-explorations, self-understanding, and self-evaluation. The course provides a knowledge base founded on concepts developed by Kolberg, Erikson, Bennis, Carkhuff, and others.

UED 636**Instruction and Classroom
Management Three Credits**

This course is intended to provide potential teachers with knowledge of various methods of content delivery, effective instructional strategies and learning styles as they relate to instruction. It addresses the legal aspects of teaching as they relate to student rights; moreover, the course seeks to impart skills which are needed by teachers to use value

clarification, moral development and other behavior-influencing constructs which contribute to the teaching and learning process.

UED 637**Curriculum Development Three Credits**

This course analyzes the historical, sociopolitical, economic, and cultural dimensions of curriculum development as foundational pieces for state mandated guidelines in the context of an ever evolving technological society that espouses multimedia platform production orientation. Much of the work will be web-based and the students' professional experiences will be used as subtext linking with literature.

UED 641**Supervision and Evaluation
of Instruction Three Credits**

This course is intended to give the participant an understanding of leadership skills as applied to the supervision process. Students will gain an insight into motivational theory, organizational theory, clinical supervision and the teacher evaluation process. Works of Daniel Griffith, Jacob Getzelm Eagan Guba, Luvern L. Cunningham will be used for foundation knowledge. Students will identify personal leadership styles and their implications for supervision.

UED 645**Instructional Assessment
and Staff Development Three Credits**

This course provides its participants with experiences necessary to systemically examine staff performance and program effectiveness. Implementation of educational objectives in both the cognitive and affective domains will be studied. Techniques of teaching, planning, and evaluation in processing educational environments will be emphasized.

UED 670**School Law Three Credits**

This course is intended to provide participants with an overview of school law. Participants will learn terminology of federal and state court systems and their implications for public schools. The course will cover major legal issues affecting education and Virginia School laws. Participants will be expected to develop skills using legal resources and to have a working knowledge of current laws affecting schools.

UED 671**School Finance Three Credits**

Current practices and techniques for making efficient and effective decisions concerning financial resource management in public schools are analyzed and evaluated. Attention will be given to state aid formulas and current practices in accounting systems as applicable to public schools.

UED 677**Foundations of Career Development Three Credits**

This course seeks to provide prospective counselors with knowledge, skills, and competencies to respond appropriately to the attitudes, behaviors, feelings and thoughts of clients in carrying out the career counseling function. Additionally, participants should learn how to assist clients in acquiring, processing and applying information relative to themselves and the world of work. Foundations of Career Development is designed to assist prospective counselors in the combining of theory and application across career development areas.

UED 681**Personnel Management and Staff Development Three Credits**

Personnel management is that aspect of school administration that is concerned with the effective supervision of the school staff. This course examines the concepts and strategies that make people satisfied and productive whether they are professional or hourly rated employees. In addition, the participant will also gain experience in dealing with conflicts and personal problems.

UED 691**Research and Writing Three Credits**

This course is designed to assist graduate students in education and the behavioral sciences develop skills associated with the systematic investigating, collecting, classifying, interpreting, and reporting of data. It will familiarize students with scholarly research, terminology, and methodology for evaluating and writing the research proposal.

UED 783**Externship/Issues Analysis Three Credits**

This course will provide the participants with the opportunity to observe and to work with practicing school administrators in a field setting. The participants will also explore issues and current problems in education. Participants will also have experiences designed to sharpen their communication skills

through opportunities for oral and written interaction. The course is intended to provide participants with experiences in a public school setting that will serve as an introduction to the field of school administration and that will enhance their knowledge of the background and skills necessary to be successful administrators.

UED 791/792**Independent Study I & II Six Credits**

The Independent Study is a two-semester program that will provide the participant with an opportunity to explore one of the following: (1) an in-depth study of an area that is not normally part of the regular curriculum; (2) develop and conduct a field trial on a new curriculum or instructional area; (3) or, develop and apply for a research grant. The course allows the participant to be involved in qualitative research. The participant will receive approval to explore a problem or issue that has relevance to his/her area of concentration or knowledge base. The participant will be expected to develop a theory or proposition and explore the issue using library research and direct observation. He/she will be expected to develop a document describing and summarizing the results of the research done in the study.

UED 793**Internship I Three Credits**

The instructional supervision internship is designed as the culminating practical experience of prospective school leaders (principal, supervisor, counselor, etc.) for the elementary, middle or high school, depending upon the student's background and career goals. The internship experience will be congruent with the students school level.

The internship includes a variety of experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours. The internship is conducted in schools and school districts over an extended period of time. The length of the internship is dependent upon degree or non-degree the requirements of the program.

UED 794**Internship II Three Credits**

Serves as the extension of UED 793 (see UED 793)

UED 799**Thesis****Six Credits**

This course is designed to provide a comprehensive documented research problem related to urban school counselor, curriculum developer/supervisor, or principal/school leader.

**GRADUATE NON-DEGREE
CERTIFICATION/ENDORSEMENT
PROGRAMS**

There are two Non-Degree Graduate Certification (Endorsement) programs, namely 1) Teaching Certification and 2) Principal Preparation Endorsement.

I. The Graduate Non-Degree Teaching Certification program is designed for those who have an earned baccalaureate degree in the arts or sciences from an accredited institution. These persons will receive a Collegiate Professional Teaching Certificate at the secondary level and will be able to teach their content area in the state of Virginia. Applicants must satisfy the following criteria:

- Have the minimum number of semester hours (24 credit hours in the content area).
- Have a minimum grade point average as determined by the Graduate Council.
- Obtain a Certificate of Preliminary Endorsement (from Secondary Education and School Leadership or the Graduate Studies Office).
- Complete an application for the Graduate Non-Degree Certification Program.
- Be endorsed (Certification of Preliminary Endorsement) by the department head or advisor in their academic teaching field as part of the admission process.
- Must pass the PRAXIS I exam prior to admission.

The areas of (teaching) certification include Art–Fine Arts; Biology, Business, Chemistry, Endorsement in Occupational Child Care, Earth Science, English, Speech, English-Theater Arts, French, Health, History and Social Studies, Mathematics, Music-Vocal, Music-Instrumental, Physics, Spanish, and Technology Education.

The professional education courses are listed as follows:

| | | |
|--------------|---|-------------------|
| UED 505 | Teaching Strategies for Content Reading..... | 3 cr. hrs. |
| UED 510 | Foundations of Education | 3 cr. hrs. |
| UED 605 | Growth and Development of the School Age Child..... | 3 cr. hrs. |
| UED 630 | School and Community Relations | 3 cr. hrs. |
| UED 636 | Instruction and Classroom Management..... | 3 cr. hrs. |
| UED 637 | Curriculum Development and Technology | 3 cr. hrs. |
| UED 793B | Internship (Student-Teaching) | 12 cr. hrs. |
| Total | | 30 cr hrs. |

II. The Graduate Non-Degree Principal Preparation Endorsement Program is designed for those who already have a master's degree and who wish to receive the Principal Preparation Endorsement. The requirements for admission are virtually the same as for those seeking the master's degree in the principal preparation segment of Administration and Supervision PreK-12 Program. The only difference is that Graduate Non-Degree Principal Preparation Endorsement seekers are exempt from Research Option I (UED691, UED791 & UED792). Otherwise they are required to fulfill all of the obligations outlined in the program.

VISUAL STUDIES

DESCRIPTION

The M.A./M.F.A. Program in Visual Studies, offered jointly by Old Dominion University and Norfolk State University, is a unique program which utilizes the resources and facilities of both universities. The program provides highly motivated and mature students with an intensive, multifaceted educational experience in the visual arts. The M.A. program is a one and one half year degree program. The M.F.A., the terminal professional degree in Fine Arts, is usually completed in two and one half years. Study for the M.F.A. candidate culminates in a solo graduate exhibition, written thesis statement, and oral defense of the candidate's work.

At the end of the first year of study, a Continuance and Candidacy Review will be conducted by the combined graduate faculty.

The faculty will determine whether the student continues in the graduate program as a degree candidate or is terminated in the program. If continuance is recommended, candidacy for the M.A. or M.F.A. degree will be indicated. The faculty's decision will be submitted in written form to the student, signed by the student's advisory committee and the program directors from both campuses.

ADMISSION

The student must meet general university requirements at the graduate level and must have completed 36 semester hours (or its equivalent) in studio art and 12 hours in the art history at the undergraduate level. Additionally, applicants must present a slide portfolio indicating creative ability, evidence of maturing direction, personal invention, and a capacity for growth. Admission to the program is competitive with a limited number of spaces available. Indication of the ability to work independently is important. The portfolio must be accompanied by two letters of reference and a statement assessing background and professional goals.

APPLICATION DEADLINE

The deadline for application to the Master of Arts and the Master of Fine Arts Graduate Program in Visual Studies is March 1st of each year. Applications are processed only once each year, in March. ALL application materials MUST be complete and received on or before March 1st. Enrollment in the program begins the fall semester following admission.

APPLICATION REVIEW

The admission committee, composed of graduate faculty, will review the portfolios of all applicants, and the decision of the committee will be communicated in writing.

A completed application file includes the following:

1. Completed admissions application forms.
2. A thirty dollar (\$35.00) non-refundable application fee (certified check or money order payable to Norfolk State University).
3. Three letters of recommendation from faculty members, or persons

familiar with the applicant's interest and ability in art.

4. A slide portfolio of 10-20 recent examples of the applicant's work. Each slide should be labeled with the applicant's name, title of the work, medium, date, and numbered in the order in which it is to be viewed. A slide list should also be included which corresponds to the numerical ordering. The list must include the applicant's name and address, title of each work, medium, dimensions of work, and date completed.
5. One official transcript from each college and/or university previously attended (unless one transcript reproduces all others).
6. A written statement, not to exceed four (4) typewritten pages, assessing background and professional goals.

REQUIREMENTS FOR THE DEGREE

The Master of Arts degree requires a minimum of 33 semester hours, including 18 hours in graduate studio, six hours in related academics, six hours in graduate seminar, and three hours in documentation (exhibition). The Master of Fine Arts degree requires a minimum of 60 semester hours, including 27 hours in graduate studio, 12 hours in related academics, nine hours in graduate seminars, six hours in directed field experience appropriate to the student's professional goals, and six hours in documentation (including the solo exhibition).

The semester hours will be divided in the following manner:

| | |
|---------------------------|-------------------------|
| Graduate Studio | 27 semester hours |
| Courses in Related | |
| Academics | 12 semester hours |
| Directed Field Experience | 6 semester hours |
| Graduate Seminars | 9 semester hours |
| Documentation (including | |
| Solo Exhibition) | <u>6 semester hours</u> |
| | 60 semester hours |

Candidates for the Master of Arts degree in Visual Studies will complete 33 semester hours divided in the following manner:

| | |
|--------------------|-------------------|
| Graduate Studio | 18 semester hours |
| Courses in Related | |
| Academics | 6 semester hours |

| | |
|---------------------|-------------------------|
| Graduate Seminars | 6 semester hours |
| Graduate Exhibition | <u>3 semester hours</u> |
| | 33 semester hours |

Students must earn at least a B (3.00) in all courses used to fulfill the graduate studio requirement. In consultation with the advisory committee, students must also take six hours (M.A.) or nine hours (M.F.A.) or their graduate studio requirement on the alternate campus.

Letter grades of “I” in Studio Courses, Seminars, Topics Courses, and Art History Courses

At the end of the semester, a professor of the Visual Studies Program may assign a grade of “I” (Incomplete) when the instructor deems such a grade to be appropriate and believes that circumstances warrant an extension of the student’s coursework. Such a decision is completely at the discretion of the individual professor, and in this regard the professor’s decision is final.

If an “I” grade is assigned, the professor will set the conditions for its removal in writing. The student is then entirely responsible for its timely removal. In order to receive a passing grade, the student must complete requirements for the removal before the end of the next academic year. Otherwise the “I” grade will be converted to a failing grade by the instructor or the university Registrar.

FIA 701/ART 701 – Documentation/Thesis.

A student enrolling for FIA-701 or ART-701 Documentation and Thesis (required only of students in the MFA terminal degree program) may be eligible to receive a grade of “I” if the student is unable to complete the thesis or documentation during a single semester. Students are encouraged to complete this requirement in a timely manner, but the program also recognizes that more than a single semester of work may be necessary for students to complete a comprehensive thesis statement or comprehensive documentation. In each case, the student’s major advisor and advisory committee will be entirely responsible for determining whether assigning an “I” is appropriate. If all other coursework is completed, the student must enroll in FIA-750, Continuing Registration, while finishing his documentation/thesis.

FIA 702/ART 702 – Exhibition

A student enrolling for FIA-702 or ART-702 Graduate Exhibition (required of students in both the MA and MFA degree programs) may be eligible to receive a grade of “I” if the student is unable to complete the body of work necessary for mounting a comprehensive graduate exhibition in a single semester. Students are encouraged to complete the exhibition requirement in a timely manner, but the program recognizes that the scheduling exhibitions sometimes make completion of the requirement in a single semester impossible. In each case, the student’s major advisor and advisory committee will be entirely responsible for determining whether assigning an “I” is appropriate. If all other coursework is completed, the student must enroll in FIA-750 Continuing Registration while preparing the exhibition.

All students must take FIA 610 (ODU: ART-S 600) offered alternately on each campus. The remainder of the graduate seminar requirement may be fulfilled by FIA 695 (ODU: ART-S 695), a series of changing topics.

Upon completion of 12- 18 hours of graduate work, each student will present a selection of work to the joint graduate faculty for discussion and evaluation as part of a general review. After completing this general review, the student selects a major advisor and two advisory committee members, one from each campus.

The resulting advisory committee will then invite two additional members to complete a five person committee for the Continuance and Candidacy Review. This five member committee may be accepted for the student’s final review committee. The committee will include appropriate explanations of its decision. In the case of continuance, the committee will indicate candidacy for the M.A. or M.F.A. degree.

Only M.F.A. candidates must register for FIA 701 (ODU: ART - 701) during the final semester of study. By review of the student’s work, the advisory committee will determine the nature of required documentation. The student’s advisory committee will then submit the documentation requirements, in writing, to the student and the program co-directors.

Each student is required to enroll in FIA 702 (ODU: ART-S 702) during the final semester of study. For this requirement the student will present a public exhibition of work.

The student's thesis committee, composed of the advisory committee and two additional graduate studio faculty members, one from each campus, will be responsible for evaluating all preparation and work done for FIA 7-1-702 (ODU: ART-S 7-1-702). The committee will submit its recommendations and grade assignments for each course to the student and the program co-directors.

The committee will conduct orals and assess the quality of the final exhibitions. The exhibited work may serve as a basis for review by the admissions committee for those students wishing to pursue the Master of Fine Arts degree.

TRANSFER CREDIT

Transfer credit will be considered at the time of admission only. Applicants desiring graduate transfer credit must submit a written request along with transcripts from the courses for which transfer credit is desired and must accompany the initial entry application. A maximum of 12 semester hours may be transferred into the program.

NON-DEGREE STATUS

The policy on non-degree status is in accord with the University's policy as stated under General Policies and Procedures. Should the student apply for formal admission into the program, credit for courses already taken will be treated the same as transfer credit. A maximum of 12 hours is transferable.

GRADUATION

Application for graduation must be made at the Norfolk State University campus. Students should contact the Fine Arts Department at N.S.U. concerning deadlines, procedures for applying, fees, etc. The diplomas carry the seals and appropriate signatures of both institutions. M.A./M.F.A. candidates may attend ceremonies on either or both campuses. Persons seeking additional information may contact the Graduate Program Director:

Graduate Program Director
Department of Fine Arts
Norfolk State University
700 Park Avenue
Norfolk, Virginia 23504
Phone:
(757) 823-8855
FAX: (757) 823-2186

Candidates for the Master of Fine Arts degree in Visual Studies will be required to select, obtain a suitable space, organize, mount and publicize a solo exhibition for oral review prior to the end of the last semester of enrollment in the program. Also, each candidate must write a meaningful and intelligent thesis with documentation, based on an area of study, central to his/her instructional program, demonstrating aesthetic selectivity with a sense of motivation and organization. In addition to the written material, the report may be supplemented by color photographs of the works, or a visual form which best describes the nature of the work as a permanent record. Students will be recommended for the degree only after successfully passing the exhibition review, passing the oral examination, and completing the written thesis.

TIMELINE

The Master of Arts degree has a four year time limit as described in the general graduate student requirements. The Master of Fine Arts degree has a limit of six years for completion from the date of entry into the program. Date of graduation is determined according to the university's published time table.

ANNOUNCEMENT OF COURSES

An FIA prefix denotes a NSU course and an ARTS or ART prefix denotes an ODU course.

ARTS 511

PHOTOGRAPHY STUDIO Three Credits

Lecture 1 hour; studio 4 hours. May be taken for repeat credit. Prerequisites: 3 semesters of undergraduate photography or permission of instructor. Graduate photographic projects based on individual initiative and research.

ARTS 513

STUDIO PHOTOGRAPHY Three Credits

Lecture 1 hour; studio 4 hours; 3 credits. Prerequisite: ARTS 211 or permission of the instructor. A complete study of photography as a studio art. The course includes instruction in

the uses of artificial light, special metering concerns, and large, medium and miniature format cameras. Use of models, still life and special sets will supply the student with a thorough knowledge of the photographic studio. Permission of instructor required for non-matriculating students. (ODU)

ARTS 514
PHOTOGRAPHIC
PRINTMAKING **Three Credits**

Lecture 1 hour; studio 4 hours; 3 credits. Prerequisite: ARTS 311. This course pursues the manufacture of "Museum Quality" photographic prints. Instruction and assignments generate advanced capabilities in Black and White, Color, and Nonsilver printing techniques. Permission of instructor required for non-matriculating students. (ODU)

ARTS 515
VIDEO ART **Three Credits**

Lecture 1 hour; studio 4 hours; 3 credits. Prerequisite: junior standing or permission of the instructor. This class is a hands-on exploration of fundamental visual and literal ideas as expressed through video. Students produce a video portfolio in answer to assignments and independent work. Permission of instructor required for non-matriculating students. (ODU)

ARTS 531
DRAWING STUDIO **Three Credits**

Studio hours arranged on an individual basis. This course may be taken for repeat credit. Permission of instructor required for non-matriculating students. (ODU)

ARTS 532
FIGURE DRAWING
ANATOMY **Three Credits**

Lecture 1 hour; studio 4 hours. A study of visually important aspects of the structural, skeletal and muscular systems of the body, and past and contemporary figure drawings. The course includes drawing from the model, study of anatomical specimens and drawings, slide lectures, discussions and critiques. Permission of instructor required for non-matriculating students. (ODU)

FIA 535
PAINTING: GROUP STUDIES **Three Credits**

This course is designed for graduate students desiring a studio class format in painting that provides opportunities enhancing painting techniques and sharpening conceptual focus.

Permission of instructor is required for non-matriculating students. (NSU)

ARTS 541
PAINTING STUDIO **Three Credits**

Studio hours are arranged on an individual basis. This course may be taken for repeat credit. Permission of instructor required for non-matriculating students. (ODU)

ARTS 547
AIRBRUSH PAINTING **Three Credits**

Lecture 1 hour; studio 4 hours; 3 credits.
Prerequisites: ARTS 231 and 241 or permission of the instructor.

(Students must purchase their own air brush.) Lecture: a survey of the techniques and uses of the air brush. Studio: using the air brush for the production of original painting, photo realistic rendering and the alteration of retouching of other graphic work. (Offered once every two years.) The permission of instructor required for non-matriculating students.

ARTS 550
PRINTMAKING STUDIO **Three Credits**

Studio hours are arranged on an individual basis. This course may be taken for repeat credit. The permission of instructor required for non-matriculating students. (ODU)

ARTS 561
SCULPTURE STUDIO **Three Credits**

Studio hours are arranged on an individual basis. This course may be taken for repeat credit. The permission of instructor required for non-matriculating students. (ODU)

FIA 561
PRINTMAKING STUDIO **Three Credits**

Studio hours are arranged on an individual basis. This course may not be taken for repeat credit. The permission of instructor required for non-matriculating students. (NSU)

ARTS 563
FIGURE SCULPTURE **Three Credits**

Lecture 1 hour; studio 4 hours. Three-dimensional studies of the human figure working from the live model. Sketches will be used as the basis for sculptural forms in clay or other media. (ODU)

ARTS 569
ASSEMBLAGE **Three Credits**

Lecture 1 hour; studio 4 hours; 3 credits.
Prerequisite: junior standing or permission of the instructor. Assemblage is an art form

which often combines elements of sculpture, printing, drawing, etc. In many cases it is made up of non-art store materials such as hardware store items, or even “junk”. The lecture portion will consist of slides of various well known artists’ work, museum, gallery, and studio visits, and discussions of student’s work. The studio time will allow each student to explore personal directions in the medium of assemblage. Permission of instructor required for non-matriculating students. (ODU)

ARTS 576
TYPOGRAPHIC DESIGN **Three Credits**

Lecture 1 hour; studio 4 hours; 3 credits. Prerequisite: ARTS 271 or permission of the instructor. A complete examination of the design and arrangement of letter forms. The history of letter forms and typographic methods from ancient Sumer and Assyria to the present will be studied. Current topics in typographic design, such as legibility, composing methods, and computer typesetting will also be covered. Permission of instructor required for non-matriculating students. (ODU)

ARTS 581
CRAFTS III: FIBERS **Three Credits**

Lecture 1 hour; studio 4 hours; 3 credits. Prerequisite: ARTS 381. Advanced work in patter drafting, loom techniques, off-loom weaving and fabric painting. Permission of instructor required for non-matriculating students. (ODU)

ARTS 591
CRAFTS III: METALSMITHING
AND JEWELRY **Three Credits**

Lecture 1 hour; studio 4 hours; 3 credits. Prerequisite: ARTS 391. Further exploration in casting and soldering with concentration in the metal-forming techniques of raising and forging. Additional introduction to the techniques of working in steel. Permission of the instructor required for non-matriculating students. (ODU)

ARTS 595
TOPICS IN STUDIO ART **Three Credits**

Lecture 1 hour; studio 4 hours. Permission of instructor required for non-matriculating students. The advanced study of selected topics designed to permit small groups of qualified students to work on studio projects of mutual interest. (ODU)

ARTS 597/598
TUTORIAL WORK IN SPECIAL
STUDIO TOPICS **Three Credits**

Independent investigation of a subject to be selected under the advisement of the instructor. Conferences, papers, field trips, portfolios, or exhibitions as appropriate. Permission of instructor required for non-matriculating students. (ODU)

ARTS 600
GRADUATE SEMINAR:
ART CRITICISM **Three Credits**

An examination of critical methodologies as they relate to art, with readings in the recent past and the contemporary scene. Required of all M.A. and M.F.A. students. (ODU)

FIA 610
GRADUATE SEMINAR **Three Credits**

An examination of the creative process and development of concepts as part of a visual language. Discussion, research, direct readings, and writing. An alternative for ARTS 600 (NSU)

FIA 614
GRADUATE PROBLEMS
IN DESIGN **Three Credits**

Intensive individual study in two and three-dimensional design and of the influences of products of today. In-depth research in theoretical aesthetic problems as well as experimental approaches to structure through a diversity of processes rather than the production of a single design. Permission of instructor required. (NSU)

FIA 692
NON-TRADITIONAL
ART SEMINAR **Three Credits**

Individual study and experimentation in new art materials and concepts in the visual arts. Assignments will be conceptual, earth, kinetic and newly emerging approaches to art. Prerequisites: study in two studio areas at the 400 level or above. Permission of instructor required for non-matriculating students. (NSU)

FIA 695 OR ARTS 695
GRADUATE SEMINAR:
SPECIAL TOPICS IN
CONTEMPORARY ART **Three Credits**

Intensive critical investigations of selected aspects of the visual arts which focus on the role of the artist in contemporary urban society. This may be repeated for credit as topics vary.

Topics are specified in the class schedule.
(NSU-ODU)

FIA 697, 698 OR ARTS 697, 698

GRADUATE STUDIO Three – Six Credits

Permission of graduate program director required. Supervised group and individual inquiry in specific studio projects relating to the areas of major interest. (NSU-ODU)

FIA 701 OR ARTS 701

DOCUMENTATION Three Credits

Permission of graduate program director required. Required of M.F.A. candidates. Course requirements to be determined by the student's advisory committee. Final grade to be determined by the student's thesis review committee. (NSU-ODU)

FIA 702 OR ARTS 702

GRADUATE EXHIBITION Three Credits

Permission of graduate program director required. Studio work in preparation for required graduate exhibition. Public exhibition to be approved by the student's advisory committee and must be accompanied by final review. Documentation may be required. Final grade to be determined by the student's thesis review committee. (NSU-ODU)

FIA 797, 798 OR ARTS 797, 798

GRADUATE STUDIO Three – Six Credits

Permission of graduate program director required. Supervised individual inquiry in specific projects relating to areas of major interest. (NSU-ODU)

The following courses in art history may be taken as related academics:

ART 521

EARLY MEDIEVAL ART Three Credits

The art and architecture of the Latin West and Byzantium from the early Christian centuries and the fall of Rome to the Carolingian and Ottonian Empire and the fully developed Romanesque of the twelfth century, including manuscripts, metalwork, ivories, and enamels. (ODU)

ART 522

GOTHIC ART Three Credits

The painting, sculpture and architecture of the Gothic period from the mid-twelfth century to the refined and courtly art of the later international style in France, England, Germany, Italy as seen in both the monumental and the decorative arts. (ODU)

ART 534

SPANISH PAINTING Three Credits

Spanish painting from medieval illuminated manuscripts to Goya is surveyed, with emphasis on El Greco, Zurbaran, Valazquez, and Goya. Attention is paid consistently to this historical background and, wherever possible, to relations between art and literature. (ODU)

ART 560

ART SINCE 1960 Three Credits

Lectures and critical discussion of the development and configuration of the various styles emergent since 1960, both in America and Europe. (ODU)

ART 595, 596

TOPICS IN ART Three Credits

The advanced study of selected topics in art, designed to permit qualified students to investigate subjects, which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule booklet. (ODU)

ART 597, 598

TUTORIAL WORK IN SPECIFIED ART TOPICS Three Credits

Independent research on a topic to be selected under the advisement of the instructor. The course will include conferences, papers, and portfolios as appropriate. (ODU)

Note: Some descriptive information on ODU courses is derived from its catalogue.

OFFICE OF THE PRESIDENT

- MEYERS, CAROLYN W. *President*
 B.S., Howard University; M.S., Ph.D., Georgia Institute of Technology
 Certificate, Institute for Educational Management, Harvard University. Began service in 2006.
- SCHEXNIDER, ALVIN J. *Executive Vice President*
 B.A., Grambling State University; M.A., Ph.D., Northwestern University. Began service in 2002.
- CURTIS, JACQUELINE A. *Special Assistant to the President/Board Liaison*
 B.S., Central State University. Further study: College of St. Rose. Began service in 1997.
- BOSTON, PAMELA F. *General Counsel and Special Assistant Attorney General*
 B.A., Bennett College; J.D., Marshall Wythe School of Law, College of William and Mary. State Licensure and Admission to Practice in
 Virginia since 1977. Began service in 2006.
- ELLIS, ERNEST M. *Internal Auditor*
 B.S., Norfolk State University; Further study: University of District of Columbia, University of Kentucky at Lexington,
 University of Nebraska at Omaha; CIA (Certified Internal Auditor) and CFE (Certified Fraud Examiner). Began service in 1982.
- HORSEY, EARLIE P. *Executive Director, Planning and Budget*
 B.S., Norfolk State University. Began service in 1977.
- MILLER, MARTY *Athletics Director/Executive Director of the Athletics Foundation of Norfolk State University, Inc.*
 B.S., M.A., Norfolk State University. Began service in 1975.

Planning and Budget

- JONES, SHELIA A. *Budget Director*
 B.S., Norfolk State University. Further study: University of Kentucky. Began service in 1976.

Athletics

- BEST, EMMA *Associate Athletics Director for Internal Operations*
 B.S., Fort Valley State University, M.S., Indiana University (Bloomington), PhD, American University. Began service in 1999.
- COTTON, JOSEPH CRAIG *Associate Athletics Director and Assistant to Executive Director, Athletics Foundation*
 B.A., North Carolina A & T State University. M.Ed., Temple University. Began service in 2001.
- SWEAT, PHYLLIS LAVERNE *Senior Associate Athletics Director/Senior Woman Administrator*
 B.S., Virginia State College. M.S., Hampton Institute. Began service in 1998.
- ADRIAN, PETER *Head Football Coach*
 B.S., University of West Virginia, M.S., University of Rhode Island. Began service in 2005.
- BERARD, RONDA *Interim Head Women's Track & Cross Country Coach*
 B.S., University of Southwestern Louisiana. M.S., Norfolk State University. Began service in 1995.
- CLARK, CLAUDELL *Interim Head Baseball Coach*
 B.S., Norfolk State University. Began service in 2003.
- FREEMAN, DWIGHT *Head Men's Basketball Coach*
 A.A., Hutchinson Community College, B.A., Western State College. Began service in 2002.
- GAINES, RODNEY *Strength and Conditioning Coach*
 B.S., M.S., Ph.D. Virginia Polytechnic Institute and State University. Began service in 2003.
- GILES, KENNETH *Head Men's Track and Cross Country Coach*
 B.S., University of North Florida. Began service in 1999.
- KANKEY, KARY *Head Women's Softball Coach*
 B.S., University of Dayton, M.Ed., Bowling Green State University. Began service in 2005.
- MILLETTE-SPARROW, ALLISON *Head Women's Volleyball Coach*
 B.S., Norfolk State University, M.S., Michigan State University. Began service in 1997.
- SWEAT, JAMES *Head Women's Basketball Coach*
 B.S., Virginia State College, M.S., Hampton Institute. Began service in 1988.
- WARREN, NATHANIEL *Head Men's and Women's Tennis Coach*
 B.S., M.S., Norfolk State University. Began service in 1992.
- WRIGHT-HARRISON, WILHELMENIA *Head Women's Bowling Coach*
 B.S., Norfolk State University. Began service in 2005.

OFFICE OF THE EXECUTIVE VICE PRESIDENT**Enrollment Management and Institutional Research**

- SASS, TERRICITA *Associate Vice President, Enrollment Management*
B.B.A., Francis Marion University; M.A., Norfolk State University. Began service in 1988.
- BLAND, JAMES *Executive Director for Enrollment Management*
B.S., University of Akron; M.S., Indiana University. Began service in 2005
- BARNES, MELISSA *Associate Director for Financial Aid*
A.A.S., Paul D. Camp Community College, B.S. Norfolk State University, M.A., Norfolk State University. Began Service in 1981.
- BYNUM, REGINA F. *Registrar*
B.A., North Carolina State University; M.A., The Ohio State University. Began service in 2004.
- MARABLE, MICHELLE *Director, Admissions*
B.S., Norfolk State University; M.A., The Ohio State University. Began Service in 1983
- WALKE, JAMES *Associate Director, Institutional Research*
B.A., University of Virginia, M.A., The College of William & Mary, Further Study: The College of William and Mary Began service in 2004

DIVISION OF ACADEMIC AFFAIRS**Office of the Vice President**

- BARNES, ELSIE M. *Vice President for Academic Affairs*
B.S., North Carolina A&T State University; M.A.T., Indiana University of Bloomington; D.A., Lehigh University.
Further Study: University of North Carolina at Chapel Hill. Began service in 1973.
- CUEVAS, NURIA M. *Associate Vice President for Academic Affairs/Director, Institutional Effectiveness and Assessment*
B.S., Southwestern Union College; M.S., University of Memphis; Ph.D., Kent State University. Began service in 2000.
- JONES, DOROTHY L. R. *Associate Vice President for Academic Affairs*
B.S., Albany State College; M.A., Ph.D., The Ohio State University. Harvard University, Institute for Management and Leadership.
Began service in 1993.

Deans

- BRAXTON, JEAN *Dean, School of Education*
B.S., Bennett College; M.A., Hampton Institute; E.D., University of North Carolina at Greensboro.
Began service in 1988.
- BROADUS-GAY, MARILYN *Dean, School of Liberal Arts*
B.A., M.S.W., University of Kentucky; D.A., George Mason University;
Bryn Mawr College Summer Institute for Women in Higher Education Administration. Began service in 1999.
- SHANE, H. MARTIN *Dean, School of Business*
B.S., M.B.A., Northern Illinois University; Ph.D., University of Iowa. Began service in 2004,
- DELOATCH, SANDRA J. *Dean, School of Science and Technology*
B.S., Howard University; M.S., University of Michigan; M.S., The College of William and Mary; Ph.D., Indiana University.
Began service in 1972.
- FEIT, MARVIN *Dean, School of Social Work*
B.S., Brooklyn College; M.S., Columbia University; Ph.D., M.Sci Hyg., University of Pittsburgh. Began service in 2000.

Associate/Assistant Deans

- BYRNE, WILLIAM A. *Assistant Dean, School of Liberal Arts*
B.A., M.A., Ph.D., Florida State University. Began service in 1994.
- DABNEY, DONNA W. *Assistant Dean, School of Education*
B.S., Texas Woman's University; M.S., Prairie View A&M University; Ph.D., Walden University. Began service in 2003.
- KEREKES, MARGARET D. *Assistant Dean, School of Social Work*
B.A., The College of William and Mary; M.S.W., Norfolk State University. Further study: Old Dominion University. Began service in 1977.
- MATTIX, LARRY *Associate Dean, School of Science and Technology*
B.S., Clark College; M.S., University of Illinois; Ph.D., The College of William and Mary.
Further study: American University. Began service in 1971.
- SMITH, PATRICE *Special Assistant to the Dean, School of Science and Technology*
B.S., Hampton Institute; M.S., University of Maryland. Began service in 1989.
- WHALEY, GARY *Associate Dean, School of Business*
B.S., M.B.A., Miami University, Ohio; Ph.D., State University of New York, Buffalo. Began service in 1984.

Directors

- ADAMS, DANNY *Director, Center for E-Learning*
B.A., Marshall University; M.S., Ed.D., Northern Illinois University. Began service in 1993.
- AKOMOLAFE, OLUSUJI *Director, Global Education*
B.A. University of Lagos; M.S. University of Ife; Ph.D. University of Bordeaux. Began service in 2003.
- ATKINS, DEBRA *Acting Director, Community Outreach Services*
B.A., M.S.W., Norfolk State University. Began service in 1996.
- AZEKE, MERCY *Executive Director, Office of First Year Experience*
B.S., University of Nigeria; M.Ed, Ed.D., Temple University. Began service in 1999.
- BOGGER, TOMMY L. *Director, Archives and Special Collections and Acting Director, Library*
B.A., Norfolk State University; M.A., Carnegie-Mellon University; Ph.D., University of Virginia. Began service in 1965.
- LAMPKIN, ANTIONETTE K. *Director, Freshman Seminar*
B.S., M.S., Virginia State University; Ph.D., Virginia Polytechnic. Began Service in 1974
- LANGLEY, CURTIS TILMON..... *Director, NSU Tri-Cities Center*
B.A., Morehouse College; M.A., Atlanta University; Ph.D., University of Washington. Began service in 1965.
- LAWS, PAGE..... *Director, Honors Program*
B.A., Wellesley College; M. Phil., and Ph.D. Yale University. Began service in 1987.
- SMITH, BRENDA M..... *Director, ACCESS*
B.A., M.A., Norfolk State University. Began Service in 1973.
- WILSON, ROWENA G. *Acting Director, Graduate Studies*
B.A. West Virginia State College; M.S.W., D.S.W Howard University. Began service 1986.
- WOODHOUSE, MICHELLE..... *Acting Director, Virginia Beach Higher Education Center*
B.S., Virginia Commonwealth University, M.A., Norfolk State University, Ed.D, Nova Southeastern University. Began Service in 2002.

DIVISION OF FINANCE AND BUSINESS

Office of the Vice President

- APPLETON, KEVIN..... *Vice President for Finance and Business*
B.S., Wilberforce University; Certified Public Accountant. Harvard University Institute for Educational Management; Central Association of College and University Business Officers Collegiate Management Institute. Began service in 2003.
- BOZEMAN, JOYCE E. *Assistant Vice President for Administration*
B.S.W., Norfolk State University; M.P.A., Ph.D., Virginia Commonwealth University. Bryn Mawr College Summer Institute for Women in Higher Education. Began service in 2000.
- JOHNSON, RALPH *Associate Vice President for Finance*
B.S., Bradley University; M.B.A., Tulane University; Certified Public Accountant. Harvard University Institute Management Development Program. Began service in 2005.
- KASHIRI, ANTON..... *Associate Vice President for Facilities Management*
B.S.C., Morris Brown College; B.S., Tuskegee University. Began service in 2004.

Directors

- BARRETT, KAREN..... *Director, Physical Plant*
B.S., Norfolk State University. Began service in 1975.
- BURT, CARL D..... *Chief, Campus Police*
A.A.S., Thomas Nelson Community College; B.S., Christopher Newport University; F.B.I National Academy, Quantico, Virginia; Senior Management Institute, PERF, Harvard University; Advanced Criminal Justice Education Certificate, University of Virginia; Police Executive Leadership School, University of Richmond; Leadership Institute Virginia Peninsula, Hampton; Began service in 2005.
- CANNION, ANTHONY *Director, Procurement Services*
B.A., M.P.A., University of Central Florida, Certified Professional Property Administrator. Began service in 2005.
- DAWES, THOMAS *Director, Capitol Planning & Improvements*
B.S., Norfolk State University; M.A., Central Michigan University. Began service in 1999.
- MARTIN, MICHELLE, *Controller*
B.S., Norfolk State University; Certified Public Accountant. Began service in 1997.
- ORR, CHERYL D. *Director, Human Resources*
B.A., M.S.W., Rutgers University. Began service in 2003.

WILLIAMS, DAVIDA H. *Director, Auxiliary Enterprises*
 B.S., Virginia State University; M.B.A., Troy State University. Began service in 1994.

DIVISION OF RESEARCH AND TECHNOLOGY

Office of the Vice President

OLADIPUPO, ADEBISI *Vice President for Research and Technology*
 B.S., University of Ife, Nigeria; S.M., Sc.D., Massachusetts Institute of Technology. Began service in 2000.

MASSEY, MARGARET G. *Associate Vice President for Technology*
 B.S., Auburn University; M.A., M.S., Florida International University. Began service in 2003.

Directors

FAIRCLOTH, HARRY L. *Director, End User Services, Policy and Planning*
 B.S., University of Tampa. Began service in 2004.

SHAW, PAULA R. D. *Director, Office of Sponsored Programs*
 B.S., M.A., Norfolk State University. Began service in 1981.

DIVISION OF STUDENT AFFAIRS

Office of the Vice President

CURTIS, LARRY *Vice President for Student Affairs*
 B.A., University of Cincinnati; M.A., State University of New York; College of New Paltz. Began service in 1997.

LOWE, SHARON B. *Assistant Vice President for Student Affairs*
 B.S., Fisk University; M.A., Columbia University; Ed.S., The College of William and Mary. Began service in 1988.

ROBINSON, JANNIE. *Assistant Vice President for Student Affairs*
 B.S., M.S., Virginia Commonwealth University; Ed.D., The George Washington University. Began service in 2001.

WILLIAMSON-ASHE, SANDRA *Special Assistant to the Vice President for Student Affairs*
 B.S. University of North Carolina at Charlotte; M.S.W., Norfolk State University.
 Further Study: George Washington University. Began service 2001.

Directors

FITZGERALD, FAITH *Director, Residence Life and Housing*
 B.S., Benedict College. Further study: Norfolk State University and Clemson University. Began service in 1996.

GREAVES, CURTIS *Director, Counseling Center*
 B.S., The Pennsylvania State University; M.S., Ph.D., Virginia Polytechnic and State University. Began service in 2002.

HARRIS, BEVERLY B. *Director, Disability Services*
 B.A., M.A., Norfolk State University. Further study: Regent University and The College of William and Mary. Began service in 1992.

HOLMES, VALERIE *Director, Student Support Services*
 B.S., Norfolk State University; M.S., Old Dominion University. Began service in 1973.

LUGO, MARIA *Director, International Student and Scholar Services*
 B.S., Virginia Polytechnic Institute and State University. M.Ed., Old Dominion University. Began service in 2001

MONTGOMERY, NASH. *Director, Career Services*
 B.S., University of Maryland; M.S., Troy State University, Began service in 2005

PERRY, TANYA *Director, Upward Bound Program*
 B.S., Norfolk State University; M.A., Tuskegee University. Began service in 1995.

DIVISION OF UNIVERSITY ADVANCEMENT

Office of the Vice President

SHELTON, PAUL E. *Vice President for University Advancement and Executive Director of NSU Foundation*
 B.A., Hiram Scott College; M.S.Ed., Syracuse University; CFRM, Indiana University Center on Philanthropy. Began service in 1999.

ADAMS, PHILLIP D. *Associate Vice President of University Advancement for Development*
 B.A., Saint Leo University; M.S., Golden State University, CFRE. Began service in 2000.

COLEMAN, CLARENCE D. *Associate Vice President of Advancement Services*
 B.S., M.S., Southern University; D.Ed., Pennsylvania State University.
 Further study: University of Notre Dame; Michigan State University; CFRM, Indiana University Center on Philanthropy.
 Began service in 1971.

- HAVRILESKY, CATHERINE L. *NSUF Fiscal Officer and University Advancement Budget Manager*
B.S., Old Dominion University. Began service in 2002.
- SQUARE-WILLIAMS, CRYSTAL D. *Special Assistant to the Vice President for University Advancement*
B.S., Old Dominion University. Began service in 2003.

Directors

- COKER, JOYCE *General Manager, L. D. Wilder Performing Arts Center*
B.A., Norfolk State University. Began service in 1987
- COOPER, SHEELA R. *Director of Development Services*
B.S., MBA, Virginia Tech. Began service in 2001.
- HOGGARD, SHARON R. *Director of News and Media Relations*
B.A., Old Dominion University; M.A., Norfolk State University. Began service in 2000.
- KUNTZ, BRENDA L. *Development Officer*
B.S., Slippery Rock University; M.S., California State University-East Bay. Began service in 2005.
- MOORE, LAVERNE *Annual Giving Officer*
B.S., Norfolk State University. Began service in 1987.
- PACE, LAVORIS A *Director of Marketing Services*
B.A., Norfolk State University. Began service in 2001.
- RENCE, MARIS *Technical Director, Wilder Center*
B.A., Cleveland State University; M.F.A., Tulane University. Began service in 1997.
- RICKS, VICTORIA A. *Development Officer*
B.A., Hampton University. Began service in 2003.
- WALTON, KIMBERLY S *Director of Alumni Relations*
B.S., Virginia State University; M.P.A., University of Akron. Began service in 2000.
- WATTS, DAVID B. *Director of Event Planning*
A.A.S., Virginia Western College; B.S., Old Dominion University. Began service in 2001.

FACULTY

PROFESSORS

- ABATENA, HAILU *Social Work*
M.S.W., Tata Institute of Social Services; M.A., Ph.D., Syracuse University. Began service in 1997.
- ABBASI, SAMI M. *Management, Marketing and Entrepreneurship*
B.S., M.B.A., Middle Tennessee State University; D.B.A., Mississippi State University.
Began service in 1992.
- ADAMS, DANNY *Interdisciplinary Studies*
B.A., Marshall University; M.S., Ed.D., Northern Illinois University. Began service in 1993.
- AGYEI, WILLIAM, K.A. *Sociology*
B.A., California State University; M.A., Loma Linda University, Johns Hopkins University; Ph.D., University of Maryland.
Began service in 1995.
- AKOMOLAFE, OLUSUJI *Political Science*
B.A., University of Lagos; M.S., University of Ife; Ph.D., University of Bordeaux. Began service in 2003
- ALEXANDER, WILLIAM H. *History*
B.A., Fisk University; M.A., Ph.D., Stanford University. Began Service in 1987.
- BAKER, HOLLIE *Mathematics*
B.S., Norfolk State University; M.S.T., Illinois Institute of Technology; Ed.D., University of Virginia.
Further study: University of North Carolina at Chapel Hill. Began service in 1970.
- BANATTE, JEAN M. *Accountancy, Finance and Information Management*
B.A., Biscayne; M.S., University of Miami; Ph.D., University of Missouri. Certified Public Accountant. Began service in 1983.
- BARNES, ELSIE M. *Political Science*
B.S., North Carolina A & T State University; M.A.T., Indiana University at Bloomington; D.A., Lehigh University.
Further Study: University of North Carolina at Chapel Hill. Began Service in 1973.
- BLACK, SUELY *Chemistry*
B.S., M.Sc., Rio de Janeiro Federal University Brazil; M.Ph., Ph.D., Columbia University. Began service in 1996.
- BOGGER, TOMMY L. *History and Geography*
B.A., Norfolk State University; M.A., Carnegie-Mellon; Ph.D., University of Virginia. Began Service in 1969.

- **BONNER, CARL E. *Chemistry*
B.S., M.S., Howard University; Ph.D., University of Rochester. Began service in 1995.
- BOWMAN, ARTHUR W. *Biology*
B.S., M.A., Hampton Institute; Ph.D., North Carolina State University. Began service in 2004.
- BRAXTON, JEAN B. *Health, Physical Education and Exercise Science*
B.S., Bennett College; M.A., Hampton Institute; Ed.D., University of North Carolina at Greensboro. Began service in 1988.
- BROADUS-GAY, MARILYN *Interdisciplinary Studies*
B.A., M.S.W., University of Kentucky; D.A., George Mason University; Further Study: Bryn Mawr College Summer Institute for Women in Higher Education Administration. Began service in 1999.
- **BROWN, ERNEST *Music*
B.A., University of Maryland; M.Mus., Peabody Conservatory of Music of Johns Hopkins University; D.M.A., University of Maryland. Began service in 1973.
- BRUMAGE, NORMA WRIGHT *Secondary Education & School Leadership*
B.S., Winston-Salem State University; M.A., Virginia Polytechnic Institute and State University; Ed.S., Ed.D., The George Washington University. Began service in 1997.
- BYRNE, WILLIAM A. *History*
B.A., M.A., Ph.D., Florida State University. Began service in 1994.
- **CARON-SHEPPARD, JUDI A. *Sociology*
B.S., Arizona State University; M.A., Ph.D., The Ohio State University. Began service in 1976.
- **CHEN, JIM *Accountancy, Finance and Information Management*
B.S., National Chung Hsing University; M.B.A., West Texas State University; Ph.D., North Texas State University. Began service in 1984.
B.S., National Chunghsing University; M.B.A. West Texas State; Ph.D., North Texas State University
- COLEMAN, ANTIONETTE *Social Work*
B.A., University of Maryland-Eastern Shore; M.S.W., Ph.D., University of Maryland-Baltimore. Began service in 1992.
- COLEMAN, CLARENCE D. *Physics*
B.S., M.S., Southern University; D.Ed., Pennsylvania State University. Further study: University of Houston; Michigan State University. Began service in 1971.
- COOLEY, JOY *Psychology*
B.A., University of Virginia; M.S., Virginia State University; Psy.D., The Virginia Consortium Program in Clinical Psychology. Began service in 1989.
- DAMTEW, DESTA *Accountancy, Finance and Information Management*
B.A., Haile Selassie I University; M.B.A., University of Wisconsin; Ph.D., New York University, Certified Fraud Examiner. Began service in 1984.
- DANCY, JOSEPH JR. *Social Work*
B.A., Virginia Union University; Th.M., Princeton Theology and Seminary; Ph.D., University of Michigan. Began service in 1984.
- DANDRIDGE, RITA B. *English and Foreign Languages*
B.A., Virginia Union University; M.A., Ph.D. Howard University. Began service in 1974.
- DELOATCH, SANDRA J. *Computer Science*
B.S., Howard University; M.S., University of Michigan; M.S., The College of William and Mary, Ph.D., Indiana University. Began service in 1972.
- **DOGBE, S.KORSI *Interdisciplinary Studies*
B.A., University of Ghana; M.A., M.Sc., Ph.D., University of Southern California. Began service in 1995.
- DUNCAN, HOWARD *Biology*
A.B., M.A., Hampton Institute; Ph.D., University of North Carolina at Chapel Hill. Began service in 1984.
- EULE, EDWARD E. *Sociology*
B.A., M.A., Ph.D., Howard University. Began service in 1992.
- FEIT, MARVIN *Social Work*
B.S., Brooklyn College; M.S., Columbia University; Ph.D., M.Sci Hyg, University of Pittsburgh. Began service in 2000.
- **FULLER, MILDRED KEELS *Allied Health*
B.S., North Carolina Central University; Certification in Medical Technology, Cambridge Hospital School of Medical Technology, Massachusetts; M.Ed., Tuskegee University; Ph.D., Old Dominion University. Began service in 1987.
- GRIFFIN, VESTA *Music*
B.M., Peabody Conservatory, John Hopkins University; M.A., Morgan State University; Ph.D., New York University; further study: Johns Hopkins University. Began service in 1975.
- HARRIS, WELDON B. *Military Science (Army ROTC)*
B.S., Howard University, M.A., Central Michigan University. Began service in 2004

- **HARRISON, GEORGE C. *Computer Science*
B.A., Wilkes College; M.S., Old Dominion University; Ph.D., University of Virginia. Began service in 1973.
- HAYWOOD, CARL WHEATLEY *Music*
B.S., Norfolk State University; M.M., M.S.M., Southern Methodist University; D.M.A., University of Southern California.
Began service in 1975.
- HICKS, KENNETH W. *Chemistry*
B.S., M.S., Miami University; Ph.D., Howard University. Further study: University of California at San Diego. Began service in 1994
- HOGAN, GUY T. *Mathematics*
B.A., Talladega College; M.S., University of Chicago; Ph.D., The Ohio State University. Began service in 1992.
- HOLMES, BERNADETTE J. *Sociology*
B.A., Norfolk State University; M.A., Ph.D., The Ohio State University. Began service in 2002.
- HOWELL, JAMES W. *English and Foreign Languages*
B.A., M.A., Howard University; Ph.D., New York University. Further Study: Old Dominion University. Began service in 1960.
- HUBBARD, HAROLD *Political Science*
B.A., Hampton Institute. M.A., Virginia Commonwealth University; Ph.D., University of North Carolina at Chapel Hill.
Began service in 1984.
- IBRAHIM, ADEM H. *Engineering*
M.S., Royal Institute of Technology, Stockholm, Sweden; Ph.D., Old Dominion University. Began service in 1997.
- JACOBS, JAMES ALLEN *Technology*
B.A., Adams State College; M.Ed., The College of William and Mary; Ed.D. Nova University. Began service in 1971.
- JOHNSON, EMOGENE *Health, Physical Education and Exercise Science*
B.S., Norfolk State University; M.S., University of Tennessee; Ph.D., University of Maryland. Began service in 1973
- JOHNSON, MARJORIE SCOTT *Music*
B.Mus., Edu., Howard University; M.Mus., Ph.D., The Catholic University of America. Began service in 1970.
- JONES, DOROTHY L.R. *Accountancy, Finance and Information Management*
B.S., Albany State College; M.A. and Ph.D., The Ohio State University. Began service in 1993.
- JONES, RONALD *Allied Health*
B.S., M.A., Northern Illinois University; Ph.D., University of Cincinnati. Began service in 1996.
- **JONES, SEAN L. *Engineering*
B.S., Clemson University; M.S., Ph.D., University of Florida. Began service in 2004.
- JORDAN, LAWRENCE *Fine Arts*
B.S., M.Ed., Ph.D., Pennsylvania State University. Began service in 1994.
- KANNARKAT, JOY PAPPACHGAN *Psychology*
B.A., University of Karaa; M.A., Ph.D., Howard University. Began service in 1975.
- KIAH, ROSALIE *English and Foreign Languages*
B.S., Virginia State University; Ed. M., Temple University; Ph.D., Michigan State University.
Further Study: Michigan State University. Began service in 1970.
- KIMBLE, MARY *Secondary Education and School Leadership*
B.S., New York University; M.A., New York University; Ed.D., University of Bridgeport. Began service in 1990.
- KISSMAN, KRIS *Social Work*
B.S., Wichita State University; M.S.W., The University of Kansas; Ph.D., University of Texas at Arlington, School of Social Work.
Began service in 1999.
- KHAN, MUSHTAQ A. *Mathematics*
M.S., University of Punjab; M.S., University of Pakistan; Ph.D., Old Dominion University. Began service in 1987.
- LANGLEY, CURTIS T. *Urban Affairs, Sociology*
B.A., Morehouse College, Atlanta University; Ph.D., University of Washington. Began service in 1965.
- LAWS, PAGE *English and Foreign Languages*
B.A., Wellesley College; M. Phil., Ph.D., Yale University. Began service in 1987.
- LITTLETON, DENISE *Early Childhood/Elementary Education*
B.A., Carnegie-Mellon University; M.Ed., University of Pittsburgh; Ed.D., The George Washington University. Began service in 1974.
- LOUTTS, GEORGE *Physics*
B.S., M.S., Moscow Institute of Fine Chemical Technology, Russia; Ph.D., General Physics Institute, Russia.
Further study: Center for Research and Education in Optics and Lasers, University of Central Florida. Began service in 1993.
- MACLIN, ARLENE *Engineering*
B.S., North Carolina A&T State University; M.S., University of Virginia; Ph.D., Howard University. Began service in 2002.

- MAJUMDAR, DEBABRATA *Biology*
B.Sc., M.Sc., Ph.D., University of Calcutta India. Began service in 1993.
- MAPP, JOHNNIE A. *Accountancy, Finance and Information Management*
B.S., University of Wyoming; M.B.A., Jackson State University; Ph.D., University of Georgia; Certified Fraud Examiner,
Certified Government Financial Manager. Began service in 1983.
- **MARSHALL, BENNIE L. *Nursing*
B.S.N., Medical College of Virginia, Virginia Commonwealth University; M.S., Hampton University; Ed.D., The College of William and Mary.
Began service 2003.
- MATTIX, LARRY *Physics*
B.S., Clark College; M.S., University of Illinois; Ph.D., The College of William and Mary.
Further study: American University. Began service in 1971.
- MEAD, PATRICIA *Engineering*
B.S., Old Dominion University; M.S., Polytechnic University; Ph.D., University of Maryland
- MESHESHA, ABERRA *Political Science*
B.S., Boston State College; M.P.A., Howard University; Ph.D., New York University. Began service in 1994.
- MEYERS, CAROLYN W. *Engineering*
B.S., Howard University; M.S., Ph.D., Georgia Institute of Technology Certificate, Institute for Educational Management, Harvard University.
Began service in 2006.
- MILLER, FLOYD E., JR. *Physics*
B.S., St. Paul's College; M.Ed., D.Ed., Pennsylvania State University. Further study: American University; Columbia University.
Began service in 1964.
- **MILLER, SHEILA D. *Social Work*
B.S.W., Norfolk State University; M.S.W., University of Pennsylvania; D.S.W., Howard University. Began service in 1977.
- MITCHELL, LUCIAS T. *Health, Physical Education and Exercise Science*
B.S., Jackson State University; M.A., Indiana University. Began service in 1978.
- MOHANTY, BIDHU B. *Accountancy, Finance and Information Management*
B.Tech., Indian Institute of Technology; M.S., Ph.D., Case Western Reserve University. Began service in 1992.
- MOOSAVIZADEH, SHAROOZ *Mathematics*
B.S., M.S., Ph.D., Old Dominion University. Began service in 1992.
- MOREA, RACHELLE *English and Foreign Languages*
B.A., M.A., Queens College; Ed.D., University of Miami (Coral Gables, FL). Began service 1974.
- MORRIS, CAROLE V. *Special Education*
B.S., Elizabeth City State University, M.S., Antioch College; Ph.D., University of Miami, Florida. Began service in 1972.
- MURRAY, CLARENCE *English and Foreign Languages*
B.A., M.A., Texas Technical University; Ph.D., Bowling Green State University. Began service in 1992.
- MCCLAIN, ALIECIA R *Chemistry*
B.S., Benedict College; M.S., Clark-Atlanta University; Ph.D., University of California-Davis. Began service in 2004.
- MCDEMOND, MARIE, V. *Secondary Education and School Leadership*
B.A. Xavier University; M.Ed. University of New Orleans; Ed.D. University of Massachusetts at Amherst; Began service in 1997.
- MCGOWEN, CARL *Accountancy, Finance and Information Management*
Ph.D., Michigan State University. Began service in 2005.
- MCNEIL, PHILLIP E. *Mathematics*
B.A., Ohio University; M.S., Ph.D., Pennsylvania State University. Began service in 1973.
- **MCSWAIN, ARLETHA J. *Early Childhood Education*
B.S., M. Ed., Lincoln University, Jefferson City; Ph.D., University of Missouri. Began service in 2001.
- OKAFOOKEREAFOEZEKE, NONSO *Sociology*
LL.B., University of Nigeria; B. L. Nigerian Law School; M. A. University of Detroit; Ph. D. Indiana University of Pennsylvania.
Began service in 2003.
- OKALA, CHINEDU *Fine Arts*
D. I. M. T., H. N. D. I. M. T., Institute of Management and Technology, Enugu, Nigeria; M. F. A., Howard University. Began service in 1992.
- OKOLI, EMEKA *Mass Communications and Journalism*
HND, Harrow College (England) of Higher Education; M.A., Regent University; Ph.D., Howard University. Began service 1993.
- OKONKWO, AUGUSTINE *Biology*
B.A., William Jewell College; B.S., M.S., Kansas State College; M.S., University of Illinois; Ph.D., Michigan State University;
Post Doctoral Study, University of Michigan. Began service in 1974.

- **OKPODU, CAMELLIA M. *Biology*
B.S., Ph.D., North Carolina State University; Post Doctorate Fellow, Virginia Tech. Began service in 2003.
- OLADIPUPO, ADEBISI *Engineering*
B.S., University of Ife, Nigeria; S.M., Sc.D., Massachusetts Institute of Technology. Began service in 2000.
- PANIGRAHI, BHAGABAN *Management, Marketing and Entrepreneurship*
B.Com., M.Com., LL.B., Utkal University, M.B.A., Ph.D., North Texas State University. Began service in 1986.
- PARSON, WILLAR WHITE *Nursing*
A.S., Norfolk State University; B.S., M.A., M.S., Hampton Institute; Ph.D., Old Dominion University. Began service in 1975.
- PENDLETON, JESSE L. S. *History*
B.S., Central State College; M.S., Ph.D., Clark University. Began Service in 1959.
- **PERKINS, ANNIE S. *English and Foreign Languages*
B.A., Norfolk State University; M.A., Old Dominion University; Ph.D., Howard University. Began service in 1972.
- PUNJABI, VINA *Physics*
B.S., University of Gujarat; M.S., Ph.D., The College of William and Mary. Began service in 1988.
- RAKHIMOV, RAKHIM *Chemistry*
B.S., Moscow Institute of Physics and Technology; M.S., Moscow Institute of Physics and Technology;
Ph.D., Institute of Chemical Physics, Moscow; Dr. S, Institute of Chemical Physics, Moscow. Began service in 1996.
- RAVENELL, PATRICIA B. *Biology*
B.S., Bennett College; M.S., Wayne State University; Ph.D., Old Dominion University/Eastern Virginia Medical School.
Began service in 1974.
- ROBINSON, DELANYARD *Psychology*
B.S., Tuskegee Institute; M.A., St. Mary's university; M.S., Ph.D., Rutgers University. Began service in 1984.
- ROSENMAN, JOHN B. *English and Foreign Languages*
B.A., Hiram College; M.A., Ph.D., Kent State University. Began service in 1982.
- ROSS-HAMMOND, AMELIA *Music*
B.S., Ithaca College; M.M., College of New Jersey; Ph.D., University of Denver. Began service in 1997.
- **ROWE, H. ALAN *Chemistry*
B.S., University of North Carolina; Ph.D., North Carolina State University. Further study: Bowman Gray School of Medicine.
Began service in 1984.
- SAGALDO, CARLOS *Physics*
M.S., Ph.D., Michigan State University. Began service in 1994.
- SAWYER, MARTHA BRACEY *Social Work*
B.S., Norfolk State University; M.S.W., Catholic University; D.S.W., Howard University. Further study: Mt. Zion Hospital and Medical Center.
Began service 1976.
- SHAH, SHANTILAL N. *Computer Science*
B.Sc., M.Sc., University of Baroda, India; M.S., The College of William and Mary; Ph.D., Syracuse University. Began service in 1986.
- SHANE, H. MARTIN *Management, Marketing and Entrepreneurship*
B.S., Northern Illinois University; M.B.A., Northern Illinois University; Ph.D., University of Iowa. Began service in 2004.
- SIRJANI, MOJTABA *Mathematics*
B.S., Old Dominion University; M.S., North Carolina State University; Ph.D., Old Dominion
University. Began service in 1994.
- SITES, ROBERT *Fine Arts*
B. F. A., University of Kansas; M. F. A., Cranbrook Academy of Art. Further study Syracuse University. Began service in 1976.
- SONG, KYO D. *Engineering*
B.S., Inha University; M.S., Hampton University; Ph.D., University of Nebraska. Began service in 1993.
- SPURLIN, JOHN H. *Technology*
Ph.D., M.S.E.E., M.Ed., Wayne State University; B.S.E.E., Cooks Institute. Began service in 2004.
- SUN, SAM-SHAJING *Chemistry*
B.S., Peking University; M.S., California State University at Northridge; Ph.D., University of Southern California. Began service in 1998.
- THOMAS, ERWIN K. *Mass Communications and Journalism*
B.S., University of Oregon; M.S., Brooklyn College; Ph.D., University of Missouri. Began service in 1981.
- THOMAS, RONALD E. *Psychology*
B.A., Lake Forest College; M.A., Ph.D., Boston University. Began service in 1981.
- TICKTON, STANLEY DAVID *Mass Communications and Journalism*
B.A., Wayne State University; M.A., University of Wisconsin; Ph.D., University of Michigan. Began service in 1974.

- TOMPKINS, CHRISTOPHER *Fine Arts*
B.S., M.F.A., Louisiana State University. Further study: Pratt Institute. Began service in 1977.
- **TUCKER, DELANO *Health, Physical Education and Exercise Science*
B.S., Virginia State University; M.A., Ed.D., The George Washington University; Began service in 2000.
- WALL, CURTISS E. *Mathematics*
B.S., Alma College; M.A.T., Ph.D., Michigan State University. Began service in 1991.
- WALTON, LOUISE M. *Social Work*
B.A., Virginia State College; M.S.W., Virginia Commonwealth University; Ph.D., University of Virginia. Began service in 1986.
- WHALEY, GARY *Management, Marketing and Entrepreneurship*
B.S., M.B.A., Miami University, Ohio; Ph.D., State University of New York, Buffalo. Began service in 1984.
- WILSON, ROWENA *Social Work*
B.A., West Virginia State College; M.S.W., D.S.W., Howard University. Began service in 1986.
- **WILSON, RUDOLPH *Political Science*
B.A., Howard University; M.A., Political Science, SUNY, Binghamton; Ph.D., Political Science, Atlanta University. Began service in 1986.
- WRIGHT, OTHA *Social Work*
B.S., Tennessee State University; M.S.W., University of Tennessee; Ed. D, University of Virginia. Began service in 1971.
- ZEMEDKUN, WOLD *Accountancy, Finance and Information Management*
B.S., Haile Sellassie I. University; M.A., Williams College; Ph.D., University of Cincinnati. Began service in 1986.

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- AGIRI, BABATUNDE *History*
B.A., University of London; M.A., University of Ibadan; Ph.D., University of Wisconsin. Began Service in 1997.
- AFTAB, AHMAD *Computer Science*
B.S., The University of Engineering and Technology, Lahore; M.S., D.Sc., George Washington University. Began service in 2003.
- AIRD, STEVEN D. *Biology*
B.S., Montana State University; M.S., Northern Arizona State University; Ph.D., Colorado State University. Began service in 2002.
- **BANKS, CARRAY *Technology*
B.S., Elizabeth City State University; M.S., Ball State University; Ph.D., Pennsylvania State University. Began service in 1991.
- BASAPPA, PRATHAP *Engineering*
B.S., University of Mysore; M.S., Indian Institute of Science; Ph.D., Indian Institute of Science. Began service in 1999.
- BELHADJALI, MONCEF *Accountancy, Finance and Information Management*
B.S., University of Tunis; M.A., Ph.D., The Wharton School, University of Pennsylvania. Began service in 1989.
- BENNETT, GLADYS M. *Psychology*
B.A., M.S., DePaul University; Ph.D., University of New Mexico. Began service in 1994.
- BRIGGS, PAULA CLARK *Mass Communications and Journalism*
B.A., Hampton University; M.A., University of Missouri-Columbia; Ph.D., Howard University. Began service in 1986.
- **BROCKINGTON, WANDA G. *Mass Communications and Journalism*
B.A., M.A., North Carolina Central University; Ph.D., Howard University. Further study: University of Arizona. Began service in 1979.
- BROWN, CHARLOTTE A. *Health, Physical Education and Exercise Science*
B.S., University of Tennessee; M.S., University of North Florida. Further study at Old Dominion University. Began Service in 1978.
- BROWN, JAMES P. *History*
B.A., Illinois Wesleyan University; M.A., Indiana University. Further Study: Mexico City College; Illinois State University; U.C.L.A.
Began Service in 1968.
- BROWN, ROGERS N. *Music*
B.A., Louisiana Tech University; M.M., University of Michigan. Began service in 1980.
- BRYANT-SHANKLIN, MONA *Early Childhood/Elementary Education*
B.S., North Carolina Central University; M.S., Kansas State University; Ph.D., University of North Carolina at Chapel Hill.
Began Service in 1997.
- **BYRD, MELENDEZ O. *Secondary Education and School Leadership*
B.S., M.A., Ph.D., Virginia Tech. Began service in 2002.
- COAN, BOYD *Mathematics*
B.S., State University of New York at Brockport; M.S., Syracuse University; Ph.D., University of North Carolina at Chapel Hill.
Began service in 1999.

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- **COLSON, DARLENE G. *Psychology*
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- DABNEY, DONNA W. *Secondary Education and School Leadership*
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- DANEK, ROBERT *English and Foreign Languages*
B.A., Stanford University; M.L.S., University of Oklahoma; Ph.D., Indiana University. Began service in 1999.
- DONDETI, VENKATESWARA R. *Accountancy, Finance and Information Management*
B.S., Regional Eng College (India); M.S., Ph.D., Case Western University. Began service in 1989.
- DORSEY, SAM *Music*
B.M., University of North Carolina, Greensboro; M.M., Virginia Commonwealth University; Ph.D., The Catholic University of America.
Began service in 1984.
- EARL, ARCHIE W., SR *Mathematics*
B.S., Norfolk State University; M.A., Hampton University; Ed.D., The College of William and Mary. Began service in 1991.
- **EDMUNDS, PAULETTE *Management, Marketing and Entrepreneurship*
B.S., Howard University; M.B.A., Kent State University; Ph.D., Kent State University. Began service in 1996.
- **FERGUSON, MILTON WINSTON *Physics*
B.S., Norfolk State University; M.S., Purdue University. Further study: Purdue University; University of Michigan. Began service in 1965.
- **FORD, CHARLES H. *History*
B.A., University of Pittsburgh; M.A., Ph.D., Vanderbilt University. Began Service in 1992.
- GOLEMBIEWSKI, WALTER *Technology*
B.S.E.E., Gannon University; M.S., Pennsylvania State University; Ed.D., University of Pittsburg. Began service in 1996.
- GRAHAM, JONATHAN, JR. *Computer Science*
B.S., University of Wisconsin; M.S., Jackson State University. Ph.D. University of Idaho. Further study: The College of William and Mary.
Began service in 1984.
- HALL, JOSEPH *Chemistry*
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- **HARRIS, JUNE L. *Special Education*
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Further Study: Johns Hopkins University; University of Alabama; Loyola College. Began service in 2003
- HARVEY, JOYCE B. *Allied Health*
B.S., Christian Brothers College; B.S., University of Tennessee; M.S., Norfolk State University; Ph.D., Old Dominion University.
Began service in 1981.
- HOLMES, GWENDOLYN V. *Health, Physical Education and Exercise Science*
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Began service in 2000.
- HSIEH, CHUNG-CHU *Computer Science*
B.S., National Tsing Hua University; M.S., Ph.D., Northwestern University. Began service in 2002.
- HUMPHRIES, THORNA *Computer Science*
B.S., Bennett College; M.S. Massachusetts Institute of Technology; Ph.D., University of Colorado. Began service in 2005.
- HUNT, CHARLES RAY *Technology*
B.S., Jackson State College; M.A., Ball State University; C.A.S., Northern Illinois University.
Further study: Virginia State University; Old Dominion University. Began service in 1970.
- JENKS, NELSON GARY *Fine Arts*
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Began service in 1992.
- JONES, NORMA GRAY *Social Work*
B.S., Bennett College; M.S.W., West Virginia University; Ph.D., Norfolk State University. Began service 2005.
- **KEEVE, MICHAEL O *Mathematics*
B.A., Hampton University; M.S., University of Virginia; Ph.D., Georgia Institute of Technology.
Began service in 1987.
- KHANDAKER, MAHBUB A. *Physics*
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- KNIGHT, MARGARET D. *Secondary Education and School Leadership*
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- MARTIN, MATILDA J. *Early Childhood/Elementary Education*
B.S., Fayetteville State University; M.S., Kansas State; Ph.D., University of Florida. Began service in 1973.

- MITCHELL, DIANE *Amy ROTC*
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- NEWBY-ALEXANDER, CASSANDRA *History*
B.A., University of Virginia; M.A., Old Dominion University; Ph.D., The College of William and Mary. Began Service in 1992.
- NOGINOV, MIKHAIL A. *Physics*
M.S., Moscow Institute for Physics and Technology; P.D., General Physics Institute of the USSR.
Further Study: Old Dominion University. Began service in 1997.
- NWEKE, ANTHONY *Chemistry*
B.S., University of Benin, Nigeria; Ph.D., University of Maryland, College Park. Began service in 1988.
- PACE, WILLIAM H., JR. *English and Foreign Languages*
B.A., Rollins College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Arkansas.
Further study; American University; Western Carolina University. Began service in 1973.
- PARR, DARYL *Social Work*
B.A., State University of New York at Geneseo; M.S.W., University of Georgia; Ph.D., University of Maryland. Began service 2005.
- MILLS-PARKER, GLENDOLA. *Health, Physical Education and Exercise Science*
B.S. East Stroudsburg University; M.Ed. Temple University; Ed.D. Temple University Began service in 2004.
- PARKER, WILLIAM H., JR *Mathematics*
B.S., St. Paul's College; M.S., Old Dominion University; M. Div., Virginia Union University; Ed.D., Virginia Polytechnic and State University.
Began service in 1992.
- PRETLOW, CAROL J. *Political Science*
B.A., Fisk University; M.A., Norfolk State University; J.D., Washington College of Law at American University;
LL.M., American University. Began service in 1995
- RANSOM, HARRISON LEROY *Physics*
B.A., Virginia State University; M.A., Boston University. Further study: American University; Boston University. Began service in 1958.
- RENCE, MARIS *English and Foreign Languages*
B.A., Cleveland State University; M.F.A., Tulane University. Began service in 1997.
- SANFORD, O'NEIL *Music*
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- SAWYER-WATSON, BERNICE *Allied Health*
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- SHEEN, JEENSON *Technology*
B.S., Tamkang University, Taiwan; M.S., Ph.D., Old Dominion University. Began service in 1997.
- SMITH, GREGORY *Mathematics*
B.S., Norfolk State University; M.S., Hampton University; Ph.D., Howard University. Began service in 1994.
- SOCOLOVSKY, EDUARDO A. *Mathematics*
B.S., M.S., University of Buenos Aires; Ph.D., Carnegie-Melon University. Began service in 2002.
- VERMA, RENUKA *Mathematics*
B.S., M.S., B.Ed., Utkai University; Ph.D., Indian Institute of Technology. Began service in 2002.
- WARD, SHELIA *Health, Physical Education and Exercise Science*
B.S., Indiana University; M.Ed., Temple University; Ph.D., Temple University. Began service in 1995.
- WASHINGTON, CHRISTOPHER *Engineering*
B.S., Hampton University; M.E., Ph.D., University of Virginia. Began service in 2002.
- WILLIAMS, JOHN F. *Amy ROTC*
B.S.ME, Georgia Tech, M.B.A Capital University. Began service in 2002
- WITZE, KARA A. *Health, Physical Education and Exercise Science*
B.A., Biola University; M.S., California State University at Fullerton; Ph.D., Oregon State University. Began service in 2000.
- ZAPATERO, ENRIQUE *Accountancy, Finance and Information Management*
B.S., Hampton University; M.B.A., Hampton University; Ph.D., Virginia Commonwealth University. Began service in 1995.

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- ADAMS, LEROY *Special Education*
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Began service in 1995.
- ADAMS, PAUL *Music*
B.S., Southern University; M.Med., Louisiana State University. Began service in 2000.

- AGBAKPE, PETER TSE *Mathematics*
B.Sc., University of Science & Technology, Kumasi, Ghana; M.S., Ph.D., Hampton University. Began service in 1998.
- AKAMIRO, CHIJOKE E. *Technology*
B.S., M.S., West Virginia University. Further study: Old Dominion University. Began service in 1987.
- AMOS, GLORIA LEE *Music*
B.S., Southern University; M.M., Indiana university; Fulbright Scholar Certificate.
Further study: Stuttgarer Hochschule fur Musik, Stuttgart, Germany. Began service in 1969.
- ANDERSON, WANELLE J. *English and Foreign Languages*
B.A., Virginia State University; M.A., Norfolk State University; Ph.D., Regent University. Began service in 2000.
- ARMSTRONG, LENORA *Health, Physical Education and Exercise Science*
B.S., Hampton University; M.Ed., Temple University. Began service in 2000.
- BEATHEA, WILLIAM *Music*
B.A., Ball University; M.A., Eastern Illinois University. Began service in 2000.
- BLAKELY, CURTIS *Secondary Education and School Leadership*
B.A. Mount Saint Mary's College; M.S. University of Southern California; Ed.D. St. Louis University. Began service in 2005.
- BOYKINS-WINROW, CAROLLYN *Biology*
B.S., Fisk University; M.S., Tennessee State University; Ph.D., Michigan State University. Began service in 2000.
- BROWN, JENNIFER F. *Nursing*
B.A., B.S., M.S., University of Virginia. Ph.D., Virginia Commonwealth University. Began service in 2004.
- BRYANT-SHANKLIN, MONA *Early Childhood/Elementary Education*
B.S., North Carolina Central University; M.S., Kansas State University; Ph.D., University of North Carolina at Chapel Hill.
Began service in 1997.
- BURKE, THEODORE *Social Work*
B.S., Villanova University; M.S.W., Boston College; Ph.D Old Dominion University. Began service in 1993.
- BURWELL, CYNTHIA B. *Health, Physical Education and Exercise Science*
B.S. Hampton Institute; M.S. Pennsylvania State University; Ed.D. The George Washington University. Began service in 2005
- CAGEAO-LUCHETTI, LAURA *Biology*
B.S., M.S., University of Buenos Aires; Ph.D., Old Dominion University & Eastern Virginia Medical School. Began service in 2001.
- COOMBS-REYES, JEROME D. *Mathematics*
B.S., Morehouse College; B.S., M.S., Ph.D., Georgia Institute of Technology. Began service in 2004.
- COOPER, PHYLLIS E. *English and Foreign Languages*
B.S., Central State University; M.A., University of Northern Iowa. Began service in 1999.
- CROMWELL, BERTHENIA *Nursing*
A.S., Norfolk State University; B.S.N., M.S.N., Hampton University. Further Study: Hampton University. Began service in 2000.
- DAS, RABINDRA N. *Chemistry*
B.S., Burdwan University; M.S., Ph.D., Indian Institute of Technology. Began service in 2003.
- DAVENPORT, CAROL *English and Foreign Languages*
B.A., Norfolk State University; M.A., Old Dominion University; Ph.D., Pennsylvania State University. Began service in 1999.
- DOUGLAS, RANSOM *Technology*
B.B.A., University of Texas; M.B.A., Golden Gate University; D. Ed., George Washington University. Began service in 1998.
- DUNCAN, ERNESTINE *Psychology*
B.A., Oberlin College; M.A., Georgia State University; Ph.D., Georgia State University. Began service in 2000.
- **EPPLEIN, LAWRENCE E. *Tourism and Hospitality Management*
B.S., University of Baltimore; M.B.A., George Washington University. Began service in 1993.
- EXUM, BRENDA *Social Work*
B.A., M.S.W., Norfolk State University. Began service in 1993.
- FAIRFAX, COLITA NICHOLS. *Social Work*
B.S., Howard University; M.S.W., Rutgers University; M.A., Temple University. Further study: Temple University. Began service in 1999.
- FALLS, III, IRA W. *English and Foreign Languages*
B.S., M.S., Norfolk State University; Ph.D., Old Dominion University. Began service in 1987.
- FANG, MING *Mathematics*
B.S., Hunan University; M.S., and Ph.D., University of Delaware. Began service in 2003.
- FISCHER, MICHAEL *Sociology*
B.A., Brooklyn College; M.A., M.S., M.S.W., Ph.D., State University of New York at Albany. Began service in 2004.

- FOSTER, JOYCE A. *Sociology*
B.S., Norfolk State University; M.A., Purdue University. Began service in 1969.
- GAINES, RODNEY P. *Health, Physical Education and Exercise Science*
B.S., M.S., Ph.D., Virginia Tech. Began service in 2002.
- GEDDIS, DEMETRIS L. *Engineering*
B.S., Hampton University; M.S., Ph.D., Georgia Institute of Technology. Began service in 2004.
- GLASS, KELVIN *Military Science (Army ROTC)*
B.S., Norfolk State University. Began service in 2005.
- GRIFFIN, WILFORD *English and Foreign Languages*
B.A., M.A., Morgan State University. Further study: Howard University, University of Pennsylvania, Indiana University of Pennsylvania.
Began service in 1977
- HACKER, DESIDERIA *Psychology*
B.A., Emory University; M.S., Ph.D., University of Georgia. Began service in 2000.
- HAROLD, ALMA *Allied Health*
B.S., M.A., Hampton University. Began service in 1989.
- HARRIS, MELINDA D. *Management, Marketing and Entrepreneurship*
B.A., Lincoln University; M.B.A., University of Phoenix, San Jose Campus; E.D.M., Case Western Reserve University. Began service in 1993.
- HAYNES, GWENDOLYN SHAW *English and Foreign Languages*
B.A., M.A., Norfolk State University. Further study: Regent University. Began service in 1998.
- HOU, JIASHI *Mathematics*
B.S., Shanghai University; M.S., Ph.D., Rensselaer Polytechnic Institute. Began service in 2002.
- HU, NING *Computer Science*
B.S., Jinzhon Teachers College; M.S., D.Sc., Washington University. Began service in 2002.
- JACKSON, CATHY M. *Mass Communications and Journalism*
B.S., Jackson State University; M.A., University of Michigan; Ph.D., University of Missouri. Began service in 1998.
- JERVEY, TABMITHA Y. *Biology*
B.S., Norfolk State University; Ph.D., Eastern Virginia Medical School/Old Dominion University. Began service in 2002.
- JOHNSON, LINDA E. *English and Foreign Languages*
B.S., M.S., Norfolk State University. Further Study: Old Dominion University, Norfolk State University.
Began service in 1972.
- JOHNSON, MAMIE *English and Foreign Languages*
B.S., and M.A. Norfolk State University; Ed.D., The George Washington University. Began service 1994.
- KIM, SUK-HEE *Social Work*
B.S.W., B.E., Hanil University & Presbyterian Theological Seminary; M.S.W., Boston University; Ph.D., University of Louisville and
University of Kentucky. Began service in 2005.
- KEREKES, MARGARET D. *Social Work*
B.A., The College of William and Mary; M.S.W., Norfolk State University. Further study: Old Dominion University. Began service in 1977.
- KOONCE, RICHARD J. *Mass Communications and Journalism*
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- LANGLEY, THALIA *Social Work*
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- LONERGAN, PAMELA A. *Allied Health*
B.S., M.S., Old Dominion University; Certification in Medical Technology, Norfolk General Hospital, Virginia;
Further study: Old Dominion University. Began service in 1989.
- LONG, JACQUELYN ELIZABETH *Computer Science*
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service in 1972.
- MALILWE, FLEXON S. *Interdisciplinary Studies*
B.A., M.A. Ph.D., Michigan State University. Began service in 1993.
- MCCALL, BARBARA C. *English and Foreign Languages*
B.S., M.A., Norfolk State University. Began service 1966.
- MILLER, KHADIJAH O *Interdisciplinary Studies*
B.A., New York University; M.A., Graduate Certificate in Women's Studies; Ph.D., Temple University.
Began service in 2002
- MORSI, RASHA M. *Engineering*
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- MURRAY, BETTY..... *Biology*
B.S., South Carolina University; M.S., Bowling Green State University. Further Study: Old Dominion University. Began service in 2000.
- NELSON, CAROL RHODES..... *Early Childhood/Elementary Education*
B.A., Elizabeth City State University; M.A., University of Connecticut. Further study: University of Connecticut. Began service in 1974.
- NOGINOVA, NATALIA..... *Physics*
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- PARKER, MICHAEL A. *Mathematics*
B.S., M.S., Virginia State University. Began service in 1987.
- PARR, DARYL O'BRIEN..... *Social Work*
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- PATRICK, GREGORY E. *Computer Science*
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- PATRICK, KATINA H. *Chemistry*
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- PEARLMAN, DANIEL *English and Foreign Languages*
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- PELTIER, GABRIELLE *Secondary Education and School Leadership*
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- PENN, WILLIAM..... *Health, Physical Education and Exercise Science*
B.A., Shippensburg State College; M.S., Old Dominion University. Further study: University of Tennessee. Began service in 1993.
- PHARR, GWENDOLYN E. *History*
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- RIZVI, MONA..... *Computer Science*
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- ROUSON, LEON *Early Childhood/Elementary Education*
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- SALARY, LEROY, Jr..... *Physics*
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- SANDERS, STEPHANIE *Music*
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Began service in 2000.
- SMITH, OBIE *Mass Communications and Journalism*
B.S., M.S., Jackson State University. Began service in 1989.
- ST. ROSE, MARIE M. *Allied Health*
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- STEWART, WILFORD..... *Chemistry*
B.S., South Carolina State University; M.S., Ph.D., Howard University. Began service in 1999.
- VAUGHAN, DEREK..... *Secondary Education and School Leadership*
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- **WAITES, CARRIE R. *Social Work*
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Began service in 1975.
- WHITE, KAREN..... *Psychology*
B.A., North Carolina Central University; M.A., Norfolk State University; Psy.D., The Virginia Consortium Program in Clinical Psychology.
Began service in 2000.
- WHITE, RONALD *Mathematics*
B B.S., M.A.T., Norfolk State University. Further Study: Regent University. Began service in 1999.
- WILLIAMS, FRANCES, R. *Engineering*
B.S., M.S., North Carolina Agricultural and Technical State University; Ph.D., Georgia Institute of Technology. Began in 2004.
- XIN, CHUNSHENG..... *Computer Science*
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- XU, KAIPING *Biology*
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- BUTLER, TERRY W. *Music*
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- CHEN, DEBORAH *Computer Science*
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- COLEMAN, WILLIAM C. *Military Science (Army ROTC)*
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- COTTER, MICHAEL J. *English and Foreign Languages*
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- GERST, JACKSON C., Jr. *Health, Physical Education and Exercise Science*
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- HAMILTON, LEROY *English and Foreign Languages*
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- HARPER, SHANDA *Computer Science*
B.S., Norfolk State University; M.S., Georgia Tech. Began service in 2000.
- HAYES, ANGELA. *Nursing*
BS, Norfolk State University; M.S., Hampton University. Began service in 2005.
- HINDS, CHERYL, V. *Computer Science*
Bsc., University of West Indies; M.A., City University of New York at Brooklyn College. Began service in 2006.
- HOU, MAY *Computer Science*
B.S., National Taiwan Normal University; M.S., University of Iowa. Began service in 1988.
- HUNT, GERALDINE *Political Science*
B.A., Norfolk State University; M.P.A., Golden Gate University. Began service in 1995.
- HUTSON, KIMBERLY L. *Political Science*
B.A., Indiana University; J.D., Washington University, St. Louis. Further study: Norfolk State University. Began service in 2004.
- JACKSON, PATRICIA D. *English and Foreign Languages*
B.A., Virginia State University; M.A., Norfolk State University. Further study: Old Dominion University. Began service in 1992.

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| JOHNSTON, JILL C. | <i>Allied Health</i> |
| B.S., Norfolk State University; M.S., James Madison University. Began service in 2003. | |
| JONES, TERENCE | <i>Mathematics</i> |
| B.S., M.S., North Carolina A&T State University. Began service in 1995. | |
| KILLOUGH, ISABEL H.R. | <i>English and Foreign Languages</i> |
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| NIXON, PATRICIA SAUNDERS. | <i>Music</i> |
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| OLARIU, ELEONORA M. | <i>Computer Science</i> |
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| PUGH-THOMAS, DEVIN | <i>Physics</i> |
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| RICHARDSON, EVETTE | <i>Secondary Education and School Leadership</i> |
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| RIVERA DE ROYSTON, IRENE | <i>Social Work</i> |
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| RUFF, HAZEL | <i>Nursing</i> |
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| SMITH, PATRICE | <i>Biology</i> |
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| SNOWDEN-LANGLEY, DENISE | <i>Interdisciplinary Studies</i> |
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| SULAIMAN, MUNIR | <i>Technology</i> |
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| TOY, JAMES L. | <i>Physics</i> |
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| WALKER, STEPHANIE | <i>English and Foreign Languages</i> |
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| WALTON, JOSEPH F. | <i>Allied Health</i> |
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| WILLIAMS, AURELIA | <i>Computer Science</i> |
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| WOLBORSKY, DIEGO I. | <i>Army ROTC</i> |
| Began service in 2004 | |
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INDEX
A

| | |
|--------------------------------------|-----|
| Academic Honesty | 11 |
| Accreditation and Affiliations | 5 |
| Admission Procedures | 12 |
| Admission Requirements | 13 |
| Admissions | 12 |
| Application for Degree | 17 |
| Application Requirements..... | 7 |
| Assistant Professors | 132 |
| Associate Professors | 130 |
| Auditing Course..... | 15 |

B

| | |
|---------------------------|----|
| B.E.S.T. Laboratory | 10 |
| Bookstore..... | 9 |

C

| | |
|--|----|
| Candidacy for Degree | 17 |
| Center for Material Research | 10 |
| Change of Major | 16 |
| Commencement Attendance | 17 |
| Community/Clinical Psychology Program (CCPP) | 34 |
| Computer Services..... | 8 |
| Continuing Education (School of Social Work)..... | 89 |
| Continuous Registration..... | 15 |
| Course Load..... | 14 |
| Course Numbers and Credits | 14 |
| Course Substitutions | 16 |

D

| | |
|--|-----|
| Degrees Granted | 9 |
| Director of Graduate Studies..... | 6 |
| Division of Academic Affairs | 122 |
| Division of Research and Technology | 8 |
| Division of Student Affairs..... | 124 |
| Division of University Advancement..... | 124 |
| Doctor of Psychology in Clinical Psychology (Psy.D.) | 37 |

E

| | |
|--|----|
| Enterprise Technology Services (ETS) | 8 |
| Ethelyn R. Strong School of Social Work..... | 85 |

F

| | |
|---------------------------|-----|
| Finance and Business..... | 123 |
|---------------------------|-----|

| | |
|--|-----|
| Financial Aid for Students | 6 |
| Food Services..... | 9 |
| Free Application for Federal Student Aid (FAFSA) | 7 |
| G | |
| General Policies and Procedures | 12 |
| Grading System | 14 |
| Graduate Council | 6 |
| Graduate Non-Degree Certification/Endorsement Program | 114 |
| H | |
| Harrison B. Wilson Archives | 10 |
| History of the University | 4 |
| I | |
| Incomplete Grades | 16 |
| Institutional Goals | 4 |
| Instructors | 136 |
| International Student Program | 13 |
| Interpersonal Communication Sequence..... | 27 |
| J | |
| Journalism Sequence..... | 28 |
| L | |
| Library and Special Collections | 10 |
| Lois E. Woods Museum..... | 10 |
| M | |
| M.S. in Material Science..... | 46 |
| Mass Communication Sequence | 27 |
| Master of Arts Degree in Applied Sociology | 17 |
| Master of Arts Degree in Criminal Justice | 20 |
| Master of Arts Degree in Pre-Elementary Education | 73 |
| Master of Arts Degree in Urban Affairs..... | 103 |
| Master of Arts Degree in Teaching Elementary Education..... | 75 |
| Master of Arts Degree in Severe Disabilities | 79 |
| Master of Science Degree in Optical Engineering | 55 |
| Master of Science Degree in Computer Science | 57 |
| Master of Science Degree in Electronics Engineering | 50 |
| Master of Music Program | 63 |
| Matriculating Admission - Ethelyn R. Strong School of Social Work..... | 88 |
| Media and Communications | 25 |
| Media Production Track | 28 |

| | |
|---------------------------------|----|
| Minimum Grade Requirement | 14 |
| Mission Statement..... | 4 |
| MSW Curriculum | 89 |
| Music Education | 66 |

N

| | |
|---|-----|
| Naval Base Guidance and Counseling Program..... | 110 |
| News Editorial and Management Track..... | 28 |

O

| | |
|---------------------------------|-----|
| Office of Graduate Studies..... | 6 |
| Office of the President | 126 |

P

| | |
|-----------------------------------|-----|
| Parking..... | 10 |
| PH.D. Program in Social Work..... | 97 |
| Placement Services | 10 |
| Pre-Elementary Education | 72 |
| Professors..... | 125 |
| Program in Visual Studies | 114 |
| Public Relations Track..... | 28 |

R

| | |
|-------------------------------------|----|
| Re-Admission | 13 |
| Registration..... | 16 |
| Regulations | 12 |
| Release of Student Information..... | 17 |
| Residence Requirements..... | 15 |

S

| | |
|--|-----|
| School of Social Work (Ethelyn R. Strong School of)..... | 90 |
| Secondary Education and School Leadership | 107 |
| Senior Level Undergraduate Students..... | 13 |
| Severe Disabilities | 79 |
| Speech Communication Track | 27 |
| Sponsored Programs | 8 |
| Student Health Services | 9 |
| Student Services..... | 6 |
| SWK (Clinical Concentration)..... | 86 |
| SWK (Community Development Concentration) | 87 |

T

| | |
|--------------------------|----|
| Thesis/Dissertation..... | 15 |
| Time Limit..... | 13 |

| | |
|-------------------------|----|
| Transfer of Credit..... | 16 |
| Tuition and Fees..... | 16 |

U

| | |
|--|-----|
| University of Higher Education Center..... | 24 |
| Urban Affairs..... | 103 |
| Urban Affairs (Human Resources)..... | 105 |
| Urban Affairs (Planning and Administration)..... | 105 |

V

| | |
|---|-----|
| Verification of Taxable and Non-Taxable Income..... | 7 |
| Veterans' Affairs..... | 10 |
| Visual Studies..... | 114 |

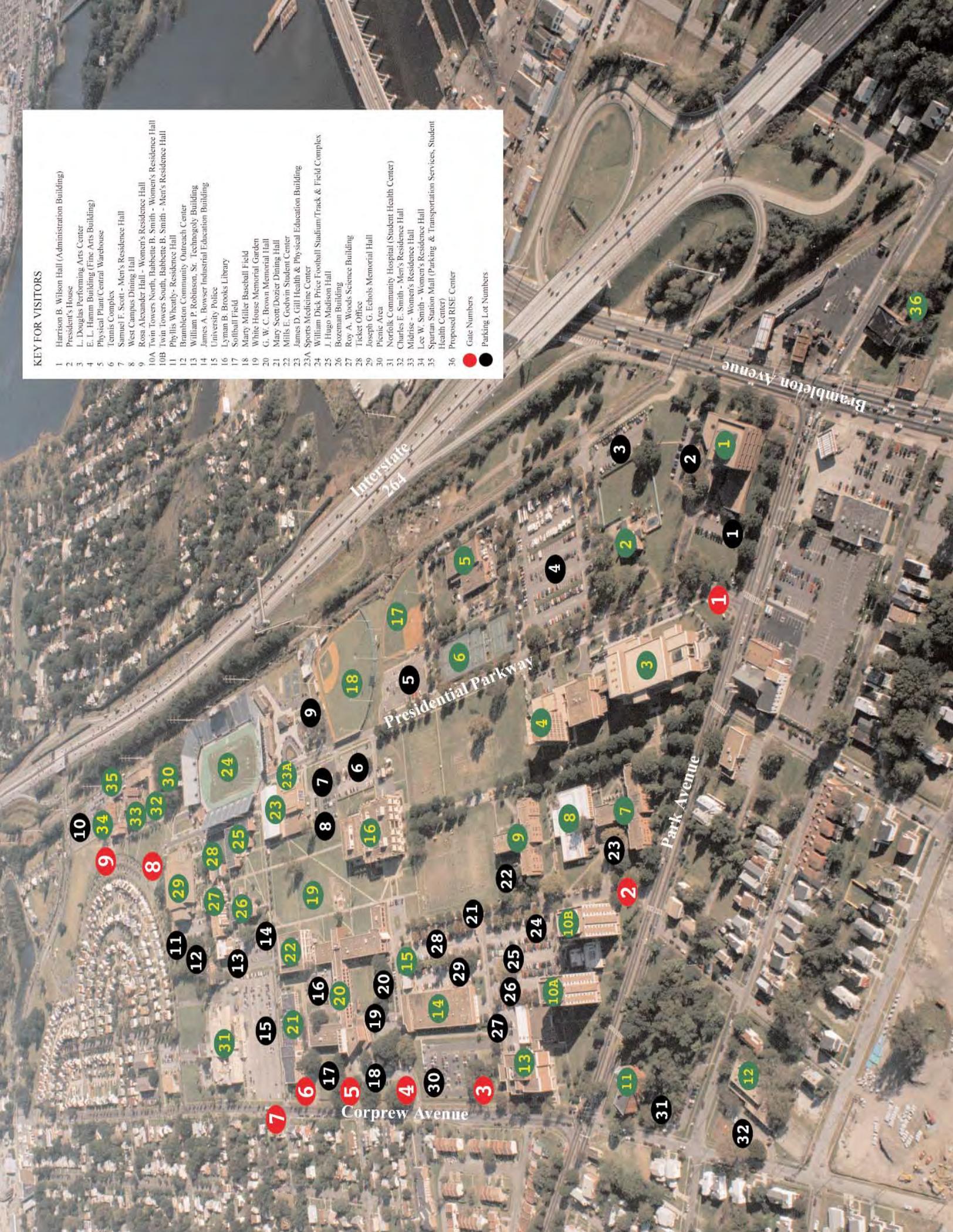
W

| | |
|-------------------------------------|----|
| W.K. Kellogg Social Science..... | 11 |
| Withdrawal from Courses..... | 15 |
| Withdrawal from the University..... | 15 |

KEY FOR VISITORS

- 1 Harrison B. Wilson Hall (Administration Building)
- 2 President's House
- 3 L. Douglas Performing Arts Center
- 4 E. L. Hamm Building (Fine Arts Building)
- 5 Physical Plant/Central Warehouse
- 6 Tennis Complex
- 7 Samuel F. Scott - Men's Residence Hall
- 8 West Campus Dining Hall
- 9 Rosa Alexander Hall - Women's Residence Hall
- 10A Twin Towers North, Babbette B. Smith - Women's Residence Hall
- 10B Twin Towers South, Babbette B. Smith - Men's Residence Hall
- 11 Phyllis Wheatley - Residence Hall
- 12 Brambleton Community Outreach Center
- 13 William P. Robinson, Sr. Technology Building
- 14 James A. Rowser Industrial Education Building
- 15 University Police
- 16 Lyman B. Brooks Library
- 17 Softball Field
- 18 Mary Miller Baseball Field
- 19 White House Memorial Garden
- 20 G. W. C. Brown Memorial Hall
- 21 Mary Scott/Dozier Dining Hall
- 22 Mills E. Grodwin Student Center
- 23 James D. Gill Health & Physical Education Building
- 23A Sports Medicine Center
- 24 William Dick Price Football Stadium/Truck & Field Complex
- 25 J. Hugo Madison Hall
- 26 Bozeman Building
- 27 Roy A. Woods Science Building
- 28 Ticket Office
- 29 Joseph G. Echols Memorial Hall
- 30 Picnic Area
- 31 Norfolk Community Hospital (Student Health Center)
- 32 Charles F. Smith - Men's Residence Hall
- 33 Midrise - Women's Residence Hall
- 34 Lee W. Smith - Women's Residence Hall
- 35 Spartan Station Mall (Parking & Transportation Services, Student Health Center)
- 36 Proposed RISE Center

- Gate Numbers
- Parking Lot Numbers





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